



Full Time Faculty Search and Hiring Process 2022

When faculty lines become available either through the allocation of new lines by the university or through retirements, resignations, or non-reappointments, the Provost will pool these lines and invite departments to submit requests for lines based on the department faculty's shared vision of program priorities. The Provost will allocate lines to departments based on a combination of the program priorities articulated by the department, the Provost's line allocation model (includes ratios of FTEs to faculty in the department's majors, seat efficiency in the department's courses), and other college and university priorities.

When lines are allocated and searches authorized (typically once a year and typically in late spring or early summer), departments will follow the protocol outlined in this document to bring their searches to a successful conclusion.

The chairperson is the party ultimately responsible for conducting the search and hiring process within the department, though that responsibility can be shared with members of the department P&B and/or a departmental search committee or other parties as the Provost deems appropriate.

Diversity and Compliance

As Director of Compliance & Diversity (CDO) in the Office of Legal Counsel, Gabriela Leal (glead@jjay.cuny.edu) maintains data on the College's recruitment efforts in compliance with CUNY and government reporting requirements. Therefore, she must monitor the recruitment process and keep the College's official recruitment file.

The Provost and the CDO have identified the need to increase the diversity of the College's faculty candidate pools. To that end, the following new protocols have been established for all search committees:

1. The department chair will submit to the CDO a Recruitment Plan Certification Form that supports the College's diversity goals.
 - HR routinely places ads in the *Chronicle of Higher Education* and *Inside Higher Ed*.
 - Search committees **must** identify at least 3 additional recruitment/advertising sources to reach the most diverse candidates. Committees are encouraged to include organizations of diverse faculty within a field (e.g., [Association of Black Sociologists](#); [American Society of Hispanic Economists](#)).
 - Committees must consult with Angela Crossman (acrossman@jjay.cuny.edu), Associate to the Provost for Faculty (AP), who can assist with drafting position announcements (e.g., share

sample Personnel Vacancy Notices (PVNs)) and for advice on mounting searches to reach the widest possible pool of candidates.

2. Coordinate a time for the CDO and AP to provide a charge training and Diverse Faculty Workshop for the search committee. During this training, the search committee will learn about the recruitment process, department staffing status and interview guidelines, as well as best practices for hiring a diverse faculty.
3. Submit the Applicant Log (“Flow Log”) for certification
 - Once the search closes, the search committee should review all applicants, and indicate a “disposition code” for each applicant. Disposition codes identify which applicants meet (or do not meet) the minimum qualifications and identify which candidates will be invited for an interview.
 - The search chair will submit to the CDO a complete list of applicants with their disposition codes.
 - The CDO will review the flow log to ensure that the applicant pool and the interview pool is sufficiently diverse.
 - The CDO must notify the search chair that the pool has been certified for diversity **before** candidates may be contacted for interviews.
 - Departments should be aware that John Jay places a priority on affirmative action goals.
4. Once a finalist has been selected, submit the Faculty & Staff Selection Form to CDO. Applications will be stored in the CUNYfirst system, through which the candidates applied (not kept by the CDO).

Position Announcements

- Following best practices for hiring a diverse faculty (see Appendix A), the hiring department will prepare a Personnel Vacancy Notice (PVN) and a brief, two or three sentence description suitable for advertising, for each authorized position.
- The PVN template is available through the Department of Human Resources. Please contact Tamari Tevdoradze, HR Generalist at ttevdoradze@jjay.cuny.edu or 646-557-4858. Tamari will forward the appropriate PVN template.
- Each PVN template varies based on rank of position sought. Once you receive the template, you will need to complete the following sections: *Position Overview*, *Qualifications*, and *How to Apply*. The other sections must remain as they appear in the template. For example, the PVN will include a standard section ABOUT JOHN JAY COLLEGE. Chairs are welcome to work with the Associate to the Provost for Faculty to draft, update and/or revise their PVNs and/or to request sample PVNs from prior searches.
- The *Position Overview* section of the PVN should begin with a paragraph that gives department specific information and information about the position detailed enough to give candidates a clear sense of the position and the interests of the hiring department, including the following two statements (not italicized):

Candidates are expected to bring enthusiasm and demonstrated commitment to teaching and to develop and maintain an active research and publication agenda.

The successful candidate must be eager and qualified to work with our diverse student body, and have a demonstrated commitment to diversity, equity, and inclusion. As demonstrated in John Jay College's Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum

(http://www.jjay.cuny.edu/sites/default/files/u1862/principles_for_a_culturally_responsive_inclusive_and_antiracist_curriculum_adopted_by_college_council_april8_2021.pdf).

The College seeks a faculty member who thrives in a multicultural, collaborative academic environment and is committed to both access and excellence in higher education.

- When you receive the PVN template, there will also be a *Qualifications* section that is pre-populated with University specific data that must not be changed. You may add preferred qualifications in the section entitled *Preferred Qualifications* such as subject and discipline specific expectations. For example, "The successful candidate will have a strong background in ethnic and gender relations in the Middle East." Another example is "PhD in chemistry or closely related area. To teach graduate and undergraduate courses in general and analytical chemistry for forensic science majors and elementary chemistry and other basic sciences for non-science majors. Background in biochemical terrorism and forensic chemistry welcome." Please be mindful to communicate inclusivity in your ad to ensure that a broad array of candidates perceive the opportunity as open to all qualified candidates.
- It is possible to include a section at the end of the PVN (ABOUT JOHN JAY'S XX DEPARTMENT) to provide additional information on your department (e.g., about your graduate programs or key strengths of your department).
- In the *How to Apply* section of the PVN you should indicate where you will recruit, if off campus. If you intend to interview at national/regional recruitment meetings, you should suggest a way for the candidate to make an appointment for an interview. For example: "Applicants interested in being interviewed at the XXX annual meeting should contact Professor YYY at email address@jjay.cuny.edu."
- All candidates must submit an application through CUNYfirst. To apply, candidates will go to www.cuny.edu, select "Employment", and "Search Job Posting". Candidates will be
- prompted to create an account. Return to this job listing using the "Job Search" page and select "Apply Now".
- Departments vary in what they request from applicants. Most often, they request: a cover letter (can specify what should be covered in that letter), a curriculum vitae, possibly examples of scholarly work, a statement of teaching philosophy and, if available, syllabi and teaching evaluations (particularly for lecturer lines), and three letters of recommendation (typically sent to the search committee separately). Departments often request a diversity statement as well (or perhaps ask candidates to indicate how they would contribute to the College's diversity goals in their cover letter).
- It is possible to set up a department email address for searches to receive reference letters. Email the helpdesk or request a department email address for this purpose on Inside JJ.
- The hiring department should submit their Position Vacancy Notice (PVN) to Maribel Perez (mperez@jjay.cuny.edu) in the Provost's Office for feedback and/or approval.
- Once the PVN is reviewed and approved by the Provost, it will be reviewed in consultation with the Department of Human Resources and edited as necessary according to the guidelines above and in order to assure compliance with all terms and conditions of the University By-laws and the

Collective Bargaining Agreement. Once that process is complete, it will be forwarded to the Department of Human Resources for processing and submission to CUNY Central for posting.

- Please keep in mind that the PVN must be approved by the University (which takes time) and that the *closing* deadline for applications must be a minimum of thirty (30 days) from the date of CUNY approval. However, including language about earlier review (e.g., “Review of applications will begin November 30; position closes December 15) will allow search committee members to begin reviewing applications before the closing date.

Recruitment

- Once the chair has an approved Recruitment Certification Plan from the Office of Compliance and Diversity, the hiring department will submit the Recruitment Certification Plan and the following two items to Kinya Chandler (kchandler@jjay.cuny.edu), Associate Dean, in the Office of the Provost: Search Plan, Brief Job Description/Position Announcement (used for advertisements).
- The **Search Plan** should identify the conference(s) at which the department will recruit, the location(s), the date(s), duration, and the names of P&B members who will serve on your search committee.
- The standard bundle for advertising includes CUNYfirst, *The New York Times*, *Black Issues in Higher Education*, *Diversity*, *Hispanic Outlook*, and *Chronicle of Higher Education* website. If the department wishes to advertise in a particular journal, periodical, or website in addition to the standard advertising bundle, the Search Plan should include the name of the journal, periodical, or website, the cost of advertising and the deadline by which copy must be submitted. For instance, many professional organizations have mechanisms for sharing job ads (e.g., American Psychological Association; Association of Black Psychologists; [Association of Black Sociologists](#); [American Society of Hispanic Economists](#)).
- Kinya Chandler will have already notified departments of the allocation set aside for advertising in additional outlets, but they must provide copy of the text to be used.
- Hiring departments are expected to conduct proactive, vigorous, and timely national searches.
- We encourage the use of phone interviews and technology such as Skype and Zoom to help screen initial candidates and narrow down your selection to two finalists for a campus visit.
 - The Provost may cancel or carry over searches that cast the net so narrowly, begin so late, or take so long as to raise questions about the quality of the applicant pool and the eventual hires.

Record Keeping

The chair or the faculty member responsible for conducting the search should maintain a written record of:

- the date complete application materials are received for each applicant;
- the date that each candidate is invited to participate in a campus visit;
- the date an interview is conducted for each applicant interviewed;
- the date faculty meet to discuss the applicants;
- the date the decision is made to recommend campus visits for short-listed candidates;
- the dates and agendas of all campus interviews;

- the date the faculty meet to choose the preferred candidate; and
- the date the department makes its recommendation to the Provost.

Campus Visits

The goals of the campus visit are to observe the finalists in a variety of settings and activities, to have the candidates meet as many members of the department as possible, and to promote the college and the department as desirable places to be. Typically, campus visits last for one day and include at least lunch and dinner, but may also include breakfast in addition to a set list of meetings and talks.

In Advance of the Visit

- Communicate with Kinya Chandler (or designee) about the candidate that you will invite to campus and whether the college will need to pay for hotel and/or flights. Hotel reservations will be made by the college, but all other travel expenses must be processed as a reimbursement to the candidate. Your department will have already
- been notified of the allocation set aside for the campus visit and all expenses will be posted against the aforementioned allocation.
- Communicate with the candidates about travel and accommodations and reimbursement procedures. Search chair must complete TAFs for each candidate (see Appendix B for procedures).
- Send an itinerary of the visit to each candidate at least five days in advance, listing hour to hour locations, people whom they will meet, and all expected activities.
- Ensure your faculty is apprised in advance as well and prepared to host each candidate, with people assigned to each part of a candidate's day. The campus visit should be as inclusive as possible to allow department/program faculty (and possibly students) the opportunity to participate and provide feedback to the search committee.
- Prior to the day of the interview, the department will send or email the CUNY employment application to the candidate so that he or she can bring it in completed the day of the interview.

Day or Days of the Visit (possible elements to be arranged as makes sense for hire)

- Candidate meets with Department Chair (emphasis, job structure).
- Candidate meets with Major/Program Coordinator (emphasis, teaching opportunities).
- Candidate meets with P&B and/or search committee (emphasis, how to be successful in tenure track; research support and opportunities).
- Candidate meets with junior faculty (emphasis, meeting people who share interests, will be peers).
- Candidate makes a teaching presentation to a class or faculty (emphasis – teaching fit for John Jay).
- Candidate gets a campus tour (emphasis, they will be curious what the college looks and feels like).

- Candidate has lunch, dinner, and/or informal coffee with select individuals or groups of faculty (emphasis, a mutual exchange).
- Candidate gives research talk (emphasis, is candidate's research viable and of interest to field, dept., college)
 - For research talks it is highly recommended that candidate is sent an "assignment sheet" laying out clear expectations for talk and its goals; and
 - An audience is important; the department should coordinate attendance at talks to ensure a strong showing.
- Candidate observes or teaches a class (emphasis, candidate should know what our classes are like).
- Candidate meets with students, undergraduate or graduate (emphasis, candidate should have a sense of our student body and want to be here).
- Breaks (two or three 15-minute breaks are recommended so candidate can use bathroom, check email and have a moment of not being "on").
- **REQUIRED:** finalist meets with Provost or assigned designee for 30 minutes
 - For each position searched, email the short-list of finalists being interviewed to the administrator assigned to the department, with a copy to Maribel Perez, attaching their letters of application, CVs, and statements of teaching philosophy and diversity (if applicable).
 - The department will be responsible for scheduling the candidates with the administrator assigned. The administrator will send a short evaluation of the candidate to the department chairperson and the Provost.

After Visit

- Gather feedback from department and others who met candidates.
- Search committee ranks candidates in order of choice.
- Discuss the selected finalist with the Provost and come to agreement about who will receive an offer.
- Chair calls top choice and lets them know the Provost will be calling to make an offer
 - The Provost will make the formal offer, subject to the approval of the President, and will negotiate the salary.
 - The Provost will invite the finalist to submit a start-up proposal via email. In determining the start-up package, the Provost will consult with the department as necessary.
- Chair keeps channels of communication open with the short list of finalists until an offer is accepted and an appointment letter signed.
- Chair calls all those who interviewed and lets them know we will not make them an offer.
- Chair follows up on reimbursements for travel of all finalists.

Communication with Candidates

- The Provost will confirm the telephone offer by email, subject to the approval of the President, and will copy the department.
- The Provost will respond via email to any start-up proposal submitted, copying the department.

- The President reviews every offer, and the standard offer letter will go out under her signature, with a copy to the department. It will stipulate an annual salary, a general description of terms of employment and benefits, and a general statement of expectations regarding teaching, research, and service. The candidate will have two weeks to sign and return the letter, indicating acceptance.
- Once the signed letter is received in the Provost's Office, it is forwarded to the Department of Human Resources for processing. Human Resources will generate the Electronic Human Resource Action Form (eHRAF) indicating all pertinent appointment data, which is then submitted to Payroll. It is important this step be completed as soon as possible to assure the new hire will be paid within six (6) weeks of starting. Please warn the new hire that they will not be paid for six (6) weeks and should set aside funds to ease their transition to the new position.
- If applicable, once the candidate has accepted, the Provost sends a separate start-up letter, with a copy to the department, confirming the start-up offer and conveying the date of new faculty orientation and other information pertinent to getting started at the college.
- The candidate is also contacted by Human Resources for Onboarding/Orientation.

Conclusion of the Search

- The chairperson of the department will send a notification of a completed search to the Chief Diversity Officer with a copy to the Office of Human Resources.
- The chairperson of the department will send letters to applicants who were not hired, reporting that the searches were completed, thanking them for applying, and wishing them well.

APPENDIX A: Arranging and Paying for the Campus Visit

Arrangements for the Interview

Typically, the campus visit lasts for one day and includes lunch and dinner, and sometimes breakfast, with the candidate. Final arrangements for candidate interviews should be made as soon as the short list of candidates has been prepared by the search committee. This involves:

- establishing an interview schedule and itinerary for the visit; distributing the interview schedule and itinerary to participants in the interview and department; and making arrangements for the candidates' travel and accommodations.

Travel Authorization and Arrangements

The department representative must prepare a college Travel Approval Form (TAF) for each candidate and in the section labeled "Purpose of Travel", clearly indicate "Candidate". By doing so, the recruiting department ensures that the candidate's travel is approved in advance of the visit and thus reimbursable. Please reference Policy Bus.003- Travel Procedures in the college's Policies and Procedures Compendium available through our intranet. This policy provides more specific information regarding faculty recruitment travel.

We must budget for searches in order to ensure that we are able to cover all of the associated costs and process them as quickly as possible. Each recruiting department will be provided a budget based upon the number of positions for which it has been approved. The budget must support the cost of external advertisement, local hotel accommodations, candidate travel and any faculty reimbursements for the campus visit. We encourage the use of phone interviews and technology such as Skype and Zoom to help contain the costs and support the maximum reimbursement to your selected finalists.

Discuss Reimbursement Arrangements with the Candidate

In most cases, the local accommodations for the candidate related to the interview will be covered directly by the college. Please be sure to explain that college policy requires the candidate to pay their own travel expenses and be reimbursed after the visit.

Please be reminded that:

- All hotel payments and reimbursements will be processed through the Research Foundation (RF).
- Candidates should be reminded to keep their boarding passes and receipts for incidental expenses.
- Candidates will be reimbursed for air travel only at the coach rate on a US carrier.
- Mileage for a private automobile trip will only be reimbursed at the rate of .56 cents per mile (effective as of 1/1/21) up to the cost of coach airfare for the same trip (see the [current IRS standard mileage rates](#)).
- Room and tax charges will be billed directly to the College. Any additional expenses must be paid by the candidate upon check-out and, if appropriate, reimbursed through normal procedures.
- Taxi receipts are required whereas receipts for meals are not.
- If a credit card is used to pay any expenses, the RF will require a copy of the statement reflecting those charges as well as the candidate's name and the last four digits of the card. We recommend that candidates redact their statements for privacy and security.
- Depending on the cost of the entire visit, candidates may not be eligible for full reimbursement of their out-of-pocket costs. We may only reimburse up to the amount of the per diem rates as posted at <https://www.gsa.gov/travel/plan-book/per-diem-rates>.

- Depending on how the department has allocated their search budget, candidates' reimbursements may be capped as well.
- During the campus visit, the candidate's signature should be obtained on the Research Foundation *Travel Expense Voucher and Request for Payment* so that expenses may be reimbursed in a timely manner.

Local Accommodations

The college has established accounts with two local hotels. Once you have confirmed the travel dates, you will need to contact the Office of Academic Operations so that we may secure rooms when required.

Please complete and return the *Room Request Form* to Kinya Chandler in the Provost's Office as early as possible. We will need at least five business days' notice to guarantee accommodations, but of course the earlier the information is provided, the better.

Once the reservation is confirmed, we will send you an email with the confirmation information, which should be shared with the candidate.

Reimbursement of Travel Expenses

The Provost's Office will authorize reimbursement on the basis of a properly completed Research Foundation *Travel Expense Voucher and Request for Payment* with required receipts and a copy of the Travel Approval Form.

The recruiting department will have each candidate sign a Research Foundation *Travel Expense Voucher and Request for Payment* during the visit. It should include the address to which the reimbursement is to be sent. Upon completion of the travel, the candidate should forward his/her return-flight boarding pass or a screenshot of such with an itemized list of expenses and required receipts back to the recruiting department.

The recruiting department will submit the completed form with all necessary receipts and a copy of the letter/email of invitation to Kinya Chandler (or designee) in the Provost's Office. If the invitation was verbal, a memo stating this must be included instead. The completed voucher and all documentation will be reviewed and submitted to the Research Foundation for processing within five (5) business days of receipt and the reimbursement check will be mailed directly to the candidate by the Research Foundation once approved.

No guarantees can be made as to how long this complete process will take, but the Office of Academic Operations will follow up on each submission regularly until payment is disbursed. If you or a candidate

has not received payment within 15 business days of submitting a complete reimbursement request, please contact Associate Dean Chandler directly at kchandler@jjay.cuny.edu.

Reimbursement of Faculty Members for Purchase of Meals for Candidates and Faculty Entertainment Expenses

In order to reimburse a faculty member for purchase of meals for a candidate, the recruiting department must prepare a *Research Foundation Payment Request* made payable to the faculty member, attach receipt(s) for meal(s), and submit it to Kinya Chandler (or designee) in the Provost's

Office. The payment form and receipts must identify the faculty candidate by name, specify the date and type (breakfast, lunch, dinner) of meal, and list the other attendees.

Contact Us

If you have further questions about paying for these visits or the status of reimbursements once submitted, please contact Associate Dean Chandler at either kchandler@jjay.cuny.edu or 212-237-8498.

APPENDIX B: Sample Search Committee Process Document

PROCESS FOR FACULTY HIRING DECISIONS IN 2017 – 2018

1. In spring 2016, the department engaged in a department-wide discussion of 5-year hiring priorities. We revisited those priorities in Spring 2017 to refine the current year's searches. The positions decided upon were: Clinical (Forensic interests and experience) and Cognitive/Developmental (Psy/Law interests) – at Assistant/Associate level.
2. Using the funding priorities as a foundation for which types of faculty positions to search for in 2017-2018, the P&B will call for the establishment of Search committees to search for, and decide upon hiring for, those positions.
3. Between 3 and 7 full-time tenured or tenure-eligible members of the faculty may serve on any Search committee. If no more than 7 (but at least 3) members of the faculty volunteer for any search committee, those members shall constitute the committee. If more than 7 members wish to serve on any committee, an election will be held to determine the membership of that committee. If less than 3 members of the department volunteer for a Search committee, a sufficient number of members of the P and B will serve on that Search committee to constitute at least 3 members.
4. Each Search committee shall elect its own chair. Members of the P and B may also volunteer for, and be elected to, Search committees; and may be elected as a Search committee chair.
5. After meeting with the P & B Committee to discuss overall guidelines for candidate searches, each Search committee will determine its own processes for engaging in searches. However, before finalizing those processes the chair of each Search committee will consult with the P & B to make sure that those processes are consistent with the College's hiring process and do not conflict with college or departmental policy. All Search Committees will also meet with representatives from the College's affirmative action office prior to beginning its work.
6. A substantial concern for ensuring a diverse department, and equal opportunity for candidates, shall inform all Search committee decisions.
7. Once the Search committee determines which candidates (the Provost will probably request 3-4 interviewees per line) to recommend to the Provost for interviews, it will prepare whatever written justification is required by the Provost's office to obtain approval to make interview offers. Before inviting candidates to the college, each Search committee will coordinate dates of invitation with the department Chair – or her or his designee(s) -- to avoid overlapping invitations.
8. For each candidate brought to the college, the Search committee chair, or her or his (willing) designee, will at minimum schedule a job talk, lunch, dinner (if advisable), opportunities for interviews with members of the department, and a tour of the campus with the department chair.
9. Search committees will solicit feedback from the department, including in the form of a meeting for the purpose of holding a faculty discussion of candidates (where those not present may submit feedback forms to the Search committee for discussion at the meeting). Following discussion, there will be a vote (for informational purposes only) on each candidate. Only those faculty members present at the meeting may vote. The Search committee may also solicit additional feedback through other means chosen by the committee, before determining which candidate(s) to recommend to the Provost.

10. Before a final decision is made to make an offer to a candidate, the relevant Search committee will meet with the P & B to discuss if there is an important reason *not* to make an offer to that candidate and, in addition, the P & B and Search committee chairs will discuss potential offers together. The final decision of which candidate or candidates to recommend to the Provost for the position shall rest with the Search committee (after the P & B's views, and the views of the other Search committee chairs, have been presented to, and considered by, the relevant Search committee). However, ultimate decisions regarding offers should be informed *not* only by whom the Search committee deems to be the best candidate available regarding that search, but also considerations regarding the overall hiring standards, needs, and long-term best interests of the department. The Search committee will prepare whatever written justification is required for advancing a candidate's name to the Provost for consideration. Once a candidate's name has been forwarded to the Provost, the Search committee will turn over all of its files to the Department Chair, and the Department Chair will handle the remaining negotiations with the Provost and the candidate.

APPENDIX C: Best Practices for Hiring a Diverse Faculty

Hiring Committee Composition

- ✓ A **diverse hiring committee** is a critical factor in identifying and attracting a wide range of talented applicants.
- ✓ Strategic efforts should be made to **recruit people of color to serve on hiring committees** at different stages in their identity development and racial consciousness, and reflective of the student population.
- ✓ It is essential that hiring committees engage in **professional development and training together** in order to be ready to undertake a search. Training should include reducing unconscious bias (and other mind sciences such as racial anxiety and stereotype threat), reducing stereotypes, reducing micro and macro aggressions, and increasing racial awareness.

Advertising

- ✓ **Define a hiring search** as **broadly** as possible to increase the chances of greater diversity in the applicant pool.
- ✓ Use **Diverse Networks**.
- ✓ Add **language** signaling a special interest in applicants who contribute to the college's diversity priorities (and mission statement). For example, one might say: "The hiring committee is especially interested in applicants who through their **leadership, community service, lived experience and/or research** will contribute to the diversity mission of the college."

Pool Development

- ✓ **Expanded recruitment efforts** produce diverse applicant pools. Hiring committees, for example, might directly contact graduate programs with high numbers of diverse candidates and utilize databases, fellowship directories, professional organizations that identify outstanding and diverse applicants.
- ✓ **Small Numbers:** Research has shown that women and people of color are judged more fairly when they are at least 30% of the applicant pool. It's critical to work on creating a large pool of diverse candidates.
- ✓ When asking colleagues at other organizations about potential applicants, always specifically ask: "Do you know outstanding applicants **reflective of the population we serve** at John Jay?"
- ✓ Be alert for potential future graduates from schools where students are exposed to advanced diversity content and analysis as part of the curriculum as "**people to watch.**"
- ✓ Create a **database** of potential applicants reflective of the population we serve.

The Interview Process

- ✓ Use a standardized set of **interview questions**
- ✓ Have the **whole committee** participate in creating those questions
 - ✓ Include questions that reveal a **candidate's capacity** for and **interest in** enhancing the college's diversity mission.

The Hiring Process

- ✓ Use a standardized applicant **evaluation form** (*i.e., a rubric – see Appendix D*). Make sure the form includes an assessment of the candidate's ability to support the college's diversity mission.

- **Discuss** these forms in hiring committee meetings. Rater accountability has been shown to increase the accuracy and objectivity of ratings—but we must make sure these items are a part of what gets rated.
- Encourage a discussion format that requires **contributions from all members**. Asking each member of the committee to comment on an applicant ensures that a vocal minority does not dominate the discussion. Open the meeting to all voices. This format also provides an incentive for everyone to “do their homework.”
- Do not eliminate a name from the list for personal reasons. Often, qualified potential applicants are struck from the list based on assumptions about their personal life. Work with the college to **remove both formal and informal obstacles** that would eliminate important applicants.

Beware of Bias

- **Letters of Recommendation:** A study of over 300 recommendation letters for successful applicants for a healthcare organization found that letters for females were shorter, contained more “grindstone adjectives” such as “hardworking” and “diligent,” contained twice as many “doubt raisers,” and were less likely to include “stand-out” adjectives such as “brilliant” and “superb”.
- Letters of recommendation can be run through a gender bias calculator <https://www.tomforth.co.uk/genderbias> for a provisional assessment.
- Be on the lookout for similarly disparaging ways of framing the qualifications of applicants of color.
- **Performance Evaluation:** Social psychology research found that both men and women are more likely to hire a male applicant than a female applicant with an identical record; found that success is more frequently attributed to “skill” for males and “luck” for females, even when the evaluators are presented with evidence of equal success for both genders.
- Be alert to similar biases in evaluating candidates of color.
 - Beginning in the 1970s symphony orchestras started requiring musicians to **audition behind screens**; since that time, the number of women hired has increased fivefold and the probability that a woman will advance from preliminary rounds has increased by 50%.
 - For positions that require publications: A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden found that women candidates needed **substantially more publications** to achieve the same rating as men, unless they personally knew someone on the panel.

APPENDIX D: Sample Search Committee Reviewing Materials and Rubrics

Evaluation of Applications

Steps for evaluating applications: For departments that request from candidates a statement that demonstrates their commitment to DEI – an award-winning model to evaluate applications follows.

1. Anonymize the applications.
2. Each hiring committee member only evaluate the candidates' DEI statements in terms of awareness (knowledge), actions, and plans (see Sample Rubric 1 below). The committee will determine a cut-off score and only applications with strong commitment statements will be reviewed further. At UC Davis, this approach has led to increased diversity among applicants (Society for Neuroscience, 2019).
3. Each application beyond the cut-off should be reviewed by at least two committee members (see Sample Rubric 2 below); applications that have widely differing scores should be reviewed by an additional member.
4. Each member of the committee will review the aggregated rubric scores and discuss and rank the candidates making sure that each member's voice is heard in the process. The top candidates (short list) would be invited for virtual interviews (zoom or skype).

Interview Process

Applicants invited to campus often give a talk(s), might teach a class, interview with individuals and committees, meet the Provost, and share meals with members of the community. One best practice (Society for Neuroscience, 2019) is to assign each candidate a confidential advisor (who is not part of the hiring committee). The applicant can ask their confidential advisor whatever they want to know but no one else is privy to this information. Thus, the candidate feels supported and not threatened in the interview process.

Interview questions should be the same for all candidates – both the short-listed virtual interviewees, and those interviewed on campus by the search committee. These should be agreed upon in advance (sample list of questions below). To be equitable, all interviewees should be asked the same questions.

An interview feedback form (see Sample Rubric 3 below) should be completed by search committee members, attendees of candidate talk(s) and other interviewers. Individuals should provide feedback on ALL candidates to be fair (i.e., attend all job talks).

Sample Standard Interview Questions for Candidates:

1. *Please tell us about your interest in working at John Jay College.*
2. *Please describe your current research program and what future research directions you plan on pursuing, as well as how your research would fit with the department and John Jay?*
3. *Please talk about your approach to teaching and your ways of assessing the effectiveness of your teaching.*
4. *We know that conflict is typical in any department. Please describe the ways that you tend to handle conflict with colleagues and students.*
5. *What approaches would you have in working with Latinx students, students of color, or students of other underrepresented groups?*
6. *Do you have any questions for us?*

Sample Rubric 1 – Assessing Candidate DEI commitment (Knowledge, Actions, Plans) from:
<https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>

Knowledge about Diversity, Equity, Inclusion, and Belonging [5 points max]

<i>Score</i>	<i>Examples</i>
<p>1 - 2 Little to no evidence of awareness of DEIB issues in higher education or their field</p>	<ul style="list-style-type: none"> • Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity. • Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women" without offering further examples or specifics. • Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued.
<p>3 Some evidence of awareness, but falls short of significant knowledge base or deep interest</p>	<ul style="list-style-type: none"> • Has some knowledge of demographic data related to diversity and awareness of its importance. • Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all. • Comfort discussing diversity, equity, inclusion, and belonging related issues • Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.
<p>4 - 5 Clear and deep understanding of dimensions of DEIB in higher education</p>	<ul style="list-style-type: none"> • Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline. • Comfort discussing diversity, equity, inclusion, and belonging related issues (including distinctions and connections between diversity, equity, inclusion, and belonging). • Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all. • Discusses diversity, equity, inclusion, and belonging as core values that every faculty member should actively contribute to.

Track Record in Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]

<i>Score</i>	<i>Examples</i>
<p>1 - 2 Describes few or no past efforts in any detail</p>	<ul style="list-style-type: none"> • Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role). • Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab). • Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year").
<p>3 Some evidence of past efforts, but not</p>	<ul style="list-style-type: none"> • Evidence of active participation in a single activity, but less clear that there is an established track record. • Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.

extensive enough to merit a high score

- In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.
- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging.
- Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)
- Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, inclusion, and belonging as one aspect of their track record.

4 - 5
Sustained track record of varied efforts to promote DEIB in teaching, research, or service

Plans for Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]

<i>Score</i>	<i>Examples</i>
<p>1 - 2 No personal plans to advance DEIB</p>	<ul style="list-style-type: none"> • Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else. • Describes only activities that are already the minimum expectation of Berkeley faculty (e.g., being willing to supervise students of any gender or ethnic identity). • Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same.”
<p>3 Some ideas about advancing DEIB, but not much detail</p>	<ul style="list-style-type: none"> • Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?) • Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would).
<p>4 - 5 Clear and detailed plans for advancing DEIB</p>	<ul style="list-style-type: none"> • Clearly formulates new ideas for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership). • Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department/school/college and also their field.

Sample Rubric 2 – Assessing Candidate Applications

	Poor	Fair	Good	Excellent
Commitment to DEI				
Research potential				
Research Relevance to program(s)				
Teaching potential				
Service potential				
Recommendation letters				

Sample Rubric 3 – Feedback on Candidate Interviews

Adapted from University of Michigan <https://advance.washington.edu/liy/resource/31>

	Poor	Fair	Good	Excellent
Potential for (evidence of) scholarly impact				
Potential for (evidence of) research productivity				
Potential for (evidence of) research funding				
Potential for (evidence of) collaboration				
Fit with department's priorities				
Ability to make positive contribution to department's climate				
Other comments:				