



# **University of California, Merced Search Committee Toolkit**

**Academic Personnel Office**

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## THE SEARCH COMMITTEE

The role of the Search Committee is to search, not to hire. Before conducting a search, the unit chair develops a search committee according to the Merced Academic Personnel Policies ([MAPP](#)). The search committee should include individuals who are committed to diversity and excellence. The unit chair must ensure that women and underrepresented groups have equal opportunity to serve on search committees. Each search committee designates one search committee member responsible for oversight of Affirmative Action; this is usually the search chair.

## THE SEARCH COMMITTEE CHAIR

The Search Committee Chair has overall responsibility for managing a proactive, timely, fair and legal search process.

### Chairing an Effective Committee

In order to minimize conflict and increase the productivity of search committee meetings, it is a good idea to establish processes, ground rules, and evaluation criteria at a meeting held before any applicant materials are reviewed.

Discuss how the committee would like to conduct its business:

- How will committee discussion be recorded?
- What are the rules of discussion, including how will disagreements be handled?
- Require that statements made about candidates be backed up by factual information.
- How will the committee decide which applicants are invited to campus?
- How will candidates be presented to campus colleagues?
- What is the end product of the Search Committee's work?

In order to maintain a fair, equitable and legal search process, it is important that the same evaluation criteria be applied to all candidates. Adding "special" or additional criteria for one candidate and not for another in the midst of the process is not equitable. In order to develop evaluation criteria, the committee should refer to the position announcement and the job description. All committee members should understand the potential for unconscious or implicit bias and take action to ensure equity in your decision-making.

Consider developing the following tools for consistency:

- A candidate evaluation tool with agreed-upon criteria
- A list of standard questions
- Standard campus visit agendas and pre-visit checklists
- Standard information package for candidates

The unit academic personnel staff may be able to prepare some of these materials for the committee.

## THE JOB POSTING

### Role of Chair and Search Committee

At this stage the search chair should work with the committee to:

- Discuss and provide input to create a job posting in AP Recruit.
- Determine recruitment strategy, advertising plans and complete all appropriate sections in AP Recruit.
- Review the recruitment plan in AP Recruit to ensure broad recruitment.

In addition, the Chair's responsibilities are to:

- Ensure compliance with applicable laws and policies.
- Maintain confidentiality of candidates and process.
- Promote a collegial working atmosphere within the committee.
- If desired, schedule a briefing for the committee by the APO office to provide an overview of AP Recruit and recruitment best practices.

### Recruitment Period

- The recruitment period must be for at least 30 days. The recruitment period must include at least a four-week period following the first appearance of the advertisement.
- The committee may begin offering appointments to lecturers within the 30 day recruitment period if and only the correct verbiage is indicated in the recruitment. The committee may use "Review of applications will begin on XX/XX/XX and will continue until the position has been filled". However, the review date must be at least 2 weeks after the open date.
- For recruitments with the following verbiage, "Recruitment will remain open until all positions have been filled, with review of applications to begin immediately", this is indicating that the committee may *review* the applicant pool, however the committee cannot offer an appointment until 30 days has passed (minimum requirements), and/or the recruitment has closed.

### Posting the position in AP Recruit

The following information is needed for the job posting in AP Recruit.

- Recruitment Name or title of the position (if appointment is possible at more than one level, list all potential titles)
- Description
- Approved Search Area
- Department
- Salary Control #
- Salary Range
- Rank/Step
- Application Submission Dates: Open/Close/Final
- Search breadth: Open/Specialized/Don't Know
- Initial Search Allocation: Newly Allocated/Relisted/ Don't know
- Optional Information Link
- Title Code

- Specialties: determines the category of the availability data in AP Recruit
- Contact Info
- Department Mailing Address

Attract the widest possible range of qualified candidates by broadening the job description and advertising in venues that reach women and underrepresented groups.

*International Applicants* - Units are encouraged to work with the Office of International Affairs (OIA) to understand the recruitment requirements of making an offer of employment to an individual who is not a U.S. citizen or permanent resident. Inquiries about work authorization or citizenship may not be made by any University representative until after an offer of employment is made. However, at the applicant's initiation, OIA is available to talk with the candidate to make sure the immigration status selected best suits the immediate needs and the future plans of the hiring unit and/or applicant. For more information on requirements for International applicants visit the [International Students & Scholars](#) website.

### **Required and Optional Documents in AP Recruit**

- Curriculum Vitae
- Cover Letter
- Statement of Research
- Statement of Teaching
- Statement of Contribution to Diversity (Required for all senate faculty recruitments)
- Optional – Miscellaneous/Additional Documents (course evaluations, coursework taken, etc)
- Teaching Assistants – Also include the following:
  - Degree conferred prior to specific date
  - List of course eligible to teach based on experience
  - Evidence of grade point average
- Lecturers
  - Availability for semester and/or academic year
  - Course evaluations

*The job posting must be routed to obtain approvals by the Search Chair, the Dean and the Academic Personnel Office. The Academic Personnel Office will review and publish the recruitment. Recruitments are not published by the school.*

## **OBTAINING REFERENCES FOR APPLICANTS**

In AP Recruit, there are three options for obtaining references. This decision cannot be changed once an applicant applies to the recruitment.

1. *Contact Information Only* – Candidates will enter the contact information for their references. The unit will request letters of reference when ready using AP Recruit.
2. *Letters of Reference* - Candidates will request letters of reference from the system. The letter writer will be sent a link to submit a letter of reference.
3. *None* – No reference information is requested.

### **Open Rank Recruitments**

If this search is an open rank recruitment, contact your unit Academic Personnel analyst to discuss options for obtaining references. The reference request process must be included in the posting.

### **Unsolicited Letters**

Occasionally, members of a search committee will receive unsolicited letters about a candidate. When this happens, the committee chair should respond in writing and advise the individual of the University of California policy with regard to confidentiality and that the entire text of his/ her letter may be available to the candidate.

### **Telephone Recommendations**

If the search committee wants additional information or if the timeline is brief, telephone recommendations may be obtained. Notes should be taken during the conversation so that a written record of the conversation may be placed in the candidate's folder.

## **THE SEARCH PLAN AND RECRUITMENT EFFORTS**

Once the posting is complete. Information about the search and recruitment efforts, planned and actual, should be included in AP Recruit.

In addition to the posting, the following information is required in AP Recruit. The following information 1) keeps the committee members and academic personnel school staff informed of the search plans 2) ensures a transparent and equitable process for the search.

- **Basic Qualifications** – Minimum qualifications for the position.
- **Additional Qualifications** (Optional) – Other qualifications that may be applicable to the position.
- **Preferred Qualifications** – Qualifications above and beyond the minimum requirements for the position.
- **Planned Search & Recruitment Efforts** – This section should provide information on how the committee plans to conduct the search. Include details such as to how the committee will 1) choose advertisements 2) review applications and 3) make decisions.
- **Actual Search & Recruitment Efforts** – Throughout the search the planned efforts may change or evolve. In this section include actual recruitment efforts that took place.
- **Ad Documents** – All documents related to the advertisements should be uploaded in this section. Including proofs, print screens, etc.
- **HERC Category** – Indicate the HERC category for the posting.
- **Ad Sources** – Indicate all areas in which the committee plans to advertise.
- **Ad Evidence** – Receipts, tear sheets, copies of postings etc.

The above information will not appear in the posting, but will be viewable for anyone who has access to the recruitment.

## **ADVERTISING RECRUITMENTS**

Under [Recruitment/Search Chair and Committee Resources/Advertising Resources](#) on the Academic Personnel website you can find recruitment and advertising resources that will help you locate potential candidates. These sites often provide advertising and posting options and are excellent sources to broaden the outreach of your search.

All Recruitments (except for Teaching Assistants) shall be posted on the following sites:

- HERC
- America's Job Exchange (postings will automatically be pulled into this site)

Ladder Rank Faculty recruitment committees are strongly encouraged to seek out Presidents Postdoctoral Fellows. To learn about Hiring Incentives visit the [Presidents Postdoctoral Fellowship Program Website/Hiring Incentives](#).

## DIVERSITY AND INCLUSIVENESS IN YOUR SEARCH

Building a diverse pool of candidates requires conscious effort from the very beginning of the process. A goal of every search should be to ensure that there are outstanding women and candidates from underrepresented groups in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity. For senate faculty recruitments all applicants are required to submit a Statement of Contribution to Diversity.

### Sample Text to Include in Position Announcements

In ADDITION to the required statement:

The University of California, Merced is an Equal Opportunity /Affirmative Action Employer” or the [University’s Diversity Statement](#).

- You may also include a more substantive statement of the unit’s interest in diversity-related research, teaching or service in the body of the advertisement. For example:
  - We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.
  - Individuals with a history of and commitment to mentoring students from underrepresented groups are encouraged to apply.
  - The school is seeking outstanding candidates with the potential for exceptional research and excellence in teaching, and also a clear commitment to enhancing the diversity of the faculty, graduate student population, and of the majors in <field>.
  - The school has a strong commitment to the achievement of excellence and diversity among its faculty and staff.
  - The school is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for students.
  - The school is particularly interested in individuals with a history of promoting diversity. Experience in mentoring women and individuals from underrepresented groups in STEM fields are desired.
  - A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.
  - The University of California seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and learning.



- Enhancements to the Equal Opportunity /Affirmative Action Employer statement:
  - The (school) at the University of California, Merced is committed to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. The University of California is an equal opportunity/affirmative action employer.
- The University of California, Merced is an equal opportunity/affirmative action employer with a strong institutional commitment to the achievement of diversity among its faculty, students and staff.

## REVIEWING & DISPOSITIONING APPLICANTS

### Role of Chair and Search Committee

Once the position has been posted and advertising is complete the committee can begin reviewing applications. The chair and the committee should work together to:

- Maintain evaluative consistency and fairness throughout the process.
- Review and assess all initial applicant files using the same criteria formulated by the committee.
- Compare the applicant pool with availability data and decide if additional recruiting is required.
- Try to spend at least 15 – 20 minutes fully reviewing each application as one way to enable equity.
- Communicate with Dean and/or unit chair regarding Diversity Reports in AP Recruit.

### Dispositioning - Meeting Basic Qualifications

Dispositioning is the process of assigning reasons why applicants did not move forward in the hiring process.

When ready, the committee will need to review applications in AP Recruit and designate whether the applicants Meets or Does not Meet Basic Qualifications as defined by the qualifications outlined in the posting. All applicants must be marked as “Meets” or “Does not Meet” Basic Qualifications by the analyst, editor or chair. Once this is complete applicants will then need to be dispositioned in AP Recruit.

### Further Dispositioning

Once it has been determined which applicants meet or do not meet basic qualifications, further dispositioning must take place. This is done in two ways:

As applicants move forward in the recruitment process the following statuses should be updated and are available by clicking on “Manage” under the Applicants name. At the top of the page click on “Update Status” for the following options:

- Not Complete
- Serious Consideration
- Recommended for Interview
- Proposed Candidate
- Offered
- Accepted Offered
- Hired
- Withdrawn

Applicants marked as “Serious Consideration” will appear on the Short List Report.

All other applicants can be dispositioned by clicking on the “Assign Reasons” button at the top of the applicant list page.

*Disposition reasons are an important component of the final Search Report and are **required** for all applicants on all recruitments. Dispositioning can be completed throughout the search process, and must be complete by the end of the recruitment. For specific information on how to assign disposition reasons in AP Recruit contact your school’s Academic Personnel staff.*

## REPORTS IN AP RECRUIT

During the recruitment process, AP Recruit collects affirmative action data from academic job applicants. Throughout the recruitment, the unit academic personnel analyst and the search committee chair are able to pull the following reports.

- **Applicant Pool Report** – Once the position is closed, the Chair and/or or unit academic personnel staff should pull the applicant pool report to be routed for approvals. This report compares the application pool to the availability based on the **Specialty** indicated in the recruitment. Approval is an indication that the applicant pool is diverse according to the Availability Data, available in AP Recruit.
- **Short List Report** – pulls the same information as the Applicant pool report, but for the short listed candidates. Candidates will not appear on the short list until dispositioned “Serious Consideration” in AP Recruit.

*Both the Applicant Pool Report and the Short List Report must be routed for approvals by the Search Chair and the School Dean/Unit Head. Upon approval of these reports the search can continue to the next phase. Contact the academic personnel analyst within your school for more information.*

## INTERVIEWS

### Role of Chair and Search Committee

After selecting applicants, the next step is to invite the prospective candidates for interviews on campus. During the interview process the chair should:

- Invite candidates to campus and ensure that the interview process is equitable for all candidates.
- Present finalists to the colleagues and /or the unit.
- Make sure the committee treats all candidates in the manner that we would want to be treated in the recruitment process.
- Ensure candidates are provided with appropriate information about UC Merced.
- Ensure that candidates feel welcomed—UC Merced’s reputation as an equitable and welcoming institution rests in large part with the search committee members’ treatment of candidates.
- Maintain communication with candidates, keeping them informed of the process and timelines.
- Respect unsuccessful applicant’s time by ensuring that they are notified of non-selection as soon as a firm decision is made.

The committee should:

- Help to make the process welcoming and inclusive for all candidates.
- Make candidates feel warmly welcomed.
- Use agreed upon evaluation criteria when reviewing finalists.

- Maintain confidentiality as described in this document.

### **Interview Best Practices**

Remember that during the interview process the candidate is evaluating the search committee and the University, as well as being evaluated. Devise questions based on the job-related criteria by which the candidate will be evaluated. The committee should agree upon the questions and ask the same questions of all candidates, enabling comparative judgments to be made. General follow up or questions to provide clarification are okay. Avoid illegal and discriminatory questions.

Each candidate should be given the same access to information about the unit and the campus, and experience a similar introduction and interview process. For example, if one candidate is escorted or picked up from the airport by a search committee member, then all candidates should be. In addition, all candidates should be given the same opportunities to discuss and share their research and teaching experience in an appropriate environment. For example, applicants shall not be asked to teach a live class, as this is not a controlled student environment. Information should be provided about dual career and family leave policies to ALL candidates.

### **General Interview Guidelines**

Interview questions assist in determining a candidate's qualifications for a position and should be based on the position description, required qualifications and preferred qualifications. All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question.

Use the position description as a guide throughout the entire recruitment process.

It is unlawful to ask questions related to age, race, color, religion, national origin, citizenship, physical disability, sex, marital status or sexual orientation. Do not inquire about economic status, medical condition, military service, or parenthood or childcare arrangements.

While it is important to help make the candidate feel comfortable, avoid even casual conversation that touches on inappropriate topics or inquiries that are illegal in an interview context. The candidate could misinterpret such discussions. This includes discussions that occur in social settings during the interviewing process.

## EMPLOYMENT INQUIRIES GUIDE

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	<b>NAME</b>	<ul style="list-style-type: none"> <li>• Maiden name</li> </ul>
Place of residence	<b>RESIDENCE</b>	<ul style="list-style-type: none"> <li>• Questions regarding owning or renting.</li> </ul>
Statements that hire is subject to verification that applicants meet legal age requirements.	<b>AGE</b>	<ul style="list-style-type: none"> <li>• Age</li> <li>• Birth date</li> <li>• Date of attendance/completion of school</li> <li>• Questions which tend to identify applicants over 40</li> </ul>
Statements/inquiries regarding verification of legal right to work in the United States.	<b>BIRTHPLACE, CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• Birthplace of applicant or applicant's parents, spouse or other relatives.</li> <li>• Requirements that applicant produce naturalization or alien card prior too employment.</li> </ul>
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	<b>NATIONAL ORIGIN</b>	<ul style="list-style-type: none"> <li>• Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.</li> </ul>
Statement by employer of regular days, hours, or shifts to be worked.	<b>RELIGION</b>	<ul style="list-style-type: none"> <li>• Questions regarding applicant's religion.</li> <li>• Religious days observed.</li> </ul>
Name and address of parent or guardian if applicant is a minor.  Statement of company policy regarding work assignment of employees who are related.	<b>SEX, MARITAL STATUS, FAMILY</b>	<ul style="list-style-type: none"> <li>• Questions to indicate applicant's sex, marital status, number/ages of children or dependents.</li> <li>• Questions regarding pregnancy, child birth, or birth control</li> <li>• Name/address of relative, spouse or children of adult applicant.</li> </ul>
	<b>RACE, COLOR, SEXUAL ORIENTATION</b>	<ul style="list-style-type: none"> <li>• Questions to applicant's race, color, or sexual orientation.</li> <li>• Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.</li> </ul>
	<b>CREDIT REPORT</b>	<ul style="list-style-type: none"> <li>• Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.</li> </ul>
Statement that a photograph may be required after employment.	<b>PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS</b>	<ul style="list-style-type: none"> <li>• Questions as to applicant's height/weight.</li> <li>• Requiring applicant to affix a photograph to application or submit one at his/her option.</li> <li>• Require a photograph after interview but before employment.</li> </ul>
Employer may inquire if applicant can perform job-related functions.  Statement that employment offer may be made contingent upon passing a job- related mental/physical examination.	<b>MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)</b>	<ul style="list-style-type: none"> <li>• Any inquiry into the applicant's general health, medical condition, or mental/physical disability.</li> <li>• Requiring a psychological/medical examination of any applicant.</li> </ul>

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	<b>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST-OFFER/PRE-EMPLOYMENT)</b>	<ul style="list-style-type: none"> <li>Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.</li> </ul>
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	<b>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)</b>	<ul style="list-style-type: none"> <li>Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.</li> </ul>
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	<b>ARREST, CRIMINAL RECORD</b>	<ul style="list-style-type: none"> <li>General questions regarding arrest record.</li> </ul>
Questions regarding relevant skills acquired during U.S. military service.	<b>MILITARY SERVICE</b>	<ul style="list-style-type: none"> <li>General questions regarding military service such as dates/type of discharge.</li> <li>Questions regarding service in a foreign military.</li> </ul>
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	<b>ORGANIZATIONS, ACTIVITIES</b>	<ul style="list-style-type: none"> <li>General questions regarding organizations, clubs, societies and lodges.</li> </ul>
Name of persons willing to provide professional and/or character references for applicant.	<b>REFERENCES</b>	<ul style="list-style-type: none"> <li>Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.</li> </ul>
Name and address of person to be notified in case of accident or emergency.	<b>NOTICE IN CASE OF EMERGENCY</b>	<ul style="list-style-type: none"> <li>Name, address, and relationship of relative to be notified in case of</li> </ul>

This information is provided by [California Department of Fair Employment & Housing](#).

## DISCUSSING WORK/LIFE ISSUES

If applicants ask questions early in the recruitment process about topics that could not be answered by interviewers (e.g., childcare provision or accommodation of religious holidays) refer them to the Academic Personnel [website](#).

Do not ask follow-up questions or use this information in your evaluation. For the purpose of making it clear to a candidate to whom you are making an offer that there are programs or services available at UC Merced that may interest them, you could state something like: “UC Merced has programs to assist in partner employment, childcare, schooling and other family concerns. If any of these programs are of interest to you, let us know how we may be helpful.” Please refer the applicant to Academic Personnel.

## EVALUATION PROCESS

### *Assumptions Shape the Review Process!*

We all like to think that we are objective scholars who judge people based entirely on their experience and achievements, but copious research shows that every one of us brings a lifetime of experience and cultural history that shapes the review process.

The results from controlled studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit or unconscious assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring in various academic positions.

It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation (15-20 minutes per application) can also reduce the influence of assumptions.

### **Before Evaluation**

- Agree on standard criteria and ground rules for the evaluation process before the search begins.
- Use the same criteria in review of all candidates.
- Rely on qualifications described in the position announcement.
- Do not create any extra hurdles for women and candidates from underrepresented groups in the search process. (For example, requiring additional letters.)
- Agree on rules of discussion and how to handle disagreement.
- Agree on a method for determining who will be invited to campus.

### **Practices to Enable Equity—Reviewing Applicants**

- Learn about research on biases and assumptions. Consciously strive to minimize their influence on your evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Calibrate the committee by discussing one or two randomly selected CVs as a group.
- Use a candidate evaluation tool that incorporates the agreed-upon criteria.

- Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
- Slow down. Spend sufficient time (15-20 minutes) evaluating each applicant.
- Make time to review the entire application.
- Do not rank the finalists; instead summarize the strengths, weaknesses and likely contributions to the campus, program and unit for each candidate. An alternative idea is to create several lists, each ranking the finalists based on one particular criterion. This way you have several different "top choices" to contemplate.
- Be able to defend every decision for rejecting or retaining a candidate by asking committee members to back up their statements with evidence, not opinions.
- Periodically evaluate your decisions and consider whether qualified women and applicants from underrepresented groups are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.
- Debrief as a committee after each evaluation or interview to gain lessons learned for future searches.

*Myth: "We are focused on quality as our criterion for hiring. Adding diversity means compromising quality."*

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases. By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or candidates from underrepresented groups, quality will increase, not decrease. Diverse employees can enhance the educational experience of all students, an important goal of the University.

### **Extending the Recruitment Period**

In some cases there may be a need to extend the recruitment period. Reasons such as inviting more applicants because the pool wasn't sufficient or advertising to obtain a more diverse pool of applicants may be considered. Extending the recruitment period is determined on a case-by-cases basis. Search chairs should consult with their Academic Personnel Staff in the school and/or in the Academic Personnel Office.

## **EVALUATING CONTRIBUTIONS TO DIVERSITY**

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications.

In AP Recruit the applicant will have the option to submit a Statement of Contribution to Diversity. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. For example:

- Participation as undergraduates, graduates, post docs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, underrepresented groups, veterans, people with disabilities and other individuals who are members of group historically excluded from higher education;

- Serving as an advisor to programs such as Women in Science and Engineering, SACNAS or other equivalent programs in all disciplines;
- Exceptional record mentoring students and colleagues from groups underrepresented in their field or historically underrepresented in higher education; candidates who have made a contribution to pedagogies addressing different learning styles; for example:
- Designing courses or curricula designed to meet the needs of educationally disadvantaged students;
- Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education;
- Candidates who have an understanding of the barriers facing women and underrepresented groups in science careers or higher education careers generally, as evidenced by life experiences and educational background;

Candidates who have significant experience teaching students who are underrepresented in higher education; for example:

- Candidates who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;
- Candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group under-represented in higher education;

Candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and underrepresented groups in science and other academic disciplines; for example:

- Studying patterns of participation and advancement of women and underrepresented groups in fields where they are underrepresented;
- Studying socio-cultural issues confronting underrepresented students in college preparation curricula;
- Evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students in higher education;
- Candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;

Candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:

- Research that addresses issues such as race, gender, diversity and inclusion;
- Research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
- Research that addresses questions of interest to communities historically excluded by or underserved by higher education;
- Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

## AFTER THE SEARCH PROCESS

### **Role of Search Chair and Search Committee**



Now that the search is concluded, the committee should hold one last meeting and debrief about the process and make sure the following are completed in AP Recruit:

- Dispositioning of all applicants including applicants that have been interviewed, offered, hired
- All search documents and interview materials have been uploaded
- All tear sheets, receipts, print screens, and proofs have been uploaded
- Respect unsuccessful applicant's time by notifying them of non-selection as soon as a firm decision is made.
- Indicate Search Outcome in AP Recruit

### **Records Retention**

The Academic Personnel Office is the office of record for all of the following documents. Records of each search must be retained by APO for a minimum of 4 years after the end of the fiscal year in which the specific pre-employment or recruitment activity has ended. The following documentation should be uploaded to the appropriate section in AP Recruit.

- Copies of all advertisements
- Print screens
- Tear sheets
- Description of other recruitment methods used
- A list of all applicants considered for the position, with their contact information and all materials they submitted.
- Affirmative Action data obtained using the survey in AP Recruit should be retained with the search files along with the notes from the committee deliberations, including interview questions and any evaluation criteria or ranking lists should be retained. Copies of all forms used in the recruitment and selection process must be retained with the search records.

### **Access to Records**

Although applicants generally do not have a right of access to their University files pursuant to the Academic Personnel Manual, section 160, they do have a right of access to their files pursuant to the Information Practices Act.

The Information Practices Act (Section 1798.38 of the California Civil Code) states that information compiled for the purpose of determining an individual's qualification for employment must be disclosed to that individual. If the information was received with the promise that the identity of the source would be held in confidence, then the identity of the source may be withheld.

Based on the above, Units should confer with the Academic Personnel Office and respond to applicants' requests by providing them with copies of the requested records. If the requested records contain information about more than one candidate, the records should be redacted so that only information about the candidate making the request is disclosed. The identity of the source may be concealed by redaction, or by providing a comprehensive summary.

### **Post search committee review**

- After the search has concluded, hold one last meeting to discuss how applicants will be dispositioned in [AP Recruit](#). Work with school analyst for more information on dispositioning.
- Discuss what worked well and what didn't during the recruitment.

- Document the search committee’s process and improvement ideas and pass them on to future search committees.

## SEARCH COMMITTEE PRACTICES TO ENABLE EQUITY

### Search Committee Composition

- Include faculty who are committed to diversity and excellence.
- Ensure that women and underrepresented groups have equal opportunity to serve on search committees.
- Include faculty members from other fields to enhance equity and create a more explicit and open discussion

### Job Description/Position Announcement

- Include language that expresses an interest in candidates who will advance our commitment to diversity.
- Broaden the job description to attract the widest possible range of qualified candidates.
- Advertise in venues that reach women and underrepresented groups, such as special subgroups of professional organizations or focused conferences.
- Note in the ad that UCM has family-friendly policies.

### Active Recruit

- Go beyond the ‘usual’ range of institutions from which you recruit.
- When contacting colleagues, specifically ask for recommendations of candidates from groups that are underrepresented in your unit, in addition to other recommendations.
- Consider candidates who may be currently thriving at less well-ranked institutions.
- If multiple searches are taking place in your Unit, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants.
- Consider hiring outstanding former students after they have had experience elsewhere

### The Interview

- Avoid illegal and discriminatory questions.
- Use a standard protocol for each campus visit.
- Give candidates the opportunity to talk with others, not the search committee, and not even in the same unit, about gender and climate issues.
- Provide information about family-friendly policies and partner hiring to all candidates

### Evaluating Candidates

- Self-Correction - be aware of the possibility of your own unconscious bias.
- Agree upon evaluation criteria and ground rules for the search committee and stick to them.
  - Agree on rules of discussion and how to handle disagreement.
  - Agree on a method for determining who will be invited to campus.
- Develop evaluation and interview tools to ensure consistency.
- Slow down.
  - Make time to review the entire application.
- Calibrate the committee.
  - Review and discuss one or two CVs before beginning the review process.
- Do not rank immediately.
  - Consider alternatives to rank ordering, such as summaries of each finalist or creating multiple lists.
- Insist on the evidence.
  - Require faculty members to back up statements and opinions with facts

- and evidence.
- Avoid speculation or “crystal ball

gazing.”

### SAMPLE EVALUATION TEMPLATE

The following offers a method for Unit faculty to provide evaluations of job candidates. It is meant to be a template for Units that they can modify as necessary for their own uses.

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Candidate’s Name:

Please indicate which of the following are true for you (check all that apply):

- Read candidate’s CV
- Read candidate’s scholarship
- Read candidate’s letters of recommendation
- Attended candidate’s job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

\_\_ Please comment on the candidate’s scholarship as reflected in the job talk or interview:

\_\_ Please comment on the candidate’s teaching ability as reflected in the job talk or interview:

\_\_ Please rate the candidate on each of the following:

Excellent	Good	Neutral	Fair	Poor	Unable to judge
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Potential for (Evidence of) scholarly impact:

Potential for (Evidence of) research productivity:

Potential for (Evidence of) research funding:

Potential for (Evidence of) collaboration:

Potential for (Evidence of) outreach efforts to diverse groups:

Fit with unit’s priorities:

Ability to make positive contribution to unit’s climate:

Potential (Demonstrated ability) to attract and supervise and work well with graduate students:

Potential (Demonstrated ability) to teach and supervise and work well with undergraduates:

Potential (Demonstrated ability) to be a conscientious university community member:

Other comments:

**Once the evaluation process is complete, be sure to disposition applicants in AP Recruit to provide a reason as to why the applicant did not move forward in the process.**

*Example of Candidate Evaluation Tool Adapted from: [NSF Advance at the University of Michigan](#)*

### CHECKLIST FOR A SUCCESSFUL VISIT

- Identify primary staff support to coordinate all necessary documentation, travel arrangements and reimbursements including the following:
  - The pre-purchase of airline tickets for the candidate
  - Accommodations for the length of stay
  - Reimbursement of all or part of candidate's expenses
  - Determine if the candidates will have individuals accompanying them during the campus visit; if so, prepare an agenda for the (spouse, guest).
  
- Send the agenda to the candidates ahead of time.
  
- Send the potential candidate unit and school brochures, campus map, University publications, and resource guide and applicable handbooks.
  
- Meet any special needs of the candidate (physical, dietary, etc.). Apprise the candidates of cultural events during campus visits.
  
- And most importantly, keep in contact with the candidate throughout the search process.

### HELPFUL LINKS

- **Academic Personnel Website:** <http://academicpersonnel.ucmerced.edu/>

- **The Merced Academic Personnel Policies and Procedures:**  
<http://academicpersonnel.ucmerced.edu/policies/merced-academic-personnel-policies-procedures>
- **Recruitments Resources:** <http://academicpersonnel.ucmerced.edu/recruitment/search-chair-and-committee-resoures/recruitment-policies-and-toolkit>
- **Search Chair and Committee Member Resources:**  
<http://academicpersonnel.ucmerced.edu/recruitment/search-chair-and-committee-resources>