



University of California, Merced Recruitment Toolkit

2017

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INTRODUCTION

Search committees play a vital role in recruit, evaluating, and recommending the most qualified candidates for employment by the University. Search committee members are often the first University employees that a candidate will meet. Each member has an opportunity to represent the University as a diverse and welcoming community while carrying out the search in accordance with University policies, procedures, and recommended best practices.

Due to the fact that the University is composed of a variety of disciplines and interdisciplinary groups no one universal policy could accommodate all of the unique organizational needs. Therefore, in lieu of a formal campus search committee policy, process and advisory best practices in faculty search committee processes are provided in this toolkit. The advisory best practices included are based on the professional expertise of University staff well-versed in the relevant standards. Individual units or search committees are encouraged to review and discuss these practices and to develop practices consistent with these best practices, tailored to fit their individual needs. Because these recommended best practices may be based on legal requirements or considerations, the Vice Provost for the Faculty should be consulted before any substantial changes are made and adopted as unit or search committee practice.

THE SEARCH COMMITTEE

The role of a 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 will have a Faculty Equity Advisor assigned to provide guidance throughout the search process.

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?
- How will the committee fairly and equitably review and evaluate objectively against the same criteria?
- 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. The terms of the job posting, the criteria for evaluation, and the criteria for an

assessment matrix, if utilized, need to be consistently applied to all applicants. 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 (See section 15 & 16 for sample rubrics)
- 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.

FACULTY EQUITY ADVISORS

The role of the Faculty Equity Advisor (FEA) is to:

- Work with unit chairs and Deans to constitute Search Committees to encourage each hiring committee to include people familiar with best practices for diversity and equity in hiring.
- Explain best practices to Search Committees: FEAs will meet with Search Committees to review best practices to secure candidates who contribute to diversity.
- Work with Search Committee to write an inclusive job ad that will lead to a broad pool of candidates.
- Work with Search Committee to help them develop a Search Plan that 1) includes outreach to relevant disciplinary groups; 2) explains the search process; and 3) includes benchmarks for candidate pool diversity that are both reasonable to the Search Committee and reflective of the PhD candidate pool.
- Work with Search Committee to help them meet benchmarks in terms of a diverse candidate pool. When benchmarks are not met, the Dean will be consulted, and the search could be extended. FEA will meet with the Search Committee to review candidate availability pool as well as check in with Search Committee at least every 30 days after advertisement is released.
- Work with Search Committee in an effort to meet benchmarks in terms of a diverse long list and set of on-campus interview candidates. FEA will meet with and provide guidance to the Search Committee when they are selecting the long list as well as the candidates who will come to campus.
- Provide guidance to hiring units in assessing the Contribution to Diversity Statements.
- Work with hiring units to ensure that when candidates come to campus they are connected with any relevant interest groups such as Women in Science, Technology, Engineering and Math (STEM), the Critical Race and Ethnic Studies Faculty, Women's, Gender, and Sexuality Studies minor (WGSS) Faculty Working Group, the UC President's Postdoctoral Fellowship Program local advisory group and/or Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) faculty group.
- Serve as a liaison between the Dean and the hiring units to help ensure success of the search in finding excellent candidates who contribute to diversity.
- Serve as a confidential liaison to any faculty member involved in the search who has concerns or recommendations with regard to the search process.

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.

THE RECRUITMENT

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.

Due to the updates in AP Recruit it is recommended to 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.

For ongoing recruitments in which there are multiple hires the committee may begin offering appointments to lecturers within the 30-day recruitment period if and only the correct verbiage is indicated as such in the recruitment. If you wish, you may use this verbiage "Review of applications will begin immediately. Recruitment will remain open until all positions have been filled". If this particular verbiage is not indicated on the recruitment, then you cannot begin offering appointments until the recruitment has closed. However, an offer of employment must not be made until at least two weeks after the open date of the recruitment.

REQUIRED INFORMATION FOR POSTING AP RECRUIT

The committee should have the following information to have a draft posting entered into AP Recruit. Once an applicant has applied to the recruitment some fields are permanently locked.

- **Recruitment Name or title of the position**
If appointment is possible at more than one level, list all potential titles. Review similar titles within each unit to ensure consistency.
- **Description**
This is the body of the job posting and should include the UC Merced standard language, a complete description of the position, degree requirements, qualifications, Instructions for letters of references, review date and any other necessary information. Information in the description, and related fields in AP Recruit, will be the basis for evaluation criteria during the selection process. This description should include the details for the minimum and preferred qualifications. The committee should spend time determining the evaluation criteria, and matrix if to be used, while drafting the job posting description and related details.

- **Approved Search Area**
Area in which the position is approved
- **Department**
Home Department
- **Salary Control #**
Optional
- **Salary Range**
Optional
- **Rank/Step**
Optional
- **Job Location**
Optional
- **Application Submission Dates**
Open
Close (the last day applicant can apply)
Final Date (the last day applicants can make changes to their application)
- **Search breadth**
Open/Specialized/Don't Know
- **Initial Search Allocation**
Newly Allocated/Relisted/Don't know
- **Optional Information Link**
Link to unit, school, or university page
- **Title Code**
List all possible title codes for this recruitment
- **Availability Data**
Select the fields of study that most closely align with the position. These fields will be used to generate availability data that will help evaluate the diversity of the applicant pool. The fields of study selected here will not be visible to applicants; they will only be used for reports.
- **Contact Info**
Department Mailing Address

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 FOR THE RECRUITMENT

- 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)
- 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

LETTERS OF REFERENCES IN AP RECRUIT

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

- Contact Information Only:** Candidates will enter the contact information for their references. The unit will request letters of reference when ready using AP Recruit.
- 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.
- 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

When receiving unsolicited letters for a candidate 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.

DIVERSITY AND INCLUSIVENESS IN YOUR SEARCH

“The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state’s history into the present. Diversity – a defining feature of California’s past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees.” --UCOP Office of Diversity and Engagement

Building a diverse pool of candidates requires conscious effort from the very beginning of the process. For the purposes of this documents, the concepts of equal opportunity and diversity are understood as the right of all job candidates and all hired academic appointees to be treated with equal fairness and to have the opportunity to excel without bias due to their race, ethnicity color, religion, sex, sexual orientation, gender expression, national origin, age, disability, or veteran status.

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 additional information please visit the [University of California](#) website.

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.

APPLICANT DIVERSITY STATEMENTS

For senate recruitments Diversity Statements are required from all applicants

What is the purpose of the Contributions to Diversity Statement?

According to University of California Academic Personnel Policy (APM), to preserve and foster the quality of UC as one of the nation's leading public institutions, peer review committees are expected to evaluate the contributions of all faculty in view of the critical need for equity and excellence.

UC Merced requires that faculty candidates submit a statement on their past contributions to diversity and/or equity and future plans for continuing this effort as part of their application for an academic appointment.

"In addition to research, teaching, and general professional and public service, service contributions that promote diversity and equal opportunity are encouraged and given recognition in the evaluation of the candidate's qualifications. Examples include, but are not limited to, developing strategies for the educational or professional advancement of students in underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring or advising of underrepresented students or new faculty." -- APM 210-1-d

The purpose of the statement is to identify candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus diversity and equity efforts.

Are there any Guidelines for Writing a Statement?

The Contributions to Diversity Statement should describe your past experience, activities and future plans to advance diversity, equity and inclusion, in alignment with UC Merced's mission to reflect the diversity of California and to meet the educational needs and interests of its diverse population of students in the Central Valley. Some faculty candidates may not have substantial past activities. If that is the case, we recommend focusing on future plans in your statement. A more developed and substantial plan is expected for senior candidates.

Questions from applicants regarding the Diversity Statement

Please guide applicants to the Academic Personnel Office website for the [Contributions to Diversity Guidelines](#)

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 sociocultural 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.

DIVERSITY STATEMENT RUBRIC

Goal

Identify candidates who have skills, experience, and/or willingness to engage in efforts to enhance diversity and equity on campus.

Provides a statement of contributions to diversity. 0-1 points _____

Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups. 0-1 points _____

Demonstrates a track record and measure of success in activities (such as mentoring, teaching, or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups. 0-2 points _____

Specific plans to contribute to efforts to enhance diversity and equity through campus programs, new activities, or through national or off-campus organizations. 0-1 points _____

Scale

0 points: No statement provided

1 point: Poor statement

2 points: Fair statement

3 points: Good statement

4 points: Very good statement

5 points: Excellent statement.

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).

Posting on these two job sites supports the University's responsibilities for outreach in recruitment processes. 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.

For advertising resources please visit [Advertising Resources](#) on the Academic Personnel Office website.

OUTREACH

Outreach within a specific field or discipline may help the committee find candidates in various underrepresented groups.

Outreach Emails Sample 1

Dear _____,

I am writing to share the UC Merced (Name) recruitment advertisement in the field/area of _____. [Information about the position, department needs, teaching, students, etc].

I would like to request your assistance in soliciting the names of potential outstanding candidates whose research, teaching, or service has prepared them to contribute to our university goals of diversity and inclusion in higher education. In particular, we seek individuals who will excel at Merced in their research, teaching, and service, and who have engaged, or plan to engage in activities that promote our goals and values as one of the world's leading public institutions of higher education. Examples may include mentoring underrepresented students or postdocs, serving on committees that focus on diversity, equity, climate and/or inclusion, or other activities such as student groups, course development, or work in communities serving underserved groups.

Please let me know of any individuals I should contact and encourage to apply for our position.

Sincerely,

Outreach Emails Sample 2

Dear _____,

I am writing to ask your help in identifying promising outstanding candidates for the position identified in the enclosed announcement for an [assistant/associate/full professor] in [identify field]. We are looking for someone with interests in [discipline], and with a focus on [various specialty areas that match current department needs].

[Information about the overall department/school, unique strengths, interests, focus]. We are seeking a colleague who can respond to and build on these interests, in collaboration with the other faculty in the program. She or he will also play an important role in [developing any new undergraduate or advanced degree programs, building collaborative ties with other programs, etc.].

We are strongly committed to equity and inclusion at UC Merced and within the [department/school]. Our student body at the undergraduate and graduate levels is increasingly diverse demographically, and we seek to hire new excellent scholars who will thrive at Merced, share our values as a public institution, and make strong contributions to diversity in their research, teaching or service. In our evaluation process for new faculty we give recognition to these efforts. If you know any scholars who have made strong contributions to diversity, particularly women and underrepresented minorities, and who might be interested in this position, I would greatly appreciate your dropping me a brief note with their contact information.

Thank you in advance for your help. If you have any questions about [program or department] or about the search, please don't hesitate to call me.

Sincerely,

Targeted Outreach Sample 1

Dear Professor X,

I am writing in my capacity as Chair of the Search Committee of the X Department at UC Merced to let you know that we have advertised an open rank position in one of the following areas: X, Y, and Z. You can find more details about the position by following this link: URL.

Should you be interested in the position, we would very much welcome an application from you. Please don't hesitate to contact me if you have any questions about the position or about the application process.

Sincerely,

Targeted Outreach Sample 2

Dear X,

I'm aware of your recent work related to X and thus want to direct your attention to the open position at UC Merced in the area of X and/or Y. I encourage you to consider applying for the job (announcement attached) and I'm happy to answer any questions, if that would be helpful.

Kind regards

Recommendations for active recruiting

- Go beyond the "usual" range of institutions from which you recruit.
- When contacting colleagues, ask for recommendations of candidates from groups that are underrepresented in your department, in addition to other recommendations.
- Consult with colleagues at UC campuses to identify potential applicants, including those from diverse backgrounds.
- Contact academic administrators and faculty at non-UC institutions to identify a possible pool of diverse candidates.
- Contact departments at other campuses/institutions, especially those with a diverse student body.
- Check out this list of [resources](#) to broaden candidate pools to see if there are any relevant places you should advertise.

- Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds. Be sure to include PFFP Fellows and Ford Foundation Fellowship recipients.
- Attend conferences that provide opportunities to recruit applicants.
- Contact faculty members from racial, ethnic or gender groups that are “underutilized” within your academic unit to seek their knowledge of prospective candidates. Specifically ask your contacts if they know any qualified women or minority candidates who fall within one of more of these underutilized groups.
- Consider candidates who may be currently under placed and thriving at less well ranked institutions or in less desirable locations.
- Communicate to search committee that ensuring that there are outstanding women and minority candidates in the pool is an important goal for the search committee.

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, and 3) outlines criteria to be considered during the selection process. Information entered for basic, additional, and preferred qualifications need to be the same qualifications included in the job posting description.

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. While changes to the qualifications and application requirements may not be made once the position is posted, the search committee needs to self-monitor that they are not changing the requirements they consider for the position during the evaluation and selection process in order to include or exclude particular candidates.

APPROVALS

Once the recruitment has been posted and all of the Search Plan and Recruitment efforts have been documented, the posting will need to be routed for 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.

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.

The committee should develop criteria, based on the qualifications included in the job posting, for evaluating candidates and apply them consistently to all applicants. An applicant cannot move forward in the selection process if she or he does not meet **all of the required (minimum) qualifications**. However, do not eliminate an applicant for lacking a preferred qualification if you are moving forward someone who also does not have that preferred qualification. 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.

While there is not standard screening method, a search or assessment matrix can be a useful tool in objectively assessing applicants' qualifications. Matrices, may be as simple or complex as the members believe is necessary and help to ensure that all applicants are subject to the same evaluation criteria, and that member of the search committee apply the selection criteria consistently. The creation of an assessment matrix requires the search committee, in consultation with the unit, up front, preferably while writing the job announcement, before the committee begins its evaluation of applications. Since different qualities and experiences may be expected from candidates at different states of their careers, when the posting is approved as an "open rank" search (i.e., a search open to more than one rank of professor) the committee will need to consider creating more than one assessment matrix.

The committee needs to screen applications consistently, applying the same standards to everyone applying for the same position. Consistency, ensuring how you evaluate one applicant is how you evaluate all applicants, and what you do for one applicant you do for all, helps ensure that a search is fair and equitable. A consistent approach to evaluating applicants increases the committee's ability to identify the best qualified individual for the position. It also helps support the search results when complaints that there was discrimination, or that unacceptable preference was given to one applicant over another, are received. It is recommended that all members of the search committee review all application materials to ensure more than one, or only a few, assessing and evaluating qualifications and thus avoiding that individual's, or small groups, biases. Search committees are assembled to ensure procedural fairness, to provide different stakeholders with an opportunity to express their views, which calls for collective decision making. Committee member who review applicant materials at a given stage in the process should review all of the materials for all applicants being considered at that stage to assure fairness.

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 progress.
- 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 (included in the job posting and advertisements).
- 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 well in advance of the closing date. Once the closing date has passed extending the recruitment period is no longer an available option.

Request to Extend the Close/Final Date of a Search

In the event that it may become necessary to extend the deadline date for submitting applications, email the appropriate AP Analyst with the following information for review:

1. Recruitment number: JPFxxxxx
2. Reason why the deadline needs to be extended.
3. If the purpose is to broaden the pool, describe efforts that will be taken to encourage additional applications.
4. Requested new Close Date in AP Recruit
5. Requested new Final date in AP Recruit
6. List the changes that will be made to the advertisement, both external and internal ("Description" field in AP Recruit).
Note: it is recommended that a statement is included in the updated advertisement alerting applicants that it is not necessary to reapply if they have already submitted an application.

Once approval is granted:

1. Academic Personnel office will change the deadline dates in AP Recruit and will notify the department when changes have been made.
2. The department will make the changes in the "Description" field as necessary.
3. If external ads will be updated, the department will upload the new advertisement in AP Recruit (in Advertisement section). Any current advertisements should not be deleted.

REVIEWING AND 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 should warn the committee about how much time reading and evaluating the applicants' files will take. Inexperienced or busy committee members may otherwise put off reading the files until it is too late to do a thorough evaluation. 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.

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. A subcommittee of at least two committee members could be assigned to conduct the initial screening for searches with a large number of applications. In cases of doubt or non-agreement between reviewers, reviewers should retain an applicant for review by the full committee. The "Meets" or "Does Not Meet" disposition must be entered in AP Recruit; these entries must be made so that a Diversity Report can be generated and should be completed before the committee begins selection of applicants for a "short list".

Further Dispositioning

Once it has been determined which applicants meet or do not meet basic qualifications, further evaluation and dispositioning must take place. The selection of the "short list" of applicants for interviews should be conducted after sufficient time has been allowed for committee members to thoroughly review the strengths of the applicants on the longer list. During the evaluation and dispositioning the Chair needs to be sure standards are being applied uniformly. The search committee needs to be able to defend every decision for rejecting or retaining an applicant.

Dispositioning in AP Recruit 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. The disposition reason cannot be in conflict with the qualifications and requirements included in the job posting. 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.

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.

See the Employment Inquiries Guide for further details.

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.

EMPLOYMENT INQUIRIES GUIDE

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	NAME	<input type="checkbox"/> Maiden name
Place of residence	RESIDENCE	<input type="checkbox"/> Questions regarding owning or renting.
Statements that hire is subject to verification that applicants meet legal age requirements.	AGE	<input type="checkbox"/> Age <input type="checkbox"/> Birth date <input type="checkbox"/> Date of attendance/completion of school <input type="checkbox"/> Questions which tend to identify applicants over 40
Statements/inquiries regarding verification of legal right to work in the United States.	BIRTHPLACE, CITIZENSHIP	<input type="checkbox"/> Birthplace of applicant or applicant's parents, spouse or other relatives. <input type="checkbox"/> Requirements that applicant produce naturalization or alien card prior too employment.
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	NATIONAL ORIGIN	<input type="checkbox"/> Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.
Statement by employer of regular days, hours, or shifts to be worked.	RELIGION	<input type="checkbox"/> Questions regarding applicant's religion. <input type="checkbox"/> Religious days observed.
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	SEX, MARITAL STATUS, FAMILY	<input type="checkbox"/> Questions to indicate applicant's sex, marital status, number/ages of children or dependents. <input type="checkbox"/> Questions regarding pregnancy, child birth, or birth control <input type="checkbox"/> Name/address of relative, spouse or children of adult applicant.
	RACE, COLOR, SEXUAL ORIENTATION	<input type="checkbox"/> Questions to applicant's race, color, or sexual orientation. <input type="checkbox"/> Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.
	CREDIT REPORT	<input type="checkbox"/> Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.
Statement that a photograph may be required after employment.	PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS	<input type="checkbox"/> Questions as to applicant's height/weight. <input type="checkbox"/> Requiring applicant to affix a photograph to application or submit one at his/her option. <input type="checkbox"/> Require a photograph after interview but before employment.
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.	MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)	<input type="checkbox"/> Any inquiry into the applicant's general health, medical condition, or mental/physical disability. <input type="checkbox"/> Requiring a psychological/medical examination of any applicant.

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.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST-- - OFFER/PRE-- - EMPLOYMENT)	<input type="checkbox"/> Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-- -related and consistent with business necessity.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)	<input type="checkbox"/> Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-- - related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	ARREST, CRIMINAL RECORD	<input type="checkbox"/> General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	MILITARY SERVICE	<input type="checkbox"/> General questions regarding military service such as dates/type of discharge. <input type="checkbox"/> Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	ORGANIZATIONS, ACTIVITIES	<input type="checkbox"/> General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	REFERENCES	<input type="checkbox"/> Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	NOTICE IN CASE OF EMERGENCY	<input type="checkbox"/> Name, address, and relationship of relative to be notified in case of emergency.

This information is provided by California Department of Fair Employment & Housing.

AFTER THE SEARCH PROCESS

Role of Search Chair and 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

Final Dispositioning

Disposition reasons are an important component of the final Search Report and are required for all applicants on all recruitments. The disposition reason cannot be in conflict with the qualifications and requirements included in the job posting. **While dispositioning can be completed throughout the search process, it must be complete by the end of the recruitment.** All other applicants can be dispositioned by clicking on the "Assign Reasons" button at the top of the applicant list page.

It is extremely important to finalize all dispositions for shortlisted candidates and indicate applicants that have been HIRED.

Notify applicants who have not been selected. Sample language for deselected applicants includes:

Example 1:

Thank you for your interest in the X position. The Search Committee has concluded their review of applicants for this position. There were a number of strong candidates applying for the position, and after much deliberation, we regret to inform you that your application is no longer under consideration.

Example 2:

We appreciate your interest in the University of California, Merced – School of X and the position of X for which you applied. After reviewing the applications received by the deadline, yours was not selected for further consideration. The selection committee appreciates the time you invested in your application. We encourage you to apply for posted and advertised positions in our University in the future. We wish you much success with your job search and in the future. Thank you again for your interest in our university.

Example 3:

Thank you for your application for the advertised X position in the School of X at UC Merced. Each application has received a careful reading and discussion by all members of the search committee, and I regret to inform you that the committee has decided to not to proceed any further with yours. We appreciate your interest in the position, as well as the time and effort that went into the preparation of your dossier, and we wish you much success in your future professional career.

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
- Copies of emails sent/received regarding the recruitment.
- Description of other recruitment methods used
- Notes from the committee deliberations, including interview questions and any evaluation criteria, ranking lists or rubrics 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.

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.

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.

CANDIDATE NAME: _____ DATE: _____

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

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.

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.

SAMPLE RUBRIC - SHORT LIST

Department of XXX: Recruitment in XXX, ACADEMIC YEAR ____

This form offers a method for department faculty to provide evaluations of applicants, "long list" and "short list" candidates. It is meant to be a template for departments that they can modify as necessary for their own use. The proposed questions are designed for junior faculty candidates. Text in brackets should be replaced. Criteria may be added or deleted as needed.

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
1					

Please rate the applicant on each of the following criteria:		excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact							
Potential for [Evidence of] research productivity							
Potential for [Evidence of] research funding							
Potential for [Evidence of] contribution to diversity							
Potential for [Evidence of] innovation							
Potential for [Evidence of] collaboration							
Fit with department's priorities							
Ability to make positive contribution to department's climate							
Potential [Demonstrated ability] to attract and supervise graduate students							
Potential [Demonstrated ability] to teach and supervise undergraduates							
Potential [Demonstrated ability] to be a conscientious univ. community member							
Comments:							

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	
Inadequate scholarly achievement	
Questionable teaching potential	
Questionable research potential	
Insufficient specialization or breadth	
Incomplete application	
Interview recommended	

The categories here should align with the summary assessment reasons listed in UC Recruit.

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
2					

Please rate the applicant on each of the following criteria:		excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact							
Potential for [Evidence of] research productivity							
Potential for [Evidence of] research funding							
Potential for [Evidence of] contribution to diversity							
Potential for [Evidence of] innovation							
Potential for [Evidence of] collaboration							
Fit with department's priorities							
Ability to make positive contribution to department's climate							
Potential [Demonstrated ability] to attract and supervise graduate students							
Potential [Demonstrated ability] to teach and supervise undergraduates							
Potential [Demonstrated ability] to be a conscientious univ. community member							
Comments:							

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	
Inadequate scholarly achievement	
Questionable teaching potential	
Questionable research potential	
Insufficient specialization or breadth	
Incomplete application	
Interview recommended	

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
3					

Please rate the applicant on each of the following criteria:		excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact							
Potential for [Evidence of] research productivity							
Potential for [Evidence of] research funding							
Potential for [Evidence of] contribution to diversity							
Potential for [Evidence of] innovation							
Potential for [Evidence of] collaboration							
Fit with department's priorities							
Ability to make positive contribution to department's climate							
Potential [Demonstrated ability] to attract and supervise graduate students							
Potential [Demonstrated ability] to teach and supervise undergraduates							
Potential [Demonstrated ability] to be a conscientious univ. community member							
Comments:							

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	
Inadequate scholarly achievement	
Questionable teaching potential	
Questionable research potential	
Insufficient specialization or breadth	
Incomplete application	
Interview recommended	

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
4					

Please rate the applicant on each of the following criteria:		excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact							
Potential for [Evidence of] research productivity							
Potential for [Evidence of] research funding							
Potential for [Evidence of] contribution to diversity							
Potential for [Evidence of] innovation							
Potential for [Evidence of] collaboration							
Fit with department's priorities							
Ability to make positive contribution to department's climate							
Potential [Demonstrated ability] to attract and supervise graduate students							
Potential [Demonstrated ability] to teach and supervise undergraduates							
Potential [Demonstrated ability] to be a conscientious univ. community member							
Comments:							

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	
Inadequate scholarly achievement	
Questionable teaching potential	
Questionable research potential	
Insufficient specialization or breadth	
Incomplete application	
Interview recommended	

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
5					

Please rate the applicant on each of the following criteria:		excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact							
Potential for [Evidence of] research productivity							
Potential for [Evidence of] research funding							
Potential for [Evidence of] contribution to diversity							
Potential for [Evidence of] innovation							
Potential for [Evidence of] collaboration							
Fit with department's priorities							
Ability to make positive contribution to department's climate							
Potential [Demonstrated ability] to attract and supervise graduate students							
Potential [Demonstrated ability] to teach and supervise undergraduates							
Potential [Demonstrated ability] to be a conscientious univ. community member							
Comments:							

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	
Inadequate scholarly achievement	
Questionable teaching potential	
Questionable research potential	
Insufficient specialization or breadth	
Incomplete application	
Interview recommended	

SAMPLE RUBRIC - SHORT LIST

Comments:

Applicant Name	Degree	Degree Institution	Degree Date	Affiliation	Current Job Title
6					

Please rate the applicant on each of the following criteria:	excellent	good	neutral	fair	poor	unable to judge
Potential for [Evidence of] scholarly impact						
Potential for [Evidence of] research productivity						
Potential for [Evidence of] research funding						
Potential for [Evidence of] contribution to diversity						
Potential for [Evidence of] innovation						
Potential for [Evidence of] collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential [Demonstrated ability] to attract and supervise graduate students						
Potential [Demonstrated ability] to teach and supervise undergraduates						
Potential [Demonstrated ability] to be a conscientious univ. community member						
Comments:						

Summary assessment (check all that apply)	
Unimpressive Letters of Recommendation	<input type="checkbox"/>
Inadequate scholarly achievement	<input type="checkbox"/>
Questionable teaching potential	<input type="checkbox"/>
Questionable research potential	<input type="checkbox"/>
Insufficient specialization or breadth	<input type="checkbox"/>
Incomplete application	<input type="checkbox"/>
Interview recommended	<input type="checkbox"/>