**Faculty Recruitment**  
**Search Guidelines and Toolkit**

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**Executive Summary**

This document brings together best practices from across the colleges and units of UNO as well recommended from other campuses as we continue to strive for inclusive excellence in the faculty search process. In addition to recommended practices, it articulates minimum required practices and provides resources to facilitate the search effort. Over the past year, many departments generously shared with others examples of what has worked and what doesn’t. Thanks are due to all who have contributed to this document in myriad ways.

In brief, the recommendations of this document are three-fold: (1) Dedicate time to advertise and recruit an applicant pool that is the largest and from a range of venues and backgrounds so the applicant pool has the broadest diverse makeup; (2) screen applications and conduct interviews informed by data so as to reduce effects of implicit bias at each step; (3) conduct the process with an eye that every applicant, every visitor/interviewee feels informed, welcomed, and excited about UNO and the Omaha community.

These guidelines ask all of us – search committee members, chairs/directors, deans, and administrators - to **pause at each step** of the process and ask the question: How are we doing with regard to diversity? Are we doing everything that we can to reduce the impact of unconscious and implicit bias by adhering to equitable and inclusive search practices? To assess the effectiveness of our efforts and inform decision-making as we go, we will rely on data as a check point. The table on the next page will be the guiding principle for each search: Each search will begin by looking at the depth of the available candidate pool (PhD production in a given field). Each search will then examine the depth and diversity of its own applicant pool, the diversity candidates selected for initial interviews, and the diversity of candidates selected for campus interviews. At each stage of the process it will be possible and desirable to ask whether our aspirations for diversity and equitable inclusion are being achieved before proceeding to the next step.

The guidelines are not intended to be read cover-to-cover at the beginning of a search and then shelved. Many faculty and administrators are familiar with the steps involved in a faculty search. Instead, use them as a resource that provides concrete strategies at each stage of the process. The information in the guidelines is applicable to recruiting faculty of varying ranks. For administrators and search committee members, the “Faculty Search Timeline and Checklist” on pages 3-4 serve as a quick reference guide.

This document recognizes that the search process is distributed at the department and college level. Faculty and staff of the units are the ultimate recruiters in their disciplines. Deans are the ultimate hiring agents in their colleges. At the same time, the institution must be intentional as a whole in its aspirations for inclusive excellence. In this distributed context, it is valuable for the campus mission to create constant dialog across the campus on what works and what doesn’t. To this end, the role of the Office of Academic Affairs is to provide data for informed decision making, articulate the minimum-required levels of the process, offer guidance where possible, and execute the institutionally required contracts to candidates.

With a long history and track record of inclusive excellence in recruiting at UNO, there have been many best practices from across the colleges to draw from in crafting these guidelines. It is hoped that by aggregating them all here, we will continue to foster an active dialog on how we can do even better.
### Data Supporting Faculty Searches

<table>
<thead>
<tr>
<th>Available Pool - Survey of Earned Doctorates</th>
<th>UNO Faculty and Search Data</th>
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<tr>
<td>Related Field 1</td>
<td>Related Field 2</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>94</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>94</strong></td>
</tr>
<tr>
<td><strong>% Female</strong></td>
<td><strong>58.5%</strong></td>
</tr>
</tbody>
</table>

| Asian           | 4               | 2                      | 9              | 1         |
| Black or African American | 7 | 11                    | 1              | 2         | 1           | 1           |
| Latino          | 3               | 8                      |                |           |
| Native American/American Indian |  |  |                |           |
| Native Hawaiian/Pacific Islander |  |  |                |           |
| White           | 57              | 61                     | 16             | 45        | 6           | 3           |
| Two or more races | 4 | 1                      | 1              | 2         |
| Not Disclosed   | 1               | 3                      |                |           |
| **Total**       | **76**          | **86**                 | **18**         | **58**    | **8**       | **4**       |
| **% Nonwhite**  | **23.7%**       | **25.6%**              | **11.1%**      | **22.4%** | **25.0%**   | **25.0%**   |
| **% Underrepresented Groups** | **13.2%**       | **22.1%**              | **5.6%**       | **3.4%**  | **12.5%**   | **25.0%**   |

| All Doctoral Recipients | 94 | 108 |

---

1. % Female, % nonwhite, and % underrepresented groups based on known data.
2. % Underrepresented groups: Black or African American, Latino, Native American or American Indian, and Native Hawaiian/Pacific Islander.
3. Data includes individuals for whom citizenship status was not disclosed.
4. Data in these columns come from the National Science Foundation and will be from relevant disciplines for a particular search.
Faculty Search Timeline and Checklist

Despite policies and procedures that differ across colleges and units, there are three phases that apply to all searches:

1) Preparing for a faculty search (laying the groundwork, submitting the requisition, forming a committee, drafting the announcement, developing a recruitment strategy)

2) Launching an approved search (recruiting a diverse applicant pool, evaluating applicants, and conducting short list interviews). Here, the most important emphasis must be on intentional steps the generate the broadest applicant pool.

3) Identifying and “woo-ing” finalists (identifying finalists, designing successful campus interviews, and closing the deal with the top candidate).

These three phases are described in the graphic/diagram below and the checklist on the next page.

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### Faculty Search Timeline

**Preparation for a Faculty Search**
- **Propose a position**
  - 4-6 weeks: Assess unit needs and consult with the dean
  - 2-4 weeks - work on the following concurrently...
    - Form a diverse search committee trained in best practices; must be approved by dean and OAA
    - Craft a position announcement that speaks vividly to the mission of UNO as a diverse metropolitan research university
    - Develop a proactive, multi-pronged recruitment strategy
    - Enter position requisition information into PeopleAdmin, obtain formal approval to engage in a search

**Launching an Approved Search**
- **Post position and recruit applicants**
  - 4-8 weeks: Post the position widely and share with diverse readership, engage professional networks, recruit at professional conferences and association meetings to cultivate a well-qualified, diverse applicant pool
  - 1-2 weeks: Obtain approval from the dean to begin applicant review, review applicants in an equitable and inclusive manner

**Interviewing and “Woo-ing” Finalists**
- **Identify and interview short list**
  - 1-2 weeks: Obtain approval from the dean on proposed short list, conduct structured short list interviews via phone or video
  - 1-2 weeks: Identify finalists who align with search criteria and who would enhance the diversity of the department
  - 3-5 weeks: Host campus interviews that provide opportunities to learn about the candidate and for the candidate to learn about UNO
  - 2-3 weeks: Assess the pros and cons of each finalist and make an attractive offer to the top candidate in consultation with the dean
For administrators and search committee members, the checklist on this page may provide a helpful short reference guide to the search process. This one-page checklist summarizes the rest of this document.

**Phase 1: Preparing for a Faculty Search**
- Propose a new position, with consultation from the faculty, department chair, dean, and Academic Affairs, that aligns with needs of the unit and the campus strategic priorities
- Obtain position approval from Chancellor’s Cabinet
- Form search committee with membership with diversity and individuals with implicit bias training, and wherever possible to include a search advocate
- Obtain demographic data on PhDs in the relevant discipline(s) from Academic Affairs
- Develop a recruitment plan in consultation with department and dean
- Craft position ad which conveys inclusive excellence and links to engaged mission, lists documents to be submitted by applicants (e.g., research, teaching, diversity statements)

**Phase 2: Launching an Approved Search**
- Recruit applicants through conference visits, individual networks, campus visits, phone calls, listings with HBCUs, HSIs, the Registry, Doctoral Scholars Program Directory, and where appropriate professional settings outside of academia, etc.
- Develop questions to be addressed to all candidates for zoom/video interviews
- Obtain demographic data of applicant pool to determine if it’s time to review applications
- Following approval, review applications, focusing especially on original documents
- Propose “short list” of 8-10 (preferred) candidates to the dean for Zoom/video interviews
- Obtain demographic data of short list to determine if additional candidates are needed to ensure an equitable pool
- Conduct video interviews, recording “pros” and “cons” of all the candidates’ answers

**Phase 3: Interviewing and “Woo-ing” Finalists**
- Committee proposes finalist list of at least 4 candidates (preferred) for campus interviews
- Dean obtains demographic data of proposed finalist list to determine if additional candidates could facilitate a more diverse pool
- Finalist list is shared with department, developing questions/concerns for each candidate
- Chair invites finalist to campus for interviews
- Itinerary is constructed for each candidate that includes meetings with department, other relevant academic units, dean, ORCA, Academic Affairs, as well as possible affinity groups, Omaha metro area, local schools, etc.
- Reference checks for the finalists, with questions focused on both strengths and weaknesses
- Committee develops process to gather feedback from all stakeholders during the interviews
- Following campus interviews, committee gathers pros and cons of all finalists, and determines in unranked fashion which finalists are “above threshold”
- Chair proposes offer to dean, weighing all forms of inclusive excellence in picking first choice
- Dean begins negotiations with first choice, developing verbally parameters of offer
- Proposed letter of offer is crafted by the dean and reviewed by Academic Affairs
Phase 1: Preparing for a Faculty Search

The steps in this Phase (proposing a position, forming a search committee, crafting the position announcement, developing a recruitment plan, and creating a requisition in PeopleAdmin) lay the groundwork to obtain a well-qualified applicant pool. These occur sequentially or concurrently.

Proposing a Position

A proposal for a faculty position should occur in consultation with the dean and evolve out of an intentional assessment of the unit’s needs and how the position is related to the unit’s mission and strategic plan as well as the role it will play in fostering an inclusive environment.

Best Practices

- Complete an assessment of the unit’s needs. A faculty search is an opportunity to expand the expertise of the department, modernize the curriculum or increase the relevancy of academic programming, and/or heighten research or creative activity profile of the unit.
- Engage faculty in the discussion and assessment of departmental needs. Articulate as broad a position as possible, rather than a narrow position out of compromise of many interests.

Required Process

- Chair/Director consults with Dean on the possibility of a search of the position.
- Chair/Director leads conversations with faculty to identify and assess unit needs.
- Chair/Director proposes broad parameters of the position (e.g., rank, start date, budget, etc.).
- Dean consults with Academic Affairs on moving forward with the position.
- Academic Affairs compiles and shares annual data on the demographics of faculty at the unit, college, and institutional levels as well as demographic data for recent doctoral graduates.

Resources

- Data on the demographics of unit faculty and on recent doctoral graduates in relevant fields.

Proposing a Position

**Step 1:** Chair/Director consults with Dean about the possibility of proposing a position (e.g., rank, start date, budget) and search in the coming year.

**Step 2:** Chair/Director leads assessment of existing needs and opportunities for growth including why a position is needed, how it will help grow the program or meet student needs, and how the position aligns with the mission and vision of the university. Begin to build consensus within the unit.

**Step 3:** Chair/Director proposes broad parameters of the position (e.g., rank, start date, budget) and detailed justification for the position to Dean, articulating opportunities for growth or expanded capacity and how the position aligns with the mission and strategic plan.

**Step 4:** Dean consults with Academic Affairs on moving forward with the proposed position.

**Step 5:** Academic Affairs provides data on unit faculty and recent doctoral graduates to facilitate conversations about the diversity needs and aspirations of the unit.
Forming the Search Committee

The search committee plays the primary role in cultivating a diverse, well-qualified applicant pool and ensuring the search proceeds in an equitable and inclusive manner at every stage.

Best Practices

- Use current faculty demographic data as a spring board for considering perspectives that may be missing or that would expand the experiences of the unit in research or the classroom.
- Appoint a committee that strives to represent the diversity aspirations of the faculty.
- Appoint a committee chair who will ensure the search process is carried out fairly and equitably.
- When possible, include a Search Advocate (Appendix B) on the committee to facilitate the process.

Required Process

- Chair/Director identifies a search committee that will oversee and carryout the search. The search committee should be diverse in terms of gender, race/ethnicity, and rank. Units that lack diversity should consult with the Dean on ways to enhance the diversity of the search committee.
- Committee members are required to have participated in search training within the last two years.
- Following Dean’s approval, proposed Search Committee including roles and search training history is submitted to Academic Affairs.
- Following final approval of the search committee, Chair/Director meets with the search committee to discuss expectations, clarify roles and responsibilities, and establish a timeline for the search.

Resources

- Academic Affairs will organize workshops on implicit bias and best practices each year.

![Diagram of the Search Committee Process](image)
Crafting the Position Announcement

The position announcement should communicate that diverse experiences and perspectives are welcome and valued. It should also demonstrate that the unit is actively engaged in fostering and creating an inclusive campus environment for faculty, staff, and students. Finally, the position description should vividly speak to the mission, vision, and values of UNO as a diverse, metropolitan research university.

Best Practices

- Define the position as broadly as possible in terms of the disciplinary background, experience, and expertise desired. Narrowly defined positions tend to result in smaller, less diverse pools.
- The position announcement is a marketing and recruiting opportunity. Consider how it can spark prospective applicants’ interest in the program, college, university, and Omaha.
- Link the announcement to an article about the mission of UNO as an engaged metropolitan research university that appeared in the Chronicle available on the Academic Affairs web site.
- Require applicants to submit materials that will allow an assessment based on primary sources (e.g.: teaching statement, research or creative activity statement, and diversity/equity statement).

Required Process

- Search Committee works with Chair/Director and faculty to draft the announcement.
- The position announcement should include areas of expertise, position duties and expectations, and required application materials, and how to apply.
- Position announcement is shared with Dean and Academic Affairs for final review and approval.

Resources

- Examples of position announcements are available online from the Academic Affairs web site.
- A template for identifying search criteria is available online from the Academic Affairs web site.
Developing a Recruitment Plan

A recruitment plan describes how the position will be shared with diverse audiences and how faculty professional networks will be accessed to identify prospective applicants. Successful recruiting typically starts well before a position is identified. It involves ongoing relationship building and networking with a broad range of diverse groups beyond the areas in which they typically research or publish. A long-term recruitment strategy for a unit is about establishing a reputation and messaging that diversity is valued.

**Best Practices**

- Faculty actively cultivate diverse professional networks through conferences and societies.
- Keep professional networks engaged by regular messaging about program accomplishments or student achievements in the form of personal emails or a newsletter.
- Promote the position, and also the program and the UNO campus, at disciplinary conferences, and where appropriate professional settings outside of academia.
- Meet and recruit prospective applicants when visiting other campuses or conferences, even in years where no search is underway, building relationships.
- Social media networks eg: @WomenAlsoKnowStuff, @POCAAlsoKnowStuff, @WomeninHigherEd.

**Required Process**

- Search Committee drafts a multi-pronged recruitment plan.
- Recruitment strategy is shared with Dean.

**Resources**

- Academic Affairs has compiled a list of doctoral programs at Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) that can be filtered or sorted by discipline.
- UNO has an institutional subscription to *The Registry, Doctoral Scholars Program Directory*, and *The PhD Project* that provide opportunities to post position announcements with diverse readership/audiences.
Creating a Requisition in PeopleAdmin

Requisitions for faculty searches are submitted through PeopleAdmin. Positions must be approved at all levels – unit, college, Academic Affairs, Chancellor - before a search can begin.

**Required Process**

- Chair/Director oversees entry of requisition in PeopleAdmin, which is often handled by the unit or college business manager. The creation of the requisition initiates the formal review and approval process for the position.
- Chair/Director reviews all aspects of requisition and approves within PeopleAdmin when requisition is complete. Approving the requisition promotes it to the Dean.
- Dean reviews all aspects of requisition and approves within PeopleAdmin when requisition is complete. Approving the requisition promotes it to Academic Affairs.
- Academic Affairs review all aspects of requisition and obtains approval from Chancellor’s Cabinet before providing final approval. With final approval within the PeopleAdmin system, the position will post on UNO Employment site.

**Creating a Requisition in PeopleAdmin**

**Goal**

Accurate and complete requisition within PeopleAdmin that results in a formally approved position.

**Steps**

1. Chair/Director initiates creation of position requisition in PeopleAdmin, oftentimes with support from a business manager. All required fields should be completed with thorough and accurate information.
2. Chair/Director advances requisition to Dean for review and approval.
3. Dean advances requisition to OAA for review and approval.
4. OAA advances position to Chancellor’s Cabinet for review and approval.
5. OAA does final verification that search committee, position announcement, and recruitment plan have all been reviewed and approved.
6. OAA approves position within PeopleAdmin resulting in position posting to UNO Employment site.

Chair/Director initiates creation of position requisition in PeopleAdmin, often with help of business manager

Enter all required information into PeopleAdmin - budget, position justification, recruitment plan, application procedures, etc. When complete, advance requisition to Dean.

OAA reviews all requisition information

Dean approved?

Yes

No

Dean reviews all requisition information

Revise as needed

Chancellor’s Cabinet reviews position

Chancellor’s Cabinet approved?

Yes

No

Consult with dean or OAA for next steps

OAA verifies prior approval of search committee, position announcement, and recruitment plan before final approval of requisition in PeopleAdmin.

When requisition is approved in PeopleAdmin, position posts to UNO Employment site. Continue to Phase 2: Launching an Approved Search.
Phase 2: Launching an Approved Search

This phase is all about the act of obtaining a deep and diverse applicant pool. Although demographics vary by discipline, we can be guided by national data on PhD or terminal degree production by discipline.

Posting the Position and Recruiting Applicants

Best Practices

- Post announcement on sites with diverse readership (Registry, Doctoral Scholars Program Directory).
- Share the announcement outside UNO and ask assistance with promoting the position.
- Reach out to HSIs and HBCUs with doctoral programs.
- Engage faculty professional networks, professional contacts in doctoral programs, including where appropriate professional business sectors outside of academia, etc.
- Recruit for the position at professional conferences, association meetings, and other events.

Required Process

- Search Committee carries out approved, proactive recruitment plan.
- After the position has been posted at least 30 days, Search Committee works with Chair/Director to request permission from Dean to begin the review of applicants.
- Dean requests applicant pool data from Academic Affairs (eg: see page 2).
- Dean reviews data and determines 1) if diversity of applicant pool is representative of available pool and/or diversity aspirations of the unit, and 2) if the pool is sufficiently large.

Resources

- Academic Affairs will provide financial support for select conference travel.
- If the cost of posting the position in a range of venues with diverse readership becomes prohibitive, contact your Dean or Academic Affairs to request assistance with these costs.
- Institutional subscriptions to The Registry and the Doctoral Scholars Program Directory.

![Diagram of Posting the Position and Recruiting Applicants](image-url)
Reviewing the Applicant Pool
Ensure that the review of applicants is equitable and inclusive by identifying evaluation criteria in advance and relying on candidate-created primary sources for rating applicants.

**Best Practices**
- Before reviewing applicants, determine if the applicant pool reflects the diversity of the available pool of doctoral graduates. If not, expand recruitment efforts and allow more time.
- Articulate the criteria that will be used to evaluate applicants in advance of reviewing applicants.
- Use a scoring rubric to facilitate the review of applicants in an equitable manner.
- Focus the review on primary sources of information (i.e., application components created by the applicant that show how they think or approach various topics), not proxy indicators (e.g., doctoral granting institution, letters of recommendation).
- Adhere to best practices in requesting and reviewing letters of recommendation. Research shows that they often contain gender biases with men more often being given the benefit of the doubt.
- Require a diversity statement in the application materials.

**Required Process**
- Search Committee determines how candidates will be evaluated according to the criteria identified in the position announcement. Decide whether an applicant review form will be used.
- Before beginning applicant review, verify that Dean has approved moving forward with this stage.
- Search Committee meets to discuss applicant review and to identify candidates who meet criteria.

**Resources**
- Templates for reviewing and scoring applicants in terms of whether they meet search criteria are available online from the Academic Affairs web site.

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**Reviewing the Applicant Pool**

*Goal*
Ensure an equitable and inclusive review of applicants by defining applicant review criteria in advance and relying on primary sources.

*Steps*
1. Search Committee develops an applicant scoring form that defines key criteria and threshold requirements.
2. Search Committee discusses examples of applicant materials or activities that do and do not constitute evidence of meeting criteria thresholds, even minimally. Think broadly and inclusively about qualifications.
3. Following Dean’s approval to begin applicant review, Search Committee uses PeopleAdmin to access and review applications. Committee members use the applicant scoring form to track if each applicant meets the search criteria, and if so, based on what evidence.
4. As a committee, discuss the applicants and identify all candidates who meet search criteria, even if only minimally.

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**Diagram:**
- Begin laying the groundwork for the applicant review
- Search Committee develops an applicant scoring form to be used by search committee members that defines minimum qualifications and key search criteria.
- Following Dean’s approval to begin applicant review, Search Committee uses PeopleAdmin to access and review applications. Committee members use the applicant scoring form to track if each applicant meets the search criteria, and if so, based on what evidence.
- As a committee, discuss the applicants and identify all applicants who meet the search criteria, even minimally.
- Search Committee discusses ways applicants can demonstrate they meet threshold requirements (even minimally). Also, identify examples of materials that do and do not constitute evidence of meeting the threshold requirement.
- Continue to next step - identifying the short list.
Identifying and Interviewing the Short List
Conduct structured video or phone interviews with a group of 8-10 applicants to help prevent prematurely narrowing the list of potential interviewees. This phase is the short list interview phase.

Best Practices
- The short list should include 8-10 candidates who reflect the diversity of the applicant pool.
- Develop a list of questions that will be posed to all of the candidates in the interviews.
- Include a question about each candidate’s work with diverse student groups or use of inclusive pedagogical approaches.
- Consider sharing the questions with all candidates in advance of the structured interview.
- Add more candidates to the initial pool for phone/video interviews that can help learn about “interesting” or “remote” possibilities “outside the norm” for the discipline.

Required Process
- Search Committee develops questions for 30-, 45-, or 60-minute phone/video interviews.
- Search Committee reviews applicants who meet search criteria minimum threshold requirements and works toward identifying a short list of approximately 8-10 (preferred) applicants.
- Proposed short list is sent to Dean for review and approval.
- If more than one position is being considered out of the same applicant pool, expand the short list.
- Dean requests demographic data on short list data from Academic Affairs.
- Dean reviews diversity of short list to determine if it is representative of applicant pool.

Resources
- Potential structured interview questions have been compiled from items shared by departments on campus. They are available from the Academic Affairs web site.

Identifying and Interviewing the Short List

Goal: Identify and conduct phone or video interviews with a diverse short list characterized by a wide range of skills, experiences, and perspectives to avoid prematurely narrowing the candidate list.

Steps:
1. As a committee, review the applicants who meet threshold requirements and work toward identifying a short list of at least 8-10 applicants who are diverse in their perspectives and experiences.
2. Search Committee develops structured interview questions appropriate for 30-, 45-, or 60-minute phone or video interviews, including questions that allow applicant to demonstrate commitment to inclusive excellence.
3. Search Committee shares proposed short list with Dean and requests permission to conduct structured short list interviews.
4. Dean requests data on short list from OAA. Dean reviews data provided by OAA to determine if proposed short list is diverse and representative of the available and applicant pools. If not, Dean directs Search Committee to expand short list, and if necessary, recruitment efforts.
5. Following Dean’s approval, Search Committee conducts structured short list interviews.

Diagram of Identifying and Interviewing the Short List Process:
- Once applicants who meet minimum qualifications and criteria have been identified, work toward identifying a short list.
- Search Committee develops structured interview questions for 30-, 45-, or 60-minute phone/video interviews. Consider questions that will provide an opportunity to show commitment to inclusive excellence.
- Search Committee reviews applicants who meet minimum threshold requirements and collaboratively identifies 8-10 applicants who represent a diverse range of experiences.
- Dean reviews proposed short list to determine if it reflects the diversity of the available pool and applicant pool.
- OAA adds data on short list to data table created for search.
- Search Committee revisits applicant pool, and if necessary, expands recruitment efforts to increase diversity of short list.
- Dean determines if short list is sufficiently diverse?
- Proceed to Phase 3 - Interviewing and Vetting Finalists.

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Phase 3: Interviewing and Woo-ing Finalists

The final phase serves a two-fold purpose. UNO must find out the skills, temperament, and values of the candidates and consider who will add to our community of inclusive excellence. Additionally, UNO must “woo” the candidates, and communicate to them that we are a welcoming and inclusive community.

Identifying Finalists

Best Practices

- The committee should consider candidates’ qualifications, asking about accomplishments and about how candidates demonstrated innovation in their environments to date.
- The committee should articulate if there are elements of the candidate’s portfolio that could either be of concern or deserve further inquiry during the visit.
- The committee should ask what unique assets or experiences each candidate could bring that complement the rest of the department.
- The dean should consider expanding the finalist list of campus interviews if doing so will increase the diversity of candidates invited to campus.

Required Process

- Search Committee discusses short list candidates to propose a diverse list of at least four finalists (preferred). Summarize the pros and cons of the proposed finalists and share with Chair/Director.
- Chair/Director reviews proposed finalist list with department and shares with Dean.
- Dean demographic data from Academic Affairs (e.g., page 2) and assesses diversity of finalist list.

Resources

- If an additional finalist would further add to the diversity of the campus interviews, financial assistance to support campus interviews may be requested from Academic Affairs.
Hosting Campus Interviews

Campus interviews are a great opportunity to learn more about candidates as well as to showcase all that UNO has to offer including an inclusive and equitable campus environment.

Best Practices

- Build the itinerary in a way that allows the candidate to learn about the campus and Omaha (campus tour, meetings with Academic Affairs ORCA, driving tour of Omaha, local schools).
- Incorporate breaks, ask candidates in advance about dietary preferences, respect religious holidays, ask if there is anything candidate would like to learn about.
- Provide each candidate with an opportunity to identify affinity or interest groups they want to learn more about during the interview. (See Appendix C.)

Required Process

- Chair/Director contacts finalists to invite them for campus interviews.
- Develop an itinerary in consultation with dean, department, and the candidates.
- Search Committee develops a tool for gathering feedback on each candidate from faculty and other stakeholders prior to the next candidate’s visit.
- Chair/Director or Search Committee checks references, asking about unique strengths of each candidate as well as areas requiring additional support for the candidate to thrive as an independent investigator and/or in their teacher role here at UNO. Ask how each candidate could contribute to UNO’s metropolitan mission and its commitment to inclusive excellence.

Resources

- Tips on conducting successful Zoom interviews are available from the Academic Affairs web site.
- Use Appendix C to help customize each finalist’s campus (or virtual) interview.
- Examples of feedback templates are available from the Academic Affairs web site.
Making an Offer and Closing the Deal
Identify finalists who will contribute to the culture of inclusive excellence at UNO.

Best Practices
- Ask which of the finalists would be considered “above threshold” – in other words, if all the other candidates pulled out of the search, would UNO still want the remaining candidate.
- For each candidate that is “above threshold” ask whether any one of them would additionally bring to UNO additional measures of diversity of thought, creativity, or background.
- In selecting the final candidate, the department must weigh all forms of inclusive excellence in picking its first choice for an offer.
- Include moving expenses, visa/immigration expenses, summer salary, travel, etc in offer letter.
- Ask candidate if there are family circumstances that would require further information in helping the individual make an informed decision about UNO and Omaha.

Required Process
- Search Committee summarizes feedback on each candidate. Include ratings related to search criteria, highlights of evidence cited, and pros and cons, for example.
- In consultation with Chair/Director, Committee shares summarized feedback with the department.
- Chair/Director shares pros/cons on finalists and department feedback with Dean to begin verbal negotiations with one or more candidates.
- Once a verbal offer has been accepted, Dean prepares a letter of offer using the template provided by Academic Affairs that includes signature lines for Dean and Senior Vice Chancellor. The letter must be reviewed and approved by both Dean and Academic Affairs before being sent.

Resources
- Deans consult with Academic Affairs if dual career issues emerge.
- Deans consult with Academic Affairs if resource needs emerge (e.g., visa, summer support).
## Appendix A. Report Authors

These guidelines were drafted and proposed by a campus-wide faculty committee selected by the deans of the colleges and Criss Library. Spanning the Academic Sector, this committee brought together existing best practices and ideas from units all over the campus. Thanks are due for their thorough analysis and collaboration.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Educational Unit</th>
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<tbody>
<tr>
<td>Alecia Anderson</td>
<td>Sociology</td>
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<tr>
<td>Theresa Barron-McKeagney</td>
<td>CPACS Dean’s Office</td>
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<tr>
<td>Jonathan Benjamin-Alvarado</td>
<td>Political Science</td>
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<tr>
<td>Brady De Santi</td>
<td>Native American Studies</td>
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<tr>
<td>Julie Dierberger</td>
<td>Service Learning Academy</td>
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<tr>
<td>Dale Eesley</td>
<td>Marketing and Entrepreneurship</td>
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<td>Mark Foxall</td>
<td>Criminology and Criminal Justice</td>
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<tr>
<td>Ann Fruhling</td>
<td>Interdisciplinary Informatics</td>
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<td>Janice Garnett</td>
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<td>Lyn Holley</td>
<td>Gerontology</td>
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<td>Bridget Sandhoff</td>
<td>Art</td>
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<tr>
<td>Amy Schindler</td>
<td>Criss Library</td>
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<tr>
<td>Kris Swain</td>
<td>Special Education and Communication Disorders</td>
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<tr>
<td>Herb Thompson</td>
<td>Communication</td>
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<tr>
<td>Candice Batton</td>
<td>Office of Academic Affairs</td>
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Appendix B. How the Search Advocate Supports the Search Process

A Search Advocate is a trained, external search committee member who promotes diversity, equity, and inclusion aligned with the University’s mission and goals. The search advocate serves in a formal role on search committees. The following describes how a Search Advocate can support the faculty search process and includes helpful tips on what search advocates do and don’t do. At a minimum, and in consultation with the search committee chair and other as appropriate, the Search Advocate will:

Before the Search
- Participate in the necessary training/workshops
- Assist with identifying potential sources for a diverse applicant pool
- Engage in discussions related to strategies for developing a diverse pool that could lead to attracting underrepresented groups
- Review the position description to consider whether more inclusive language is needed

During the Search
- Assist in developing interview questions that will shed light on a candidate’s experience with diversity, equity, and inclusion
- Help evaluate how well candidates addressed the diversity statement in their application materials
- Consult with the search chair regarding the diversity of the pool before on-campus interviews
- Be a vocal and responsible advocate for diversity, equity, and inclusion as described in the University’s Strategic Plan
- Meet with the candidates to support them in any questions about their potential careers at UNO

After the Search
- Connect final-round candidates with faculty who share a similar background and interests
- During the debrief, discuss how the process went for the search committee, chair, and hire
- Discuss any candidates who turned down offers and what might have been done to make their recruitments successful

Search Advocates are not expected to:
- Control the outcome of the search
- Provide oversight of the search committee chair
- Replicate the role of chair
- Assume they understand others’ motives, goals or objectives
- Be passive or overly deferential
- Disengage from the process if frustrated, confused, worried or concerned
- Be confrontational - if they become concerned about the progress of the search, they should reach out to the search chair
- Galvanize interest groups in favor of a specific candidate
- Conduct a parallel search process—contacting colleagues at a candidate’s current institution and gathering information (or worse, gossip) on the side; such behavior is damaging to everyone—candidates, the search committee, and institution
- Notify candidates of the search committee’s recommendations
Appendix C. How can we help you learn about UNO?

We want to ensure that your upcoming interview provides opportunities for you to learn about us and the UNO campus community. Please let us know if you would like to meet with or get more information about any of the following groups or offices during your upcoming interview.

UNO Offices and Organizations

☐ Research and Creative Activity: The Office of Research and Creative Activity supports faculty in developing a sponsored research program, conducting ethical research, and involving students in the research process.¹

☐ Graduate Studies: The Office of Graduate Studies oversees all graduate programs and engages in efforts to recruit diverse students and support existing students on their path to a degree.²

☐ Faculty Affairs: Housed within the Office of Academic Affairs, Faculty Affairs is involved in faculty hiring and onboarding, professional development and support, retaining and advancing faculty, and celebrating faculty excellence.³

Interest and Affinity Groups

Are you interested in learning about the lived experiences or networking opportunities for one or more of the following groups? Faculty representatives are available to meet with prospective candidates over a meal or coffee, if time permits, during the interview.

☐ Latinx faculty
☐ Black or African American faculty
☐ Native American or indigenous faculty
☐ Asian faculty
☐ LGBTQ+ community
☐ International faculty
☐ Military and veteran affairs
☐ WiSTEM-Pro2: This campus organization focuses on the promotion and professional development of women in science, technology, engineering, and math fields.
☐ Chancellor’s Commission on the Status of Gender Equity: This group brings awareness to gender equity issues, strives for a work/life balance for faculty and staff, and elevates women’s roles at UNO and in the community.

If you would like to learn more about any of these groups, please complete this form and return it to the Search Committee Chair or Chair/Director, who can build in meetings with offices/groups of interest into the itinerary. Alternatively, if time during the interview does not allow for a face-to-face meeting or you simply prefer an individual conversation, please contact Candice Batton, Assistant Vice Chancellor for Faculty Affairs, directly at 402.554.4452 or cbatton@unomaha.edu to connect with faculty representatives who have volunteered to talk with job candidates about their perspectives.

¹ Department chairs: Please contact Sara Myers at samyers@unomaha.edu to schedule a 30-minute meeting
² Department chairs: Please contact Juan Casas at jcasas@unomaha.edu to schedule a 30-minute meeting
³ Department chairs: Please contact Candice Batton at cbatton@unomaha.edu to schedule a 30-minute meeting or to coordinate coffee or a meal for job candidates who want to meet and talk with faculty from one of these groups.
Appendix D. Faculty Search Processes at Other Institutions

The present guidelines draw not only from current practices across the colleges at UNO, but also from policy and process documents in place at other institutions, many of which are rooted in research funded in full or in part by National Science Foundation ADVANCE grants. The following have provided useful models:

- Purdue University. Faculty Search and Screen: Procedures Manual for Faculty Search and Screen Committees.
- Stanford University. Recruitment Guidelines.
- University of California Los Angeles. Searching for Excellence: Evidence-based Strategies for Equitable and Inclusive Faculty Hiring.
- University of Michigan. Handbook for Faculty Searches and Hiring.