Recruiting & Diversity
TT Hiring Search Practices Proposal

Role of the R & D Committee in TT Searches

A. PBT List
   1. The R & D committee will create a list of dossiers flagged as containing potential bias triggers (PBT). The PBT designation will be used to identify dossiers containing indications that a candidate is from a demographic group underrepresented in the profession and has disciplinary interests historically marginalized in the discipline.
   2. The search committee will follow up on this list to ensure that the candidates on it are duly considered (e.g., taking care to read slowly, keep criteria well in mind, or review such dossiers more than once).

B. Advice and Assistance
   1. A representative of the R & D committee will be available to the search committee throughout the search process to assist or advise as the search committee may desire and at the search committee’s invitation.

Best Practices for Searches

Initial Vetting of Candidates
A. Reviewing Dossiers
   1. Set a sufficiently early deadline for receipt of application materials that the search committee can avoid hasty evaluation of dossiers.
   2. Protect search committee members from additional service wherever possible.
   3. Have the search committee develop a list of criteria to encourage uniform evaluation of all candidates.

B. Review of Candidates’ Written Work
   1. Make available to all faculty anonymized versions of all preliminary short list candidates’ writing samples.

C. Developing the Campus Visit List
   1. Where possible, make a ranked list of candidates invited for campus visits.

Vetting and Recruiting
D. Inviting On Campus Visits
   1. Have a member of the R & D committee contact all invited candidates to invite them to communicate any special needs they have.

E. On Campus Interviews
   1. Conduct interview from a pre-established roster of questions that will be identical for all candidates within the same search. If the search committee has no women, try to have a woman faculty member ask some of these questions.
   2. Wherever possible, ensure that at least one woman faculty member be delegated to be present for all interview sessions with candidates.
3. Include among the questions at least one that will solicit the candidate’s views regarding his or her ability and interest in contributing to the department’s efforts to increase the diversity of the profession.

4. Make the list of questions available to all candidates in advance of their visit to campus.

5. Other faculty present defer to search committee in how and when to participate in asking question in these interview sessions.

F. Committee A Interview with On Campus Candidates
   1. Routinely give all family leave policies, both departmental and university, to all candidates.

G. Job Talk
   1. A member of the search committee should moderate the talk, protecting the candidate during the break period and managing the Q and A to ensure a diverse array of questioners, protect the tone of the talk, and keep discussion moving productively.

H. Meals
   1. Limit number of people attending meals to no more than 6.
   2. Limit attendance at meals to those formally affiliated with the department.
   3. Remind all participants about preserving appropriate professional boundaries in selection of conversational topics and questions.

Final Vetting
I. Evaluating the Candidates Post Visit
   1. Prior to any deliberations subsequent to campus visits, search committee members and all faculty should revisit and review again the candidates’ dossiers.
   2. The more social and informal aspects of the campus visit should in most cases not exercise any substantial influence over deliberations.
   3. Deliberations about the candidates should in general proceed in line with the above. I.e., discussion of the less formal elements of the visit, particularly of more socially toned interactions, should generally be minimized.

J. Graduate Student Feedback
   1. Feedback from graduate students should be actively sought, with particular attention to any apparent red flags indicating that a candidate will not be effective in department efforts to recruit and retain a diverse graduate student population.
   2. Graduate student feedback on research and “fit” should be generally minimized.
   3. Open-ended questions soliciting graduate student feedback should be avoided in favor of targeted queries soliciting particular information.