Full Time Faculty Search and Hiring Process

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

Lines are typically allocated and searches authorized once a year, in late spring or early summer. Departments need to follow the protocol outlined in this document (and their department/program policies, if applicable) to bring their searches to a successful conclusion.

The chairperson is the party ultimately responsible for conducting the search and hiring process within a department, though that responsibility can be shared with members of the department P&B and/or a departmental or program search committee or other parties as the Provost deems appropriate. For instance, some department or program bylaws address search committee composition and processes, some have separate documents that describe and guide faculty searches (e.g., Appendix C). All search committee members must participate in a charge meeting and training on best practices in faculty searches and hiring. All department faculty members should have the opportunity to engage with finalists (e.g., during an on-campus interview). Please **see Table 1 on the next page for a checklist** and flow chart overview of steps in the hiring process, which are described in detail in the pages that follow.

There are 3 general "parts" to the process:
1. Getting an approved and charged search committee running
2. PVN: writing and posting/advertising a personnel vacancy notice
3. Using best practices, reviewing and interviewing candidates

Note that search committees must be approved and charged by the Compliance and Diversity Office (CDO; Gabriela Leal) and that no interviews can occur until the applicant pool has been certified by the CDO. Once a finalist is selected, only the Provost manages negotiations with candidates.

Table 1: Checklist and Overview of Search Process

Flow Chart of Search Process Steps:

- ❐ Department (or program) submits faculty hiring plan/justification (approx. spring)
- ❐ Provost assigns department (or program) a faculty line (approx. spring/summer)
- ❐ Review the Hiring Process Guidelines for the current year (when assigned a line)
- ❐ Academic Operations (AO) sends departments advertising/recruitment budgets (approx. late summer)
- ❐ **Parts 1 & 2 below can run concurrently**, followed by Part 3.

1. Compliance, Diversity and Recruitment Plans	*2. Personnel Vacancy Notices (PVN) and Ads*	*3. Review, Evaluation and Interview Processes*
❐ Update department search procedures as/if needed for current year's search.	❐ Get a current PVN template from HR or the Dean of Faculty (refer to one from your last dept search for department details).	❐ Once your search committee has been charged and you have agreed upon search committee processes, you can prepare to review candidate files – after the *Review by* date has been reached. (HR provides file access.)
❐ Recruit a diverse search committee, to serve in the context of your dept bylaws and search procedures.	❐ On the PVN, complete Position Overview, Qualifications/ Preferred Qualifications and specifics on what to submit in the How to Apply section. (See Hiring process guidelines for required language)	❐ Apply consistent, agreed upon criteria to screen/evaluate all candidates. Complete the applicant Flow Log using disposition codes provided by the CDO.
❐ Complete and submit search **Recruitment Plan Certification Form** to CDO Gabriela Leal for approval. Search committees **must** indicate at least 3 additional recruitment/ advertising sources to reach the most diverse candidates (part F). Form includes list of search committee members (that should be diverse). (CDO will assess if you do not know.)	❐ Submit draft PVN for review by Dean to Maribel Perez.	❐ Submit completed Flow Log to CDO for certification. The candidate pool must be certified for diversity by the CDO before any candidate can be contacted for an interview.
	❐ Revise PVN as needed and resubmit to Maribel for Dean and Provost approval.	
❐ Once the Recruitment Plan Certification Form has been approved by CDO, your Search Committee can schedule a *Charge/Best Practices in Faculty Searches and Hiring Meeting* with CDO and the Dean of Faculty. CDO will send link to choose date. Available dates will be shared with additional search resources.	❐ Once the Provost approves, PVN will be sent to HR. HR will share a formatted version for final approval by dept and Provost. HR will then send final version to CUNY for approval and posting.	❐ Once pool is **certified**, long list of candidates can be contacted for virtual interviews (e.g., zoom). All candidates should be asked the same questions (see best practices)
	❐ Once approved and posted by CUNY, you can disseminate and post ads in other locations. AO sends departments advertising/ recruitment and interview visit budgets. Recruit broadly for a diverse pool.	❐ Campus interviews can be arranged for 2-3 finalists, to include interview with Provost.
		❐ Following dept bylaws/search procedures, forward name of finalist selected to Provost.

Compliance & Diversity

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

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

1. The department (or search) chair will submit to the CDO a *Recruitment Plan Certification Form* that supports the College's diversity goals – including identifying a diverse search committee. This form must be approved by the CDO.
   - HR routinely places ads in the *Chronicle of Higher Education* and *Inside Higher Ed.*
   - Search committees **must** identify at least 3 additional recruitment/advertising sources to reach the most diverse candidates. Committees are encouraged to include organizations of diverse faculty within a field (e.g., Association of Black Sociologists; Association for Women in Mathematics). Please see the "Recruitment" section, below, for additional information.
   - Committees can consult with Angela Crossman (acrossman@jjay.cuny.edu), Interim Dean of Faculty, about drafting position announcements (e.g., share sample Personnel Vacancy Notices (PVNs)) and mounting searches to reach the widest possible pool of candidates.

2. Once the Recruitment Plan (with search committee) is approved, coordinate a time for the CDO and Dean to provide a charge training and Best Practices in Faculty Searches and Hiring Workshop for the search committee. During this training, the search committee will review the recruitment process, interview guidelines, and best practices for conducting a successful search.

3. Processing the Applicant Log ("Flow Log") for certification:
   - Once the application deadline passes, the search committee should review all applicants and indicate a "disposition code" for each applicant. Disposition codes identify which applicants meet (or do not meet) the minimum and preferred qualifications and identify which candidates they want to invite for interviews.
   - The search chair submits to the CDO a complete list of all applicants with their disposition codes.
   - The CDO will review the flow log to ensure that the applicant and interview pools are sufficiently diverse.
   - The CDO must notify the search chair that the pool has been certified for diversity **before** candidates may be contacted for interviews.
   - Departments should be aware that John Jay places a priority on affirmative action goals.

4. Once a finalist has been selected and accepted the position, the chair should submit the *Faculty & Staff Selection Form* to the CDO. (Salary information can be omitted.) Applications will be stored in the CUNYfirst system, through which the candidates applied (not kept by the CDO).

Position Announcements

Following best practices for faculty searches and hiring (see Appendix B), the hiring department will prepare a **Personnel Vacancy Notice (PVN)** and a brief, two or three sentence description suitable for advertising, for each authorized position.

- PVN templates are available through the Department of Human Resources. Please contact Faina Fradkin, HR Manager at ffradkin@jjay.cuny.edu or 212-237-8315 to request the appropriate template.
- PVN templates vary based on rank of position sought. Once you receive the template, you will need to complete the following sections: *Position Overview*, *Qualifications*, and *How to Apply*. The other sections must remain as they appear in the template. For example, the PVN will include a standard section ABOUT JOHN JAY COLLEGE and this should not be changed.
- Chairs should work with Interim Dean of Faculty Crossman (acrossman@jjay.cuny.edu) to draft, update and/or revise their PVNs and/or to request sample PVNs from prior searches.
- The ***Position Overview*** section of the PVN should begin with a paragraph that gives department specific information and information about the position detailed enough to give candidates a clear sense of the position and the interests of the hiring department. The following two statements (not italicized) are standard for all PVNs (can omit research/publication agenda for lecturer lines):

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

  The successful candidate must be eager and qualified to work with our diverse student body, and have a demonstrated commitment to diversity, equity, and inclusion. As demonstrated in John Jay College's Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum (https://new.jjay.cuny.edu/sites/default/files/2023-08/7_Princip_Cultur_Resp_Incl_AntiRacist_Curric_Adopt_4.8.21-brief.pdf). The College seeks a faculty member who thrives in a multicultural, collaborative academic environment and is committed to both access and excellence in higher education.

- The PVN template will include a ***Qualifications*** section that is pre-populated with CUNY-specific data that must not be changed (e.g., for a lecturer line, it will be "Bachelor's degree in the area(s) of expertise, and the ability to teach successfully"). You can add ***Preferred Qualifications***, such as subject and discipline-specific expectations. For example, "The successful candidate will have a strong background in ethnic and gender relations in the Middle East." Or "PhD in chemistry or closely related area. Ability to teach graduate and undergraduate courses in analytical chemistry for forensic science majors and elementary chemistry for non-science majors. Background in biochemical terrorism welcome." Or for a lecturer line, "Master's degree in XX preferred".
- **Rank** that we hire at needs to match the PVN. If you want flexibility to hire an Assistant *or* Associate Professor, for example, you will need Provost approval to include both ranks in the PVN.
- Please be mindful to **communicate inclusivity** in your ad to ensure that a broad array of candidates perceive the opportunity as open to all qualified candidates.
- It is possible to include a section at the end of the PVN (***About John Jay's XX Department***) to provide additional information on your department (e.g., about your graduate programs or key strengths of your department).
- In the ***How to Apply*** section of the PVN you should indicate where you will recruit, if off campus. If you intend to interview at national/regional meetings, you should suggest a way for the candidate to make an appointment for an interview. For example: "Applicants interested in being interviewed at the XXX annual meeting should contact Professor YYY at emailaddress@jjay.cuny.edu."
- PVNs will state that all candidates must **apply through CUNYfirst**. To apply, candidates go to www.cuny.edu, select "Employment", and "Search Job Postings". Candidates will be prompted to create an account. Return to this job listing using the "Job Search" page and select "Apply Now".

- Departments vary in what materials they request from applicants. Most often, they request: a cover letter (can specify what should be included in that letter), a curriculum vitae, a research statement and/or examples of scholarly work, evidence of teaching effectiveness (e.g., a statement of teaching philosophy; if available, syllabi and teaching evaluations, particularly for lecturer lines), material(s) related to the College's diversity goals (e.g., a diversity statement; a cover letter that addresses how a candidate would contribute to the diversity goals of the College), and three letters of recommendation (typically sent to the search committee separately, or contact information for references). See sample PVNs for models.
- It is possible to set up a department email address for searches to receive reference letters. Chairs can email the John Jay Helpdesk or request a department email address for this purpose on Inside JJ.
- It is helpful to request that application materials be submitted in a single PDF. This helps streamline downloading application materials for the search committees from CUNYfirst.
- Including language about earlier review (e.g., "Review of applications will begin November 30; position closes December 15) will allow search committee members to begin reviewing applications before the closing date, if that is of interest.
- Once prepared, the hiring department should submit their Position Vacancy Notice (PVN) to Maribel Perez (mperez@jjay.cuny.edu) in the Provost's Office for feedback and/or approval.
- The PVN is reviewed and approved by the Dean of Faculty and Provost, it will be reviewed in consultation with Human Resources and edited as necessary according to the guidelines above and in order to assure compliance with all terms and conditions of the University Bylaws and the Collective Bargaining Agreement. Once that process is complete it will be posted on CUNYfirst.

Advertising and Recruitment

- Academic Operations will notify departments of their advertising/recruitment (beyond the standard outlets below) and interviewing budgets for campus visits. You may not go over budget, however, you can supplement support for costs with other departmental funds, if available (e.g., overhead funds).
- The standard bundle for advertising includes CUNYfirst, *The New York Times*, *Black Issues in Higher Education, Diversity, Hispanic Outlook,* and the *Chronicle of Higher Education* website.
- Once approved by the CDO, the hiring department submits their Recruitment Certification Plan (which includes a detailed Search Plan) and a brief Job Description/Position Announcement (used for advertisements) to Academic Operations (AAOps@jjay.cuny.edu).
- The Recruitment Certification Plan must identify conference(s) at which the department will recruit: location(s), date(s), duration and names of P&B/search committee members who will attend (if any).
- To advertise in a particular journal, periodical, or website in addition to the standard advertising bundle, the Recruitment Certification Plan should include the name of the journal, periodical, or website, the cost of advertising and the deadline by which copy must be submitted. For instance, many professional organizations have mechanisms for sharing job ads (e.g., Association of Black Psychologists; Association of Black Sociologists; Association of Women in Mathematics).
- ***If you want the College pay for the ads directly*** (versus getting reimbursed), please notify Academic Operations ASAP (aaops@jjay.cuny.edu). Provide copy of the text to be used, link and deadline and any login information required.
- Hiring departments are expected to conduct proactive, vigorous, and timely national searches. The Provost may cancel or carry over searches that cast the net so narrowly, begin so late, or take so long as to raise questions about the quality of the applicant pool and the eventual hires.
- When the application deadline has passed and the search committee has evaluated all applicants, the search committee chair submits the Applicant Flow log to the CDO. As stated above, no interviews can be scheduled until the applicant pool (via the flow log) has been certified by CDO Gabriela Leal.

- We encourage the use of phone interviews and technology such as Skype and Zoom to help screen initial candidates and narrow down your selection to two or three finalists for campus visits.

Record Keeping

The search committee chair should maintain a written record of:
- the date complete application materials are received for each applicant (often already in CUNYfirst);
- the date(s) faculty meet to discuss the applicants;
- the date an interview is conducted for each applicant interviewed;
- the date the decision is made to recommend campus visits for short-listed candidates;
- the date and written invitation to each candidate to participate in a campus visit;
- the dates and agendas of all campus interviews;
- the date the faculty meet to choose the preferred candidate; and
- the date the department makes its recommendation to the Provost.

Campus Visits

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

In Advance of the Visit
- Before you invite candidates to campus, please review Appendix A for procedures and communicate with Associate Provost Kinya Chandler (or designee) if you have questions.
- Hotel reservations can be made by the college, but all other travel expenses must be processed as a reimbursement to the candidate. Your department will have already been notified of the allocation set aside for the campus visit and all expenses will be posted against the aforementioned allocation.
- Communicate with the candidates about travel and accommodations and reimbursement procedures. Search chair must complete TAFs for each candidate (see Appendix A for procedures) and send them an official invitation letter or email.
- Identify a point person to communicate with both the candidate and AA Operations about their reimbursement.
- Send an itinerary of the visit to each candidate at least five days in advance listing the hours, locations, people whom they will meet, and all expected activities.
- Ensure your faculty is apprised in advance as well and prepared to host each candidate, with people assigned to each part of a candidate's day. The campus visit should be as inclusive as possible to allow department/program faculty (and possibly students) the opportunity to participate and provide feedback to the search committee.
- Prior to the day of the interview, the department will send or email the CUNY employment application to the candidate so that he or she can bring it in completed the day of the interview.

Day or Days of the Visit (possible elements to be arranged as makes sense for hire)
- Candidate meets with Department Chair (emphasis: job structure).
- Candidate meets with Major/Program Coordinator (emphasis: teaching opportunities).
- Candidate meets with P&B and/or search committee (emphasis: how to be successful in tenure track; research support and opportunities.

- Candidate meets with junior faculty (emphasis: meeting people who share interests, will be peers).
- Candidate makes a teaching presentation to a class or faculty (emphasis: teaching fit for John Jay).
- Candidate gets a campus tour (emphasis: they will be curious what the college looks and feels like).
- Candidate has lunch, dinner, and/or informal coffee with select individuals or groups of faculty (emphasis: a mutual exchange).
- Candidate gives research talk (emphasis: is candidate's research viable and of interest to field, dept., college)
  - For research talks it is highly recommended that all candidates be given an "assignment sheet" laying out clear expectations for the talk, its goals, likely audience composition and length; and
  - An audience is important; the department should coordinate attendance at talks to ensure a strong showing.
- Candidate observes or teaches a class (emphasis: candidate should know what our classes are like).
- Candidate meets with students, undergraduate or graduate (emphasis: candidate should have a sense of our student body and want to be here).
- Breaks (two or three 15-minute breaks are recommended so candidate can use bathroom, check email and have a moment of not being "on").

REQUIRED: finalist meets with Provost or assigned designee for 30 minutes
  - For each position searched, email the short-list of finalists being interviewed to the Provost (or administrator assigned to the department), with a copy to Maribel Perez, attaching their cover letters, CVs, and statements of teaching philosophy, research statement (if applicable) and diversity statement (if applicable).
  - The department will be responsible for scheduling the candidates with the Provost (or administrator assigned). The administrator will send a short evaluation of the candidate to the department chairperson and the Provost.

After the Visit: The Offer

- Gather feedback from department and others who met candidates. See Appendix D for sample rubrics or request samples from the Interim Dean of Faculty (acrossman@jjay.cuny.edu).
- Search committee ranks candidates in order of choice.
- Discuss the selected finalist with the Provost and come to agreement about who will receive an offer.
- Chair calls top choice and lets them know the Provost will be calling to make an offer.
- The Provost will make the formal offer, subject to the approval of the President, and will negotiate the salary. Notify the Provost if the candidate is weighing a competing offer.
- The Provost will invite the finalist to submit a start-up proposal via email. In determining the start- up package, the Provost will consult with the department as necessary.
- Chair keeps channels of communication open with the short list of finalists until an offer is accepted and an appointment letter signed.
- Chair calls all those who interviewed and lets them know we will not make them an offer.
- Chair follows up on reimbursements for travel of all finalists.

Communication with Candidates

- The Provost will confirm the telephone offer by email, subject to the approval of the President, and will copy the department.
- The Provost will respond via email to any start-up proposal submitted, copying the department.
- The President reviews every offer, and the standard offer letter will go out under her signature, with a copy to the department. It will stipulate an annual salary, a general description of terms of

employment and benefits, and a general statement of expectations regarding teaching, research, and service. The candidate will have two weeks to sign and return the letter, indicating acceptance.

- Once the signed letter is received in the Provost's Office, it is forwarded to the Department of Human Resources for processing. Human Resources will generate the Electronic Human Resource Action Form (eHRAF) indicating all pertinent appointment data, which is then submitted to Payroll. It is important this step be completed as soon as possible to assure the new hire will be paid within six (6) weeks of starting. ***Please warn the new hire that they might not be paid for six (6) weeks and should set aside funds to ease their transition to the new position***.
- If applicable, along with the offer letter, Faculty Services will send a separate start-up letter, with a copy to the department, confirming the start-up offer as well as a welcome letter conveying the date of new faculty orientation and other information pertinent to getting started at the college.
- The candidate is also contacted by Human Resources for Onboarding/Orientation.

Conclusion of the Search

- The chairperson of the department will send the completed Faculty and Staff selection form to the CDO and copy the Office of Human Resources.
- Note that, once the hiring is finalized, CUNYfirst will generate form letters to all applicants who were not hired. However, if they wish to do so, the department Chairperson can write their own letter(s) for applicants who were not hired and send them to HR for dissemination. (See Council of Chairs Brightspace organization for a sample letter.)
- In addition (or instead), the department chairperson might want to contact finalists who were interviewed but not hired to let them know that the search was completed, thanking them for applying, and wishing them well.

APPENDIX A: Arranging and Paying for the Campus Visit

Arrangements for the Interview

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

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

Travel Authorization and Arrangements

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

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

Discuss Reimbursement Arrangements with the Candidate

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

Please be reminded that:
- All hotel payments and reimbursements will be processed through the Research Foundation (RF).
- Candidates should be reminded to keep their boarding passes and receipts for incidental expenses since they are required by the RF.
- Taxi receipts are required as are itemized receipts for all meals. ***Alcohol will not be covered***.
- Candidates will be reimbursed for air travel only at the coach rate on a US carrier.
- Mileage for a private automobile trip will only be reimbursed at the rate of .67 cents per mile (effective as of 1/1/24) up to the cost of coach airfare for the same trip (see the current IRS standard mileage rates).
- Room and tax charges will be billed directly to the College. Any additional expenses must be paid by the candidate upon check-out and, if appropriate, reimbursed through normal procedures.
- If a credit card is used to pay any expenses, the RF will require a copy of the statement reflecting those charges as well as the candidate's name and the last four digits of the card. We recommend that candidates redact their statements for privacy and security.
- Depending on the cost of the entire visit, candidates may not be eligible for full reimbursement of their out-of-pocket costs. We may only reimburse up to the amount of the per diem rates as posted at https://www.gsa.gov/travel/plan-book/per-diem-rates.

- Depending on how the department has allocated their search budget, candidates' reimbursements may be capped as well.
- During the campus visit, the candidate's signature should be obtained on the Research Foundation *Travel Expense Voucher and Request for Payment* so that expenses may be reimbursed in a timely manner.
- Most forms are available here: https://new.jjay.cuny.edu/faculty-hiring-resources

Local Accommodations

The college has established an account with a local hotel. Once you have confirmed the travel dates, you will need to complete and submit the *Room Request Form* to Academic Operations as early as possible. The form should be emailed to the Office of Academic Operations (academicoperations@jjay.cuny.edu) so that they may secure rooms when required. We will need at least five business days' notice to guarantee accommodations, but of course the earlier the information is provided, the better.

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

Reimbursement of Travel Expenses

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

The recruiting department will have each candidate sign a Research Foundation *Travel Expense Voucher and Request for Payment* during the visit. It should include the address to which the reimbursement is to be sent. Upon completion of the travel, the candidate should forward both of their boarding passes (or a screenshot of such) with an itemized list of expenses and required receipts back to the recruiting department contact.

The recruiting department contact will submit the completed form with all necessary receipts and a copy of the letter/email of invitation to academicoperations@jjay.cuny.edu. If the invitation was verbal, a memo stating this must be included instead. The completed voucher and all documentation will be reviewed and submitted to the Research Foundation for processing within five (5) business days of receipt. The reimbursement check will be mailed directly to the candidate by the Research Foundation once approved.

No guarantees can be made as to how long this complete process will take, but the Office of Academic Operations will follow up on each submission regularly until payment is disbursed. If you or a candidate has not received payment within 15 business days of submitting a complete reimbursement request, please contact Academic Operations.

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

In order to reimburse a faculty member for purchase of meals for a candidate, the recruiting department must prepare a *Research Foundation Payment Request form* made payable to the faculty member, attach itemized receipt(s) for meal(s), and submit it to Academic Operations. The payment form and itemized receipts must identify the faculty candidate by name, specify the date and type (breakfast, lunch, dinner) of meal, and list all attendees.

Contact Us

If you have further questions about paying for these visits, please contact AAOps@jjay.cuny.edu or Associate Provost Chandler at either kchandler@jjay.cuny.edu or 212-237-8498.

APPENDIX B: Best Practices for Hiring a Diverse Faculty

Hiring Committee Composition
- A *diverse hiring committee* is a critical factor in identifying and attracting a wide range of talented applicants.
- Strategic efforts should be made to *recruit a diverse group of colleagues, including faculty of color, to serve on hiring committees*, ideally reflective of our student population.
- It is essential that hiring committees engage in *professional development and training together* in order to be ready to undertake a search. Training should include pragmatic strategies for addressing and/or reducing unconscious biases, stereotypes, micro and macro aggressions, and increasing racial awareness to facilitate an equitable hiring process.

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

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

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

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

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

Beware of Bias

- Unspoken and unrecognized implicit biases can influence perceptions and ratings of candidate files. For instance, research across hiring contexts has found that gender-based and racially-based implicit biases can impact hiring decisions. The goal is to recognize this risk and mitigate it through agreed upon, shared processes based on explicit criteria linked to the job description.
- Relying on shared, agreed upon criteria (using a rubric to have similar metrics across raters; see [Appendix D](#)) is a useful way to help committee members remain consistent in applying position criteria equitably across candidate applications.
- Evaluation of candidates should explicitly relate position qualifications to candidates' files.
- Committee members should be wary of the use of "fit" in decision-making, which is nebulous and can be more vulnerable to implicitly held biases. Fit may be relevant to the extent that it relates to the job qualifications and/or requirements of the position.
- Committee members should rely on evidence from candidates' files in evaluating their competitiveness, with committee members responsible for supporting their opinions using this information. Because every person holds unique implicit beliefs and biases, holding one another accountable for making explicit the basis for candidate evaluations will help the group produce equitable outcomes.

APPENDIX C: Sample of One Department's Search Committee Process

PROCESS FOR FACULTY HIRING DECISIONS IN 2017 – 2018

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

presented to, and considered by, the relevant Search committee). However, ultimate decisions regarding offers should be informed *not* only by whom the Search committee deems to be the best candidate available regarding that search, but also considerations regarding the overall hiring standards, needs, and long-term best interests of the department. The Search committee will prepare whatever written justification is required for advancing a candidate's name to the Provost for consideration. Once a candidate's name has been forwarded to the Provost, the Search committee will turn over all of its files to the Department Chair, and the Department Chair will handle the remaining negotiations with the Provost and the candidate.

APPENDIX D: Sample Search Materials to Assess Commitment to Diversity

Evaluation of Applications

Steps for evaluating applications: For departments that request from candidates a statement that demonstrates their commitment to DEI – an award-winning model to evaluate applications follows and can be adapted for your search committee.

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

Interview Process

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

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

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

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

Sample Rubric 1 – Assessing Candidate DEIB Knowledge
(https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate- [contributions-diversity-equity](https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity))

Knowledge about Diversity, Equity, Inclusion, and Belonging [5 points max]	
Score	*Examples*
1 - 2 Little to no evidence of awareness of DEIB issues in higher education or their field	⌄ Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity. ⌄ Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women" without offering further examples or specifics. ⌄ Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued.
3 Some evidence of awareness, but falls short of significant knowledge base or deep interest	⌄ Has some knowledge of demographic data related to diversity and awareness of its importance. ⌄ Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all.
4 - 5 Clear and deep understanding of dimensions of DEIB in higher education	⌄ Comfort discussing diversity, equity, inclusion, and belonging related issues ⌄ Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own. ⌄ Is aware of demographic data related to diversity in higher education. Discusses the under-representation of particular groups and the consequences for higher education or for the discipline. ⌄ Comfort discussing diversity, equity, inclusion, and belonging related issues (including distinctions and connections between diversity, equity, inclusion, and belonging). ⌄ Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all. ⌄ Discusses diversity, equity, inclusion, and belonging as core values that every faculty member should actively contribute to.

Sample Rubric 2 - Assessing Candidate Track Record Advancing DEIB

Track Record in Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]	
Score	*Examples*
1 - 2 Describes few or no past efforts in any detail	⌄ Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role). ⌄ Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab). ⌄ Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year").
3 Some evidence of past efforts, but not	⌄ Evidence of active participation in a single activity, but less clear that there is an established track record. ⌄ Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.

extensive enough to merit a high score	✓ In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring.
4 - 5 Sustained track record of varied efforts to promote DEIB in teaching, research, or service	✓ Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging. ✓ Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar) ✓ Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science). ✓ Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, inclusion, and belonging as one aspect of their track record.

Sample Rubric 3 – Assessing Candidate Plans for Advancing DEIB

Plans for Advancing Diversity, Equity, Inclusion, and Belonging [5 points max]	
Score	*Examples*
1-2 No personal plans to advance DEIB	✓ Vague or no statements about what they would do at JJ if hired. May even feel doing so would be the responsibility of someone else. ✓ Describes only activities that are already the minimum expectation of JJ faculty (e.g., being willing to supervise students of any gender or ethnic identity). ✓ Explicitly states the intention to ignore the varying backgrounds of their students and "treat everyone the same."
3 Some ideas about advancing DEIB, but not much detail	✓ Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)
4 - 5 Clear and detailed plans for advancing DEIB	✓ Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would). ✓ Clearly formulates new ideas for advancing equity and inclusion at JJ and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership). ✓ Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department/school/college and also their field.

Sample Rubric 4 – Assessing Candidate Applications

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

Sample Rubric 5 – Feedback on Candidate Interviews

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

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