

UC Berkeley, Office for Faculty Equity and Welfare

Search Guide for **Senate Faculty Recruitments:** Policies, Procedures and Practices

Updated April 7, 2017

TABLE OF CONTENTS

Introduction and Purpose

[Developing Faculty Recruitment Proposals: Increasing Excellence and Inclusion](#)
[Reviewing Past Departmental/School/College Searches](#)
[Diversity and Faculty Recruitment: Myths and Realities](#)
[Summary of Overall Requirements and Timelines for Senate Faculty Recruitment](#)

Creating the Search Plan

[Overview for Creating the Search Plan](#)
[Basic Information about the Recruitment](#)
[Diversity Benchmarks and Goals](#)
[Role of the Equity Advisor in the Search Process](#)
[Applicant Qualifications](#)
[Guidance for Setting-Up Open-Rank Senate Faculty Searches](#)
[Planned Search and Recruitment Efforts](#)
[Advertisement](#)
[Selection Process and Plan](#)
[Search Committee Membership and Roles](#)
[Additional Search Plan Documents](#)
[Disposition Reasons](#)
[Application Requirements](#)
[Review and Approval of the Search Plan](#)

Outreach and Applicant Pool Review

Evaluating Applicants

[Overview of Activities During the Search](#)
[Assessment of Basic Qualifications](#)
[Applicant Evaluation](#)
[Short list](#)
[Letters of Reference](#)

[Interviews](#)
[Selecting the Final Candidate](#)

Completing the Search Report

[Overview of Requirements to Complete the Search Report](#)
[Completing the Search Report](#)

[Guidelines for the Search Committee Narrative](#)

[Guidelines for Failed Searches](#)

[Final Closing Instructions for Concluding Searches](#)

Appendices

[Appendix A: Limitations on Level of Appointments in FTE](#)

[Appendix B: Advertisement Checklist](#)

[Appendix C: Advertisement Templates](#)

[Appendix D: Minimum Requirements for Short Advertisements](#)

[Appendix E: Sample Candidate Evaluation Form](#)

[Appendix F: Instructions for Adding a Non-Berkeley Affiliate to a Search Committee](#)

[Appendix G: Countering Selection Bias](#)

[Appendix H: Resources for Recruitment: Doctoral and Postdoctoral Directories](#)

[Appendix I: Optional Rejection Email Templates for Deselected Candidates](#)

[Appendix J: Outreach Email Templates for Faculty Search Committees](#)

[Appendix K: Berkeley Trained Candidates](#)

[Appendix L: Search Committee Chair Survey](#)

Introduction and Purpose

The purpose of this guide is to provide relevant information and procedures to conduct effective and equitable searches for ladder-rank faculty. The guide is organized broadly by information and tasks necessary to create a Search Plan prior to launching a search, to evaluate candidates during the search, and to complete the Search Report once a candidate (or candidates) has been selected.

The University of California uses the system-wide online applicant tracking system [AP Recruit](#), developed and maintained at UC Irvine, to support the academic recruitment process. For information on how to use the AP Recruit system see the AP Recruit User Guide (available at <http://ofew.berkeley.edu> in the Academic Recruitment tab), which is updated regularly.

The academic excellence of the University of California at Berkeley depends on the quality of our faculty and academic staff. Recruitment and selection are among the most important investments we make in the future of the University.

The University of California Academic Personnel Manual [APM 210-1](#) governing faculty appointment and promotion sets forth the standard for evaluating the academic achievements of faculty.

Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions. (APM 210-1.d.)

This Search Guide, along with the AP Recruit online system supports the University of California in fulfilling our academic interest in the pursuit of excellence and the legal requirement of non-discrimination under federal and state laws. The commitment to diversity and equal opportunity recognizes that a diverse academic employee workforce enhances our academic mission of teaching, research, and service. The University also recognizes that a diverse workforce is essential for maintaining legitimacy as a public university dedicated to serving the needs of our increasingly diverse state.

Developing Faculty Recruitment Proposals: Increasing Excellence and Inclusion

Academic planning is the foundation for the faculty search process. Before beginning a search, departments and schools must obtain authorization for a budgeted position and a search authorization number through the submission of a faculty recruitment proposal. The campus issues a call for faculty recruitment proposals in November of each year. Information regarding the EVCP Faculty Recruitment Process, including the call, guidelines and forms is available at the [Campus Budget Office](#).

Broad and inclusive recruitment is a key component of building an excellent faculty. There are several strategies that can be implemented in the early planning stages of a faculty search that may contribute to more robust applicant pools. Departments and schools should consider:

New Fields of Research

Recent experience with campus-wide interdisciplinary hiring initiatives at Berkeley has demonstrated that efforts to expand into cutting-edge fields of new research often yield excellent and diverse pools of faculty candidates.

Defining Field Broadly

Past experience has shown that defining the proposed search in overly narrow terms may limit the applicant pool and undermine efforts to attract and review the best candidates. Whenever possible, consider the widest scope of potential needs so that there is an opportunity to choose the most excellent candidate from an expanded pool. Alternatively, another successful strategy can be to prioritize sub-disciplines (established or new) where women and/or minorities are more likely to be included in the available pool of candidates.

Cluster Hiring

If multiple recruitments in related fields are anticipated, hiring efforts should be grouped together under a broadly worded position description, rather than conducted sequentially. This practice of cluster hiring prevents overlooking exceptional candidates due to overly narrow field definitions and promotes excellence by allowing comparative consideration of candidates with a broad range of qualifications.

Search Level

The general campus goal is to hire at a ratio of 80:20, non-tenured to tenured new appointments. Faculty recruitment at the junior level serves the University's interests in faculty diversity and academic excellence. Although there may be circumstances where recruitment at the senior level is justified, departments and schools should make every effort to recruit at the junior level. For additional information, see Appendix A, "Limitations on Level of Appointments in FTE and Ads."

Reviewing Past Departmental/School/College Searches

- Review how many women and underrepresented minorities have applied for past positions in your department or school, as a percentage of the total applicant pool. OFEW can provide you with a benchmarking report specifically for your department or school.
- Review how many women and underrepresented minorities have been brought to campus for interviews in your field in previous searches.
- If women or underrepresented minority candidates have been hired in recent searches, ask the search committees, the department chair or dean of the school, and the recently hired faculty themselves how they were successfully recruited.
- Learn what happened to women and underrepresented minorities who were not offered positions in previous searches. Where are they now? Was the assessment by the search committee at Berkeley an accurate predictor of the individual's current achievement?
- If no women or underrepresented minorities have been offered positions in recent searches, consider redefining departmental or school evaluation systems in ways that might better take strengths of underrepresented candidates into account. Consider whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria for the current search.

Diversity and Faculty Recruitment: Myths and Realities¹

Diversity is an issue that comes up in every search. Building a diverse pool of candidates requires conscious effort from the very beginning of the process. It is too late to discuss diversity when and if asked, “Why are there no women or underrepresented minorities on the short list?” Frequently, search committees answer such questions by claiming that there were few women or minority applicants because the field is too cutting edge or too traditional, or too wide or too narrow, or too quantitative or too qualitative, or any number of other reasons. But a goal of every search should be to ensure that there are outstanding women and minority candidates in the pool equal or above their availability in the national pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity.

People harbor several myths about hiring and diversity. Some of the most common are:

“We are focused on quality as our criterion for hiring. Adding diversity means compromising quality.”

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But some of our current practices unintentionally exclude highly qualified people. By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or minority candidates, quality will increase, not decrease. Furthermore, the best candidate has skills and talents that will benefit many aspects of the university, including its students and faculty. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.

“Relatively few qualified women or minority candidates are available, and these are highly sought-after, so we are unlikely to recruit them.”

Although the availability of women and minorities varies across fields, in many areas we are currently hiring well below that availability. And as the studies detailed in the articles on “How to Diversify the Faculty”² and “Interrupting the Usual”³ show, many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions. Institutions are not often “fighting over” a few candidates. Search committees have every reason to expect to be successful in finding qualified women and minority candidates for their pool.

“The problem will solve itself as more women and minorities move through the pipeline and the “old guard” retires. (Corollary: we really don’t have to do anything new or different now).”

¹ From UCLA Faculty Diversity and Development, “Faculty Search Committee Toolkit” <http://www.faculty.diversity.ucla.edu>, and “Diversity and Faculty Recruitment: Myths and Reality,” by Marlene Zuk, Associate Vice Provost for Faculty Equity and Diversity, UC Riverside, 2006.

² Smith, D.G. (2000). “How to Diversity the Faculty,” 86 *Academe* 48.

³ Smith, D.G., Turner, C.S., Osei-Kofi, N., Richards, S. (2004). *The Journal of Higher Education* 75(2).

Although the number of minorities and particularly women obtaining PhDs and entering the workforce has steadily increased over the last several decades, hiring and advancement of these groups has not kept pace. Faculty who are being hired are still disproportionately white males, and business as usual is not solving the problem. For more information about hiring specifically at the University of California, see information about the [University of California ADVANCE PAID program](#).

Summary of Overall Requirements and Timelines for Senate Faculty Recruitment

This section provides an outline of the overall academic recruitment tasks, including creating a Search Plan prior to launching a search, evaluating applicants during the search, and completing a Search Report once a candidate (or candidates) has been selected to put forward for appointment consideration. The subsequent sections provide more detail and rationale for each of the tasks in the bulleted lists below. In AP Recruit you will find the locations where the information described in this Search Guide is entered. The AP Recruit User Manual provides information specifically on logistics of navigating the AP Recruit system.

Creating the Search Plan and Launching the Recruitment

Approximate timeline: Allow approximately two – three weeks for creation and approval of the Search Plan and advertisement(s).

- Prepare a Search Plan, including the advertisement.
- Receive all required approvals, including the Office for Faculty Equity & Welfare (OFEW) as the final approver.
- Publish the recruitment upon approval.

Outreach and Applicant Pool Review

Timeline: Allow a minimum of 30 calendar days for advertisement and outreach.

- The recruitment is automatically posted in a number of online locations. All recruitments must be posted for a minimum of 30 days.
- Conduct active outreach for a broad and inclusive pool of applicants, using additional advertisement locations as needed, and making extensive personal contacts.
- Determine whether individuals who submitted an application by the deadline date meet the basic qualifications necessary to be considered an applicant, as stated in the advertisement. Provide disposition reasons for individuals who did not meet the basic qualifications.
- Immediately after the application deadline date evaluate the applicant pool (those determined to meet the basic qualifications) for size, depth, and diversity. Consider whether the demographics of the pool broadly reflect the national availability.
- If needed, the recruitment period can be extended.
- Enter the search and recruitment efforts taken during the outreach period under “Actual Search Efforts.”
- Submit the report on the demographics of the applicant pool for review and approval by the **Search Committee Chair**, the department/school/college **Equity Advisor**, and **OFEW** within one week of the application deadline.

Evaluating Applicants

Timeline: Allow approximately one – two months to evaluate applicants and hold campus visits.

- Fully evaluate all applicants for the position using objective criteria and established evaluation mechanisms.
- Provide disposition reasons for applicants who do not move forward for further consideration.
- Keep applicant statuses up-to-date.

Short List

Timeline: Allow one business day for review and response regarding the short list.

- When the short list of candidates is ready for review, but **prior** to making invitations for campus visits, submit it for review and approval by the department **Equity Advisor and OFEW**. Short lists are almost always reviewed by OFEW within 24 hours of submission.
- The timing of submission depends on the discipline and field, but is typically ready for review within one to two months after the application deadline date.
- In cases where a candidate must be invited for a campus visit more quickly please contact OFEW.

Completing the Search Report

Approximate timeline: Allow approximately two weeks for creation and approval of the Search Report.

- Begin the Search Report as soon as possible (e.g., evidence of advertising and outreach activities can be uploaded, disposition reasons can be given to some candidates early in the search process, all candidate statuses should be kept up-to-date throughout the process).
- Submit the Search Report to OFEW through AP Recruit (APO will not forward the appointment case to the Budget Committee until the Search Report has reached OFEW for final approval).

Final Closing Instructions for Searches – Applicant Statuses

- Return to AP Recruit when additional information for the recruitment is known – formal campus offer given, formal offer accepted, formal offer declined, candidate was hired, or not – and update the applicant statuses.
- Select a final outcome of the search.
- Make the recruitment “inactive” in AP Recruit.

Overview for Creating the Search Plan

1. Create the Search Plan in AP Recruit. Sections include:

- Basic information about the recruitment
- Diversity benchmarks and goals
- Applicant qualifications
- Planned search and recruitment efforts
- Advertisement
- Selection process
- Search committee
- Additional search plan documents
- Disposition reasons
- Application requirements

2. When all fields are complete in the Search Plan click “Submit Plan for Approval.” All approvers log into AP Recruit to review and approve the Search Plan (OFEW is the final approver). Once approved, publish the recruitment.

3. OFEW publishes the recruitment to AP Recruit and posts the approved advertisement on the Higher Education Recruitment Consortium (HERC), Higher Ed Jobs, The Chronicle of Higher Education, and America’s Job Exchange (includes multiple diversity locations). Other discipline-specific advertising locations are determined by the search committee.

Creating the Search Plan: Basic Information about the Recruitment

The purpose of this section is to provide information about the recruitment in AP Recruit. The information is used to set up the search, collect data for reporting purposes, and determine national availability data by gender and race/ethnicity for the recruitment area.

Recruitment name

Senate searches should use a name close to the approved search area and must use the following format:

“Job Title – Area of specialization if applicable – Department/school/college.”

For example:

- Assistant Professor – Chemistry – College of Chemistry
- Associate/Full Professor – Biostatistics – School of Public Health
- Assistant Professor – Cellular Engineering – Bioengineering
- Assistant/Associate/Full Professor – U.S. History – History

It is necessary to follow this format for consistency because the title appears on the Recruit website, which is then “scraped” automatically for posting to other online locations.

Description

LEAVE THIS FIELD BLANK

OFEW will place the advertisement here (removing information about application requirements that will otherwise be redundant on AP Recruit). AP Recruit will display the advertisement as listed in the Description field on the AP Recruit apply page.

Approved search area

Area approved by the EVCP for the faculty FTE.

Department

If the position needs to be cross-listed in more than one department please contact OFEW.

Academic year

The year in which the search is being conducted.

Salary control number

The approved number provided to the department by the EVCP (or “FTE number” or “salary authorization number”).

Application submission dates

For all recruitments, applications are considered “complete” in AP Recruit when all required materials are uploaded and letters of reference have been requested through the system (if required), even if the reference letters have not arrived. It is not necessary to allow a longer window of time specifically for letters of reference (however, if the advertisement states that letters are required, a candidate will need to provide them, ideally before selection to the shortlist. A candidate cannot be put forward as the Proposed Candidate without the required letters).

The “open/close/final” option is used in all senate faculty recruitments, rather than those that are open until filled or are pools that remain open for at least one year (the Initial Review Date/open until filled option)

The “**open date**” is the date on which the search goes live, the “**close date**” is the last day for applicants to **begin** an application, and the “**final date**” is the last day for applicants to modify their application. It is optional to have a different “final date” for individuals to complete their application; these are typically not more than one week out from the “close date.”

Key features of open/close/final recruitments:

- Open, close and final dates remain editable by the analyst throughout the length of the search.
- All completed applications are viewable to the search committee, even if the Close or Final dates are subsequently extended.

Search breadth

Identify if the search is in an open/general area or specific (e.g., History versus Native American History).

Initial search allocation

Indicate if the search is newly allocated or relisted following a failed search in the past.

Title codes that are applicable for the position

Select the type of position being sought, for example, 1100: Professor – Academic Year. You can find all title codes online in the AP Recruit Help area, or alternatively, begin typing the name of the job position and select from the list. **Important: Select all applicable title codes! Once the search is launched the title codes cannot be changed and new ones cannot be added. Proposed candidates can only be hired into a title code approved as part of the search plan. For Assistant Professor level searches it is strongly recommended that the title code for Acting Assistant Professor be included.**

Specialties

Up to five specialties may be selected to most closely represent the search area. These areas are used to determine the national availability pool for the recruitment (more information is available in the Diversity Benchmark and Goals section).

Recruitment contact information

Specify the HR analyst who will serve as the contact person for applicant and referee questions. A department email address can be used for this purpose if desired.

Creating the Search Plan: Diversity Benchmarks and Goals

Specialties and national benchmark data

Prior to beginning the search, the Search Committee should review the pool of U.S. degree recipients by race/ethnicity, gender, veteran's status, and disability status that is specific to the specialty area(s) for the particular recruitment. These data are automatically provided in AP Recruit in the Diversity tab, based on the specialty areas specified in the Basic Recruitment section, and represent the broad benchmarking goals for the recruitment. The applicant pool should be compared to these data regularly during the application period to evaluate the search and recruitment outreach efforts.

Data Sources

To determine availability for tenured faculty, data on all research doctorate degrees awarded to US citizens and permanent residents within the United States by academic discipline, sex and ethnicity are compiled over a fifteen year period from 1991-2005; availability data for tenure-track faculty were compiled over the next five year period, 2006-2010 (data are drawn from the [Survey of Earned Doctorates](#)). These two combined time spans of data provide an appropriate benchmark to estimate potential pools of applicants for positions at the tenure and tenure-track ranks.

For the School of Journalism, availability data were based on the National Center for Education Statistics, [IPEDS Completion Survey](#), 1995-2010 (the only years of data available). Availability estimates were compiled based on degrees awarded limited to doctoral degrees and first professional degree. For the School of Law the most recent availability data was taken from the Association of American Law Schools Statistical Report on Law Faculty 2008-2009 (<http://www.aals.org/>). Availability data for tenured faculty in the School of Optometry were drawn from the National Center for Education Statistics, IPEDS Completion Survey, 1987, 1989-2010 and included doctoral degrees and first professional degree awarded in Optometry.

Affirmative action goals

As a federal contractor, UC Berkeley must establish and maintain an Affirmative Action Program and a yearly written [Affirmative Action Plan \("AAP"\)](#), and fulfill requirements established by the Federal Department of Labor, [Office for Federal Contractor Compliance Programs \("OFCCP"\)](#) to provide equal employment opportunity and nondiscrimination. The UC Berkeley AAP provides yearly data on groups that are underutilized on the Berkeley campus by job type and by schools and colleges. Underutilization is defined as having fewer minorities, women, individuals with disabilities, or protected veterans⁴ in a particular job group than would reasonably be expected given their availability in the job market.

⁴ A protected veteran is defined as a disabled veteran, a recently separated veteran, an armed forces service medal veteran, or a veteran who served on active duty in the U.S. military during a war, or in a campaign or expedition for which a campaign badge was authorized under the laws administered by the Department of Defense.

The Affirmative Action goals for searches reflect this underutilization. We set our annual percentage goals equal to availability for all underutilized job groups and must make good faith efforts to recruit a broad and inclusive pool of qualified applicants. Affirmative action goals have been established where underutilization has been identified using the “any difference rule.” UC Berkeley’s goals are directed to achieve a level of gender and ethnic representation equal to availability in all job groups.

The tables linked to in AP Recruit are taken from the UC Berkeley AAP, divided by job types and Schools/Colleges. A shaded cell denotes underutilization of a group. Refer to [the table](#) and then check the boxes next to the groups that are underutilized on the Berkeley campus in the relevant job group.

Please note that AP Recruit invites all individuals applying for senate faculty positions to voluntarily self-identify their gender, race/ethnicity, disability status, and status as a protected veteran. The OFCCP requires that we ask individuals to self-identify, but individuals may choose not to reveal this information without any negative repercussions.

It is important to be informed about and know the distinction between Federal Affirmative Action requirements and California Proposition 209.

California Proposition 209

In 1996 the voters of California passed [Proposition 209](#), now part of the California State Constitution (Article 1, §31(a)) which prohibits discrimination against or preferential treatment to “any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, education or contracting.” It does not, however, prohibit actions necessary to establish or maintain eligibility for any federal program, where ineligibility would result in loss of federal funds to the University. Therefore, UC Berkeley is obligated to take affirmative action to ensure equal opportunity in employment, but we may not set aside positions for specific groups.

In addition, Proposition 209’s prohibition against discrimination is consistent with [University policy](#) implementing federal and state laws prohibiting discrimination in employment on the bases of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. The prohibition against discrimination supports the University’s commitment to address the barriers that face under-represented groups in academic careers and to serve the needs of our diverse state.

Federal Affirmative Action Requirements vs. California Proposition 209

- **Affirmative Action** relates to **recruitment**. Federal regulations require collection of gender/ethnicity/disability/veteran status data along with good faith efforts to obtain a broad and inclusive candidate pool.
- **Proposition 209** relates to **selection**. State law prohibits both discrimination against or preferential treatment to a group on the basis of race, sex, color, ethnicity, or national origin.
- DO diversify the applicant pool. DO NOT extend preferences.

Related policies and guidelines:

[Academic Personnel Manual 035 - Policy on Affirmative Action and Nondiscrimination](#)

[Office for Federal Contractor Compliance Programs](#)

[Section 503 of the Rehabilitation Act](#)

[Vietnam Era Veterans' Readjustment Assistance Act](#)

The Role of the Equity Advisor/Equity Liaison in the Search Process

The Equity Advisor may serve on the search committee or may be an advisor to the search committee. If the Equity Advisor is not a member of the search committee, one member must serve as the liaison to the Equity Advisor. The liaison will play the active role in the search, and consult with the Equity Advisor as needed, but the Equity Advisor will review and approve the Search Plan, applicant pool, short list and Search Report.

Role:

- Prior to approving the Search Plan, consult with the chair or dean of the department or school to ensure that each search committee is diverse and/or has members who will be proactive in seeking a diverse applicant pool;
- Meet with the search committee at least once to discuss proactive search procedures and applicable affirmative action and labor laws;
- Discuss research on selection bias with the search committee;
- Provide advice as needed to ensure the search ad is posted in multiple venues that attract a diverse pool of applicants, and that extensive personal outreach is conducted to encourage specific women and underrepresented minorities to apply;
- Provide advice as needed to the chair/dean and to the search committee to ensure that contributions to diversity are being considered and that proactive search practices are used for recruiting and selecting new faculty;
- [Review the diversity of the availability pool and the applicant pool](#). If the diversity of the applicant pool does not reasonably reflect the diversity of the availability pool, suggest proactive measures to enhance the diversity of the applicant pool. The search can be extended if needed. Approve the applicant pool if the diversity is satisfactory.
- [Review the short list of candidates selected for interviews](#). If this group is not diverse, review the files of other applicants (particularly those under serious consideration) to determine if candidates of equivalent quality have been overlooked. Approve the short list if appropriate. It is critical to review the short list as quickly as possible because search committees must move quickly to invite candidates for campus visits.
- Sign off on the Search Report if you feel that a fair and equitable search was conducted.

Be aware of the kinds of reasons sometimes related to a lack of women or URM adequate representation on the short list:

- The short list of all men is stated as a random anomaly, when the recent track record of hiring shows that only men have been hired.
- The female or URM candidates are evaluated as slightly outside the search area as compared to the men, after specifying a narrow search area.
- There is a lack of effort in identifying and encouraging specific women or URMs to apply.
- Only candidates from a small number of institutions (e.g., top 10, top 20) are really under consideration.
- Only a quick assessment of standout features in the application is made, rather than careful evaluation.
- The assessment of candidates relies on a “holistic” assessment rather than an objective evaluation based on a set of agreed upon criteria (e.g., he’s obviously a rising star).
- Competitive women and URM candidates are lost to other institutions because the unit moved too slowly.
- To account for a lack of diversity in the applicant pool, a claim is made that the benchmark availability statistics are wrong (they overstate the actual availability), or that the women who did apply are particularly strong (but then not selecting any for the shortlist).
- Giving a higher rank to candidates in traditional subfields, and then ranking women or URMs who straddle more than one subfield lower.
- Looking to replace a retiring faculty member in a traditional area rather than considering expansion into new research areas.
- Inequitable concerns over the possibility of spousal/partner issues for women candidates.

Creating the Search Plan: Applicant Qualifications

The [OFCCP requires](#) that **basic/minimum requirements** be established and listed for all academic positions. These requirements must be met **at the time of application** and are necessary for consideration as an applicant for the position. The requirements are the minimum threshold for applicants.

Each individual who applies for an academic position will be considered “unknown” until assessed by the Analyst or Chair for meeting the requirements. The assessment will move the individual to the “qualified” or “unqualified” group. Only those individuals who meet the basic qualifications will be considered applicants according to the federal government. **Individuals with *incomplete* applications should remain in the “unknown” category and should not be assessed for the basic qualifications.**

It is important that the assessments for basic qualifications be made as soon as possible because individuals will not appear in a report of the Applicant Pool unless they have a complete application and meet the qualifications. Review and approval of the Applicant Pool can be slowed down if assessments are not done as individuals apply.

Basic, additional and preferred qualifications are those that are:

- **Non-Comparative** (e.g., three years’ experience in a particular position, rather than a comparative requirement such as “must have the most years’ experience, among all candidates”)
- **Objective** (e.g., a Doctoral degree or equivalent in Molecular Biology or a related field, but not “a technical degree from a good school”)
- **Relevant** to the performance of the particular position
- **Verifiable** by evidence or statements in the applicant’s submitted materials

Additional qualifications are requirements that **must be met by the start date of the position**. **Preferred qualifications** are those that are preferred but not required.

For many positions an appropriate basic qualification is a PhD or equivalent by the application deadline date. However, for senate faculty positions that are either open rank or at the assistant professor level without the assumption of postdoctoral experience, allow for the fact that nearly all applicants will be working on the doctorate at the time they apply for the job, with the intention of receiving it prior to beginning the job. If a statement such as: “The basic qualification for applicants is the receipt of PhD or equivalent by application date,” applicants who are currently finishing up a PhD will not be able to meet the requirement at the time you are assessing them for the basic qualifications.

There is no set recommendation to make about a “safe” minimum degree or type of expertise that will work in all cases for the basic qualifications. In some disciplines a Master’s degree is achieved during a doctoral program and could be appropriate, but not in others. In some disciplines a Bachelor’s degree is a satisfactory minimum threshold, but in others is not an assumption and shouldn’t be a requirement to apply for a faculty position. In many cases an appropriate basic qualification could be, “The minimum qualification required to be considered an applicant for the position is the completion of all PhD or equivalent degree requirements except the dissertation at the time of application.”

Finding the “sweet spot” for application requirements to create a pool that has the desired depth and breadth.

It is important to carefully consider the application requirements for a particular position. Some requirements may inadvertently leave out individuals who would have been excellent candidates, while others may be so inclusive as to encourage an unwieldy number of applicants who meet the stated qualifications but are not above the bar for Berkeley standards. Examples include:

Narrow

- Requiring a PhD or equivalent at the time of application for an assistant professor position in the arts and humanities. Many desired applicants will be working on their dissertation at the time they apply.
- Not considering individuals who have tenure at another institution for an assistant professor position. Do not make assumptions about why an individual may want to give up tenure to come to Berkeley as an assistant professor. Ensure that evaluation and selection criteria are explicit enough to know how to evaluate such candidates.
- Requiring tenure by the start date for an associate professor position. There may be some assistant professors nearing tenure who would be blocked from the position if they must have tenure in hand from another institution at the time they start at Berkeley.
- Creating more application requirements than are necessary to carefully evaluate each candidate.
- Requiring materials that an individual at a certain career stage would not be likely to provide or that would require significant effort to provide (for example, requiring letters of recommendation for candidates holding senior faculty positions).

Wide

- Requiring only a Master’s degree or equivalent at the time of application for a position where a PhD is clearly needed for the job.
- Specifying the job field more widely than intended so that individuals apply who will clearly not meet the goals of the search. For example, if the search is for an assistant professor in a particular sub-discipline, but the advertisement is worded as if the focus is more broad, the applicant pool may consist of many people who are of Berkeley quality, but not for the approved search area.

Creating the Search Plan: Guidance for Setting Up Open-Rank Senate Faculty Searches

For senate faculty recruitments where the FTE is authorized at more than one rank (for example, Non-Tenured or Tenured, NT/T) we recommend that the application and reference requirements be the same for both/all levels. This allows for the most seamless recruitment process using AP Recruit. When this is not possible we recommend the following workaround (for example when it is necessary to receive letters of recommendation at the time of application for individuals applying at the Assistant level, but not until the interview for individuals applying at the Associate level, or to require Assistant level applicants to submit additional materials):

Open two recruitments in AP Recruit, with the same FTE authorization number but different JPF numbers – one for the Assistant, non-tenured applicants and one for the tenured applicants. Set the Assistant recruitment as the “anchor,” which means it will hold the main search plan and report materials.

Under Title Codes & Specialties: Enter the appropriate title codes for each recruitment. The specialties should be the same.

Advertisements, Planned Search & Recruitment Efforts: Write a single advertisement with two separate links for applicants. Be clear on which recruitment to apply to and what is required for a complete application. The following language should be included in the advertisement: “Rank will be determined based on qualifications and experience.” Senior Assistant Professors should apply to the Assistant recruitment.

Upload the advertisement and enter the planned search and recruitment efforts in the “anchor” recruitment only. For the “non-anchor” recruitment state “see anchor recruitment.” Departments must provide appropriate rationale for proceeding with the “open rank” search, including outreach efforts to promote a diverse applicant pool at both ranks.

Qualifications: The minimum/basic qualifications for each recruitment should be clearly stated in this section and in the advertisement. They will likely be different for each recruitment.

Selection Process: The search committee should write up a single overall selection process document and provide it in the “anchor” recruitment. For open-rank recruitments it is necessary to specify the differences in selection criteria and the evaluation process for the different ranks.

Configuring the Application requirements: Choose the appropriate requirements for each recruitment and state them clearly in the advertisement.

Submitting the Search Plan and Search Report: Submit each Search Plan separately but simultaneously. Approvers will need to review and approve both recruitments. OFEW will review both recruitments at the same time, as a single recruitment. Analysts please add a comment on the Approval Request Comments page to indicate that there are two JPF#s for review as part of a single recruitment. Provide both JPF numbers and make clear which JPF is associated with which level.

Applicant pools/short lists: Submit the reports separately but simultaneously. OFEW will review both applicant pools and short lists at the same time, as a single recruitment. Analysts please add a comment on the Approval Request Comments page to indicate that there are two JPF#s for review as part of a single recruitment. Provide both JPF numbers and make clear which JPF is associated with which level.

Creating the Search Plan: Planned Search and Recruitment Efforts

As a federal contractor, UC Berkeley is obligated by law to make efforts to encourage underrepresented individuals to apply for academic positions, with the goal of meeting or exceeding the benchmarks for the search area and affirmative action goals for the recruitment. The goal of every search should be to ensure there are outstanding women and minority candidates in the pool. Placing an advertisement in one or two prominent journals and waiting for applications is not sufficient. It is important to think creatively and engage proactively in outreach activities to attract applicants rather than assume that the advertisement is sufficient.

Outreach activities to increase the number of qualified candidates, including women and underrepresented minority candidates include:

- Making personal calls or emails to encourage potential underrepresented candidates to apply to the position;
- Making personal calls or emails to colleagues to identify potential underrepresented applicants;
- [Utilizing directories of prestigious fellowship programs](#) at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds. Specifically review the list of [UC President's and Chancellor's Postdoctoral Fellows](#);
- Expanding the usual list of contact departments and schools to a broader range of institutions, including [Historically Black Colleges](#) and [Hispanic serving institutions](#);
- Considering candidates who may be currently under-placed and excelling at less well-ranked institutions;
- Attending conferences that provide opportunities to recruit a diverse pool of applicants and include contacts with organizations serving underrepresented groups in the field;
- Approaching and/or interviewing underrepresented candidates at professional meetings or conferences and encouraging them to submit an application;
- Searching for individuals with non-traditional career paths who may have taken time off for family reasons (e.g., to provide care to children, a disabled family member, or elderly parents) or who have achieved excellence in careers outside academe (e.g., in professional or industry service);
- Ensuring that the recruitment and application process is accessible to individuals with disabilities. All advertisements include contact information for individuals who have questions or concerns; candidates who are unable to use AP Recruit should be encouraged to submit the required materials through another venue (email, mail). Consult the [Disability Compliance Office](#) for more information on accommodating individuals with disabilities for interviews or campus visits.

- Considering long-term strategies to increase departmental or school diversity such as creating a visiting scholars program, distinguished lecturer series, or other programs featuring scholars with a commitment to diversity and equal opportunity in higher education.

Creating the Search Plan: Advertisement

Advertisement documents

A carefully drafted and complete advertisement is an important component of a broad and inclusive search. The language in the advertisement serves as a broad description of the job position, the criteria that will be used to evaluate candidates, and the requirements to apply. A strong advertisement sets a positive tone for the entire search process.

Only advertisements that have been approved as part of the Search Plan may be posted or published (including “long ads” and “short ads”). Any proposed modifications of approved advertisements must be resubmitted to OFEW for approval prior to posting or publication. Additionally, if it is necessary to extend the deadline, proposals to re-advertise the position must be resubmitted for approval to OFEW through AP Recruit.

The required elements of advertisements are based on ensuring that the University meets its obligations as a federal contractor, meets additional requirements of the Federal Department of Labor, follows University of California policies, and uses best practices for reaching a broad and inclusive pool.

See Appendices for the following resources:

- [Appendix B: Advertisement Requirements Checklist](#)
- [Appendix C: Advertisement templates for senate faculty recruitments](#)
- [Appendix D: Minimum requirements for “short ads.”](#)

Upload all advertisements relevant to the recruitment (for example, a long ad, a short ad, an ad for UC Berkeley, etc.) in AP Recruit. In the comments section indicate which advertisement is intended to be posted on AP Recruit and the Higher Education Recruitment Consortium (HERC) by naming that advertisement “Ad for UCB and HERC.”

Diversity Recommendations for Advertisement Text

Family Responsive Ad Language

Statement that Berkeley is committed to addressing the family needs of faculty, including dual career couples and single parents.

- "The department is also interested in individuals who may have had non-traditional career paths or who may have taken time off for family reasons (e.g., children, disabled, or elderly), or who have achieved excellence in careers outside academe (e.g., in professional or industry service)."
- "The University is responsive to the needs of dual career couples."

Diversity Ad Language

Statement of departmental or school commitment to diversity that makes clear that faculty contributions to diversity and equal opportunity are valued in the selection process.

- “The department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.”
- “The school/department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service.”
- “The school/department is interested in candidates who have engaged in service towards increasing the participation of individuals from groups historically under- represented in higher education.”
- “The school/department is interested in candidates who have an understanding of the barriers facing women and people of color in higher education.”
- “The school/department is interested in candidates who have a record of success advising individuals from groups underrepresented in higher education.”
- “The school/department is interested in candidates who will bring to their research the perspective that comes from a non-traditional educational background or understanding of the experiences of those under-represented in higher education.”
- “The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity.”

Posting and publishing advertisements

All advertisements for academic recruitments are automatically posted to the following locations:

- [AP Recruit](#)
- [Northern California Higher Education Recruitment Consortium \(Norcal HERC\)](#)
- [Higher Ed Jobs](#)
- [The Chronicle of Higher Education](#)
- [America's Job Exchange \(AJE\)](#)
- [AJE Veterans Exchange](#)
- [AJE Disability Exchange](#)
- [AJE State Exchange for California](#)
- [Disabled Person](#)
- [Diversity Working](#)
- [Job Opportunities for Disabled American Veterans \(JOFDAV\)](#)
- [Hero 2 Hired](#)
- [Indeed](#)
- [Simply Hired](#)
- [Beyond](#)

- [The California State Workforce Site \(CalJobs\)](#)
- Bay Area Career One Stop Center Representatives
- Community Outreach Organizations

Central posting of academic job advertisements to these locations meets the University's OFCCP diversity outreach compliance requirements. However, committees must also use discipline-specific locations and are strongly encouraged to continue to post job advertisements on websites, listservs, and blogs that serve a diverse audience within the specific field or specialization (for example, Science, Nature, the Modern Languages Association, the Society for the Advancement of Chicanos and Native Americans in Science, Association for Women in Science, National Society of Black Engineers, etc.). An inclusive list of advertising sites is available on the [UCLA Faculty Diversity and Development website](#).

Print Ad Requirement

Until September 2011, all ads for tenure-track and tenured faculty appointments had to be published in at least one print source for a minimum of 30 days before the closing date to comply with U.S. Department of Labor regulations. This was particularly important if the applicant pool included international candidates because the application for permanent residency required such documentation.

In September 2011 the U.S. Department of Labor issued a statement indicating that a print advertisement is no longer required when conducting a faculty recruitment. Instead, an electronic or web-based national professional journal may be used. The [written guidance](#) from the U.S. Department of Labor states:

An employer may use an electronic or web-based national professional journal to satisfy the provision found at 20 CFR 656.18(b)(3), which requires use of a national professional journal for advertisements for college or university teachers. The electronic or web-based journal's job listings must be viewable to the public without payment of subscription and/or membership charges. The advertisement for the job opportunity for which certification is sought must be posted for at least 30 calendar days on the journal's website. Documentation of the placement of an advertisement in an electronic or web-based national professional journal must include evidence of the start and end dates of the advertisement placement and the text of the advertisement.

Support for posting job advertisements in additional locations through Job Elephant

Job Elephant (<http://jobelephant.com>) is available to assist with most advertising, at no cost. The Berkeley campus representative is Michael Ang (michael@jobelephant.com).

You can work directly with Job Elephant to place the job advertisement in any additional locations to those posted automatically by OFEW (see above). Job Elephant posts the advertisement and provides a single invoice of exactly the charge from the journal or online site. This saves the extra work of paying invoices to each location. Job Elephant can also suggest other potential locations where ads in the relevant field are typically successful, and, most importantly, will provide data at the end of the recruitment on how many

times the ad was viewed at each location and how many times individuals clicked on the link to AP Recruit to apply. This will allow departments to maximize recruitment efforts and dollars in future recruitments.

Prior to submitting the search plan and advertisement to the Office for Faculty Equity & Welfare

Contact Job Elephant (Michael@jobelephant.com) with information regarding the search. You can send a list of places where you want to post the ad. Be sure to include the link and/or full name of the journal, organization, or publication and specify if you are requesting an online posting, print ad, or both.

Job Elephant will also provide a list and the cost of additional niche sites and/or publications that have performed well for your particular job for your consideration. They will help you finalize the list of locations for placing your advertisement. For more information, please visit <http://jobstats.com>.

After the search plan and advertisement have been approved by campus

Email the approved job advertisement as a Word document to michael@jobelephant.com. Job Elephant will only bold the job title and the 'apply to' link (when applicable). There will be no italicizing, underlining, etc. Please include a chart-string in your email (if applicable), and contact information for sending the invoice, including name, phone number, and email address.

With the above information Job Elephant will email back the following for your review

Job Elephant will send you a listing of all the sites/publications, start date and pricing, and a copy of the text that will be used in the posting/print ads.

Job Elephant will use a shortened URL called apptrkr.com in place of your "apply to" URL, which is approved by the Office for Faculty Equity & Welfare. [Apptrkr.com](http://apptrkr.com) will redirect job seekers to your requested page where they can apply and at the same time allow Job Elephant to collect response rate data for each of your ads so they can better track the response rate. For more information, please visit <http://jobstats.com>.

HERC category

Select the category that most closely aligns with the recruitment area. This will inform how the position is posted on the [Higher Education Recruitment Consortium \(HERC\)](#).

Ad sources

Provide all locations where the advertisement will be published, posted, or distributed, in addition to those that the University supports automatically. Evidence of all advertising and outreach is required in the Search Report at the end of the recruitment. *The advertisement must be published in at least one national professional journal for labor certification purposes (online is sufficient).*

Creating the Search Plan: Selection Process

Selection criteria

Prior to beginning the search, determine evaluation and selection criteria that are job related and taken from the position description. Choose selection criteria that can be consistently applied to all candidates, and consider quantifying the evaluations with a ranking system. The [Candidate Evaluation Form in Appendix E](#) can be used as a template from which to create the criteria. If no ranking system is used clearly specify what the criteria are and how they will be applied equally to all applicants.

Selection plan

Provide a detailed description of the selection plan that will be used to evaluate the applicants and choose the proposed candidate, including screening process, interview procedures, voting procedures (if relevant), etc. Ensure that all members agree on how the evaluation and selection criteria should be interpreted and how they relate to the goals for the search. For example, the search committee should discuss:

- The qualifications that an applicant must demonstrate in order to be considered for the position
- The specific attributes or dimensions along which qualified applicants will be distinguished
- The evidence committee members will look for to determine if applicants have met the criteria
- The plan to evaluate candidates if the search is open to more than one rank (e.g., Assistant/Associate)

For most senate faculty searches the development of a “long list” of those under serious consideration is an intermediate step before choosing the shortlist for campus visits. Consider how the application of the selection criteria may be used differently with the entire pool, compared to those under serious consideration. Will there be different criteria used? Or, will the established criteria receive different weighting at the different stages of evaluation?

Examples of selection criteria

- Research area (e.g., fit with area specified in the advertisement)
- Research productivity and/or promise
- Vision of the research to be conducted in the next 5 years
- Participation in the research community (e.g., presentations of work at conferences, leadership roles in discipline, design work)
- Interest and ability to develop a new research area
- Demonstrated ability to teach specific content
- Demonstrated knowledge of effective pedagogy
- Demonstrated ability to develop new courses
- Contributions that have promoted equal opportunity for diverse students or colleagues
- Experience working with diverse students
- Evidence of mentoring more junior colleagues
- Evidence of interest in graduate and undergraduate education
- Communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues

- Demonstrated ability to be a conscientious community member
- Grant proposals obtained
- Recognition of work (e.g., awards)
- Letters of reference

The role of contributions that promote diversity and equal opportunity

The University of California Academic Personnel Manual ([APM 210-d](#)) states that search committees should consider contributions to diversity in their evaluation of candidates for faculty positions at Berkeley.

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities.

The ideal way to evaluate contributions to diversity is to require applicants for faculty positions to provide a statement regarding their contributions as part of their application in AP Recruit. This allows search committees to have clear information to evaluate, rather than having to guess or rely on applicants' other materials. It also communicates to applicants the University's commitment to hiring faculty who will best serve the needs of our diverse student body and public institution.

In AP Recruit, "Contributions to Diversity" is a default application requirement, set as "optional." Set the document to "required" when setting the application requirements, and be sure to include the requirement in the advertisement.

Do's and don'ts for selection criteria and evaluation

- The search committee should rely on **evidence** in the discussion of candidates' qualifications. Statements about candidates should be supported by materials in the application or from the campus visit.
- If other evidence is brought into play, via speaking with a candidate at a conference or speaking with a candidate's faculty advisor, the committee should try to collect similar evidence on all candidates, particularly at the short list level of evaluation. For example, if a committee member has heard about a candidate from a faculty colleague, the committee should reach out to faculty advisors of other short listed candidates as well.
- The search committee should not use criteria that are difficult to defend with evidence. Be able to explain your decision for rejecting or retaining a candidate based on evidence in the candidate's file that follows agreed upon evaluation criteria.
- Review the evaluation of candidates at each stage of the search to be sure that the criteria are applied uniformly.

- Do not use years of experience since Ph.D., or anything age-related as a criterion. If the criterion is experience or education in a specific, recently developed sub-discipline, state the criterion in terms of the sub-discipline, not years since degree.
- Do not require uninterrupted periods of employment, as this may adversely affect women in their childbearing years and persons with medical conditions or disabilities.
- Do not use demographic characteristics to describe why a candidate either would or would not be a good fit for a position. For example, rather than stating that a candidate would be a good role model for graduate students because he is African American, focus on the candidate's contributions to diversity through research or service activities.

Creating the Search Plan: Search Committee

Guidelines for Search Committees

Each department or school should establish its own procedure for appointing a search committee and determining the Committee's role in the search. Typically search committees for ladder-rank faculty consist of three to five tenured faculty members from the department or school, including the Equity Advisor, but also may include an assistant professor, a graduate student or a faculty member from another department or school (or occasionally a non-Berkeley affiliate). If non-Senate members are included on the search committee for ladder-rank faculty, their role on the committee should be clarified at the outset. All search committees may consult with various constituents, including faculty, students, staff, alumni, and community members as appropriate in the course of the search.

Appoint a diverse committee

The search committee should include members with a demonstrated commitment to increasing equity and access in higher education. Whenever possible, the search committee should represent a diverse cross section of the faculty, including men and women, and majority and minority group members. Research has shown that a diverse search committee is more likely to yield a robust candidate pool. If there is a lack of diversity among department or school faculty, the unit should consider inviting faculty from related departments or schools to serve.

Select a chair of the search committee

One member of the search committee should serve as the chair. This individual has unique responsibilities to the search (see next page for more information on this role). The Chair can review incomplete applications and may manage applicant files if desired.

Core committee

The search committee may consist of as many members as is necessary. Search committee reviewers have viewing rights to completed applications for a given recruitment and may comment on them and flag applicants.

Additional reviewers

This section is typically used to allow individuals not on the search committee to view applicant information. An entire department can be granted reviewer status to view the finalists in a search if necessary. To assign a non-Berkeley affiliate access as a search committee member see [Appendix F](#) for instructions. A complete description of user roles and access rights is provided in the AP Recruit User Guide. Please note: It is not necessary for analysts to have "additional reviewer" roles – all analysts with access to searches in a particular department automatically have analyst access to the search.

Define the Role of Graduate Students on the Committee

There are many potential positive benefits to including a graduate student on the search committee. For example, graduate students often understand how fields are shifting toward new areas of inquiry, they offer the perspective of consumer, and they are often positive advocates for diversity goals. There are a range of acceptable roles for a graduate student serving on the search committee. Some departments or schools invite graduate students to be full voting members on the search committees with access to all materials; others do not allow graduate students to vote but are open to all other participation; some redact confidential application information from view of the graduate student; and others use a graduate student member only to report back to the committee the recommendation of the graduate students as a body following applicant visits. It is increasingly common to have a graduate student on the committee who is a full voting member.

Avoid conflicts of interest on the search committee

It is important to avoid potential conflicts of interest when selecting members of the search committee and also when confronted with situations with individual applicants. It is best to avoid a committee make-up that includes two individuals with a relationship that could lead to a real or perceived imbalance of power in assessment and evaluation, such as spouses or partners, or a tenured faculty and a close graduate student advisee.

After the committee has been established, set forth a consistent protocol for handling difficult situations of a real or perceived conflict of interest. These include when a student collaborator, former student, friend or close colleague, or someone related to a committee member applies for the position. Ideally these situations can be anticipated ahead of time and the affected individual can choose not to sit on the particular search committee. In other cases, it is appropriate for the committee member to disclose the relevant information and recuse himself or herself from committee deliberations about the individual. In particular, if the search committee member holds a powerful position in the department or school, recusing himself or herself from deliberations will not be sufficient because a vote for the individual will be perceived as unfair. In these situations it may be necessary to arrange for a committee replacement. Please consult with OFEW (642-1935) to discuss difficult situations.

Equity Advisor or Equity Liaison

There should be at least one individual on each search committee designated to advise the committee on best practices to promote equity and inclusion. The department or school Equity Advisor may play this role, or serve as a resource for the designated search committee member (see Search Guide section on [the role of the Equity Advisor](#) in the search). The department or school Equity Advisor is ultimately responsible for approving the search plan, applicant pool, short list, and search report whether or not they serve as a member on the committee.

Prepare and support the search committee

Adequate preparation is also important to an effective search. The department chair or dean of the school should refer all search committee members to this guide, and ask them to review it prior to commencing the search process. The search committee chair should brief the committee on equitable search practices described in this guide, on diversity/equity/affirmative action laws and policies, and may invite the department or school Equity Advisor to meet with the committee to discuss inclusive search strategies and answer questions about recruitment policies and practices. The Office for Faculty Equity & Welfare runs workshops on the search process and search practices for search committees each year in August and September, and requires that at least one search committee member from each search committee attend one of the workshops. The [Vice Chancellor for Equity and Inclusion](#), and the [Academic Senate Committee on Diversity Equity and Campus Climate \(DECC\)](#) are also campus resources available to each search committee. Department analysts also serve as a resource to faculty, many of whom are not regularly involved in conducting academic recruitments.

Confidentiality

Confidentiality preserves the integrity of the selection process and protects the privacy of the candidates. All members of a search committee, including students and individuals outside the department or school, have access to confidential search information on a “need to know” basis. All members of the search committee with access to search records are ethically bound to the utmost level of confidentiality. Specifics of the committee deliberations should not be discussed with anyone outside the search committee, with the exception of the department chair, dean of the school, or OFEW. The requirement for confidentiality extends to all aspects of the search, including written and verbal communications, and through all phases of the search process. Discourage discussions about candidates that do not focus on the established criteria for the position. Demographic characteristics, family status, spousal/partner issues, or other non-job related information or rumors should not enter into deliberations about the candidates.

How to Avoid Having Active Recruitment Efforts Backfire

Women and minority candidates wish to be evaluated for academic positions on the basis of their scholarly credentials. They will not appreciate subtle or overt indications that they are being valued on other characteristics, such as their gender or race, which is also illegal. It is important that contacts with women and minority candidates focus on their skills and credentials as stated in the job advertisement.

Review Research on Bias and Assumptions

Regardless of the social groups we belong to, we all perceive people differently based on their demographic characteristics (race/ethnicity, gender, sexual orientation, gender identity, disability, religion, politics, etc.). *However, and importantly, most people try to overcome their stereotypic preconceptions.* Understanding the nature of such biases and implicit assumptions may reduce the impact of irrelevant factors in the faculty selection process. Therefore, time should be spent educating search committee members about research on unconscious bias and cognitive errors in selection processes. See [Appendix G, “Countering Selection Bias,”](#) for more information. There is also a ready-to-print handout, “Research on Bias,” prepared by the UCLA Faculty Diversity and Development office on their [Department Chair Resources webpage](#).

Summary of the role of the search committee chair

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

Establish processes and ground rules before the search begins

- Thoroughly review past departmental or school searches and hires – pool sizes, demographics of applicant pools, diversity of hires, etc.
- Discuss the overarching goals of the search based on the approved FTE allocation.
- Ensure understanding and compliance with applicable laws and policies.
- Create a plan for conducting the search, including how and when meetings will occur, how meetings will be conducted, and when and how topics of discussion will be raised.
- Set up a process for the search committee to work effectively with the department or school Equity Advisor throughout the search. Clarify the roles of the Equity Advisor and Equity Liaison if applicable.
- Instruct the committee on confidentiality requirements of candidates and the search process.
- Discuss any potential conflicts of interest that may arise, for example, individuals who may apply for the position who have relationships with search committee members, and how they will be handled.
- Establish ground rules for participation and voting, particularly if there are graduate students or individuals from outside the department or school on the committee.
- Instruct the committee on requirements to retain search related documents.

Lead the committee in all phases of its work

- Develop a job advertisement that reflects the goals of the search.
- Create a proactive recruitment plan to reach a broad and inclusive applicant pool, including soliciting suggestions for colleagues or organizations to conduct outreach with regarding the position.
- Establish written evaluation and selection criteria and ensure that the criteria are applied equitably throughout the search process.
- Submit the Search Plan for campus approval before beginning the search.
- Review the applicant pool prior to and just after the final date to determine fit with the availability data as well as overall size, depth, and breadth of the pool.

- Ensure that each candidate's file is read by more than one search committee member at each stage of the search process.
- Discourage discussions about candidates that do not focus on the established selection criteria for the position. Demographic characteristics, family status, spousal/partner issues, or other non-job related information should

not enter into deliberations about the candidates.

- Determine the short list of finalists to present to the department or school, and ensure that it is submitted for review and approval by the Equity Advisor and OFEW.

Maintain positive interaction with candidates

- Ensure that the committee treats all candidates respectfully and equitably; all should have the same opportunities during a campus visit.
- Ensure candidates are provided with appropriate information about the campus, the department, college, or school, and the surrounding community (for example, the [Balancing Work and Life Booklet](#)). Candidates can be referred to the “CALCierge” office for information, assistance and a confidential in-person meeting (642- 6610).
- Ensure that candidates feel welcomed—Berkeley’s reputation as a welcoming institution rests in large part with the search committee members’ treatment of candidates.
- Maintain communication with candidates, keeping them informed of the process and timelines.

Put forward a candidate

- Guide the search committee in voting procedures.
- Write the Search Committee Narrative.
- Prepare and submit the Search Report for review and approval prior to submitting the appointment case to APO.

Conduct post-search committee review

- After the search has concluded, hold one last meeting to discuss what worked well and what did not.
- Document in writing the search committee’s process and improvement ideas and pass them on to future search committees.

Creating the Search Plan: Additional Search Plan Documents

This section can be used for any miscellaneous materials necessary to submit as part of the Search Plan.

Creating the Search Plan: Disposition Reasons

One or more “dispositions,” or reasons for deselection of a candidate, are assigned to individuals who submitted an application for the position. One set of reasons are used for individuals deemed “unqualified” because they did not meet the **basic requirements** for the position as stated in the advertisement, did not provide a complete application, did not have the required letters of reference submitted on their behalf, or withdrew prior to being invited for an interview. Another set of disposition codes are used to assign a disposition reason for all applicants who met the basic qualifications.

In addition, the search committees has the ability to create up to five additional disposition reasons that relate to the specific search being conducted if the preselected list is not sufficient. Additional disposition reasons should be clearly related to the job and must be proposed and reviewed as part of the Search Plan (they cannot be added after the recruitment is published).

It is also possible to delete disposition reasons that do not apply to a particular recruitment. The deleted reasons will not appear for any candidates in the pool.

Disposition reasons for unqualified individuals (those who did not meet the basic qualifications):

- Application was incomplete, materials submitted were not the required materials
- Degree was not in the advertised field(s) if specific field(s) were required
- Did not meet stated basic clinical requirements
- Did not meet stated basic research requirements
- Did not meet stated basic service requirements
- Did not meet stated basic teaching requirements
- Did not meet stated basic years of experience required
- Did not possess basic degree requirements stated in advertisement
- Did not possess stated credentials (e.g., board eligibility/board certification)
- Candidate withdrew
- Other, please specify (if this is selected a comment must be included)

Disposition reasons for qualified applicants:

- Alternate for position
- Duplicates or significantly overlaps existing area of strength in department/school/college
- Talk showed some deficiencies
- Lacks sufficient clinical experience
- Lacks sufficient contributions to diversity/cultural competence
- Lacks sufficient depth/breadth of research/creative excellence or impact
- Lacks sufficient leadership experience for position
- Lacks sufficient potential for successful attraction, advising, and mentoring of students/trainees/postdocs
- Lacks sufficient research achievement/potential
- Lacks sufficient teaching achievement/potential

- Publication record shows some deficiencies
- References were weak
- Specialization or area of expertise for position or department needs shows some deficiencies
- Interview showed some deficiencies
- Other, please specify (if this is selected a comment must be included)

Creating the Search Plan: Application Requirements

Requirements to apply for the job

The AP Recruit system requires the indication of which documents individuals must submit to be considered for the job, and which are optional. In AP Recruit a Curriculum Vitae is required as the default; other listed choices are optional. Optional documents can be removed, and additional items (optional or required) can be added. Provide a unique upload slot for **each document**. For example, if three publications are required, there should be three slots with labels such as Publication One, Publication Two, and Publication Three, rather than as “Three Publications.” Beware of requiring more information than is considered necessary to adequately evaluate the candidates; an applicant with an incomplete application cannot be reviewed or hired for the position.

Optional documents can be added after the recruitment opens, or even after the final date to apply, but the requirements documents may not change. It is common to ask for additional information from individuals on the short list. You can set up the new optional document in AP Recruit and email the candidates to provide the requested information.

The requirements stated in the job advertisement, and their corresponding descriptions, should be exactly the same as the stated requirements in AP Recruit. Copy and paste from the advertisement into AP Recruit.

Letters of Reference

Letters of reference are typically an important part of recruitment for senate faculty positions. Letters may be obtained by asking candidates to have referees submit letters directly through AP Recruit, or by asking candidates for referee contact information only (there is no obligation to contact references provided by candidates). Carefully consider the requirement for letters of reference because it cannot be changed once the recruitment is published and the first applicant applies.

When conducting a search that is open rank (either Assistant/Associate or Assistant/Associate/Full) it can be difficult to decide how to handle the request for letters. Often searches at the Assistant level require letters from all applicants, while searches at the tenured level only request the letters of finalists. It is important to carefully weigh the pros and cons of this choice. If only contact information is sought at the time of application the letters can be sought through AP Recruit by the department analyst.

Carefully choose the number of letters or contact information to request. It is common to provide a range (e.g., 3 - 5 or 2 - 4). Letters can only be received through AP Recruit or directly from the referee to the department analyst. Additional letters submitted on behalf of a candidate cannot be accepted ([see section on accepting and evaluating letters of reference for more information](#)).

Choose who will have access to the letters of reference – all reviewers, only faculty members, only assistant, associate and full professors, only associate and full professors, or only full professors.

If letters are requested as part of the application it is necessary for all letters to be received. AP Recruit will mark an application “complete” without letters (if they are requested by the candidate), but a candidate cannot be considered a proposed candidate without the required number of letters. The analyst has the option of sending an email reminder to applicants regarding missing letters of reference, but if a reminder is sent to one applicant it must be sent to all. Applicants can also re-request letters of reference from their referees even after the final date to apply for the position. Consider including a statement in the advertisement about when letters of reference must be received for consideration for the position.

- Advantages: Candidates are clear about when the letters must be sent on their behalf, and a deadline for letters reduces the number of late letters
- Disadvantages: Some candidates will be less inclined to ensure that the letters are received by the application closing date, and a hard deadline would disqualify some individuals from further consideration.

Notice of policy on disclosure of evaluation letters

All potential referees must be given notice of the University of California policy on disclosure and confidentiality of academic personnel review files, including when the letters are provided via a third party such as a dossier service or career center. The link to the policy is: <http://apo.berkeley.edu/evalltr.html>. Referees who upload their letter into AP Recruit will receive the following notice through the system:

Although a candidate may request to see the contents of letters of evaluation in accordance with California law and University policy, your identity will be held in confidence. The material made available will exclude the letterhead, the signature block, and material below the signature block. Therefore, material that would identify you, particularly information about your relationship to the candidate, should be placed below the signature block. In any legal proceeding or other situation in which the source of confidential information is sought, the University does its utmost to protect the identity of such sources.

All advertisements for jobs where letters of reference may be sought must include the follow statement:

“All letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including when letters are provided via a third party (i.e., dossier service or career center), to the UC Berkeley statement of confidentiality (<http://apo.berkeley.edu/evalltr.html>) prior to submitting their letters.”

Review and approval of the Search Plan

When the Search Plan is complete and ready for review, click the ‘Submit Plan for Approval’ button. The Recruitment will be in a “Draft” state, as shown by the badge on the Recruitments page, until it is “Published.”

Click ‘View Approval Request’ to go to the Approval page.

Download and review the proposed Search Plan. Edits can continue to be made as needed until the Search Plan receives final approval by OFEW. However, once OFEW starts review please do not make additional changes unless notifying the office first. Once approved, a final Search Plan is available as a PDF and serves as the permanent record of what was approved.

There is an automatic approval chain for senate faculty recruitments:

- **Search Committee Chair** – assign the correct name if not auto-populated
- **Department Chair** – assign the correct name (for professional schools with no department chair the department analyst name can be put here)
- **Dean’s Analyst** – assign the correct name
- **Dean** – assign the correct name
- **OFEW (“Diversity Office”)** – names are auto-populated (do not add an alternate name)

When the names have been entered, click done. An automatic email will be sent to the first approver within approximately 30 minutes, and will cc the department analyst. When each approver approves the plan an email will automatically be sent to the next reviewer in line.

There is an option to provide written comments regarding the Search Plan. The analyst and all approvers can view the comments and can make comments. Approvers can also be notified with a reminder via email on the Approvers page.

There is an Approvals Dashboard available (next to the Recruitments tab on the top banner), which will allow you to monitor the progress of approvals for the recruitments you have access to. It displays the current status of approvals, including who has approved and who is next for approval, and includes filters to make viewing the list of recruitments more streamlined. Notice the “change columns” button that will allow you to add more columns to the display.

When all approvals are received an automatic email will be sent to the analyst indicating it is ready to publish. Push the “Publish” button to launch/open the recruitment.

Outreach

Conduct the outreach specified in the planned search and recruitment efforts as part of the Search Plan (see Planned Search and Recruitment Efforts section).

Evaluate the applicant pool broadly for size, depth, and diversity on an as-needed basis while the search is open. This can be done in AP Recruit as often as desired. If needed, the recruitment period can be extended.

Request to extend the deadline date of a search

If you decide that you want to extend the deadline date for submitting applications, email OFEW at ofew@berkeley.edu with the following information for review:

1. Search number: JPFxxxxx
2. Reason why the deadline needs to be extended
3. If the purpose is to broaden the pool, describe efforts that will be taken to encourage additional applications
4. Requested new Close Date in AP Recruit (please do not make these changes until ad is approved)
5. Requested new Final date in AP Recruit (please do not make these changes until ad is approved)
6. Confirm the changes that have been made to the advertisement – it is recommended that a statement is included in the updated advertisement alerting applicants that it is not necessary to reapply if they have already submitted an application.
7. Upload the new advertisement in AP Recruit (in Advertisement section) for review and approval by OFEW. Make sure not to delete the current advertisements.
8. Once approval is granted by OFEW, make the updates to the deadline dates in AP Recruit.

Reminder:

- The deadline date must be on a weekday that is not otherwise designated as a holiday.

Evaluating Applicants: Overview of Activities During the Search

Assessment of basic qualifications

- Determine whether individuals who submitted a complete application by the final date meet the basic qualifications necessary to be considered an applicant as stated in the advertisement. Assign disposition reasons for those who do not meet the basic qualifications.

Applicant evaluation

- Support the search committee in their review of applicants and use of AP Recruit.
- Keep applicant statuses up-to-date throughout the evaluation period.
- Ensure that the committee evaluates the applicant pool for size, depth, and diversity. If needed, the recruitment window can be extended to allow for further outreach for the position.
- Enter a description of the actual outreach efforts used during the open application period.
- **Submit the applicant pool for review** by the search committee chair, equity advisor, and OFEW.
- Equitably evaluate all applicants for the position using the evaluation and selection criteria set forth at the outset of the search.
- Provide disposition reasons for applicants who do not move forward for further consideration.
- Review letters of reference if applicable.

Short list

- Select the short list of individuals to bring to campus for visits.
- **Submit the short list for review** by the Equity Advisor and OFEW prior to making invitations.

Selecting the final candidate

- Bring the short listed candidates to campus for campus visits.
- Follow established evaluation and voting procedures to select the proposed candidate(s) to put forward to the campus for review.
- Analysts update the statuses and enter the Proposed Offer Information, and upload all evidence of advertising and outreach.

Evaluating Applicants: Assessment of Basic Qualifications

The Office of Federal Contractor Compliance Programs (OFCCP), Department of Labor requires the assessment of **basic qualifications** for all academic positions. These requirements must be met **at the time of application** and are necessary for consideration as an applicant for the position.

- Use the basic qualifications as stated in the advertisement to assess each individual who submits an application for the position by the final date for the search. It is recommended that each individual is assessed as soon as possible after the deadline.
- **For individuals who do not meet the basic qualifications** select one of the applicable disposition reasons ([see section on Disposition Reasons for the full list](#))
- Applicants who initially meet the basic qualifications but later withdraw prior to selection to “invite for interview” status or further will be indicated as not meeting the basic qualifications (“candidate withdrew”).

Applicant pool review

To assess the value of outreach efforts review the demographic profile of the applicant pool now that it includes only individuals who met the basic qualifications, and compare it to the diversity benchmarks available in AP Recruit. The recruitment can easily be extended if the pool is small and/or lacks diversity.

Submit the applicant pool for review and approval

As soon as possible following the closing date for applications, the department analyst is responsible for downloading a report of the demographics of the applicant pool in AP Recruit (benchmarking availability data will be included in the report), and submitting it for approval by the Search Committee Chair and the Equity Advisor. If the applicant pool is sufficiently diverse compared to the availability pool, both the Search Committee Chair and the Equity Advisor should approve the pool. This will trigger a notification to the Office for Faculty Equity & Welfare to review the pool, and if appropriate, approve it as well. Please note: it is necessary to enter the description and evidence of the actual search and recruitment efforts taken during the open application period before the Applicant Pool report can be created. If all proposed efforts were done, simply confirm with a one-sentence statement. If not, indicate what the differences were.

Important: Only individuals who meet the basic qualifications will appear as applicants on the report.

If the applicant pool is not sufficiently diverse compared to the availability pool, the department or school must review whether outreach and recruitment efforts have been sufficiently broad and inclusive. If the decision is made to extend the search and put forth efforts to invite additional applicants to apply to broaden the pool, an advertisement with a new end date needs to be uploaded in AP Recruit and posted by OFEW. The new advertisement should also specify that the deadline has been extended so that candidates who have already applied do not reapply. See [‘request to extend the deadline date of a search’](#) section for more information.

Applicant Evaluation

Confidentiality

Confidentiality preserves the integrity of the selection process and protects the privacy of the candidates. All members of a search committee, including students and individuals outside the department or school, have access to confidential search information on a “need to know” basis. All members of the search committee with access to search records are ethically bound to the utmost level of confidentiality. Specifics of the committee deliberations should not be discussed with anyone outside the search committee, with the exception of the department chair, dean of the school, or the Office for Faculty Equity & Welfare. The requirement for confidentiality extends to all aspects of the search, including written and verbal communications. Discourage discussions about candidates that do not focus on the established criteria for the position. Demographic characteristics, family status, spousal/partner issues, or other non-job related information or rumors should not enter into deliberations about the candidates.

Guidelines for applicant evaluation

- Review the written materials submitted for each candidate who meets the minimum qualifications, ensuring that sufficient time is spent on the initial review of each application to provide a thorough assessment. Rushing or spending too little time can increase the influence of unconscious bias.
- Each candidate’s file should be reviewed by more than one search committee member.
- Evaluate each candidate’s entire application using established selection criteria; don’t depend too heavily on only one element.
- Be careful not to subject women or minority candidates to different expectations. The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference.
- Be careful not to make assumptions about possible family responsibilities and their effect on the candidate’s career path that would negatively influence evaluation of a candidate’s merit, despite evidence of productivity. Considerations of potential spouse/partner hiring needs should not be taken into account when evaluating the candidate.
- A candidate may be selected for his/her track record in diversity-related research or working with diverse students, but State law prohibits use of characteristics of the individual (e.g., race, sex, color, ethnicity, disability, veteran status, or national origin) as a basis for selection. This constitutes preferential treatment.
- Candidates should not be selected based on University/college/graduate advisor’s reputation. This is hard to justify as job-related, and it may discriminate by race or gender.

- The search committee should not rank the finalists too early in the process; instead summarize the strengths, weaknesses, and likely contributions to the department or school and the campus for each candidate.
- The search committee should consider creating several ranking lists for the top candidates, with each list focused on one particular criterion. This allows the department or school to understand their priorities and contemplate several different “top choice” options.
- Consider creating a “medium” list prior to the creation of the short list to evaluate whether there are women or minority candidates on it. If there are not, consider intensifying the search before choosing the short list.

Provide disposition reasons for applicants who will not move forward for serious consideration

Applicants who are reviewed and determined not to merit serious consideration or a campus visit should have at least one disposition reason assessed to them at that time ([refer to section on disposition reasons for more information](#)).

Short List

Using the agreed upon evaluation and selection criteria for the search, propose a short list of candidates to invite for interviews. In many searches the short list is developed from a longer list of candidates under serious consideration. And in some cases the “long short list” of candidates under serious consideration are interviewed at professional meetings or conferences, or by Skype or telephone (informal, Skype, or conference interviews should be noted with the applicant status of “Serious Consideration,” not “Interviewed”).

When the department or school is ready to invite candidates for interviews, the department analyst is responsible for ensuring that each individual has the status of “recommend for interview” in AP Recruit and submitting the short list report for approval by the Equity Advisor and OFEW. The Equity Advisor may not share the gender and race/ethnicity of particular applicants with anyone on the search committee, but instead should discuss whether the short list is sufficiently diverse compared to the applicant pool.

OFEW nearly always reviews the short list within 24 hours of submission. The short list should be approved prior to inviting candidates to campus for interviews. If it is necessary to invite a candidate prior to the approval of the short list please contact OFEW.

Evaluating Applicants: Letters of reference

Letters of reference are an important part of recruitment for senate faculty. The search committee is not obligated to contact the referees provided by the candidate, but if letters are requested of one short-listed candidate they should be requested of all.

Please note: Reference writers have two ways to submit their letter in AP Recruit - by uploading the document as a PDF, and by copying and pasting the text of the letter directly into the provided text box. Letters pasted directly into the text box may lack typical identifying information available in letter head, and occasionally lack a signature line if the referee neglects to include it in the text box. These letters should be treated the same as letters uploaded as PDFs.

Unsolicited Letters

If an unsolicited letter from a referee arrives, it should not be reviewed by the faculty member or search committee unless there is a remaining slot for an additional letter in AP Recruit, and they plan to receive similar letters from all candidates (e.g., the committee requested 3 – 5 letters, the candidate listed three names and received three letters, and a fourth individual sends an unsolicited letter that can be uploaded into the system). If the committee/faculty member does plan to review an unsolicited letter, they should respond in writing to the referee, giving notice of the University of California policy on disclosure, and provide the letter writer with an opportunity to amend or withdraw the letter by a specified date. If the letter writer does not amend or withdraw the letter by the specified date, the letter may be provided to and considered by the search committee/faculty member.

If the letter is in addition to those required, it may not be considered in the review of the candidate (e.g., three letters are required and a fourth letter is emailed directly to the department). In this event, the letter writer should be thanked for the letter, and the candidate should be made aware of an extra letter and that this letter will not be considered. The name of the letter writer should not be disclosed to the candidate. The candidate may choose to change the names of the referees in AP Recruit if a letter for a referee has not arrived, as long as it is before the application deadline.

Requests for search-related documents from applicants

All requests for search-related records by applicants should be forwarded to the Academic Personnel Office (appolicy@berkeley.edu). This office will redact the information as appropriate and provide a copy directly to the individual making the request.

Evaluating Applicants: Interviews

Campus Visits

Whether interviewing candidates at a national conference, or bringing candidates for a campus visit, remember that the candidate is also evaluating the department or school and the university. First impressions are important on both sides.

- To ensure equity, provide each candidate with the same welcome and introduction to the department or school. For example, if one candidate is taken out to dinner, then all candidates should be taken out to dinner. Give each candidate equivalent information about the position, the department or school, and the campus.
- Invite at least three candidates for a campus visit.
- Prepare an agenda for the candidate's visit ahead of time. Provide the agenda to the candidate and to appropriate members of the department or school (faculty/students/staff).
- Ask if the candidate has any special needs such as physical access needs or dietary limitations. If a candidate requests accommodation for a disability, provide the requested accommodation or consult with the [Disability Compliance Office](#) for more information. In addition to physical access, the University is required by law to provide accommodations such as a sign language interpreter, captioner, written materials in an alternate medium, or flexibility when scheduling appointments.
- Usually the campus visit includes a job talk and opportunities to meet with department or school faculty, graduate students, staff and faculty outside the department or school, as appropriate. Give candidates a chance to interact with faculty in multiple venues.
- If the candidate is from a group underrepresented in the department or school, make an effort to include a broad cross-section of the campus community in the visit.
- Distribute information about family friendly policies (dual career, maternity leave, ASMD, etc.) to all candidates. The [Balancing Work and Life Booklet](#) is a good resource and is available in hard copy form through the CalCierge Office.
- Refer candidates to the CALcierge Office, located at the Tang Center (510.642.6610), so the CALcierge Program Manager can meet with the candidate during the campus visit. CALcierge services include resources for housing, child care, and local private and public schools. The CALcierge Program Manager can also assist the accompanying spouse/partner of the faculty hire with dual career services.
- Identify primary staff support to coordinate all necessary documentation, travel arrangements and reimbursements. Departments or schools may pre-purchase airline tickets for candidate, offer accommodations on campus or near campus for length of stay, and reimburse all or part of candidate's expenses.

Interviews and Job Talks

In advance of the job talk, give each candidate clear instructions about what is expected. For example, clarify whether the department or school is interested in hearing about a specific research topic or a broad overview of research programs and plans. In conducting interviews and job talks, use a consistent format for each candidate, focusing on information relevant to the selection criteria agreed upon in advance. Structure the sessions so that fair comparative judgments can be made.

During interviews and job talks, do not ask candidates any questions that may relate to the protected categories listed in the University's [non-discrimination policy](#), such as race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, citizenship, age, sexual orientation, marital status or status as a covered veteran (see table below). Beware of social situations! The non-discrimination laws apply to discussions that occur in social settings as well as during formal meetings or job talks. The table on the next page provides guidance about applicable topics.

Interview Topics	
Topic	Discriminatory Questions
Family Status	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? Are you pregnant? What are your childcare arrangements?
Race	What is your race?
Religion	What is your religion? Which church do you attend? What are your religious holidays?
Sex	Are you male or female?
Arrests or Convictions of a Crime	Have you ever been arrested?
Citizenship or Nationality	Are you a U.S. citizen?
Disability	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	In what branches of the armed forces did you serve? If you've been in the military were you honorably discharged?

Evaluating Applicants: Selecting the Final Candidate

Making the Final Selection

Every department or school should have established protocols for making the final candidate selection in faculty searches, including procedures for evaluating, discussing, voting and making recommendations on top candidates. The department or school protocol should be followed consistently for each faculty search. Any significant departures from the established protocol should be discussed and agreed upon in advance.

General guidelines for selection protocols and voting procedures

- **The role of the search committee in putting forward a recommendation about the finalists:** Will the search committee be tasked with recommending a single candidate? Providing a ranking of the finalists (first, second, third)? Writing a summary of the strengths and weaknesses of each of the finalists? Whatever the method, the search committee should know at the outset of the search what the expected outcome is.
- **Differences of opinion:** Determine how differences of opinion about the finalists among the search committee members will be handled. Does each member provide their own rank ordered list? Does the committee need to come to consensus on the finalists? Is there a vote taken among search committee members to determine the order of the finalists?
- **Presentation to the faculty:** Determine how the search committee recommendation or summary will be presented to the department faculty.
- **Department voting procedures:** Candidates should be evaluated on their own merit. Votes taken should be based on individuals rather than in relation to other candidates. It is sometimes necessary to hold several if/then votes if there are multiple strong finalists. For example: (1) Is Candidate X above the bar for appointment at Berkeley? (2) Is Candidate Y above the bar for appointment at Berkeley? (3) (If votes are positive for both candidates) Which of the two candidates do you recommend for appointment, Candidate X or Y? (4) (Depending on whether X or Y receives the most votes) Do you recommend making an offer to (the other one) if (the first one) declines?

Communicating with Candidates

- Maintain communication with candidates. Keep them informed about where the department or school is in the process, so they know whether or not they are still under consideration. These processes are often long and drawn out, which is not understood by some prospective first-time faculty.

- Respect unsuccessful candidates' time by notifying them of their non-selection as soon as a firm decision has been made, and prior to public announcement of appointments, rather than waiting until the entire search process has been completed. As soon as possible after an offer is accepted, finalists not chosen should be notified.

Discussing the Offer

- The discussion of the soft offer should make it clear that all terms are contingent on approval by the Chancellor. The discussion should include salary, anticipated start date, start-up needs, space requirements, housing support and partner hiring or child care needs (if any).
- Be careful not to make promises that you cannot keep. Offers should not include guarantees on matters such as child care, housing, or transfers of sabbatical credit. If something is beyond your immediate control or not supported by UC policy, do not promise or imply it in the process of making the offer or in hiring-related conversations.

Evaluating the Process

Debrief as a committee after each search to evaluate the process and explore aspects that can be improved in future searches.

Overview of Requirements to Complete the Search Report

At the end of the search it is necessary to document the search process, and provide justification for the selection of the proposed candidate(s).

Search Report

- Verify that the statuses of all individuals who submitted an application are correct and up-to-date
- Enter the Proposed Offer Information about the proposed candidate(s)
- Finish assigning candidate dispositions reasons
- Provide comments regarding individuals interviewed and the proposed candidate
- Upload all documentation related to the search (Search Committee Narrative under “letters and memos” and documents created during the search, such as interview notes, under “interview notes”)
- Provide evidence of all advertisement and outreach (including emails)
- Select the Initial Search Outcome
- Ensure that the Search Committee Chair Survey is complete in AP Search

Search Committee Narrative

- Upload the summary of the search documenting the search process and the candidates considered for the position, and providing a compelling case for the candidate who is proposed.

Completing the Search Report

The purpose of the Search Report is to document the search process, the equitable consideration of all candidates, and provide justification for the choice of the proposed candidate(s).

When to submit a Search Report

Submit a Search Report each time a candidate or candidates are put forward for consideration. Multiple candidates can be put forward together if part of the same search, or two different Search Reports can be submitted at different times for separate candidates. Submit the Search Report through AP Recruit, and the appointment case through AP Bears simultaneously, but please note that APO will not forward the appointment case to the Budget Committee if the Search Report has not been submitted in AP Recruit.

Status updates in AP Recruit for Search Reports

Review all candidates to confirm that each one has the appropriate statuses applied to them. Please make sure all statuses are marked in the correct sequence. The system will automatically prompt you for the next status. Do not skip statuses because this information is necessary for our reporting purposes.

- **Individuals who were deemed unqualified** (“does not meet basic”) should be in the “Unqualified” bucket and have at least one disposition code applied to them.
- **Applicants who met the basic qualifications** should be marked as “meets basic” and appear in the “Qualified” bucket. They should have at least one disposition reason applied to them if they had a complete application but did not proceed to a further round of consideration.
- **Applicants who withdrew prior** to being named on the proposed short list (“recommend for interview”) will appear in the “unqualified” bucket. The “candidate withdrew” disposition reason should be selected.
- **Applicants who were on the “long short list”** or otherwise under serious consideration should have the final status of “serious consideration” if they did not proceed to a further round of consideration. They should have at least one disposition reason applied to them.
- **Applicants who were invited for an interview and interviewed as part of a formal campus job talk and visit** should have the statuses of “recommend for interview” and “interviewed” (and also “serious consideration” if this status was used). If an applicant withdrew after being invited for an interview they will have the status of “withdrew after recommend for interview.” Please note that “recommend for interview” is not a terminal status.
- **Applicants who were interviewed and have been given a verbal or informal offer** should have the status of “soft offer extended”. Applicants who have declined the soft offer should have the status “declined soft offer”
-

- **Applicants who were interviewed but did not become a proposed candidate** should have the final status of “interviewed” or “declined soft offer.” At least one disposition reason should be applied, as well as comments about why the candidate was not selected, based on the criteria set out at the beginning of the search (two to three sentences is typically sufficient).
- **Applicants who the department or school intends to put forward to the campus for consideration** should have the statuses of “recommend for interview,” “interviewed,” and “proposed candidate.”
- **No applicants should have a status beyond “proposed candidate” at the time the Search Report is submitted for review and approval.** If the candidate withdrew after becoming the proposed candidate they will have the status of “withdrew after proposed candidate.”

Information about the proposed candidate

Click on the “Proposed Offer Information” icon, and provide the department, discipline/field, and anticipated start date. **Leave the step and starting salary fields blank. This information can be edited on the Manage screen for the proposed candidate (on the left column, select the “Information” tab).**

Candidate disposition reasons

One or more dispositions, or reasons for deselection, should be assigned to individuals who submitted a complete application for the position, using either [the list of reasons for those deemed unqualified or the list for those who were qualified](#).

Comments on applicants who were interviewed, and the proposed candidate

Applicants who were on the **short list (interviewed)** require brief comments in addition to the disposition reason. It is important that the statements reflect the strengths/weaknesses of the individual applicants, and compare their qualifications to the established search criteria set forth at the beginning of the search. A statement is also needed for the Proposed Candidate (do not select a Disposition Reason). This information can be taken from the Search Committee Narrative.

Advertisement/Outreach evidence

Review the list of advertising locations specified as part of the Search Plan in the “Ad Sources” section. Delete any advertisement sources not used as planned and add any additional locations actually used. Provide evidence of advertisement publication and payment in the “Ad Evidences” section for all locations used in addition to the ones posted to automatically. Please note: If you add additional sources to the list as part of the Search Report, refresh your screen before attempting to upload the evidences.

List separately each search and recruitment effort planned (“Ad Sources”), as stated in the Search Plan [Do not list OFEW sponsored locations, such as the Chronicle of Higher Education, HERC, Higher Ed Jobs, or any of the America’s Job Exchange posting locations].

- Journals
- Advertising websites (Craigslist, etc)
- National organizations
- Employment networks
- Field-specific outreach groups
- Listserves
- Personal emails
- Record of phone calls made and to whom

Upload evidence for each “Ad source” used.

- Tear sheets, invoices
- Evidence of posting
- PDF of emails
- Document with list of calls

Do not include:

- Emails or calls made by department faculty not on the search committee

Documentation

All written materials regarding the search must be uploaded in this section. They will be archived with the search and are not necessary to also save at the department or school level. These materials include:

Under “Letters and Memos”:

- Search Committee Narrative.
- Do not upload the departmental recommendation letter that is submitted as part of the appointment case for the candidate. OFEW will review this letter as part of the appointment case at a later phase in the review process. Please note: **No detailed information about the search process or other finalists should be included in the departmental recommendation letter. This information could be viewable by the proposed candidate at a later time if hired and requested.**

Under “Interview Materials”:

- Standardized questions used for interviews
- Evaluation tools used, including completed forms collected from search committee members
- Notes taken during preliminary interviews (Skype or in-person, for example at conferences)
- Notes taken during applicant interviews by search committee members
- Reference checks (typically conducted by phone, with notes)

Do not include:

- Notes taken during candidate job talks or presentations by department faculty or graduate students not on the search committee

Please note:

- Comments and notes can be written directly in AP Recruit by committee members using “Public Comments” or “Personal Notes” for individual applicants

Initial Search Outcome

Select the Initial Search Outcome of the search. For a successful search select “Proposed Candidate: One or more applicants will be recommended for appointment.”

Search Committee Chair Survey

As part of the Search Report, the Search Committee Chair needs to complete a survey regarding search practices employed during the search. The survey takes approximately 15 minutes to complete and is part of a system-wide research effort, as explained here:

As a Federal contractor, UC is required to take affirmative action to ensure that all individuals have an equal opportunity for employment, without regard to race, color, religion, sex, national origin, disability, or status as a Vietnam era or special disabled veteran. In meeting this obligation, the University analyzes candidate pools and compares our candidates and appointees with our underlying labor-pool availability ([click here \(http://facultyequity.chance.berkeley.edu/resources/fsg_pooldata.shtml\)](http://facultyequity.chance.berkeley.edu/resources/fsg_pooldata.shtml) for more information).

The current academic literature recommends many "best practices," identifying them as effective in diversifying faculty applicant pools and hires. Our review of this literature, however, suggests that few of these practices have been carefully studied. In addition, their applicability at Berkeley is unclear.

We are carrying out a more rigorous investigation of the value of widely recommended practices in conjunction with UCOP Academic Affairs and their ADVANCE PAID grant, and we are seeking your help in carrying out this study. We will use responses to this survey to examine whether any practices recently employed at UC Berkeley are correlated with diverse faculty pools and hires. We also aim to identify untested "best practices" that might be useful in future job searches.

Thank you in advance for taking the time to respond candidly to this survey module following the end of the search process. The survey can only be accessed and completed by the Search Committee Chair. Once we have enough data to produce meaningful results, we will be sure to share them with you. A full copy of the survey may be viewed in Appendix I.

Approvals

When the Search Report is complete and ready for review, click the ‘Submit Report for Approval’ button. **Provide a name for the Search Report that includes the last name of the candidate(s).** This will aid in differentiating from the initial Search Report and any others that may be submitted in the future for additional candidates. It is also possible to preview the Search Report prior to formally submitting it for approval by clicking “Preview.”

Click ‘View Approval Request’ to go to the Approval page.

Download and review the draft Search Report. Edits can continue to be made as needed until the Search Report receives final approval by OFEW; all edits are live updated in the Report. However, once OFEW starts review please do not make additional changes unless notifying the office first. Once approved, a final Search Plan is available as a PDF and serves as the permanent record of what was approved.

There is an approval chain for senate recruitments (do not remove steps):

- **Search Committee Chair** – name is auto-populated
- **Equity Advisor** – name is auto-populated
- **Department Chair** – assign the correct name(s)
- **Dean's Analyst** – assign the correct name
- **Dean** – assign the correct name(s) (do not add an alternate name)
- **OFEW ("Diversity Office")** – names are auto-populated (do not add an alternate name)

When the names have been entered, click "done." An automatic email will be sent to the first approver within approximately 30 minutes, and will cc the department analyst. When each approver approves the report an email will automatically be sent to the next reviewer in line.

There is an option to provide written comments regarding the Search Report. The analyst and all approvers can view the comments and can make comments. It is also possible to send an email to any or all approvers by selecting the "notify approvers" button. The content of the email will appear in the Comments section.

There is an Approvals Dashboard available (next to the Recruitments tab on the top banner), which will allow you to monitor the progress of approvals for the recruitments you have access to. It displays the current status of approvals, including who has approved and who is next for approval, and includes filters to make viewing the list of recruitments more streamlined.

When OFEW has approved the Search Report, the Report is considered officially approved and the PDF of the Search Report will serve as a permanent record of the recruitment. Please note that approval of the Search Report is **not** approval to hire.

See the section ["Final Closing Instructions for the Search"](#) to close out the search once a hiring outcome is determined.

Completing the Search Report: Guidelines for the Search Committee Narrative

The purpose of the Search Committee Narrative is (1) to document the search process and the candidates considered for the position, and (2) to provide a compelling case for the candidate who is selected. This report need not be long; typically several paragraphs are sufficient. Upload it into the Documentation section as part of the Search Report.

Introduction: Provide a brief overview of the search area, efforts made to attract a diverse pool of applicants, and the extent to which the efforts were successful in achieving a broad and inclusive pool.

Overview of the evaluation process:

- Provide a description of how the applicants were reviewed and evaluated, including for example, how many individuals reviewed each file?
- What selection criteria and/or rating scales were used?
- How were the finalists for interview selected?
- How were campus visits conducted?
- How did the committee rank the finalists (if applicable)?
- How was the proposed candidate ultimately chosen (e.g., faculty vote process and outcome)?

Brief narrative description of the finalists: Provide a brief description of the academic strengths of the finalists (everyone who was interviewed) as measured against the selection criteria, and ultimately why individuals were deselected, or became a proposed candidate (or alternate). This information can also be used in the Disposition Reasons section in AP Recruit.

Academic qualifications of the finalist: Describe the strengths of the candidate in relation to the job position, refraining from relying on comparisons with other shortlisted candidates to the extent possible.

Language used to describe the candidates

The Search Committee Report should put forward a description of the **academic strengths** of the candidates. California Proposition 209 and other laws do not allow selection on the basis of identity or personal circumstances. Do not use any personal characteristics when deliberating about or referring to candidates, either in search committee meetings or in the Search Committee Report.

- **Age:** Do not refer to age of the candidate. For example, “young” is not an acceptable criterion. Instead, it is appropriate to indicate early career, which is independent of age or life circumstances.
- **Identity:** Do not refer to the gender or race/ethnicity, or other identities of the candidate. Instead, it is appropriate, if applicable, to describe a track record the candidate may have in working with diverse groups of students or contributing research or service in the area of diversity.
- **Family:** Do not make references to family or children. It is not appropriate to disqualify a candidate because of marital status, such as not knowing whether a candidate would relocate. Moreover, even positive comments such as “she has done amazing work given that she just had a baby” are not appropriate.

Guidelines for Failed Searches

Failed searches when applicants were reviewed

A failed search when applicants were reviewed is one that does not result in a proposed candidate, either because there were no candidates who fit the needs of the search, or because the proposed candidate withdrew from consideration and there was no suitable alternative.

A Search Report must be completed for failed searches, including:

- Candidate disposition reasons
- Comments for candidates interviewed
- Evidence of advertisement and outreach
- Search Committee Narrative – description of why the search failed
- Search Committee Chair Survey
- All written materials created during the search (e.g., interview notes, completed evaluation tools, etc.)
- Final candidate statuses

Approvals: Submit the Search Report for approval in the standard manner for Search Reports.

Final steps: Once the Search Report is approved return to the system to Conclude the recruitment (see the next section for more information).

Failed searches when no applicants were reviewed

A failed search when **no** applicants were reviewed is one where the department or unit did not review any applicants, either because the original need was no longer there (for example, anticipated funding did not come through), or because there was an error in the way the recruitment was created and a new one will replace the current one.

A Search Report in these cases includes:

- Evidence of advertisement
- Brief Search Committee Narrative stating the fact that no applicants were reviewed for the recruitment, and why.

Approvals: Submit the Search Report for approval in the standard manner for Search Reports.

Final steps: Once the Search Report is approved return to the system to Conclude the recruitment (see the next section for more information).

Final Closing Instructions for Concluding Searches

After the Search Report is approved at the campus level, and there is a hiring outcome for the search, return to AP Recruit to conclude the search. This must be done as soon as possible and is required for data reporting purposes and compliance with University, state, and federal policies and laws.

The “Conclusion” tab has replaced the Search Outcome tab. A search should be concluded after the Search Report is approved, when no new hires will be made, and as soon as one of three conditions is met:

- A candidate for a non-pool recruitment has been hired by the University and the appointment start date and Employee ID are available;
- A pool recruitment reaches the end of the open period (typically 12 months), and appointment start dates and Employee ID information are available; or
- The recruitment is failed or cancelled

Important: Do not move a candidate beyond the status of “proposed candidate” without an official campus offer (unless to indicate that he or she has withdrawn from consideration). Campus offers cannot be made prior to the approval of the Search Report.

If the Proposed Candidate withdraws from consideration **before** an official campus offer is made, change the status to “withdrawn.”

If the Proposed Candidate is made an official formal offer by the campus:

- Change the status to “Offered”
- If the official campus offer is accepted by the Proposed Candidate change the status to “Offer Accepted” (provide required information)
- If the official campus offer is not accepted by the Proposed Candidate change the status to “Offer Declined” (select reason for decline from the list)

If and when the Proposed Candidate has **accepted the official campus offer** and has been formally hired (**information is present in the campus payroll system**), then change the status to “Hired” and Conclude the recruitment.

If the campus declines to make a formal offer to a Proposed Candidate change the status to “campus declined” and Conclude the recruitment.

Appendix A

Limitations on Level of Appointments in FTE and Ads

The level of appointment for the open positions will be designated as assistant⁷, associate, and/or full professor, or all levels. For example, appointments directed at the junior level might state:

“Level of appointment not to exceed the rank of assistant professor without tenure.”

or

“Level of appointment may be at the rank of assistant professor without tenure or associate professor with tenure.”

The above language takes the place of prior designation of the level of appointment in terms of years since PhD, such as “NT/Tenure within 10 years of PhD.” Such language may arbitrarily exclude qualified applicants who have been out of the academic workforce due to health, childrearing or other personal reasons.

Other general considerations in determining the level of appointment:

- Hiring at the junior level conserves budget resources by hiring faculty at lower salary levels.
- Hiring at the junior level supports diversity by drawing on more diverse pools of faculty available at the junior levels.

In units with smaller numbers of faculty, the potential advantages to be gained from searching at the assistant professor level need to be balanced against the need for appointments at the senior level in order to provide mentorship to junior faculty and leadership to the academic unit.

⁷ For the School of Law, the equivalent designation is “non-tenured acting professor.” The School of Law may use the designation “non-tenured or recently tenured” as the equivalent of searches at the assistant or associate level with the understanding that “recently tenured” means a candidate who, at the time of recruitment has 5 years or less of academic service with tenure or 10 years or less of academic service overall.

Appendix B

Advertisement Requirements for Senate Faculty Positions at UC Berkeley

1. Job title	✓
2. Relevant department, school, college, or unit.	✓
3. Approved search area and position description.	✓
4. Authorized level of appointment.	✓
5. Expected start date. Use the phrase “expected start date” in the advertisement. For example, “The expected start date is July 1, 2016.”	✓
6. Date by when degree must be held (e.g., “by start date,” “within one year of employment,” “at time of application,” etc.) and “or equivalent degree” (e.g., “PhD or equivalent degree,” “Master’s or equivalent degree”). For tenure level searches it is recommended that tenure or equivalent is required at the time of application.	✓
7. <u>Basic qualifications</u> . Only those individuals who meet the established basic qualifications can be considered applicants, according to the federal government. <u>The basic qualifications must be assessed at the time of application and the requirement must be clear to applicants</u> . Basic qualifications are those that are: <ul style="list-style-type: none"> • Non-Comparative (e.g., three years’ experience in a particular position, rather than a comparative requirement such as “must have the most years’ experience, among candidates”) • Objective (e.g., a Bachelor’s or equivalent degree in Accounting, but not “a technical degree from a good school”) • Relevant to the performance of the particular position • Verifiable by evidence or statements in the applicant’s materials (e.g., “the completion of all degree requirements except the dissertation at the time of application,” “a Master’s or equivalent degree in x or a related field,” “a PhD or equivalent degree in x or a related field at the time of application”). 	✓
8. <u>Additional qualifications</u> (e.g., a minimum number of years of professional experience in a certain field, expertise with a particular tool or process, proven leadership skills, etc.). These qualifications are <u>required</u> by the start date of the job and must be specific and verifiable.	Optional
9. <u>Preferred qualifications (optional)</u> (demonstrated organizational skills, proven leadership skills).	Optional
10. How and where to apply (link to AP Recruit for the position), including required documents for a complete application. Confirm that the requirements set up in AP Recruit, including those that are optional versus those that are required, <u>exactly match the stated requirements in the advertisement.</u>	✓
11. Information about reference requirements (if requesting letters at any time during the evaluation and selection process) – Make clear whether you are asking for letters to be submitted at the time of application, or only for contact information. It is fine to solicit letters only from those considered finalists; if so, be sure to state this in the ad (“Letters of reference will only be solicited for finalists”). If requesting letters at the time of application consider adding a deadline by when the letters must be received to be considered for the position (for example, all letters must be uploaded by the final date to apply, or, all letters must be uploaded by X date).	✓

12. Statement regarding referees (include the statement if requesting letters at any time during the evaluation and selection process): “All letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including when letters are provided via a third party (i.e., dossier service or career center), to the UC Berkeley statement of confidentiality (http://apo.berkeley.edu/evaltr.html) prior to submitting their letters.”	✓
13. Deadline date to apply (the ad must be posted for a minimum of 30 calendar days, but 30 - 60 days is recommended). The deadline date must fall on a weekday when the University is open.	✓
14. Department or unit contact information for applicant questions.	✓
15. Family friendly statement/language. See ‘ Creating the Search Plan: Advertisement ’ section for suggestions.	✓
16. Diversity statement/language. See ‘ Creating the Search Plan: Advertisement ’ section for suggestions.	✓
17. CALcierge information & link. See Advertisement Template .	Optional
18. Affirmative Action/Equal Employment Opportunity statement: The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct.	✓

Appendix C

Advertisement Template for Senate Faculty Positions at UC Berkeley

The Department of [department name] at the University of California, Berkeley seeks applications for a [authorized level of appointment] faculty position, in the area of [specialty or field of study], with a start date of [start date].

[Position description narrative]. [Basic qualifications]: For assistant rank where no postdoctoral experience is expected: The completion of all degree requirements except the dissertation by the time of application. Experience with [courses, field, etc.] is required [optional, if applicable]. [Other basic qualifications (optional)]. [Additional qualifications]: A Ph.D. or equivalent degree is required by [when, e.g., start date, within one year, at time of application]. The degree requirement can be stated as a basic qualification or an additional qualification, depending on the position. [Preferred qualifications]: Optional.

Diversity statement* [e.g., the department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service]. [Ideally the Diversity statement is integrated into the Position Description narrative or the Additional or Preferred Qualifications]

Family friendly statement* [e.g., the department is committed to addressing the family needs of faculty, including dual career couples and single parents].

To apply, please go to the following link: [link to AP Recruit for this position]. Applicants should submit [requirements for submission, e.g., cover letter, curriculum vitae, research statement, summary of teaching experience, publications, etc.]. Applicants should also provide [contact information only or request] [number of] letters of recommendation. [Insert referee confidentiality statement information].

Applications must be received by [date].

Please direct questions to [contact information].

Relocation information and link* [e.g., for information about potential relocation to Berkeley, or career needs of accompanying partners and spouses, please visit: <http://ofew.berkeley.edu/new-faculty>].

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: <http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>.

Appendix D

Minimum requirements for a “short advertisement”

The purpose of a “short ad” is to provide brief information about a position when cost is prohibitive to place the entire advertisement in a particular venue. The “short ad” must be reviewed and approved by OFEW at the same time as the standard advertisement. In AP Recruit, if using a “short ad,” include the phrase “short ad” in the title. **It is essential that the short advertisement include a link to the approved standard advertisement; short advertisements cannot stand alone.**

The following information must be included:

- Department, school, college or unit
- Area of specialization, field
- Title, rank, step
- Expected start date and duration if applicable
- Statement: For more information about the position, including required qualifications and application materials go to (link to long advertisement on AP Recruit)
- Deadline date to apply
- Contact information for questions (email address)
- The University of California, Berkeley is an AA/EEO employer.

Example:

The Department of History at the University of California, Berkeley is recruiting for an Assistant Professor in the area of U.S. History, with an expected start date of July 1, 2015. For more information about the position, including required qualifications and application materials, go to <http://aprecruit.berkeley.edu/JPFXXXXX>. The deadline to apply is October 31, 2014. For questions, please contact Jane Example at janeexample@berkeley.edu. UC Berkeley is an AA/EEO employer.

APPENDIX E

Sample Candidate Evaluation Form⁹

This form offers a method for departments and schools to evaluate faculty candidates. It is meant to be a template for departments and schools that can be modified as appropriate. The proposed criteria are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

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

- | | |
|--|---|
| <input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's scholarship
<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Other (please explain): _____

_____ |
|--|---|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact					
Potential for (Evidence of) research productivity					
Potential for (Evidence of) research funding					
Potential for (Evidence of) collaboration					
Potential (Demonstrated ability) to attract and supervise graduate students					
Potential (Demonstrated ability) to teach and supervise undergraduates					
Potential (Demonstrated ability) to be a conscientious university community member					
Fit with department's priorities					
Ability to make positive contribution to department's climate					
Past, current, or future plans for contributions to diversity					

Other comments?

⁹ Source: ADVANCE, University of Michigan, <http://sitemaker.umich.edu/advance/home>

Appendix F

Instructions for providing access to AP Recruit for non-Berkeley affiliates

A CalNet Affiliate or a Guest Account needs to be created to provide access to AP Recruit for non-Berkeley affiliates.

There is a list of HCM roles below which require the person to be an affiliate. If they do not have a role on the list, then use the guest role.

CalNet Affiliate:

<https://wikihub.berkeley.edu/display/calnet/People+OU+--+Affiliates>

HCM roles for Affiliate Status:

Consultant Contractor Committee
Member HHMI Researcher LBL/DOE Post
Doc
LBLOP Staff (can only be added by LBL CalNet Deputy)
Retired (can only be added by the Retirement Center)
Temp Agency Staff
Visiting Scholar
Visiting Student Researcher
Volunteer
UC/OP Affiliated Orgs

Calnet Guest Account:

<https://wikihub.berkeley.edu/display/calnet/CalNet+Guest+Accounts>

Once this access is achieved a UID will be provided and can be viewed in the UCB directory. This UID is used to add the user in AP Recruit.

APPENDIX G

Countering Selection Bias

Regardless of the social groups we belong to, we all perceive people differently based on their demographic characteristics (race/ethnicity, gender, sexual orientation, gender identity, disability, religion, politics, etc.). *However, and importantly, most people try to overcome their stereotypic preconceptions.*

In searches for academic personnel at UC Berkeley it is unacceptable to act on biases, conscious or unconscious. There are many successful strategies for overcoming the tendency we all share to fall back on preconceptions and stereotypes in decision-making.

Diversity offers significant advantages

Recent research reveals advantages of diverse groups in academia and industry. People who are different from one another bring unique information and experiences, and diversity promotes creativity.

One study found that female representation in top management leads to an increase of \$42 million in firm value (Deszo and Ross, 2012). Another study found that papers written by diverse groups have more citations and higher impact factors (Freeman and Huang, 2014). And diverse groups also share more information, while being similar with others makes people believe they all have the same information (Neale, Northcraft, and Philips, 2006).

Assumptions influence the review process

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

The results from studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions. Consider taking the [Implicit Association Test](#) developed by researchers at Harvard to develop a better understanding of how implicit assumptions operate.

It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates.

Findings on bias in academic evaluations

- Professors at top Universities were contacted by a fictional prospective graduate student. Faculty ignored

requests from women and minorities at a significantly higher rate than requests from Caucasian males, particularly in higher-paying disciplines and private institutions (Milkman, Akinola, & Chugh, 2014).

- Research participants redefined the job criteria as requiring credentials that matched those of the desired gender. Commitment to hiring criteria prior to disclosure of applicant gender eliminated discrimination (Uhlmann & Cohen, 2005).
- A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden, found that women candidates needed substantially more publications (the equivalent of 3 more papers in *Nature* or *Science*, or 20 more papers in specialty journals such as *Infection and Immunity* or *Neuroscience*) to achieve the same rating as men, unless they personally knew someone on the panel (Wenneras and Wold, 1997).
- “Blind” auditions can explain 30% to 55% of the increase in women winning orchestral jobs (Goldin & Rouse, 2000).
- A study of over 300 recommendation letters for medical faculty at a large American medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided “minimal assurance” rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. All letters studied were written for successful candidates only (Trix and Psenka, 2003).
- Another study showed that the preference for males was greater when women represented a small proportion of the pool of candidates, as is typical in many academic fields (Heilman, 2001).
- Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings (Martell, date).
- When a male instructor mentioned a male or female partner, the “straight” instructor received 22% more positive comments, while the “gay” instructor received 320% more critical comments (Russ, Simonds, & Hunt, 2002).
- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a resume randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and both were more likely to hire the male than the female applicant (Steinpreis, Anders, & Ritzke, 1999).

Mitigating the effects of bias

- Be systematic about evaluation criteria – select them ahead of time, discuss their meaning and how they will be used, and then be diligent about applying them equally to every applicant.
- Allow sufficient time to evaluate each candidate so reliance on snap judgments and stereotypes has less influence.

- Seek advice from individuals who are different from you when evaluating candidates.
- Always have at least two individuals separately evaluate each candidate, and consider using an agreed-upon rating scale to independently weigh each selection criteria.

APPENDIX H

Resources for Recruitment: Doctoral and Postdoctoral Directories

There are several UC and national postdoctoral fellowship programs that provide useful resources for a recruitment that is broad and inclusive of individuals from groups historically underrepresented in higher education.

UC President's Postdoctoral Fellowship Program

<http://ppfp.ucop.edu/info>

The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

UC Berkeley Chancellor's Postdoctoral Fellowship for Academic Diversity

<http://diversity.berkeley.edu/chancellors-postdoctoral-fellowship>

The Berkeley Chancellor's Postdoctoral Fellowship Program offers postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California.

UC President's and Chancellor's Postdoctoral Fellowship Hiring Incentive

<http://ppfp.ucop.edu/info/fellowship-recipients/hiring-incentive.html>

In 2013, University of California President Janet Napolitano committed \$5 million to continue the salary hiring incentive and initiate a new start-up hiring incentive for President's and Chancellors' postdoctoral fellows appointed since 1996 who obtain tenure-track faculty appointments at one of the UC general campuses. The salary hiring incentive supports former fellows in all fields and provides 5 years of partial salary support to the campus. For information about campus implementation, please contact your department chair or dean.

Directory of Ford Fellows

<http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and for Foundation predoctoral and dissertation fellowship recipients awarded since 1986. The database is sorted alphabetically by last name and includes current institution, field of study and year/level of award.

American Association of University Women (AAUW) Directory of Fellowship Recipients

<http://www.aauw.org/what-we-do/educational-funding-and-awards/directory-of-recipients-and-sponsors/>

Fellowship and grant recipients perform research in a wide range of disciplines and work to improve their schools and communities. This directory lists fellowship and grant recipients beginning with the 2004-05 academic year. The listing for each recipient includes name, institution or location, degree, field of study or project name, AAUW sponsoring fund, and a brief project or work description.

American Indian Sciences and Engineering Society (AISES)

<http://www.aises.org/about>

AISES has developed a comprehensive database to more effectively provide service support to its constituents. In addition, the database provides our members with a capability to maintain current membership records and maximize their visibility to a wide variety of potential employers and other organizations that provide opportunities to our members.

Minority On-Line Information Service (MOLIS)

<http://www.molis.org/>

The MOLIS web site provides an opportunity for a department to search specifically for advanced degree programs offered through 164 Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and other academic institutions. Mailing addresses of these minority institutions is also available via this web site.

The Registry: National Registry of Diverse and Strategic Faculty

<http://www.theregistry.ttu.edu/>

The National Registry of Diverse & Strategic Faculty is a tool designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions. Candidates may enter their name and information into the database and then search for available jobs posted by our member institutions. Likewise, for a \$250 annual subscription, member institutions have access to search the database for qualified candidates and post open faculty positions.

APPENDIX I

Optional Rejection Email Templates for Deselected Candidates

Example 1: Thank you for your interest in the X position. The Search Committee has concluded their review of applicants for this position. There were a number of strong candidates applying for the position, and after much deliberation, we regret to inform you that your application is no longer under consideration.

Example 2: We appreciate your interest in the University of California, Berkeley - Department of X and the position of X for which you applied. After reviewing the applications received by the deadline, yours was not selected for further consideration. The selection committee appreciates the time you invested in your application. We encourage you to apply for posted and advertised positions in our University in the future. We wish you every personal and professional success with your job search and in the future. Thank you again for your interest in our university.

Example 3: Thank you for your application for the advertised X position in the Department of X at UC Berkeley. Each application has received a careful reading and discussion by all members of the search committee, and I am sorry to have to tell you that the committee has decided to not to proceed any further with yours. We appreciate your interest in the position, as well as the time and effort that went into the preparation of your dossier, and we wish you every possible success in your future professional career.

Example 4: Thank you for your interest in our advertised position X at the University of California, Berkeley. The final screening of applications for the position has been completed. Your application was considered but you were not selected. We encourage you to continue visiting our website and applying to positions of interest for which you are qualified.

Example 5: Thank you for your interest in our X faculty position. I regret to inform you that you were not one of our short-listed applicants. I must emphasize that this in no way reflects upon the quality of your work. Our search committee considered very carefully the expertise of all the excellent applicants, and short-listed only those whose work complemented the existing expertise within the department. Again, I thank you very much for your interest in our department. Please accept my warmest good wishes for your future success.

Please send a more personal email to finalists and/or those interviewed for positions.

APPENDIX J

Outreach Email Templates for Faculty Search Committees

Dear _____,

I am writing to share the [Berkeley department] recruitment advertisement in the field/area of _____, and to request your assistance in soliciting names of potential outstanding candidates whose research, teaching, or service has prepared them to contribute to our goals of diversity and inclusion in higher education. We are particularly interested in learning of talented doctoral students or junior faculty who are women or underrepresented minorities (African Americans, Latin Americans or Hispanics, and Native Americans), as well as candidates with disabilities.

As one of the preeminent public universities in the world, UC Berkeley is committed to equity and inclusion through its leadership and promotion of a positive campus climate for all constituents. The University is also committed to addressing the family needs of faculty, including dual career couples and single parents, with excellent family and spouse/partner responsive policies and programs.

Thank you in advance for sharing our recruitment advertisement with potential candidates. Please let us know of individuals who we should contact directly to encourage the submission of an application.

Sincerely,

Dear _____,

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

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

We are strongly committed to equity and inclusion at UC Berkeley and within the [department/school]. Our student body at the undergraduate and graduate levels is increasingly diverse demographically, and we seek to hire new excellent scholars who will thrive at Berkeley, share our values as a public institution, and make strong contributions to diversity in their research, teaching or service. In our evaluation process for new faculty we give recognition to these efforts.

If you know any scholars who have made strong contributions to diversity, particularly women and underrepresented minorities, and who might be interested in this position, I would greatly appreciate your dropping me a brief note with their contact information.

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

Sincerely,

Dear _____,

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

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

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

Sincerely,

APPENDIX K

Berkeley-Trained Candidates in Faculty Searches

After consultation with the Senate's Committee on Budget and Interdepartmental Relations, we are writing to provide you with guidelines for considering candidates in faculty searches who hold recent Berkeley PhDs or postdoctoral fellowships. These guidelines respond to questions that search committees and department chairs have frequently asked.

When we hire our own recent PhDs or postdoctoral fellows, we need to be mindful of several possible risks, including these:

- We may appear to compromise the fairness and equity of the search process. For example, when other candidates hear that Berkeley made an offer to one of its own, they may conclude that the selected candidate had an unfair advantage.
- Making comparative assessments of such candidates may impose a special burden on those who have worked hard to provide them with strong mentoring and support.
- The interplay of differing points of view within a department may be especially complex when the candidate is a recent PhD or postdoctoral fellow.

At the same time, we should not discourage or prevent any group of candidates from applying for faculty positions at Berkeley, including those who hold recent Berkeley PhDs or who are Berkeley postdoctoral fellows. Nor, of course, should we set the bar higher for one group of candidates than for others. Our processes must treat all potential and actual candidates fairly. The guidelines below are intended to assist departments in minimizing potential risks while preserving fair processes.

Fewer special risks would attend hiring holders of Berkeley PhDs or postdoctoral fellowships if their careers as teachers and independent researchers had already been well established in a faculty position at a peer institution. The risks may be greater, however, when the PhD or fellowship has been awarded within the last five years or when the candidate has not held an intervening faculty position elsewhere. Thus in such cases, departments must follow the guidelines below:

1. If members of a candidate's PhD committee, or other faculty members who have worked closely with the candidate, are on the search committee, they should completely recuse themselves from the committee's activities regarding the candidate for the period during which the candidate is under consideration. They should also refrain from having informal conversations about the candidate with members of the search committee or with others in the department.
2. Members of the candidate's PhD committee, or other faculty members who have worked closely with the candidate, should completely recuse themselves from departmental discussions and votes concerning the search for the period of time during which the candidate is under consideration. They should also refrain from having informal conversations with colleagues about the candidate.
3. Campus policies require at least three external letters for appointment at the Assistant Professor level. External letters are letters that are written by referees who are not Berkeley faculty or members of its affiliated laboratories and institutes. This requirement applies to all candidates recommended for appointment, including those who are recent

Berkeley PhDs or postdoctoral fellows. After deciding upon the candidate or candidates being recommended for appointment, search committees should solicit additional letters as needed. Any letters from Berkeley affiliates provided in the original application dossier should, of course, also be included with the appointment case.

4. Search reports and cases for appointment should include a statement describing the unit's implementation of these guidelines when they are relevant.

For candidates whose Berkeley PhD or fellowship was awarded more than five years earlier than their application for a position, adherence to these guidelines is recommended though not required.

APPENDIX L

Committee Chair Survey

Your Faculty Search and "Best Practices" to Diversify Faculty Applicant Pools and Hires

As a Federal contractor, UC is required to take affirmative action to ensure that all individuals have an equal opportunity for employment, without regard to race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. In meeting this obligation, the University analyzes candidate pools and compares our candidates and appointees with our underlying labor-pool availability.

The current academic literature recommends many "best practices," identifying them as effective in diversifying faculty applicant pools and hires. Our review of this literature, however, suggests that few of these practices have been carefully studied. In addition, their applicability at your campus is unclear.

We are carrying out a more rigorous investigation of the value of widely recommended practices, and seek your help in conducting this study. We will use responses to this survey to examine whether any practices recently employed within the UC system are correlated with diverse faculty pools and hires. We also aim to identify untested "best practices" that might be useful in future job searches. Our analytical focus is not on your individual job search; rather, we are seeking to examine the efficacy of hiring methods employed across a large number of UC faculty job searches.

Thank you in advance for taking the time to respond candidly to this survey module. Once we have enough data to produce meaningful results, we will share them with you.

Section 1. Specification of the Faculty Position and Desired Qualifications

Academic literature and various national and local datasets demonstrate that gender, race, and ethnicity vary substantially among degree recipients and faculty applicants by disciplines and sub-disciplines (also by cohort). Furthermore, the diversity of faculty hires is associated with the diversity of faculty applicant pools. Hence, hiring committees can unintentionally reduce the diversity of applicant pools, interviewees, and hires by specifying qualifications in narrow ways; or they can increase diversity through broader specification, or carefully calibrated specification in sub-topical or multi-topical areas. The below set of "best practices," referenced in the academic literature or suggested by other research universities, encourages crafting faculty positions, qualifications, and the approach to evaluating potential candidates in ways that are believed to maximize the diversity of candidate pools and eventual faculty hires.

In the current job search under discussion, which of the following "best practices" did you or members of your committee or department use in an effort to diversify the faculty applicant pool/hire(s)?

Whether you employed the practice or not, we would be very interested in any comments you might have about the proposed practice in regard to actual/possible utility, and whether you think it might be a feasible approach to diversify faculty applicant pools and hires in your department(s).

	Job description/specification	Used the practice?					Comments
		Used	Partially used ?	Did not use	Not applicable	Not sure/Other ?	
a	Specified the position in a disciplinary area with relatively high diversity of degree recipients/faculty (based on examination of demographic data or personal observation).	<input type="radio"/>	<input type="text"/>				
b	Coupled the subject area with diversity issues (e.g., "labor and/or women's history" vs. just "labor history").	<input type="radio"/>	<input type="text"/>				
c	Selected subject area(s) associated with "public" or "engaged scholarship"--fields focused on direct societal improvement, particularly in regard to underserved communities/populations (e.g., studying health disparities by gender, race, and ethnicity, with a focus on policy).	<input type="radio"/>	<input type="text"/>				
d	Prioritized recently established disciplinary growth areas or areas of new departmental need rather than looking to replace a retiring faculty member.	<input type="radio"/>	<input type="text"/>				
e	Pursued cluster hires of candidates with diverse backgrounds (multiple faculty positions that are related), perhaps working with other departments or the central administration (e.g., research clusters focused on underserved/diverse populations) to foster them.	<input type="radio"/>	<input type="text"/>				

	Recruitment activities undertaken during the <i>interview and offer of this job search</i>	Used the practice?					Comments
		Used	Partially used	Did not use	Not applicable	Not sure/Other	
g	Arranged to have finalists meet with campus groups/individuals from diverse backgrounds.	<input type="radio"/>	<input type="text"/>				
h	Notified candidates about possible dual-career couple employment options and family friendly policies/resources.	<input type="radio"/>	<input type="text"/>				

Section 3. Minimizing the Impact of Unconscious Bias

A number of recent studies have suggested that implicit associations are common among the general population in regard to issues of gender, race/ethnicity, and expectations regarding the likelihood of long-term professional success/achievement (e.g., "boys are better at math and science"). These patterns are observed among both majority and minority populations, including highly educated individuals, men and women, and can be demonstrated with the aid of carefully designed experiments (e.g., [click here](#) for one example). In response to these findings, many scholars and practitioners assert the importance of structuring search committees and search processes in ways that minimize these possible associations; and the need to train committee members to be aware of implicit bias, so as to mitigate its impact on assessments and deliberations.

Which of the following "best practices" did you or members of your committee or department use in an effort to minimize the possible impact of "implicit associations" on evaluating faculty candidates?

Please share with us any comments you might have. Again, we greatly appreciate candid responses as these will help us to better assess what future actions/recommendations might be viable and desirable.

	Practices to minimize the possible impact of implicit associations throughout the entire search process	Used the practice?					Comments
		Used	Partially used	Did not use	Not applicable	Not sure/Other	
a	Encouraged or required search committee members to attend trainings regarding issues of "implicit associations" and how to minimize their impact.	<input type="radio"/>	<input type="text"/>				
b	Developed in advance of reviewing applications a weighted rubric based on selection criteria that was used in the evaluation of all candidates.	<input type="radio"/>	<input type="text"/>				
c	Took the necessary time to fully evaluate all applications, spending 15 or more minutes on every application.	<input type="radio"/>	<input type="text"/>				
d	Made sure all applications were reviewed by at least two reviewers.	<input type="radio"/>	<input type="text"/>				
e	Appointed senior reviewers or equity advisors to monitor the equity of all recruitment related processes/decisions.	<input type="radio"/>	<input type="text"/>				

Section 4. Prioritizing and Institutionalizing a Commitment to Diversity

Most recent scholarship related to equity issues in academia emphasizes the importance of institutionalizing a commitment to diversity and equity at all levels of an organization, from the highest administrative offices to the local unit. This commitment often begins with an enhanced appreciation for the importance of diversity in the local unit (typically departments), the establishment of realistic goals, the identification of mechanisms that can be used to promote the desired outcomes, and benchmarks to measure progress toward these goals. Furthermore, the literature asserts the need to hold institutions and individuals accountable for their relative success in establishing and realizing positive diversity-related outcomes.

Which of the following "best practices" did your committee and/or the department undertake in an effort to prioritize and institutionalize diversity-related concerns?

Please share with us any comments you might have.

	Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires	Used the practice?					Comments
		Used	Partially used ☹	Did not use	Not applicable	Not sure/Other ☹	
a	As a hiring committee, clarified and prioritized the diversity needs of the department vs. competing needs (perhaps considering the needs of diverse student populations, the pedagogical value of diverse classroom environments, the potential value-added of diverse thinking/groups in research innovation/implementation).	<input type="radio"/>	<input type="text"/>				
b	Compared the relative success of our department to similar programs at peer institutions in re. to diversity-related issues and faculty hiring patterns.	<input type="radio"/>	<input type="text"/>				
c	Involved the Dean/other administrators/senior faculty in communicating about the importance of diversity in faculty recruitment (e.g., the Dean or senior faculty directly met with the committee re. diversity issues).	<input type="radio"/>	<input type="text"/>				
d	Made committee members aware of "best practices" referenced in the current academic literature regarding hiring diverse faculty.	<input type="radio"/>	<input type="text"/>				
e	Required transparency regarding pre-existing relationships between faculty candidates and hiring committee members (perhaps "recusing" in cases where longer-term relationships might bias the evaluation/have undue influence).	<input type="radio"/>	<input type="text"/>				
f	Conducted retrospective analyses of recent faculty recruitments in regard to diversity issues (e.g., Were the applicant pools/finalists appropriately diverse?) and took this information into account during the current job search.	<input type="radio"/>	<input type="text"/>				

Section 5. Assessing Existing Mechanisms Designed to Promote Diverse Faculty Pools and Hires

Beyond assessing possible "best practices," we would also like to hear your thoughts about existing mechanisms that are currently in place on your campus that are designed to support more diverse faculty applicant pools and hires. Many of these mechanisms/practices have been in place for a number of years (with modifications along the way); but their usefulness has not been fully assessed.

In regard to promoting diverse faculty applicant pools and hires on your campus, how useful/effective do you believe each of the following mechanisms are?

Please share any comments you might have that help us to better interpret your rating. If you have any recommendations, please note them in the comment box.

	Existing mechanisms designed to increase the diversity of UC faculty applicant pools and hires	How USEFUL is the mechanism/practice?					Comments
		Very useful	Somewhat useful	Not too useful	Not at all useful	Not sure/Other ☹	
a	Faculty search plans (required prior to beginning a faculty search)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
b	Office for Faculty Equity & Welfare's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
c	Faculty Search Workshops (sponsored by the Office for Faculty Equity & Welfare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
d	Berkeley Faculty Equity Advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

e	Faculty Relocation Services	<input type="radio"/>					
---	-----------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

Other existing mechanisms designed to increase the diversity of UC faculty applicant pools and hires.

Final Comments

If you have any final comments/thoughts, please provide them in the below box.

Thank you for your help!