Faculty Search Guidelines

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Northwestern | OFFICE OF THE PROVOST

INTRODUCTION

The diversity and excellence of our faculty is critical to Northwestern University's position as a leading research and teaching university. The University appoints the strongest possible candidates to its faculty, individuals who show outstanding potential or accomplishment in scholarship, research, and creative work and who meet similarly high standards in their teaching. By attracting diverse and exemplary teachers and scholars with a variety of backgrounds and perspectives, the institution strives to create an inclusive environment that fosters personal and intellectual growth.

We are committed to increasing the diversity of our faculty. Success in this pursuit requires concerted, well-planned, intentional actions on the part of all faculty as well as search committees, department chairs, deans, and the institution at large. Toward this end, it is essential and expected that a thorough search will be conducted in accordance with these Faculty Search Guidelines when filling any full-time faculty position at Northwestern, including the campuses in Evanston, Chicago, and Doha, Qatar. ("Full-time faculty" includes ***all*** tenure-line faculty, clinical faculty, instructional faculty, librarian faculty, lecturers, and faculty in residence, if the faculty member's appointment is full-time for two academic years or longer.)

These guidelines have been prepared to assist all faculty, deans, department chairs, and search committees in carrying out searches for qualified candidates. In addition to providing information on faculty hiring procedures, these guidelines stipulate best practices designed to assist committees in conducting searches that are both effective and inclusive. Search committees should also contact their school dean's office for school-specific policies and resources related to faculty hiring.

For Affirmative Action purposes, underrepresented group designations include women, African American or Black, Asian or Pacific Islander, Hispanic or Latino, American Indian or Alaska Native, those who identify with multiple races, individuals with disabilities, and veterans.

PREPARING FOR A SEARCH

1. PRESEARCH APPROVAL

Create the position in the eRecruit module of Northwestern's MyHR system and, after completing the steps below, submit the presearch documentation (search committee composition and job advertisement text) through eRecruit to the Office of the Provost for review.
northwestern.edu/myhr

2. FORMING THE SEARCH COMMITTEE

The appropriate dean or the dean's designee appoints a search committee generally comprising three or more faculty members (tenured and/or untenured). In addition, search committees are expected to designate an equity representative, a senior faculty member who is serving on the search committee but not as committee chair. The equity representative is responsible for ensuring that the search is active, affirmative, and equitable and follows best practices; see **Appendix A.**
northwestern.edu/provost/faculty-resources/faculty-searches/Resources/A-EquityRep.html

The presearch documentation must include the composition of the search committee, including the designation of the equity representative.

WAYS TO BROADEN THE SEARCH COMMITTEE

- Expand search committee composition in terms of academic perspectives, field expertise, and demographic makeup.
- Bring in members of other departments or schools, especially if the small number of department or school faculty from underrepresented groups precludes their inclusion on the search committee. Such arrangements also highlight Northwestern's interdisciplinary strengths.
- Consider inviting graduate students to serve as contributing but nonvoting members.

ADDITIONAL RESOURCES

- We recommend consulting *Searching for Excellence & Diversity: A Guide for Search Committees at the University of Wisconsin–Madison,* an excellent guide for faculty search committees that was produced by Wisconsin's Women in Science & Engineering Leadership Institute (WISELI).
wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf

3. DEFINING THE POSITION

In most cases, define the position in broad terms—listing several alternative topics and approaches and a range of courses to be taught—to increase the diversity and competitiveness of the applicant pool. In some areas, you may instead consider narrowing the field in ways that may diversify the faculty research focus in relation to your specific discipline.

In addition, you should think of your search as an opportunity to move in scholarly directions that reflect the future of the field rather than simply an exercise to replace a departing colleague.

The position announcement must include

- A brief statement of duties
- Minimum qualifications (e.g., degrees and experience requirements) and other desirable credentials
- Rank and/or title; if either of these is negotiable, this should be stated
- Information on whether the position is full- or part-time and whether it is ongoing or for a specified term
- Proposed starting date
- Closing date for receipt of applications
- Contact information, including where applicants should send their credentials
- The following EEO statement:

  Northwestern University is an equal opportunity, affirmative action employer and does not discriminate against qualified individuals on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other protected class. Individuals from all diverse backgrounds are encouraged to apply. Hiring is contingent upon eligibility to work in the United States. For more information, please see the University's Policy on Discrimination and Harassment at northwestern.edu/equal-opportunity-access/policies/policy-discrimination-harassment.html.

- Job applicants who wish to request an accommodation in the application or hiring process should contact the Office of Equity. Additional information on the accommodations process is available at **northwestern.edu/equal-opportunity-access/accommodation/disability.html.**

EXPANDING APPLICATION MATERIALS

- Consider requiring a diversity statement from all applicants. For example, "Applicants are invited to submit a statement addressing their past and/or potential contributions to enhancing diversity, equity, and/or inclusion through research, teaching, and/or service." You can direct applicants to upload their statements to the faculty search system as a separate PDF.
- Consider asking for a letter of recommendation that specifically addresses classroom instruction.
- Consider requiring demonstrated experience in working with diverse communities of students and scholars.

4. BROADENING THE POOL THROUGH OUTREACH AND ADVERTISING

The creation of a broad and diverse pool of prospective candidates is an essential first step in the faculty recruitment process. Effective searches are proactive searches in which the committee energetically seeks out promising individuals. Some of the best practices listed below should be followed regularly, whether or not a department is currently carrying out a search.

USING PERSONAL AND PROFESSIONAL NETWORKS

- At professional conferences, make efforts to establish relationships with promising graduate students and scholars from underrepresented groups. Compile a running list of promising individuals even though no position may be immediately available.
- Identify these students during their graduate study, rather than waiting until they are on the market, and invite them to Northwestern to attend conferences and other events.
- Use your networks of colleagues and scholars at other institutions, including graduates from your department now teaching elsewhere, to invite suggestions of candidates from groups that are underrepresented in the field.
- Establish relationships with colleagues at institutions with a strong record of graduating students from underrepresented groups.
- Use Northwestern colleagues and graduate students to publicize open positions. Ask them to take copies of the job announcement to academic conferences and meetings. Encourage them to seek out a diverse field of candidates.
- Solicit the assistance of committees, caucuses, or individuals in professional societies who are working to increase your field's advancement of women and scholars from underrepresented groups.
- Invite scholars from underrepresented groups to deliver departmental seminars related to their work, to participate in department-sponsored symposia, or to serve as visiting professors.

SEARCHING WIDELY

- Consider targeting scholars at institutions that lack some of Northwestern's advantages, such as our location in a major urban area, strong interdisciplinary programs, and access to graduate students.
- Consider graduate students and scholars from a broad range of institutions, beyond a limited set of peer institutions.
- Approach candidates from underrepresented groups even if they are believed to be currently unavailable. They may, in fact, be available, or they may choose to apply for a future position.

EXPLORING CANDIDATE DATABASES

Utilize the numerous online resources to search for doctoral students and postdoctoral scholars from underrepresented groups. See **Appendix B** for a sample of these resources.
northwestern.edu/provost/faculty-resources/faculty-searches/Resources/B-CandidateDatabases.html

ADVERTISING BROADLY

- After all approvals for the search are received, the position announcement will automatically be posted publicly on the Northwestern Careers

webpage (for a minimum of five days), the Greater Chicago Midwest Higher Education Recruitment Consortium (GCM HERC) job board, and preapproved external venues through myHR.

- Identify and advertise early and broadly in publications targeted to women and underrepresented groups, in addition to your discipline's standard journals.
- Post job announcements through social media. Graduate students serving on your search committee can be expert sources of advice on using social media to strengthen your strategy for advertising the position.
- For a list of advertising venues for faculty recruitment, see **Appendix C**.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/C-AdvertisingVenues.html
- Additional federal requirements apply to the hiring of candidates who are not US citizens or permanent residents. Consult the Office of International Student and Scholar Services for the most recent requirements.
  northwestern.edu/international

DATA

To ensure compliance with federal law, the Faculty Recruiting System will automatically solicit self-identification information from all position applicants. During the search's application phase and prior to the review/selection phase, you may email **facultyrecords@northwestern.edu** to request aggregate data pertaining to the race/ethnicity and gender composition of your applicant pool. The application deadline can be extended at this time. Aggregate data pertaining to the pool's race/ethnicity and gender composition will only be shared for searches with more than 20 applicants.

REVIEW PROCESS

Search committees are responsible for evaluating candidates based upon who best fits the needs, parameters, and scope of a particular position as specified in the duties and qualifications listed in the position announcement. Such committees are expected to follow a carefully structured plan for reviewing applications based on consistent criteria and to treat all applicants fairly and consistently.

Once presearch documentation is approved (i.e., all of the above steps under Preparing for a Search), the Faculty Recruiting System is available to facilitate the collection and review of applicant materials. FRS can be accessed at **northwestern.edu/provost/faculty-resources/faculty-searches/Resources/FRS.html**. A comprehensive set of tutorials and guides for this system is available at **northwestern.edu/provost/faculty-resources/faculty-search-committees/faculty-recruiting-system.html**. For assistance with the faculty search process, contact your search administrator, a school or department staff member whose role is to provide administrative assistance to the search committee chair and members.

1. ACKNOWLEDGING APPLICATIONS

All those applying for a position through the Faculty Recruiting System will automatically receive confirmation of their completed application. Search administrators are able to edit the standard response text if they wish.

2. INITIAL REVIEW OF CANDIDATES

- Familiarize yourself with key findings in the literature on unconscious bias in academic hiring, including links to relevant studies and suggested strategies for minimizing bias. Further assistance may be provided by the Office of Institutional Diversity and Inclusion.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/unconscious-bias.html

  northwestern.edu/diversity

- Review all publicly available data on the make-up of peer institutions' departments and on the pool of doctoral and other degree recipients in relevant fields—using, for example, the Integrated Postsecondary Education Data System (IPEDS) and university websites.
  nces.ed.gov/ipeds/use-the-data

- Before the screening process begins, create unified criteria for evaluating candidates, including how to weigh them and how to measure quality in a given domain. Then screen candidates according to the criteria, using a common screening procedure for all applicants. For sample templates, see **Appendix D**.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/D-EvaluationRubrics.html

- If possible, the same group of two or more committee members should conduct the initial review of each application using the agreed-upon criteria referenced above.

- Conduct a practice screening with a group review of one or more applications, to ensure that committee members understand and are using the agreed-upon criteria.

- If possible, at least one committee member (or department member) should read at least one writing sample for every candidate, in order to avoid excessive reliance on proxies for quality judgments (such as prestige of degree-granting institution or quantity of publications).

- Exercise care in considering recommendations and course evaluations. Research shows that letters of recommendation for men are typically longer, use more standout adjectives, and offer less faint praise than letters for women with similar qualifications. Many studies have found race, gender, and sexual-orientation bias in student course evaluations.

- Use inclusion rather than exclusion strategies in making selections—e.g., include for further consideration those applicants the search committee deems qualified, rather than excluding those it deems unqualified.

- It is helpful to date the receipt of all materials and to maintain a log recording all review steps for each candidate (see Documenting the Search, below).

3. CREATING THE SHORT LIST

- For initial phone, Skype, or video-conference interviews, use uniform questions and review criteria. Search committee members should agree in advance on a set of questions that will be asked of each candidate during interviews and should use structured evaluation templates for evaluating interviews. Ask each candidate the same questions in the same order. Following this carefully structured plan will ensure fairness and consistency for all candidates. See **Appendix D** for sample templates.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/D-EvaluationRubrics.html

- Create your short list of all candidates who meet the qualifications for the position and whom you wish to invite for on-campus interviews. Submit this list, along with the relevant application materials, to the department chair and dean before any on-campus interviews are arranged.

- Expand the number of candidates for on-campus interviews (e.g., four or five instead of three) if this will allow for a more diverse pool of finalists. All candidates must be deemed competitive in the overall pool.

- Care should be taken not to disqualify candidates based on assumptions about their mobility or personal life.

ON-CAMPUS INTERVIEWS

1. INFORMATION TO BE PROVIDED ALL CANDIDATES BEFORE THEY ARRIVE ON CAMPUS

- Before making arrangements for campus visits, inform all candidates that if they wish to request accommodations (such as dietary restrictions, access to lactation rooms, etc.) in the application or hiring process, they should contact the Office of Equity rather than members of the search committee or the department chair. Additional information on the accommodations process is available at **northwestern.edu/equal-opportunity-access/accommodation/disability.html.**
- Provide work-life information, including the *Faculty Work/Life and Family Resources* brochure (**northwestern.edu/provost/faculty-resources/work-life/work-life-resources.pdf**) to all candidates regardless of gender before they come to campus for interviews. Direct them to information regarding family leave policies, child care and school options, and other policies and resources. Hard copies of the brochure may be requested by emailing **assoc-prov-faculty@northwestern.edu**. Prospective employers are not permitted to ask questions regarding candidates' personal lives. Other useful resources for new hires may be found in **Appendix E**. **northwestern.edu/provost/faculty-resources/faculty-searches/Resources/E-CandidateNewHireResources.html**
- Ensure that the department's website is current and robust in content, as prospective faculty members are likely to review it early in their consideration of Northwestern.

2. PLANNING THE CAMPUS VISIT

- Schedule consistent campus visits with equal time for each candidate to interview and meet with as many of the same faculty members as possible.
- Ask instructional-position candidates who are being interviewed to give a sample lecture demonstrating their pedagogical skills. Consider inviting undergraduates to attend these sample lectures and soliciting their feedback.
- Publicize all job talks and sample lectures to the broader Northwestern community.
- Make efforts to ensure that candidates have significant contact with undergraduate majors and graduate students in the field during the campus visit.
- Arrange meetings with faculty in related departments to showcase Northwestern's rich intellectual and interdisciplinary community. Especially when a potential colleague is recruited by a department populated by few women or members of underrepresented groups, it is important to introduce the candidate to faculty members beyond that department.
- Maximize the likelihood that the top candidate will accept an offer by focusing on Northwestern's comparative advantages and the attractiveness of the Chicago area.
- Encourage your staff and faculty to be warm and professional. All candidates should leave the visit with a positive impression of Northwestern.
- On post-offer recruiting visits, welcome the candidate's spouse, partner, or significant other.

3. EVALUATION OF FINALISTS

- As much as possible, use uniform questions and review criteria. Search committee members should agree in advance on a set of questions that will be asked of each candidate during interviews and should use structured evaluation templates for evaluating interviews. Ask each candidate the same questions in the same order. See **Appendix D** for sample templates.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/D-EvaluationRubrics.html

- All interviewers should be generally familiar with the law on employment discrimination as it relates to interviewing. See **Appendix F** for legal considerations.
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources/F-LegalConsiderations.html

- Create an unranked list of top candidates and discuss all candidates rather than assigning them numerical scores. Be prepared to defend each decision to advance or eliminate a candidate, defending the quality of applicants you recommend for hiring and the fairness and equity of the review.

THE OFFER

1. SEARCH COMMITTEE RECOMMENDATION

The recommendation to make an offer should be submitted to the department chair or dean and should minimally include

- The Faculty Search Summary form if the search was not conducted through the Faculty Recruiting System
  northwestern.edu/provost/faculty-resources/faculty-searches/Resources / FacSearchSummary.pdf
- Material pertaining to the achievements of the proposed candidate (CV, letters of recommendation, etc.)
- The CV for each short-listed candidate who is not receiving an offer
- Specific comparison of the proposed candidate with all other short-listed candidates
- A summary of the search process, including efforts made to develop a diverse pool

For all new Clinical and Instructional candidates being considered for hire in schools outside of Feinberg School of Medicine and as a result of a search, the Provost Office requires that the candidate packet at a minimum include the candidate's CV, Chair/Committee Recommendation Document, and candidate's cover letter, teaching statement, or research statement.

Committees should consult with their dean regarding any other materials the dean may wish to receive. Committees are encouraged to review **Appendix G**, Sample Committee Finalist Recommendation Report, for a sample format for organizing their recommendation materials.
northwestern.edu/provost/faculty-resources/faculty-searches/Resources/G-CommitteeRecommendation.html

Maximize the likelihood that the top candidate will accept an offer by submitting the recommendation as soon as possible after the campus visit. A timely offer will demonstrate sincere interest and eagerness for the candidate to join the department or school.

2. REVIEW BY THE OFFICE OF THE PROVOST

The school dean submits their recommendation informed by the search committee's recommendation and materials to the Office of the Provost for review and approval, using Northwestern's Faculty eOffer module within the MyHR system. The recommendation should include all of the supporting materials referenced in the above section.

No offer, oral or written, may be made for a full-time faculty position before the Office of the Provost has reviewed the submitted materials and approved the appointment.

FOLLOW-UP PROCEDURES

1. DOCUMENTING THE SEARCH

The department or school is responsible for assembling and maintaining records of faculty searches, including these records archived within the University's eRecruit, eOffer, and Faculty Recruiting System:

- Presearch approval documentation
- Position advertisement text
- All candidates' letters of application, CVs, and other supporting materials, including any standard correspondence that is automatically sent by the Faculty Recruiting System (e.g., application acknowledgment)
- All letters of recommendation, solicited or unsolicited

The search records should also include correspondence and other documentation generated outside the Faculty Recruiting System, such as

- All correspondence between the department and dean, the chairperson's request to fill the position, the dean's authorization to search, and the dean's authorization of a campus visit
- All documentation of advertisements and notices of the position, including photocopies or scans of the actual ads and notices, correspondence pertaining to placement of ads, and names of websites and associated links where ads were placed
- All notes and other documents pertaining to the department's special efforts to seek out candidates for the position who are members of underrepresented groups
- All interview notes (interview notes should reference only considerations that relate directly to job responsibilities)
- All follow-up correspondence and notes about candidates' qualifications
- All written evaluations of candidates' written work

Committees should retain all such materials for at least three years, whether or not a formal offer was made. Presearch approval documentation, the Faculty Search Summary Report (**northwestern .edu/provost/faculty-resources/faculty-searches /Resources/FacSearchSummary.pdf**), and copies of the position announcement will be automatically archived by the MyHR system and retained according to the University's document retention policies. If a school hires a candidate who is not a US citizen or permanent resident, consult with the Office of International Student and Scholar Services (**northwestern.edu/international**) regarding required documentation.

2. NOTIFICATIONS

After a faculty offer is accepted, any finalist not selected for the position should be informed. If possible, your department or school should solicit feedback from finalists about the search process. Similarly, contact candidates who turn down Northwestern offers to solicit the reasons for their decisions, including feedback about the search process.

3. RESPONDING TO UNSOLICITED APPLICATIONS

Departments and schools occasionally receive unsolicited applications for positions that have not been advertised or do not in fact exist. These letters should be acknowledged. It is important not to make any commitment implying that the department or school will review the application. Instead, the acknowledgement should state that no appropriate vacancy currently exists.

4. EXCEPTIONS

In unusual cases, the Provost may approve an exception to these guidelines.

APPENDICES

Appendix A: The Role of the Equity Representative

Appendix B: Candidate Databases

Appendix C: Advertising Venues for Faculty Recruitment

Appendix D: Sample Templates for Candidate Evaluation

Appendix E: Resources for Candidates and New Hires

Appendix F: Legal Considerations

Appendix A: The Role of the Equity Representative

Serving as an equity representative means knowing procedures, compliance, policy, and philosophy. Be creative, use the available resources, and don't limit yourself to what has been done previously.

Equity representatives facilitate a search committee's approach to the task of faculty search. They help develop a philosophy of diversity and inclusion. The entire committee together develops a practice in its work that is based on the twin aims of excellence and diversity. The equity representative serves as a key person (but not exclusively) to consider

- what innovations and creativity might help to expand a range of viewpoints
- how the search committee can best use, review, and refresh both the procedures and compliance requirements
- what practices at the local level can be leveraged through knowledge of the terrain and players

Procedures. Systems, forms, timelines, and other procedures for Northwestern's faculty search committees are continually upgraded and revised to reflect technology, communication flow, and multilevel decision-making. These procedures orchestrate the mechanics of the overall search process. The Faculty Recruiting System is currently the University's technology interface for faculty searches.

Compliance. A faculty search's legal considerations, including requirements and limitations, are not negotiable. Certain compliance requirements, such as the Faculty Search Summary Report, are built into the Faculty Search System.

Diversity. Neither search procedures nor the compliance requirements ensure a diverse search process. Some Northwestern policies are designed to achieve excellence—for example, the checks and balances created through the composition of a search committee, voting policies, and multilayered recommendations. The position of **equity representative** is specfically mandated at Northwestern with the aim of achieving diverse excellence.

Defining the Position

- Ask whether an open search will yield candidates who would reinforce the status quo.
- Consider narrowing the field in ways that may yield a more diverse set of faculty research in relation to your specific discipline.

Expanding Application Materials

- Consider asking for a diversity letter or allowing for a diversity letter as an option in the job application. Much like a teaching statement, diversity letters can allow applicants to personally address how they contribute to diverse excellence. You can direct applicants to upload this as a separate PDF in the faculty search system.
- Consider asking for demonstrated evidence of teaching and/or training diverse student populations as a required or preferred qualification.

Broadening the Pool through Outreach and Advertising

- You and your colleagues can target individuals whom you would like to consider applying.
- Use social media to publicize the open position.
- Advertise in the usual places early, setting a clear deadline but knowing that the deadline can be extended if your pool is too small or not sufficiently diverse.

Forming the Search Committee and the Review Process

- Research shows that having more reviewers yields better outcomes.
- Having a committee member from outside your department is important to the overall flow of decision-making and good practices.
- To the best of your ability, avoid a bottleneck where one or two people eliminate applications. With

our Faculty Recruitment System, all faculty on the search committee can review all applications.

- Clarify with the department chair the search committee's precise charge and its relationship to the entire department.
- Use available resources citing research training to minimize unconscious bias.
- Set ground rules for how decisions are made within the search committee. For example, the equity representative can set practices to ensure that no one dominates the conversation and that all feel free to express their opinions.

Initial Review of Candidates and Creating the Short List

- Focus on the substance and quality of applicants' research. Calling attention to their undergraduate institution, graduate program, or adviser can engender bias.
- Request that the Office of Equity provide a disaggregated list of your applicant pool.
- Delay closing the search if necessary.
- A longer short list can increase diverse outcomes.

On-campus Interviews

- Review allowed and disallowed questions with all applicable faculty.
- Consider including and inviting undergraduate students to the job talk.
- Include your graduate students in ways that are significant for both good decision-making and their professional development
- Recommend that each faculty member who meets with candidates should use consistent questions.
- Consider using a web-based survey tool after each interview to gather feedback from faculty and students.
- Consider soliciting your staff's view of the candidates.
- Direct all candidates to the same material about HR benefits and available work-life resources.

Take advantage of available assistance. Contact Northwestern's Office of Institutional Diversity and Inclusion

Timeline Milestones for Active Intervention

- Hiring plan: explicate what your department or program has contributed toward diversifying your faculty. What would a diverse hire in your (sub) discipline mean?
- The ad: use specific language that identifies the area of research; provide the option for a diversity letter; use social media; target potential applicants.
- Search committee balance: include members from outside the department; be attentive to inclusive dynamics; consider training to mitigate unconscious bias.
- Review: request applicant pool data; focus on the substance of the applicant's research over the pedigree; allow for multiple readers before rejecting an applicant.
- Campus interview: review acceptable and unacceptable questions with applicable faculty; use standardized questions with all candidates; provide all candidates with material about work-life balance at Northwestern.

For more details, see
northwestern.edu/provost/faculty-resources/faculty-searches/index.html

northwestern.edu/provost/faculty-resources/faculty-searches/Resources/FRS.html

northwestern.edu/provost/faculty-resources/faculty-searches/Resources/F-LegalConsiderations.html

northwestern.edu/provost/faculty-resources/faculty-searches/FacSearchGuide.pdf

Appendix B: Candidate Databases

Numerous online resources can be used to search for doctoral students and postdoctoral scholars from groups that are historically underrepresented in higher education. The following list is a nonexclusive sample of these resources.

- The Big Ten Academic Alliance (BTAA) Directory of Professorial Advancement Initiative (PAI) is an NSF-funded initiative to prepare and train underrepresented minority postdoctoral scholars in STEM disciplines for transition to tenure-track faculty positions within BTAA institutions. The PAI website provides a listing of PAI participants in an online, searchable database available only to BTAA faculty and administrators. The database is accessible by logging on to BTAA's identity system using a Northwestern NetID and password. The BTAA also maintains a publicly available directory of doctoral degree recipients who are members of underrepresented groups in higher education and are alumni of BTAA member institutions.
  apps.cic.net/cicdirectory
- Faculty for the Future (FFF) is an initiative sponsored by the GE Foundation and the Women in Engineering Programs & Advocates Network (WEPAN). It is designed to increase the number of women and underrepresented minorities in engineering, related sciences, and business. University faculty and administrators can register with the site to access the database and post position openings.
  facultyforthefuture.net/photos_fellows
- Directory of Ford Foundation Fellows is a searchable online directory that provides information on Ford Foundation Postdoctoral Fellowship and Ford Foundation Predoctoral and Dissertation Fellowship recipients. The database only includes recipients of fellowships administered by the National Resource Council.
  nrc58.nas.edu/FordFellowDirect/Main/Main.aspx
- American Association of University Women (AAUW) Fellowships and Grants Directory is a searchable online directory listing AAUW fellowship and grant recipients since 2004. AAUW is a national grassroots organization that provides fellowships and grants to support women in their professional and academic careers.
  aauw.org/aauw_check/fellowships_directory
- National Registry of Diverse & Strategic Faculty was established by Texas Tech University in 1985 to connect diverse candidates with tenure-track faculty positions at colleges and universities across the country. For an annual subscription fee, higher education institutions can post open faculty positions and search the candidate database.
  theregistry.ttu.edu
- Additionally, for a fee, diversity recruiting organizations such as Minority Postdoc, Nemnet, and IMDiversity will post academic positions on their websites and provide access to underrepresented minority candidate vitae.
  minoritypostdoc.org/index.html

  nemnet.com

  imdiversity.com

Appendix C: Advertising Venues for Faculty Recruitment

In addition to the following advertising venues, post job announcements on your department website, Facebook page, Twitter, and other social media.

List sorted by field (last updated April 2019)

Organization / Publication	Website	Field
Accounting & Financial Women's Alliance	**afwa.org**	Business
National Association of Black Accountants	**nabainc.org**	Business
BlackEngineer	**blackengineer.com**	Engineering
Institute of Electrical and Electronics Engineers	**ieee.org**	Engineering
National Society of Black Engineers	**nsbe.org**	Engineering
Society of Hispanic Professional Engineers	**shpe.org**	Engineering
Society of Women Engineers	**swe.org**	Engineering
Academic Careers Online	**academiccareers.com**	General
Chronicle of Higher Education	**chronicle.com**	General
Diverse Issues in Higher Education	**diverseeducation.com**	General
Diversity	**diversity.com**	General
DiversityInc	**diversityinc.com**	General
DiversityWorking	**diversityworking.com**	General
Equal Opportunity Publications	**eop.com**	General
Getting Hired	**gettinghired.com**	General (for job seekers with disabilities)
HBCU Connect	**hbcuconnect.com**	General
HigherEdJobs	**higheredjobs.com**	General
Hispanic Outlook on Education	**hispanicoutlook.com**	General
IMDiversity	**imdiversity.com**	General
Inside Higher Ed	**insidehighered.com**	General
Insight Into Diversity	**insightintodiversity.com**	General
Journal of Blacks in Higher Education	**jbhe.com**	General
Latinos in Higher Ed	**latinosinhighered.com**	General

Organization / Publication	Website	Field
Minority Postdoc	**minoritypostdoc.org**	General
National Association of African-American Studies and Affiliates	**naaas.org**	General
National Registry of Diverse & Strategic Faculty	**theregistry.ttu.edu**	General
NativeAmericanJobs	**nativeamericanjobs.com**	General
Nemnet Minority Recruitment	**nemnet.com**	General
Tribal College: Journal of American Indian Higher Education	**tribalcollegejournal.org**	General
Women in Higher Education	**wihe.com**	General
Educause	**educause.edu**	Information Technology
National Association of Black Journalists	**nabj.org**	Journalism
Hispanic National Bar Organization	**hnba.com**	Law
Minority Corporate Counsel Association	**mcca.com**	Law
Association for Women in Mathematics	**awm-math.org**	Mathematics
Association of American Indian Physicians	**aaip.org**	Medicine
Association of Black Cardiologists	**abcardio.org**	Medicine
Association for Women Geoscientists	**awg.org**	Sciences
Association for Women in Science	**awis.org**	Sciences
Monitor on Psychology	**apa.org/monitor/index.aspx**	Sciences
NewScientist Jobs	**jobs.newscientist.com**	Sciences
Science Careers	**sciencecareers.org**	Sciences
Society for Advancement of Chicanos/Hispanics and Native Americans in Science	**sacnas.org**	Sciences
American Indian Science and Engineering Society	**aises.org**	Sciences and Engineering
National Association for the Professional Advancement of Black Chemists and Chemical Engineers	**nobcche.org**	Sciences and Engineering

Appendix D: Sample Templates for Candidate Evaluation

The templates shown on the following pages offer a method for department faculty to provide evaluations of job applicants and of candidates after on-campus visits.

Departments can modify these templates as necessary for their own uses. Word versions of these templates can be found at **northwestern.edu/provost/faculty-resources/faculty-searches/Resources/D-EvaluationRubrics.html**.

Sample Template for Applicant Evaluation

The following offers a method for department faculty to provide evaluations of **job applicants**. It is meant to be a template that departments can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; alternate language in parentheses is suggested for senior faculty candidates.

Applicant's name

Which of the following are true for you (check all that apply)?

- ☐ Read applicant's CV
- ☐ Read applicant's statements
- ☐ Read applicant's letters of recommendation
- ☐ Read applicant's scholarship (indicate what:)

Rate the applicant on each of the following:	EXCELLENT	GOOD	NEUTRAL	FAIR	POOR	UNABLE TO JUDGE
Evidence of research productivity	☐	☐	☐	☐	☐	☐
Potential for scholarly impact/tenurability	☐	☐	☐	☐	☐	☐
Evidence of strong background in [relevant fields]	☐	☐	☐	☐	☐	☐
Evidence of [particular] perspective on [particular area]	☐	☐	☐	☐	☐	☐
Evidence of teaching experience and interest (including grad mentorship)	☐	☐	☐	☐	☐	☐
Potential to teach courses in core curriculum	☐	☐	☐	☐	☐	☐
Potential to teach the core curriculum on [particular area] (including creation of new courses)	☐	☐	☐	☐	☐	☐

Other comments:

Sample Template for Candidate Evaluation

The following offers a method for department faculty to provide evaluations of **job candidates after on-campus visits**. It is meant to be a template that departments can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; alternate language in parentheses is suggested for senior faculty candidates.

Candidate's name

Which of the following are true for you (check all that apply)?

- ☐ Read candidate's CV
- ☐ Read candidate's statements
- ☐ Read candidate's letters of recommendation
- ☐ Read candidate's scholarship (indicate what:)
- ☐ Attended candidate's job talk
- ☐ Met with candidate
- ☐ Attended lunch or dinner with candidate

Rate the candidate on each of the following:	EXCELLENT	GOOD	NEUTRAL	FAIR	POOR	UNABLE TO JUDGE
Potential for (or evidence of) research productivity	☐	☐	☐	☐	☐	☐
Potential for (evidence of) scholarly impact/tenurability	☐	☐	☐	☐	☐	☐
Evidence of strong background in [relevant fields]	☐	☐	☐	☐	☐	☐
Evidence of [particular] perspective on [particular area]	☐	☐	☐	☐	☐	☐
Potential for (or evidence of) research funding	☐	☐	☐	☐	☐	☐
Potential for (or evidence of) collaboration	☐	☐	☐	☐	☐	☐
Potential to teach courses in core curriculum	☐	☐	☐	☐	☐	☐

Rate the candidate on each of the following:	EXCELLENT	GOOD	NEUTRAL	FAIR	POOR	UNABLE TO JUDGE
Potential to teach the core curriculum on [particular area] (including creation of new courses)	☐	☐	☐	☐	☐	☐
Ability to make positive contribution to the department's climate	☐	☐	☐	☐	☐	☐
Potential (demonstrated ability) to attract and supervise diverse graduate students	☐	☐	☐	☐	☐	☐
Potential (demonstrated ability) to teach and supervise diverse undergraduate students	☐	☐	☐	☐	☐	☐
Potential (demonstrated ability) to be a conscientious university community member	☐	☐	☐	☐	☐	☐

Other comments:

Appendix E: Resources for Candidates and New Hires

- Faculty Work/LifeResouces, Office of the Provost
  northwestern.edu/provost/faculty-resources/work-life
- *Faculty Work/Life and Family Resources* (PDF)
  northwestern.edu/provost/faculty-resources/work-life/work-life-resources.pdf
- Faculty Career Development and Leadership, Office of the Provost
  northwestern.edu/provost/faculty-resources/career-development-leadership
- New Faculty, Office of the Provost
  northwestern.edu/provost/faculty-resources/career-development-leadership/new-faculty
- Relocation, Office of Human Resources
  northwestern.edu/hr/benefits/transit-relocation/relocation
- Institutional Diversity and Inclusion, Office of Institutional Diversity and Inclusion
  northwestern.edu/diversity
- Office of Equity
  northwestern.edu/equity
- Office of International Student and Scholar Services
  northwestern.edu/international

Appendix F: Legal Considerations

When conducting a faculty search, attention must be given to the federal, state, and local laws governing employment discrimination and to the Northwestern University Policy on Discrimination and Harassment. The University prohibits discrimination and harassment on the basis of 16 protected classes:

- age
- citizenship status
- color
- disability
- gender identity
- gender expression
- genetic information
- marital status
- national origin
- parental status
- pregnancy
- race
- religion
- sex
- sexual orientation
- veteran status

The law in areas of equal opportunity, nondiscrimination, and affirmative action is evolving and can be complex. Northwestern's Office of General Counsel (847-491-5605) and Office of Equity (847-467-6165) work closely with the Office of the Provost on these issues.
northwestern.edu/equal-opportunity-access/policies/policy-discrimination-harassment.html

northwestern.edu/general-counsel

northwestern.edu/equity

Basic Interview Guidelines

The following guidelines are based on federal, state, and local law and Northwestern University policy. As a general rule, ask only what you need to know (questions relatingto the requirements of the job) and not what you would like to know (questions that do not pertain to the job and/or are personal in nature). Similarly, you should only ask interview questions that you also ask the other candidates.

Topic	Questions NOT to ask	Permissible questions
Age	Age, birth date, date of graduation	Expected completion date of PhD degree requirements
Citizenship	Whether candidate is a US citizen Place of birth of applicant or close relatives	Whether candidate is eligible to work in the US
Disabilities	Any question about a candidate's health, medical condition, or illness Any question that is for the purpose of eliciting information about a disability	How candidate would perform the job
Marital and family status	Questions about marital status, child care, children, pregnancy, or future plans with respect to these matters	Candidate may be provided with available information regarding Northwestern family policies and services and may be referred to appropriate campus resources (Office of the Provost, Office of Human Resources)
Race and ethnicity	Any question about candidate's race, national origin, ethnicity, or (unless job-related) languages spoken	None
Religion	Questions about religious affiliation	None
Sex, gender identity, gender expression	Questions about maiden name or any question pertaining to only one sex	None
Sexual orientation	Questions about sexuality	None

Appendix G: Sample Committee Finalist Recommendation Report

Sample Search Committee Report
Name/title of position being filled
Date of report
FirstName LastName, commitee chair
FirstName LastName, equity representative
Names of committee members

I. Search Summary

A. Describe the search and summarize the committee's recommendation

B. Outreach, advertising, and search execution

1. Strategy for cultivating your pool

i. Include description of creative or proactive efforts utilized to broaden your outreach

2. Applicant pool

i. Were you satisfied with the size and composition of your candidate pool?

3. Department input

i. How did the committee gather input on your candidate pool from other faculty, either within or outside of your department?

ii. At what stage in the search process was faculty input sought?

4. Outcome of your committee deliberations

i. Include the overall, anonymized count of any committee or faculty vote

ii. May include summary of committee evaluation forms if used during your deliberations

C. Candidate evaluation, materials, and recommendation

1. List the items used to evaluate the candidates

i. Including, but not limited to, any job talk, student input, record of scholarship or creative work, teaching record, reference letters, etc.

2. Candidate(s) of choice

i. List their accomplishments with respect to your criteria for the position, as described in your position ad

ii. Include materials pertaining to their application and review (CV and cover letter, reference letters, evaluation materials, etc.)

3. Other finalist(s)

   i. List their accomplishments as relative to your top candidate(s) of choice

   ii. For all finalist candidates, include materials pertaining to their application and review (CV and cover letter, reference letters, evaluation materials, etc.)

II. Conclusion

A. How will the committee's recommendation advance the strategic goals of your program or school?

B. How will the committee's recommendation advance diversity and equity at Northwestern University and within the program or field?