



GUIDELINES

COMPLETING FORMS FOR FACULTY SEARCHES

AND

DEVELOPING MISSION AND CULTURALLY- SENSITIVE

POSITION ANNOUNCEMENTS

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GUIDELINES FOR COMPLETING THE AUTHORIZATION TO BEGIN RECRUITMENT FORM

The **Authorization to Begin Recruitment** form (See Appendix I in Part II Moving Away From Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission) must be completed for the following positions: (1) Tenure or Tenure-Track Faculty, (2) Clinical Faculty, (3) Faculty in Residence, and (4) Visiting Faculty.

The form should be completed as soon as the Dean approves the (1) Departmental Review Report and the (2) Proactive Recruitment Plan.

The following documents must accompany the **Authorization to Begin Recruitment Form** when a department plans to hire a (1) Tenure or Tenure-Track Faculty, (2) Clinical Faculty, and (3) Faculty in Residence:

*** (1) Departmental Review Report**

*** (2) Proactive Recruitment Plan**

The **Authorization to Begin Recruitment** form requires the following approvals: (1) Department Chair, (2) Dean, and (3) the Senior Vice President for Academic Affairs and CAO. **Send the form and documentation to the Vice President for Intercultural Affairs, University Hall, Suite, 4820.**

The Vice President for Intercultural Affairs will review the Authorization to Begin Recruiting form to determine whether the Departmental Review and Proactive Recruitment Plan are attached. If these documents are not attached, the form will be returned to the Dean.

A copy of the approved **Authorization to Begin Recruitment** form, which includes a slot number, will be sent to the Dean. Recruitment to fill a position may begin at this point. Questions regarding completion of the Authorization to Begin Recruitment form may be directed to the Vice President for Intercultural Affairs, (310) 338-7598.

*** These two reports are not required for Visiting Faculty.**

LOYOLA MARYMOUNT UNIVERSITY

AUTHORIZATION TO BEGIN RECRUITMENT

VACANCY # _____

INSTRUCTIONS: This form is used to initiate the faculty recruitment process. It must be completed for the following positions: (1) Tenure or Tenure-Track Faculty, (2) Clinical Professor, (3) Professor in Residence, and (4) Visiting Faculty. The form should be completed as soon as the Dean approves the (1) Departmental Review Report and the (2) Proactive Recruitment Plan. The Department Chair should complete, sign and forward for the Dean's approval. Send it to the Vice President for Intercultural Affairs, and it will be directed to the Senior Vice President and CAO for final approval. Upon the CAO's approval, a slot number will be assigned and copies will be sent to the Dean and Department Chair. **Upon receipt of the approved document, recruitment may begin.**

MARK AS APPROPRIATE:

- New Position (Year Approved _____)**
- Tenure-track Replacement for:**
- Visiting Replacement for:**

I. FACULTY POSITION DESCRIPTION:

DEPARTMENT: _____

APPOINTMENT TITLE*: _____

BUDGET NUMBER: _____

BEGINNING TERM: _____

Specific areas of competency within the discipline: _____

Degree required: _____

Prior teaching experience required *: _____ years

Other qualifications: _____

BUDGETED SALARY*: _____

APPROVAL SIGNATURES TO BEGIN RECRUITMENT:

Department Chairperson: _____

DATE: _____

Dean of College: _____

DATE: _____

Vice President for Intercultural Affairs: _____

DATE: _____

Senior Vice President and CAO: _____

DATE: _____

Slot authorized: YES ___ NO ___

Upon receipt of the approved document, recruitment may begin. (Academic Affairs 08/08)

DEVELOPING MISSION AND CULTURALLY-SENSITIVE POSITION ANNOUNCEMENTS

INCLUDE THIS INFORMATION IN THE POSITION ANNOUNCEMENT

Mission and culturally-sensitive position announcements can be crafted by paying careful attention to any or all of the following:

1. Overview of the department
2. Primary job responsibilities
3. Qualifications for the position
4. Departmental needs
5. Importance of issues of diversity
6. Value placed upon those who can share and teach differing points of view
7. Description of an atmosphere where minorities and women faculty can thrive

MISSION – SENSITIVE LANGUAGE

The boilerplate description of the University included in every position announcement highlights LMU’s Catholic identity and Jesuit-Marymount traditions. It underscores our desire to attract professionally outstanding faculty who will share our mission, including our commitment to building an intercultural community.

As this standard language implies, all searches are expected to yield new hires who have a good “fit” as regards their understanding of Loyola Marymount University’s religious identity and their support for its mission. But sometimes departments realize it is not enough to be content simply with a good mission fit. Beyond that, it can be important to attract candidates capable of making specific contributions to the Catholic intellectual/artistic tradition at LMU. In this regard, the following comments by Peter Steinfels are apposite:

Probably the most obvious of the questions that any Catholic college or university might ask itself in the process of concretely examining identity and mission [is]: what is being taught? Are the catalogue of courses; the core curriculum; the research interests that faculty share with both graduates and undergraduates, with their peers and the public; the programs of professional education . . .—are any of these in any significant way distinct, distinct in any significant *Catholic* way, from what might be offered in a corresponding state or secular institution?

Andrew Greeley has argued that both at the research level and in undergraduate courses, there should be an emphasis, though not an exclusive emphasis, on Catholic aspects, themes, and topics—in history, social theory, literature, art, spirituality, ethnic studies, political science, and philosophy—and areas of interest not likely to be available elsewhere and by no means limited to the discipline of theology. . .

If the answer to “What is being taught?” turns out to be “Nothing significantly different than in corresponding secular schools,” there is clearly a problem of Catholic identity. Catholic identity must be centered in the Catholic university’s intellectual life, and not assigned exclusively to campus ministry Catholic identity should somehow, even if indirectly, pervade the curriculum of the university as a whole. (*A People Adrift: The Crisis of the Roman Catholic Church in America* [New York, 2003], pp.149-50)

Echoing these sentiments, John T. McGreevy, Chair of the History Department at the University of Notre Dame, has written that “surely one responsibility of the faculty at a Catholic university is to cultivate possible areas of expertise that resonate with the long, rich heritage of Catholic Christianity.” (*Commonweal*, September 28, 2007, p.8).

Examples of Mission-Sensitive Language

It is important for every department to consider whether, how and to what extent its discipline invites academic focus on what McGreevy has called “the long, rich history of Catholic Christianity.” When the departmental self-study that takes place prior to a search reveals an opportunity to introduce or enhance such a focus, appropriate signals should be included in the position announcement. The examples that follow are offered by way of suggestion:

- Candidates who desire to contribute to the broad Catholic intellectual and artistic tradition are especially encouraged to apply.
- Strong candidates for this position [e.g., in history, literature, or the social sciences] will bring sensitivity to the independent cultural role of religion.
- The ideal candidate for this position will be knowledgeable in the area of Catholic social teaching.
- Our department is strongly committed to the mission of the University and has a special concern for issues of social justice and the dialogue between faith and culture.
- Besides teaching in their area of specialization, _____ Department faculty have opportunities to list courses in interdisciplinary-minor programs such as Catholic Studies and Jewish Studies.

In addition to the mission-sensitive language above, each position announcement must include either the short or long version of the Loyola Marymount University Boilerplate (see Appendix J).

CULTURALLY- SENSITIVE LANGUAGE

Describe the Department

It is important to inform potential applicants about the diversity of the faculty and majors. Examples are listed below.

- The Department of Music has a diverse group of 100 majors including 50% European American, 15% African American, 16% Asian/Pacific Islander, 15% Latino, and 4% Native American. Fifty-six percent of our majors are female; 44% are male. The diverse faculty represents the ethnic groups present in the student body and the United States.
- The Department of Physician Assistant Education at Saint Louis University is one of the first 2 in the country and enjoys a solid reputation as a leader in the field of PA Education. The program mission and philosophy reflect the faculty's commitment to excellence in teaching, research and service. Our diverse faculty offer a dynamic curriculum designed to prepare graduates for cutting edge practice in the global environment in which they will work. The program is a Masters Degree curriculum and accepts 34 students each year.

Describe Primary Job Responsibilities

A Department should identify job responsibilities in association with its mission and educational goals. The aim is to inform potential applicants of the Department's genuine interest in them and the expertise they bring to the workplace in helping to achieve a culturally-diverse academic environment.

Responsibilities of a position should be clearly stated. In an instance of broad-based curricula needs, an advertisement might identify the need for a person with the skills necessary to develop courses that incorporate issues of diversity. Another job responsibility might be to work with and advise students representing various ethnic and cultural backgrounds. Or, a Department may simply want to have diverse viewpoints represented among its membership to promote academic excellence. These responsibilities may be used in combination when developing an advertisement as noted below in the examples. Examples are listed below.

- Develop a program in Asian-American Psychology.
- Develop training models and curricula designed to reduce physical and mental health risk in ethnically-diverse populations.
- Serve as role models for African-American, Latino, or Native American Students.

Describe the Desired Qualifications

Two main requirements in developing job qualifications are: (a) clarity and (b) flexibility. Poorly specified or unclear job qualifications increase the risk that excellent minority or women candidates will be eliminated for undefined reasons, such as that they were “not qualified” as faculty for the Department.

A tendency toward the comfort of homogeneity also results in committees not hiring candidates that do not fit their own model. Moving away from being satisfied with candidates who are most similar to existing faculty to considering candidates that are different involves more expanded and innovative ways of thinking about faculty positions.

This flexibility in thinking about job qualifications is part of understanding and valuing diversity and creates the opportunity for attracting minority applicants who can make significant contributions, initiate new ways of thinking, and introduce more diverse ideologies.

Career paths for minorities and women may vary in comparison to mainstream or European American candidates. Therefore, when developing job qualifications, search committees need to identify characteristics that allow for more varied backgrounds and experiences. This helps to prevent minorities and women who may have less traditional career paths from being eliminated from the pool of viable candidates for a position. Consider the following:

- If a candidate has not had extensive experience, a situation that may be the result of past discriminatory practice, should that rule out his/her ability to perform the job successfully if given the opportunity?
- Can a similar, but not parallel, work history provide enough experience for an applicant to assume a position, even though on paper it may not be immediately apparent?
- Does the candidate have potential that, with support and mentoring, could develop the ingredients of a successful faculty member?

Search committees must be sensitive to differences and guided by this wariness when outlining the important and unique qualifications desired in a job applicant. Although this way of thinking may not be new, its use in developing job qualifications that are later used in the selection and screening process can contribute to broadening the committee’s perspective, thus promoting and supporting diversification in the pool of candidates to be considered for a given position.

Qualifications described in the position announcement should focus upon opening the pool to a wide range of applicants, in particular to minority candidates. Use a broader definition of scholarship that encompasses specialties in minority or women issues. Abilities to teach in a number of areas should be the aim in developing the list. A search committee would find it useful to keep in mind that the experiences of minority candidates differ. Some candidates may not mirror the characteristics of majority candidates, but that does not mean that ethnic minorities are less able or less qualified. For example:

- When reviewing research manuscripts and/or research studies, reviewers may consider that traditional experimental matched control research designs might not be possible in research studies involving certain minority neighborhoods or communities.
- A candidate may have discontinued education for awhile to earn money to support finishing graduate school; hence, such time off is not reflective of poor motivation, but rather heightened motivation.
- Search committees must keep focused on the goals of the identified qualifications, which are to determine a person's ability to perform the job responsibilities and assess the contributions he/she can make to the program. In the case of minority and women candidates, the search committee must also assess potential contributions based on the candidate's ethnicity and/or cultural background.

Describe Departmental Needs

The search committee must focus upon identified needs of LMU and the program, and take care not to develop requirements that either exclude minority candidates during the search and screening process or discourage candidates from applying when they read a position announcement. See the examples below.

- Research program that focuses on issues relevant to minority populations.
- Ability to work effectively with diverse populations.
- Preference will be given to candidates who are able to teach courses that integrate diverse content and issues.
- Teaching and/or research area is open, but an emphasis in Inclusive Counseling, Community Counseling, or Counseling At-Risk Groups is preferred.
- Proficiency in one of the following areas is desirable: child clinical, community psychology with emphasis on minority or rural populations.
- Interest, training, and demonstrated expertise in counseling and programming to meet the personal, career, and academic concerns of Latino students.

Highlight the Importance of Diversity at LMU

Given LMU's commitment to diversity and interculturalism and consistent with its Catholic/Jesuit/Marymount traditions, position announcements should indicate that a candidate must be committed and able to work effectively within our diverse campus community. See the examples below.

- LMU is committed to diversity in its faculty as well as its student population.
- The LMU community is composed of faculty, staff and students from a wide range of culturally-diverse backgrounds. Applicants should be experienced with and committed to work in and with this diverse population.
- We invite applications for this position from qualified persons who value our mission and share our commitment to diversity and educational equity.
- LMU is committed to enhancing diversity and creating an inclusive learning and working environment.
- The successful candidate will be committed to supporting and enhancing a culturally rich and diverse learning environment.
- Diversity enriches the educational experience of all students. Therefore, we consider diversity at LMU a priority. Providing our students a more diverse learning environment will better prepare them to succeed in an increasingly global society.

Discuss the Value Placed Upon Those Who Can Share and Teach Differing Points of View

Another pivotal factor that enhances the attractiveness of a position to minority and women candidates is the use of statements that convey an interest in the contributions that these candidates can make and the impact their work can have on the overall training and goals of the academic program. Normally, the commonly used phrase "women and minorities are encouraged to apply" is limited in its ability to convey the broader messages associated with more direct statements about the contributions that a minority member can bring to a position. Moreover, more specific statements help dispel concerns often associated with affirmative action hires. Take a moment to read the following example of a position announcement. Notice the different ways that the factors discussed have been incorporated to aid in the development of an ethnically-sensitive position announcement.

- The School of Education invites applications for two openings for the position of: assistant/associate professor of School Psychology to begin fall 2001. The University seeks to attract an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, discovery, application, and integration of knowledge. The University is a doctoral granting public institution

- (a) work in “at-risk” settings;
- (b) development of multicultural educational environments that affirm the value of cultural diversity;
- (c) establishment of formal collaborative partnerships designed to achieve professional impact;
- (d) development of the School as a learning community;
- (e) engagement in systematic inquiry; and,
- (f) development of improved methods of evaluation and research.

Successful candidates will evidence commitment to those priorities and also contribute to the attainment of extramural funding in support of collaborative projects and increased utilization of technologies to improve professional education.

The idea, as demonstrated by this example, is to develop position announcements that convey the value of ethnic diversity and the importance of attracting candidates who bring that added dimension and can facilitate further growth in creating a more culturally and ethnically diverse setting within a department.

Describe LMU as an Atmosphere Where Minority and Women Faculty Can Thrive

Academic Departments should hire more than one or two minority and women faculty to establish an intra-departmental base of support for minority faculty and women members. Candidates do not want to be considered the token minority or woman in a Department and, in some instances, may not want to be the only minority or woman faculty member in the program.

A clear message about the campus climate and the value placed on minority representation in the faculty helps potential applicants anticipate the presence of other minority faculty, who can provide support for dealing with the negative forces of tokenism or be available for discussing shared concerns. Keep in mind, however, that minorities and women can be attracted to a position and a campus even in the absence of a large minority community, student body, and faculty if they perceive the Department to be a supportive environment committed to their interests and wellbeing as prospective faculty members. Examples are listed below.

- LMU aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minorities and women.

- LMU places a high priority on the creation of an environment supportive of the promotion of minorities, women, and persons with disabilities.
- LMU seeks to create a work environment and organizational culture that reflect the society and community in which it is located and a climate for the success of every employee by appreciating the uniqueness that each one brings to the workplace.

Standard Language to Describe LMU

1. Longer

Loyola Marymount, founded in 1911, is a comprehensive university in the mainstream of American Catholic higher education. Located on the west side of Los Angeles overlooking the Pacific, LMU is one of the nation's 28 Jesuit colleges and universities and five Marymount institutions. It serves 5400 undergraduates and over 2500 graduate students in the Colleges/Schools of Liberal Arts, Science and Engineering, Business Administration, Communication and Fine Arts, Film and Television, Education, and Law.

Loyola Marymount seeks professionally outstanding applicants who value its mission and share its commitment to academic excellence, the education of the whole person, and the building of a just society. LMU is an equal opportunity institution actively working to promote an intercultural learning community. Women and minorities are encouraged to apply. (Visit www.lmu.edu for more information.)

2. Shorter

Loyola Marymount, a comprehensive university in the mainstream of American Catholic higher education, seeks professionally outstanding applicants who value its mission and share its commitment to academic excellence, the education of the whole person, and the building of a just society. LMU is an equal opportunity institution actively working to promote an intercultural learning community. Women and minorities are encouraged to apply. (Visit www.lmu.edu for more information.)

GUIDELINES FOR COMPLETING THE FACULTY AD APPROVAL FORM

The **Faculty Ad** Approval form (See Appendix L in Part II Moving Away From Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission) is used to obtain permission to advertise all tenure or tenure-track faculty positions. This form is not required for (1) Visiting Faculty and (2) Clinical Faculty positions.

The Senior Vice President for Academic Affairs and CAO must receive all ads no later than ten (10) working days prior to the deadline date for publication. Only items approved on this form will be processed for payment.

The following supporting document must accompany the **Faculty Ad Approval** form:

(1) Mission and Culturally-Sensitive Position Announcement which contains language to attract a diverse pool of candidates and the LMU Boilerplate

Send the form and Position Announcement to the Vice President for Intercultural Affairs, University Hall, and Suite 4820.

The Vice President for Intercultural Affairs will review the Position Announcement to determine whether it contains the LMU Boilerplate (Appendix J) and mission and culturally-sensitive language, as described in Guidelines for Developing Mission and Culturally-Sensitive Position Announcements. (See Next Page). If the form needs to be revised, it will be returned to the Dean.

The form requires the following approvals (1) Dean, (2) Vice President for Intercultural Affairs, and (3) Senior Vice President for Academic Affairs and CAO.

Questions regarding completion of the **Faculty Ad Approval** may be directed to the Vice President for Intercultural Affairs, (310) 33-7598.

LOYOLA MARYMOUNT UNIVERSITY

FACULTY AD APPROVAL FORM

The **Ad Approval Form** is used to obtain approvals for all tenure track ads for faculty. This form requires the following approvals: (1) Dean, (2) Vice President for Intercultural Affairs, and the (3) Senior Vice President and CAO. Any request for revisions will be directed to the Dean. The Senior Vice President and CAO must receive all ads **no later than ten working days prior to the deadline date. Only items approve on this form will be processed for payment.**

Date:	
Department:	
Name of Dept. Chair or Contact:	
FT Tenure Track Position:	

Name of magazine/journal/on-line service where ad will appear:	Number of issues in which you would like the ad to appear:	Deadline date:	Cost:

If additional space is required, please attach a separate sheet.

Approval Signatures:

Dean: _____ **Date:** _____

Vice President for Intercultural Affairs: _____ **Date:** _____

Senior Vice President and CAO: _____ **Date:** _____

**GUIDELINES FOR COMPLETING THE
REQUEST FOR FULL-TIME AGREEMENT FORM**

The **Request for Full-Time Agreement** form (See Appendix Q) must be completed for the following positions: (1) Full-Time Tenure or Tenure-track Faculty, (2) New Visiting Faculty, (3) Returning Visiting Faculty, (4) Clinical Faculty, and (5) Faculty in Residence.

After selecting a final candidate for a full-time faculty position, the Dean must complete the **Request for Full-Time Agreement**. **The following supporting documents must accompany the Request for Full-Time Agreement:**

- Renewal – Documentation on File**
- Copy of Curriculum Vitae/Resume**
- Completed LMU Faculty Application (Original)**
- Official Transcripts (Terminal Degree Only)**
- Degree (Check One):**
 - A.B.D. (All But Dissertation) Estimated Completion Date: _____**
 - Ph.D. Ed.D. M.F.A. M.B.A. Other _____**
- Additional Information: _____**

Send the form and the required documents to the Director of Academic Budgets and Planning, University Hall, and Suite 4820.

The Director of Academic Budgets and Planning will review the form and attached documents. If the supporting documents are not attached, the form will be returned to the Dean.

Questions regarding completion of the Director of Academic Budgets and Planning (310) 338-5172.

LOYOLA MARYMOUNT UNIVERSITY

REQUEST FOR FULL-TIME AGREEMENT (“RFTA”)

I recommend that an Agreement for the _____ Academic Year be issued as follows:

DEPARTMENT: _____ SLOT #: _____

FULL NAME: _____
(Legal name as reflected on social security card)

MAILING ADDRESS: _____
Number and Street Name Unit # State Zip

Home Phone: _____ Business Phone: _____

Mobile: _____ Email Address: _____

BUDGETED SALARY: \$ _____ Academic Year Fall Term Spring Term

TITLE: Asst. Professor Assoc. Professor Professor Presidential Professor
 Visiting Asst. Professor Clinical Professor Professor in Residence

RANK: Tenure-Track Tenured Non-appointment
If tenure-track position, is Rank and Tenure credit recommended? Yes No
If yes, number of years: _____ Reason: _____

MOVING ALLOWANCE; If yes, please select: FAMILY SINGLE

College/School: \$ _____ Academic Affairs: \$ _____

ENCLOSED DOCUMENTS: All supporting documentation must accompany the “RFTA” prior to production of the full-time faculty services agreement:

- Renewal – Documentation on File
- Copy of Curriculum Vitae/Resume
- Completed LMU Faculty Application (Original)
- Official Transcripts (Terminal Degree Only)
Degree (Check One):
 - A.B.D. (All But Dissertation) Estimated Completion Date: _____
 - Ph.D. Ed.D. M.F.A. M.B.A. Other _____
- Additional Information: _____

APPROVALS:

Dean Date: _____

Director of Academic Budgets and Planning Date: _____

Senior Vice President and CAO Date: _____

(Academic Affairs 08/08)

FACULTY SEARCH TO DO LIST

RESPONSIBILITY	√ DONE
1. Review Loyola Marymount University Mission and Goals	
2. Review Interculturalism: Definition, Vision and Goals	
3. Review Loyola Marymount University Strategic Plan (Section 4 [Catholicity, Diversity, Faculty Recruitment]; Section 5 [Initiative One: Promote Excellence in Teaching, Scholarship and Creativity])	
4. Review Going Beyond Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission	
5. Review Reviewing Applicants: Research and Bias Assumptions	
6. Define Recruiting and Hiring for Mission	
7. Discuss "What Attracts Minority and Women to Academic Positions?"	
8. Review the definition of a Proactive Search Committee	
9. Ask one member to assume responsibility for discussing and advocating for issues relating to LMU's mission and Catholic identity.	
10. Ask one member to assume responsibility for discussing and advocating for issues relating to minorities.	
11. Ask one member to assume responsibility for discussing and advocating for issues relating to women.	
12. Select a Decision-Making Method	
13. Conduct a Department Review	
14. Create a Proactive Recruitment Plan	
15. Complete the Authorization to Begin Recruiting Form	
16. Develop a Mission and Culturally Sensitive Position Announcement	
17. Complete the Faculty Ad Approval Form	
18. Create a shortlist of diverse candidates	
19. Complete the Request for Full-Time Agreement Form	
20. Use Standardized Letters to Keep Candidates Informed	
21. Use Standardized Forms to Evaluate Candidates	
22. Speak with One Voice	
23. Document Each Search	
24. Implement a Proactive Campus Visit	
25. Comply with the Legal Principles for Recruiting Faculty: Validity, Objectivity and Measurable Consistency, Rationality, and Confidentiality	
26. Comply with Ethical Principles to Guide Faculty Searches: Treat All Candidates Equitably, and Avoid Exclusive Thinking	
27. Evaluate the Search Process	