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Reviewing Applicants: Research on Bias and Assumptions

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M.E. Helman, Organizational Behavior and Human Performance 26(1980).

* For full references please see: http://wiseli.engr.wisc.edu/initiatives/firing/brochureReferences.pdf*
We all like to think that we are objective scholars who judge people solely on their credentials and achievements, but copious research shows that every one of us has a lifetime of experience and cultural history that shapes the review process.

“To evaluate other people more accurately we need to challenge our implicit hypotheses ... we need to become explicitly aware of them.”

Virginia Valian

The results from controlled research studies demonstrate that people often hold implicit or unconscious assumptions that influence their judgments. Examples range from expectations or assumptions about physical or social characteristics associated with race, gender, and ethnicity to those associated with certain job descriptions, academic institutions, and fields of study.

It is important to note that in most studies examining evaluation and gender, the sex of the evaluator was not significant; 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.

Examples of common social assumptions or expectations:

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat et al.).

- When shown photographs of men with similar athletic abilities, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis).

- When asked to choose counselors from among a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, students more often chose white candidates than African American candidates, indicating their willingness to give members of the majority group the benefit of the doubt (Dovidio and Gaertner).

These studies show that we often apply generalizations that may or may not be valid to the evaluation of individuals (Bielby and Baron). In the study on height, evaluators applied the statistically accurate generalization that on average men are taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If generalizations can lead us to inaccurately evaluate characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when the generalizations are not accurate?

“Even the most well-intentioned person unwittingly allows unconscious thoughts and feelings to influence apparently objective decisions.”

Manzoor R. Banaji
Examples of assumptions or biases that can influence the evaluation of applications:

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis).
- Randomly assigning different names to résumés showed that job applicants with “white-sounding names” were more likely to be interviewed for open positions than were equally qualified applicants with “African American-sounding names” (Bertrand and Sendhil).

“\textit{To respond without prejudice ... an individual must overcome years of exposure to biased and stereotypical information.}”
\textbf{Patricia Devine et al.}

Examples of assumptions or biases in academic job-related contexts:

- A study of over 500 recommendation letters for medical faculty hired by a large U.S. medical school 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, portrayed women as students and teachers while portraying men as researchers and professionals, and more frequently mentioned women’s personal lives (Trix and Psenka).
- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a curriculum vitae 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 were more likely to hire the male than the female applicant (Steinpreis et al.).
- A study of postdoctoral fellowships awarded by the Medical Research Council of Sweden found that women candidates needed substantially more publications to achieve the same rating as men, unless they personally knew someone on the panel (Wennérás and Wold).

\textit{When we assume “that cultural, racial, ethnic, and gender biases are simply nonexistent in screening and evaluation processes, there is grave danger that minority and female candidates will be rejected.”}

\textbf{Caroline S. V. Turner}
Advice for minimizing the influence of bias and assumptions:

- Strive to increase the representation of women and minorities in your applicant pool.
  Research shows that gender assumptions are more likely to negatively influence evaluation of women when they represent a small proportion (less than 25%) of the pool of candidates (Heilman).

- Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation.
  Experimental studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduces prejudicial behavior (Devine et al.).

- Develop evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.
  Research shows that different standards may be used to evaluate male and female applicants and that when criteria are not clearly articulated before reviewing candidates evaluators may shift or emphasize criteria that favor candidates from well-represented demographic groups (Biemel and Fuegen, Uhlmann and Cohen).

- Spend sufficient time (at least 20 minutes) evaluating each applicant.
  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).

- Evaluate each candidate’s entire application; don’t depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program.
  Recall the study showing significant patterns of difference in letters of recommendation for male and female applicants (Trax and Psenka).

- Be able to defend every decision for eliminating or advancing a candidate.
  Research shows that holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of bias and assumptions (Foschi).

- Periodically evaluate your judgments, determine whether qualified women and underrepresented minorities are included in your pool, and consider whether evaluation biases and assumptions are influencing your decisions by asking yourself the following questions:
  - Are women and minority candidates subject to different expectations in areas such as numbers of publications, name recognition, or personal acquaintance with a committee member? (Recall the example of the Swedish Medical Research Council)
  - Are candidates from institutions other than the major research universities that have trained most of our faculty being under-valued? (Qualified candidates from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching)
  - Have the accomplishments, ideas, and findings of women or minority candidates been undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference? (Recall the biases seen in evaluations of written descriptions of job performance)
  - Is the ability of women or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity being underestimated? (Recall social assumptions about leadership abilities)
  - Are assumptions about possible family responsibilities and their effect on a candidate’s career path negatively influencing evaluation of a candidate’s merit, despite evidence of productivity? (Recall studies of the influence of generalizations on evaluation)
  - Are negative assumptions about whether women or minority candidates will “fit in” to the existing environment influencing evaluation? (Recall students’ choice of counselor)
Researching and Writing Department Review Reports

After obtaining the dean’s approval to initiate a search, the Department Chair must collaborate with the faculty to conduct a review of the department and write a Department Review Report. During the process of researching and writing the report, please follow the guidelines below:

Review the following documents, data, and lists during the process of researching and writing the Department Review Report:

- College/School and Department Strategic Plans, including the current goals and strategy.
- *LMU Ethnic and Gender Profile of the Faculty.* Contact Kim Misa, Research Associate, at 310-338-5343, to obtain this data.
- Relevant data on Lilly Post-Doctoral Fellows and graduate student alumni of Collegium’s Colloquy on Faith and the Intellectual Life.
- The National Pools of qualified applicants for the field as a whole and for subfields, which are published in the *Survey of Earned Doctorates.* Contact Kim Misa, Research Associate, at 310-338-5343, to obtain this report.
- Past department searches to determine the number of women and people of color brought to campus for interviews. If women and people of color were offered positions but turned them down, find out why. Where did women and people of color who were not hired eventually go? Did something interfere with the previous committee’s assessment of their likely success? If a women or people of color was not offered positions in recent searches, why? Does the department need to redefine its outreach, recruitment, and/or evaluation process?

After reviewing relevant documents, data, and lists, identify the educational goals for filling the position. Examples of educational goals include: (1) Creating a faculty that contributes to the Catholic intellectual/artistic tradition. (2) Building an inclusive faculty. (3) Building a faculty profile that is responsive to the ethnic and gender profile of the department’s students. (4) Broadening course offerings. (5) Transforming the curriculum. (5) Adding or expanding an area of research.

Include a discussion on the goals and strategy in the College/School and Department Strategic Plans in the Department Review Report. How will this position help the College/School and Department meet its educational goals? The Department Review Report must also include an analysis of the relevant data in the LMU Ethnic and Gender Profile of the Faculty and national data in the Survey of Earned Doctorates. Do these data reveal educational gaps in the ethnicity or gender of the faculty? How will the department and search committee use these data during the search process?
Additionally, the following information must be included in the Department Review Report:

- Name of Department Chair.
- Name of Chair of the Search Committee.
- Names of other members of the Committee.
- Names of the three committee members who agree to advocate for (1) LMU Mission and Identity, (2) Ethnicity, and (3) Gender.

Sample Department Review Report Number One

The Department of Biology is conducting a faculty search fall 2012 to provide support a broad curriculum that engages students in discovery-based learning. The Biology Department offers a BS degree in Biology and a BA degree in Biology. The Biology Department also offers courses that support some programs and majors in the College (Chemistry and Biochemistry, Environmental Science, Health and Human Sciences, Biomathematics, and Engineering). Many science majors are required to take one or two years of biology courses and the accompanying laboratory courses. Furthermore, some students from all colleges take courses as part of the pre-medical requirements. Approximately 225 students are enrolled in lecture and lab courses in our first year sequence of biology (Biology 110, 111, 102, and 112), and more than 100 students take the second year biology courses (Cell Function and Genetics). These two years of biology courses are considered foundation courses that are critical to providing our students with the necessary biology background for success in multiple disciplines and programs, in addition to the upper division biology classes. The Biology Department is committed to providing a solid foundation to all students. Furthermore, our upper division courses serve approximately 75 majors per year as well as students from many of the science departments/programs in the College (e.g., Environmental Science and Biochemistry). The upper division classes fulfill not only their major/minor requirements but also requirements for graduate studies and professional schools. The Biology Department is dedicated to providing all students enrolled in our program with an outstanding education in biology.

In addition to coursework, the Biology Department offers experiential learning opportunities for our students in laboratory courses and through participation in research projects with our faculty. High school students considering LMU usually mention the research opportunities as one of their top three criteria in considering coming to LMU. Such opportunities are best provided by full-time tenure-track faculty who are dedicated to the teacher-scholar model.

The Biology department wishes to recruit a new faculty to help further strengthen our program by improving our lower division courses, broadening upper division course offerings, enhancing interdisciplinary collaboration in teaching and research, and maintaining our capacity to offer undergraduate students meaningful research experiences. These are ongoing goals of importance to the Department; however, with the departure of Jack Purple, we lost the significant capacity for addressing such goals. As of 15 August 2012, there are four full professors, five associate professors, and five assistant professors in the Department. Of these, one is a
Presidential Professor with course reductions linked to additional functions for the University, and two others have teaching commitments in other programs (Biochemistry and Secondary Science Education, respectively). Visiting Professors teach many of the lower division laboratories and some lecture sections. We have been fortunate in the quality of visiting appointments and that some of the visitors have taught with us for more than one year. However, the lack of continuity stunts the development of pedagogy in these courses. The areas of expertise requested in the advertisement for this position would all strengthen lower division curriculum development in the Department and are also targeted at making stronger connections between different fields and scales in biology, e.g., genes to populations. Additionally, a tenure-track assistant professor with a research program in plant biology or microbiology has great potential to interact with other members of the Seaver College of Science and Engineering. Furthermore, such a hire is fully in line with the University strategic plan, specifically the following themes:

**Excellence in Transformative Undergraduate Education.** The sub-disciplines of plant biology and microbiology are critical to modern undergraduate biology curriculum, as derived from the national curricular reports: Vision and Change in Undergraduate Biology Education: A Call to Action and Bio 2010: Transforming Undergraduate Education for Future Research Biologists, published by the American Association for the Advancement of Science (AAAS) and the National Science Foundation; and the Committee on Undergraduate Biology Education to Prepare Research Scientists for the 21st Century at the National Academy of Science, respectively. Therefore, a transformative biology curriculum must include plant biology and microbiology, and preferably taught by tenure-track faculty.

**Leadership in Graduate Education.** As a strategic hire, a tenure-track assistant professor in the area of plant biology or microbiology may be able to participate in and contribute to the environmental science graduate program as well as aid in the development in future, interdisciplinary graduate program development in the Seaver College of Science and Engineering.

**Promoting the Teacher-Scholar Model.** As a strategic hire, a tenure-track assistant professor in the area of plant biology or microbiology will be able to offer ample research experiences for undergraduate students (leading to conference presentation and publications) as well as follow the exemplary teacher-scholar model currently employed in the Department of Biology.

**Diversity the Reflects Student Population.** Also, in the hiring process, the Biology Department will also strive to find candidates that reflect the diversity of our student population. As of 15 August 2012 the gender profile of the faculty mirrored that of the student body in Biological and Physical Sciences at 64% and 62% female, respectively (5 male faculty and 9 female faculty: Ethnic and Gender Profile of the Faculty, Office of the Vice President for Intercultural Affairs, LMU, LA). The Biology Department has had some success in hiring individuals of different ethnicities; however, the department is not as ethnically diverse as the student body. The Biology Department will work towards a more diverse department. Lastly, the Biology Department values the mission of the
University and is dedicated to hiring faculty members who support the mission of the university.

Advocates for Mission and Ethnic and Gender Diversity: The Search Committee will consist of four faculty. Dr. Red will serve as Chair and the advocate for LMU's mission. Janice Jones will serve as an advocate for hiring women, and Sara Green will serve as the advocate for hiring minority faculty. Mary Ann Jakes will be in charge of the logistics and organization of the files.

The search process will be as follows:

1. The application materials will arrive via mail to Dr. Red.
2. Sylvia Ruiz-Eldridge will enter a name, contact information of each applicant into a spreadsheet, and send an acknowledgment letter to the applicant indicating that we have received his or her materials.
3. Sylvia Ruiz-Eldridge will create a file folder for each applicant and place the folders in a secure area.
4. After October 29, 2012, the members of the Search Committee will begin the review of all the applications. Using a numerical rating system, each member of the committee will evaluate all the candidates. (*scale of 1 to 5: in the categories of teaching/teaching potential, research/ research potential and additional). This review process is expected to take 2-3 weeks.
5. The members of the committee will meet to discuss the individual applicants.
6. Applicants who receive average ratings of two or less by consensus will not be considered further, and a letter indicating that the applicant is no longer under consideration for the positions will be sent.
7. The committee will come to a consensus on a short list (8-15) of highly qualified applicants to present to the department for each position.
8. A binder with information on the short list of candidates will be prepared for all tenured and tenure-track faculty in the department for each position.
9. The faculty members will review the short list of applicants and evaluate each candidate using the numerical rating system described above.
10. The department will meet to discuss each of the applicants and come to a consensus of 5-10 applicants for a phone interview. The individuals of each search committee responsible for advocating for issues relating to women and minorities and mission identity will be responsible for bringing these issues to the department meeting.
11. Phone interviews and reference checks will be conducted to narrow the group to 3-4 final candidates.
12. Dr. Red will discuss the candidates with Dean Don Jones for final approval.
13. On-campus interviews will be arranged and conducted.
14. The department will meet to identify the final candidate.
15. Dr. Red will meet with the Dean to discuss the final candidate who will be made an offer.
16. The Dean will make an offer to the final candidate.
Sample Department Review Report Number Two

Our report summarizes consideration of two questions in connection with our planned 2012-13 job search: how does the position align with our student learning outcomes and curriculum, and what is the current gender and ethnic composition of the department about comparison groups?

**Student Learning Outcomes and Curriculum.** The Department has identified some critical specialties that are not currently staffed or are understaffed. These were pooled from suggestions elicited from the entire Department. The possible fields proposed were, in no particular order, labor economics, macroeconomics, health economics, law and economics, experimental economics, financial economics, business economics, and growth.

Next, this input was discussed in the context of the needed preparation of our economics students in the workplace and post-graduate education, the goals of the College and the University, and the need to reduce part-time instructors, who, in the previous academic year, taught more than one-half of students in economics classes. Important issues raised were attracting the best and most diverse pool possible. All fields that had been proposed were put to a vote, whereby faculty could indicate for each field "most important" (2 points), "less important" (1 point) and "do not include" (0 points). This vote was tallied. There was a high level of consensus about the fields chosen with the top vote getters being macroeconomics, labor and health economics.

Although we requested two positions, one replacement and one new line, we were granted only the replacement line at this time. Our decision, in consultation with the Dean, was to search for Labor and Health Economics. First, to allow flexibility to hire the best candidates and have the greatest chance at hiring women and minorities, the pool of supply for this field offers the greatest numbers and the most diversity. Given the small numbers of women and candidates of color in our discipline, flexibility is an absolute necessity. Second, our economics students have very strong needs to have qualified specialists in precisely these fields in their upper division classes, yet the Department currently has no faculty trained to teach and conduct research in these fields, except experimental economics. Third, given our departmental strength in experimental economics, it is highly likely, as in the last three hires, that our strongest candidates will have this as one of their specialties. A Macroeconomist is also a critical need for our department, but we will have to wait until a new line is granted. Fourth, the Department does have faculty who are qualified to teach in other programs of interest to the College and University, and has already made and will continue to make these faculty available, for example, classes Urban Studies Program, so there are no unmet curricular needs outside the Department that we cannot already fill. Given these facts, the primary concerns are for training our growing majors (more than 20% average annual growth over the past six years), improving the ratio of full-time faculty in core classes, and maximizing the opportunities for a diversity hire, all of which require a greater number of faculty in the Economics department.
Apart from the question of specialties, the Department has recently made significant strides in integrating mission-oriented components into the curriculum, including service learning in several classes and participation of faculty in alternative spring breaks. In addition, our majors have made significant progress in career and post-graduate studies, including two students in recent years who were accepted to the American Economic Association's pipeline program for minorities into Ph.D. programs in economics (only about two dozen students are accepted per year across the whole country), and acceptance of numerous minority students into prestigious graduate programs, including the MS program at Oxford University, economics Ph.D. at Indiana, MBA at Wharton, and Law School at Boalt Hall. We resolved to build on these successes by recruiting a faculty member who shares these values, and, hopefully, contributes to the gender and ethnic diversity of the Department.

Our primary goals, overall, are (1) Adding or expanding an area of research while simultaneously broadening course offerings, (2) Building a faculty profile that is responsive to the ethnic and gender profile of the department's students, (3) Creating a faculty that contributes to the Catholic intellectual/artistic tradition, and (4) Building an inclusive faculty.

**Current Gender and Ethnic Composition of the Department.** For our comparisons, we used figures from the LMU Office of Institutional Research for Fall 2010 for the LMU figures; minorities include African-American, Hispanic/Latino, Asian and Native American/Hawaiian/Native Alaskan/Pacific Islander. For the nationwide numbers, we used the most recent relevant reports of the American Economic Association, the 2011 Report of Committee on the Status of Minority Groups in the Economics Profession and the 2011 Report of the Committee on the Status of Women in the Economics Profession.

The LMU Economics Department breaks down as follows regarding gender and ethnicity:

- **10 Full-time faculty members**
  - 3 Female (30%), 7 Male (70%)
  - 1 Asian (10%)
  - 1 African American (10%)
  - 2 European (20%)
  - 0 Hispanic (0%)

The LMU Economics students break down as follows regarding gender and ethnicity:

- **129 Majors, 11 Minors, 11 New Freshman**
  - Female (38%), Male (62%)
  - White (48%)
  - Asian (12%)
  - Native Hawaiian/Pacific Islander (0.9%)
  - Hispanic (19%)
African American (2.6%)
Multi-Race (8.6%)

The 30% female faculty in the Department is considerably less than the 58% of women students in the LMU student body as a whole, slightly less than the number of women among our majors (38%) and of recent Ph.D. graduates in economics who are female (34.7%). It is also lower than the national average of 29% female economics faculty.

Labor Economics is defined as a "female-friendly" field, which means that the average share of women is higher than the overall average across fields. \(^1\) Searching for a Labor economist will likely result in a pool with greater female representation.

Our 20% minority faculty is less than the roughly one-third minorities among our majors (33%) and LMU students at large (40%). It is considerably greater, however than the 8% minorities nationwide among economics faculty and the 10% minorities among recent Ph.D. graduates in our field. These latter numbers are surely somewhat higher, though, if one includes Asians, but the American Economic Association does not include figures for Asians in their reports.

- Department Chair: Mary Lee Jones
- Chair of the Search Committee: Mary Lee Jones
- Other members of the Committee: John Green, Bobby Orange, and Sara Redfield
- Although all committee members agree to advocate for (1) LMU Mission and Identity, (2) Ethnicity, and (3) Gender. Mary, John, and Sara will make an exerted effort.

\(^1\) Hale, G. and T. Regav, 2011, Gender Ratios at Top Ph.D. Programs, Federal Reserve Bank of San Francisco working paper.
Researching and Writing Proactive Recruitment Plans

Proactive recruitment has relevance for both religious identity and diversity. In addition to advertising the position, the search committee, and department faculty should engage in other types of proactive outreach to increase the number of applicants, including conversations with women and people of color and scholars knowledgeable in relevant fields of the Catholic intellectual tradition (e.g., Catholic social teaching). Proactive strategies include:

- Advertisements in Journals, websites, Listservs, and email groups.
- Advertisements in Journals, websites, email groups and Listservs aimed at women and people of color.
- Recruiting at professional meetings and conferences where faculty can combine visits with recruiting efforts.
- Contacting Department Chairs at other universities, including major Catholic universities.
- Sending the position announcement to professional and academic associations.
- Discussing the position of women and persons of color who received significant professional recognition, asking for their help in locating possible applicants.
- Contacting EEO Officers at targeted universities, asking them to circulate or post the position announcement.
- Researching Directories such as Lilly Postdoctoral Fellows and Minority and Women Doctoral Directory to identify potential applicants.

Include the following information in the Proactive Recruitment Plan:

- Names of publications, websites, Listservs, and email groups where the position announcement will be placed.
- Names of publications, websites, email groups and Listservs aimed at women and people of color where the position announcement will be placed.
- List of professional meetings and conferences where Teacher-Scholars will combine visits with recruiting efforts.
- List of Department Chairs at other universities the Search Committee will contact.
- List of relevant professional and academic associations the Search Committee will contact.
  Names of women and persons of color who received significant professional recognition and who will be contacted by the Search Committee.
  List of directories (such as Lilly Postdoctoral Fellows and Minorities and Women Doctoral Directory), the Search Committee, will review to search for potential candidates.

Share the Department Review Report and Proactive Recruitment Plan with the entire faculty and invite them to comment before writing final versions and submitting them, along with the Authorization to Begin Recruitment form, to the Dean for approval. After obtaining the Dean’s approval, send these documents to the Vice President for Intercultural Affairs.
Sample Proactive Recruitment Plan

The plan summarizes the steps the Department will take to maximize opportunities for recruiting candidates who are a good fit for LMU’s mission in connection with our planned 2012-2013 job search. In particular, it focuses on measures designed to increase the chances of being able to hire a candidate who adds to our diversity through gender or ethnicity and who shares the Jesuit and Marymount values of social justice and service.

Job Advertisement in Job Openings for Economists. Since all candidates and employers in economics go through Job Openings for Economists, we will place an ad in this outlet that makes it clear that we invite candidates who represent a good fit with our mission. The ad will explicitly include references to our diverse student body and our Catholic mission and the Department's desire to hire someone who values those elements of our institution. We will also explicitly encourage applications from women and minority candidates. We intend to place this ad in the October issue of the Job Openings for Economists, which is the biggest problem and the latest date that enables us to conduct the review of applications in time for interviews at the meetings of the American Economic Association.

General Recruitment Strategy. The potential pool of qualified applicants in economics is quite small. The number of job openings is around 1800-1900 in typical years, and the number of US Ph.D.’s in economics is only about 1000. Moreover, most of these Ph.D.’s are not qualified for a position such as ours for a variety of reasons, e.g., 1) publication in the refereed and more highly ranked economics journals that are necessary for tenure is above the skill level of the average candidate, 2) the interests, training, abilities and opportunities of some are more suited to employment in the private or government sectors, and 3) most Ph.D.’s in economics in the US are now foreigners, many of whom either return to their home countries or do not seek a teaching position in US institutions. In our experience, the probability of success in recruiting qualified diverse and mission-oriented candidates depends chiefly on fundamental resource issues: what we have to offer them regarding salary and research support, including issues of teaching load. If we are competitive on the fundamental issues, then our opportunities are enhanced by reaching out to top candidates to encourage them to apply and by being able to reassure them, if they apply, that their needs will be met at the Departmental level (e.g., selection and scheduling of courses, travel support, etc.). The JOE advertisement is usually of little consequence, except as it might help to reassure candidates about these issues, i.e., salary, research support departmental policies, etc. (or serve to alarm them, if we seem very much-out-of-synch with other schools regarding resources or expectations). If we would like to hire someone who is a good fit for our university who also allows us to increase the diversity of our department, we must offer them a competitive salary.
We will also make contact with the following organizations:

- National Economic Association
- American Society of Hispanic Economists
- Latin American and Caribbean Economic Association or Asociación de Economía de América Latina y el Caribe (LACEA)
- Association for the Advancement of African Women Economists (AAA WE)
- National Bureau of Economic Research (NBER) in Cambridge, Massachusetts

**Contacting Faculty at Stronger Ph.D. Programs.** Several of our faculty, particularly those on the search committee, have contacts with faculty at top Ph.D. granting institutions. These are related to collaborations with these faculty or to having come from such graduate programs. These members will contact faculty and inquire about promising candidates, particularly encouraging any minority candidates and women to apply. We have employed this strategy to some effect, including the last time our department hired.

**Contacting Assistant Professors.** Another approach is to identify assistant professors who appear to have been under placed recently. These have the double advantage of being candidates who usually have some documented publications and are more likely to be motivated to move. Sometimes there are also faculty who are at good schools but in areas that might not be viewed as attractive to them, e.g., small and/or ethnically homogeneous communities.

**National Interviews.** At our national interviews, we will ask pointed questions designed to shed light on candidates' backgrounds and attitudes about working at an institution such as LMU. We will, as we have in the past, communicate how LMU's Catholic identity is not constraining but liberating, e.g., by opening avenues for research and teaching on ethics and social justice. We will also convey our student and faculty make-up and express our values regarding diversity and seek to team those of the candidates.

**Campus Visits.** This is perhaps the most critical phase of recruitment. During the campus visits, we will have all candidates meet with diverse and representative groups of our students and faculty. They meet students over lunch and through their classroom teaching, and the students provide written feedback on the latter. After these experiences, we never have had any indications of concern by our candidates that LMU or the Economics Department is anything other than a welcoming environment to those of all backgrounds. On the other hand, we have sometimes lost minority candidates because of concerns they expressed to our faculty or even the Dean about salary, teaching load and research support. We will inform them about the budget for experiments, the group of research and teaching-oriented faculty, the first year course remissions, and the seminar series and their ability to participate in choosing speakers.

**Follow Up.** After the campus visits, we will follow up with candidates and try to keep apprised of their status and keep them apprised of our interest. Previous successful hires have communicated to us that this personal touch made a significant impression on them and factored into their decisions.
LOYOLA MARYMOUNT UNIVERSITY
Authorization to Begin Recruitment (ATBR) PID# 

INSTRUCTIONS: The ATBR is to be used to initiate the faculty recruitment process. It must be completed for the following positions: (1) Tenure or Tenure-Track Faculty, Assistant, Associate, Professor, Presidential Professor; (2) Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor; (3) Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor; (4) Instructor and (5) Professor in Residence. The ATBR should be completed as soon as the dean approves the (1) Departmental Review Report and the (2) Proactive Recruitment Plan (see guidelines below). These two reports are not required for Visiting, Clinical, and Instructor Faculty. The ATBR and two reports should be routed to the Vice President for Intercultural Affairs for appropriate approval. 

Upon receipt of the approved ATBR, recruitment may begin. Please note: A Faculty Ad Approval Form must be submitted and approved before any faculty ad postings.

MARK AS APPROPRIATE:

☐ New Position (Year Approved):  ☐ Tenured  ☐ Tenure-Track  ☐ Clinical Faculty  ☐ Visiting Faculty 
☐ Instructor Faculty 
If Clinical Faculty position, indicate term of appointment (e.g. 1 to 5 years): ________________________________

☐ Tenure-Track Replacement for: ________________________________ Reason for Replacement: ________________________________

☐ Visiting/Clinical/Instructor Replacement for: ________________________________ Reason for Replacement: ________________________________
If Clinical replacement, indicate term of appointment (e.g. 1 to 5 years): ________________________________
Unsuccessful Search: Please indicate if this was the result of a unsuccessful search  ☐ Yes  ☐ No

Additional Comments: ________________________________

I. FACULTY POSITION DESCRIPTION

DEPARTMENT: ________________________________
APPOINTMENT TITLE: ________________________________
Specific areas of competency within the discipline: ________________________________
Degree required: ________________________________
Prior teaching experience required: ________ years
Other qualifications: ________________________________

II. BUDGETED SALARY: $ ________________________________
☐ Academic Year  ☐ Fall Term  ☐ Spring Term
☐ Additional compensation is being requested. Amount:
Provide funding source for additional compensation:

BUDGET NUMBER: ________________________________

BEGINNING TERM: ________________ Grant accounts require Controller Budget Approval: ________________________________

APPROVAL SIGNATURES TO BEGIN RECRUITMENT:

_________________________ Date
Dean

 ___________________________ Date
Vice President for Intercultural Affairs

 ___________________________ Date
Vice Provost for Academic Affairs

College/School Budget Date

Upon receipt of the approved document, recruitment may begin

August 2016
Mission and Culturally-Sensitive Position Announcements

The Mission and Culturally-Sensitive Position Announcement is the basis for establishing objective criteria to assess whether an applicant values Loyola Marymount University’s mission, and has the necessary education, knowledge, research or creative background, and teaching expertise to carry out the described duties. Objective criteria used for hiring must be defined in such a way that a neutral party, such as the courts, can understand them and determine the committee’s application of the criteria in reaching a decision. In other words, objectivity is established through a clear description of the required qualifications and duties to be performed. Vague criteria for selecting candidates create confusion and antagonism. The process of formally defining desirable candidate qualifications and experiences improves the reliability, success and validity of selection and contributes to minimizing the potential for lawsuits.

It is important for every department to consider whether, how and to what extent its discipline invites an academic focus on what McGreevy has called “the long, rich history of Catholic Christianity.” When the Department Review takes place before 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 traditions 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 areas of Catholic social teaching.
- Our department is strongly committed to the mission of the University and has a particular 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.

Position announcements must include mission and culturally-sensitive language, a description of the department, and the desired qualifications and primary job responsibilities as described in the Department Review Report. It is also important to include information in the position announcement that describes the importance of diversity at LMU, the value placed on applicants who can share and teach differing points of view, and LMU as an institution where minority and women faculty can thrive. Finally, the position announcement must include the long or short Standard Language that describes LMU.
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 two 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 Master’s Degree curriculum and accepts 34 students each year.

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. Alternatively, 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 ethically-diverse populations.
- Serve as role models for African-American, Latino, or Native American Students.

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:
• 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.

Value of Applicants 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 a broader message 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.

Example. 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 that enrolls about 32,000 students, including nearly 14,500 minorities. Twenty-five doctoral programs are offered. The School has been recognized nationally for its leadership in the preparation of educational professionals and as a principal contributor to professional literature. In addition to the Baccalaureate, Master's, and E.D. degrees, a Ph.D. degree is available in five major program areas. The School of Education is fully committed to a culturally diverse faculty and student body. The faculty have identified six mission priorities for the School, which are:

• Development of multicultural educational environments that affirm the value of cultural diversity.
• Establishment of formal collaborative partnerships designed to achieve professional impact.
• Development of the School as a learning community.
• Engagement in the systematic inquiry.
• Development of improved methods of evaluation and research.
Successful candidates will evidence a 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.

**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 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 on 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 some areas should be the aim of 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 his/her 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 has made 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.

**Department Needs**

The search committee must focus on identified needs of LMU and the program, and take care not to develop requirements that either excludes minority candidates during the search and screening process or discourage candidates from applying when they read the 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 can teach courses that integrate diverse content and issues.
- Teaching and/or research area is open, but an emphasis in Inclusive Counseling, or Community Counseling.
- Proficiency in one of the following areas is desirable: child, clinical, community psychology with a focus 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.

**LMU as an Institution 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 well-being of 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 Description of LMU to Insert in Position Announcements**

The standard 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 that have a good "fit" as regards their understanding of Loyola Marymount University's religious identity and their support for its mission. However, 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 catalog of courses; the core curriculum; the research interests that faculty shares with both graduates and undergraduates, with their peers and the public; the programs of professional education ... — are any of these 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 on 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 the 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).

Long Description

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.)

Short Description

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.)

Criteria for Mission and Culturally-Sensitive Position Announcements

To meet LMU’s guidelines, Mission and Culturally-Sensitive Position Announcements must address the following:

- Mission and Culturally-Sensitive Language.
- Description of the department.
- The importance of diversity at Loyola Marymount University.
- Primary Job Responsibilities as defined in the Department Review Report.
- Desired Qualifications for the position as defined in the Department Review Report.
- Long or Short Standard Language to Describe Loyola Marymount University.

The Mission and Culturally-Sensitive Position Announcements and Faculty Advertisement Approval Form must be signed by the Dean and submitted to the Vice President for Intercultural Affairs.
LOYOLA MARYMOUNT UNIVERSITY
FACULTY ADVERTISEMENT APPROVAL FORM

INSTRUCTIONS: This form is to be used to obtain approvals for all faculty tenure track ads. The Department Chair should complete and forward the form to the Dean. The Dean will forward the form to the Vice President for Intercultural Affairs for approval. It should then go to the Vice Provost for Academic Affairs for final approval. Any requests for revisions will be sent back to the Dean. The Academic Affairs Office must receive ads no later than seven working days before the deadline date. Only items approved on this request will be processed for payment.

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Name of Dept. Chair or Contact:</td>
</tr>
<tr>
<td>FT Tenure Track Position:</td>
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<tr>
<td>Name of magazine/journal/on-line service where ad will appear:</td>
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Faculty Advertisement: (If additional space is required for the faculty advertisement, please attach a separate sheet to this form.)

Approval Signatures:

Dean

Date

Vice President for Intercultural Affairs

Date

Vice Provost for Academic Affairs

Date
Dear Candidate,

We are pleased to learn about your interest in joining the Loyola Marymount University campus community. For your information, we provide telephone numbers of offices, committees, and programs that you may contact to obtain additional information about our community.

### Telephone Resources

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Office of the Vice President for Mission &amp; Ministry</td>
<td>(310) 338-2987</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>(310) 338-4571</td>
</tr>
<tr>
<td>Center for Ignatian Spirituality</td>
<td>(310) 258-8695</td>
</tr>
<tr>
<td>Office of the Vice President for Intercultural Affairs</td>
<td>(310) 338-7598</td>
</tr>
</tbody>
</table>

Ethnic Minority and Faculty/Staff Network, including the

1. African American Faculty/Staff Association
2. Asian American and Pacific Islander Faculty/Staff Association
3. Latino/a Faculty Association
4. Latino/a Staff Association
5. Faculty and Staff LGBT Network

<table>
<thead>
<tr>
<th>Committee</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Committee on the Status of Women</td>
<td>(310) 338-6076</td>
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<tr>
<td>Child Care Center</td>
<td>(310) 338-8900</td>
</tr>
<tr>
<td>Human Resources</td>
<td>(310) 338-272</td>
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</tbody>
</table>
Standardized Letters

Soliciting Applications or Nominations

Dear Colleague:

Loyola Marymount University is currently undertaking a national search for a tenure-track position in the Department of __________________________ and is soliciting applications and nominations.

The attached Position Announcement describes the nature of the appointment and the qualifications of a successful candidate. I hope you will find it descriptive enough to be of Value in determining whether you might wish to nominate one or more candidates.

I am requesting your assistance in sharing this announcement with associates, graduate students, professional organizations and other resources available to you. Also, would you please encourage any women or ethnic minorities to apply for this position. Our goal is to attract greater numbers of such applicants and thereby increase our opportunities to improve the gender and ethnic diversity of our faculty.

Any assistance you might provide us, including the circulation of the enclosed Position Announcement, will be much appreciated. Please note that there is a specific deadline for the receipt of applications. Nominations received before that date will be given full consideration.

Sincerely,

Search Committee Chair

Enclosure
Standardized Letters

Contacting Organizations and Associations

Dear Colleague:

The mission of Loyola Marymount University includes a commitment to diversity. In our efforts to diversify our workforce, we continually seek to recruit faculty and staff from underrepresented individuals who share a commitment to our mission. Therefore, we would appreciate your bringing the enclosed Position Announcement to the attention of qualified candidates. (Departments can add their embellishments here if they choose to do so.). Alternatively, if you simply want to forward the names of candidates who you think might be qualified or interested, we would be happy to contact them directly.

Thank you very much for sharing this information with your colleagues and for bringing to our attention outstanding candidates for this position on our campus. We look forward to hearing from you.

Sincerely,

Search Committee Chair

Enclosure
Standardized Letters

Contacting Department Chairs

Dear Colleague:

The __________________________ Department at the Loyola Marymount University invites applications for a tenure-track/visiting position in ________, anticipated to begin in the of ________.

I would appreciate it very much if you would bring the enclosed Position Announcement to the attention of graduate students or others who you believe are qualified and might be interested in applying for this position.

I can be reached at (310) XXX-XXXX, should you or others have any questions concerning the position. Thank-you very much for any assistance you might provide.

Sincerely,

Search Committee Chair

Enclosure
Standardized Letters

Acknowledging Letters of Reference

Dear ____________________:

Thank you for your letter of reference on behalf of _____________, who has applied for the position of ________________ in Loyola Marymount University’s Department of ________________.

Your thoughtful letter will be of great assistance to the Search Committee as we begin evaluation of candidates for this position. We appreciate your taking the time to submit this reference.

Thank you.

Sincerely,

Search Committee Chair
Standardized Letters

Contacting Applicants Who Have Been Eliminated From Consideration

Dear _____________:

Thank you again for applying for the position of ______________ in Loyola Marymount University’s Department of __________. We had approximately ________ applications for the position, including many unusually well-qualified individuals. It was difficult to reduce the pool to one that included those individuals we felt most nearly met or exceeded the qualifications and responsibilities of the position. Only a small number of candidates were retained on the list of finalists for the position.

While your application was not selected for the final round of consideration, my colleagues and I greatly appreciate the interest, you showed in Loyola Marymount University and its programs by your candidacy. I want to congratulate you on your past accomplishments and to thank you sincerely for allowing us the opportunity to evaluate your credentials.

I wish you the best for a continued successful career.

Sincerely,

Search Committee Chair
Standardized Letters

Conducting Interviews

Dear ____________:

It was a great pleasure to see you during your recent visit to Loyola Marymount University and your interview for the position of _______________ in the Department of ______________.

After an intensive and difficult review of a number of highly qualified semifinalists such as you, the Department has extended an offer to and gained acceptance of Dr. ______________ of ______________. We had some highly qualified applicants, and I would like to congratulate you once again for being one of the finalists. The Search Committee and program faculty were greatly impressed by your credentials.

My colleagues and I sincerely appreciate your interest in Loyola Marymount University and its programs, which you have demonstrated through your candidacy for this position. We extend our best wishes for a successful and rewarding career.

Sincerely,

Search Committee Chair
Standardized Letters

Announcing a Cancelled Search

Dear ____________:

The Department of at the Loyola Marymount University has ended its search for a faculty member to fill the position of Assistant Professor for which you applied. We were not successful in identifying a candidate who met all of our requirements.

We very much appreciate your wish to join our faculty, as well as the time, effort and consideration spent in preparing your application. We wish you well in all your future academic endeavors and thank you again for your interest in Loyola Marymount University.

Sincerely,

Search Committee Chair
# Standardized Forms

**Initial paper screening worksheet for minimum qualifications**

<table>
<thead>
<tr>
<th>Applicant Name: __________________________</th>
<th>Initials of Rater: ______________</th>
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<tr>
<td>Position: ________________________________</td>
<td>Date of Screening: ______________</td>
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## Preliminary Screens

<table>
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<tr>
<th>A. Ph.D. or Equivalent inappropriate discipline(s) in hand</th>
<th>YES</th>
<th>NO (IF NO, STOP RATING)</th>
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<tr>
<td>B. Specialization(s) within the discipline</td>
<td>YES</td>
<td>NO (IF NO, STOP RATING)</td>
</tr>
<tr>
<td>C. Two Years Teach Experience at the College level</td>
<td>YES</td>
<td>NO (IF NO, STOP RATING)</td>
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## Academic and Professional Preparation

<table>
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<tr>
<th>NA*</th>
<th>POOR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
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**Other Comments:** (e.g., evidence of good “Mission fit”)

```
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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*NA* = Not Applicable/Not Available
Standardized Forms

Applicant Rating Sheet

______ 1. Ph.D. in _____________________

______ 2. Teaching –

______ 3a. Research Experience – Articles
   ______ 10 or more  4 pts
   ______ 9 – 5       3 pts
   ______ 4 – 2       2 pts
   ______ 1 or less   1 pt

______ 3b. Research – Papers Presented
   ______ 10 or more  4 pts
   ______ 9 – 5       3 pts
   ______ 4 – 2       2 pts
   ______ 1 or less   1 pt

______ 4. Contribute to Department (Please Comment. Include comments on potential contributions to LMU’s distinctive Mission as Catholic/Jesuit/Marymount).
# Standardized Forms

## Student Evaluation of Candidate

Your thoughtful answers to these questions will provide helpful information to your visiting instructor.

<table>
<thead>
<tr>
<th>Describe the frequency of the instructor’s teaching procedures, using the following code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Hardly Ever     2 – Occasionally   3 – Sometimes   4 – Frequently  5 – Almost Always</td>
</tr>
</tbody>
</table>

### The Instructor:

| 1. Promoted teacher-student discussion (as opposed to mere responses to questions). |
| 2. Found ways to help students answer their questions. |
| 3. Encouraged students to express themselves freely and openly. |
| 4. Seemed enthusiastic about the subject matter. |
| 5. Changed approaches to meet new situations. |
| 6. Spoke with expressiveness and variety in tone of voice. |
| 7. Demonstrated the importance and significance of the subject matter. |
| 8. Made presentations which were dry and dull. |
| 9. Encouraged student comments even when they turned out to be incorrect or irrelevant. |
| 10. Summarized material in a manner which aided retention. |
| 11. Related material to real life situations. |
| 12. Introduced stimulating ideas about the subject. |

### For the following questions, A-G indicates how descriptive each statement is by blackening the proper space.

1—False 
2—More False than True 
3—in Between 
4—More True than False 
5—True

| 13. Overall, I rate this INSTRUCTOR an excellent teacher. |
| 14. Overall, I LEARNED A good deal in this lecture. |
# Standardized Forms

**Evaluation of Candidates During the Campus Visit**

Evaluator

___________________________________________________________________________________________

NAME: ________________________________________________ FIELD: ______________

PRESENT INSTITUTION OR BUSINESS:

_______________________________________________________________________________________

PRESENT POSITION:

_______________________________________________________________________________________

**TEACHING**

Experience

Teaching Quality

Comments

**RESEARCH**

Experience

Publications

Comments

Potential Contributions to LMU’s Distinctive Mission as Catholic/Jesuit/Marymount

**OTHER COMMENTS** (Grades, awards, schools, etc.)

**INITIAL EVALUATION**

<table>
<thead>
<tr>
<th>High (should be a semi-finalist)</th>
<th>Medium (may be a semi-finalist)</th>
<th>Low (should not be a semi-finalist)</th>
<th>Does (not meet requirements)</th>
</tr>
</thead>
</table>
Guidelines for Checking References

General Considerations

1. The purpose of reference checks is to gather additional information about the candidates as a basis for narrowing the list to a small group that the committee will invite to off-campus or telephone interviews.

2. Reference checks should be limited to the top 8-10 candidates. Of course, the committee could decide to add to the list at a later time.

3. Regardless of previous authorization, the candidate’s permission should be obtained from the Chair (or an assigned member of the committee) just before the calls are to be initiated to the references. This will provide an opportunity to explain to the candidate the status of the search, and for the candidate to raise questions he/she may have about the university or the search process.

4. Calls should be made only to those references provided by the candidate unless the candidate voluntarily authorizes going beyond the list.

5. Each candidate should be assigned to one member of the committee. Some members may be assigned more than one candidate if there are more candidates than committee members. Committee members should call a minimum of three references for each candidate assigned.

6. Review the candidate’s file carefully before making these calls, since it is important that you be able to convey to the overall reference familiarity with the candidate’s on-paper credentials in the course of the conversation.

7. The search committee should develop a list of 5-10 questions that are matched to the search criteria, providing the opportunity to evaluate the candidate against the standards established for this search.

8. Notes should be made on the substance of the calls for the purpose of accurately sharing results with the committee. It is important, though, that reports be made orally at the next meeting, for nuances are often difficult to capture on paper. Unless the committee specifically decides before the reference checking begins that these notes be shared, they should be regarded as reminders to the reference checker and not as part of the committee’s file on the candidate.
Questions for Checking References

Candidate Name _____________________________ Date _____________________
Reference called _____________________________ Phone Number ______________

This is ___________________________. I am a member of the (name of position) Search Committee at Loyola Marymount University. _____________________ is on the list of candidates from whom we will be making our final selection. _____________________ has given us permission to contact references. Would you be willing to comment on his/her suitability for such a position? We would prefer that you keep _________________________ candidacy confidential.

1. What has been your relationship to the candidate and how long have you known him/her?

2. How would you view the candidate’s qualifications regarding the role a (name of position) should assume?

3. How well does he/she work with faculty and people from outside their immediate organization?

4. How well does he/she interact with students?

5. Is he/she a self-starter? Please describe 1 or 2 projects where he/she was a member of a team effort? How did he/she interact with the others on the “team”?

6. How would you describe his/her personality and his/her temperament? (Is he/she a loner? Does he/she lose his/her temper easily? How does he/she get along with others in the office, etc.)?

7. What do you consider his /her greatest strengths? What areas do you have reservations about?

8. What is it about this candidate that you hope I do not ask?

9. LMU is an academically demanding student-centered university with a strong commitment to social justice. It takes pride in its Jesuit/Marymount heritage. In the mainstream of Catholic higher education in the U.S., it prides itself in its Jesuit-Marymount heritage. Would this candidate be a good “mission fit”?
Questions for Checking References

(Continued)

1. On a scale of 1 to 10 (1-loser & 10-outstanding), how would you evaluate this person’s professional performance ( ) and their character ( )?

2. How would you judge the candidate’s administrative abilities?

3. How would you judge the candidate’s academic qualities?

4. How would you judge the candidate as a leader?

5. What substantive accomplishments are attributed to the candidate?

6. How does the candidate’s constituency view him/her?

7. Do you know of any qualities, incidents, or experiences that might make the candidate unsuitable for this position?

8. If the reference is a current or previous supervisor, Would you hire this person again? Why or why not?
Checklist to Evaluate Written Recommendations

1. Does the referee state relationship to the candidate? _____  _____
2. Is specific knowledge of the candidate’s subject matter background mentioned? _____  _____
3. Is the matter of quality of research and publications mentioned? _____  _____
4. Are the candidate’s duties in current position noted? _____  _____
5. Does referee state how well candidate performs his/her duties? _____  _____
6. Are interpersonal relationship abilities noted? _____  _____
7. Are administrative skills mentioned? _____  _____
8. Is there a reference to entry level of the candidate? _____  _____
9. Is the question of the candidate’s initiative mentioned? _____  _____
10. Are specific instances of excellent performance documented? _____  _____
11. Does any part of the letter raise additional questions about the candidate’s skills, abilities, knowledge or judgment? _____  _____
12. Are there negative comments that are echoed in other letters of reference? _____  _____
Checklist to Evaluate Written Recommendations

(Continued)

13. Are there positive remarks similar to those written by other referees for this candidate?  _____  _____

14. Do there seem to be any hidden messages (covert warnings)?  _____  _____

15. Are any personality traits described?  _____  _____

16. Are student-professor or superior-subordinate relations mentioned?  _____  _____
# Questions to Ask and Not to Ask

(1) **Legal Questions**

The legal questions listed below should be asked only when relevant to a particular job.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LEGAL QUESTIONS</th>
<th>DISCRIMINATORY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Status</td>
<td>Do you have any responsibilities that conflict with the job attendance or travel requirements? Cannot be asked unless all applicants are asked the same question and their answer evaluated in the same manner.</td>
<td>Are you married? What is your spouse’s name?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is your maiden name?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you have any children? Are you pregnant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are your childcare arrangements?</td>
</tr>
<tr>
<td>Race</td>
<td>None.</td>
<td>What is your race?</td>
</tr>
<tr>
<td>Residence</td>
<td>What is your address?</td>
<td>Do you own or rent your home? Who resides with you?</td>
</tr>
<tr>
<td>Sex</td>
<td>None.</td>
<td>Are you male or female?</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>None.</td>
<td>Are you homo/heterosexual?</td>
</tr>
<tr>
<td>Weight &amp; Height</td>
<td>Job-related questions.</td>
<td>How much do you weigh? How tall are you?</td>
</tr>
<tr>
<td>Age</td>
<td>If hired, can you offer proof that you are at least 18 years of age?</td>
<td>How old are you? What is your birth date?</td>
</tr>
<tr>
<td>Arrests or Conviction of a Crime</td>
<td>Have you ever been convicted of a crime? You must state that a conviction will only be considered as it relates to fitness to perform the job being sought.</td>
<td>Have you ever been arrested?</td>
</tr>
<tr>
<td>Citizenship or Nationality</td>
<td>Can you show proof of your eligibility to work in the U.S.? Are you fluent in any languages other than English? You may ask the second question only as it relates to the job being sought.</td>
<td>Are you a citizen of the U.S.? Where were you born?</td>
</tr>
<tr>
<td>Disability</td>
<td>Are you able to perform the essential functions of the job with or without reasonable accommodation? Show the applicant the Position Announcement so the answer is an informed one.</td>
<td>Are you disabled? What is the nature or severity of your disability?</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Relatives</td>
<td>Name(s) of relative(s) already employed by LMU. Name and addresses of emergency contacts.</td>
<td>Name and address of any relative of applicant.</td>
</tr>
<tr>
<td>Organizations</td>
<td>Applicant’s membership in any professional or trade organization.</td>
<td>All clubs, social lodges, fraternities, societies or organizations to which the applicant belongs, other than professional trade or service organizations.</td>
</tr>
<tr>
<td>References</td>
<td>Names of persons willing to give professional and/or character references.</td>
<td>The name of the applicant’s pastor or religious leader.</td>
</tr>
<tr>
<td>Photographs</td>
<td>None.</td>
<td>Photographs with application or after interview but before hire.</td>
</tr>
</tbody>
</table>

*Legal and Effective Interviewing, Costal Training Technologies Corp., Virginia Beach, VA.*
(2) Sample Questions about Mission and Identity

1. How do you see the difference between Loyola Marymount University as a Catholic university and secular institutions you are familiar with?

2. How do you see yourself contributing to LMU’s Jesuit and Marymount heritage, e.g. to the dialogue between faith and culture, to our commitments to the education of the whole person and the service of faith and promotion of justice?

3. At Loyola Marymount, we are concerned about hiring people who will be a good fit for the University. On the other hand, why do you think LMU might be a good fit for you?

As a religiously-affiliated university, LMU is not prohibited from discriminating by religion, and it is expected that certain positions, e.g.,..., President, Director of Campus Ministry, will be filled by a Roman Catholic. In faculty hiring, however, it is not the practice to inquire about a person’s religion (although candidates sometimes volunteer that information). Hiring for Mission does not mean hiring only Catholics but hiring faculty who appreciate the religious identity of the University and will contribute to its mission. Of course, it is all to the good, when the opportunity presents itself, to hire faculty whose scholarship/creative work is informed by living experience of the Catholic intellectual/artistic tradition.

(3) Sample Responses to Questions about Mission and Identity

The following are some responses regarding LMU’s Catholic/Jesuit identity from candidates interviewed at New Orleans MLA Convention (December 27-28, 2001) for an assistant professor position in the English Department. The question put to the candidates asked them to say what they thought would be different about LMU as Catholic/Jesuit, compared with secular universities. In some instances, the candidates also indicated what they might personally hope to contribute to LMU’s Catholic/Jesuit identity.

1. A tradition of Jesuit intellectual rigor is part of the environment at LMU. It helps to keep in perspective things like athletics or Greek life, which are more dominant on some other campuses.

2. Social justice involvements are a prominent aspect of a Jesuit campus. N.B.- In his dissertation candidate brings a theological perspective (among others) to bear on Don LeLillo; looks for hints of hope, belief, salvation.

3. On a Jesuit campus there is a concern for faith and justice. Among Catholic educators, Jesuits are noted for openness rather than providing pat answers. They welcome ecumenical and inter-religious dialogue. N.B. - In his approach to literature, the candidate wants to move beyond post-modern responses to raise questions of belief. Candidate “would like to participate in academic advising and social advocacy programs, helping students to develop into well-informed, socially conscious, and principled adults while continuing my growth as a Catholic scholar and educator.”

4. LMU claims to be concerned with “the education of the whole person.” Do you take this part of your mission seriously? Are you concerned about students’ emotions as well as
their reason, their heart as well as their head? Do you nurture love, trust, and honesty along with your commitment to justice?

5. A Catholic university is different from its secular counterparts in its openness to a spiritual dimension. It wants students to be reflective about their place in society. Jesuit education highlights social responsibility and outreach to the community. N.B.-Candidate thinks it would be interesting to research how Catholic motives for social responsibility might differ from Emerson’s Protestant motives (wrote his dissertation on Emerson and DuBois).

6. A university like LMU is open to questions about spirituality. Without imposing a spirituality, a teacher can raise questions, focus issues.

7. As experienced at Detroit Mercy, Jesuit education is concerned with service learning, outreach to the community.

8. LMU preserves the Jesuit respect for the humanities/liberal arts as over against the “corporatizing” of much of higher education.

9. Catholic education is open to the mystery of God lying behind everyday occurrences. “A rainbow is no less a miracle for the fact that science can explain it.”

(4) Sample Questions about Inclusive Teaching and Learning

1. What is your basic teaching philosophy?

2. What do you see as the basic function of undergraduate education?

3. What would you do to get to know your students -- the backgrounds and experiences they bring to class that influence how they learn from you?

4. Describe the repertoire of teaching methods you would use to help you work effectively with diverse groups of students?

5. What strategies for successful learning do you share with students?

6. Is the content of your course such that it acknowledges and incorporates diverse experiences and perspectives? Could it be?

7. How do you want to be perceived by your students?

8. What courses in graduate school did you enjoy most and find helpful in preparing to teach? Why?

9. What are your teaching strengths / weaknesses?

10. What does the term *Equitable Class Participation* mean to you?
11. How do you develop good student / professor relationships?

12. What courses could you teach from those listed in the Bulletin for our department?

13. What new courses could you introduce? What other ways do you see yourself contributing to our department?

14. How do you propose to balance teaching, research, and service in your career?

(5) Sample Questions on the Understanding of Gender Issues

1. Sometimes women students do not participate as much as men do. What have you done to encourage women to participate in your classes? Has it worked?

2. Approximately how many men have you nominated for fellowships, awards, and prizes? How many women?

3. Have you had teaching or research assistants in the recent past? How many were women?

4. (For science faculty) Research shows that women in science often have lower aspirations than their male colleagues. Have you encountered this trend in your classes? What do you do about it?

5. (For science faculty) What differences have you perceived in men and women in the laboratory? Do you tend to have single-sex lab teams? Why?

6. How have you encouraged women students to enter traditionally male fields?

7. What has been your experience with faculty or student hostility to women and women’s issues? What was your response?

Have any students ever complained to you about sexual harassment or discrimination in any work with professors or staff? If so, how did you respond?
(6) Sample Questions about Writing Across the Curriculum for Those Teaching Core Courses

1. Why do you use writing in your courses, and how do you think writing promotes learning in your discipline?

2. What issues do students seem to struggle with in their writing for your courses?

3. What frustrates you about student writing?

4. How do you assess student writing? What are you looking for in student writing and how do you communicate this to students?

(7) Sample Questions about Research

1. Why did you decide to pursue a doctorate in your field?

2. How did you choose your dissertation topic?

3. Do you plan to revise your dissertation for publication?

4. Describe your research. Who are some of the leading scholars in your field? How would you situate your work about theirs?

5. Where do you see your research going? What do you plan to look at next?

6. What types of equipment will you need to continue your research?

7. How can you involve undergraduates in your research? What types of research projects would you have them work on?

(8) Sample Questions about Extra Curricular Activities and University Service

1. At LMU, as at other institutions, there are opportunities for service at the department, colleges, and university levels. Have you thought about types of service you might eventually like to be involved in?

2. Studies show that retention rates improve when faculty interact with students outside the academic setting. Do you see a role for yourself in this student’s extra-curricular activities?