UNIVERSITY OF NEBRASKA AT OMAHA

# Faculty Recruitment and Search Guidelines and Toolkit

Updated: 2024-25

# Faculty Recruitment and Search Guidelines and Toolkit

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Last updated Summer 2024

On this occasion, it is appropriate to acknowledge that UNO occupies the traditional treaty lands of the Omaha and Otoe-Missouria Tribal Nations. We would also like to express our respect to the Ponca Tribe of Nebraska, the Winnebago Tribe of Nebraska, the Santee Sioux Tribe of Nebraska, and the 170-plus other tribes represented within the Omaha area today.

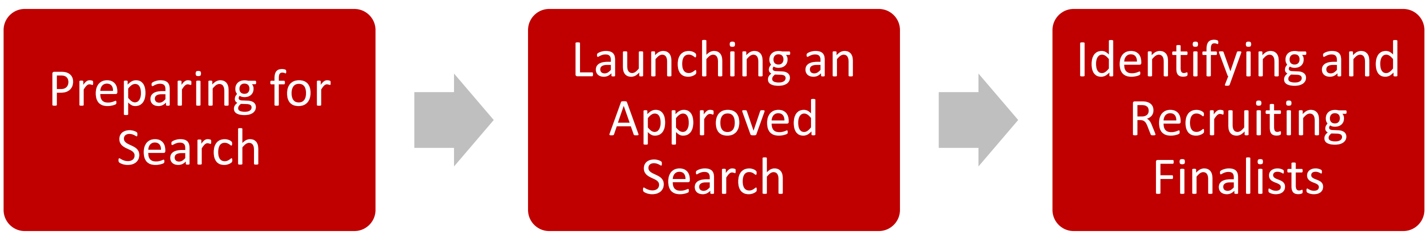
# Introduction

This document outlines the minimum required practices and provides resources to facilitate tenure-track faculty search efforts at the University of Nebraska at Omaha (UNO). It also brings together best practices for inclusive excellence in the faculty recruitment and search process.

In brief, the recommendations of this document are three-fold.

- Dedicate time to advertise and recruit a large applicant pool from a range of venues and backgrounds.
- Screen applications and conduct interviews in a manner that reduces the effects of implicit bias and creates a strong list of possible hires.
- Conduct searches with a perspective that every applicant and every visitor/interviewee feels informed, welcomed, and excited about UNO and the Omaha community.

These guidelines provide concrete strategies at each stage of the search process. For administrators and search committee members, the "Faculty Search Checklist" on page 3 serves as a quick reference guide. The checklist and the remainder of the guidebook are divided between the following phases of the search process. Although policies and procedures may differ across colleges and units, these phases apply to all full-time tenure-track faculty searches.




1) Preparing for a search: laying the groundwork, submitting the requisition, forming a committee, drafting the announcement, and developing a recruitment strategy
2) Launching an approved search: recruiting a diverse applicant pool, evaluating applicants, and conducting shortlist interviews
3) Identifying and recruiting finalists: identifying finalists, designing successful campus interviews, and closing the deal with the top candidate.

**Research Associates and Instructional Faculty**

Recruiting talented research associates and instructional faculty is also important. However, the timelines and processes for these positions may be abbreviated and/or expedited. Simplified search processes for research associates and instructional faculty positions are outlined in appendices to this guide.

| | |
|---|---|
| See Appendix A<br>for guidance in hiring research associates | See Appendix B<br>for guidance in hiring instructional faculty |

# Faculty Search Checklist for Tenure-track Positions

## P1 Phase 1: Preparing for a Faculty Search

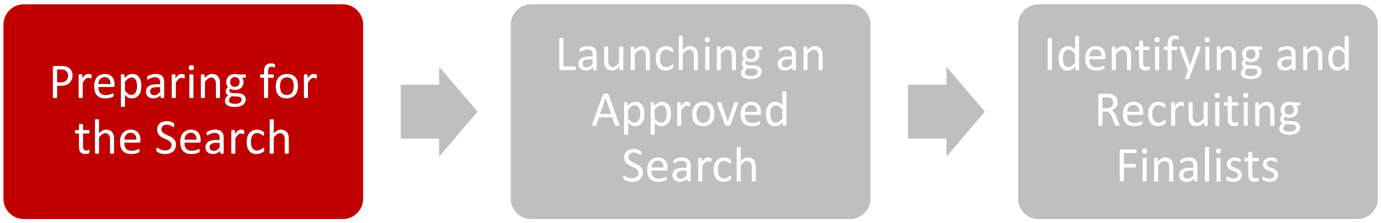
- ❒ Propose a new position, with consultation from faculty, department chair, dean, and Academic Affairs, that aligns with the needs of the unit and the campus' strategic priorities.
- ❒ Obtain position approval from the Chancellor's Executive Leadership Team.
- ❒ Form the search committee with a diverse membership, individuals with faculty search training, and a search advocate.
- ❒ Develop a recruitment plan in consultation with the department and dean.
- ❒ Craft a position ad that conveys inclusive excellence, links to the unit's mission, and lists documents to be submitted by applicants (e.g., research, teaching, diversity statements).

## P2 Phase 2: Launching an Approved Search

- ❒ Recruit applicants through conference visits, professional networks, campus visits, social media, phone calls, and by connecting with Hispanic Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and appropriate professional settings outside of academia, etc.
- ❒ Develop screening criteria and questions for the video interviews for all candidates.
- ❒ Obtain demographic data of the applicant pool to determine if it's time to review applications.
- ❒ Following approval, review applications, focusing especially on original documents.
- ❒ Obtain demographic data of the shortlist to determine if additional candidates are needed to ensure a representative pool.
- ❒ Conduct video interviews, noting how each candidate meets/does not meet the criteria in the position description.

## P3 Phase 3: Interviewing and Attracting Finalists

- ❒ Propose a finalist list of at least 4 candidates for campus interviews.
- ❒ Obtain demographic data of the proposed finalist list to determine if additional candidates could create a more diverse pool.
- ❒ Share the finalist list with the department; develop questions to be posed to each candidate.
- ❒ Invite at least 3 finalists to campus for interviews.
- ❒ Construct an itinerary for each finalist that includes meetings with individuals from the department, relevant academic units, the dean, Office of Research and Creative Activity (ORCA), Center for Faculty Excellence (CFE), as well as affinity groups.
- ❒ Check references of the finalists; focus questions on both strengths and weaknesses.
- ❒ Develop a process to gather feedback from all stakeholders during the interviews.
- ❒ Gather the pros and cons of all finalists after campus interviews and determine, in an unranked fashion, which finalists are acceptable.
- ❒ Propose a top candidate to the dean; weigh all forms of excellence in selecting the top choice.
- ❒ Negotiate the offer with your top choice candidate.
- ❒ Craft the letter of offer; <u>this is done by the dean</u> and reviewed by Academic Affairs.




# Phase 1: Preparing for a Tenure-track Search

The steps in this phase (proposing a position, forming a search committee, crafting the position announcement, developing a recruitment plan, and creating a requisition in PeopleAdmin) lay the groundwork to obtain a well-qualified applicant pool. These can occur sequentially or concurrently.

## Proposing a Position

A proposal for a faculty position should occur in consultation with the dean and evolve out of an intentional assessment of the unit's needs and how the position is related to the unit's mission and strategic plan as well as the role it will play in fostering an inclusive environment.

*Best Practices*

- Complete an assessment of the unit's needs. A faculty search is an opportunity to expand the expertise of the department, modernize the curriculum, increase the relevancy of academic programming, and/or heighten the research or creative activity profile of the unit.
- Engage faculty in the discussion and assessment of departmental needs. Articulate as broad a position as possible, rather than a narrow position out of compromise of many interests.

*Required Process*

- Chair/Director consults with dean on the possibility of a search for the position.
- Chair/Director leads conversations with faculty to identify and assess unit needs.
- Chair/Director proposes broad parameters of the position (e.g., rank, start date, budget).
- Dean consults with Academic Affairs on moving forward with the position.
- Academic Affairs compiles and shares annual data on the demographics of faculty at the unit, college, and institutional levels as well as demographic data for recent doctoral graduates.

*Resources*

- Data on the demographics of unit faculty and recent doctoral graduates in relevant fields.

## Forming the Search Committee

The search committee plays the primary role in cultivating a diverse, well-qualified applicant pool and ensuring the search proceeds equitably and inclusively at every stage.

*Best Practices*

- Use current faculty demographic data as a springboard for considering perspectives that may be missing or that would expand the experiences of the unit in research/creative activity or the classroom.
- Appoint a committee that strives to represent the diverse aspirations of the faculty.
- Appoint a committee chair who will ensure the search process is carried out fairly and equitably.

*Required Process*

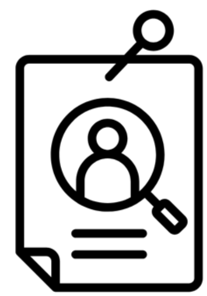
- Chair/Director identifies a search committee and search chair who will oversee and carry out the search. The search committee should be diverse in terms of sexual orientation/gender identity, race/ethnicity, and rank. Units that lack diversity should consult with the dean on ways to enhance the diversity of the search committee.
- Committee members are required to have participated in search training within the last three years.
- The unit chair/director and search committee chair should work together to identify a search advocate (see Appendix C) who serves as a non-voting member of the search committee.
- Following the dean's approval, the proposed search committee including roles and search training history for each member is submitted to Academic Affairs.
- Following final approval of the search committee, the chair/director meets with the committee to discuss expectations, clarify roles and responsibilities, and establish a timeline for the search.

*Resources*

- The Center for Faculty Excellence (CFE) offers on-demand and synchronous faculty search training. Visit the CFE webpage for additional information.

## Crafting the Position Announcement

The position announcement should communicate that diverse experiences and perspectives are welcome and valued. It should also demonstrate that the unit is actively fostering and creating an inclusive campus environment for faculty, staff, and students. Finally, the position description should vividly speak to the mission, vision, core, and pillars of UNO.



*Best Practices*

- Define the position as broadly as possible in terms of the disciplinary background, experience, and expertise desired. Narrowly defined positions tend to result in smaller, less diverse pools.
- Use the position announcement as a marketing and recruiting opportunity. Consider how it can spark prospective applicants' interest in the program, college, university, and Omaha.
- Require applicants to submit materials that will allow an assessment based on primary sources (e.g.: teaching, research/creative activity, and diversity/equity statements). It can be helpful for you to provide some institutional context for applicants such as student demographics and guidelines on what applicants should include. Sample requests include:
    - Submit a 1- to 2-page teaching statement. Items to address in the statement include your understanding of adult learning, efforts you have taken to build/enhance your teaching skills, how you foster an inclusive learning environment and support learners with diverse needs, how you respond to teaching challenges, and/or brief descriptions of previous teaching experience.
    - Submit a 1- to 2-page research/creative activity statement. Items to address in the statement include a description of your dissertation, an ongoing research project, or most recent scholarly or creative endeavor and status toward its completion; current research interests, potential funding sources to support your work; a list of publications and recently submitted manuscripts; and/or previous externally funding projects.
    - Submit a 1- to 2-page diversity statement. Items to address in the statement include a description of how you have/or plan to establish and foster a welcoming learning environment; your understanding of first-generation students, and/or an outline of how you have taken/or plan to take steps to support diverse learners.

*Required Process*

- The search committee works with chair/director, faculty, and search advocate to draft the announcement.
- The position announcement includes areas of expertise, position duties and expectations, required application materials, and information on how to apply.
- The position announcement is shared with the dean and Academic Affairs for final review and approval before being shared or posted more broadly.

*Resources*

- Examples of position announcements are available on the Academic Affairs website.
- A template for identifying search criteria is available on the Academic Affairs website.

## Developing a Recruitment Plan

A recruitment plan describes how the position will be shared with diverse audiences and how faculty professional networks will be accessed to identify prospective applicants. Recruiting typically starts well before a position is identified. It involves ongoing relationship building and networking with a broad range of diverse groups beyond the areas in which unit faculty typically research or publish.

*Best Practices*

- Actively cultivate diverse professional networks through conferences and societies.
- Keep professional networks engaged by regular messaging about program accomplishments or student achievements in the form of personal emails, newsletters, and social media.
- Promote the position, program, and UNO in professional settings outside of academia.
- Meet and recruit prospective applicants when visiting other campuses or conferences, even in years when no search is underway.
- Utilize social media networks of professional organizations.

*Required Process*

- Search committee drafts a multi-pronged recruitment plan.
- Recruitment strategy is shared with the dean.

*Resources*

- Academic Affairs has compiled a list of doctoral programs at HSIs and HBCUs that can be filtered or sorted by discipline.

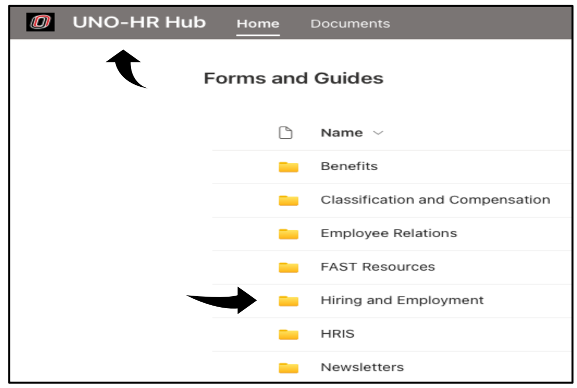
## Creating a Requisition in PeopleAdmin

Requisitions for faculty searches are submitted through PeopleAdmin Requests to fill existing positions. These must be advanced through PeopleAdmin and include complete information for all fields. Requests for new positions begin with requests from the senior vice chancellor before creating a

PeopleAdmin entry. Positions are advanced to executive leadership only when PeopleAdmin information is complete and approved.

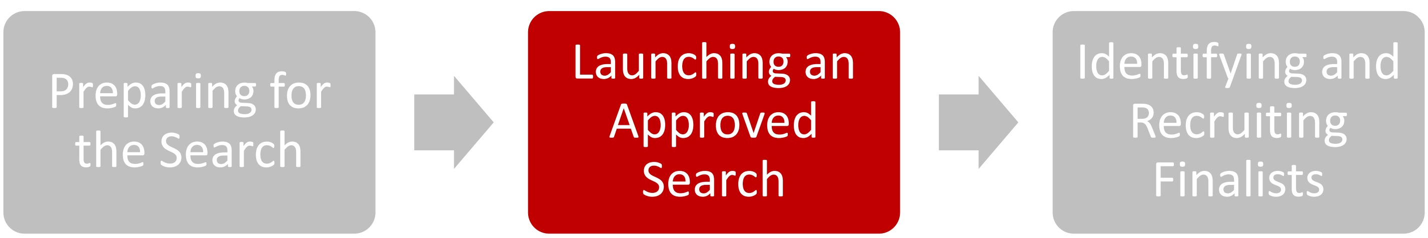
*Required Process*

- Chair/Director oversees entry of requisition in PeopleAdmin, which is often handled by the unit or college business manager. The creation of the requisition initiates the formal review and approval process for the position.
- Chair/Director reviews all aspects of requisition and approves within PeopleAdmin when requisition is complete.
- Dean reviews all aspects of requisition and approves within PeopleAdmin when requisition is complete. Approving the requisition promotes it to Academic Affairs.
- Academic Affairs reviews all aspects of requisition and obtains approval from Chancellor's Executive Leadership Team before providing final approval. Upon final approval within the PeopleAdmin system, the position will be posted on the UNO Employment site.




*Resources*

- UNO's Human Resources has compiled a PeopleAdmin User Guide that provides step-by-step instructions and screenshots that can help you navigate the PeopleAdmin system, The guide can be found on the HR Hub, a SharePoint site, in the Hiring and Employment folder.




## Phase 2: Launching a Tenure-track Search

This phase focuses on attracting a diverse applicant pool. Although demographics vary by discipline, search committees can be guided by national data on Ph.D. or terminal degree production by discipline.

### Posting the Position and Recruiting Applicants

*Best Practices*

- Post announcement on sites with diverse readership such as special interests caucuses or divisions within your discipline's professional organizations.
- Share the announcement outside UNO and ask for assistance with promoting the position.
- Contact HSIs and HBCUs with doctoral programs.
- Engage faculty professional networks, professional contacts in doctoral programs, including professional business sectors outside of academia, etc.
- Recruit for the position at professional conferences, association meetings, and other events.

*Required Process*

- Search committee carries out approved, proactive recruitment plan.
- After the position has been posted for at least 30 days, the search committee works with the chair/director to request permission from the dean to begin the review of applicants.
- Dean requests applicant pool data from Academic Affairs (see page 10).
- Dean reviews data and determines 1) if diversity of applicant pool is representative of available pool and/or diversity aspirations of the unit, and 2) if the pool is sufficiently large.

*Resources*

- Academic Affairs may be able to provide financial support for select conference travel.
- If the cost of posting the position in a range of venues with diverse readership becomes prohibitive, contact your dean or Academic Affairs to request assistance with these costs.

## Reviewing the Applicant Pool

Ensure that the review of applicants is equitable and inclusive by identifying evaluation criteria in advance and relying on candidate-created primary sources for rating applicants.

*Best Practices*

- Before reviewing applicants, use data to determine if the applicant pool reflects the diversity of the available pool of doctoral graduates (see page 10). If not, expand recruitment efforts and allow more time.
- Articulate the criteria that will be used to evaluate applicants in advance of reviewing applicants.
- Use a scoring rubric to facilitate the review of applicants in an equitable manner.
- Focus the review on primary sources of information (i.e., application components created by the applicant that show how they think or approach various topics), not proxy indicators such as doctoral-granting institution or letters of recommendation.
- Adhere to best practices in requesting and reviewing letters of recommendation. Research shows that they often contain biases.
- Ask for a diversity statement in the application materials (see Crafting the Position).

*Required Process*

- Before beginning applicant review, verify the dean has approved moving forward with this stage.
- Search committee determines how candidates will be evaluated according to the criteria identified in the position announcement and decides whether an applicant review form will be used.
- Search committee meets to discuss applicant review and to identify candidates who meet the criteria.

*Resources*

- Templates for reviewing and evaluating applicants in terms of whether they meet search criteria are available on the Academic Affairs website.

## Identifying and Interviewing the Shortlist

Conduct structured video or phone interviews with your shortlist, a group of 8-10 applicants, to help prevent prematurely narrowing the list of potential interviewees.

*Best Practices*

- Identify a shortlist of 8-10 candidates who reflect the diversity of the applicant pool.
- Develop a list of questions that will be posed to each candidate in the interviews.
- Include a question about each candidate's work with diverse student groups or use of inclusive pedagogical approaches.
- Consider sharing the questions with candidates in advance of the structured interview.
- Add more candidates to the initial pool for phone/video interviews; this can help you learn about "interesting" or "remote" possibilities "outside the norm" for the discipline.

*Required Process*

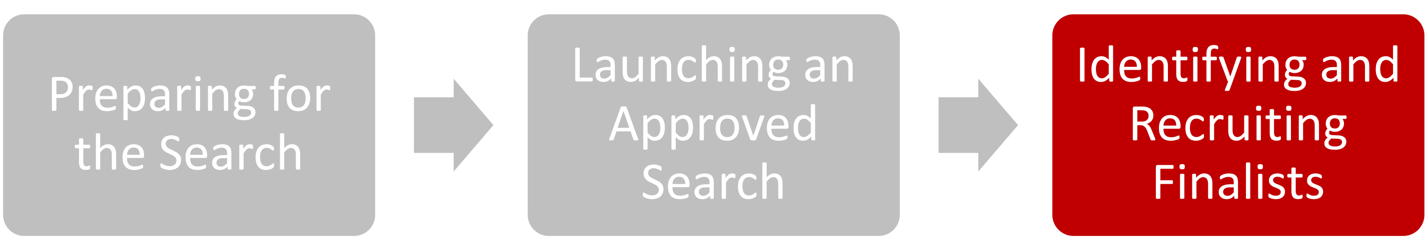
- Search committee develops questions for 30-, 45-, or 60-minute phone/video interviews.
- Search committee reviews applicants who meet search criteria minimum threshold requirements and works toward identifying a shortlist of approximately 8-10 (preferred) applicants.
- Proposed shortlist is sent to dean for review and approval.
- If more than one position is being considered out of the same applicant pool, expand the shortlist.
- Dean requests demographic data on shortlist data from Academic Affairs (see page 10).
- Dean reviews diversity of shortlist to determine if it is representative of applicant pool.

*Resources*

- Potential structured interview questions have been compiled from items shared by departments on campus and are available on the Academic Affairs website.

## Using Data throughout the Search Process

Search committee members, chairs/directors, deans, and administrators should pause at each step of the process and ask the question: Are we adhering to equitable and inclusive search practices? To assess the effectiveness of our efforts and inform decision-making, UNO uses data as a checkpoint. Academic Affairs will provide a table (see page 10) to help all involved in the search process to evaluate the diversity represented in the applicant pool, shortlist, and finalists. Although included in Phase 2 of this guidebook, referencing data is used in Phase 3 as well.




## P3 Phase 3: Identifying and Recruiting Tenure-track Finalists

The final phase serves a two-fold purpose. UNO must evaluate the skills, temperament, and values of the candidates and consider who will add to our community of inclusive excellence. Additionally, UNO strives to attract candidates and communicate to them that we are a welcoming and inclusive community.

| **Data Supporting Faculty Searches** | Available Pool - Survey of Earned Doctorates[4] | | UNO Faculty and Search Data | | | |
|---|---|---|---|---|---|---|
| | *Related Field 1* | *Related Field 2* | *Unit Full-time Faculty* | *Applicant Pool* | *Shortlist* | *Finalist List* |
| Female | 55 | 56 | 8 | 30 | 4 | 2 |
| Male | 39 | 52 | 10 | 34 | 4 | 2 |
| Not Disclosed | | | | 2 | | |
| *Totals* | *94* | *108* | *18* | *66* | *8* | *4* |
| ***% Female[1]*** | *58.5%* | *51.9%* | *44.4%* | *46.9%* | *50.0%* | *50.0%* |
| Asian | 4 | 2 | | 9 | 1 | |
| Black or African American | 7 | 11 | 1 | 2 | 1 | 1 |
| Latino | 3 | 8 | | | | |
| Native American/American Indian | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | 57 | 61 | 16 | 45 | 6 | 3 |
| Two or more races | 4 | 1 | 1 | 2 | | |
| Not Disclosed | 1 | 3 | | | | |
| *Total* | *76* | *86* | *18* | *58* | *8* | *4* |
| ***% Nonwhite[1]*** | *23.7%* | *25.6%* | *11.1%* | *22.4%* | *25.0%* | *25.0%* |
| ***% Underrepresented Groups[1,2]*** | *13.2%* | *22.1%* | *5.6%* | *3.4%* | *12.5%* | *25.0%* |
| *All Doctoral Recipients[3]* | 94 | 108 | | | | |

[1] % Female, % nonwhite, and % underrepresented groups based on known data.

[2] % Underrepresented groups: Black or African American, Latino, Native American or American Indian, and Native Hawaiian/Pacific Islander.

[3] Data includes individuals for whom citizenship status was not disclosed.

[4] Data in these columns come from the National Science Foundation and will be from relevant disciplines for a particular search.

# Identifying Finalists

## *Best Practices*

- Consider candidates' qualifications, asking about accomplishments and how candidates have demonstrated innovation in their environments.
- Ask what unique assets or experiences each candidate could bring that complement the rest of the department.
- Articulate elements of the candidate's portfolio that may be of concern or deserve further inquiry during the visit.
- Consider expanding the finalist list of campus interviews if doing so will increase the diversity of candidates invited to campus.

*Required Process*

- Search committee discusses shortlist candidates to propose a diverse list of at least 4 finalists. This number helps protect the anonymity of the applicant pool. Summarize how the proposed finalists meet position criteria and share with chair/director.
- Chair/Director reviews proposed finalist list with department and shares with dean.
- Dean requests demographic data from Academic Affairs and assesses diversity of finalists (see page 10).

*Resources*

- If additional finalists would further add to the diversity of the campus interviews, financial assistance to support campus interviews may be requested from Academic Affairs.

## Hosting Campus Interviews

Invite at least 3 of the 4 finalists for in-person campus interviews. Campus interviews are a great opportunity to learn more about candidates as well as to highlight all that UNO has to offer, including an inclusive and equitable campus environment.

*Best Practices*

- Build the itinerary in a way that allows candidates to learn about UNO and Omaha (campus tour, meetings with Academic Affairs, CFE, ORCA, driving tour of Omaha, local schools, etc.).
- Incorporate breaks, ask candidates in advance about dietary preferences, respect religious holidays, and ask if there is anything the candidate would like to learn about while in Omaha or on campus.
- Provide each candidate with an opportunity to identify affinity or interest groups they want to learn more about during the interview (see Appendix D).

*Required Process*

- Chair/Director contacts 3 or more finalists to invite them for campus interviews.
- Search committee develops an itinerary in consultation with dean, department, and the candidates.
- Search committee develops a tool for gathering feedback on each candidate from faculty and other stakeholders before the next candidate's visit.
- Chair/Director or search committee checks references, asking about unique strengths of each candidate as well as areas requiring additional support for the candidate to thrive as an independent investigator and/or in their teaching role at UNO. Ask how each candidate could contribute to UNO's metropolitan mission and its commitment to inclusive excellence.

*Resources*

- Share the Omaha and UNO Guide with all finalists (available on the Academic Affairs website).
- Use Appendix D to help customize each finalist's campus (or virtual) interview.
- Examples of feedback templates are available from the Academic Affairs website.

## Making an Offer and Closing the Deal

Identify finalists who will contribute to the culture of inclusive excellence at UNO.

*Best Practices*

- Ask which of the finalists would be considered "above threshold" – in other words, if all the other candidates withdrew from the search, would UNO still want the remaining candidate?
- For each candidate that is "above threshold" ask whether any one of them would bring additional measures of diversity of thought, creativity, or background to UNO.
- Weigh all forms of inclusive excellence in picking the first choice for an offer.
- Include moving expenses, visa/immigration expenses, summer salary, travel, etc. in the offer letter.
- Ask the candidate if there are personal circumstances that would require further information to help the individual make an informed decision about UNO and Omaha.

*Required Process*

- Search committee summarizes feedback on each candidate that includes evaluations related to search criteria and highlights of evidence cited.
- In consultation with chair/director, committee shares summarized feedback with the department.
- Chair/Director shares pros/cons on finalists and department feedback with dean to begin verbal negotiations with one or more candidates.
- Once a verbal offer has been accepted, the dean prepares a letter of offer using the template provided by Academic Affairs. The letter must be reviewed and approved by both the dean and Academic Affairs before being sent.
- A copy of the fully signed letter is to be sent to Academic Affairs.

*Resources*

- Deans consult with Academic Affairs if dual career issues emerge.
- Deans consult with Academic Affairs if resource needs emerge (e.g., visa, summer support).

## Shifting to Hiring Mode

Once the letter of offer is fully executed (i.e. signed by all parties), the process shifts to hiring mode, which generally consists of the following:

### Step 1

College business manager completes and oversees the following, all of which must be completed before moving to Step 2.

- Verify employment eligibility through I-9 process.
- Successfully complete background check.
- Obtain faculty credentials documentation (e.g., official transcripts, evidence of "tested experience") and complete credentials verification form.
- Prepare E-PAF (for new employees) or PAF (for existing employees); E-PAF generates UNO credentials including NetID and email.

**Step 2**

- College business manager submits PAF, faculty credentials documentation and verification form, and signed letter of offer to Academic Affairs via SharePoint.
- Academic Affairs verifies accuracy of all information and advances PAF to Human Resources for final entry of data into SAP.

**Step 3**

- Department or college "assigns" new faculty member to courses they will be teaching using the Instructor Assignment (IA) table; this allows the faculty member to see their courses in Canvas.
- College business manager completes summer contract if faculty member will participate in summer onboarding.

# Appendix A
# Research Associate Process

Research associate positions typically require highly specialized skill sets, are often supported by external funding, tend to be temporary positions, and may need to be filled on a short timeline. Given this, traditional search and recruitment processes may not be suited for research associate positions. The following guidelines are intended to expedite the research associate search and hiring processes.

**Preparing for the Search**

- Create a requisition for the position within PeopleAdmin with complete information in all required fields.
- If the position is externally funded, indicate this in the Position Justification Narrative and include grant/project name and grant cost center in Budget field. Research associate positions with full external funding do not require executive leadership approval; positions that are partially or fully funded by state funds must be approved by executive leadership.
- If a search waiver is requested, include the candidate's name in the Search Waiver section of PeopleAdmin.

**Launching the Search**

- Positions should be posted a minimum of one week though they may remain open for a longer period if no search waiver is requested.
- A search committee consisting of 1-2 people is recommended, but not required.
- If a search committee is formed, members must have completed search training in the last three years. Consult with the Center for Faculty Excellence to learn about current options for training.
- A search advocate is not required as a member of the committee though including one is consistent with best practices for equitable and inclusive searches.

**Identifying and Recruiting Finalists**

- The review of applications and interview process can begin immediately after posting and occur in a manner consistent with project needs; demographic data will not be routinely provided but is available upon request.
- Once a candidate is identified, work with the dean's office to formalize an offer that is within approved parameters (i.e., approved budget, approved start/end dates); letter of offer must be approved by Academic Affairs before routing for signature.
- Upon receipt of a signed letter of offer, the college business manager can complete the hiring process.
- Research associates do not participate in summer onboarding.

# Appendix B
# Instructor Search Process

Searches for non-tenure track faculty (i.e., instructors/lecturers) generally follow the same guidelines as described throughout this guide though some elements may be abbreviated.

**Preparing for the Search**

- If a search waiver is requested, include the candidate's name in the Search Waiver section of PeopleAdmin.

**Launching the Search**

- Positions should be posted a minimum of one week though they may remain open for a longer period if no search waiver is requested.
- For searches conducted in the summer months, the search committee may include the department chair/school director since faculty are not on contract during this time.
- If a search committee is formed, members of the search committee must have completed search training in the last three years. Consult with the Center for Faculty Excellence to learn about current options for training.
- A search advocate is not required as a member of the committee though including one is consistent with best practices for equitable and inclusive searches.
- Especially in the summer months, there may be relatively few applicants. As August approaches, the desire to cultivate a deeper and more diverse applicant pool must be weighed against the need to identify and hire an instructor with sufficient time to prepare for classes.

**Identifying and Recruiting Finalists**

- The review of applications and interview process can begin immediately after posting and occur in a manner consistent with projected needs; demographic data will not be routinely provided but will be available upon request.
- The review of finalists may involve a small segment of the faculty whereas the review of finalists for a tenure-track position tends to involve the faculty as a whole.
- The shortlist of candidates tends to be somewhat smaller for instructors (i.e., 4-6) than what would be anticipated for tenure-track positions (i.e., 8-10).
- Though 4 finalists must be identified, it may make more sense to conduct interviews with only 2-3 finalists. Also, the structure of a finalist interview and candidate evaluation criteria for an instructor is likely different than that for a tenure-track position.
- Once a candidate is identified, work with the dean's office to formalize an offer that is within approved parameters (i.e., approved budget, approved start/end dates); letter of offer must be approved by Academic Affairs before routing for signature.
- Upon receipt of a signed letter of offer, the college business manager can complete the hiring process.
- Instructors are eligible to participate in summer onboarding.

# Appendix C
# How the Search Advocate Supports the Search Process

A search advocate is a trained, external, and non-voting search committee member who promotes diversity, equity, and inclusion aligned with UNO's mission and goals. The search advocate serves in a formal role on search committees. The following describes how a search advocate can support the faculty search process and includes helpful tips on what search advocates do and don't do.

**Before the Search**

- Participate in the necessary training/workshops.
- Assist with identifying potential sources for a diverse applicant pool.
- Engage in discussions related to strategies for developing a diverse pool that could lead to attracting underrepresented groups.
- Review the position description to consider whether more inclusive language is needed.

**During the Search**

- Assist in developing interview questions that will shed light on a candidate's experience with diversity, equity, and inclusion.
- Help evaluate how well candidates addressed the diversity statement in their application materials. Focus on behaviors and actions that represent the candidate's efforts to foster inclusive learning environments and to support diverse learners.
- Consult with the search chair regarding the diversity of the pool before on-campus interviews.
- Be a vocal and responsible advocate for diversity, equity, and inclusion as described in UNO's strategic plan.
- Meet with the candidates to support them in any questions about their potential careers at UNO.

**After the Search**

- Connect final-round candidates with faculty who share a similar background and interests.
- During the debrief, discuss how the process went for the search committee, chair, and hire.
- Discuss any candidates who turned down offers and what might have been done to make their recruitments successful.

**Search Advocates are Not Expected to:**

- Control the outcome of the search or be overly passive/differential.
- Provide oversight of the search committee chair.
- Replicate the role of chair.
- Assume they understand others' motives, goals, or objectives.
- Disengage from the process if frustrated, confused, worried, or concerned.
- Be confrontational - if they become concerned about the progress of the search, they should reach out to the search chair.
- Galvanize interest groups in favor of a specific candidate.
- Conduct a parallel search process—contacting colleagues at a candidate's current institution and gathering information on the side; such behavior is damaging to candidates, the search committee, and institution.
- Notify candidates of the search committee's recommendations.

# Appendix D
# Suggestions to Enhance Campus Interviews

On-campus interviews are a way to showcase UNO and highlight what Omaha has to offer faculty members and their families. As you plan your itinerary, consider adding 30-minute meetings with one or more of the following UNO groups, and don't forget to point out aspects of Omaha that may be of interest to candidates.

**UNO Offices and Organizations**

- Center for Faculty Excellence: Candidates will learn about new faculty onboarding, professional development, and other general faculty support at UNO.[1]
- Office of Research and Creative Activity: Candidates can discuss how UNO will help support and advance their scholarship, research, and creative endeavors.[2]
- Graduate Studies: Candidates can ask questions related to the recruitment of graduate students and UNO's support of graduate-level instruction.[3]

**UNO Interest and Affinity Groups**

If time permits, faculty representatives are available to meet with prospective candidates over a meal or coffee, during the interview. Consider these options.[4]

- Latinx faculty
- Black or African American faculty
- Native American/Indigenous faculty
- Asian, Asian-American and Pacific Islander faculty
- LGBTQ+ community
- International faculty
- Chancellor's Commission on the Status of Gender Equity
- Faculty with disabilities
- Military and Veteran Affairs
- WiSTEM
- First Generation Guild
- Young Professionals
- Faculty and Staff Christian Fellowship

**Omaha**

- Drive through neighborhoods surrounding UNO.
- Highlight businesses and non-profits where students in your program complete internships.
- Meals with candidates can feature restaurants of interest and offer a great opportunity to talk about the entertainment and cultural opportunities in Omaha. Don't forget to tell candidates about UNO athletics, theater, music, featured lecture series, and other offerings.
- Candidates may want to hear about access to world-class health care and strong PK-12 schools.

[1] Contact Connie Schaffer at cschaffer@unomaha.edu
[2] Contact Sara Myers at samyers@unomaha.edu
[3] Contact Juan Casas at jcasas@unomaha.edu
[4] Contact A.T. Miller at atmiller@unomaha.edu

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