



# EXCELLENCE IN FACULTY HIRING

The Gerald J. and Dorothy R. Friedman School of  
Nutrition Science and Policy

*A faculty search manual geared towards educating members of a  
search committee on the values of diversity and equitable hiring.*

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## **Friedman School Strategic Plan GOAL V**

*Integrate principles of social justice, inclusion, and diversity in the School's teaching, research, student experiences, partnerships, and advocacy.*

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## Overview

The Friedman School is committed to the recruitment and retention of a diverse faculty. The search process represents a unique opportunity to shape the future of the Friedman School community through the faculty who are recruited. This manual outlines a fair, standardized process that will guide search committees to obtain the knowledge needed to recruit a highly qualified and diverse pool of applicants. This manual aligns with the mission of the Friedman School's Committee on Social Justice, Inclusion, and Diversity and the School's strategic plan ensuring diversity, equity, and inclusion in the School's teaching, research projects, and partnerships. The overall goal is to increase representation of groups typically underrepresented in academia. It is expected that all faculty and students involved in the Friedman School search process read this manual to ensure an equitable and fair hiring process for all.

This manual is intended to guide the search process for unmodified professorial ranks that are tenure-track, non-tenure-track, and the modified title "Professor of the Practice," although the principles and practices recommended below would benefit any faculty search.

In addition to this manual, it is recommended that search committees consult with the Higher Education Recruitment Consortium (HERC) Search Committee Toolkit and associated short videos, which are available at <https://member.hercjobs.org/recruitment/selection/search-committee-training-toolkit>. It is necessary to create an account and log in, however Tufts is an institutional member and there are no barriers to doing this.

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*"Academic institutions have long recognized the importance of equity, diversity, and inclusion. A diverse faculty means more robust curricula, a richer landscape of research, and broader viewpoints for faculty and students to experience." **Higher Education Recruitment Consortium (HERC)***

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## Roles and Responsibilities

Multiple individuals and units within the Friedman School have important roles to play in faculty searches, as outlined below.

### Dean

The Dean of the Friedman School is the highest official within the school and is responsible for all aspects of its operation. The Dean must approve all faculty positions before a search can take place. The Dean makes the final decision regarding whether or not a candidate will receive an offer from the School.

## Academic Dean

The Academic Dean oversees the Office of Academic and Faculty Affairs, and in that role oversees administrative aspects of faculty searches. The Academic Dean works with the Dean and the Division Chairs to help determine the needs of the school as they relate to faculty positions.

## Academic and Faculty Affairs Officer

The Academic and Faculty Affairs Officer is responsible for ensuring that the search process adheres to all School and university policies and meets all legal requirements. They serve as a resource for questions regarding benefits, hiring practices, faculty policies, appointment, tenure and promotion, and school governance.

## Academic and Faculty Affairs Administrative Coordinator

The Academic and Faculty Affairs Administrative Coordinator is responsible for maintaining and managing administrative aspects of faculty searches. They work directly with the search committee chair to disseminate announcements of faculty openings. The Administrative Coordinator maintains open positions on the Friedman website, the university supported Interfolio system, external web sites, and journals. They help coordinate the initial review of applicants. The Administrative Coordinator acts as the primary contact for applicants and manages logistics for telephone/Skype/Webex and on-campus interviews.

## Division Chairs

Division chairs are responsible for facilitating the growth of faculty, including professional development, mentoring, and evaluation. Division chairs participate in the faculty search process by identifying the need for faculty positions, contributing to job descriptions, serving on ad hoc search committees, and interviewing and evaluating candidates.

## Associate Dean for Diversity and Inclusion

The Associate Dean for Diversity and Inclusion (ADDI) is responsible for ensuring that the ad-hoc committees adhere to best practices for an inclusive search. They help arrange implicit bias and other trainings related to diversity and inclusion in the search process. The ADDI reviews the long lists of candidates to ensure that they reflect a sufficiently inclusive and unbiased process.

## Appointment, Tenure, Promotion Committee

The Appointment, Tenure, and Promotion Committee (ATP) is comprised of seven senior faculty members who are responsible for submitting their evaluation and recommendation of appointment, tenure, and promotion to the Dean. For search candidates, the committee will evaluate and recommend rank and tenure (if applicable) to the Dean.

# The Search Process

## Search Committees

Ad hoc search committees are convened for a specific position. Once the need for a specific position has been identified and approved by the Dean, the Academic Dean will identify a chair. The ad hoc search committee chair in consultation with Academic Dean, ADDI and OAFA Officer

is primarily responsible for the process of convening the ad hoc search committee, addressing the roles of each search committee member, and educating the committee on how to execute a fair and equitable search. The chair is responsible for ensuring that candidate information is treated confidentially.

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*The most important quality in a chair is the capacity to ensure that diverse points of view are honored throughout the committee's deliberations.*

*Harvard University | **Best Practices for Conducting Faculty Searches, Version 1.2***

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Ad hoc search committees are comprised of faculty and students who are familiar with the needs of the position. It is important to include both junior and senior faculty. The committee will also include at least one student. All members of the search have equal status in terms of decision-making. In general, members of a search committee should offer diverse perspectives as they relate to the broad sense of the position and be inclusive of various types of diversity including, but not limited to, race, gender identity, and ethnic diversity. If it is not possible to convene an inclusive search committee, consider asking colleagues from other schools within Tufts University to serve on the committee.

The initial meeting of an ad hoc search committee should be used to review the search procedures, the responsibilities of the committee members and create a basic timeline for the search. The Academic and Faculty Affairs Officer should attend and describe the requirements of the search, such as use of the Interfolio system and adherence to [Affirmative Action policies](#).

### Preparing a Search Committee: Unconscious Bias Training

Merriam Webster defines bias as “an inclination of temperament or outlook especially: a personal and sometimes unreasoned judgment: Prejudice.” Unconscious bias refers to bias that we are unaware of and is outside of our control and is influenced by our background, cultural environment, and personal experiences.

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*“Unconscious biases are learned stereotypes that are automatic, unintentional, deeply engrained, universal, and able to influence behavior. Search committees play an important role in ensuring candidates receive an equitable, unbiased interview experience.”*

**HERC Upper Mid-West**

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It is essential for search committees to take the time to understand how unconscious bias can negatively impact the search process. Friedman School search committee members are required to learn more about unconscious bias by reading through the links provided below, and the ADDI can help arrange training for our search committee members as necessary. They can also answer any other questions or concerns on how to offer an equitable search. The Friedman School SJID committee can also offer resources on diversity and inclusion. These trainings need to be completed each time someone sits on a search committee, and must be done prior to reviewing any candidates.

If biases are recognized before the search takes place, the result will hopefully lend itself to recruiting a diverse faculty member. Some examples of biases are giving preference to

candidates who, for example, share the same alma mater, or have working relationships with their advisors and mentors, or simply seem to be a “good fit.”

As a minimum, search committee members should complete and/or review the following resources:

- The Tufts HR course, [Attracting and Hiring Diverse Talent: Awareness of Implicit Bias in the Selection Process](#)
- The New York Times [Implicit Bias](#) module. This module provides an overview of what implicit bias is and why it matters so much. It has several very short videos totaling about 14 minutes.
- Tufts HR/CELT resource. The Tufts HR/CELT resource on implicit bias and faculty searches can be found in Appendix A.

Completion of the above trainings should be reported to and tracked by the OAFA Officer. Additional resources include the University of Minnesota [unconscious bias module](#), which offers training on implicit bias in general job searches, and [Project Implicit](#) developed by Harvard Professor Mahzarin Banajia, a 15-minute, free, online module designed to help people recognize their own implicit biases.

## Posting Requirements and Job Description

An open faculty position must be posted for at least 30 days in a national professional journal or a web-based employment site. It should be noted that reaching out to professional networks can also be a useful way to recruit, but over-reliance on this method will bias the search. Posting nationally will, among other things, help mitigate this type of bias. Posting a position in a diverse journal or website will contribute to attracting a diverse candidate pool. Here is a list of suggested places to post a position:

- [Chronicle of Higher Education](#)
- [HigherEd Jobs](#) (they have Diversity & Inclusion services for an additional fee)
- [Higher Education Recruitment Consortium \(HERC\)](#) (Tufts is a HERC member, and posting is free)
- [LGBT in Higher Education](#)
- [Society for the Advancement of Chicanos & Native Americans in Science \(SACNAS\)](#)
- [Women in Higher Education](#)
- [Asians in Higher Ed](#)
- [American Society for Nutrition](#) (not particularly diversity-focused)
- [Journal of American Indian Higher Education](#)
- [American Public Health Association](#) (not particularly diversity-focused)
- [American Association of Blacks in Higher Education](#)
- [Journal of Blacks in Higher Education](#)
- [African American Intellectual History Society](#)

The job description should include all of the necessary qualifications but be broad enough to ensure a diverse group of applicants. The following points should be kept in mind when creating a job description:

- Describe the skills and competencies required and the reasons for their importance to the specific position.
- Use welcoming and encouraging language.

- Be careful and thoughtful to not inadvertently exclude candidates that might not feel they can live up to superlatives such as “superstar” or “exceptional” by avoiding this type of language.

All position postings must include a statement approved by the Tufts Office of Equal Opportunity (EEO). In addition, it should include the following statement:

### **The Friedman School Statement**

The Friedman School is committed to the recruitment of a diverse, inclusive faculty, and thus, women, people of color and members of other underrepresented groups are strongly encouraged to apply.

Sample job descriptions can be provided by request from the OAFA Officer.

### **Applicant Tracking: the Tufts University Interfolio System**

Interfolio is a secure online applicant tracking and recruitment tool to manage faculty searches and helps search committees to:

- Manage the faculty evaluation process, from position posting to materials submission to candidate review and selection.
- Collaborate with other search committee members in a secure, online environment.
- Maintain electronic search and hiring records to meet University records-retention requirements.

The Office of Academic and Faculty Affairs can grant users access to Interfolio. A user's role in the search process determines their capabilities in the Interfolio Faculty Search. For example, most search committee members will be “Evaluators” with permission to view applications, add labels to applications, and if permissions allow, add ratings and comments on applications.

Equal Employment Opportunity Officers are usually staff from Human Resources, Institutional Diversity, or another campus office who are responsible for EEO standards and practices at an institution. EEO officers monitor and run EEO reports on positions to which they have access. They can also flag positions that may not meet an institution's diversity requirements. The Friedman School ADDI and OAFA Officer also have access to the EEO reports.

### **Evaluation of Applicants and Policies of Screening**

Before screening applicants, search committees should create a matrix of criteria to review candidates that best captures the needs of the position. Templates for this matrix can be found [here](#). Hiring matrices help the search committee objectively and accurately assess and compare applicants’ qualifications against the criteria of the job. They serve to focus the evaluation of applicants, and if completed for each application can serve as a record of the search process and will help justify why a candidate was or was not selected for inclusion on the long and short lists of candidates. Having a record of the screening process is an important step in ensuring the search is well documented and will aid the search committee chair in compiling the final search report. It is recommended that the review matrix is used for each step of the hiring process to determine which candidates should progress to the next stage.

The search committee chair may eliminate applications when the candidate clearly fails to meet minimum requirements of the position. If an applicant meets minimum requirements, at least two committee members must review the application and make a determination to move forward with the application, hold it for possible consideration, or not move forward with the application. If there is a discrepancy in the determination made by the initial two reviewers, at least one more committee member must review the application.

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*“Develop a mechanism for evaluating applications that includes recording why the applicant was or was not selected. Search committees will need to justify their final recommendations based upon the position description. Such information will be required for visa purposes if the search leads to an appointment of someone without long-term authorization to work in the U.S.”* **Vassar College Faculty Recruitment and Hiring Manual**

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Often, the candidate’s CV is the first opportunity for search committee members to make a biased opinion. For example, the name or gender of a candidate can trigger assumptions. Examples of common assumptions are about willingness to relocate, ability to obtain funding, or ability to lead a research group. It is important for committee members to be mindful of any assumptions they are making that could hurt a candidate’s chances of being considered and to question these assumptions. It is also important to evaluate the candidate’s entire application, not just the CV, to get as complete a picture of the candidate as possible.

### Long List of Candidates

After the committee has developed evaluation criteria, they can narrow down the applicant pool to identify the long list of candidates. This process typically involves committee discussion, with eventual voting if a consensus is not reached. The long list represents the first round of cuts made to the applicant pool and typically includes eight to ten candidates. The Associate Dean for Diversity and Inclusion should review the long list for sufficient diversity and for patterns that may reflect implicit biases. If no qualified candidates are found, or the list lacks any qualified women and underrepresented minority candidates, consider widening the search. In the case that the candidate pool is not large enough to produce a long list, this should prompt a review of the search thus far to ensure adequate steps were taken to create an optimal candidate pool. This step of the search is an opportunity to reach out to candidates personally who have not yet applied for the position. While the review is underway for the long list of candidates, have the members of the search committee select strong candidates for the short list.

### Short List of Candidates

The next step is for the committee to narrow down the long list to three to five names of a short list of candidates. These names are selected from the long list of candidates. Before doing so, it is a best practice to remind the committee of the importance of diversity and the potential for implicit and unconscious biases and assumptions to affect decisions. The committee should review the matrix of criteria that was created for selecting the long list of candidates.

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*“Be sure that standards are being applied uniformly. Be able to defend every decision for rejecting or retaining a candidate.”*

***Boston University Faculty Search Manual***

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Short list candidates should be screened via Skype, WebEx, or phone before being invited for a campus visit. Communication to candidates regarding interviews (both initial screening and campus visit) should include language informing the candidate that arrangements can be made to accommodate any potential disabilities. The search committee chair and several members of the search committee typically perform such screening. There must be student involvement at this point as well. To ensure that all screenings are equitable, general areas of inquiry and questions to be asked should be defined in advance. Sample questions for both junior- and senior-level candidates are provided in the [HERC Search Committee Toolkit](#).

## Campus Visit

A campus visit is the School’s opportunity to put its best foot forward and showcase why this candidate would want to work at the Friedman School. Offering a welcoming experience will put the candidate at ease and create a positive impression of the School.

Before the candidate arrives for their visit, it is important for the search committee to review a set of interview questions that will always be asked, with follow-up questions relevant to the candidate’s expertise or answers. Search committees should be mindful of what types of questions are inappropriate or illegal to ask. Examples of acceptable and unacceptable questions are provided in the [HERC Search Committee Toolkit](#).

Candidates should meet with members of the search committee individually or in small groups of two or three, as large group interviews can be overwhelming and tiresome for candidates. Meeting individually or in very small groups will also help avoid a senior committee member unconsciously influencing a junior faculty member or students, or interviewers influencing other interviewers after the interview. An [evaluation form](#) was created so that anyone who meets with the candidate can provide feedback. The search committee should feel free to edit the evaluation form to best capture the needs of the position. Committee members should maintain confidentiality and avoid drawing conclusions prior to discussion with the search committee. In addition, always ask the candidate whom they would like to meet with outside of the search committee. Students play a vital role in the search process; students outside of the committee should have the opportunity to meet with the candidate and submit an [evaluation form](#).

Every candidate will be asked to give a one-hour seminar to the Friedman community. These seminars will be advertised as a special seminar or job talk unless the candidate has asked for their candidacy to remain confidential. Regardless of whether or not candidacy is confidential, faculty and others from the Friedman community who attend the seminar may be asked to complete the [evaluation form](#) based on the talk and the candidate’s CV (with a request to maintain confidentiality). The goal is to provide all candidates with an experience that is as equitable and transparent as possible.



Internal candidates should be given the same schedule of interviews, evaluation, and opportunity to provide a job talk as are external candidates. Internal candidates should be held to the same standards for evaluation as external candidates. Search committee members should recuse themselves from the committee if they cannot offer an unbiased opinion of the internal candidate.

As a final step, if the candidate evaluations are positive, the candidate will be asked to meet with the Dean.

## Selection of Candidate

After a campus visit, the search committee should convene and vote on the candidate. The chair should consider different types of voting options to ensure the members of the committee are not pressured to vote in a particular direction. The results of the vote need not be unanimous, and a balanced recommendation that does not clearly favor one candidate may be forwarded to the Academic Dean and Dean if the search committee believes that each of the recommended candidates is qualified. If the committee does not come to an agreement about a candidate to move forward, they should readdress the applicant pool of long list and short list candidates.

The committee chair is responsible for compiling a search report, following the template in Appendix B of this manual. The search report is submitted to the Academic Dean, who reviews the report and confers with the Dean and the Executive Administrative Dean. The Dean may select or reject any of the candidates recommended by the search committee. If the Dean favors a candidate, s/he will ask the Academic Dean to forward the application to the ATP committee. The ATP committee will review the candidate's dossier as well as the search committee report and will issue their recommendation to the Academic Dean and Dean stating if the committee supports the appointment of the candidate and at what rank. The Dean makes the final decision regarding an offer of a faculty appointment. Depending on the title, rank, and tenure status, the Dean may be required to seek approval by the Provost before a final offer of appointment can be made.

# Appendices

## A. Awareness of Implicit Bias in the Faculty Search Process

### Explicit and Implicit Bias

**Explicit Bias:** Deliberate and conscious attitudes and beliefs about a person or group.

**Implicit Bias:** Unconscious attitudes, beliefs, stereotypes that affect our understanding, actions, and decisions about a person or group.

We all have implicit biases that are formed over time, and the good news is that they are malleable. Our hope is that through thoughtful reflection, search committees and their members can reduce biases that may affect the process and outcomes.

### Phases of the Faculty Search Process

- Determining Selection Criteria
- Defining the Recruitment Strategy
- Selecting Qualified Candidates
- Conducting Interviews
- Evaluating Candidates

#### Determine Selection Criteria

**Selection Criteria:** The knowledge, skills, abilities, personal attributes, experience, education, and/or training required for the job.

#### Test the Criteria

- When determining selection criteria, the committee should ask “Is it really needed?”
- Could it negatively impact the candidate pool or limit the diversity of the candidate pool?

#### Potential Biases when determining selection criteria

- Publications
  - Limiting to certain publications
  - Setting a higher than necessary number of publications that might eliminate otherwise qualified candidates
- Academic Institutions
  - Determining that qualified candidates must have earned their undergraduate and/or graduate degrees from, or held faculty appointments at select universities

## Define the Recruitment Strategy

Consider recruitment activities that stretch beyond the typical activities done in the past.

## Selecting Qualified Candidates

### Potential Biases when reviewing CVs.

- Publications
  - Where the candidate has been published
  - Number of publications
- Academic Institutions
  - Where the candidate earned their undergraduate and/or graduate degrees
  - Where they have held faculty appointments
  - Favoring candidates who attended the same university as you

### Considerations when reviewing CVs:

- Looking at large numbers of CVs may put you in a position where you are susceptible to your implicit biases.
- Spreading the workload across multiple people – a diverse team of people screening CVs can help reduce implicit bias.
- Humans naturally tend to gravitate toward likeness; people “like me” or “like the majority in the organization.”
- Be mindful to review CVs based on the selection criteria.
- Question your assumptions. Be mindful of your own biases.

## Conducting the Interview

### Preparing for the Interview

Prepare questions to ask all of the candidates so that you are comparing across like questions. Make these questions a mix of traditional and behavioral questions.

**Traditional Interview Questions** are questions that ask the candidate to:

- Describe their work or work experience.
- State why they are interested in the position.
- State why they left a previous position.

### Behavioral Interview Questions:

- Ask for specific examples from the applicant’s past, not hypothetical situations.
- Are based on the premise that the best predictor of future performance is past performance in similar circumstances.
- Are open-ended and typically start with:
  - “Tell me about...”
  - “Describe a time...”
  - “Explain to us...”

### Examples of Behavioral Interview Questions

Tell me about a time there was conflict between 2 or more students in your classroom. What was the situation and how did you handle it?

Describe a time where you had to juggle more than one “top priority”.

Tell me about a time you had to change something in your work based on a larger institutional change.

**Questions \*NOT\* to ask in an interview**

- Personal questions that could provide insight to the candidate's religion, race, ethnicity, etc.
- Are you married?
- Do you have children, or plan on having children in the future?

**Potential biases to be aware of during the interview**

**First impression Bias:** The first information gained about a person can influence later impressions and evaluations about that person.

**Confirmation Bias:** There is something that stood out to you about the candidate's experience when you were reviewing their resume that made you think they were the best candidate over the others. With this bias you will look for evidence that supports that, and at the same time, not look for information that DIS-confirms that belief.

**Recency Bias:** Putting more emphasis (positive or negative) on something that the candidate says at the end of the interview versus the beginning of the interview.

**Halo Effect:** Ignore negative qualities because of one positive quality that the candidate displays in the interview. (Be aware of interpretation of behaviors and weighing observed behaviors as this may result in implicit bias.)

**In group Bias:** Favor candidates because they perceive them to be within the same "group" as they are. For example, graduated from same college.

**Groupthink Bias:** (Bandwagon effect) When members of a committee set aside their own opinions, beliefs, or ideas to achieve harmony

## B. Search Report Template

Search Documentation Required for Recommendation of Appointment.

This template is to be filled out by the search committee chair and submitted to the Academic Dean. The Dean, Dean of Academic and Faculty Affairs, and Executive Administrative Dean will confer and decide whether or not the candidate should be evaluated by the school ATP committee.

### CHECKLIST

<input type="checkbox"/>	<b>Background of Rationale for Search</b> <ul style="list-style-type: none"> <li>Describe the institutional need for the position.</li> </ul>
<input type="checkbox"/>	<b>Example of at least one published/posted advertisement</b> <ul style="list-style-type: none"> <li>Must be an actual photocopy of the ad directly from the journal or screenshot of the website posting.</li> <li>In lieu of the above, the text of the ad and a receipt or email invoice proving payment could be accepted.</li> </ul>
<input type="checkbox"/>	<b>Long list of candidates</b> <ul style="list-style-type: none"> <li>Includes 8 -10 names of those the committee has reviewed from the entire candidate pool. Include an asterisk for those who are *women or **minority.</li> </ul>
<input type="checkbox"/>	<b>Short list of candidates</b> <ul style="list-style-type: none"> <li>Include 3-4 names of those narrowed down from the long list. Include strengths and weakness for each candidate and an asterisk for those who are *women or **minority.</li> </ul>
<input type="checkbox"/>	<b>Summary</b> <ul style="list-style-type: none"> <li>Describe the screening process for the short list and how the committee came to the final decision of the top candidate. Describe how the committee was cognizant of bias and implemented diversity into this search. Include strengths and weaknesses for each candidate.</li> </ul>
<input type="checkbox"/>	<b>List of search committee members</b> <ul style="list-style-type: none"> <li>Please use the attached form to include name, rank, and affiliation of search committee members.</li> </ul>
<input type="checkbox"/>	<b>Table of aggregate data (sample below):</b>
<input type="checkbox"/>	<b>Include all letters of reference.</b>

Please enter numbers only, no candidate names:

	<b>Number of Total Candidates/Members</b>	<b>Total Women</b>	<b>Total URM*</b>
<b>Short List of Candidates</b>			
<b>Long List of Candidates</b>			
<b>Search Committee Members</b>			

*\*URM=Black/African Americans, American Indians and Alaska Natives, Hispanics or Latinos (any race), Native Hawaiians and other Pacific Islanders.*

<b>Final candidate name:</b>	
<b>Proposed rank:</b>	
<b>Tenure or Tenure-Track</b>	

## C. Timeline Overview for Hiring Process

### Timeline Overview for Hiring Process

Step 1: Position need is identified by Dean and Academic Dean and job description is created.

Step 2: The Dean and Academic Dean identify a chair for the search committee. The chair, with potential input from applicable division chair, forms the ad hoc search committee consisting of junior and senior faculty and students.

Step 3: The job description is uploaded to Interfolio by the OAFA Officer. It is also posted on the Friedman School site and at least one external job site for 30 days. An announcement should be made to Friedman School faculty community about open position.

Step 4: All search committee members complete pre-determined, required unconscious bias training prior to Step 5, when applications start to be reviewed.

Step 5: Search committee holds their first meeting to develop hiring timeline and create evaluation framework by which they will review candidates for the long and short lists.

Step 6: Search committee chair and ADDI review applicant pool to ensure adequate diversity of potential candidates. If necessary, the committee may need to consider widening the search to increase diversity of applicant pool.

Step 7: The search committee chair begins screening applicants for basic eligibility to determine which applicants should be reviewed by the search committee to determine long list.

Step 8: Search committee reviews list of candidates that meet basic qualifications for the position, using evaluation matrix, to determine Long List of candidates.

Step 9: Search committee holds meeting to narrow down short list from the long list of applicants based on further discussion of reviews completed using the evaluation matrix.

Step 10: Search committee prepares for initial screening interviews of candidates on short list; determining interview questions, structure and format. A brief meeting is recommended.

Step 11: Initial interview screenings are conducted and impressions discussed at follow up meeting to determine which candidates will attend campus visit interviews.

Step 12: Search committee develops questions, structure and interview schedule for campus visit with guidance from the OAFA Officer.

Step 13: Top candidates are invited to campus visit for interviews and Job Talk. Updates on search should be communicated to Friedman School faculty at this stage.



Step 14: Evaluations for candidates' campus visits are sent out to be completed by search committee and other community members who interacted with candidates during their campus visit.

Step 15: Using campus visit evaluations, OAFAs summarize and present results to search committee to facilitate discussion of final hiring recommendation.

Step 16: Search committee recommendation for which candidate they would like to hire is presented to the Dean for review via the search committee report.