**Checklist for Faculty Search Committees**

For each item below, please check “yes” or “no” to indicate whether the search committee has taken the relevant action. Related details and/or explanations should be included in the search committee report.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Have the search committee members participated in training about search processes in the past year, for example, training in recognizing and mitigating implicit bias? |  |  |
| Did the search committee include members from underrepresented groups? |  |  |
| Did the search committee actively engage in a discussion of the desired composition of the applicant pool, for example, that the applicant pool include at least 25% underrepresented minorities? |  |  |
| Did the search committee develop a search plan for broadening and diversifying the applicant pool? |  |  |
| Did the search committee enhance the pool of applicants by actively recruiting to encourage applications from excellent and diverse candidates? |  |  |
| Did the search committee establish and document evaluation criteria prior to the evaluation of the applicants? |  |  |
| Did the search committee prepare for interviews of semi-finalists and finalists by discussing appropriate interview questions? This should include a discussion of illegal interview questions, as well as a determination of appropriate behavioral questions to evaluate search criteria. Specific guidance can be found in [Recruiting an Excellent and Diverse Faculty: Resources for Faculty Search Committees.](https://www.provost.pitt.edu/sites/default/files/FADD_RecruitingDiverseFaculty_L.pdf) |  |  |
| To ensure that applications are fully considered, did search committee members spend at least 20 minutes reviewing each semi-finalist and each finalist application? |  |  |
| To ensure that all opinions were heard and considered, was each search committee member required to present and discuss their assessments of the applicants during search committee meetings? |  |  |
| Did the search committee utilize the Faculty Candidate Evaluation Sheet to assess and rate candidates on agreed-upon criteria, both at the semi-finalist and finalist stages? A template evaluation sheet is provided below and in [Recruiting an Excellent and Diverse Faculty: Resources for Faculty Search Committees.](https://www.provost.pitt.edu/sites/default/files/FADD_RecruitingDiverseFaculty_L.pdf) |  |  |
| Did the group of finalists include at least one individual from an underrepresented group? |  |  |

Signatures:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Search Committee Chair (date) Search Committee Member (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Search Committee Member (date) Search Committee Member (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Search Committee Member (date) Search Committee Member (date)

**University of Pittsburgh**

**Office of the Provost**

**Sample Faculty Candidate Evaluation Sheet**

*The following template offers a method for providing evaluations of job candidates for faculty positions. It is meant to be a template that faculty search committees can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.*

Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate which of the following are true for you (check all that apply):

□ Read candidate’s CV □ Met with candidate

□ Read candidate’s scholarship □ Attended lunch or dinner with candidate

□ Read candidate’s letters of recommendation □ Attended candidate’s job talk

□ Other; please explain:

Please comment on the candidate’s scholarship as reflected in the job talk:

Please comment on the candidate’s teaching ability as reflected in the job talk:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Please rate the candidate on each of the following criteria:** | Excellent | Good | Neutral | Fair | Poor | Unable to judge |
| Potential for (evidence of) scholarly impact |  |  |  |  |  |  |
| Potential for (evidence of) research productivity |  |  |  |  |  |  |
| Potential for (evidence of) research funding |  |  |  |  |  |  |
| Potential for (evidence of) collaboration |  |  |  |  |  |  |
| Potential for (evidence of) effective classroom teaching |  |  |  |  |  |  |
| Potential for (evidence of) alignment with department’s priorities |  |  |  |  |  |  |
| Ability to make positive contribution to department’s climate |  |  |  |  |  |  |
| Potential (demonstrated ability) to be a conscientious university community member |  |  |  |  |  |  |
| Potential (demonstrated ability) to teach and supervise diverse undergraduates\* |  |  |  |  |  |  |
| Potential (demonstrated ability) to attract and supervise diverse graduate students\* |  |  |  |  |  |  |
| Potential (demonstrated ability) to mentor diverse students\* |  |  |  |  |  |  |

\* Diversity is an institutional priority and featured in the *Plan for Pitt* as one of six institutional goals. Appropriate and legal questions to ask about diversity could include items such as:

* Please describe how you have worked (would work) to create a campus environment that is welcoming, inclusive, and diverse.
* Describe how as a faculty member you (would) function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
* What opportunities have you had to work and collaborate in diverse, multicultural and inclusive settings?

Other comments?

***Source: Template adapted from a similar document from the University of Michigan***