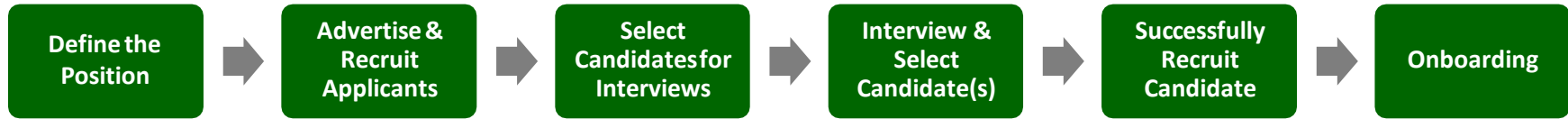


# Dartmouth Faculty Hiring Process



1 DEFINE THE POSITION	
<p style="text-align: center;"><b>Concerns</b></p> <ol style="list-style-type: none"> <li>1. Replicating homogeneity by searching in research areas with limited applicant pools</li> <li>2. “Building to strength” may replicate the past and continue homogeneity</li> <li>3. Search committee lacks intellectual, gender, and racial diversity</li> <li>4. Lack of baseline data for comparison</li> </ol>	
Action	Tasks
<ul style="list-style-type: none"> <li>Identify Available Lines</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop multi-year recruitment plan</li> <li>2. Review baseline demographic data for search area from peer institutions (e.g., NSF, Ivy+, AAU) to ensure that it reflects the department’s needs and the reality of the job market</li> </ol>
2 ADVERTISE & RECRUIT APPLICANTS	
<p style="text-align: center;"><b>Concerns</b></p> <ol style="list-style-type: none"> <li>1. Using existing (homogeneous) networks</li> <li>2. Using only mainstream job bulletins to advertise</li> <li>3. Advertising the personal rather than professional appeal of Dartmouth</li> </ol>	
Action	Tasks
<ul style="list-style-type: none"> <li>Review and Approve Job Ad</li> <li>Approve Search Committee</li> </ul>	<ol style="list-style-type: none"> <li>1. Create Job Ad to be reviewed by respective school leaders and IDE</li> <li>2. Use new ad template with enhanced inclusive excellence statement (see end of document), avoid selling lifestyle</li> </ol>

<ul style="list-style-type: none"> <li>Recommend Advertisement Avenues</li> </ul>	<ol style="list-style-type: none"> <li>Identify and appoint search committee members</li> <li>Search committee is approved by IDE</li> <li>Identify places to advertise including affinity groups, specialized outlets, associations of URM scholars and women</li> <li>IDE and respective school leaders approve recommended advertisement places</li> <li>Ad is posted and advertised</li> <li>Directly contact potential candidates and mentors (Mellon, Ford, other lists.)</li> </ol>
<b>3 SELECT CANDIDATES FOR INTERVIEWS</b>	
<p style="text-align: center;"><b>Concerns</b></p> <ol style="list-style-type: none"> <li>Evaluations based on intuition rather than standardized criteria</li> <li>Only one person reads a file</li> <li>Looking for connections to one's own work and network</li> <li>Order of reading applications affects ratings (primacy and recency effects)</li> </ol>	
<b>Action</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>Monitor Pool</li> <li>Review and Approve Candidates</li> </ul>	<ol style="list-style-type: none"> <li>Define criteria for evaluation before reading files</li> <li>Every application read by at least two committee members</li> <li>Purposefully look beyond own work and network</li> <li>Read files in random order only after target date for applications, not before</li> <li>[A&amp;S only] Submit list of candidates considered for interviews (the "long list") to IDE for approval</li> <li>Define criteria for evaluation for on-campus interviews (the "short list")</li> <li>Submit candidates identified for on-campus interviews to IDE and respective school leaders for approval</li> </ol>
<b>4 INTERVIEW &amp; SELECT CANDIDATE(S) FOR OFFER(S)</b>	
<p style="text-align: center;"><b>Concerns</b></p> <ol style="list-style-type: none"> <li>Candidates treated differently</li> <li>Focus on the personal (e.g., sense of humor, gravitas, fit with Dartmouth) rather than the professional</li> <li>"Missteps" by faculty members</li> <li>Different levels of scrutiny for different candidates</li> </ol>	

5. One or a few department influencers solicit feedback informally with no systematic reporting 6. Implicit pressure on others to follow the leader	
Action	Tasks
<ul style="list-style-type: none"> <li>Interview</li> <li>Select Candidate</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify faculty and staff for candidates to meet</li> <li>2. Read and distribute IDE's list of things to do/not to do to everyone meeting with a candidate</li> <li>3. Standardize questions and schedules for all candidates to extent possible</li> <li>4. Focus on professional qualifications, avoid evaluation of personality traits</li> <li>5. Utilize the same level of scrutiny for all candidates (e.g., replicating work, contacting colleagues and coauthors, evaluating teaching)</li> <li>6. Use rating and evaluation sheets that allow anonymity</li> <li>7. Solicit evaluations of each candidate prior to the next one visiting to avoid common rater errors (e.g., Contrast Effect – The tendency for a rater to evaluate a person relative to other individuals rather than job requirements.)</li> <li>8. Construct ballots to allow rankings, ratings, and multiple expressions of preference</li> <li>9. Vote via secret ballot in meetings</li> <li>10. Submit recommendation for candidate to hire to IDE and respective school leaders with description of process, rationale for selecting the candidate, rationale for not selecting other candidates, and quantitative and qualitative data collected from those who met with all the candidates</li> </ol>
<b>5 SUCCESSFULLY RECRUIT CANDIDATE</b>	
<b>Concerns</b> <ol style="list-style-type: none"> <li>1. Dropping out of contact, leaving all contact to the deans</li> <li>2. Missing opportunities for partners</li> <li>3. Selling lifestyle</li> </ol>	
Action	Tasks
<ul style="list-style-type: none"> <li>Cultivate relationship with candidate</li> </ul>	<ol style="list-style-type: none"> <li>1. Stay in contact with candidate(s)</li> <li>2. Provide resources for partner job searches</li> <li>3. Sell the academic qualities of Dartmouth (e.g., small classes, quarter system, interdisciplinarity, Ph.D. program or lack thereof)</li> </ol>

6 ONBOARDING	
Action	Tasks
<ul style="list-style-type: none"> <li>• Create welcoming environment</li> </ul>	<ol style="list-style-type: none"> <li>1. Share faculty development programs:               <ol style="list-style-type: none"> <li>a. Course Design Institute</li> <li>b. New Faculty Orientation</li> <li>c. Dartmouth Center for the Advancement of Learning</li> <li>d. National Center for Faculty Development and Diversity</li> </ol> </li> <li>2. Develop mentoring plan involving multiple faculty members, frequent feedback</li> <li>3. Provide opportunities for junior faculty to connect to the world outside of Dartmouth (conferences, invited speakers)</li> <li>4. Locate office and lab space to integrate with department</li> <li>5. Recognize different modes of publishing and teaching</li> <li>6. Departments can reach out to IDE and HR for resources to support employee's transition to Dartmouth and the Upper Valley</li> </ol>

### Inclusive Excellence language for job advertisements

#### To be included after position description and before application submission instructions

"The \_\_\_\_\_ (Department/Program/School) and [Dartmouth](#) are committed to fostering a diverse, equitable, and inclusive population of students, faculty, and staff. Dartmouth recently launched a new initiative, [Toward Equity](#), that embraces shared definitions of diversity, equity, inclusion, and belonging as a foundation for our success in institutional transformation. We are especially interested in applicants who are able to work effectively with students, faculty, and staff from all backgrounds and with different identities and attributes. Applicants should provide a statement addressing how their teaching, research, service, and/or life experiences prepare them to advance Dartmouth's commitment to diversity, equity, and inclusion. This statement will be evaluated as part of the selection process."

**The list of required application materials may also include:**

Statement addressing how the applicant's teaching, research, service, and/or life experiences prepare them to advance Dartmouth's commitment to diversity, equity, and inclusion. (Optional for some searches and postdoc positions: In addition, applicants should address their motivations to join a cohort of faculty who are similarly active in advancing these commitments.)

**The Dartmouth EEO statement should also appear at the end of each ad and is automatically generated by Interfolio.**

Dartmouth College is an equal opportunity/affirmative action employer with a strong commitment to diversity and inclusion. We prohibit discrimination on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, gender identity, gender expression, or any other category protected by applicable law, in the administration of its educational policies, admission policies, scholarship and loan programs, employment, or other school administered programs. Applications by members of all underrepresented groups are encouraged.

If you are an applicant with a disability and need accommodations to assist in the job application or interview process, please email [ADA@dartmouth.edu](mailto:ADA@dartmouth.edu). In the subject line, please state "Application Accommodations" and include the job number or title. Someone from the ADA Compliance Office will be in touch within 2 business days.

For additional employment opportunities at Dartmouth College, please visit the [Dartmouth Interfolio Job Board](#), the [Office of the Provost](#), and the [Office of Human Resources](#).

Offers of employment are contingent upon consent to a pre-employment background check with results acceptable under Dartmouth policy. Please visit the [Office of Human Resources](#) for details.

All Dartmouth College employees must comply with the College's health and safety guidelines and protocols, including but not limited to those related to COVID-19, such as any testing, masking, or distancing requirements that may be in place at any given time or place