



BOB SCHIEFFER
COLLEGE *of* COMMUNICATION

Guide to Faculty Searches and Hiring

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We Are BETTER TOGETHER

Texas Christian University (TCU) aims to improve in all it does. Chancellor Victor J. Boschini Jr recently expressed this commitment in his response to the recognition that TCU is a great college for which to work. Having a diverse faculty rich with variations in racial/ethnic and gender representation, among other things, can encourage better co-worker relationships, productivity and equitable perceptions of under-represented groups. For example, these claims are supported by recent research from Claypool & Mershon (2016) for political science. TCU's definition of diversity and its commitment to diversity, equity, and inclusion are described on its website (<https://inclusion.tcu.edu/about/>).

TCU faculty members contribute to the efforts to be more inclusive through teaching, research and service. Faculty are also important for cultivating an environment that supports the goals and mission of TCU through faculty searches and hiring. Since 1987, TCU has encouraged faculty to engage in extraordinary efforts to recruit a diverse faculty. The policy, which remains in effect, can be found in the Academic Affairs Administrative Handbook located on the website of the Office of the Provost (<https://provost.tcu.edu/faculty-resources/handbooks-manuals/academic-affairs-administrative-handbook/>). It affirms the view that “the faculty of a major, comprehensive university should reflect a composition similar to that of the larger society in which it exists and provide role models for students in under-represented groups.”

Becoming better together takes time, and progress can be slow.

According to the TCU 2018 Fact Book, 75% of full-time faculty in the Bob Schieffer College of Communication are white. In 2011, 95% of full-time College faculty were white, so these numbers indicate our College is moving in the right direction to diversify our faculty, although improvements are still needed. As of 2018, 57% of Schieffer faculty have earned tenure and promotion from assistant to associate professor. One hundred percent of full professors are white. In terms of the ethnicity of associate professors, 81% are white, 10% are black/of African origin and 5% are Hispanic/Latino. The composition of assistant professors includes: 39% white, 31% non-resident, 15% black/of African origin and 15% Asian. Clearly, our College needs to include greater numbers of under-represented racial/ethnic groups at both the associate and professor levels.

Our College has equal representation (50% each) of men and women full-time faculty members. However, in 2018, only 18% of our College's full professors were women. Conversely, 52% of Schieffer associate professors and 69% of assistant professors were women in 2018. These numbers indicate the opportunity for helping more women faculty achieve full professor rank in our College.

In summary, while our College has made modest improvements to diversify its faculty in recent years, our College must remain committed to further strengthening the diversity and inclusion of our faculty.

TCU's MISSION: To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

Before the **SEARCH BEGINS**

The Search Process in the College of Communication

Schools, colleges, and departments at Texas Christian University have discretion in searching and hiring. Nevertheless, all are expected to comply with the University's standards as articulated by Human Resources.

All searches and hiring at Texas Christian University must comply with standards of the Office of Equal Opportunity and Affirmative Action (EOAA). The Office of EOAA has developed policies and procedures to ensure that searches and hiring at Texas Christian University comply with federal EOAA regulations. Information on these policies can be obtained from Human Resources (http://hr.tcu.edu/wp-content/uploads/Policy-1.001-AA_EEO-Updated-4.8.19.pdf)

Forming the Search Committee

The composition of the search committee, the roles and duties of its members, and the defining, writing and posting of the faculty job opening are important because of the influence each step has on the outcome of the search. Each factor should be addressed deliberately and early in the search and hiring process.

For some departments, search committee formation will take place prior to defining/ describing the position. For others, it occurs after the department as a whole agrees on the position definition/description. However it occurs, building departmental consensus around hiring a diverse faculty and the process for searching and hiring are important.

Consider appointing committee members with experiences in diversity, equity, and inclusion, such as diversity, inclusivity, and or intentional dialogue training, membership on diversity and inclusivity task forces or committees, and research and/or teaching experiences related to diversity and inclusivity. Members who have demonstrated sound judgment on department-related business also should be considered, along with those who have expressed and or displayed a willingness to work to reduce hiring biases that can be construed as decisions that prioritize one person or group over another, either consciously or unconsciously.

Department chairs are encouraged to ensure that Search Committee members:

- Participate in bias awareness conversations and or training. To do this as a department once the search committee has been formed is useful.
- Consider using Harvard's Project Implicit or UCLA's Implicit Bias Video Series.
- Include the College of Communication Diversity Advocate in the search process and consult if needed with the TCU Chief Inclusion Officer, the Title IX Coordinator and Staff and Human Resources.

No search can proceed until the Dean has approved the composition of the search committee.

Best Practices for Forming a Search Committee

- Create a diverse search committee, including, where possible, women, racial and ethnic minorities, and members of other under-represented groups. Strive for variations in the professional interests of faculty including intra-disciplinary diversity such as fields, methodologies and perspectives.
- Invite a faculty colleague outside the hiring department but within the College to serve. All faculty searches in our college must include this external faculty member.
- External members and lecturers may serve as non-voting participants. Encourage them to review files, meet with candidates, attend job talks and social events with candidates and invite them to participate in group-level deliberations regarding hiring.
- Students may be non-voting participants in the search process, either through hosting or attending meals with candidates, viewing a presentation, or other suitable activities. Establish a department policy on student participation prior to the start of the search that considers student rank, such as undergraduate and graduate.

Duties of Search Committee Members

Members of the search committee serve the interests of the department and, more broadly, the College and University. Departments will determine if the search committee relies on a chair and how to define their role, and if the process involves all members of the committee. Whichever method is chosen, search committee members generally are tasked with evaluating applicant files, documenting and narrowing the applicant pool using a standardized applicant evaluation method informed by the job description as publicized. Search committee members who conduct interviews are obliged to act as representatives of the department. As a result, expectations regarding bias training and the search process also apply. The following can help department members prepare a search committee.

Support Diversity, Equity and Inclusion

Committee members who support diversity, equity, and inclusion, who do not readily ignore and or dismiss issues related to them and/or who are at ease discussing these issues are more likely to contribute positively to a search and hiring process that values all three and acts on that valuation.

Power Dynamics of Committees

The professional rank and personal relationships of committee members can impact the effectiveness of the search committee. Rules on equal participation and voting for eligible voters (see the Best Practices for Forming a Search Committee box) can help ensure equitable participation. Department chairs are encouraged to consider rank and tenure status when formulating the search committee to help establish power balances and improve power dynamics. Committee members are expected to listen, act respectfully and refrain from behaviors that can negatively impact the search, such as being defensive and reactive rather than open and reflective.

Avoid Conflicts of Interest

Although TCU's Conflict of Interest Disclosure Guidelines and Procedures do not address faculty searches, they indicate a preference for all faculties to desist from behaviors that might present a conflict of interest for the university, real or perceived. The University of Washington defines a search committee conflict as existing when a member of the committee is likely to benefit materially or in other ways including prestige and or status. Potentials for conflicts using this perspective include but are not limited to candidates who are co-authors or collaborators and/or have a close personal relationship with a search committee member. Departments should devise a plan for defining their own perspectives on conflicts and how to deal with any before the search begins. Options include expectations of full disclosure by faculty members with or without voluntary recusal (from all or specified aspects of the search).

Student Involvement

Consider pathways for student involvement such as job talk or teaching demonstration participation with opportunities for student feedback. For graduate students, determine the level and degree of their involvement. Determine student involvement at the department level prior to the start of a search.

Avoid Common Biases or Errors: Be attentive to best standard practices.

Departments should strive to ensure that each full-time permanent member of the faculty has a clear pathway for being included in the search. Department chairs should remind each faculty member of their duty to report evidence of behaviors that might corrupt the process and outcomes and that such reporting, which can be done anonymously to the Office of the Title IX Coordinator or to Human Resources, is protected from reprisals.

Document the Search Process

Search committee members should identify a minutes-taker early in the search process. The minutes-taker is encouraged to keep detailed notes of all committee discussions, nominations, recruiting efforts, interviews (candidates, references, and other colleagues) and rationale for selecting or refusing candidates.

Establish Evaluation Criteria

Search members should decide criteria before evaluating applicant files. Doing so can help avoid errors and reduce biases such as those related to the following:

- elitism – assuming individuals from particular institutions/intellectual traditions are best.
- varying standards – holding different candidates to different standards. This might be related to stereotypes, unjustified assumptions/reasons to disqualify a candidate, designating some candidates prematurely, or differences in time spent evaluating each file.

Describing the Position

1. Once the Dean/Provost approves the position, specify criteria that are consistent with Department, College and University level expectations.
2. Consider broadening the position description to attract a wider range of candidates.
3. For each relevant area (teaching, research and service), consider if the position description is likely to appeal to individuals with experience mentoring and collaborating in a diverse environment.
4. For evidence of competence (in teaching, research and service,) consider including some of the following: diversity statements; letters of references from students; portfolio of sample syllabi and sample assignments; experience/interest in mentoring individual students and diverse sets of students; development of particularly effective strategies for the educational advancement of students in general and for various under-represented groups; evidence of achievement and or leadership in areas related to one's discipline, college, university or community, including those that improve outcomes for under-represented groups.
5. Decide on confidentiality guidelines. Off-record reference checks of candidates are discouraged.
6. The wording of a job advertisement can be inviting or off-putting. While always making sure that the law is followed, consider using language that can signal that Texas Christian University and the College of Communication is an institution where diversity is valued. Language related to experience requirements that prioritizes rank over years of experiences might be helpful for those who embarked on non-traditional pathways. (See the sample job advertisement in the Appendix.)
7. Include the mandatory TCU AA/EEO statement at the end of the ad. The statement can be found in the Search Procedures For Full-Time Faculty Positions and reads as follows: "As an AA/EEO employer, TCU recruits, hires, and promotes qualified persons in all job classifications without regard to age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status or any other basis protected by law." See the Appendix for a Sample Job Advertisement.
8. Include a statement on TCU that emphasizes the institution's secular nature, commitment to academic freedom, and location in a large, diverse city and metroplex and a summary (if lengthy) of the College department statement on Diversity, Equity and Inclusion. Always follow the guidelines in the TCU Faculty Hiring Handbook. Consult the said Handbook regarding the creation and submission of the long and short versions of the ad to the Dean for approval.

Best Practices for Welcoming Under-represented Applicants

Signal, using appropriate language, interest in candidates who are likely to contribute to the department's diversity priorities. For example: "The Department of XXXX is interested in candidates at the rank of XXXX who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

In addition to the TCU Faculty Hiring Handbook, Hiring managers and search committees can also consult the TCU Instructions for Hiring Manager and Search Committees and the aforementioned Search Procedures for Full-Time Faculty Positions. Full-Time positions must be advertised in one national site such as the Chronicle of Higher Education, two minority sites such as AAHHE and Diverse Issues in Higher Education, one women's site such as WIHE and the TCU Human Resources website. Lecturer positions (at a minimum) must be posted on the TCU website, the AAHHE site and Diverse Issues in Higher Education site. For additional search outlets, consult the Faculty Search Advertising Websites Page in the TCU Search Procedures.

Best Practices for Posting Job Ads

Use multiple venues even in disciplines such as economics in which the dominance of one job-listing site seems to discount this strategy.

Dual Career Considerations

We in the College of Communication realize that dual career job searches are on the rise. We also recognize that these searches frequently impact women and persons from other under-represented groups negatively compared to white, heterosexual males (Wolf-Wendel, Twombly & Suzanne Rice, 2000; Zhang & Kmec, 2018). If a dual career possibility emerges in a search for full-time faculty the search committee should consult with the Department chair and Dean of the College of Communication.

During the Search and Before

CAMPUS VISITS AND INTERVIEWS

Active Recruiting

1. Contact leaders of discipline-specific affinity groups targeting under-represented groups such as Black Graduate Student Association, Institutions of Higher Learning that serve under-represented groups, or consult with Human Resources for help identifying other Job Ad resources. Discuss the position, identify specific targets whom you can invite to apply and send out the ad to their mailing lists. Always document these efforts, for example, the list of organizations that received the job advertisement in this recruiting step.
2. Search committee/department members should reach out to personal networks, former colleagues, mentors, or students to invite them to nominate well-qualified candidates and share the job ad with their networks.
3. Identify pre- and post-doctoral pipelines targeting under-represented faculty such as the Ford Foundation Fellowship Program and the University of California's President's Postdoctoral Fellowship Program.
4. Remember that TCU encourages submitting letters to "minority, women's and professional organizations notifying them of faculty vacancies and requesting names of qualified applicants. Faculty in the hiring unit should contact colleagues for assistance in identifying women and minorities and other under-represented groups who may be potential applicants and should use all available sources to ensure that the under represented groups listed above are represented in the applicant pooled applicants." TCU Recruitment Procedures, no.5.

Best Practices for Active Recruiting

- Advertise broadly to reach under-represented groups including those living with disabilities who are invited to make accommodation requests known to the hiring manager/search committee in accordance to TCU Policy 1.005.
- Reach out to personal and professional networks as well as institutions with a reputation for serving and/or having established relationships with members of under-represented populations.
- Be aware of biases, including implicit ones that can influence behaviors without deliberate thought.

Evaluating Applicants

1. Departments should create a set of evaluation criteria consistent with the position description. At their discretion, they should jointly decide if they want to leave this task up to the search committee. The evaluation criteria must be consistent with the position description. For each major category (research, teaching and service), include multiple dimensions including those related to diversity, equity and inclusion. Some examples for consideration adapted from Harvard University Best Practices for Conducting Faculty Searches, Version 1.2 include:
 - Originality and contribution
 - Funding record
 - Ability to attract and mentor graduate students
 - Ability to teach and supervise undergraduates
 - Ability to attract, work with and teach diverse students and commitment to collaborating with colleagues
 - Relationship to department priorities
 - Ability to make a positive contribution to the department's climate
 - Ability to be a conscientious department citizen
2. Decide, before evaluating applicants, how incomplete files will be evaluated and if at all.
3. Try to evaluate each candidate in an open-minded and holistic manner to avoid anchoring and confirmation bias. UCLA offers the following tips:
 - "Instead of reviewing each candidate's application in isolation and making an immediate thumbs-up or thumbs-down determination, review a set of applications side-by-side and then determine who should proceed to the next stage of consideration."
 - "Instead of ranking candidate on a single scale, summarize each candidate's strengths, weaknesses and likely contributions. Alternatively, create multiple lists that rank candidates based on the various job-specific criteria."
4. Give yourself and all committee members sufficient time to read all the applications. Review each applicant's dossier thoroughly. Avoid creating lists of personal favorites rather than lists of qualified candidates.
5. Try to build a case to advance each qualified candidate before identifying deficits or faults in their application package. Also ask yourself which facts support your decisions to include or exclude a candidate or where you might be speculating.
6. Refrain from collecting information about applicants from social media or other online sites, especially where verification (including from applicant) is not assured.

Best Practices for Evaluating Applicants

Narrowing the Applicant Pool for Preliminary Interviews

Prior to meeting, members of the search committee should forward to the chair of the search committee their rankings of applicants. The search committee should meet to create a comprehensive ranking of candidates and from this ranking, create a preliminary off-site interview list using a predetermined number established by the department. Search committee members are expected to monitor the composition of all lists for diversity, ensuring the list reflects the composition of the applicant pool and avoids biases that have unintentionally crept into the list.

1. The search committee may circulate both the collective ranking of candidates and preliminary interview list to all faculty (possibly at a department meeting or prior to). Faculty should be given sufficient time to review the list and the applicant files for careful consideration. All faculty should monitor the composition of all lists for diversity. Faculty at a department meeting should finalize the interview list.

2. Before preliminary interviews of some six to eight candidates are authorized, the search committee chair and the department chair will meet with the Dean to discuss the faculty's proposed candidates for those interviews.
3. The search committee members should develop interview questions that are vetted by the department. The questions should reflect candidate-specific needs based on the application portfolio. It should also include some standard questions that will be asked of each candidate. If the composition of the search committee and interview team is not the same, special effort should be made to include the latter in this process.
4. The search committee members should develop an information packet, a long and short version. Consider distributing the short version which might include basic information on TCU, the hiring department and Fort Worth in cases where interviews are in-person. The long version should be distributed to those candidates who are invited for a campus visit.
5. Interview team members are expected to conduct the preliminary interviews using the same process for each candidate. Typically, preliminary interviews are conducted via phone, Skype, or Zoom. In instances where the interview team is the same as the search committee, consider including the department chair or another faculty member who can serve as an observer and perhaps a note taker. Active note-taking of the interviews is important for informing discussions and as a means of documenting the search and should be encouraged.
6. Update search results in the Requisition Summary in iGreentree (or relevant software at the time). Enter a reason in the comments field for rejecting each person who was not selected as a finalist for a campus interview. Reasons should be concise and verifiable: they should reference the written criteria, job ad and the evaluation criteria.

Best Practices for Conducting Preliminary Interviews

- Develop and include interview questions that focus on an applicant's portfolio and standard questions to be asked of each person.
- Structure interviews the same. For example, if the questions will be asked by major category (teaching, research, and service), do the same for each. If candidate-specific questions (within the major category) are to be followed by standardized ones, including those related to diversity, equity and inclusion, do the same for each.
- Review the Sample Guidelines to Interviewing Questions and the Sample Guidelines to Assessing Candidate's Ability to Work in a Diverse Environment in the Appendix.

On Campus Visits and Interviews

1. Before proposing three candidates to invite for campus interviews, the search committee chair and the department chair will meet with the Dean to discuss the results of the preliminary interviews.
2. Before inviting candidates to the TCU campus, complete the steps which are outlined in the section Before Candidates Are Invited to Campus for Interviews in the TCU Search Guide for Faculty Hires. These include the completion and approval of the EEO-Affirmative Action-Form I. Do note that the documents (Requisition Summary from iGreentree and copies of all ads to Dean's office) must be compiled and submitted to the Dean for approval. (Note: EEO-Form II or EEO-Form III documents are no longer employed.) The Dean's office will submit the documents to the Provost's office. If the documents are approved, the Provost will issue an approval memo for the EEO I, which will be sent to the Dean and the department chair.
3. Search committees should give each candidate an information packet that should cover such issues as tenure and promotion criteria, teaching and service expectations, University, college, and departmental facts and figures and so on. This packet will ensure that each candidate is presented with the same picture of the job and institution and that interviewers do not subconsciously introduce biases into what information is shared and what is not. Also include in the information packet a detailed schedule for the campus visit, including names and affiliations of the people who will attend each meeting or social function. The schedule for each candidate must be the same. Provide guidance on what is expected of the candidate during this visit. For example, is the job talk expected to be a research talk or one that displays teaching strengths; will the talk be open to students and

what level and how should the candidate, if at all, adjust their presentation based on the composition of people attending the presentation. The information packet should be vetted by the department and if the composition of the search committee and interview team is not the same, special effort should be made to include the latter in this process.

4. All who will meet the candidate are expected to complete Implicit Bias Training, such as the aforementioned Project Implicit and or Implicit Bias Video Series from Harvard and UCLA respectively, and review the Sample Guidelines to Interviewing Questions in the Appendix. In particular, do not ask about protected status categories such as race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation. You may respond to questions related to these categories—e.g., childcare or schools—but you cannot evaluate candidates based on them. Consideration of a possible trailing spouse or children as a factor in the hiring decision is simply illegal. To borrow again from UCLA’s guide, “Beyond abiding by the law, it’s important to avoid these questions because they can unintentionally signal that [TCU] is not welcoming to all.”
5. Provide faculty and others who are expected to evaluate the candidate formally with the agreed-upon job-specific criteria and candidate evaluation form. Semi-structured interviews are important for maintaining professional etiquette.
6. If the candidate will meet with students, remember that implicit biases might exist in student evaluations.
7. In addition to the standard meetings with the Dean, chair and faculty colleagues, consider scheduling a meeting for all candidates with at least one person who is independent of the search process and can give a broader sense of the College of Communication/TCU experience. This individual could be the College’s Diversity Advocate, the director of Comparative Race and Ethnic Studies, the director of Intercultural and Inclusiveness Services, etc. If possible, schedule the same person for each candidate, and be open to hearing from the person their comparative impressions of the candidates. This person is not the same as the external member of the search committee, and she or he would not have influence on the hiring process. Rather, she or he would be the same person who can share with each candidate about the state of diversity, equity, and inclusion at TCU, in Fort Worth and Texas.
8. Offer equal accommodations to all candidates, and offer the same kind of airport transportation to all.
9. When planning meals and other social functions, ask each candidate about dietary restrictions and restaurant preferences. Try to be as consistent as possible, given candidates’ varying preferences and restrictions.
10. If, prior to the campus visit, a candidate asks to bring a spouse or partner, requests child care assistance or family-friendly scheduling, or accommodation for a disability, do whatever you can to abide by those requests.
11. Make sure that each candidate receives clear instructions about post-visit procedures, timeline for a decision, etc. Consider sharing this information in the form of a short formal exit meeting with either the department chair or the search committee chair. Exit meetings can also help, according to UCLA, to “send a final message about the department before the candidate leaves and to take the candidate’s temperature about how she experienced the day.”

Best Practices for Effective Interviewing

- Develop and use a common set of questions for each candidate.
- Ask questions in the same order.
- Include questions that demonstrate familiarity with the applicant’s portfolio and work.
- In addition to traditional domains (teaching, research, and service- current and future), include questions that encourage conversation on interests in and or experiences in working with colleagues and students from diverse backgrounds.
- Avoid personal questions as they can bias the interviewer’s opinion of the candidate.
- Review the Sample Guidelines to Interviewing Questions and the Sample Guidelines to Assessing Candidate’s Ability to Work in a Diverse Environment in the Appendix.

Candidate Selection and Job Offer

1. Faculty members should refer to the job- specific criteria and written notes and recommendations from the search process and campus visit and interviews to make a case for and against each and all of the finalists using a standard candidate application tool. See the Sample Candidate Evaluation Tool in the Appendix.
2. After the departmental vote and decision on the candidate is finalized, the department chair is encouraged to write down why the decision to extend an offer to one (or more) candidates was made and write a separate justification stating why the others were determined to be unable to meet the job requirements. This rationale will be presented to the Dean in a meeting with the department chair and search committee chair, and ultimately be entered in iGreentree or similar software.
3. After the decision is made and approved by the Dean, the department chair will inform the chosen candidate. Inform the candidate that negotiations are not unexpected. Until a formal offer is made and accepted, all communication with the candidate from this point on is to be limited to the department chair. This will eliminate possibilities of error that can occur when multiple people are communicating.
4. The Council of Colleges of Arts and Sciences and the American Association of University Professors which endorses their Ethics of Faculty Recruitment and Appointment indicate that written offers, the only non-binding offer, should follow within ten days of an informal, oral one with full details including: starting rank; length of the appointment; conditions of renewal; salary and benefits; duties of the position; if tenure-track, the amount of credit toward tenure for prior service; institution's "startup" commitments (for example, equipment and laboratory space); date when the appointment begins and when the candidate is expected to report; date by which the candidate's response is expected, which should not be less than two weeks from receipt of the offer; details of institutional policies and regulations that bear upon the appointment; and information on other relevant matters. Extensions beyond this time are at the discretion of the Dean and department chair.
5. Consider preparing a list of resources on campus (others with similar research, teaching, and service interests from across the university) and off campus (schools, day cares, neighborhoods, religious communities) and share the list with the prospective hire.
6. Once the offer is formally issued in writing and accepted in writing, be sure that the new colleague gets timely updates about the persons new office and courses, how to place book orders, etc., and put them in touch with a department administrative assistant. The department chair should ensure that all special requests such as data or computing needs are submitted in a timely manner so as to ensure a smooth transition.
7. Welcome your new colleague enthusiastically. Provide your new colleague with assistance as needed to ensure a smooth transition to TCU.

After THE SEARCH

Revisit the search process and outcomes in a department meeting following the acceptance of the job offer by the candidate. Consider making one person (potentially but not necessarily a member of the search committee or interview team) responsible for making a report to include lessons learned. Extend suggestions to Dean's Office and/or update department level search documents regarding search and hiring.

Examples of questions to consider include:

1. Did the committee use the guide in faculty recruiting?
2. Was the applicant pool diverse? Could the diversity of the applicant pool be a reflection of the job description and or the recruiting commitment and process?
3. Was the candidate list diverse? Did the diversity in the candidate list reflect that in the applicant pool?
4. What parts of the search process worked well and what parts did not work well? How could they be improved?
5. Did candidates, especially women and/or under- represented minority candidates, refuse an offer? Consider interviewing these candidates and asking them their reasons for refusal.

Appendix: SEARCH DOCUMENTS

Sample Job Advertisement

Bob Schieffer College of Communication Job Ad Example

Each job ad should include the following sections:

- position title, name of our college, and name of department;
- position description with requirements and preferred qualifications (some preferred qualifications could reference aspects of DEI if appropriate);
- a link to the listing in iGreentree with a date when application review will begin;
- a description of the Bob Schieffer College of Communication and the department;
- a description of TCU;
- information about Fort Worth, Texas;
- and the AA/EEO statement.

TENURE TRACK

Assistant Professor in [name of department or sub-discipline]

School/College: Bob Schieffer College of Communication

Department of [name]

Position description: The Department of [name] in the Bob Schieffer College of Communication at Texas Christian University (TCU) in Fort Worth, Texas, invites applications for a full-time, tenure-track position at the assistant professor level in the area of [discipline/sub-discipline], beginning in [term]. Secondary area of specialization might include [discipline(s)]. Primary duties include teaching up to three courses per semester, conducting and publishing academic research, and participating in university service, including undergraduate student advising.

Position requirements: A Ph.D. in [communication and/or other type] is required [and/or preferred but ABD will be considered]. A successful candidate will demonstrate success in undergraduate teaching, and courses to be taught may include [disciplines] and others based on departmental need. Candidates must show promise of an active research program in [discipline(s)] and display a willingness to participate in [disciplinary areas].

PPP or INSTRUCTOR

The Department of [name] in the Bob Schieffer College of Communication at Texas Christian University (TCU) in Fort Worth, Texas, invites applications for a full-time (non-tenure-track) [instructor or assistant professor of professional practice] in [discipline] beginning in [term]. Candidates must possess at least a master's degree in [type of communication] or a related field. Strong relationships with the professional community is desirable. Experience in working with diverse communities is a plus.

The successful candidate will teach four regular courses per semester. These include introductory and upper level courses in [types]. This position requires demonstrated skill in [competencies]. Expertise and ability to teach with [technology types]. The candidate will also be responsible for supervising the work of student [types of curricular and co-curricular activities]. We seek a candidate who is committed to providing students with hands-on experience, fostering innovation in student-produced [content type], sharing in academic advising and departmental and college committee service, and contributing to the diversity and excellence of the academic community. Evidence of a strong teaching record at the undergraduate level is preferred, in addition to [level or number of years of professional experience] and evidence of effective mentoring and/or training of entry-level [communicators].

FOR ANY POSITION TYPE

For more information, please go to the following website:

From there, click on “find openings” and then select [check proper link names and navigation].

Initial screening of applications will begin immediately and continue until the position is filled. Upload a letter of application and curriculum vitae. Also include a list of three to five academic references with current contact information included. All questions regarding the application process should be directed to Human Resources at 817.257.7790 (confirm phone number).

The Bob Schieffer College of Communication

The college, which is named for TCU alumnus and longtime CBS network TV correspondent Bob Schieffer, is the academic home for about 1,200 undergraduate students majoring in four departments: Communication Studies; Film, Television and Digital Media; Journalism; and Strategic Communication. More than 30 graduate students pursue master’s degrees in Communication Studies and Strategic Communication, and about 60 full-time and 25 part-time faculty teach in the college. The college’s award-winning student activities include print, video and digital news media, a forensics and debate team, an advertising and public relations agency, a radio station, and sports broadcasting productions. The college also offers a vibrant array of study abroad courses taught by its faculty.

Texas Christian University

Founded in 1873 and currently enrolling more than 10,000 students, TCU delivers a world-class university experience, consistently ranking in the top 5 percent of the nation’s 3,500 universities and colleges. The university ranks in the top 100 national universities in U.S. News & World Report’s rankings and is named by Forbes as a “Rising Star” on the magazine’s “10 Top Colleges to Watch” list. TCU has been named a “Great College to Work For” by the Chronicle of Higher Education for eight consecutive years, and its endowment is among the top 60 college and university endowments nationwide. In recent years, the university at large has invested more than \$200 million in top-of-the-line facilities, including a new intellectual commons, library expansion, and new academic buildings in fine arts, music and business. More than 71 countries and 60 religious faith traditions are represented by TCU’s students. With a 13:1 student/faculty ratio and a teacher-scholar model that results in close, mentoring relationships, TCU offers many of the advantages of smaller liberal arts colleges.

Fort Worth, Texas

Fort Worth is the nation’s 13th largest city. The Dallas/Fort Worth metro area is the fourth largest in the nation and is home to 22 Fortune 500 companies. The metro area has been named No. 2 in the country for job growth by the Bureau of Labor Statistics and named fifth best city in the country to buy a home. Fort Worth boasts “the best downtown in America,” according to Liveability .com, and is home to three world-class art museums, a premier performance facility, green spaces and public art.

TCU welcomes employees from a wide variety of backgrounds, traditions, and experiences. We are an Equal Opportunity/ Affirmative Action employer and will not discriminate in any employment practice on the basis of age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status, or any other basis protected by law. TCU strives to create and preserve a respectful culture and encourage all to apply.

Tenure Track Search
Job Candidate Review Sheet

Candidate Name: _____ **Date:** _____

Criteria for evaluating applicants during campus visits

Minimum qualifications (customize to fit job ad)

- 1) Earned doctorate (or ABD finishing before DATE) in a field related to communication/discipline
- 2) Record of teaching and scholarship sufficient for an appointment as tenure-track assistant professor
- 3) Record of (blank) years of (discipline) related industry experience

Beyond the minimum:

- 1) Teacher-Scholar Model
 - a. Focus on (types of disciplinary/courses)
 - b. Shows promise as a researcher AND teacher
 - c. Ability to synthesize industry best practices and academic research
 - d. Ability to teach a variety of required courses in our curriculum
- 2) Professional Record
 - a. Graduate school record of teaching and research
 - b. Evidence of good fit with the teacher-scholar model
 - c. Scope of responsibilities (i.e. teaching load, service requirements)
 - d. Diverse work experience (i.e., international focus, non-profit, global agency)

Please answer the following questions based on your interactions with the candidate.

- 1) Based on the criteria above and the job description, I found this candidate to be qualified for the position.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- 2) I thought this candidate would be a good fit for the curriculum needs in our program.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- 3) This candidate has strong research promise and would excel in a tenure track position.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- 4) This candidate has strong teaching skills and would excel in the teacher-scholar model at TCU.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- 5) This candidate demonstrated a clear focus on (particular aspect of teaching/disciplinary needs).

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

General Comments:

Sample Guidelines for Assessing Candidate's Ability to Work in a Diverse Environment

Open Ended Questions

1. Suggested opening remarks: "Our college (division or department) values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity."
2. What do you see as the most challenging aspects of an increasingly diverse academic community?
3. What have you done, formally or informally, to meet such challenges?
4. How do you view diversity course requirements for students?
5. How have you worked with students and others to foster the creation of an environment that's receptive to diversity in the classroom, in the curriculum and in the department?
6. How have you mentored, supported, or encouraged students on your campus? What about under-represented minority students, women or international students?
7. In what ways have you integrated diversity as part of your professional development?

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Wolf-Wendel, Lisa E., Susan Twombly & Suzanne Rice *Dual-Career Couples* (2000). *Keeping Them Together*. *The Journal of Higher Education*, Vol. 71, No. 3 (May - Jun., 2000), pp. 291-321.

Zhang, Hong. & Julie A. Kmec (2018). Non-normative Connections between Work and Family: The Gendered Career Consequences of Being a Dual-career Academic. *Sociological Perspectives* 2018, Vol. 61(5) 766–786.

Web Resources and Directories

Ford Foundation Fellowship Program. Directory of Ford Foundation Fellows.
<http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx> (Accessed May 24, 2017).

UCLA Equity, Diversity and Inclusion. Educational Materials. <https://equity.ucla.edu/programs-resources/educational-materials/>

University of California. President's Postdoctoral Fellowship Program. Fellows 2016.
<http://ppfp.ucop.edu/info/fellowship-recipients/fellows-2016/fellows-2016-name/index.html> (Accessed May 24, 2017).

North Carolina State University: Office for Institutional Equity and Diversity, North Guidelines for Recruiting a Diverse Faculty. <http://catalog.ncsu.edu/undergraduate/admission/oied/> (Accessed July 27th, 2018).

Harvard University Project Implicit, <https://implicit.harvard.edu/implicit/> (Accessed July 27th, 2018)

TCU News and Events, <https://newsevents.tcu.edu/stories/tcu-repeats-as-one-of-the-great-colleges-to-work-for/>

Notice of Nondiscrimination and Contact Information for Title IX, Title VII and ADAAA Coordinators (Teaching-focused)

TCU is committed to providing a positive learning and working environment free from discrimination and harassment. TCU prohibits discrimination and harassment on the basis of age, race, color, religion, sex (including sexual harassment and sexual violence), sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status and any other basis protected by law, in the University's programs and activities as required by Title IX, Title VII, The Age Discrimination Act of 1975, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations.

For inquiries about TCU's policies and compliance with Title IX and nondiscrimination policies or inquiries on how to file a complaint of discrimination contact:

Chief Inclusion Officer & Title IX Coordinator

TCU Box 297090

Jarvis Hall 228

Fort Worth, TX 76129 817-257-8228

titleix@tcu.edu

For inquiries about TCU's policies and compliance with Title VII, The Age Discrimination Act of 1975, or other aspects of TCU's equal opportunity or affirmative action programs contact:

Vice Chancellor for Human Resources

TCU Box 298200

3100 W. Berry St. 817-257-5103

askhr@tcu.edu

For individuals seeking an accommodation for a documented disability, those seeking an accommodation for the employment interview or selection process or those with inquiries or complaints regarding campus accessibility or the accessibility of the TCU website, as required by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and related regulations and statutes contact:

Students

Student Disabilities Services

TCU Box 297710

Sadler Hall 1010

Fort Worth, TX 76129 817-257-6567

academic_services@tcu.edu

Applicants for Employment

Vice Chancellor for Human Resources

TCU Box 298200

3100 West Berry St. Fort Worth, TX 76129 817-257-7790

askhr@tcu.edu