



# JOHN V. ROACH HONORS COLLEGE



## Faculty Search Procedure

### Determination of search area

1. The search should target no more than two areas (disciplines or transdisciplinary areas of inquiry), to ensure the integrity of the search process (e.g., strategic placement of ads in multiple locations, informed vetting of applicants, and so on).
2. During the semester prior to a tenure-track or PPP search, the Honors faculty<sup>1</sup> will meet to determine possible search area(s). The faculty will communicate its recommendation(s) to the Dean.
3. In person or in writing, the Dean will respond to the faculty's recommendation(s). If the Dean accepts none of the faculty's recommendations, the process returns to step 2.

### Formation of search committee and appointment of search committee chair

1. The Dean will appoint a search committee.
2. Unless the nature or scope of the search recommends a larger committee, the committee will consist of five members:
  - three Honors faculty members (including at least one PPP)
  - two non-Honors faculty members (including no more than one PPP) in the search area who are familiar with the goals and practices of honors education
3. To the degree possible, the search committee should include women, members of racial and ethnic minorities, and members of other underrepresented groups.
4. The Dean will designate one tenured or tenure-track Honors member of the search committee as the search chair.

### The search process

All participants in the search process will comply with the search policies and procedures articulated by the Office of Human Resources and the Office of Equal Opportunity and Affirmative Action (EOAA) and consult as needed with the TCU Chief Inclusion Officer, the Title IX Coordinator, and the Office of Human Resources.

The search committee will (though not necessarily in this order):

1. receive implicit bias training (unless committee members have received comparable training within the previous two years)

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<sup>1</sup> Here and throughout, "Honors faculty" refers to members of the Honors Core Faculty.

2. meet with Honors College Diversity Advocate to discuss best practices and common pitfalls in TCU faculty searches
3. write a job ad, seeking input/approval from the Dean and the Honors faculty (note: each applicant should be required to submit the names of 2-3 professional references)
4. submit the FSA form and job ad to the Provost's office
5. disseminate the job ad, seeking input from the Honors faculty and the Honors College Advisory Council and reaching out via personal and professional networks and discipline-specific affinity groups to ensure the visibility of the ad to potential applicants from underrepresented groups
6. create a scoring rubric for vetting applicants, based on the advertised search criteria
7. determine how the committee will handle incomplete files and conflicts of interest, e.g., when an applicant is a friend or co-author or otherwise personally or professionally connected to a member of the search committee
8. perform an initial screening of applicant files, to determine which applicants satisfy the minimum stated qualifications
9. review and assess the files of all qualified applicants
10. identify six to eight semi-finalists
11. gather additional teaching materials from each semi-finalist (for example, a syllabus from a favorite course, sample assignments, and a pedagogically reflective explanation of what students learn in the course and how they learn)
12. conduct extended telephone or video interviews based on a common set of questions
13. identify three finalists and at least one alternate
14. submit EEO-1 documents to Provost's Office
15. develop a packet with basic information on TCU, Fort Worth, and the John V. Roach Honors College, and distribute it to the finalists in advance of their campus interviews
16. contact 2-3 references for each finalist, based on a common set of reference questions
17. organize campus interviews for the three finalists (see guidelines below)
18. after each campus interview, solicit immediate feedback from all participating faculty, staff, and students, subject to the following guidelines:
  - (a) all feedback will be solicited within 24 hours after each candidate's visit;
  - (b) feedback will be solicited only from faculty, staff, or students who attended at least one of the candidate's presentations (teaching or research);
  - (c) feedback from faculty, staff, and students will be reported separately; and
  - (d) faculty members in each candidate's home discipline(s) will be invited to participate the campus interview and asked to provide feedback; however, feedback from these "disciplinary experts" will not supersede the judgements of the search committee, the Honors College faculty, or the Honors College Dean.

### Campus visits

#### *Streamline the visit*

- Only one dinner, on the arrival day
- Ensure that each member of the Honors faculty has at least one opportunity to visit with each candidate in a small-group setting during the interview

### *Teaching demonstration*

Each finalist will be asked to “Conduct an engaging 50-minute class on a favorite topic of your choice, making sure to select a topic and approach that will engage students in the kind of dialogical, critical inquiry one expects to see in an honors classroom.”

### *Research presentation*

Each finalist will be given the following prompt: “Deliver a 30-minute talk that briefly summarizes your intellectual agenda – the research questions and methodologies that inform your work – while also highlighting one recent project and explaining its significance to your field and to the world beyond academe. Be prepared for a conversational 20-25 minutes of Q&A. Above all, be mindful of your interdisciplinary audience. Your presentation should be intelligible and engaging to non-specialists.”

### *Involving Honors College staff*

All Honors College staff members will be invited to attend each candidate’s teaching demonstration and research presentation and to offer evaluative feedback via an online survey after the candidate’s visit.

### *Involving Honors students*

Honors College students will participate in each candidate’s teaching demonstration. Through an open call to all Honors students, a cohort of 10-15 volunteers will be recruited (ideally a heterogeneous group with respect to areas of study and other relevant dimensions of diversity) to participate in the teaching demonstrations of all three finalists. In addition, 2-3 Honors students from each candidate’s area of specialization will be recruited to take the candidate to lunch after the teaching demonstration. All students who participate in each interview will be asked to offer evaluative feedback via an online survey after the candidate’s visit.

### *Involving campus partners*

Set up a time for each candidate to meet with our Honors CDA and other campus partners who can give the candidate a sense of life on the ground at TCU, particularly with regard to diversity, equity, and inclusion. The search committee will confer with each finalist and use its own creative judgement to determine whom to include (mindful that 3-4 persons, including the CDA, is probably the largest feasible size for an inclusive dialogue).

### Final decision and negotiation

1. After meeting with the Honors faculty to hear faculty members’ assessments of the candidates, the search committee makes a hiring recommendation to the Dean.
2. The Dean makes the final hiring decision.
3. The Dean requests a background check on the would-be top candidate.
4. The Dean requests an offer letter from the Provost’s office.
5. The Dean and search chair communicate the offer to the candidate and negotiate final terms.
6. Within ten days of the oral offer, the Provost’s office issues a written offer.

7. The offer letter specifies the date by which the candidate's response is expected (no less than two weeks from receipt of the written offer); extensions beyond the stated deadline may be granted at the discretion of the Dean.