

**LMU|LA**  
Loyola Marymount  
University

# Evaluation of the Search Process

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# Evaluation of the Search Process

“I want to say a word about diversity because frequently in the popular culture it’s thought that diversity is the enemy of excellence, and nothing could be further from the truth. If you look at the most educative moments throughout human history, they are when people encounter people different from themselves. Diversity is really at the heart of education, and doing diversity right—it’s hard work, you have to be committed to it, we want to be great at it, means not only getting the right numbers here but doing all the things we do in the academic area and in student affairs to help people to get to know and understand people very different from themselves. I want to be very clear that this is an area for true excellence, and this is an area where we can be a national model to others” (Robert Lawton, S.J., President, 2007).

Dear Faculty:

We appreciate your willingness to serve on a search committee for faculty. During the search, we hope that you identified and recommended outstanding candidates who have the potential to help LMU realize its mission as a Catholic/Jesuit/Marymount university and achieve its goal of diversifying the faculty.

Our efforts to hire for mission/diversity are intended to bring to the faculty outstanding teacher-scholars who understand and appreciate the distinctive character of a Catholic university like LMU and who are prepared to help us achieve inclusive excellence.

Going beyond academic excellence, which focuses only on the quality of teaching, scholarship, and service, inclusive excellence re-envision both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into teaching, scholarship, service, faculty and staff recruiting and hiring, admissions, the curriculum and co-curriculum; and into administrative structures, policies and practices (American Association of Colleges and Universities, 1998; American Council on Education, 2000). Consistent with this definition, Father Lawton described inclusive excellence this way in his 2007 Convocation Address to the campus community.

“Every great university is marked by the fierce, passionate, focused, firm pursuit of excellence. They are shrines of excellence. Excellence is not only respected, it’s revered, it’s studied, it’s imitated, it’s encouraged, it’s performed.”

Excellence is expected, and excellence is expected everywhere. It’s expected in the academic area in terms of scholarship, teaching, and learning, but it’s expected elsewhere as well. It’s expected in the athletic teams. It’s expected in student life programs. It’s expected in how facilities are cared for, how the grounds are cared for. It’s expected in finance, in fund-raising, in federal relations. Excellence is simply expected everywhere, and the reason for that is I’m a firm believer that excellence is contagious so that excellence in anyone area inspires excellence in other areas. If we want the university to be truly excellent, we want it excellent everywhere.”

# Evaluation of the Search Process

If you focused on quality, mission sensitivity, and diversity during the search, not only will your outstanding candidates help LMU realize its mission and achieve its goal to diversify the faculty, they also will bring impeccable research and scholarship credentials as well as teaching and service competencies to your department.

All Committees must evaluate the process after completing a search for Full-Time Tenure or Tenure-Track Faculty. The attached survey instrument in Appendix T was designed to evaluate the search process and not the committee.

Like other institutions of higher education, LMU strives to create and maintain a culture of evidence. The University will use the empirical evidence generated by Evaluation of the Search Process to make critical decisions about faculty searches in the future.

The Search Committee's final meeting provides an opportunity for all members to participate in the evaluation of the process. All members of the Committee received a paper copy of the survey instrument before the Search began. However, the online instrument is the most appropriate and convenient for group participation in the evaluative process. Therefore, it will be helpful to hold the Committee's final meeting in a room where a computer is available.

Please use the following internet address to display **Evaluation of the Search Process** on the computer monitor: [www.lmu.edu/searchevaluation](http://www.lmu.edu/searchevaluation). The Chair of the Search Committee should guide the discussion on each item in the survey. It will take approximately 15 minutes to complete the survey. After responding to Evaluation of the Search Process, the Chair of the Search Committee must send a printed copy of the completed on-line survey to:

College or School Dean  
Abbie Robinson-Armstrong, Ph. D., Vice President for Intercultural Affairs  
Rev. Robert V. Caro, S.J., Vice President for Mission and Ministry  
Each Member of the Search Committee

Questions regarding Evaluation of the Search Process may be directed to Abbie Robinson-Armstrong [arobinso@lmu.edu](mailto:arobinso@lmu.edu) or 310.338.7598 and/or Rev. Robert V. Caro, S. J. [rcaro@lmu.edu](mailto:rcaro@lmu.edu) or 310.338.2987.

# Evaluation of the Search Process

Thanks for completing this survey to measure the effectiveness of the faculty search your Committee conducted. It takes approximately 15 minutes to complete the questions in this survey.

## A. DEMOGRAPHIC INFORMATION

1. Title on the Position Announcement:
2. Vacancy Number:
3. Department or Program:
4. College/School:
5. Date:

## B. THE CHARGE TO SEARCH COMMITTEES

*Guideline A: The Proactive Search Committee must be clear about its charge, including its responsibility to help LMU realize its mission and achieve its goal to diversify the faculty and enhance its Catholic/Jesuit/Marymount Identity. The Committee Chair should begin the search process by leading a discussion on pertinent LMU documents (Search Committee Briefing, Page 2).*

1. Which of the following documents did the Committee discuss before beginning the search process?

Check all that apply

- Loyola Marymount University Mission and Goals**  
*Available from Mission & Ministry 310.338.2987*
- Interculturalism: Definition, Vision and Goals**  
*Available from Intercultural Affairs 310.338.7744*
- Loyola Marymount University Strategic Plan**  
Section 4 [Catholicity, Diversity, Faculty Recruitment];  
Section 5 [Initiative One: Promote Excellence in Teaching, Scholarship and Creativity]  
*Available on ManeGate*
- Moving Beyond Traditional Recruitment Strategies:  
Recruiting and Hiring Faculty for Mission** *Available from Intercultural Affairs 310.338.7744*
- Reviewing Applicants: Research on Bias and Assumptions**  
*Available from Intercultural Affairs 310.338.7744*

# Evaluation of the Search Process

## C. COMPOSITION OF THE SEARCH COMMITTEE

*Guideline A: Creating diverse Search Committees that include individuals who represent the University community is “the most important decision that the Chair makes in the entire process.” A proactive Search Committee will ideally include males and females who are members of at least two of the ethnic groups present within the LMU campus community (Search Committee Briefing, Page 6).*

1. Please indicate the number of full-time faculty on the Search Committee who were American **citizens or permanent residents**.

Ethnicity	Assistant Professor		Associate Professor		Professor	
	M	F	M	F	M	F
African American						
American Indian/Alaskan Native						
Asian American/Pacific Islander						
European American						
Latino/a						

2. How many **International Faculty** were on the Search Committee (i.e., any person other than a U.S. citizen or permanent resident)? \_\_\_\_\_

3. Please indicate the number of students on the Search Committee.

Ethnicity	First Year		Sophomore		Junior		Senior		Graduate	
	M	F	M	F	M	F	M	F	M	F
African American										
American Indian/Alaskan Native										
Asian American/Pacific Islander										
European American										
Latino/a										
International										

4. If a student did not serve on the Search Committee, describe the provision(s) implemented to obtain student input:

## D. RECRUITING AND HIRING FOR MISSION: A DEFINITION

*Guideline A: The practice of recruiting and hiring for mission requires Search Committees to seek out candidates who are supportive of and will contribute to LMU’s distinctive mission as a Catholic/Jesuit/Marymount University, who will enhance diversity, and who will improve gender balance (Search Committee Briefing, Page 6).*

1. Describe the Committee’s level of understanding of its responsibilities at the onset of the search.

- 5 | Very Good    
  4 | Good    
  3 | Fair    
  2 | Poor    
  1 | Very Poor

1b. Please comment briefly.

# Evaluation of the Search Process

## E. ESSENTIAL PREREQUISITE ACTIVITIES FOR THE PROACTIVE SEARCH COMMITTEE

*Guideline A: One Search Committee member should be assigned special responsibility for discussing and advocating for issues relating to Mission and Catholic Identity during the search process. Ideally, such responsibility will be assigned to one who has participated in the President's Institute (Search Committee Briefing, Page 5).*

1. Did the Committee assign responsibility for discussing issues related to Catholic/Jesuit/Marymount Identity to a specific member?

YES       NO

2. Describe the climate relative to hiring faculty supportive of Catholic/Jesuit/Marymount Identity.

5 | Strongly Favorable       4 | Somewhat Favorable       3 | Undecided       2 | Somewhat Unfavorable       1 | Strongly Unfavorable

*Guideline B: The Committee Chair should also ensure that one or more persons assume responsibility for discussing and advocating for issues related to ethnic and gender diversity (Search Committee Briefing, Page 6).*

1. Did the Committee assign responsibility for discussing issues relating to ethnic diversity to a specific member?

YES       NO

2. Describe the climate relative to hiring faculty for ethnic diversity.

5 | Strongly Favorable       4 | Somewhat Favorable       3 | Undecided       2 | Somewhat Unfavorable       1 | Strongly Unfavorable

3. Did the Committee assign responsibility for discussing issues relating to gender diversity to a specific member?

YES       NO

4. Describe the climate relative to hiring faculty for gender diversity.

5 | Strongly Favorable       4 | Somewhat Favorable       3 | Undecided       2 | Somewhat Unfavorable       1 | Strongly Unfavorable

# Evaluation of the Search Process

## F. DEPARTMENT REVIEW BEFORE THE SEARCH BEGINS

*Guideline A: The Position Announcement must be based on the Department's Educational Goals. Before writing the Position Announcement and before the search process begins, the Department must conduct a review to define its Educational Goals, and use the information to construct a Mission and Culturally-sensitive Position Announcement. Educational Goals at the Department level may include: (Search Committee Briefing, Page 8.)*

- *Develop a diverse mission-sensitive faculty within the Department*
- *Create a faculty profile that mirrors the profile of the majors and minors in the Department*
- *Broaden course offerings within the Department*
- *Transform the curriculum*
- *Add or expand an area of research*
- *Identify potential contributions to the Catholic intellectual/artistic tradition (Search Committee Briefing, Page 8).*

1. Did the Department conduct a review to identify its educational goals before writing the Position Announcement and before the search process began?

- YES       NO

2. Please discuss the educational goals identified by the Department before the Position Announcement was written and the search process began.

3. Did the Department refer to **Faculty Availability Statistics** (Appendix F, Search Committee Briefing) during the process of conducting the review?

- YES       NO

3b. If yes, how did the Department use the **Faculty Availability Statistics**?

4. Did the Department refer to the **LMU Faculty Profile** during the process of conducting a review?

- YES       NO

4b. If yes, how did the Department use the **LMU Faculty Profile**?

# Evaluation of the Search Process

## G. THE MISSION AND CULTURALLY-SENSITIVE POSITION ANNOUNCEMENT

*Guideline A: The Committee is responsible for developing a culturally-sensitive Position Announcement in consultation with other department faculty and the Dean of the School or College (Search Committee Briefing, Page 12).*

1. Which of the following were included in your Position Announcement?

Check all that apply

- Primary responsibilities for the position including
  - Courses to be Taught
  - Research Specialization
- Specific statement such as “*experience working with/teaching diverse students*” or something similar
- Request for candidate’s Statement on Teaching, Scholarship and Service
- Approved language identifying LMU as a Catholic University and referencing key elements of the mission statement
- The value placed upon those who can share and teach differing points of view
- The value placed on those who can demonstrate an appreciation for Inclusive Pedagogy or use different techniques to reach diverse student needs, i.e., goal-driven, detail-driven, etc.
- Culturally-sensitive language targeted toward women, Historically Underrepresented Minorities and other groups
- Opportunity to be mentored by Senior Faculty in the Department
- Faculty Research Grants

## H. THE PROACTIVE RECRUITMENT PLAN

*Guideline A: Proactive recruitment has relevance for both diversity and religious identity (Search Committee Briefing, Page 9).*

1. Which strategies did the Committee include in its proactive recruitment plan?

Check all that apply

- A working relationship was established with similar departments in institutions with substantial numbers of women and Historically Underrepresented Minorities
- Interviews with candidates at professional meetings and societies
- Names of potential candidates were requested from women and Historically Underrepresented Minorities at LMU
- Women and Historically Underrepresented Minority caucuses within relevant professional and academic associations were asked for the names of potential candidates
- Women and Historically Underrepresented Minorities who received significant professional recognition were contacted and asked for the names of promising candidates



# Evaluation of the Search Process

## H. THE PROACTIVE RECRUITMENT PLAN *continued*

- Graduate Departments at leading Catholic universities were asked to recommend prospective applicants
  - Lilly-Network and Collegium lists of recent Ph.D.'s interested in teaching in Catholic or other church-related colleges/universities were consulted
  - An open line of communication was created with potential faculty already in the Department or College (i.e., visiting professors, adjunct or part-time professors, and graduate students)
  - A personal approach was used in recruiting candidates. For example, a letter, email or telephone call was used to inform potential candidates about the position
2. If a personal approach was used, did any personal contacts apply for the position?
- YES             NO
3. Please list the journals, newspapers, disciplined-based networks (i.e., Ford, Ph.D. Project, etc.) and other media outlets (i.e., Diverse Issues in Higher Education, Hispanic Outlook) where the Committee's ad was placed.
4. If the Committee did not advertise in alternative media outlets (i.e., Diverse Issues in Higher Education, Hispanic Outlook), please explain.

## I. THE PATTERNED INTERVIEW

*Guideline A: Search documentation must provide evidence that each candidate was evaluated against the same set of objective criteria. The Committee should use the Position Announcement to develop a standard set of questions to use during interviews and reference checks (Search Committee Briefing, Page 19).*

1. Did the Committee use the Position Announcement to develop the interview questions?
- YES             NO
- 1b. If NO, please explain
2. During the interview process, did the Committee ask each candidate about his/her commitment to LMU's mission and diversity?
- YES             NO
- 2b. If NO, please explain.

*Guideline B: The Committee's evaluation of the candidates must be based on job-relatedness (Search Committee Briefing, Page 18).*

1. What selection criteria did the Committee publish in the Position Announcement and then later use to evaluate each candidate? Please be specific.

# Evaluation of the Search Process

## J. THE PROACTIVE CAMPUS VISIT

*Guideline A: During the process of planning the campus visit for candidates, the Search Committee must consider how the Department will represent the university as a whole and as a place in which women and minority faculty can thrive (Search Committee Briefing, Page 15).*

1. What proactive campus-visit approaches did the Committee implement to demonstrate that the Department is a place in which women and minority faculty can thrive?

Check all that apply

- Question and answer sessions with the Department's faculty
- Chalk talks, a lecture or talk given to an audience
- Offered opportunities for candidates to engage in a question and answer session with students
- Offered opportunities for candidates to meet with faculty and staff who shared similar backgrounds, interest, ethnicity, gender, or sexual orientation. For example:
  - African American Faculty/Staff Association
  - Asian American Faculty/Staff Association
  - Committee on the Status of Women
  - Latino Faculty Association
  - Faculty/Staff Gay/Straight Network
- Offered opportunities for candidates to meet with representatives from these offices:
  - Campus Ministry
  - Child Care Center
  - Center for Ignatian Spirituality
  - Human Resources
  - Intercultural Affairs
  - Mission and Ministry
  - Committee on the Status of Women

## K. THE FINAL CANDIDATES

1. Please indicate the number of American **citizen or permanent resident** candidates brought to campus for interviews.

Ethnicity	M	F
African American		
American Indian/Alaskan Native		
Asian American/Pacific Islander		
European American		
Latino/a		

2. How many **International** candidates were brought to campus for interviews (i.e., any person other than a U.S. citizen or permanent resident)?

- MALE       FEMALE

# Evaluation of the Search Process

## K. THE FINAL CANDIDATES *continued*

3. If the Search Committee recommended an American **citizen or permanent resident**, please identify his/her gender and ethnicity.

Ethnicity	M	F
African American		
American Indian/Alaskan Native		
Asian American/Pacific Islander		
European American		
Latino/a		

4. If the Committee recommended an **International candidate**, please identify his/her national origin.

5. What evidence did the Committee obtain that led members to believe that the successful candidate would make a positive contribution to LMU's Catholic/Jesuit/Marymount Identity?

6. If the Department recommended a Historically Underrepresented Minority candidate, please indicate the factors that enabled it to do so.

7. If the Department recommended a female candidate, please indicate the factors that enabled it to do so.

8. If a Historically Underrepresented Minority candidate was offered the position and he/she did not accept, what reasons did he/she offer?

9. If a female candidate was offered the position and she did not accept, what reasons did she offer?

## L. COMMENTS

Identify additional ways in which the search process might have been improved. Please be specific.

**Thanks for Your Help**



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