SCU School of Engineering Tenure-Track Searches: Guidelines for Departments and Search Committees

These are modeled after the Policies and Procedures for Tenured and Tenure-Track Faculty Recruitment and Appointment document for the College of Arts & Sciences, dated Feb. 1, 2021. These do not include details on Dean and Provost roles, and do not cover search procedures for non-tenure track positions.

The annual timeline for each step of the process is outlined on the Provost's website under Recruitment & Appointment, especially the SCU Policy on Recruitment and Selection of Faculty.

Guidance from the Faculty Handbook and Other SCU Policies
Some important highlights from University Faculty Personnel Policies and Procedures related to tenured and tenure-track appointments are:

- The standard academic-year course load for tenured and tenure-track faculty is seven courses (or the equivalent), generally with an annual one-course reduction for faculty who are engaged in active scholarly or creative work;
- The standard appointment is for the academic year and begins September 1;
- A faculty member with an academic-year appointment is expected to teach at least one course each quarter (fall, winter, and spring) (course clustering procedures are discussed in the University policy on specific functions related to teaching, Faculty Handbook 3.6.3.1; see also Flexible Course Scheduling);
- The annual salary is paid in 24 equal semi-monthly installments beginning September 1 and ending the following August 31, unless the contract states otherwise;
- Eligibility for benefits is determined in accordance with the terms of the appointment, Faculty Handbook 3.8.2 and other applicable University policies and procedures;
- Offer letters are prepared by the dean's office and letters of appointment for tenured and tenure-track faculty are issued from the provost's office.

When applicants ask questions about the progress of the search with respect to their candidacy, please respond as follows:

> *To guarantee fairness with respect to all other applicants, we cannot discuss or answer questions about the progress of the search, the chances any candidate may have, or any details on the search status or pool of candidates.*

This, of course, does not prevent the search committee from alerting candidates that they have not been chosen for the phone/video interview or the on-campus interview. The School simply requires

that all candidates in the same categories be treated similarly and alerted at the same time about whether they are still being considered.

Preparing a Position Proposal [Dept. Chair]

When beginning the process of requesting a new faculty position, the department chair should start by reviewing the SCU Policy on Recruitment and Selection of Faculty, Tenured and Tenure-Track Appointments (available on the Provost's website), and Faculty Handbook 3.2 on Recruitment of Faculty and the Office of Diversity and Inclusion search process documents. Departmental proposals for tenure-track positions are typically due in February of each year. In addition to the criteria described in the University Policy on Recruitment and Appointment of Faculty, proposals should include:

- a draft position description (a job advertisement) suitable for advertising the position, with a specification of the required minimum professional qualifications;
- a statement indicating how this position would respond to the multi-year, long-term goals and needs of the department, will address persistent programmatic needs, if any, as revealed by program review and improvement efforts. A projected (e.g., five-year) hiring plan can also put the proposed position in a broader context of Department plans;
- a general description of a recruitment plan the department might use to identify the best qualified candidates and ensure an inclusive search process (including a draft evaluation rubric that reflects the position description), as well as the department's best thinking about the resource implications of the line, i.e., the need for space and equipment needed to support the candidate's success at SCU, as well as the teaching load to which the faculty member would be assigned.
- The rubric must be consistent with the SCU Policy on Recruitment and Selection of Faculty, with special attention on the sections "The Search" and "On-campus Interviews."

Evaluating and Approving the Proposal [Dean]

In evaluating the proposals, the dean will carefully weigh several factors including but not limited to:
- Faculty resources and enrollment (persistent programmatic need, percentage of courses taught by non-tenure-track faculty, average enrollment relative to capacity, numbers of course sections offered annually, total numbers of units offered annually);
- Department needs (demographics and disciplinary coverage);
- University needs (Strategic Plan goals, potential contribution to diversity goals, Core contributions, potential for connections to Centers of Distinctions, …);
- School needs (contributions to School requirements and initiatives, interdisciplinary initiatives, potential contribution to diversity goals); and
- Program review and improvement outcomes.

The Dean recommends to the Provost new and replacement faculty positions. The Provost then approves the allocation of such positions and authorizes searches to fill the positions.

Preparing a Search Committee [Dept. Chair]
After the position is approved by the Dean and Provost, the Department Chair recruits faculty members to serve on the search committee, following the Faculty Handbook, section 3.2. The proposed search committee is then reviewed and approved by the Dean.

Once the search committee composition is approved by the Dean, the department chair or search committee chair (chair) will consult with the Office of Diversity and Inclusion (ODI) in the Inclusive Excellence Division for search strategies, Subconscious Bias Awareness training, and other workshops or training recommended by ODI. The chair will arrange for participation of all search committee members in the ODI training and to discuss the university's commitment to diversity and best practices for inclusive faculty recruitment and hiring. This coordination with ODI may also include:

- Reviewing current demographic statistics, availability analysis, and utilization/ underutilization reports provided, upon request, by ODI, and adjust the search and recruitment efforts as needed, based on the data.
- Sharing demographic analysis and inclusive search and recruitment plan with the department.

Composing a Final Recruitment Plan [Dept. Chair or Search Committee Chair]
After the Dean notifies the department that a search and the search committee have been approved, the chair will prepare a final recruitment plan to submit to the Dean for review and approval prior to advertising the position.

The final recruitment plan, building on the draft plan submitted as part of the proposal, should include the components listed in the SCU Policy on Recruitment and Selection of Faculty, Tenured and Tenure-track Appointments (available on the Provost's website), in addition components in the draft recruitment plan:

1. Position Description (Job Advertisement) and Hiring Criteria
2. Members of the search committee
3. Recruitment strategy for building a diverse pool of qualified candidates, including
    a. Promoting the advertisement (when and where the vacancy will be announced)
    b. Reviewing candidates and creating a shortlist
    c. Conducting on-campus interviews (including prospective interview dates)
    d. How candidates will be evaluated (including the detailed rubric)

A sample recruitment plan is included in Appendix 1. Samples of detailed rubrics are in Appendix 2 and Appendix 3. These components of a recruitment plan are discussed further below.

Job Advertisement
For all tenured and tenure-track faculty searches, at least one advertisement stating the title, duties, and responsibilities of the position must be placed and must run for at least 30 calendar days before

an offer is made to ensure that qualified applicants have an opportunity to respond to the advertisement. The ad must meet specific requirements for special handling PERM applications. If they are not met, it may be required that SCU posts one additional ad at a later time and reviews resulting applications.

The advertisement may be placed in a hard-copy national professional journal or in the *Chronicle of Higher Education*. If a print advertisement is run, the department must save original copies of the entire journal or the entire edition of the Chronicle to document that the advertisement for the job opportunity was placed. If run in a newspaper, at least one original tear-sheet of the advertisement showing the name of the periodical and the date(s) of publication must be maintained.

In the alternative, the advertisement may be run in an electronic or web-based national professional journal if the journal is one which typically advertises academic openings in the USA. The electronic or web-based journal's job listings must be viewable to the public without payment of subscription and/or membership charges. The advertisement for the job opportunity for which certification is sought must be posted for at least 30 calendar days on the journal's website. Documentation of the placement of an advertisement in an electronic or web-based national professional journal must include evidence maintained by printing out a copy of the ad on the first and last days the ad was run. Evidence of the start and end dates of the advertisement placement and the text of the advertisement are critical and if unavailable, could cause an application to be denied. Please refer to the Sponsorship of Foreign Nationals document for a complete list of requirements.

The ad should include:

- All criteria by which the candidate will be judged (i.e., everything in the evaluation rubric), consisting of specific and clear qualifications for the position.
- Minimum qualifications for candidates.
- A final deadline for applications or a date on which application review will begin.
- The responsibilities for tenured faculty with some description of the anticipated teaching areas as well as the need for scholarship and service.
- Inclusive language throughout, and a statement that communicates the University's and School's commitment to diversity.
- Minimum and maximum hiring range (provided by Provost's Office)
- A request for the following materials, all submitted via Workday):
    - curriculum vitae,
    - graduate transcripts (unofficial transcripts are acceptable at this stage)
    - contact information for three references
    - narrative statements covering teaching philosophy, research plan, and experience working with people of diverse cultures and identities
    - sample syllabi, if available
    - teaching evaluations, if available

The Workday template contains SCU website language that Santa Clara is a Jesuit, Catholic university, and the required EEO/AA and Clery language so <u>do not</u> include this language. Any postings in other outlets must include this language and refer back to the SCU HR site of the job listing.

Recruitment Strategy
The Recruitment strategy should begin with a confirmation that the department and search committee have gone through ODI training on hiring for diversity, and that all participants in the search process have been made familiar with Santa Clara University <u>Policy 305</u> regarding confidentiality (note: email may never be used to circulate evaluative comments about candidates).

Promoting the Position
This section should mention when and where the position will be advertised, and strategies for increasing the diversity of the applicant pool, including but not limited to targeting organizations that serve underrepresented groups. The list of ad placements should be provided to the Office of the Dean.

Reviewing candidates and creating a shortlist
This section must describe in detail the procedure the committee will follow to narrow the applicant pool to three candidates (sometimes a fourth may be added if resources allow and the Dean approves). When screening candidates it is essential to use the rubric included in the recruitment plan at every step of the evaluation process.

A first pass by the search committee is done to quickly eliminate applicants who do not meet the minimum qualifications. Then the committee will select a "short list" of typically ten to fifteen candidates to be considered for a phone or video interview.

A telephone/video conference interview must be conducted to evaluate each "short list" candidate. Each interview should be conducted following the same procedure and using a common set of interview questions. Each committee member participating in the interviews must provide their summary comments on each candidate to all members of the search committee. These recommendations are then transmitted to the search committee chair where they will be archived in a password-protected location.

Finalists are selected to the on-campus interview list using a defined rubric, outlined in the recruitment plan, coordinating between the search committee and the department. When the search committee and department have identified their top candidates and would like to request approval to invite the candidates to campus, the chair will have a conversation with the dean to discuss the recommendations. During this phone call, the chair should be prepared to address questions from the Dean regarding the overall pool: particularly, its size, its diversity, and the processes used by the department to vet the pool and reach its recommendation. The Dean will also review information from the Office of Diversity and Inclusion about the diversity of the national search pool to compare to our own. The department and search committee may not contact candidates about interviews until after the dean has approved the interview list.

Once the Dean approves a list of candidates to invite for on-campus interviews, the chair should request the three letters of reference for each of the finalists. These letters must be sent to the chair, who will upload them to the secure (password protected) drive for committee and Department reference, and post them to Workday as required.

On-campus interviews
Prior to the interview, in accordance with the SCU Policy on Recruitment and Appointment to Faculty, the search committee chair should send the candidates materials that will help familiarize them with the University and the department. This can include links to documents like University bulletins, Statement of Purpose and goals, the SCU Jesuit mission and vision, current strategic plans, discipline-specific scholarship standards, teaching effectiveness standards, etc.

Since the Dean will discuss with each candidate salary, rank, relocation, and start-up needs, each candidate should be prepared to discuss what sorts of resources they will need as a startup package. This should be communicated to the candidates prior to their arrival for the interview.

Interviews will include individual discussions with all departmental tenured and tenure-track faculty, the Dean and possibly other individuals (including the Office of Diversity and Inclusion) who might provide information and background to the candidate to assist in developing an accurate picture of the character of the university and the resources available. Meetings will be arranged, if possible, with Human Resources to discuss benefits and with the Provost's director of faculty personnel to discuss the university housing plan. It is highly recommended that candidates be asked if there are persons or units that they would like to include in the interview schedule. The School encourages hiring departments to include ample time with students in the interview visits.

As part of the interview, the candidate will deliver a research seminar and will also conduct an actual or a simulated class lecture on a topic related to a probable teaching assignment. Class lectures will be structured so that they are as comparable as possible for the candidates. Students in attendance will be asked to fill out evaluation forms, the results of which will be distributed to the search committee and department faculty for their deliberations.

If a department intends to record a candidate's presentation, a written consent form must be signed by each candidate prior to their arrival to campus indicating the limited purpose of the recording (to allow those who could not attend the session in person to review it), and communicating that the recordings will be eliminated after the conclusion of the search. If any one candidate declines, then no presentation for any candidate shall be recorded. The chair must receive an email confirming the consent of each of the finalists. Recordings need to be stored on a password-protected site.

As soon as possible following the completion of the last interview, the tenure-stream faculty and search committee members will convene to rank the candidates. The discussion will be guided by the approved evaluation rubric, focusing on the qualifications of the candidate, the specific criteria for the position, while following fair employment practices. Rank ordering of the candidates may be done by any method approved by the department. Ranked choice voting is especially useful when there are multiple candidates, and free online tools allow it to be implemented anonymously (rcv123.org or rcv.rit.edu are good implementations).

Conducting the Search
Once the recruitment plan is complete and approved by the Dean, the position may be advertised and the search process begun, following the process outlined in the Final Recruitment Plan.

The search chair must collect documentation related to the search that includes:
- Total number of applicants for the job
- Notes about each applicant, specifically:
    - If they were not interviewed, please provide the reasons that they were not considered for the position
    - If they were interviewed, please explain why they were determined to be less qualified that the individual hired
- Notes about the candidate who was hired
- Recommendations
- Interview script/questions
- All Job posts (choniclevitae.com/jobs, higheredjobs.com, SCU jobsite, etc) including documentation of the dates that the job posts were published.
- Emails with Provost

When the department committee has identified the candidate they would like to recommend for hire, the search committee chair or department chair will contact the Dean to schedule a meeting. The written ranked list, a description of the applicant pool developed for the search, and an explanation of the ranking process and results shall be submitted to the Dean for their consideration.

The Dean and Provost work together to approve the final candidate, and, once approved, the Dean will draft a formal offer letter, following the process outlined in the Policy on Recruitment and Appointment to Faculty.

Appendix 1 - Sample Recruitment Plan

Position Description

The Department of Computer Science and Engineering at Santa Clara University, a Jesuit Catholic institution, seeks to fill five tenure-track positions in Computer Science and Engineering. The search is for assistant professors with specializations in Software Engineering, Programming languages/Compilers, Computer Architecture, Natural Language Processing, Computer Vision, Computer Security and Privacy, and Responsible AI to begin Fall 2024. However, Silicon Valley is an area of broad and ever-changing technical interests and needs, and strong candidates will be seriously considered regardless of area of specialization. SCU and the computer science and engineering profession are committed to justice, equity, diversity, and inclusion; we seek candidates whose research, teaching, and/or service have prepared them to help fulfill our commitment to these. All SCU faculty engage in teaching, research and service. The ideal candidate will express enthusiasm for teaching classes from undergraduate through graduate courses in areas of specialization, and lower division courses of a fundamental nature, fulfilling all responsibilities related to those courses, and for engaging students from diverse backgrounds in learning. The successful candidate will be expected to develop her/his own scholarly research, including mentoring undergraduate and graduate students. Developing an active research program appropriate to Santa Clara's mission that leads to high-quality publications, grant applications, and engages students as participants is an expectation of the position.

We welcome candidates who are ready to contribute to our mission to educate citizens and leaders of competence, conscience, and compassion and to cultivate knowledge and faith to build a more humane, just, and sustainable world. We especially encourage applicants whose goals and professional or life experiences enrich the department and school community and who can serve as a role model to a diverse student population.

Hiring Criteria

Applicants must:
- hold a doctorate in computer science, computer engineering, informatics, or in a closely related field
- have demonstrated a strong potential for high-quality research in computing
- have a strong commitment and ability to teach at both the undergraduate and graduate levels
- show a commitment to contributing to an academic culture that is inclusive of a diverse population of students, faculty and staff.

Search Committee

Yi Fang (Chair), Ahmed Amer, Xiang Li.

Recruitment Strategy

Promoting the job posting

Pending on budget and accessibility, we plan to post advertisements for the position announcement in the following strategic sources for attracting a diverse pool of applicants. An advertisement will be posted on SCU's Human Resources website as well as on the AJCU website. We will also place an ad in IEEE, ACM, CRA, and Academic Keys. Other professional organizations to which we will

submit our ad, as funding permits include the Blacks in Higher Education, Hispanics in Higher Education, Native Americans in Higher Education, Women and Higher Education, and more. We will also reach out to specific Ph.D. Engineering programs throughout the country, specifically Historically Black Colleges and Universities and Hispanic-Serving Institutions that graduate Ph.D. students in appropriate disciplines. We will contact faculty we know at these institutions who may be advising new graduates who would be promising candidates.

We will also advertise with professional organizations for under-represented groups in engineering, including the Society of Women Engineers, the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and the American Indian Science and Engineering Society.

Furthermore, we will work with the SCU Office for Diversity and Inclusion and Human Resources to have our ad posted at other websites SCU uses for appropriate recruitment purposes. Among these would be: HigherEdJobs, LinkedIn, VeteransInHigherEd.com, and others. We will review NSF Advance institution websites for faculty recruitment recommendations to further broaden our search.

The final list of placements should be provided to the Office of the Dean. Recognizing that recruitment is an ongoing process, as detailed in the School of Engineering Faculty Searches Guidelines, the committee will provide feedback to the department to facilitate activities that support recruitment priorities regardless of whether or not a search is occurring. The department will encourage all faculty members to reach out to promising scholars from underrepresented groups when attending any conference or meeting with funds from the SoE, and to work to build relationships with other departments that have promising scholars.

Reviewing candidates

The evaluation of candidates must follow the SCU Policy On Recruitment And Selection Of Faculty Tenured And Tenure Track Appointments. The instructions below provide additional detail only; if any conflicts exist with the SCU or SOE Policy document, the SCU or SOE documents shall prevail.

During the two weeks after the deadline for applications, each member of the search committee will independently review applications and rate them holistically using a coarse (1-3) numerical scale being the sum of the three main hiring criteria: research accomplishments and potential, a passion for excellent teaching, and an articulated plan for promoting diversity. A one would indicate "below expectation" and a three indicates "exceeding expectation". The scores will be compiled and the committee will meet to determine which applications merit further discussion. These applications will be reexamined by committee members. The committee will then settle on a list of approximately 10-12 "exceeding expectation" candidates who will be contacted for phone/audio/video interviews.

All members of the search committee will conduct the interviews together, asking the same questions to all candidates. The evaluation will be based on candidates' research accomplishments and potential; a passion for excellent teaching; understanding of SCU mission with commitment and willingness to perform service activities; and understanding and commitment to promoting diversity and inclusion. The rubric for the early stage evaluation is:

Teaching	35%
Scholarship	35%
Service	15%
Equity, Diversity, and Inclusion	15%

Each interviewer will provide her/his summary comments to all members of the search committee. These recommendations are then transmitted to the search committee chair.

The department chair, after reviewing the recommendations of the search committee and discussing the recommendations with the committee, will make their own recommendations in writing to the dean. The chair will indicate their judgment of the top candidates in order of preference. The dean will review the recommendations of the department. The dean will then approve a short list of candidates for on-campus interviews.

Conducting On-Campus Interviews

During interviews each candidate will meet with representatives from the Provost's and/or the Dean's office, present a mock teaching lecture to the faculty and the chair of the advisory board, present a research seminar, and meet individually with tenure-stream members of the department. Faculty who evaluate one candidate should also be present at, and evaluate the same presentation of, all other candidates. The lectures/seminars will be recorded for faculty evaluators who cannot be available during the events. Committee evaluation forms should be made available. All interviewers should have copies of each candidate's detailed CV, application letter (which includes a statement of research interests and a statement of teaching interests), and letters from the references; they should attend the candidates' seminar presentations and view the video recordings of the presentations. Some of the faculty interviewers will accompany the candidates for lunch and dinners (all in-person meetings are subjected to the rules related to public health restrictions at the time).

After all candidates have been interviewed, the search committee and department chair should convene the tenured and tenure-track members of the department to discuss and evaluate the candidates. The criteria for evaluation are discussed in the next section. The department and committee will come to an agreement or reach a recommendation by a voting process and then submit their recommendation to the dean. This should include a narrative statement describing the search, the applicant pool developed, and the reasons for recommending the top candidate(s). The dean will review the materials submitted by the department   and submit his or her own recommendation to the Provost along with the materials submitted by the department.

Candidate Evaluation

The Department will evaluate each candidate using the categories listed below. Evaluation rubric is attached.

Teaching (35%):

Teaching experience is not required, but candidates must have interest in teaching lower-division, upper-division, and graduate courses for Computer Science and Engineering majors, with required/core and elective classes (preferred specializations are listed in the position description section) matching department needs being key. The candidate must also have interest in advising

senior design projects and graduate theses. Applicants should provide syllabi and teaching evaluations if available. Each candidate must demonstrate his/her teaching ability and communication skill during an on-campus visit and must have the potential to effectively advise and mentor a diverse student population. A valued attribute is experience or potential for contributing to pedagogies addressing different learning styles.

Scholarship (35%):
Candidates must be able to describe how he/she will establish and maintain a strong research program at SCU. The research program should be of sufficiently high quality that it will be competitive for funding by external sources. Candidates must demonstrate a strong publication record in top venues.

Service (15%):
Candidates must show interest in both supporting the University's Jesuit mission and working to advance the School and University strategic goals. Candidates must be able to connect their teaching and research to the School's vision to "build a more just, humane, and sustainable world." Candidates should demonstrate the ability, commitment, and willingness to perform service activities at the department, school, university, and professional levels.

Equity, Diversity, and Inclusion (15%):
Candidates must articulate how their teaching, research, professional, and/or service have contributed or will contribute to promoting equity, diversity, and inclusion with regard to our students, faculty, and staff. Participation in activities designed to remove barriers and to increase participation by groups historically under-represented in STEM and in particular computer science and engineering is especially valued.

Appendix 2: Evaluation rubric Sample #1

Sample Tenure-track Faculty Search, Evaluation Rubric

Teaching (35%)		
Capability to teach UG and Grad courses (technical areas) that fit department needs		30%
Teaching clarity		25%
Teaching pace		20%
Interactions and Communication skills		20%
Others		5%
Scholarship (35%)		
Publications	Quality (e.g. conference acceptance rate, journal impact factor)	40%
	Quantity	15%
Research Talk	Organization & Communication	15%
	Depth of research	15%
Funding accomplishment and potential		10%
Others		5%
Service (15%)		
Understanding and support of the University's Jesuit mission and school's vision to "build a more just, humane, and sustainable world"		35%
Potential on ability, commitment, and willingness to perform service at the department, school, university, and professional levels		35%
Potential of being shapeable		30%
Equity, Diversity, and Inclusion (15%)		
How his/her teaching, research, profession, and/or service have contributed or will contribute to promoting equity, diversity, and inclusion (students, faculty, staff)		50%

Participation in activities designed to remove barriers and to increase participation by groups historically underrepresented in STEM and computer science/engineering	50%

Appendix 3: Evaluation rubric Sample #2

Criteria	Highly Competitive = 3	Competitive = 2	Minimally Qualified = 1	Not Qualified = 0
Education & Credentials	Ph.D. degree in civil engineering with emphasis on structural design & earthquake engineering. & Other industry credentials (e.g. structural design experience, LEED) & Academic or industry awards	● Ph.D. degree, in civil engineering, with emphasis on structural engineering.	● Ph.D. degree, in civil engineering.	No Ph.D. degree in civil engineering
Research Productivity (publications in ASCE conferences or journals, or equivalent)	(Productivity of a post-doc) High-quality impactful research published in top quartile journals. & Research proposal writing experience	(Productivity of a fresh PhD grad) High-quality impactful research published in top quartile journals.	Technical professional reports, but no peer-reviewed academic publications.	No peer-reviewed academic publications

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Teaching	Independent Educator (responsible for teaching or co-teaching a course)	Highly involved in teaching (TA responsible for lab sessions or assisting the instructor in developing courseware) OR Teaching training or development	Minimally involved in teaching (just grading)	No previous teaching experience
Collaboration Potential	Candidate has already engaged in interdisciplinary research. OR Collaboration with industry and research labs.	Candidate indicated potential collaboration with CESE & SoE faculty.	Candidate indicated potential collaboration with CESE faculty.	The candidate did not share any potential collaborations.
Professional Service	The candidate served as a peer-reviewer & Held a service position in professional or academic organizations (graduate student organizations, editorial or conference committees)	The candidate served as a peer-reviewer & Served in organizing conferences or forums.	The candidate served as a peer-reviewer in ASCE peer-reviewed journals and conferences.	The candidate was not involved in any service activities.

Diversity & Inclusion	The candidate mentored students from a minority group in research, or taught in institutions with a highly diverse student population. Coverage of social justice in education, support of colleagues from minority groups, accessibility of research of teaching outcomes, creating welcoming climate in classes.	The candidate participated in community outreach effort.	The candidate addressed diversity and inclusion in the application material, but with no previous experience.	The candidate did not express any interest in diversity in the application material..
Alignment with SCU Mission & values	The candidate research has a broad impact with social and environmental dimensions; & The candidate showed commitment to the teacher-scholar model.	The candidate research has a broad impact with social and environmental dimensions.	The candidate addressed the alignment with SCU mission in the application material.	The candidate did not mention any alignment with SCU mission.

Rubric for Short-listing the Applicants

From the Approved Recruitment Plan: "During the two weeks after the deadline for applications, each member of the search committee will independently review applications and rate them holistically using a coarse (0-3) numerical scale being the sum of the three main hiring criteria: research accomplishments and potential, a passion for excellent teaching, and an articulated plan for promoting diversity. A zero would indicate "no interest" and a three indicates a "top-notch candidate". The scores will be compiled and the committee

will meet to determine which applications merit further discussion. These applications will be reexamined by committee members. The committee will then settle on a list of approximately ten top-notch candidates who will be contacted for phone/audio/video interviews."

The following table template will be used for scoring the applicants.

Applicant Name	A: Ph.D. in civil or structural engineering (1 for Yes and 0 for No)	B: Research accomplishments and potential (0 → 3pts)	C: Passion for excellent teaching (0 → 3pts)	D: Articulated plan for promoting diversity (0 → 3pts)	Overall A*(B+C+D) max = 9 pts.

Questions for Virtual Interviews

From the Approved Recruitment Plan: "One member of the committee will conduct the interviews, asking the same questions of all candidates. The interviewer will provide her/his summary comments to all members of the search committee, who collectively will narrow the candidate pool to a final group of three to four. These recommendations are then transmitted to the chair."

A list of questions will be drafted covering the listed criteria in the above detailed evaluation rubric.

Campus Interviews

From the Approved Recruitment Plan: "During interviews each candidate will meet with representatives from the Provost's and Dean's office, present a mock lecture to students and faculty, present a research seminar, and meet individually with members of the department (and perhaps other relevant faculty on campus). Faculty who evaluate one candidate should also be present at, and evaluate the same presentation of, all other candidates. These forms should be reviewed by the search committee and should be made available for review by the dean and the department chair."

I.