

# Supplement to “If You Don't Improve Faculty Hiring Now, You'll Kick Yourself Later”

## Examples

- [Job ads](#)
- Rubrics ([TT Math Education](#), [TT Algebra](#))
- [Negotiation Memo](#)

## External Links

- [MAA Committee on Faculty and Departments Guidelines](#)
  - [Statement #1](#): Best Practices in Recruitment, Retention, Development, and Evaluation of Faculty in College and University Mathematical Sciences Departments
- [Cognitive Bias Codex](#): Become aware of the positive and negative biases that you might bring to decision processes.
- [Further Resources created in collaboration with University ADVANCE Programs](#):

University of Washington [Handbook for Best Practices in Faculty Hiring](#) (updated in response to pandemic of 2020)

University of Michigan [Handbook for Faculty Searches and Hiring](#) (2018)

# Example Job Ads

## Not Enough Details

College of the Southeast seeks a tenure track assistant professor to begin September 1, 2023. Duties include teaching, advising, maintaining a scholarly program, and service to the college. Please send

- CV
- three letters of recommendation
- teaching, research, and diversity statement

to [deptchair@x.edu](mailto:deptchair@x.edu). Deadline is November 1.

## Improved Details

College of the Southeast seeks a tenure track assistant professor in applied mathematics to begin September 1, 2023. Applicants will be expected to provide high quality teaching and mentoring at both the graduate and undergraduate levels. We are particularly interested in candidates who have a strong commitment to promoting the success of students from underrepresented racial and ethnic groups in academia.

The successful candidate is expected to have or develop a record of high quality publications, a funded research program, and teach N courses annually. Applicants should have the PhD degree or foreign equivalent by the start of the appointment.

Applications should include:

- a CV
- a statement of research interests,
- a statement of teaching interests,
- a statement addressing leadership, commitment, and experiences with diversity, equity, and inclusion,
- and the names and contact information for three references, at least one of which can address teaching experience.

and be submitted to [Interfolio/Mathjobs/Application Management System].

College of the Southeast is committed to creating a diverse and inclusive department climate. You can learn more about our department at <https://XXXXXX.edu/about>. Review of applications will begin on [November 1] but applications will be thoughtfully reviewed and considered until the position is filled.

There is plenty of room for improvement.

# Example Rubric 1

For TT Math Education Assistant Professor

## Rubric for Evaluating Math Education Applicants

Applicant:

Reviewer:

Dimension	Description	Examples of Evidence	Not Present	Unable to Judge	Score	Comments
<b>Content Area Fit</b> [0–15]	Addresses one or more of the advertised curricular/scholarly/pedagogy expertise areas: mathematics education; underrepresented student success; curriculum and instruction; strong math background (at least Masters level in math or equivalent).	Experience mentoring undergraduates or peers; publications or presentations in mathematics education;				
<b>Diversity and Inclusion</b> [0–10]	Clear record of demonstrated commitment to diversity and inclusion in teaching, scholarship and/or service.	Previous work with diverse students; program or institution-wide efforts to improve undergraduate access and experience, within the STEM fields; publications and presentations with a diversity focus;				
<b>Scholarship</b> [0–10]	Potential to produce or evidence of high quality, independent research and publications in mathematics education (appraise the originality and significance of the candidate’s work as a contribution to knowledge in the field).	Publications; presentations; applied scholarly projects; postdoc; conference papers; grant proposals; research project reports;				
<b>Service</b> [0–5]	Clear record of service to different communities (institutional; professional, local, regional, national, etc.).	Committee service; editing and refereeing professional papers; community outreach; service to national associations;				
<b>Understanding of institution (urban serving, interdisciplinarity)</b> [0–5]	Ability to thrive in an interdisciplinary environment, contribute to our urban-serving mission, and support out institutional values of excellence, community, diversity, innovation, and access.	Interdisciplinary teaching; cross-collaborative research projects and scholarship; work with or leadership of interdisciplinary programs; community partnerships and outreach; use-inspired research;				
<b>Overall Assessment</b>						

## Example Rubric 2

For TT Algebraist Assistant Professor

**Candidate name:** \_\_\_\_\_ **Algebra/related field (toggle):** Yes No  
**Research interest(s):** \_\_\_\_\_ **DEI in app material (toggle):** Yes No  
**2+ reference letters, 1+ teaching (required for finalist):** Yes No **Reviewer:** \_\_\_\_\_

Criteria	Evidence & Comments
<b>TEACHING:</b> <ul style="list-style-type: none"> <li>● Student-focused approach _____ / 4</li> <li>● Teaching experience _____ / 3</li> <li>● Outside letters confirm potential _____ / 2</li> <li>● Upper-level courses potential _____ / 1</li> </ul> <p style="text-align: center;"><b>TOTAL:</b></p>	
<b>RESEARCH:</b> <ul style="list-style-type: none"> <li>● Ongoing research program _____ / 4</li> <li>● UGR experience/potential _____ / 3</li> <li>● Adds breadth to dept. research areas _____ / 2</li> <li>● Ideas for mid-level engagement _____ / 1</li> </ul> <p style="text-align: center;"><b>TOTAL:</b></p>	
<b>DEI:</b> <ul style="list-style-type: none"> <li>● Thoughtful statement re: DEI _____ / 2</li> <li>● Promotion of equity/inclusion _____ / 3</li> </ul> <p style="text-align: center;"><b>TOTAL:</b></p>	
<b>SERVICE/MISC:</b> <ul style="list-style-type: none"> <li>● Potential for service activity _____ / 3</li> <li>● Other/Misc. contributions _____ / 2</li> </ul> <p style="text-align: center;"><b>TOTAL:</b></p>	

# Sample Negotiation Memo

**To: Candidates for Tenure-Track Positions in the Mathematics Department**

**From: The Department Chair, Mathematics**

**Re: Negotiation of Initial Appointment**

**January 20XX**

In an effort to be equitable, we are informing all candidates for tenure-track positions in our department, to whom we are making offers, of a few facts about the negotiation process. Negotiation is done with the appointing officer, who is Dean FirstName LastName. In the past, some professors in the department have been effective, after the initial offer is made, in negotiating the following:

1. Salary
2. Moving expenses
3. Computer equipment, such as second computer for persons who travel a great deal or for special research needs
4. Other equipment related to scholarship
5. Extra money for professional travel during first year (all tenure-track faculty have some money assigned to them each academic year that they can use for professional travel)

For someone with prior experience, the number of years brought in toward tenure and/or sabbatical can be discussed, and will be settled through the offer letter. The attached memo from the Dean's office has more information.

In addition, I can provide you with information about individualized workload planning and the availability of internal grant funds.

If we make an offer to you, any spouse or significant other can work with our career placement office to help find employment in the region.

Also, if we make an offer to you, we are expressing our desire for you to join us and be a part of our team. I cannot guarantee that you will be successful with your negotiations with the Dean, but if the Dean asks me, I will lend my support to any reasonable request.