**TENURE-TRACK FACULTY SEARCH GUIDELINES**

College of Agriculture and Life Sciences

(revised August 2019)

<https://cals.cornell.edu/about/leadership/sad/appointment-procedures/academic-hiring>**TABLE OF CONTENTS**

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Section I: Search Process Overview/Checklist

The checklist calls out some key steps in the search. Committees must review and follow protocols as outlined fully in Section II to manage the search.

- ____ 1. A call for position requests is part of the annual reporting process. The search process begins upon notice of permission to search from the senior associate dean (SrAD).
- ____ 2. When a search has been authorized, the unit chair/director should read the Cornell University Best Practices document <http://facultydevelopment.cornell.edu/departments-resources/recruitment/>, and develop a proposed search committee composition accordingly for approval by the appropriate SrAD.
- ____ 3. Upon approval of committee composition, the committee chair convenes the first meeting. This meeting involves the committee, the senior associate dean (SrAD), and the associate dean of diversity and inclusion (ADDI) who will attend the first part of the meeting to describe the search process and the college goals for every search. All members should be present.
- ____ 4. Drawing from the language of the request submitted in the annual report, often the committee drafts/unit finalizes the position description (PD)/job ad, which includes a list of responsibilities, qualifications, effort split, the method for collecting applications, and if applicable, a named title. See Appendix A for examples. (Note that in some units, this document is drafted prior to convening the search committee.) The unit chair/director must request approval of the final PD/ad/search plan from the senior associate dean.
- ____ 5. The search committee develops a search plan, including the strategy for recruiting a robust pool, etc. See Appendix B for examples. As of 2018, the search committee chair should consult Darren Jackson (dj39, 255-0041) in HR's Department of Workforce Diversity and Inclusion to learn if the search committee chair should note in the plan if there is an affirmative action (AA) placement goal for faculty positions at the advertised level. A goal is an indication that current faculty demographics are below the national Ph.D. recipient demographics in the field. Once finalized, the PD and plan are sent to the unit chair/director for finalization/endorsement and conveyance to the senior associate dean for review and approval. Some units may choose to wait until after the kickoff meeting to draft the plan and request approval from the SrAD. Often both documents are sent together for approval.
- ____ 6. Once the PD/ad and search plan are approved, the chair's assistant or delegate will place the ad in Academic Jobs Online (AJO) and notify CALS HR, which will publish the ad in Workday; the search is not authorized to proceed until this has been done. CALS-HR will also work with Graystone to ensure advertisements in specific publications as mandated by CALS and with the unit to determine who is responsible for ads in specialized outlets. The search committee implements all other parts of the search plan, including efforts to contact the community to build a diverse pool of applicants (see Appendix C for examples).
- ____ 7. The applicant pool will be reviewed by the Associate Dean for Diversity and Inclusion to ensure a diverse pool based on national averages for the search area. The committee will be notified if additional efforts must be made to develop a diverse pool.
- ____ 8. The search committee determines its process for evaluating applications. Records must be kept to document evaluations of all applicants, AJO makes recordkeeping simpler for the committee, especially the chair. As requests for data about the search, including pool demographics, may be put to the chair by the university or in an independent audit, units are required to use AJO to manage academic searches. Often top candidates are video interviewed to help with final selection for on-campus interviewing. Rubrics for scoring candidates must include Contribution to Diversity.

- ___ 9. The search committee proposes candidates for on-campus interviews to the unit (CALS will pay for 3 on-campus visits; units can support additional candidates). The unit reviews the recommendations and endorses or modifies the slate. The chair/director requests permission to interview from the senior associate dean. (See details in section II “Candidate Selection for Interview,” for requirements of the request.)
- ___ 10. The search committee/unit designs the interview process. To ensure that each candidate has equivalent opportunity and treatment during the interview process (including discussions with college leadership), the chair’s assistant must contact the senior associate dean’s assistant to confirm his/her availability for a meeting **before** any travel arrangements are made. Requests can also be made to meet with the CALS Office of Diversity and Inclusion or the OFDD at this time.
- ___ 11. The search committee evaluates all candidates interviewed and presents recommendations to the unit. The unit’s faculty make a final decision on whom to recommend for hire. This recommendation is conveyed to the senior associate dean for approval to extend a verbal offer.
- ___ 12. After obtaining the senior associate dean’s guidance on negotiations, the chair/director conducts negotiations with the candidate on salary, start-up, conditions of employment, etc. Note that relocations of existing laboratories and/or non-residential office space should be part of the negotiations regarding start-up costs. Verbal agreement with the candidate is obtained before an official offer letter is sent. The chair/director will use the offer letter template at: <https://cals.cornell.edu/about/leadership/sad/appointment-procedures/academic-hiring/> and suggest all edits via tracked changes. Once approved, the chair/director should transmit the letter, including the position description and appendices, to the candidate (no need to distribute to the cc: list at this stage).
- ___ 13. Once signed by the candidate, the chair/director should send electronic copies of the complete offer letter and all enclosures, including the PD and the candidate’s CV, to everyone on the cc: list.
- ___ 14. The chair/director will work with CALS HR to appoint the new faculty. The CALS HR representative for the unit can advise on what materials are needed to finalize the hiring process.
- ___ 15. Once an offer is accepted, committee members who worked most closely with the incumbent should make recommendations to the chair/director about strengths/potential, so the chair can think about a mentoring plan and identify a faculty member to serve as informal host through the transition, who will check-in with the candidate.
- ___ 16. Soon after the offer is accepted, the chair should set a mentoring relationship and work with the faculty member to establish a final mentoring plan. See the university’s [Best Practices in Faculty Mentoring](#) and the resources available on the CALS SrAD web site.

Section II: CALS Protocols for tenure-track faculty searches

Chairs/Directors/Committees must read these guidelines before initiating their search.

Chair/Director Responsibilities

The unit chair/director should assist with all phases of the search process. In general, s/he should not be a member of the search committee because ultimately the committee acts as advisor to the unit/chair/director. Exceptions to this should be discussed with the senior associate dean before search committee membership is finalized.

Chairs/directors usually arrange to have their offices handle all correspondence and files relating to a search.

Administrative assistants have valuable roles in maintaining records, establishing schedules, and arranging interviews and liaising with the assistant to your senior associate dean. The search committee and unit chair/director should determine the specific applicant selection and interview procedures for committees to follow, in order to fit the unit's needs.

Search Committee Structure

The unit chair/director proposes the composition of the search committee to the senior associate dean (SrAD) after consultation of the University Best Practices (URL TBD as of 8/28/18) established in 2018. Committees should include, when possible, faculty from diverse backgrounds who may bring a broad array of ideas and expertise. This should include sub-disciplines, gender, and race/ethnicity. Committees should also include one or more faculty members from outside the home department/unit. The name of the person providing administrative support for the search committee (e.g., chair's assistant), must be noted on the search plan. After SrAD approval, the chair/director invites the nominees to serve. Search committees for faculty positions should generally consist of 5 members, though committees are sometimes larger. It is a courtesy for the chair/director to contact the proposed external faculty member's chair/director before inviting him/her to serve on the search committee. The external member(s) should be selected based upon their personal expertise relative to the position and should represent a constituency external to the searching unit. Other members from these external constituencies can be included during the interview process. For positions that encompass several units and for "open unit" positions, membership should be balanced from the appropriate units. Search committees should strive to include female faculty and faculty from underrepresented groups. A graduate student may be a full member of the search committee. The committee should liaise with the undergraduate constituency in the department, if appropriate. For positions with extension responsibilities, it is appropriate to include someone to represent this constituency in the search process, most often through the interview process. Consider giving at least one committee member (e.g. the diversity advocate) the task of keeping track of efforts to develop a broad pool of applicants.

Search Committee Responsibilities

As the search committee has overall responsibility for managing the search process in the appropriate unit(s), prior to beginning their work, committee members should familiarize themselves with the University Best Practices in Faculty Recruitment and Hiring and Statement of Contribution to Diversity, Equity, and Inclusion for Faculty Applicants, both established in 2018 (URL TBD as of 8/28/18). The committee is responsible for coordinating active recruitment of candidates, advertising, evaluating the applications, organizing the interview process, evaluating the strengths and limitations of each person interviewed and ensuring a robust, diverse pool. The search committee reviews previous searches in the unit and use the Faculty Pipeline Tool on the OFDD site to analyze potential pool data and note any affirmative action (AA) placement goals for faculty positions at the advertised level. The chair of the search committee or the unit chair/director must see that every application or inquiry is properly acknowledged, and that all applicants are informed of their status in a timely and appropriate manner. All acknowledgement communications should be individually addressed and be sent by the search committee chair, unit chair/director, or a search committee assistant noting that s/he is communicating on their behalf. Administrative support personnel will use Academic Jobs Online to manage these communications with candidates.

The ultimate goal of the search committee is to encourage applications from a robust pool, and locate an individual about whom there is substantial enthusiasm and no substantial concerns. The search should continue

until this point is reached. Finally, the committee is responsible for presenting a recommendation to the unit's faculty.

Relation of the Search Committee to the Unit

In the usual case, the search committee acts as an executive committee of the departments/units conducting the search. The committee has the lead role in conducting the search. This includes soliciting and reviewing applications and recommending candidates to interview. The search committee organizes the interviews, evaluates those interviewed and recommends to the department whom to hire. However, the unit typically retains the right to modify recommendations concerning whom to interview and ultimately to hire. All search committees have members from outside the hiring unit; these outside members should have an opportunity to be present at the hiring unit's discussions of the candidates.

Initial Search Committee Meeting

The senior associate dean or her/his designee will meet with the search committee, preferably at the first meeting of the committee. The first meeting should take place soon after the position is approved, to give the committee an opportunity to review and refine the search plan before it is put into effect. The chair/director will arrange the meeting that provides an opportunity to discuss various aspects of conducting a successful search. The support person assigned to the search committee should distribute copies of the (draft) position description and (draft) search plan, if available. The senior associate will outline college and university expectations and resources and answer any questions that committee members have. Committee members can view the key points of discussion on the SrAD "Academic Hiring" page (<https://cals.cornell.edu/about/leadership/sad/appointment-procedures/academic-hiring/>).

Position Description/Job Ad

The position description is usually drafted by the unit (led by the chair/director) and then finalized by the search committee, but the process may vary per unit. The unit faculty must agree with the final content of the position description. The position description is the basis of an advertisement (see Appendix 1 for examples), which consists of the position title, description of expectations, qualifications, and information about how to apply. The central component is a description of the job to be performed. The unit should describe the major responsibilities and expectations. Great care should be taken to be as specific as possible to describe clearly the level of performance expected, as this text provides the basis for conditions of employment and will be included in future dossiers. For example, researchers should use action words like "lead," "innovate," "publish," and "secure funding." Teachers and mentors should "motivate and inspire."

All professorial positions should have two areas of functional responsibility. One must be research and the other is teaching or extension. The percent effort in research, teaching, and/or extension should be specified. Candidates should provide statements in the appropriate functional areas for review and evaluation by the search committee.

All candidates are also asked to provide a [Statement of Contribution to Diversity, Equity and Inclusion](#). This statement offers candidates an opportunity to describe their potential contributions to diversity and inclusion at Cornell and our legacy of "any person any study." Candidates are also invited to connect their contributions to Cornell's role as a land-grant institution enabling community improvement through research and teaching. A statement invites applicants to describe their past, present, and/or future aspirations to promoting equity, inclusion, and diversity in their careers as researchers and educators, and/or to convey how they see these commitments continuing at Cornell. Such articulation can focus on teaching, research, or service, or all of three factors. All statements should be reviewed and evaluated in the same way other aspects of a candidate's application is evaluated. The Vice Provost for Academic Affairs and the Associate Vice Provost for Faculty Development and Diversity are happy to attend department meetings to address questions and to answer questions about the initiative.

The qualifications statement should contain the minimum set of experience essential for the position plus experience that may be desirable in the best candidates. The words "required" and "desirable" usually distinguish

between the importance of particular experiences. Anything labeled as “required” **must** be a characteristic of anyone to whom the position is offered. These qualifications should not be so restrictive to limit those who might apply, but not so general to give false hope to a large number of applicants.

Use a “soft” target date for receipt of applications. This may be phrased as “applications will be reviewed beginning (date) and continue until a suitable candidate is identified.” It allows the search committee to review applications received after this date while announcing a starting point for the review process.

Language regarding any named or endowed title associated with the position and any relevant term limits should be included in the description as well. Note that for new professorial endowments, the official title must be approved by the Board of Trustees before it appears in any advertisement.

Lastly, the description must also include the method by which applications are collected, with contact information/instructions regarding candidate inquiries.

The position description/ad must be approved by the SrAD (who consults with CALS-HR) before it can be advertised. Once approved, the committee works with HR to ensure advertising requirements are met.

Search Plan/Searching Actively to Build a Robust Pool

The search plan (see Appendix B for examples) outlines the search timeline and the recruitment and evaluation process for the position. It may be drafted by the unit chair/director but can be finalized by the search committee. The search plan must be presented to and approved by the senior associate dean before the search and advertising begin. The senior associate dean will discuss the search plan in the kick-off meeting with the search committee.

Personal outreach is the single most effective tool for building and diversifying the pool. The plan should include active recruitment efforts and a list of venues for advertisements, including those required by Cornell and CALS (e.g., *The Chronicle of Higher Education*, *Hispanic Outlook* and *Diverse Issues*), in addition to outlets designed to target relevant disciplines and demographic groups. (Note that due to rising cost and declining efficacy, as of 2017 CALS will cover only electronic versions of ads. If a print version of a particular outlet is requested as an exception, it should be justified in the draft search plan for review by the SrAD.)

The search committee reviews previous searches in the unit and uses the Faculty Pipeline Tool on the OFDD site to analyze potential pool data and note any affirmative action (AA) placement goals for faculty positions at the advertised level. A goal is an indication that current faculty demographics are below the national Ph.D. recipient demographics in the field. As of 2018, the search committee chair should consult Darren Jackson (dj39, 255-0041) in HR’s Department of Workforce Diversity and Inclusion to learn if the search committee chair should note in the plan if there is an affirmative action (AA) placement goal for faculty positions at the advertised level. Resources on the OFDD site and in the University Best Practice document are valuable and include suggested outlets that may have a strong chance of reaching underrepresented candidates in specific demographic groups. Search committee members need to work proactively to recruit candidates, including those from the LGBTQ community, First Generation/low socio-economic family income, veterans, refugees, older applicants who managed to obtain training late, and candidates who may have had opportunities only after childrearing.

As noted above, personal outreach is the single most effective tool for building and diversifying the pool. Search committees are encouraged to identify the top scholars in the field who are women or underrepresented candidates and contact them for possible candidate suggestions or to invite them to apply if the position is appropriate — just because someone has a position does not mean that they would not consider our opportunity! Established individuals may require personal invitations and encouragement to apply; existing professional networks should be exploited. The best candidates generally have multiple offers and options. Increasingly, highly-qualified candidates have to be personally invited to apply. Search committee members should make personal contacts with individuals who might be good candidates or who might know of good candidates. They should also

encourage faculty not on the committee to make such contacts. The search plan may also include a list of individual contacts that will be made – for example, to colleagues in related disciplines at other universities, or to group list serves for pertinent scientific or professional societies.

Engaging the Office of Faculty Development and Diversity

Diversity is a key attribute of a healthy, productive faculty. A key component in maintaining or increasing diversity begins with the search process to ensure that Cornell achieves a substantial presence among its faculty of women, individuals of diverse racial and ethnic backgrounds and differently-abled persons.

The Office of Faculty Development and Diversity is a key resource in searches. OFDD search resources are available at: <http://facultydevelopment.cornell.edu/departments-resources/recruitment/>. All members of search committees should be attentive to issues of unconscious bias and active recruitment; we expect that each committee send at least one member to the fall training session offered by OFDD during the period of the search. Some search committees schedule a personal meeting with the Associate Vice Provost for Faculty Development and Diversity.

Two Faculty Development Grants per year are awarded by OFDD. The grants identify and support high-potential women underrepresented in their fields and underrepresented minority candidates who are receiving offers for tenure-track faculty positions from Cornell units; it is aimed at units who wish to offer extra research time to the candidate before starting or right at the start of their tenure-track, assistant professor position. Grants (up to \$50,000) are not to be used for start-up costs. The grants are highly competitive; an application is available at: <http://facultydevelopment.cornell.edu/faculty-development-grants/>.

Provide Applicants with Equal Access/Respect

All potential applicants should have equal opportunity to learn about the position and to engage in campus visits if invited. Application, review and the interview process should be structured to treat all equally. Bear in mind the accessibility of various documents and the structure of the itinerary (e.g., is ground-floor space available for meetings?). The final decision must relate directly to the needs of the position and not ad hoc factors unique to one candidate. Beware of tokenism and concerns about “fit,” especially within a unit’s “culture,” which can be indicators of unconscious bias.

The search committee is ultimately responsible for communications with applicants and candidates, though an administrative assistant or chair/director may be directly involved. All applicants should have a good experience in the application process. Although only one will get the job, others are or could be colleagues; it is important to remember that we all benefit from maintaining good relationships.

Each applicant to an academic position should be provided an acknowledgement letter that conforms to the university template. Those candidates who are not the successful hire must also receive a rejection letter. Examples are available from the Department of Inclusion and Workforce Diversity (owdi@cornell.edu).

Selection Criteria

The position description typically includes only the most basic job responsibilities and does not include all the characteristics necessary to be a successful scholar, teacher, mentor and colleague. The search committee is encouraged to discuss and detail the selection factors that are likely to characterize the best candidates before evaluating applications. Early in the process the search committee should determine its process for evaluating applications, including candidate statements. See an example candidate evaluation and feedback form on the senior associate dean’s website and in the folder provided to the search committee chair by your senior associate dean. Factors that contribute to excellence and leadership in research, teaching, extension, mentoring, collegiality and other major components of faculty responsibility should be identified. Attitudes, such as initiative and optimism, along with communication and relationship skills that faculty bring to their roles are **critical** to success. Identifying these factors early in the selection process allows them to be used consistently for all candidates.

Keep Notes on Decisions

Searches are subject to current or future audits. Software like Academic Jobs Online has robust tools to manage searching and keep clean records of decisions and demographics. Notes are preserved after the search is closed. As requests for data about the search, including pool demographics, may be put to the chair by the university or in an independent audit, AJO makes the process much simpler for the committee, especially for the committee chair.

Candidate Selection for Interview

Skype or Zoom interviews with several semi-finalists have proven to be very helpful in selecting applicants for on-campus interviews. The SrAD office **strongly** encourages the use of Skype/Zoom to screen candidates before hosting campus visits. SrAD approval is not required prior to the Skype/Zoom interviews.

The search committee recommends to the faculty the applicants (CALS will pay for three – see below) for on-campus interviews. The recommended candidates are discussed at a faculty meeting. The faculty endorse or modify the slate of candidates; votes should be conducted confidentially (e.g., by ballot). The chair/director seeks approval from the senior associate dean to invite the preferred candidates to on-campus interviews. Approval must be secured from the SrAD before extending any invitations to interview. The following general information is required when permission to interview is requested.

1. Demographics of Pool
The Academic Jobs Online EEO Report contains the required summary information for the whole pool and should be attached to the request. Relevant pipeline information and any existing affirmative goals for the unit should also be stated here.
2. The following information is required for the top 10 or 15 candidates, with particular emphasis on why women and underrepresented minorities were not chosen for on-campus interviews.
 - Name
 - Sex (and ethnicity/race if known)
 - Ph.D. institution
 - Current position
 - Brief statement describing why the person will or will not be interviewed on campus
3. For those recommended for on-campus interview, a copy of their CV.
4. A very brief summary of the search committee decision process and the faculty meeting discussion.

Please provide this information electronically. The senior associate dean will review this information to confirm that affirmative action goals are met and to approve extending interview invitations.

If there is a reason why your search cannot follow the above process, please contact your SrAD.

Number to be Interviewed

The strength of the applicant pool determines how many will be interviewed. The college will fund up to three interviews at a time. The unit must pay the cost of additional interviews if it wishes to interview more than three applicants. The senior associate dean will consider funding subsequent groups of three candidates, if the first group fails to impress. Circumstances in the applicant pool, such as one candidate being far superior to the others or an inadequate number of suitable candidates, may reduce the number interviewed, but college leadership strongly encourages interviewing at least two candidates for purposes of comparison. The search committee is not obliged to interview anyone from a group of applicants.

Recruitment Costs

The college provides funding for the following costs of recruitment for approved professorial, tenure-track positions:

- Advertisements that are described and approved as part of the search plan.
- The actual cost of travel, dinners, and lodging for a first visit for up to 3 interviewees. Dinners with each candidate are limited to \$88.50 per person, not to exceed a total of \$375 per dinner without prior approval. (A list of attendees must be included with meal receipts). Visits are not to exceed 3 days/2 nights without permission from the senior associate dean.

The unit provides funding for:

- Breakfast or luncheon meetings with interviewees
- Costs to interview additional candidates, after the first 3.

Information on second visits is available later in the document, in the Travel/Travel Reimbursement/Relocation section.

Please be mindful of the alcohol policy, revised in 2017, available at:

<https://cals.cornell.edu/about/leadership/sad/academic-policies/hosting-alcohol-food>.

For positions in Ithaca, please contact Kathrynne Teeter (kwt2@cornell.edu; 607/255-1504 or 85-1504 from Geneva with a tie line) to receive an account number to charge search expenses covered by the college; for positions in Geneva, please direct questions to Kimberly Moyer (kam48@cornell.edu; 315/787-2272 or 49-272 from Ithaca with a tie line).

Plan the Interview Process

The purpose of the interview is to evaluate the candidate's qualifications and experience in the context of position requirements. Thus, interview questions and approach, whether those of the search committee or of other individuals, should be planned around job requirements. The interview should be thoughtfully constructed to fully reveal critical applicant strengths and to give applicants a full appreciation of opportunities available at Cornell.

This is not a one-way selection process — we need to sell ourselves to the best candidates. Detailed screening criteria should be used to construct a set of interactions. Repetitive questions and answers can be avoided if assignments are made to explore different areas of competence in different parts of the interview. We encourage involvement of graduate and undergraduate students in the interviews. Presentations relating to student mentoring and teaching or extension are encouraged, in addition to the research seminar.

The interview is a time to involve faculty from affiliated units who may have an interest in the position and how it might be filled. Attention should be paid to the unique interests of each candidate; these may suggest appropriate modifications to the basic interview schedule.

Interview with College Administration

A meeting with CALS administration (your senior associate dean) is a required part of the search process. Most meetings are 30-minutes, but a position involving a directorship may warrant more time. As the senior associate deans' calendars are likely the most complicated, the administrative assistant supporting the search **must** arrange this meeting before confirming dates of travel or other meetings for the candidates. Timing of this meeting is flexible, but it is probably most valuable on the second day of the interview, so that the candidate can ask informed questions of the college leadership.

Prior to this meeting, the senior associate dean should receive material to include:

- Position description
- Full schedule of the visit, noting the person(s) responsible for escorting each candidate to/from the senior associate dean's appointment
- CV

Present Cornell and CALS Positively

Each interview is an opportunity to sell the candidates on the opportunities available at Cornell. It is not an appropriate time for individual faculty to complain about specific personal grievances they may have. The chair/director and search committee should foster a positive, supportive atmosphere for the candidates throughout the search process.

Interview and Interview Questions

Research has determined that while interviewers make their decisions within an average of four minutes from the beginning of the interview, longer interviews lead to more accurate evaluations. Therefore, it is vital to give the interviewee your complete attention for the entire interview session.

The search committee and those directly involved in interviews should develop a list of questions before the interviews. This is to insure a thoughtful approach to this process as well as a consistent treatment of all candidates. Questions should be developed around the written responsibilities and requirements of the position. Desired capabilities, qualities and attitudes that the search committee has agreed are important can be explored. To stimulate thinking about specific questions, consider the following:

- The essential functions (research, teaching, extension, advising) of the position.
- The “hidden” expectations, such as general leadership, budget and personnel management, collegiality (being effective in groups), program development, grantsmanship, recruiting students, etc.
- Particular qualities or specific experiences necessary to be successful. These include integrity, initiative, leadership, cooperation, creativity, optimism, ability to resolve conflicts, communication effectiveness, listening skills, etc.

In developing interview questions, each question should be examined by asking:

- Will the answer to this question create a disadvantage for individuals from under-represented groups, and thus create a bias? If “yes,” then rephrase or strike the question.
- Does this question really relate to the skills and abilities needed for this job?

The interview process includes both formal and informal situations for asking questions. In formal interview situations, the individual or committee should ask all interviewees the same questions in the same sequence. Interviewers should probe incomplete answers and problem areas while maintaining an atmosphere of trust. Open-ended questions are the most useful.

In addition to direct questions, consider asking about how candidates would deal with situations. Simple examples of situational questions are: What do you do when a manuscript or a grant proposal is turned down? What do you do if you conclude that a student advisee is not capable of meeting quality expectations? (The clarifying questions an interviewee asks can be as important as their answer, so some vagueness can be useful). More complex situations can be developed from real events or issues.

Also consider scenario interviewing. Scenario interviews refer to placing the candidate in a situation similar to a real job situation. The research seminar, a lecture in the course the successful candidate will teach, or an extension presentation to an extension audience are examples. Another example may comprise a questioner engaging in “role play.” Examples would be taking the role of a student with a problem or an uncooperative colleague.

Summarize information after each interview so that it can be accumulated and integrated when the placement decision is made.

Some topics are not appropriate, or are illegal, to ask candidates. See <http://facultydevelopment.cornell.edu/departments-resources/recruitment/> for a helpful resources, including a list of legal and illegal questions for job candidates. CALS HR can be invited to meet with department faculty, graduate students, and undergraduate students to review this information prior to hosting candidates on campus.

Legal Vulnerability

Searches at institutions that receive federal funding are subject to federal audit for compliance with equal opportunity laws and affirmative action policies. As decisions are made, the search committee should record reasons supporting them. These notes should remain with the applicants' files. The reasons should be specific enough to each candidate that an auditor can find confirming evidence in the application materials or by comparing reasons for selecting among those interviewed.

The Civil Rights Act of 1964 and its additions prohibit discrimination in employment on the basis of race, color, gender, national origin, sexual orientation, religion and disability. Questions relating to these factors must be avoided as they usually have no bearing on ability to perform the job. Planning interview questions, as previously described, is a good way to consider beforehand whether a question presents legal vulnerability. Remember that questions asked in informal sessions (e.g., meals) must still adhere to these standards.

Established and Senior Applicants

Our positions often attract the attention of established individuals even when the position is advertised for individuals starting at the assistant professor level. Except for hires that correspond to a particular affirmative action goal, new employees must be employed at the advertised level. This is required by equal opportunity policies. However for established candidates, the senior associate dean may agree to initiate or consider review for promotion on an accelerated timetable, compared to the standard timetable of a new assistant professor.

If the senior applicant contributes to the affirmative action objectives of the college, we have the option of suspending the search and undertaking a directed search. A proposal to take this approach must be discussed with the senior associate dean. If this directed search is unsuccessful, the original search can be resumed.

Any exceptions to the normal process of hiring at the advertised level must be discussed by the chair/director with the senior associate dean, especially before any promises are made to an applicant.

Dual-Career Couples

A significant percentage of our appointments involve dual-career couples. Equal opportunity requires that a candidate's marital status *not* be a consideration in hiring. However, if a top candidate has a spouse/partner who might desire or require a university appointment, the senior associate dean should be contacted to assist. The college has good success in arranging suitable dual-career appointments. The sooner CALS can begin to think about possible solutions, the better our opportunities are to recruit such individuals. General information about institutional support for dual-career couples may be found at <https://hr.cornell.edu/jobs/relocating/dual-career-program>. Note that any offer made to the secondary hire is contingent upon the acceptance of an offer by the primary hire. Additionally, new university resources have been made available to support dual career needs involving professorial faculty. The new "Cornell Dual Career Protocol and Support" will be highlighted at the search committee kick-off meeting, and is available at <https://cals.cornell.edu/about/leadership/sad/appointment-procedures/academic-hiring/>.

International Candidates

As Cornell is a major international university, faculty born outside of the U.S. enhance our international role and meet some diversity objectives. Therefore, applicants born outside of the U.S. should be considered in any faculty search. As discussed elsewhere in this document, visa status can affect the feasibility of proposed start dates. In addition, for international faculty, an appointment (even after tenure) might continue to have a term date, based on the employment authorization/visa status.

Reaching a Decision

The search committee should gather information from the interviews, evaluate each candidate, and report their assessment to the unit's faculty. All members of the search committee should be allowed to be present and to participate in the faculty discussion of the candidates. Search committee members typically spend more time with each candidate, so their insights and analyses are extremely valuable. The unit's faculty must review the search committee's recommendations prior to any vote on whether to offer the position. The confidential faculty vote may result in a ranking of candidates; should the first choice candidate turn down the position, the ranking can help determine whether to make an offer to another candidate, or not at all. The chair/director conveys the faculty's recommendation to the senior associate dean.

In making the recommendation to the senior associate dean, the chair/director should provide a thorough analysis of the strengths and weaknesses of each candidate interviewed. The report should include the vote of the unit's faculty and the vote of the search committee.

The unit's recommendation should be sent to the senior associate dean in electronic form. Usually this provides sufficient information. In some instances, the senior associate dean may need to consult with the unit chair/director and/or the chair of the search committee before a final decision is made.

Communicating with Candidates/Making an Offer

Generally, applicants and those interviewed should be kept advised of the status of their application as the process proceeds. Applicants eliminated from further consideration should be so informed when the decision is made. These processes can be simplified by fully utilizing AJO capabilities.

When a final choice is made by the department and **approved by the senior associate dean**, the chair/director can inform the candidate verbally of the department decision. Any proposed salary and start-up offers must be approved by the senior associate dean prior to conveyance. The chair/director initiates negotiations with the candidate on salary, start-up, conditions of employment, etc. Start-up costs must reflect real need. Start-up estimates should include all functional areas associated with the position. As the costs of moving a work office/lab, like the costs of setting up an office/lab, are considered start-up costs, relocations of existing laboratories and/or non-residential office space should be part of the start-up negotiation between the chair and the candidate. This is especially important for faculty who are established at other institutions. Agreement on salary and start-up costs is necessary before there is a written offer.

When considering potential **start dates**, the senior associate dean can advise regarding implications on the faculty member's tenure timeline and ability to accrue future sabbatical credit. One's visa status can also affect the feasibility of start dates.

Unit chairs/directors should always use the current version of the CALS offer letter template, available online at: <http://cals.cornell.edu/about/leadership/sad/appointment-procedures/academic-hiring/>. All components of the offer letter, including the position description, must be reviewed and approved by the senior associate dean before transmission. The chair/director and senior associate dean will work together during the negotiation process with the selected candidate.

Once signed by the candidate, electronic copies of the signed offer letter, inclusive of appendices (and the CV), should be forwarded by the chair/director to on the cc: list to share the good news of the hire. Once the candidate has signed the offer letter, the chair/director works with his/her HR representative to appoint the person in the position. The HR representative can advise what materials are needed to process the appointment.

Travel/Travel Reimbursements/Relocation

PRE-HIRE:

On first visits, the candidate generally travels alone, with meetings taking place on each day of the visit. Thus, no tax implications apply. Please be mindful that if there are days where no travel or Cornell business occurs (e.g., a house-hunting day), the reimbursement of the expenses for that day may be treated as *taxable* income to the recruit. For the top candidate, the chair/director may request from the senior associate dean some support for a second visit. The second visit must have (at least in part) a business purpose. If a second visit is approved for the top candidate, the college will cover airfare/ground transportation to Ithaca and a stay not to exceed 2 nights/3 days. All other costs associated with second visits, including meals, transportation in town, etc., will be funded by the unit. The chair/director may ask the SrAD to support other travelers in certain circumstances (e.g., spouse or if an infant needs to travel with parent). Permission must be given by the SrAD before such arrangements are made with the candidate. Unless an additional traveler is also interviewing for a separate position, support would be by reimbursement only and treated as taxable income to the recruit; such charges cannot be prepaid by or assigned to Cornell accounts. Likewise, expenses incurred by the recruit on a day when no business meetings occur will be treated as taxable income by the IRS. Any additional tax questions may be directed to the unit's administrative manager. The non-Cornell travel form is available here: <https://bsc.cals.cornell.edu/travel>

POST-HIRE (after offer is signed):

For successful hires who are not local and whose relocation is not otherwise funded, CALS will provide a one-time payment to support relocation. The final amount will be inclusive of the cost of the residential move, an allowance for trips to Ithaca (formerly called out as a separate \$3K line item), and an upward adjustment intended to help offset expected tax liability. There will be no expectation to provide receipts. This one-time payment is subject to income and employment taxes and will be included in the first paycheck. The incumbent will be obliged to refund the amount of this residential relocation support if s/he leaves Cornell before completing one year of employment.

If candidates would like support for moving, Cornell University has an agreement with Coldwell Banker Relocation Services for residential and/or lab/office moves. The contact is Monica Varea, (781) 684-4930, monica.varea@nemoves.com. Coldwell Banker Relocation Services also provides real estate services and information about the Ithaca area. Other Cornell approved moving companies which can be contacted for competitive pricing can be found here: <https://www.dfa.cornell.edu/procurement/buyers/commodities/moving>.

The costs of moving a work office/lab, like the costs of setting up an office/lab, are considered start-up costs, and will be invoiced separately to the faculty member's start-up account. Work office/laboratory relocations (especially important for senior hires) can be managed by Coldwell Banker Relocation Services or another approved vendor at Cornell.

Thank You Notes

The chair/director should be sure to thank everyone involved in the search process, especially the search committee members and the administrative support staff.

Appendix A: Sample Position Descriptions/Job Ads

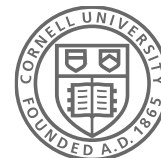
(Example 1/5 – note new branding)



College of Agriculture and Life Sciences

School of Integrative Plant Science

Plant Pathology and Plant-Microbe Biology Section



**School of Integrative Plant Science
Plant Pathology and Plant-Microbe Biology Section
College of Agriculture and Life Sciences
Cornell University**

Position: Assistant/Associate Professor; Plant-Microbe Biology; tenure track, academic year appointment (9-month)
Start Date: September 1, 2018 or as negotiated
Location: School of Integrative Plant Science, Plant Pathology and Plant-Microbe Biology Section, College of Agriculture and Life Sciences, Cornell University, Ithaca, NY

Position description: The School of Integrative Plant Science at Cornell University (<https://sips.cals.cornell.edu>) invites applications for a tenure track position at the Assistant or Associate Professor level in Plant-Microbe Biology. The coevolution of plants with their microbial partners and pathogens has produced a panoply of interaction systems that both benefit and threaten plants and global food security. The new faculty member will be expected to develop a strong, internationally recognized program in plant-microbe interaction biology. Examples of relevant research topics include, but are not limited to, mechanisms of plant immunity and pathogen virulence or symbiotic cooperation, host-microbe evolutionary genomics, systems biology, and biology of plants or plant-associated microbes with a focus on their adaptations for biotic interactions. Ideal projects will address fundamental questions in interorganismal biology and have a potential for translational benefit. The ideal candidate will thrive in the highly collaborative environment of Cornell University, which includes diverse faculty affiliated with the School of Integrative Plant Science (SIPS) in the College of Agriculture and Life Sciences, the University-wide Cornell Institute of Host-Microbe Interactions and Disease, Boyce Thompson Institute for Plant Research, and the USDA Agricultural Research Service. The expected affiliation for the position will be the SIPS Section of Plant Pathology and Plant-Microbe Biology on the Ithaca campus. The position will have a 60% research and 40% teaching responsibility, and the successful candidate will teach in the broad area of plant-microbe interactions and plant pathology.

Qualifications: Ph.D. in Plant-Microbe Biology, Plant Pathology, Plant Biology or related disciplines. The candidate must be able to work in a multidisciplinary and multicultural setting and create a collegial professional environment. Well-qualified applicants are expected to have a demonstrated record of publication excellence, and preferred qualifications include postdoctoral experience, ability to work with a team, and ability to communicate effectively with students, colleagues, and external stakeholders.

Salary and Benefits: Salary is competitive and commensurate with background and experience. An attractive fringe benefits package is provided.

Cornell University seeks to meet the needs of dual career couples, has a Dual Career Program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual career searches. Visit <http://www.unyherc.org> to see positions available in higher education in the upstate New York area.

Application procedure: Submit as a single PDF file to Academic Jobs Online (link removed) a letter summarizing your background and qualifications, a statement of research accomplishments and interests (3 pages maximum), a statement describing your teaching experiences, philosophy and interests (2 pages maximum), a detailed curriculum vitae, and the names and contact information of three or four references (letters will be requested after the applications are reviewed). Inquiries may be sent to Prof. Greg Martin, Search Chair (gbm7@cornell.edu). Initial screening of applications will begin on January 5, 2018 and continue until the position is filled.

Opportunity: The College of Agriculture and Life Sciences is a pioneer of purpose-driven science and Cornell University's second largest college. We work across disciplines to tackle the challenges of our time through world-renowned research, education and outreach. The questions we probe and the answers we seek focus on three overlapping concerns: natural and human systems; food, energy and environmental resources; and social, physical and economic well-being.

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. With our main campus located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and Doha, Qatar, as well as the new Cornell Tech campus on Roosevelt Island in the heart of New York City.

We offer a rich array of services, programs and benefits to help employees advance in their career and enhance the quality of personal life, including employee wellness, workshops, childcare and adoption assistance, parental leave and flexible work options.

Cornell University is committed to hiring and promoting a diverse faculty. Cornell embraces diversity and seeks candidates who will create a climate that attracts persons of all races, ethnicities, and genders. Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans and Individuals with Disabilities.

Appendix A: Sample Position Descriptions

(Example 2/5)

**Assistant or Associate Professor of Dairy Cattle Nutrition
Department of Animal Science
College of Agriculture and Life Sciences (CALS)
Cornell University**

The College of Agriculture and Life Sciences (CALS) is the second largest undergraduate college at Cornell University and the third largest college of its kind in the United States. Our teaching and research facilities are among the finest available anywhere, and the College's educational programs are designed to ensure that every student's education is geared to contemporary, real-world issues. Through teaching, research, and extension -- the three components of our land-grant mission -- we strive to help people improve their lives, to enhance the environment, and to improve the nation's food supply and maintain its safety.

The Department of Animal Science offers undergraduate and graduate programs on the biology and management of food, laboratory, and companion animal species. Our research programs advance our understanding of animal biology and address local and global issues facing animal industries today and in the future. Our goals are to discover and develop new techniques and information to benefit animals, agriculture, and human health. The Department's 16 faculty members, many internationally recognized, have diverse interests in animal management, breeding, genetics, physiology, nutrition, and growth biology.

We seek a scientist and extension educator who will integrate new and existing biological knowledge into dairy cattle nutrition and management systems to improve economic outcomes and environmental sustainability of dairy operations. The individual hired will develop a research program focused on dairy cattle with the intent of enhancing the overall efficiency of nutrient use and contributing to improved environmental sustainability at the farm level. Areas of biological focus may include but are not limited to: integrating forage systems (including grazing systems) with nutritional management; furthering our understanding of ruminal metabolism and microbiology; integrating nutrition, behavior and health in dairy cattle; and optimizing milk composition relative to nutrient supply and excretion. Research activities are expected to improve our quantitative understanding of dairy cattle nutrition and lead to improved competitiveness of and environmental stewardship by the dairy industry in the Northeastern US and beyond. Opportunities exist for this research-based knowledge to support further development of models such as the Cornell Net Carbohydrate and Protein System (CNCPS) to achieve the above aims.

The extension program will develop strong linkages with the dairy and allied industries across the Northeast region to further the translation to practice of strategies that improve the efficiency of nutrient use at the cow and herd level. In addition to programmatic focus on dairy nutritionists and other agribusiness professionals, collaborative efforts with other faculty programs, the statewide PRO-DAIRY staff, and regional specialists within Cornell Cooperative Extension are anticipated.

This position is a 9-month research (50%) and extension (50%) appointment. The anticipated start date is July 1, 2017 or as negotiated.

Support

Laboratory space and an excellent start-up package will be offered. The successful candidate will also have access to the state-of-the-art, recently constructed Cornell University Ruminant Center research dairy farm with 600 milking cows. A competitive salary will be commensurate with training and experience, and an attractive fringe benefits package will be provided.

Opportunities exist to work in an interdisciplinary manner with other faculty and staff affiliated with the Cornell Dairy Center of Excellence and the David R. Atkinson Center for a Sustainable Future. For a five year term, this

faculty position will carry the distinction as the Northeast Agribusiness and Feed Alliance Partners Sesquicentennial Fellow in Dairy Cattle Nutrition.

Required Qualifications

Applicants should have strong experimental biology and quantitative skills and be committed to the integration of biological information into industry-relevant approaches to improve nutrient use by dairy cattle. Expertise and/or interest in dairy cattle nutrition and metabolism, and a Ph.D. in animal nutrition or other potentially relevant fields (e.g., agronomy, systems biology) are required. Postdoctoral and/or dairy industry expertise as well as an interest or expertise in the environmental aspects of dairy production are preferred. Ideal candidates should demonstrate strong communication skills and potential for leadership. We enthusiastically invite applications from women and underrepresented minority groups.

Salary and Benefits

Cornell offers a highly competitive salary and benefits package. Support for start-up research costs will be available. Cornell University seeks to meet the needs of dual career couples, has a Dual Career program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual career searches. Visit <http://www.unyhrc.org> to see positions available in higher education in the upstate New York area.

Application

Qualified applicants should submit a letter of application addressing position qualifications and goals, Curriculum Vitae, official academic transcripts from your graduate program, a statement of research and extension goals, and the names of at least three individuals who can be contacted to provide letters of reference. Please apply via Academic Jobs On-line: [link redacted from example]

The position will remain open until filled. Review of applications will begin on April 1, 2017. For questions regarding the position, please contact Donna L. Wakeman at dlb8@cornell.edu or via phone at 607.255.2862.

College of Agriculture and Life Sciences Knowledge with Public Purpose

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. With our main campus located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and Doha, Qatar, as well as the new Cornell Tech campus opening on Roosevelt Island in the heart of New York City.

We offer a rich array of services, programs and benefits to help employees advance in their career and enhance the quality of personal life, including employee wellness, workshops, childcare and adoption assistance, parental leave and flexible work options.

Diversity and inclusion have been and continue to be a part of our heritage. Cornell University is a recognized EEO/AA employer and educator.

Appendix A: Sample Position Descriptions (Example 3/5)

Martha N. and John C. Moser Professor of Arthropod Biosystematics and Biodiversity

The Department of Entomology at Cornell University seeks to fill a tenure-track position in terrestrial arthropod biosystematics and biodiversity at the Assistant or Associate level (as appropriate). The study of biodiversity is a rapidly changing field and we seek a candidate who has expertise in one or more emerging areas of systematics, including (1) bioinformatic approaches to the discovery of biological diversity and its taxonomic description, (2) high-throughput sequencing and genomic approaches to phylogenetic reconstruction, and (3) digitization of biological collections and the large-scale use of collections-based data. We are particularly interested in candidates who make use of cutting-edge methods to document and validate patterns of biodiversity, generate phylogenetic hypotheses, and test evolutionary hypotheses in a robust conceptual framework.

Pursuant to approval by the Cornell University provost, the incumbent will also be appointed as the Martha N. and John C. Moser Professor of Arthropod Biosystematics and Biodiversity. The initial term of appointment to this prestigious, endowed chair would be three years for an assistant professor or five years for an associate professor. Appointment to the Martha N. and John C. Moser Professorship of Arthropod Biosystematics and Biodiversity is renewable, upon endorsement by the college and the university.

Faculty Position: Assistant Professor of Arthropod Biosystematics and Biodiversity*

*It is anticipated that the appointment will be made at the Assistant Professor level, although an early Associate appointment may be considered in exceptional circumstances.

Tenure track, academic year position

50% Research, 25% Teaching, 25% Admin

Starting date: by July 1, 2018

Responsibilities:

Research (50%) – The successful candidate will be expected to develop and sustain a strong, internationally recognized, and well-funded research program in the area of arthropod biodiversity and systematics. She/he will train graduate students in the Field of Entomology and actively mentor undergraduate students interested in biodiversity research.

Teaching (25%) -- The successful candidate will teach a course in **Model-Based Phylogenetics and Hypothesis Testing** (Entom 4610) on biennial basis, and contribute to course offerings in the area of insect diversity, systematics, and evolution.

Admin (25%) -- The successful candidate will serve as Curator of the Cornell University Insect Collection (CUIC). The Curator will be expected to supervise the Collection Manager, develop grants to support and grow the CUIC, and determine the future direction of the CUIC. She/he will interact with other collections-based programs on campus (e.g., L.H. Bailey Hortorium, Plant Pathology Herbarium, and the Cornell University Museum of Vertebrates).

Qualifications: A Ph.D. in entomology, systematics, phylogenetics, or closely related area in biodiversity and systematics. A demonstrated record of excellence in systematics and biodiversity research as evidenced by publication in peer-reviewed journals is desired. Preferred qualifications include postdoctoral experience,

commitment to (and abilities in) team research, ability to communicate effectively with students, colleagues and external stakeholders.

Salary: Competitive, commensurate with background and experience. An attractive fringe benefits package is available.

Application procedure: Applicants must upload into Academic Jobs online a letter of application, curriculum vitae, selected reprints, academic transcripts, and a statement of research goals and plans. Applicants should also arrange to have three confidential letters of recommendation submitted through Academic Jobs online (<https://academicjobsonline.org/ajo>). [Include link to job posting AJO#]

Inquiries may be directed to:

Dr. Cole Gilbert

Department of Entomology

Cornell University

Ithaca, NY 14853

Email: cg23@cornell.edu

Skype: coleslaptop

The Department actively encourages applications from women and minority candidates.

Review of applications will begin September 1, 2017 and will continue until the position is filled.

Department Affiliation: The successful candidate will be a faculty member of the Cornell University College of Agriculture and Life Sciences, and will be based in the Department of Entomology in Ithaca, NY (<https://entomology.cals.cornell.edu/>). A mentoring program for new faculty provides guidance and assistance.

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement. With our main campus located in Ithaca, NY, Cornell's far-flung global presence includes the medical college's campuses on the Upper East Side of Manhattan and Doha, Qatar, as well as the new Cornell Tech campus opening on Roosevelt Island in the heart of New York City.

We offer a rich array of services, programs and benefits to help employees advance in their career and enhance the quality of personal life, including employee wellness, workshops, childcare and adoption assistance, parental leave and flexible work options.

Appendix A: Sample Position Descriptions

(Example 4/5)

Environmental Sociology (Assistant or Associate Professor) Department of Development Sociology Cornell University

The Department of Development Sociology in the College of Agriculture and Life Sciences at Cornell University is seeking applicants for a tenure track position in environmental sociology and spatial analysis.

Responsibilities: This position has 50% teaching and 50% research responsibilities. Qualified applicants must have a demonstrated record of scholarship focusing on the societal and spatial dimensions of contemporary environmental change. Expertise in areas such as the interrelationships between development and the environment; sociological examinations of climate change; societal impact on ecosystems, and changing patterns of land use, is particularly welcome. All methodological approaches designed to advance quantitative spatial analysis are welcome, including but not limited to spatial statistics, GIS and multiple methods. Ability to participate in and contribute to inter---disciplinary projects is expected. The successful applicant will be expected to develop an internationally recognized and externally funded research program. Teaching will consist of 2.5 courses per academic year (2 courses one year; 3 the next) in the areas of sociology of the environment, spatial analysis, and quantitative methods. More information on the research, teaching and outreach interests in the Department of Development Sociology can be found at: <http://devsoc.cals.cornell.edu>.

Start date: August, 2015

Rank: Assistant Professor or Associate Professor (tenure track)

Salary: Competitive and commensurate with background and experience

Qualifications: PhD in Sociology or related social science disciplines. The candidate must have significant training in methods designed for and appropriate to spatial analysis. Prior research experience examining socio---environment relations and processes is required.

Applications: Candidates are requested to submit: (1) a cover letter that describes research and teaching experience and plans; (2) a curriculum vitae and (3) an example of written work (maximum of three; published preferred). Candidates currently in a tenure track position should include the names of three references who may eventually be contacted by the search committee; all others should have three reference letters sent on their behalf at the time of application. Review of applications will begin on October 1, 2014 and will continue until the position is filled. In order to receive full consideration, all materials should be submitted by October 1st. Any questions specifically regarding the job position should be directed to Professor Wendy Wolford, Search Chair at www43@cornell.edu. Please submit all application materials to Academic Jobs Online at [AJO link redacted from example].

Cornell University, located in Ithaca, New York, is an inclusive, dynamic, and innovative Ivy League university and New York's land---grant institution. For information about the home department, visit <http://devsoc.cals.cornell.edu/>.

Cornell University is an equal opportunity, affirmative action educator and employer. Applications from women and minorities are strongly encouraged.

Appendix A: Sample Position Descriptions

(Example 5/5)

Two Assistant Professor Positions Department of Communication Cornell University Ithaca/Geneva, New York

College of Agriculture and Life Sciences (CALS)
Teaching (50%) Research (50%)
Tenure Track – 9-month appointment
Appointment to begin July 1, 2016
Cornell University – Mann Library Building
Ithaca, New York

The Department of Communication at Cornell University is currently searching for two tenure track faculty members at the Assistant Professor level:

Position 1) We seek a colleague to conduct research and teach in the areas of new media and society. We welcome innovative and imaginative scholars who approach the study of the societal practices, meanings, and impacts of digital media in the public realm. Scholars with specific expertise in mixed methods, qualitative, historical, or cultural methodologies are particularly encouraged to apply. The new media studies area constitutes one of the Department's core strengths. **Application:** Qualified applicants should submit a letter of application addressing position qualifications and goals, vita, official academic transcripts from your graduate program, a writing sample, a teaching statement, and names and contact information of three references to academic jobs online by clicking [here](#). If you have questions regarding the position, please contact Dr. Lee Humphreys at lmh13@cornell.edu.

Position 2) We seek a colleague whose research program includes (but need not be limited to), the study of innovative methods, theory, and tools for visualizing information and understanding the role of visual features in multiple communication contexts. Such contexts could include: social media content, analysis and visualization of big data, virtual/augmented reality, traditional formats (e.g., print, television), advertising, or persuasion. **Application:** Qualified applicants should submit a letter of application addressing position qualifications and goals, vita, official academic transcripts from your graduate program, a writing sample, a teaching statement, and names and contact information of three references to Academic Jobs Online by clicking [here](#). If you have questions regarding the position, please contact Dr. Poppy L. McLeod at plm29@cornell.edu.

Applicants for either position whose work also contributes to other core strengths in science, health, and the environment, information technology, and/or social influence are encouraged to apply. Both positions involve 50% research and 50% teaching responsibilities. Communication faculty teach two to three undergraduate and/or graduate courses per academic year and advise students in the Department's B.S. and Ph.D. programs. We will give preference to candidates whose research and/or professional experience would enable them to teach an undergraduate theory-based course in new media and society (position 1) or visual aspects of communication (position 2) as well as specialized undergraduate and graduate courses in the candidate's area of expertise.

Publishing in peer-reviewed literature in relevant fields is expected, as is securing external research funding. The successful candidate would be expected to seek competitive funding from foundations as well as state and federal funding agencies, enhancing our already active grant efforts from NSF, NIH and other government and private funding sources. Department faculty participate actively in Cornell's vibrant interdisciplinary community, such as through the Institute for Social Sciences, the Atkinson Center for a Sustainable Future, the Bronfenbrenner Center for Translational Research, the Cornell NYC Tech campus, and the Weill Cornell Medical School and collaborations with other departments, such as Information Science, Science & Technology Studies, the Johnson Graduate School of Management, and Policy Analysis and Management.

Cornell's Department of Communication is an international leader in the study of communication as a social science. Our faculty and students are dedicated to understanding the role and enhancing the effectiveness of communication processes, systems, and infrastructure in society. We explore communication in its many forms and contexts as a fundamentally social phenomenon. Our faculty members are recognized for developing and applying novel theoretical perspectives to the most pressing social and policy issues of the day. The department is ranked among the top ten in the nation in a recent study by the National Research Council. This ranking reflects the productivity and quality of the faculty and the diversity and success of our students. The department has also recently moved into brand-new, state-of-the-art office space that encourages collaborative work.

The College of Agriculture and Life Sciences (CALS) is the second largest undergraduate college at Cornell University and the third largest college of its kind in the United States. Our teaching and research facilities are among the finest available anywhere, and the College's educational programs are designed to ensure that every student's education is geared to contemporary, real-world issues. Through teaching, research, and extension -- the three components of our land-grant mission -- we strive to help people improve their lives, to enhance the environment, and to improve the nation's food supply and maintain its safety.

Required Qualifications:

A successful candidate will have a Ph.D. in Communication or a closely aligned field completed by the date of appointment and will have (or show promise of developing) a national and international reputation doing theory-based empirical research. We seek innovative scholars of social science who will develop a research program connected to college and university priorities in addressing how people communicate, interact, learn, lead, and shape enterprises of all scales to improve the well-being of individuals, communities, and economies around the world.

Salary & Benefits:

Cornell offers a highly competitive salary and benefits package. Support for start-up research costs will be available. Cornell strives to promote diversity across its student, staff, and faculty communities. Women and members of communities traditionally underrepresented in academe are especially encouraged to apply.

Review of applications will begin on October 1, 2015 and applications received by October 15th will be given full consideration. For more information about the Department of Communication, please visit our website:

<http://communication.cals.cornell.edu>

Cornell University seeks to meet the needs of dual career couples, has a Dual Career program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual career searches. Visit <http://www.unyhrc.org> to see positions available in higher education in the upstate New York area.

Cornell University, located in Ithaca, New York, is an inclusive, dynamic, and innovative Ivy League University and New York's land-grant institution. Its staff, faculty, and students impart an uncommon sense of larger purpose and contribute creative ideas and best practices to further the university's mission of teaching, research, and outreach.

College of Agriculture and Life Sciences
Developing Leaders, Improving Lives, and Shaping the Future
Cornell University is an equal opportunity, affirmative action educator and employer.

Appendix B: Sample Search Plans

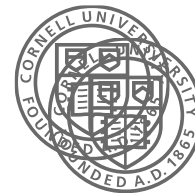
(Example 1/4 Note new branding.)



College of Agriculture and Life Sciences

School of Integrative Plant Science

Plant Pathology and Plant-Microbe Biology Section



*School of Integrative Plant Science
Plant Pathology and Plant Microbe Biology Section*

College of Agriculture and Life Sciences
New York State Agricultural Experiment Station, Geneva, New York

Open position for an Assistant/Associate Professor in Grape Disease Ecology and Epidemiology
Faculty Search Plan
Fall 2017

Search Committee

- Marc Fuchs, Associate Professor, PPPMB - Chair
- Gillian Turgeon, Professor, PPPMB
- Justine Vanden Heuvel, Associate Professor, Horticulture
- Sarah Pethybridge, Assistant Professor, PPPMB
- Brian Nault, Professor, Entomology

Search Timeline

1. The position will be posted on Academic Jobs Online by October 10, 2017
2. Review of applications will begin November 15, 2017
3. The search committee identifies 6-10 candidates for zoom interviews by November 29, 2017
4. The search committee identifies 3-4 interviewees by December 8, 2017
5. The search committee presents a prioritized list of candidates to Section Chair, SIPS Director and NYSAES Director by December 15, 2017
6. Request for SrAD permission to interview will follow.
7. The interview process will commence in January 2018
8. The successful candidate will commit in spring 2018
9. Employment will begin either in July 1, 2018 or as negotiated

Advertisement of Position

1. Planned electronic advertising outlets are:

- i. APS career center <http://careers.aps.org/>
- ii. ASM career center <http://careercenter.asminternational.org/>
- iii. International Society for Molecular Plant-Microbe Interactions <http://jobs.ismpmi.org/>
- iv. Mycological Society of America
<http://msafungi.org/Blog/tabid/129/BlogID/5/ParentBlogID/3/Default.aspx>
- v. Science
- vi. Nature
- vii. Science Job <http://www.science-jobs.ch/>

- viii AcademicJobsOnline <https://academicjobsonline.org/ajo>
- ix. Australasian Plant Pathology Society <https://www.appsnet.org/Careers/default.html>
- x. American Society for Enology and Viticulture <http://www.asev.org/job-board>
- xi. American Society for Horticulture Science
http://ashscareers.careerwebsite.com/home/index.cfm?site_id=21969
- xii. Euro Science Job: <https://www.eurosciencejobs.com/>
- xiii. Academic Jobs Europe <http://www.jobs.ac.uk/categories/academic-jobs-europe>
- xiv. Jobs at Cornell University
- xv. School of Integrative Plant Science – Cornell - <https://sips.cals.cornell.edu/>
- xvi. Academic Career Online
- xvii. International Society for Molecular Plant Microbe Interactions <http://jobs.ismpmi.org/>
- xviii. Hispanic Outlook
- xix. Diverse Issues
- xx. Chronicle of Higher Education

2. Specific sources to be contacted are:

Chairs and Associate Chairs (if known) of all Plant Pathology/Microbiology/Viticulture Departments in the USA and internationally.

3. Professional Society Meetings

American Phytopathological Society (8/5/17-8/9/17)
British Crop Production Council, Brighton, UK (10/31/17-11/1/17)

Other websites/listservs

Job will be posted on the SIPS website (<https://sips.cals.cornell.edu/>)

Additional efforts to locate women and an ethnically diverse pool

Personal contacts by search committee members will be important in identifying women and minority candidates. The job description will be sent to colleagues in the field that run major labs, including those at UC Davis, Washington State, Oregon State, as well as INRA Institut des Sciences de la Vigne et du Vin in France, Staatliches Weinbauinstitut Freiburg in Germany, University of Stellenbosch in South Africa, Plant and Food Research in New Zealand, and Murdoch University in Australia. We will also send the advertisement to colleagues at minority-serving institutions to ensure the position description is as broadly distributed as possible. These include (but are not limited to) David Still (Cal Poly Pomona), Venu (Kal) Kalavacharla (Delaware State University), Steve Zeng (Langston University), Soum Sanogo (New Mexico State), Walter Hill (Tuskegee University), Howard Judelson (University of California at Riverside), Tim Murphy (Cal State Monterey Bay) and Linda Wessel Beaver (University of Puerto Rico).

Additional efforts will be made to contact women and minority candidates by sending a copy of the job advertisement to the organizations (and their memberships when possible) listed below:

- Association of Women in Science <http://www.awis.org/pubs/media.html>
- Society for Advance of Chicanos and Native Americans in Science <http://www.sacnas.org/>
- Minority Postdoc Organization <http://www.minoritypostdoc.org/>
- AAI Committee on the Status of Women http://www.aai.org/committees/women/alpha_list.html
- Hispanic Outlook on Education Magazine <https://www.hispanicoutlook.com/advertising/-/webadsrates/>
- Diverse Issues in Higher Education <http://diverseeducation.com/diverse-hiring/>
- Graduate Women in Science
- The President's Council of Cornell Women
- Women in Higher Education (<http://www.wihe.com/>)
- American Association for Access, Equity and Diversity <http://affirmativeaction-jobs.careerwebsite.com/>
- We will also advertise the position at two Historically Black Colleges and Universities (HBCUs) with strong programs in biology: Florida A&M University and Howard University.

To help maximize the diversity of the pool, the Search Chair will consult with Yael Levitte, Associate Vice Provost for Faculty Development and Diversity (<http://facultydevelopment.cornell.edu/>).

Faculty at Cornell

- All Search Committee members and PPPMB faculty members will be asked to forward the position announcement to several individuals who they believe will be helpful in identifying suitable candidates. They will be asked to share this information with Dr. Fuchs.
- Chairs of CALS Departments should receive email announcements about the position and will be asked to forward the notice to appropriate contacts and potential candidates.

Start Up Costs

A start-up package will be commensurate with needs and could range from [base amount redacted] plus renovations.

Space Considerations

Space

- Office: 220 Barton Lab Geneva or other office space will be found in Barton Lab Geneva
- Office for staff: 221 and A102 Barton Lab Geneva or other office space will be found in Barton Lab Geneva
- Labs: 206, 207, 218, and 27 and 28A Barton Lab Geneva or other lab space will be found in Barton Lab Geneva

Renovations

- Office renovations will be minimal.
- Labs 206, 207 and 218 will need some minor renovations. Maybe a small section of wall between rooms 206 and 207 will need to be removed to make the space more user-friendly. Labs 27 and 28A will need some minor renovations and perhaps new cabinetry (depending on the needs of the individual).

Appendix B: Sample Search Plans

(Example 2/4)

Department of Neurobiology and Behavior
College of Agriculture and Life Sciences

Assistant Professor of Animal Behavior
Faculty Search Plan
Fall 2014

Search Committee

Dr. Hudson Kern Reeve, Professor – Chair
Dr. Andrew Bass
Dr. Joseph Fetcho
Dr. Thomas Seeley
Dr. Kerry Shaw
Dr. Michael Webster
Dr. Janis Dickinson – Outside Member

Search Timeline

1. Once approved, the position will be posted in mid August, 2014, with deadline for applications of 25 September 2014.
2. Review of the applications will begin 25 September 2014.
3. The screening/interview process will commence on 9 October 2014.
4. Hire is to be made in early 2015.
5. Employment to begin 1 July 2015.

Advertisement of Position

1. Planned advertising outlets are:
 - i. *Science* magazine: <http://sciencecareers.sciencemag.org/>
 - ii. *NBB Department Website*: <http://www.nbb.cornell.edu/>
 - iii. *Minorityjobs.net*: <http://minorityjobs.net/>
 - iv. *Association for Women in Science*: <http://awis.associationcareernetwork.com/>
 - v. *Diversejobs*: <http://diversejobs.net/>
 - vi. *The Hispanic Outlook*: <http://hispanicoutlook.com/>
 - vii. *PhDs.org*: <http://www.phds.org/>
 - viii. *Animal Behavior Society*: <http://animalbehaviorsociety.org/>
 - ix. *International Society for Behavioral Ecology*: <http://www.behavecol.com>
 - x. *Chronicle of Higher Education*: <http://www.chronicle.com>
2. Specific individuals to be contacted directly about the position are:

altj@princeton.edu (Jeanne **Altmann**, Princeton U)
mandrade@utsc.utoronto.ca (Maydianne **Andrade**, U Toronto)
Suzanne.alonzo@yale.edu (Suzanne **Alonzo**, Yale U)
alberts@duke.edu (Susan **Alberts**, Duke U)
angeloni@colostate.edu (Lisa **Angeloni**, Colorado State U)
Staffan.andersson@bioenv.gu.se (Staffan **Andersson**, U Gothenburg, Sweden)

beecheer@u.washington.edu (Michael **Beecher**, U Washington)
judieb@email.arizona.edu (Judie **Bronstein**, U Arizona, Tucson)

Louise.barrett@uleth.ca (Louise **Barrett**, U Lethbridge, Canada)
basolo@cricket.uni.edu (Alexandra **Basolo**, U Nebraska)
marmots@ucla.edu (Daniel **Blumstein**, UCLA)

Andrew.cockburn@anu.edu.au (Andrew **Cockburn**, Australia National U)
nsc22@cam.ac.uk (Nicola **Clayton**, U Cambridge, UK)
icouzin@princeton.edu (Iain **Couzin**, Princeton U)
cocroft@missouri.edu (Rex **Cocroft**, U Missouri)
thcb@cam.ac.uk (Timothy **Clutton-Brock**, U Cambridge)

Nbd1000@cam.ac.uk (Nick **Davies**, Cambridge U)
ehduval@bio.fsu.edu (Emily **DuVal**, Florida State U)

doelias@berkeley.edu (Damian **Elias**, UC Berkeley)
dornhaus@email.arizona.edu (Anna **Dornhaus**, U Arizona)

erick.greene@mso.umt.edu (Erick **Greene**, U Montana)
Cameron.Ghalambor@colostate.edu (Cameron **Ghalambor**, Colorado State U)
dmgordon@stanford.edu (Deborah **Gordon**, Stanford U)

Hoekstra@oeb.harvard.edu (Hopi **Hoekstra**, Harvard U)
Paul.harvey@zoo.ox.ac.uk (Paul **Harvey**, U Oxford)
hillgee@auburn.edu (Geoffrey **Hill**, Auburn U)
marie.herberstein@mq.edu.au (Marie **Herberstein**, Macquarie U, Australia)
holekamp@msu.edu (Kay **Holekamp**, Michigan State U)
Bert.Hoelldobler@asu.edu (Bert **Hoelldobler**, Arizona State U)
Mark.hauber@hunter.cuny.edu (Mark **Hauber**, Hunter Coll)

ketterso@indiana.edu (Ellen **Ketterson**, Indiana U)
Hanna.kokko@anu.edu.au (Hanna **Kokko**, Australia National U, Canberra)
rmk1002@cam.ac.uk (Rebecca **Kilner**, U Cambridge, UK)

belyon@ucsc.edu (Bruce **Lyon**, UC Santa Cruz)
j.t.lifjeld@nhm.uio.no (Jan **Lifjeld**, Natural History Museum, Oslo)
ealacey@berkeley.edu (Eileen **Lacey**, U California, Berkeley)
Jeffrey.r.lucas.1@purdue.edu (Jeffrey **Lucas**, Purdue U)

Marta.manser@ieu.uzh.ch (Marta **Manser**, U Zurich)
gmc Cracken@utk.edu (Gary **McCracken**, U Tennessee Knoxville)
marrap@si.edu (Peter **Marra**, Smithsonian Institution)
mont@queensu.ca (Robert **Montgomerie**, Queens U)
John.McNamara@bristol.ac.uk (John **McNamara**, U Bristol, UK)
Johanna.mappes@jyu.fi (Johanna **Mappes**, U Jyvaskyla, Finland)
rhfmacedo@unb.br (Regina **Macedo**, U de Brasilia)
karenm@sussex.ac.uk (Karen **McComb**, U Sussex, UK)
cmarler@facstaff.wisc.edu (Catherine **Marler**, U Wisconsin, Madison)
morrism@ohio.edu (Molly **Morris**, Ohio U)
emacdoug@uwo.ca (Beth **MacDougall-Shackleton**, Western U Ontario)

snowicki@duke.edu (Stephen **Nowicki**, Duke U)
pnarins@ucla.edu (Peter **Narins**, UCLA)
Fernando.Nottebohm@rockefeller.edu (Fernando **Nottebohm**, Rockefeller U)

GPatricelli@ucdavis.edu (Gail **Patricelli**, UC Davis)
pruett-jones@uchicago.edu (Stephen **Pruett-Jones**, U Chicago)
anne.peters@monash.edu (Anne **Peters**, Monash U)
pricet@uchicago.edu (Trevor **Price**, U Chicago)
jpodos@bio.umass.edu (Jeff **Podos**, U Mass)
Anne.pusey@duke.edu (Anne **Pusey**, Duke U)
sspitnic@syr.edu (Scott **Pitnick**, Syracuse U)
Naomi.pierce@gmail.com (Naomi **Pierce**, Harvard U)
Stephen.Pratt@asu.edu (Stephen **Pratt**, Arizona State U)

queller@wustl.edu (David **Queller**, Washington U St. Louis)

dir@princeton.edu (Daniel **Rubenstein**, Princeton U)
mryan@utexas.edu (Michael **Ryan**, U Texas Austin)
dr2497@columbia.edu (Dustin **Rubenstein**, Columbia)
gunilla.rosenqvist@ntnu.no (Gunilla **Rosenqvist**, Norwegian U Science and Technology)
ratcliff@queensu.ca (Laurene **Rattcliffe**, Queens U)
generobi@illinois.edu (Gene **Robinson**, U Illinois, Urbana-Champaign)
F.Ratnieks@sussex.ac.uk (Francis **Ratnieks**, U Sussex)

seyfarth@psych.upenn.edu (Robert **Seyfarth**, U Penn)
strassmann@wustl.edu (Joan **Strassman**, Washington U St. Louis)
wsearcy@miami.edu (William **Searcy**, U Miami)
leigh.simmons@uwa.edu.au (Leigh **Simmons**, U Western Australia)
Rebecca.safran@colorado.edu (Rebecca **Safran**, U Colorado, Boulder)
jsilk@anthro.ucla.edu (Joan **Silk**, UCLA)
shettle@psych.utoronto.ca (Sara **Shettleworth**, U Toronto)

thery@mnhn.fr (Marc **Thery**, CNRS, Paris, France)
tibbetts@umich.edu (Elizabeth **Tibbetts**)

wilkinso@umd.edu (Gerald **Wilkinson**, U Maryland)
f.j.weissing@rug.nl (Franz **Weisung**, U Groningen, Netherlands)
N.Wedell@exeter.ac.uk (Nina **Wedell**, U Exeter, UK)

mzuk@umn.edu (Marlene **Zuk**, U Minnesota, St. Paul)

Additional efforts to locate women and minorities:

3. Women:
 - i. TALEO services (CALS)
 - ii. Announcement of the position at the 51st Annual Meeting of the Animal Behavior Society, Princeton University, August 9-14, 2014
 - iii. Announcement of the position at the International Society for Behavioral Ecology 2014 Conference, July 31 – August 5, 2014, Hunter College, CUNY
 - iv. Animal Behavior as a field is historically evenly studied by men and women. Therefore, we are confident that our ad in Science and our website announcements will be seen by women who are well qualified to apply. As noted above, at two professional meetings in August 2014 (Animal Behavior Society and International Society for Behavioral Ecology) we will actively seek out women to alert them to the position.

4. Racial and ethnic diversity:

- i. TALEO services (CALS)
- ii. Announcement of the position at the 51st Annual Meeting of the Animal Behavior Society, Princeton University, August 9-14, 2014. At this meeting, we will active seek out African-Americans, Hispanics, and other diverse candidates to alert them to this position.
- iii. Announcement of the position at the International Society for Behavioral Ecology 2014 Conference, July 31 – August 5, 2014, Hunter College, CUNY. At this meeting too, we will active seek out African-Americans, Hispanics, and other diverse candidates to alert them to this position.
- iv. In all phone, e-mail, and other personal contact with colleagues, we will explicitly ask if they know of minorities we might contact to identify possible candidates.

Start Up Costs

Based on an associate professor hire in the area of behavior in 2006-2007 (name redacted), we estimate the cost to the College for the Assistant Professor of Behavior to be approximately \$(amount redacted) for the startup and \$(amount redacted) for the renovations.

Space Considerations

There will be adequate office and lab space on the third floor of Mudd Hall (rooms W301, W302, W308, and W360; Σ =1135 sq ft) and, if appropriate, additional lab and office space at the Liddell Field Station.

Appendix B: Sample Search Plans

(Example 3/4)

Open position for Assistant Professor in Biological Engineering: Sensors, Measurement and Instrumentation Faculty Search Plan Fall 2015

Search Committee

Dr. John March, Associate Professor – Chair
Dr. Lindsay Anderson, Assistant Professor
Dr. Minglin Ma, Assistant Professor
Dr. Todd Walter, Associate Professor
Dr. Silvia Ferrari – Full Professor, Outside Member, MAE

Search Timeline

1. The position will be posted in September 2015.
2. Review of applications will begin November, 2015.
3. The screening/interview process will commence January, 2016.
4. Offer is projected to be April, 2016.
5. Employment to begin July 2016, depending on selected candidate's availability.

Advertisement of Position

1. Planned advertising outlets are:
 - a. Print and Web [*Note CALS' policy effective 2017: Due to rising cost and declining efficacy, as of 2017 CALS will cover only electronic versions of advertisements. If a print version of a particular outlet is requested, rationale should be included in the draft search plan for review by the SrAD.*]
 - i. ACS (Chemical and Engineering News-print and web)
 - b. Web only
 - i. Nature
 - ii. Science
 - iii. ESA (Ecological Society of America Bulletin)
 - iv. Engineering Network – includes ASABE (American Society of Agricultural and Biological Engineers) and ASCE (American Society of Civil Engineering) postings
 - v. PRISM Magazine, American Society of Engineering Education (ASEE)
 - vi. Institute of Biological Engineering (IBE)
 - vii. Society for Biological Engineers (SBE)
 - viii. CEP (Chemical Engineering Progress)
 - ix. The Chronicle of Higher Education
 - x. Jobs at Cornell
 - xi. Cornell CoE Website
 - xii. BEE Department Website
 - xiii. American Indian Science and Engineering Society
 - xiv. Academic Careers Online
 - xv. Academic Keys
 - xvi. Hispanic Outlook
 - xvii. Diverse Issues
 - xviii. Women in Engineering ProActive Network (WEPAN)
 - xix. INFORMS Energy, Natural Resources, and the Environment (ENRE) (<https://www.informs.org/Community/ENRE/>)
 - xx. Society of Women Engineers (SWE) Career Center
2. Specific sources to be contacted are:

- a. Professional Society Listserves
 - i. Society for Biological Engineers (SBE)
 - ii. American Society of Agricultural and Biological Engineers (ASABE)
 - iii. INFORMS Energy, Natural Resources, and the Environment (ENRE)
 - iv. Institute of Biological Engineering (IBE)
 - v. American Institute of Chemical Engineers (AIChE)
 - b. Electronic and Print Mailings:
 - i. Relevant Cornell Department Chairs/Directors
 - ii. List of chairs of peer depts (domestic and international) (E.g. ASABE Chairs list, BioE Chairs list)
 - iii. Search Committee Members to forward to colleagues
3. Additional efforts to locate women and minorities:
- a. Women
 - i. In the BEE department, 23% of our teaching faculty are women. Approximately 45% of both our undergraduate and graduate student populations are women. These numbers compare favorably with other engineering departments, showing our success in the past with recruiting women. We would like to continue this success with attracting a good number of women to this search pool.

We anticipate that our regular ads will be seen by women well-qualified to become applicants. At professional meetings, we will actively seek out women to alert them to the position. Our search committee members will make a special effort to forward the position materials to colleagues with a special emphasis on women colleagues.
 - b. Minorities:
 - i. Our advertisements in Hispanic Outlook, Diverse Issues, and on the American Indian Science and Engineering Society website will disseminate the information on this opportunity to this group. We will additionally canvas professional meetings and colleagues in the same manner as our efforts to locate women candidates.

Start-up Costs

A start up package will be commensurate with needs. Recent offers have included a pre-tenure graduate assistantship & an average of approximately \$(redacted) in startup funds.

Space Considerations

Office space and lab space can be found in Riley Robb Hall. Renovations will likely be necessary, and shared labs will be utilized.

Appendix B: Sample Search Plans

(Example 4/4)

Department of Food Science College of Agriculture and Life Sciences

Assistant Professor of Wine Microbiology Faculty Position Search Plan Summer 2016

Search Committee

Gavin Sacks, Associate Professor, Food Science – Chair of the committee
Anna Katharine Mansfield, Assistant Professor, Food Science
Justine Vanden Heuvel, Associate Professor, Food Science
Randy Worobo, Professor, Food Science
Joe Peters, Professor, Microbiology
Olga Padilla-Zakour, Full Professor and incoming Chair, Food Science, ex-officio
Student representatives; Patrick Commene, V&E; Sarah Todd, V&E, Abigail Snyder, Grad

Search Timeline

Expected search committee start: March 2016
Expected advertisement period: June – September 2016
Expected interview dates: October – early November 2016
Expected offer to candidate – November - December 2016
Expected start date: Summer 2017 or earlier

Advertisement of Position

Planned advertising outlets are:

- Electronic (online job boards or associated listservs for job postings):
 - i. Science: www.sciencemag.org
 - ii. Nature: www.nature.com
 - iii. [Cell Science](#)
 - iv. [Top Microbiology Programs \(see Appendix\)](#)
 - v. [Top Wine and Grape Programs \(See Appendix\)](#)
 - vi. [Cell Signaling Group](#)
 - vii. [Enology specific on-line job boards](#)
 - 1. [American Society of Enology and Viticulture](#)
 - 2. [Winejobs.com](#)
 - 3. [UC Davis Job board](#)
 - viii. [Council of Food Science Administrators](#)
 - ix. American Society for Microbiology. www.asmcareerconnections.org/
 - 1. In addition to main job board, will advertise through ASM Committee on Minority Education, <https://www.asm.org/index.php/education/education-board/22-education/8105-committee-on-minority-education>
 - x. Society of Women Engineers. http://careers.swe.org/home/index.cfm?site_id=18141
 - xi. Minorities in Agriculture, Natural Resources, and Related Sciences (MANNRS). <http://blog.manrrs.org/jobs>
 - xii. International Association of Food Protection. <http://careers.foodprotection.org/jobs>
 - xiii. The Chronicle of Higher Education: <http://chronicle.com>
 - xiv. Higher Education Recruitment Consortium: <http://www.hercjobs.org/>
 - xv. <http://www.academiccareers.com/>

- xvi. <http://www.higheredjobs.com/>
- xvii. Association for Women in Science: <http://www.awis.org/>
- xviii. Society for the Advancement of Chicanos and Native Americans in Science: <http://sacnas.org>
- xix. Hispanic Outlook in Higher Education: <http://www.hispanicoutlook.com/>

2. Specific sources to be contacted: Please see Appendix to search plan.

Specific efforts to locate women and minorities:

- Women:
 - i. CU Advance information will be consulted during the search in order to adopt the best strategies for recruiting highly qualified women applicants. <http://www.advance.cornell.edu/>
 - ii. Outreach to faculty in microbiology, enology, food science, and related programs with demonstrated track records in mentoring women scientists (Appendix A)
 - iii. Job postings on:
 - 1. Association for Women in Science: <http://www.awis.org/>
 - 2. Society of Women Engineers, http://careers.swe.org/home/index.cfm?site_id=18141
- Racial and ethnic diversity:
 - i. At professional meetings, we will actively seek out under-represented minorities, and other diverse candidates to alert them to the position.
 - ii. Outreach to the ASM Committee on Minority Education, <https://www.asm.org/index.php/education/education-board/22-education/8105-committee-on-minority-education>
 - iii. In all phone, e-mail, and other personal contacts with colleagues, we will explicitly ask if they know of any minorities we might contact to identify possible candidates.
 - iv. Job postings on:
 - 1. Society for the Advancement of Chicanos and Native Americans in Science: <http://sacnas.org>
 - 2. Hispanic Outlook in Higher Education: <http://www.hispanicoutlook.com/>
 - 3. Affirmative Action Register: <http://www.aar-eeo.com/>
 - 4. The National Registry of Diverse & Strategic Faculty, <https://www.theregistry.ttu.edu/ForInstitutions.aspx>
 - 5. Minorities in Agriculture, Natural Resources, and Related Sciences (MANNRS). <http://blog.manrrs.org/jobs>

Start Up Costs

Start-up costs are approximated at about \$(amount redacted), depending on the selected candidate's research needs. This is comparable to other institutions' offers and there is no foreseeable reason that startup costs should exceed this amount.

Space Considerations

Adequate office and laboratory space will be available in the Stocking Hall.

Appendix:

Contacts for possible candidates w/ strong micro or enology programs and a knowledge of strong women/URM candidates

Name	Affiliation	Responsible	Status
Peter Dorrenstein	UC San Diego	Gavin	

Veronique Cheynier	INRA Montpellier	Gavin
Susan Henry	Cornell	Gavin
Jenny Kao-Kniffen	Cornell	Justine
Zhenglong Gu	Cornell	Gavin
Katie Hyma	LeClairRyan	Anna Katharine
Martin Wiedmann	Cornell	Gavin
Carl Batt	Cornell	Gavin
Lorenza Conterno	IASMA	Randy
University of Verona	University of Verona	Anna Katharine
Jeff Boeke	NYU	Joe
Tom Mansell	Iowa State	Gavin
Dave Mills	UC Davis	Randy
Nicholas Bokelich	Metageonomics -Possible candidate	Randy
Matt Delisa	Cornell Chemical Engineering	Joe
John March	Cornell BEE	Randy
Kerry Wilkinson / Markus Herderich	Adelaide/ AWRI	Gavin
Eric Alani	Cornell MBG	Joe

Advertising Resources

Responsible

Wine and Grape Listserves, GS	Gavin
Microbiology Programs List, JP	Joe
CFSA FS Chairs List Serve, Olga	Olga
Cell Science	TBD
Nature	TBD
Cell Signaling Group	TBD

Professional Meetings

Dates

Who is attending?

Phage Meeting - Madison WI	August 8-12, 2016	Joe Peters or group
Genetic Society of America	July 13-17, 2016	TBD
IFT	July 16-19, 2016	Olga and others
Boston Bacterial Meeting	June 15-16, 2016	TBD

Microbiology Programs

(to be contacted by Joe Peters)

University of Wisconsin, Madison	Department of Bacteriology
Indiana University	Department of Biology
University of Illinois	Department of Microbiology
The Ohio State University	Department of Microbiology
University of Georgia	Microbiology
Harvard Medical School	Microbiology and Immunology
University of California at Berkeley	Plant and Microbial Biology
University of California, Davis	Microbiology Graduate Group

University of Massachusetts, Amherst
MIT
Tufts University School of Medicine

Department of Microbiology
Microbiology
Molecular Biology and Microbiology

Wine and Grape Programs (contact name), to be contacted by Sacks

UC Davis (Block)

Washington State (Harbertson, Henick-Kling)

Fresno State (Kennedy)

Missouri (Kwasniewski)

VA Tech (Stewart)

Brock University (Reynolds)

Penn State (Gardner)

NC State (Spayd)

Adelaide (Jeffery)

AWRI (Hederich)

Auckland, NZ (Kilmartin)

Constellation Brands (Thorngate, Gessner, Dinn)

Neustadt-Weinstrasse, Germany (Fischer)

Stellenbosch (Deloire)

Oregon State (Osborne)

Purdue (Butzke)

Texas A&M (Scheiner)

Ohio State (Dami)

Minnesota (Luby)

CSIRO (Boss)

Charles Sturt, Australia (Mawson)

Lincoln, NZ (Harrison)

E&J Gallo (Cousins, Smith)

Talca, Chile (Laurie)

Bordeaux (Darriet)

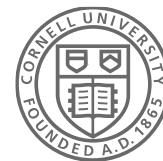
Appendix C: Sample outreach email templates for identifying candidates of diversity



College of Agriculture and Life Sciences

School of Integrative Plant Science

Plant Pathology and Plant-Microbe Biology Section



(A)

Dear _____,

I am writing to share the [Cornell Department's] recruitment advertisement in the field/area of _____, and to request your assistance in soliciting names of potential outstanding candidates whose research, teaching, and service has prepared them to contribute to our goals of excellence through diversity and inclusion in higher education. We are particularly interested in learning of talented doctoral students, postdoctoral scholars, or junior faculty who are or identify with underrepresented groups in science, representing diversity in its broadest sense.

The College of Agriculture and Life Sciences is a pioneer of purpose-driven science and home to Cornell University's second largest population of students, faculty and staff. As a premier institution of scientific learning, we connect the life, agricultural, environmental and social sciences to provide world-class education, spark unexpected discoveries and inspire pioneering solutions. At CALS, we accelerate purpose-driven science by supporting inquiry that stretches from discovery to invention, and crosscuts different disciplinary boundaries. We work across disciplines to tackle the challenges of our time through world-renowned research, education and outreach. We are committed to equity and inclusion through our leadership and promotion of a positive campus climate for all constituents. Cornell is also committed to addressing the family needs of faculty, including dual career couples and single parents, with a focus on family and partner-responsive policies and programs.

Thank you in advance for sharing our recruitment advertisement with potential candidates. Please let us know of any individuals who you feel we should contact directly to encourage their submission of an application.

Sincerely,

(B)

Dear _____,

I am writing to ask for your help in identifying promising outstanding candidates for the position identified in the enclosed announcement; an [assistant/associate/ful] professor in [identify field]. We are looking for someone with interests and expertise in (discipline), with a focus on [identified specialties of interest].

[Provide information about your department and unique strengths and interests]. We are seeing a colleague who can contribute to and build upon these interests, in collaboration with other faculty in

the program. This candidate will also play an important role in [whatever contributions you are looking for...].

We in the College of Agriculture and Life Sciences at Cornell University are strongly committed to equity and inclusion. We seek to hire new excellent scholars, teachers, and mentors who will thrive at Cornell, share our values as an Ivy League research institution with a Land-Grant mission, and make strong and important contributions to diversity in their research, teaching, mentoring and service. We give specific recognition for these efforts in our evaluation process for recruiting and retaining faculty.

If you know of any scholars who have made strong contributions to diversity, equity and inclusion, I would greatly appreciate your dropping me a line with their contact information.

Thank you in advance for your help. If you have any questions about [program/department] or about the search, please don't hesitate to call or contact me.

Sincerely,

(c)

Dear _____,

We in the College of Agriculture and Life Sciences at Cornell University we are strongly committed to equity and inclusion. We believe that effective meaningful change requires a holistic, systems approach to problem solving. We seek to hire new excellent scholars, teachers, and mentors who will thrive at Cornell, share our values for excellence through diversity and inclusion, and make strong and important contributions to diversity in their research, teaching, mentoring and service.

I would like to request your assistance in soliciting the names of potential outstanding candidates whose research, teaching, and service has prepared them to contribute to Cornell University's goals of diversity and inclusion in higher education. In particular, we seek individuals who will excel at Cornell in their research, teaching, mentoring and service and who have engaged or developed activities that promote our goals and values as a leader in the pursuit of knowledge in the name of the public good. Examples may include mentoring underrepresented students or postdocs, serving on committees that focus on diversity, equity, climate or inclusion, or other activities such as student group leadership or course development.

Sincerely,