

Recruitment Plan Guidelines
Moody School of Graduate and Advanced Studies
Office of Postdoctoral Affairs

A postdoctoral recruitment plan is a document composed by a supervisor/Principal Investigator and submitted with a Postdoctoral Fellow Appointment Request Form at the time when the postdoctoral search is first proposed. Before submission, it should be reviewed by the school's Cultural Intelligence Officer. The postdoctoral recruitment plan consists of five parts: 1) Basic Information, 2) Full text of the job advertisement, 3) Outreach Plan, 4) Evaluation and Selection Plan, and 5) Supplemental documentation. Each of these items is addressed below. If you have questions about this process, please direct them to Rob Pearson (pearsonr@smu.edu).

1) BASIC INFORMATION

College/School:

Department:

Position Number:

Discipline:

Subfield or Technical Areas the Postdoc will Work In:

Job Title: Postdoctoral Fellow in _____

Supervisor/Principal Investigator:

2) FULL TEXT OF JOB ADVERTISEMENT

Include the full text of the job advertisement in your recruitment plan. We encourage you to use the template on p. 12 of the SMU Model for Faculty Recruitment and Development for inspiration, with the understanding that norms vary for every field. Once approved, the language you submit will be included in Interfolio and on your school's faculty hiring website. You should feel free to be flexible in how you compose your job description, but all job descriptions are required to have the following components:

- **Position Number**
- **Start Date**
- **Priority Consideration Date.** You must use this language; do not use "deadline" or "review by." The language below is preferred:

Review of applications will begin on [date]. To ensure full consideration for the position, the application must be received by [date], but the committee will continue to accept applications until the position is filled. Applicants will be notified of employment decisions after the position is filled. Hiring is contingent upon the satisfactory completion of a background check.
- **Minimum Qualifications (educational and experience).** The language below may be helpful as you develop your qualifications. Note that postdoctoral positions do not often involve teaching. In such instances you should leave out the language on teaching.
 - **Minimum qualifications:** completed requirements for a doctoral or other terminal degree in _____ or related field by (insert date); [If teaching is involved in the postdoctoral position, then include: "expertise to teach courses in and demonstrated potential as a teacher-scholar."

- **Preferred qualifications:** completed Ph.D.; experience teaching graduate or undergraduate courses in _____ as well as courses in any of the following areas: (insert list); interest in making significant contributions to graduate programs; research and/or creative scholarship which has led to publication, exhibition or dissemination in refereed journals, and/or national venues; experience mentoring students. Position begins {insert date}.
- **Background Check Statement:** “Hiring is contingent upon the satisfactory completion of a background check.”
- **SMU Nondiscrimination Statement:** “SMU is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation, or gender identity and expression.”

3) OUTREACH PLAN

Outreach plans must demonstrate an intentional approach to recruiting a vast range of candidates and should strive to develop a highly qualified applicant pool through more than one approach, including field-specific and personalized outreach to prominent doctorate-granting institutions and departments.

Field-Specific – The job advertisement should be posted in appropriate and wide-reaching venues in the discipline.

Personalized Outreach – These should consist of outreach activities beyond your normal networks, including contacting colleagues at institutions that graduate a range of different students, outreach at conference events, posting on listservs of organizations, and other active recruiting efforts.

4) EVALUATION AND SELECTION PROCESS

Include a plan for how the finalist(s) will be determined. Note that this process must include at least one other individual, preferably a faculty member or administrator, to review applications and conduct at least one round of interviews and a rubric for how the decision will be made (sample rubrics are included at the end of this document). Ideally, you will form a committee to participate in the entire process.

The plan must state who will review applications, who will participate in phone/Zoom or in-person interviews, and who will be involved in the final selection process. The plan should also provide a rough timeline for when these events will take place.

SUPPLEMENTAL DOCUMENTATION

Include copies of all job advertisements that were posted as part of your search, the rubric(s) you will use to evaluate application materials and interviews, and any other relevant material.

Sample Postdoctoral Fellow Application Evaluation Rubric

Applicant's Name:	Position Number:

Please indicate which of the following are true for you (check all that apply):

- ☐ Read candidate's CV

☐ Read candidate's cover letter

☐ Read candidate's scholarship

☐ Read candidate's submitted research statement

☐ Read candidate's letters of recommendation

☐ Read candidate's teaching statement

Please rate the candidate on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
1. Potential for (Evidence of) scholarly impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Potential for (Evidence of) research productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Potential for (Evidence of) research funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Potential for (Evidence of) collaboration (within department or across campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Relationship to the department's priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ability to make a positive contribution to department's climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to make a positive contribution to department's campus service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Potential (Demonstrated ability) to attract and supervise graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Potential (Demonstrated ability) to teach and supervise undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Potential (Demonstrated ability) to attract, teach, and mentor students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from materials developed by the STRIDE Committee at the University of Michigan and Harvard University

Sample Postdoctoral Candidate Post-Interview Evaluation Rubric

Applicant's Name	Position Number

Please indicate which of the following are true for you (check all that apply):

- ☐ Read candidate's CV

☐ Met with candidate

☐ Read candidate's scholarship

☐ Attended meal with candidate

☐ Read candidate's letters of recommendation

☐ Other (please explain)

☐ Attended candidate's job talk

Please comment on the candidate's scholarship (noting the basis of your assessment):

Please comment on the candidate's teaching ability (noting the basis of your assessment):

Please rate the candidate on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
1. Potential for (Evidence of) scholarly impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Potential for (Evidence of) research productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Potential for (Evidence of) research funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Potential for (Evidence of) collaboration (within department or across campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Relationship to the department's priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ability to make a positive contribution to department's climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to make a positive contribution to department's campus service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Potential (Demonstrated ability) to attract and supervise graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Potential (Demonstrated ability) to teach and supervise undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Potential (Demonstrated ability) to attract, teach, and mentor students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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