

SEARCH COMMITTEE TRAINING

“Search committees shape the faculty—and therefore the university—for years to come” (Fraser & Hunt, 2011, p. 189). For this reason and consistent with Iowa State University’s institutional commitments, search committee training is required for all members before persons can be granted access to search materials and applicant files from University Human Resources. Search committee members will not be permitted to take part in search committee meetings or discussions unless they have completed this required training.

Search committee members will have access to a CANVAS course throughout the search process. College Equity Advisors or Human Resources (HR) Partners can give committee members access. Training and information designed to help committee members prepare for a successful search are provided. The overall goal for the materials is to apply best practices throughout all phases of the search process. The CANVAS course includes:

1. Required training includes reviewing readings and videos (annually; estimated time: 1.5 hours) and attending an in-person/virtual training session with a college Equity Advisor and HR Partner (per search committee served; estimated time: 1 hour)
2. Helpful resources for all candidates
3. Additional resources for preparing to serve, cultivating an inclusive search process, conducting interviews, and other resource pages.

In order to access a CANVAS course, each participant must have an ISU email address. If you have search committee members who are external to ISU, you will need to take action. The ISU employee must create an affiliate user account using [these instructions](#). Provide the external search committee member the login information.

Questions?

For questions about the search committee training, contact your search committee chair, College Equity Advisor, HR Partner, or HR Coordinator.

Citation:

Fraser, G. J., & Hunt, D. E. (2011). Faculty diversity and search committee training: Learning from a critical incident. *Journal of Diversity in Higher Education*, 4(3), 185.