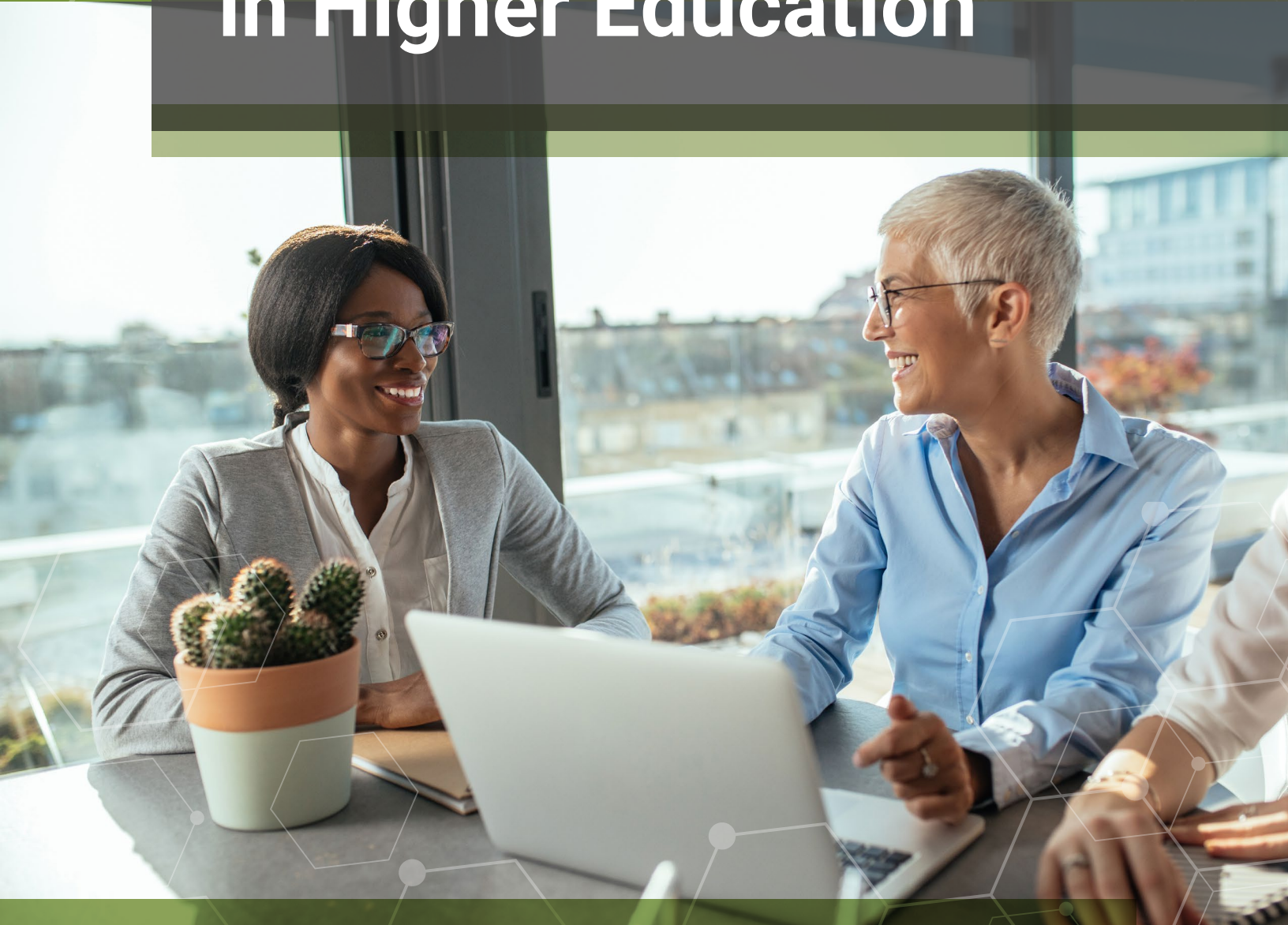


Equity-Minded Principles for Presidential Searches in Higher Education



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Introduction

Today, American college and university presidents face ever-increasing pressures from internal and external stakeholders. As a result, institutions are investing more resources to minimize presidential turnover (Harris and Ellis 2018) and, if needed, optimize the presidential search process. Despite these efforts, studies on presidential searches are scarce. Moreover, little is known about the roles and perceptions of search consultants in presidential searches (McDade et al. 2017), particularly regarding diversity efforts.

Recent reports suggest that higher education has made progress in diversifying the college presidency (Selingo, Chheng, and Clark 2017), but despite these gains, the majority of presidents remain White and male (Gagliardi et al. 2017). Although diversity, equity, and inclusion initiatives have grown on campuses (Singleton et al. 2021), the presidential search process still harbors inequitable protocols, practices, and norms. We refer to these inequities as *mechanisms of exclusion*.

To combat these mechanisms, this research brief introduces five equity-minded principles for conducting presidential searches. These equity-minded principles emphasize the need to challenge color-blind or color-evasive hiring practices (Harper 2012; Liera and Hernandez 2021) that have yielded similar results over time, namely the exclusion of highly qualified individuals from historically marginalized backgrounds. Though our exploration of mechanisms of exclusion extends beyond race, we make a deliberate effort to examine how White norms shape the presidential search process. For instance, we analyze how traditional hiring routines might be shaped by White normative standards of leadership through use of the coded term “executive material.”

Believing that practitioner knowledge is underestimated in higher education research (Bensimon 2007), we also interviewed 15 full-time search consultants at firms specializing in higher education executive search (see Appendix A for our full methodology). Search consultants are critical to research about executive hiring practices, in part because they are uniquely positioned to help search committees and governing boards operationalize equity-minded principles. Until now, they’ve been largely overlooked in related research.

Although search consultants are not traditional higher education practitioners, many of our participants served in those roles prior to joining search firms. As such, the principles described herein are grounded in their perceptions on presidential search processes and the mechanisms of exclusion embedded in those searches.

These equity-minded principles are tailored to presidential search committee members and governing boards. Not only is the board the entity legally empowered to choose the institution’s president, but research shows that governing boards shape numerous institutional policies and practices (Barringer and Riffe 2018; Morgan et al. 2021). We mention search committees specifically in this brief because they often make recommendations to governing boards, either at the system level or campus level (or both), on which individuals to hire (McDade et al. 2017). Nonetheless, our findings are still transferable to other executive searches in higher education.

In the interest of ensuring the next generation of talented presidents, it is critical to invest in examining and updating protocols, practices, and norms in presidential searches. We encourage boards, search committees, search firms, and human resources offices to use these equity-minded principles to further truly inclusive hiring practices on their campuses and in their communities.



Equity-Minded Principles

We present five equity-minded principles for conducting presidential searches; the first three are general principles, while the last two focus on specific procedures within executive searches. Since some search committee and governing board members may be new to executive searches in higher education, we also explain key steps of the typical presidential search process and accompanying equity-minded principles (see Appendix B).

Principle #1: Challenge Perceptions of What Constitutes a Good Candidate

Equity can be hampered in presidential searches before the first application is submitted based on perceptions of what constitutes a good candidate—or “executive material”—including how these concepts are expressed in documents and discussions. These vague concepts are used to assess intangible characteristics and often modeled after confident, extroverted, charismatic leaders who command the room.

Nearly every consultant noted that while more efforts to infuse diversity into governing boards have taken place, boards remain predominantly composed of White men whose understanding of executive searches and leadership often comes from business or industry. Consultants also noted that boards are inclined toward someone with whom they are “comfortable,” which can lead to a type of cloning. In the words of one consultant,

Presidential searches have lots of trustees involved—often big donors, really important community members. They bring other kinds of sensibilities, mostly from the business world. Although I think this has gotten better with the bias training provided to presidential search committees, these people will often bring their own particular biases from their world and their worldviews. I cannot tell you how many times I have been

in situations where one of those outside people will make a pejorative comment about a woman or person of color during discussions of candidates: “Oh, she doesn’t look like she could go into a Fortune 500 CEO office and ask for \$5 million.”

To counter these scenarios, equity-minded searches challenge biased perceptions of executive material that can disadvantage other styles of leadership and presentation, and they include people with diverse backgrounds and experiences on the search committees.

Boards and search committees’ perceptions and evaluations of candidates’ professional trajectories and experiences can also introduce mechanisms of exclusion. Many consultants shared that search committees—and particularly their members who represent faculty interests—perceive good candidates as having faculty experience and, ideally, to have ascended to executive leadership through academic affairs. This traditional leadership pipeline through faculty ranks advantages White men, who constitute 51 percent of the full-time professoriate (as compared with less than 8 percent each for Asian, Black, and Hispanic men and women) (NCES 2022) and are more likely to be promoted and appointed to academic leadership. As one consultant said, “A lot of our presidents of color did not come up through academic affairs. And there is still a bias by many boards and many search committees that you have to have . . . faculty experience to be a president.” Equity-minded searches recognize that emphasizing a professional trajectory through academic affairs to the exclusion of other areas that require a rich leadership skill set—including in student affairs; diversity, equity and inclusion; and enrollment management—can operate as a mechanism of exclusion.

Equity-minded searches challenge biased perceptions of executive material that can disadvantage other styles of leadership and presentation, and they include people with diverse backgrounds and experiences on the search committees.

Similarly, institutional affiliation can either create a halo effect or unfairly discount a candidate. Examples of bias from institutional affiliation include if an Association of American Universities (AAU)-affiliated institution only considers hiring someone from another AAU institution, or if a predominantly White institution hesitates to consider a candidate from a community college or historically Black college or university. A parallel issue may be when search committees only want to consider candidates from peer or aspirational institutions, a bias that can contribute to replicating the same types of leaders and characteristics currently at the hiring institution. While motivated by the desire for applicable experience, these biases are still a mechanism of exclusion and limit the opportunities for candidates of color and women. Participants in an equitable search should be mindful of the ways in which elitist perceptions of institutions limit the candidacy of capable leaders.

In addition to types of experience, length of experience can also create bias. Nearly all of our participants said that search committees and governing boards perceive that the good candidates are also the more experienced candidates. In some cases, a sense of fear creates favoritism toward candidates they perceive to be tested and therefore low-risk, such as those candidates who have already been presidents. According to one consultant,

One of the things that troubles me almost more than anything is the really extraordinary bias towards experience. I think it’s reflective of the extraordinary stresses and strains felt by all of the American higher education system. The consequences of risk in leadership are felt acutely by boards. And the number of times I will hear a variation of ‘we have to get this right,’ I think, may lead to a little risk aversion that replicates the past.

Another consultant noted that board members of smaller institutions can feel they have one shot to hire a transformational leader to save the institution or reposition it for long-term success.

Equity-minded searches, on the other hand, recognize that talent comes in many forms, and even candidates with presidential experience can be a risk in terms of being a poor match for the institution or creating a scandal. For example, an established president may not be well suited for moments of upheaval and uncertainty in which campus constituents are clamoring for change. Indeed, labeling sitting presidents who tend to be White men as low-risk is a mechanism of exclusion that can lead to the recycling of leaders instead of tapping into new talent.



Principle #2: Don't Expect Minoritized Candidates to Be Superheroes, and Be Prepared to Support Them

A common mechanism of exclusion that search consultants identified is holding minoritized candidates to a more demanding standard than candidates who are White men. One consultant suggested that governing boards and search committees often subscribe to notions of meritocracy, in which “everyone has a chance to rise to the top, even though we know that’s not true.” As a result, the achievements of candidates with vastly different opportunity ladders are compared against one another, rather than against the requirements of the job.

This unfair assessment can pit a small number of minoritized candidates against a normative group of peers whose leadership has been actively encouraged and cultivated. The only way for minoritized candidates to stand out is if they are superheroes—leaders who have overcome all manner of obstacles to achieve at levels commensurate with majority candidates. These candidates must not just be experienced or capable leaders—they must be perfect in all categories of evaluation. Multiple consultants suggested that double standards come into play when evaluating candidates’ previous leadership roles.

Moreover, the costs of slipping up can be more severe for minoritized presidents. Mounting evidence indicates that women and people of color are overrepresented in precarious leadership positions and are often set up for failure, a phenomenon known as the “glass cliff” (Cook and Glass 2014; Haslam and Ryan 2008). In the words of one consultant, “People of color can get a presidency and make a mistake, and then that could be the end of their opportunities. Whereas White men can keep making mistake after mistake after mistake and get presidencies again and again and again.” Research supports that women and people of color are often hypervisible; in other words, they are subjected to higher surveillance since White, straight, cisgender men have historically been the norm in leadership positions (e.g., Dickens, Womack, and Dimes 2019).

Our participants shared that search committees often express a commitment to hire a diverse candidate, but consultants have to push the committee to demonstrate what that means in practice. Keeping this context in mind, several consultants shared that they made sure “the candidates that are in the pool [are] considered on an even basis to avoid tokenism just to advance a diverse pool.” Consultants also shared that part of their job is to field questions from minoritized candidates, such as whether

the institution is “serious about diversity” and if the candidate is “just a number.” One consultant noted that a common sentiment from candidates with whom they have a good rapport is, “Am I going to be the token here? Because if that’s the case, I’m not interested.”

Consultants underscored that equity-minded boards and search committees ask hard questions about the extent to which they are prepared to hire and support a minoritized candidate. Many consultants ask up front about an institution’s true commitment to diversity, such as what else the institution is doing to advance its inclusion, onboarding strategies, and percentage of hires of color. Some boards and search committees fail to recognize the truth about their campus culture or readiness for a minoritized candidate. A consultant noted that the basic question they ask early in the process is:

“Are you ready? Are you ready to accommodate difference?” That’s the question. “Do you have a network that will support this person?” All right, if you don’t have one, and this is the conversation we’re having at the beginning of the search, let’s start building, let’s start identifying people, and let’s start to prepare.

For this consultant, another sign that an institution is not ready is when they do not know how students of color are supported, either on campus or off campus.

For many consultants, it is not enough for a board or search committee to say they want a diverse pool—the institution needed to be ready to support a minoritized candidate, especially if they were the first of a particular identity to serve. One consultant explained:

Because if you’re the first person of color, you might have people on campus that really don’t want you to succeed. Because they don’t see you as a leader. So there are some minefields that you’re going to have to navigate, and a good board understands that that’s going to be something they have to be attentive to.

Additionally, support for a minoritized leader means that boards and search committees have a sense of what kind of life a president and their family or other support systems could have in the community.

Principle #3: Examine Implicit Bias and Participate in Meaningful Bias Training

Implicit bias is widespread and difficult to change, and organizations must do more than one-size-fits-all training (Onyeador, Hudson, and Lewis 2021). Although implicit bias training has become more widespread, research about its effectiveness remains mixed. Some studies have shown that even the most effective training can have positive effects for increasing knowledge about implicit bias, but not necessarily reducing implicit bias itself (Onyeador, Hudson, and Lewis 2021). Furthermore, research shows that White Americans are hesitant to engage in conversations about racism, and many are reluctant to participate in training that interrogates their whiteness (Foste and Jones 2020; Knowles et al. 2014). Implicit bias training can sometimes be broad and generic, and it may not always address issues that are likely to occur specifically in presidential searches.

As such, these efforts must be tailored to the needs of presidential searches, which tend to be highly comprehensive and time consuming. As one consultant put it,

I think institutions, particularly if you’re dealing with a board or in terms of a presidential search, an institution needs to invest in a real expert, somebody that can do the training, that can bring it to life and make it an integral part of the search. And probably, for the most part, it’s not going to be that person in the EEO [Equal Employment Opportunity] office that just travels around doing that. But there are people, obviously,

that are well recognized in the country for doing that type of training. And I think it would behoove institutions, particularly at the higher levels, to engage those folks.

Additionally, all members of the search committee ought to reflect on their own biases. This exercise should also apply to governing board members who are not serving on the search committee—after all, the whole board is ultimately responsible for hiring the president.

In reflecting about their own biases, every member of the search committee should be intentional about being open-minded, especially for ensuring broad consensus. As one of the consultants shared, “A search committee, or a board telling a search committee, ‘this is what we want the next president to be,’ may seem to be expeditious, but it doesn’t build a broad-based acceptance for the kind of person that you bring in that fulfills those characteristics.” Although the process of ensuring broad consensus may feel time-consuming and counterproductive at times, it ensures that highly qualified candidates are not overlooked.

It’s important to note that reducing bias and creating space for intentionality can be challenging if the search timeline is aggressive and provides insufficient time for careful review of materials. According to one of our participants, most applications arrive one to two days before the deadline. Therefore, search committee members are asked to block enough time to review several dozen applications in what can be a small window before discussions with the search committee. Presidential application materials look entirely different from other higher education searches, and if search committee members are not thoughtful about their review time, it can jeopardize their consideration process and embed more mechanisms of exclusion. Skimming application materials tends to lead to the exclusion, rather than the advancement of candidates. For example, as one of our participants shared, “women, especially women of color applicants, tend to get skimmed” because of the makeup of many board and search committees. In other words, since all individuals have biases and governing boards tend to have a majority of White men, this participant had seen many women candidates—especially women of color—be overlooked by presidential search processes.

Principle #4: Shape an Intentional and Inclusive Presidential Leadership Prospectus

Of the services a search firm provides, the presidential leadership prospectus is perhaps the most visible work product. This document often serves multiple purposes and is referred to using different terms, including institutional profile, marketing document, position description, or candidate’s leadership profile. Many of our participants described prospectus development as an essential element of their process and the culmination of hours of campus engagement. Several consultants offered that the document serves as the “heart of the search.” Equity-minded presidential searches exercise necessary care when developing a prospectus to meet institutional leadership needs. Our data underscored three important considerations when shaping the prospectus: 1) inclusive imagery, language, and perspectives; 2) careful integration of desired candidate qualifications; and 3) a realistic leadership agenda.

As the initial form of communication to candidates from a search firm and institution (Hartman 2021), the prospectus should be inviting and inclusive. Potential candidates review the institution’s imagery, language, and data within the prospectus as an interpretive tool (Markell 2020). However, as perhaps the only public document in the search, it also serves as a message to the broader higher education marketplace. Search committees should actively manage an inclusive yet accurate message for potential candidates via the prospectus. Consultants largely agree on the importance of drafting a “position profile that uses language that is inclusive” and “welcoming to a variety of [candidates].” This process means creating a prospectus that uses images and language that honestly reflect the desired candidates, allowing candidates to see themselves leading the institution. This approach is decidedly different from marketing images and language that evoke ideas of a diverse and inclusive environment where it may not exist.



Second, committees should understand the complexities of the prospectus in order to not make it a primary mechanism of exclusion. These complexities range from legal intricacies to the specificity and breadth of stated requirements in the document. One consultant repeatedly referred to the prospectus as “legally binding” because it provides potential candidates with the specific qualifications that the institution seeks in a new president. Progressing a candidate who does not meet the qualifications requires the document to be adjusted after it has already been made publicly available, which raises ethical and legal concerns for the institution. Other participants affirmed this concern and offered that the diversity of the candidate pool is not only directly related to, but also often dependent upon how the position description is written; too narrow in scope, too restrictive in the requirements, or too exclusive in language, and the likelihood that the institution is not going to recruit as diverse a pool as it might otherwise have increases.

At the same time, search committees should not create a scope of work that is too wide. One participant noted, “The more bullets in there, the more likely you are to skew where that person comes from in terms of functional areas.” Additionally, some candidates—particularly those who are minoritized—may read an overly long list of requirements as reason not to apply. As one consultant said, “Women self-select out. If they don’t meet 80 percent of their requirements, they don’t apply.”

The literature reflects the exponential growth of presidential responsibilities over time (McDade et al. 2017; Selingo, Chheng, and Clark 2017), a finding also reflected in our review of nearly 50 prospectuses. Terms discovered in our review included responsibilities, qualifications, characteristics, desired experience and expertise, opportunities, and challenges—all of which a single candidate might be expected to address in their materials and in-person during a search process! Consultants consistently offered that candidates are expected to “write to the prospectus,” yet in some instances, this requirement includes writing to both exhaustive bullet-pointed qualifications and broadly summative paragraphs of opportunities and challenges.

Pointedly, many consultants remarked that a prospectus written to find someone with prior presidential experience reflects poorly on equity concerns and suggests the board’s lack of commitment to leadership development. One consultant, suggesting that being a sitting president is neither an equity-driven qualification nor an accurate measure of potential success, asked, “Do you want somebody with presidential experience, or do you want somebody with successful presidential experience?” Ultimately, presidential leadership prospectuses should be crafted to speak to a breadth of candidates, ensuring that qualified and diverse candidates do not self-select out (Perkins, Thomas, and Taylor 2000; Hartman 2021).

In response, one equity-driven framing mechanism is to offer a clear leadership agenda within the prospectus. Candidates can respond with their equivalent leadership experience, in addition to the position's specific requirements. The agenda is a clear expression of institutional needs and wants, while helping candidates express their familiarity with the higher education landscape (Koester 2016). Providing a less prescriptive summation of the goals and opportunities a candidate is expected to tackle creates a more inclusive approach to assessing the candidate's abilities. This approach also leaves the door open for candidates who do not come from traditional academic backgrounds, aiding in moving past credential fixation and biases around a candidate's institutional pedigree, academic discipline, academic bona fides, higher education administrative experience, and lived experiences.

Principle #5: Be Mindful in the Selection of Search Firms

Like colleges and universities, each search firm is unique. Higher education search firms have evolved from a club of retired presidents in the 1980s to complex, contemporary organizations with diverse values, approaches to the search, and staff expertise (Atwell 2009; McLaughlin and Riesman 1990). Some are stand-alone firms, while others are affiliates of a larger organizational community. Firms may also work with a variety of associations and consortiums. Thus, governing boards and search committees should be mindful of the distinctive characteristics, mission, and services that each firm provides and determine that their values align with the institution's needs.

One important question search committees should ask is how diverse and equity-minded the search firm is. While efforts are being made to improve consultant diversity, it is worth noting that the majority of our participants were White men. Some search firms are aware of their lack of diversity and go so far as to hire diversity consultants to secure a particular institution's search. As one participant revealed, "I've had situations where . . . [an individual] was a candidate in one of my searches and the next week I see their name on an ad as a consultant. And I'm just like, you know they [the consultant] are just a name to get the search they [the members of the firm] want." An equity-minded search occurs when governing boards hire a firm that employs diverse consultants with a mix of traditional, nontraditional, and unique experiences and expertise.

Search committees and board members should also inquire about a search firm's record of incorporating equity-minded principles and practices into their work.

Search committees and board members should also inquire about a search firm's record of incorporating equity-minded principles and practices into their work.

A common exercise that governing boards and search committees conduct includes asking firms to define their search experience, detail their recruitment strategies, share specific search consultants' experiences, provide pricing information, and share a proposed timeline for the search (AGB 2012). We recommend asking additional equity-minded questions such as:

- How can your firm make the search equitable for all candidates?
- What is your firm's history of hiring finalists from diverse and nontraditional backgrounds?
- What practices does your firm employ during the search to address mechanisms of exclusion, microaggressions, and bias toward candidates?
- How does the firm you intend to hire train consultants to recognize their biases?
- Does your firm offer bias training to committee and board members? How is their bias training different from the one offered at your institution, assuming you have one?
- How does your firm ensure that the members of the search committee adhere to the equity-minded principles taught in the training?

In short, governing boards and search committees need to be aware of what services a search firm offers and how those services can help accomplish institutional goals. Doing so will empower governing boards and search committees to select and work with a firm that will help facilitate an equitable search that aligns with institutional priorities.

Conclusion

This brief introduces equity-minded principles for conducting presidential searches, with search committee members and governing boards as the primary audience. We relied on the perspectives of search consultants for their role in shaping search protocols, practices, and norms. We paid careful attention to the mechanisms of exclusion that affect search processes and can derail efforts to diversify the college presidency.

There is no better time for institutions to consider how prepared they are to conduct an equity-minded presidential search. Given the effects of the COVID-19 pandemic and the current political climate, we expect that turnover in executive positions in higher education will be high for the foreseeable future. We recommend that governing boards assess these principles before a presidential vacancy occurs to determine the best strategy for their current or future search committee protocols, practices, and norms. This succession planning exercise can help provide equity and stability for the presidential search and ensure the institution's short and long-term success.

The five equity-minded principles outlined in this brief provide governing boards and search committees with a pathway to disrupt traditional hiring routines shaped by White normative standards and mitigate the exclusion of highly qualified individuals from historically marginalized backgrounds. Based on the insight from the search consultants we interviewed, we believe an equitable presidential search process serves as a symbol of the institution's identity and is a learning process for governing boards, search committees, and campus stakeholders to better understand the institution's challenges and opportunities. Conducting an equity-minded search will empower governing boards and search committees to hire the best qualified candidate for the presidency and provide a framework that offers equity and stability as institutions continue to navigate current political, educational, and societal complexities.

Appendix A: Summary of Methodology

We used a general qualitative approach (Merriam and Tisdell 2016) guided by a social constructionist paradigm that allowed us to interpret the search consultants' roles and perceptions of the presidential search process (Mertens 2021). We needed the flexibility to recruit difficult-to-reach participants, especially since our data collection took place during the COVID-19 pandemic. Despite the impact of the COVID-19 pandemic on higher education, searches continued, albeit almost entirely through virtual means, which meant that our data collection was carried out while consultants were busy with the searches they were leading. As a result—and given our prior experiences conducting research with participants who are considered elites in higher education (e.g., Burmicky 2022, Burmicky and Duran 2022; McClure and McNaughtan 2021)—we applied certain techniques for recruiting our participants.

First, we used one of our research team members' firsthand knowledge of presidential searches; they had been a candidate in executive-level searches and had established relationships with search consultants. This rapport helped us develop a start list of search consultants that were eligible to participate in our study (Harvey 2011). Second, we developed a list of relevant higher education search firms and emailed invitations to 40 search consultants. Lastly, to ensure the sample was representative of various marginalized identities, as well as representative of numerous search firms, we used snowball sampling by leveraging existing contacts as well as suggestions from interview participants to recruit additional participants (Miles, Huberman, and Saldaña 2014).

We conducted interviews with a total of 15 search consultants. Participants worked full-time at search firms that specialize in higher education executive searches. These search firms included, but were not limited to, Academic Search, AGB Search, Greenwood/Asher & Associates, Isaacson Miller, and Russell Reynolds Associates. Although our participants conducted many executive searches outside of the presidential role, we specifically asked them to reflect on their experiences conducting presidential searches. All of our participants had experience conducting searches at bachelor's degree-granting institutions across the United States, and the majority have been search consultants for at least a decade. Multiple participants were deeply involved in presidential leadership development programs, as well as initiatives designed to diversify the presidency. These participants provided particularly valuable insight into conducting equitable searches. To ensure anonymity, we provide minimal descriptive information about participants in our findings.

Interviews asked consultants to share what a successful search looks like, how search processes typically proceed, and what policies and practices explain the lack of diversity in the presidency. We focused on presidential searches at bachelor's degree-granting institutions versus community colleges. All interviews were conducted via Zoom, lasted approximately 60 minutes, and were transcribed verbatim. All members of the research team were involved in interviewing participants, and we met regularly during data collection to discuss emergent findings. We conducted an initial phase of line-by-line inductive coding of a sample of interview transcripts to get a sense of the data and come to a shared understanding as a group of how to proceed with analysis. We then assigned each member of the team a random sample of interviews to analyze, from which we wrote analytical memos. We shared our memos and synthesized them into the five equity-minded principles we share as our findings. To integrate practitioner knowledge and engage in member checking, we sent drafts of this brief to participants to verify our interpretations (Lincoln and Guba 1985).

Appendix B

This table explains key steps of the typical presidential search process and accompanying equity-minded principles.

	Common Activities*	Equity-Minded Principles to Consider
Pre-search Preparation	<ul style="list-style-type: none"> • Select search committee chairs • Review policies • Identify the timeline • Determine the eligibility criteria • Select a search consultant 	1, 3, 5
Stakeholder Engagement and Prospectus Building	<ul style="list-style-type: none"> • Hold stakeholder meetings • Conduct constituent surveys • Identify challenges and opportunities • Establish communication plan • Develop prospectus 	1, 3, 4
Announcement and Recruitment	<ul style="list-style-type: none"> • Design comprehensive recruitment plan • Establish marketing plan • Engage active outreach from consultants and committee 	1, 2, 3
Screening and Interviewing	<ul style="list-style-type: none"> • Finalize evaluation criteria • Review and prioritize candidate pool • Schedule initial interviews • Hold additional rounds of interviews, as needed • Conduct onsite or neutral site interviews with select groups 	1, 2, 3
Selection and Closing	<ul style="list-style-type: none"> • Hold campus visits • Identify top candidates (search committee) • Review and interview top candidates (board) • Conduct background and reference checks • Negotiate contract • Select and announce 	1, 2, 3

*Some activities occur in parallel. We have categorized the major activities of a search in an effort to identify the primary moments to center equity-minded principles.

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