Tenure-Track Search Process Guide

Gustavus Adolphus College, 2017-18

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1. Introduction

When searching for faculty, we seek excellence. But our search for excellence can be sidetracked by overly-narrow definitions of merit, hasty assessments, implicit biases, and limited outreach. To promote inclusive excellence, Gustavus has adopted policies and procedures that guide our search processes.

Summary of changes to the tenure-track search process:

1. We actively recruit, rather than waiting for candidates to find us.
2. We carefully craft position announcements; from these, we will derive the search criteria and evaluation rubrics.
3. We decide how we will evaluate the criteria and follow those guidelines throughout the process using an evaluation rubric and search grid.
4. We ensure enough time to fully engage with each application. Best practice suggests planning for 20 minutes per application at each stage, along with a multi-stage short-listing process.

You can expect regular updates to these guidelines. These updates will refine and clarify process based on feedback that we receive from the FADIE (the Kendall Center's Faculty Associate for Diversity and Inclusive Excellence), faculty search process stakeholders, and the Office of Human Resources.

Hiring new faculty is some of the most important work we do; I thank you for careful attention to this task.

Brenda Kelly
Provost and Dean of the Faculty

2. Leading an effective search committee

a. Initiation of a tenure-track search

Department chairs submit a *Tenure-Track Faculty Position Request Form* (available from Shanon Nowell) to the Provost's Office early March for any tenure-track search to be conducted in the subsequent academic year. Positions are authorized by the Provost after consultation with the President, Deans, and the Faculty Senate. After receiving authorization, the department chair will meet with their Dean in order to discuss the department's plans for the search process.

b. Preparation before the search committee meets

Before the search committee is formed (or concurrent to its formation), the search chair should sketch an initial search plan based on the approved position description.

- To ensure the largest, most diverse pool of candidates, the initial search plan should sketch some outreach activities, including lists of: nominators (potential sources of candidates) and

nominees (potential candidates) to be notified; listservs, blogs, and other online venues where the position can be posted; conferences where candidates can be scouted and screening interviews might be conducted; award lists that can be searched for nominees; and venues for advertisements. The initial plan will be modified over time, but it's wise to have a place to begin.

- Develop a realistic timeline for recruiting and interviewing (see a sample timeline in the resources section below), working backward from a target completion date, recognizing that some fields have specific job market periods. Be sure to account for holidays, grading periods, and other times when it will be difficult to get faculty members' attention.

c. Identify the search committee

The search chair: Any tenured member of the department/program may serve as chair. The search chair needs to ensure that they will have the time/capacity to devote to this task during the semester in which the bulk of the work will be done (i.e., fall semester of the search). In addition, other members of the screening/search committee may elect to serve in lieu of other committee work during the search year, depending upon the anticipated size of the applicant pool.

Tenured and Tenure-Track Faculty Members: All tenured and tenure-track faculty members should participate in all stages of the search. Exceptions include faculty members on sabbatical who choose not to participate and retiring faculty who are typically not included in the search for their replacement. If your position will include courses that contribute to an interdisciplinary program, include at least one non-departmental member of that ID program on your search committee. Any tenured member of the department may serve as the search chair. Continuing Faculty are encouraged to but not required to participate. Non-tenure-track faculty are neither required to nor encouraged to participate.

Students: Students should be present for teaching demonstrations and, ideally, for research presentations. Student feedback ought to be sought out and shared with the search committee. If it is the practice of the department to invite a student to serve as a formal member of the search committee, the confidential nature of search processes must be explained to the student. In addition, departments may invite students to informal meetings with each candidate, such as lunch on campus or a reception.

The Liberal Arts Search Representative (LASR): LASRs are charged to 1) be a constructive voice in the search committee deliberations. A tenure-track search is one of the most important and most challenging types of work in which faculty engage. It can be very helpful to have an outsider's perspective and to allow that person to encourage open dialogue within the search committee deliberations; 2), remind the search committee that finalists must serve the college as a whole (e.g. ability to contribute to general education as well has departmental offerings). Having such a person on the search committee will also emphasize for candidates our commitment to the liberal arts; and 3) help ensure that college guidelines in hiring practices are followed. A department may not conduct a search very often; LASRs represent a source of continuity and collective wisdom about hiring.

Propose to your Dean a couple of tenured faculty members from outside your department (ideally also outside your division) who could serve as LASR. The LASR needs to have undergone training within the last five years. The LASR will be appointed to the search committee by the Provost's Office. The LASR is a full voting member of the search committee who must be present at all search committee meetings, including the meeting/s for the development of the position description.

Diversity advocate: Appoint a search committee member as a diversity advocate (usually the LASR) to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives due consideration to all candidates. Although all members should be trained on issues of diversity and affirmative action, the diversity advocate helps the committee stay focused on these efforts. A specific action that a person in this role could take would be to review the applicant pool and candidate shortlist to ensure adequate representation of women/underrepresented minorities. Another action for this individual is to ensure that each candidate is asked about his or her demonstrated commitment to diversity.

Screening committee (optional): Create a screening subcommittee including, where possible, gender balance, range of years of service, and members of underrepresented groups. In mid-size to large departments and/or in departments that expect to receive large numbers of applications (50+), the department may choose to form a screening subcommittee that conducts some aspects of applicant review prior to consultation with the full search committee. The screening subcommittee should be chaired by the search chair and must include the LASR. Finally, the full committee must agree to abide by the screening performed by the subcommittee. To that end, it is important to agree, in advance, on the tasks that have been assigned to the subcommittee. In most cases, the subcommittee is asked to eliminate the candidates who do not meet the minimum requirements for the position and to recommend, to the full committee, a smaller slate of candidates for consideration for phone interviews (less than 20).

d. Information on confidentiality

All of the material that candidates submit as part of their file is confidential and should not be shared with anyone who does not have a direct role in the search. In addition, all search committee conversations are confidential and should not be shared with anyone who does not have a direct role in the search. If a search committee member is asked about the search process by a candidate, they should refer that person to the search chair. The search chair can update candidates about the process and timeline. All positions are posted on the Gustavus Human Resources website, so direct any inquiry you may receive about the position to that listing or to the search chair. The search chair should also discuss confidentiality with the departmental administrative assistant and any student worker who may be asked to handle candidate application materials. You may personally know a particular candidate or know the candidate's advisor, references, etc. It is not appropriate to informally gather or share information that is not part of the candidate's file at any point in the search.

NOTE: Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Email is great for distributing information but deliberations about candidates should be done in person. Email is not a secure medium and emails can be forwarded.

e. Record keeping

The committee must keep complete records, including all job advertisements, postings, lists of nominators and nominees, candidate dossiers, rating sheets, long and short lists, and interview notes. The documentation must demonstrate that Gustavus has made good faith efforts toward outreach and an equitable search process.

Resources

Example timeline (based on 50 applications)

Date completed	Task
	First week of May: Approval of tenure-track position
	Week of May 7: Meeting #1: Interrupting Bias and Search Process Beginnings (Dean, FADIE, entire search committee (which includes the LASR))
	Week of May 14: Meeting for Crafting Ad (entire search committee)
	Week of May 21: Meeting for Developing Selection Criteria (entire search committee)
	May 21-June 15: First, ad and criteria suggestions and revisions with FADIE, then approval of ad by Provost's Office
	June 15 through application deadline: Recruiting Efforts (entire search committee)
	Summer: Decide the class (and class section) that the candidates will teach, so the professor can amend the syllabus to include this information.
	October 9: Suggested deadline for applications. Amend the following schedule based on the selected deadline, keeping the timing between events. You may want to work back from the date you wish to make a final selection. Remember that candidate on-campus visits need to be scheduled during the instructional days of the semester.
	October 10: Minimum requirement meeting (sub-group of screening committee), to generate a list of candidates that meet minimum requirements (qualified applicant list).
	October 11-27: Screening of qualified applicants against the evaluation rubric (screening committee)
	October 27: Meeting to generate top-third list (screening committee)
	October 27-November 2: Evaluation of top-third candidates
	November 2: Meeting to generate phone interview short list (~5-10 candidates) (screening or full search committee, depending on size of top-third pool, TBD by Dean and LASR)
	November 9: Phone Interviews of the short list (screening committee)
	Optional: Contact references of short list.
	November 9-13: Individual evaluation of phone interviewees.
	November 13: Meeting to select top 3, unranked, candidates for interview (entire search committee)
	Week of November 27: On campus interviews (entire search committee)
	Week of December 4: Contact references of finalists. Evaluate finalists.
	December 8: Final selection (entire search committee)

The Liberal Arts Search Representative (LASR)

Who is the Liberal Arts Search Representative? The LASR is a tenured member of the Gustavus faculty from outside the department (and ideally the division) conducting the search who serves as a full voting member of the search committee.

Why do we call it the Liberal Arts Search Representative when we are all "representatives of the liberal arts?" It is considered a "best practice" in academia to have an external faculty member serve on searches for new tenure track hires. The name was chosen to reflect the emphasis this person should have in their role as a search committee member; to act as a representative for the full faculty and

campus community. This person is expected to prompt the other committee members to be mindful of the contributions the various candidates may or may not bring to the broader campus community, not simply the department.

What is the LASR's role on a search committee? Liberal Arts Search Representatives perform three essential functions in the search process:

1. They provide a constructive voice in the search committee deliberations. It can be very helpful to have an outsider's perspective unencumbered by disciplinary or departmental disagreements in such an important discussion. This open perspective will help to encourage open dialogue within the search committee deliberations.
2. The LASR is charged with reminding the search committee that the finalists recommended to the dean should be good faculty colleagues for the college as a whole as well as the department. Having such a person on the search committee will also emphasize for candidates our commitment to the liberal arts.
3. Finally, the LASR, as an experienced senior faculty member, helps ensure that college guidelines in hiring practices are followed.

How does the LASR participate in the search process? The Liberal Arts Search Representative is a voting member of the search committee and like the rest of the committee and must participate in all committee deliberations and all aspects of the on-campus candidate visits.

When does the LASR join the search committee? The LASR is part of the committee from the beginning and helps craft the position description and advertisement just like members of the searching department.

I'm a department chair and our tenure track search was approved. What do I do now? Before you do anything else, you identify a list of 3 to 5 senior faculty members from outside your department and preferably outside your division who you think would be good to work with as a LASR. You then send the list of names to your dean who will assign the best LASR for your search based on your recommendations. You are then free to invite this person to serve as the LASR for your search.

Why does the chair come up with the names of possible candidates if the dean is picking the LASR? The Provost's Office highly values your sense of who would work well with your department. The deans are more likely to know of hidden service responsibilities and other less public dynamics that LASR candidates face in their daily work here.

I have been invited to be a LASR. Why should I say yes? You should feel honored to have been asked. Tenure track searches are some of the most important work we do outside of the classroom. The invitation to serve as a LASR means your colleagues across campus respect and trust you to help them pick a member of their department. Searches at many institutions are considered the first decision regarding tenure as a member of the faculty. As a senior member of the Gustavus faculty as a whole, you should have an important voice in determining who will join the Gustavus faculty.

I am a LASR on a search and I noticed that we are not following appropriate search procedures. What should I do? If possible, you should first talk to the search chair. If that is unsuccessful or inappropriate for some reason, you should talk to your dean.

I know a bunch of people who might be good at this, but I'm not sure who would be best. What qualities should I look for and which are less important in identifying our LASR? LASR selections should not be made on the basis of that person's knowledge of a discipline. Nor do they have to be humanists or well-known for their interest in the traditional liberal arts. They should be knowledgeable about the college and what it is like to work here. It would be helpful if they have recently participated in a search. They should be able to be a constructive member of the search committee.

I like the LASR idea but I feel like we will waste a lot of time getting the LASR up to speed on our field. What if I cannot find anyone who understands our field? It is the responsibility of the search committee to answer questions a Liberal Arts Search Representative may have about research and teaching in the discipline. Just as tenure and promotion processes require us to be able to communicate clearly without jargon about our field to well-educated, non-experts, the search process is also a time to share our discipline with our colleagues.

3. Selection criteria and the position announcement

a. Step 1: Develop selection criteria

The selection criteria reflect the refined understanding of the qualifications and any additional job-related criteria outlined in the position announcement. The selection criteria provide the framework to consistently evaluate candidates.

Deciding, in advance of reviewing applications, which criteria will be used, and how they will be weighted, will help evaluators avoid common cognitive errors such as:

- Elitism: assuming that individuals from prestigious institutions are the best candidates;
- Shifting standards: holding different candidates to different standards based on stereotypes;
- Seizing a pretext: using a minor reason to disqualify a candidate without properly considering all other criteria;
- Ranking prematurely: designating some candidates as more promising than others without fully considering strengths and weaknesses; and
- Rushing to judgment: having strong group members express consensus without sufficient discussion.

The FADIE will provide training on how to avoid each of these cognitive errors.

Recommended Practice	Associated Challenges
Prior to review of applications, the search committee should refine their understanding of the criteria to assure common interpretation and application	Without a common interpretation of criteria, there are likely to be inconsistent strategies for evaluating candidates. These inconsistencies make unconscious bias in the process more likely.
Search committees should establish consistency regarding the weight or importance of each criteria.	Without such agreement, an individual committee member may be inconsistent in their screening, and search committee members may screen applicants inconsistently from one another.

Minimum Qualification/Criteria	Question to Identify Selection Criteria
An excellent research record	What are the indicators of "an excellent research record"?
Ph.D. in X or related field	What is considered a "related field"?
Ability to work effectively with students, faculty and staff from diverse backgrounds	How will this ability be measured?
Sympathy with the liberal arts	How will this ability be measured?

Create a rubric based on the evaluation criteria that each search committee (selection sub-committee) member will use for each application that meets the minimum requirements. Be sure each committee member has a copy of this rubric before reading applications.

At this stage, be sure you have begun to **document the entire search process**, using the search summary document provided by the Provost's Office. Creating a record of search committee discussions, advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and correct as needed.

b. Step 2: Drafting the position announcement

The position announcement serves a dual purpose:

1. Describes the position for which the department/program is searching, making clear the educational and experiential qualifications required or desired. This fundamental information about the position both allows potential candidates to assess whether they are qualified, and provides those involved with the selection process a reference for evaluating candidates.

2. Markets the position to prospective candidates, and is a critical tool for generating interest.

Qualifications and Job Performance Attributes: A department/program needs to carefully consider what qualifications and job performance attributes are necessary to successfully meet the needs of the position. Identifying the necessary qualifications is a critical step in the search process, but one that often does not get the attention necessary to best support a successful search.

Recommended Practice	**Associated Challenges**
Start with the newly defined position that addresses current and future needs, rather than making minor changes to an announcement used previously.	Making minor changes to an old announcement can result in qualifications that don't align with the needs of today's position.
The **full search committee** should be closely involved in the development of the qualifications.	When qualifications are generated without adequate input from faculty or the search committee, important perspectives can be omitted and committee members may have to work with qualifications that are inconsistent with their thinking.
Ensure that each stated qualification is directly related to identified needs and functions of the position. Consider why each stated qualification is needed.	Some unnecessary qualifications can screen out protected groups or diverse candidates at a disproportionate rate.

Recommended Practice	Associated Challenges
Limit minimum qualifications to those that a candidate absolutely must have to perform the functions of the position, listing all others as preferred. Keep in mind that a candidate who does not meet EVEN ONE of the minimum qualifications cannot be considered for the position.	In addition to the challenges listed above, the search committee may be unable to consider candidates of strong interest overall because they don't meet a stated minimum qualification. This may inhibit the committee's ability to consider less traditional but transferable experience (e.g. a record of outstanding professional experience outside of the academy, etc.).
Include a qualification that speaks to the candidate's ability to work effectively with diverse groups of students, faculty, and staff. This is most meaningful when a department takes time to craft a statement reflecting how such a qualification is consistent with the department's mission/goals.	Often departments include a statement related to diversity in the announcement only because it is required`. The statement is often tacked on to the end of the announcement, which communicates a low level of commitment. When a statement is not included as a qualification, it is often not considered during the search and selection process.
Deliberately consider other means by which a candidate might meet the needs of the position and define qualifications broadly to be able to consider that additional information – e.g. a degree in a related discipline, or related professional experience from outside of academia.	Defining qualifications in an unnecessarily rigid manner will limit the search committee's ability to consider broader relevant information that may be of interest and bring different experience and perspectives to the department.
Identify attributes that are necessary or relevant to success in the position – the ability to teach specific courses, if required; the ability to collaborate with and complement the strengths of an interdisciplinary team; etc. Don't assume that required credentials translate to those abilities.	Consideration of critical attributes that are not identified in the announcement can raise questions as to whether they are legitimate or a pretext for eliminating candidates for non-legitimate reasons.

Research Findings: Research indicates that there is a positive correlation between including a "salient job qualification [that] indicates diversity" and the diversity of the applicant pool. "Even in science searches, adding an explicit criterion in the job description for experience and success in working with diverse groups of students has significant potential to broaden the qualities being considered." (Smith et al, 2004). "The rise in diversity among students on U.S. campuses demands that job descriptions stress experience in teaching different kinds of students as well as skill in developing classroom environments that facilitate learning for all students. Looking for these qualities is especially important in the sciences, where the content of the curriculum may or may not change because of issues of race and gender, but where helping students of diverse backgrounds to succeed is a widespread goal." (Smith, 2000)

To-Do List:

1. Describe the specific position. This can be done in expansive terms that include a commitment to diversity and inclusion. Consider the following two questions: 1. Can we expand the position

description to attract a wider range of candidates? 2. Will the position description draw candidates who are creative, imaginative, and original?

2. Describe the department and/or program. This, too, can be done in expansive terms that include a description of the unit as a place that values diversity and diversity-related work on multiple levels (e.g., in the curriculum, in pedagogy, in outreach to students, in research).
3. Describe the college. Here is an opportunity to introduce potential candidates to our broader commitments to diversity, equity, and inclusion. Include information on the makeup of the ethnic student population. Examples: Goals/progress associated with the Blueprint for Progress or ACTs strategic plan or "the college has a student body of 2,300 undergraduates, including 16% domestic students of color and 4 % international students from 23 countries."
4. Describe potential allies across campus, including interdisciplinary programs.
5. Describe the materials that you desire from the candidates. What material/s will help you assess each of the items listed as required or preferred qualifications in the ad? Depending on the specific field or subfield, as well as the academic rank of the position, typical materials include: a letter of interest; a full cv; a sample of scholarship or creative activity; a statement of teaching philosophy and/or evidence of teaching effectiveness (e.g., a specified number of student or peer evaluations of teaching); a specified number of names and contact information for potential references.
6. Committees may want to request a statement addressing the applicant's commitment to and experience with diversity and diverse populations. Alternatively, committees can request that the candidate include in the aforementioned materials or within the letter of intent, an explicit statement of the candidate's experiences with and commitments to diversity. See examples below.
7. Finally, list a deadline—the date when you will begin to read and assess applications. (You will only look at applications AFTER this date, no matter how early the first application is submitted.) If you set the date as a firm deadline, you will not consider any late applications. If you set a "begin to review" deadline, you will consider all applications that arrive until the posting is removed from the Gustavus website.

c. Step 3: Marketing the position (re-reading the ad as a candidate)

The position announcement serves as a first introduction of the position to many prospective candidates. First impressions are important. An effective position announcement will generate interest in the position, the department, and the institution.

Recommended practices in using the position announcement as a marketing tool, and related challenges, include the following:

Recommended Practice	Associated Challenges
Make the announcement clear and focused.	A "cluttered" announcement may generate as much confusion as interest.
Briefly convey relevant department direction, initiatives, and other information that is likely to generate interest in the position. A position in a department with vision is more likely to attract candidate attention.	A position announcement that provides only the most basic information can come across as dry and unappealing.

Recommended Practice	Associated Challenges
Provide context as to how the position fits within the institution as a whole – including opportunities for collaborative working relationships.	Omitting the broader context may mean missing opportunities to create greater appeal and sense of relevance for some candidates.
Specifically address the importance of diversity to the position for which you are searching. For tenure-related positions, relevant job performance attributes might include the demonstrated ability to mentor and support students from diverse backgrounds, cross-cultural communication skills, experience with different teaching strategies and learning styles, and so forth.	Candidates for whom diversity is an important consideration will recognize language that suggests that diversity is not integral to a department. Particularly for candidates from diverse backgrounds, language that suggests that diversity is a "tag-along" rather than a core value may impact your ability to attract candidates who would add value for your department.
In describing the institution and surrounding community, be mindful of who may or may not see themselves as included in that description. Craft your description of the benefits of the community to be as inclusive as possible.	Well-meaning language such as "family-friendly community" might be attractive to candidates with children. That language may cause someone who is single or doesn't have children, to wonder whether s/he would be happy here.

Suggestions for ad language

Family-Friendly/Work-Life Balance Language: "The department welcomes applications from individuals who may have had nontraditional career paths, or who may have taken time off for family reasons (e.g. children, caring for disabled or elderly family), or who have achieved excellence in careers outside of academia (e.g., in professional or industry service)."

Language Inviting Applicants to Include Diversity Statements

- "Gustavus is an equal opportunity institution. Because the College is committed to building a broadly diverse educational environment, applicants may include in their cover letter information about how they will advance this objective."
- "Candidates are encouraged to describe how diversity issues have been or will be brought into courses."
- "Candidates are encouraged to describe previous activities mentoring women or members of underrepresented groups."
- "Applicants are encouraged to describe in their letter of intent how their scholarship contributes to building and supporting diverse communities."
- "Successful candidates will demonstrate competency and sensitivity in working in an academic community that is diverse with regard to gender, race, ethnicity, nationality, sexual orientation, and religion."
- Given the college's mission and student body composition, the successful applicant will demonstrate experience and effectiveness in teaching, mentoring, and inspiring first-generation-to=college students, in particular Hmong and Somali students.

Diversity Language

- "The department/program seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education."
- "The department/program is interested in candidates who have a record of success advising and mentoring individuals from groups underrepresented in higher education."
- "The department/program is interested in candidates who will bring to their research the perspective that comes from a nontraditional educational background or understanding of the experiences of those underrepresented in higher education."
- "Gustavus is an affirmative action, equal opportunity employer. The College is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans."

d. Step 4: The final step

Ask each member of the search committee to craft a tentative rubric based on these criteria. The rubrics will be shared in the following search committee meeting, as a starting point for crafting a rubric for evaluation. In particular, think about what you would like to see in a rubric that is NOT addressed yet in the ad.

Resources

Sample Evaluation Rubric

	0	1	2	3
Demonstrated excellence in teaching	No evidence found.	One course taught independently. Articulates pedagogy.	Multiple courses taught independently. Evidence shows pedagogical development.	New course/s developed successfully. Clear pedagogy and development.
Commitment to undergraduate teaching	No evidence found.	One undergraduate course taught independently.	In addition, to undergraduate teaching experience, candidate provides evidence of commitment.	Provides clear knowledge of and interest in undergraduate teaching in teaching statement. Has taught multiple undergraduate courses.
Commitment to undergraduate advising	No evidence found.	Articulates interest in and commitment to undergraduate advising.	Articulates commitment to advising and has advised/ mentored undergraduates	Clearly articulates commitment to mentoring undergraduates, with examples of how s/he has done so and how s/he has improved advising.
Commitment to diversity	No evidence found.	Stated commitment to diversity.	Provided at least one example of commitment to diversity.	Provided several good examples of commitment to diversity.

Sample Candidate Grid

	Altuve	**Baker**	**Cabrera**	**Dickerson**
Teaching ranking:	0	1	2	3
Evidence used:	No courses taught independently.	One course taught independently.	Multiple courses taught. Clear teaching statement.	Multiple courses taught. Well-developed teaching statement. Highly praised by reference with evidence.
Undergraduate teaching ranking:	0	1	3	2
Evidence used:	Candidate indicates desire to teach undergrads. However, no evidence of experience.	One undergraduate course taught.	Multiple undergraduate courses. Clearly articulates development in this area in teaching statement.	2 undergrad courses taught. Teaching statement refers to both grads and undergrads.
Advising ranking:	0	2	1	1
Evidence used:	No mention of advising	Mentored multiple undergrads in the one course; articulates desire to advise undergrads in letter.	No undergrads advised but articulates a desire to do so in letter of intent.	No undergrads advised but articulates a desire to do so in teaching statement.
Diversity ranking:	3	2	1	0
	Shows clear commitment to diversity issues throughout the graduate career: serving on various committees. Stated aim to increase numbers of STEM researchers.	Mentions need to develop pedagogy to be more inclusive: teaching statement.	States commitment to diversity in letter of intent.	Does not mention diversity.
Total required qualifications:	0	4	6	6
Total preferred qualifications:	3	2	1	0
Overall total:	3	6	7	6

4. Actively recruit an excellent and diverse pool of applicants

a. Candidate pool information

The Dean responsible for hiring will provide department/program-specific data on 1) the gender and race of department/program hires in the past five years, 2) the percentage of females and underrepresented minorities among tenured and tenure-track faculty and students at Gustavus, and 3) ethnicity/race information of Ph.D. recipients within the discipline from the past one to three years.

b. Visioning the department

What is the vision of your department or program with regard to equity and inclusion? How specifically could a person meet this vision? What would they accomplish? The more closely the position meets the vision, mission, and goals of the department, the better.

Publicize the current diversity initiatives within your department/program (e.g., community service, cultural programs, workshops/trainings, scholarships, etc.) Spotlight faculty that work on research in areas that relate to diverse populations. Review your department/program website for text and images that reflect a commitment to diversity and inclusion.

Create a wish list for future hires. Discuss this wish list with any programs that could associate/integrate with the hire. Positions that can fulfill more than one need in the college are particularly important. For example, your department may need to hire a person to teach three courses that are critical to the department. Another program may need to hire a person to teach three of their courses. One joint hire could fulfill both needs.

c. Tips and guidelines for building a diverse pool of applicants

Active recruiting for your open position

Each fall the College places a block ad that lists all tenure-track searches in the *Chronicle of Higher Education*, and *Diverse Issues in Higher Education*. In addition, the full position announcement appears on the Gustavus Human Resources website, *LatinosInHigherEd.com*, *UpperMidwestHERC.org*, the Consortium for Faculty Diversity website, and the National Registry of Diverse and Strategic Faculty. The Human Resources Office submits all job announcements to *HigherEdJobs.com*.

Now is the time to actively recruit. **Every member** of the search committee will be actively involved in the recruiting process.

1. Identify the five graduate programs that graduate the largest numbers of underrepresented scholars in the area of the hire. Reach out to the department chairs at these schools, send the ad, and request the names of potential applicants.
2. Have search chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential female and underrepresented minority candidates and encourage them to apply to the position.
    a. University departments that graduate large numbers of women and underrepresented minorities. Information about universities that have a high graduation rate for women and underrepresented minorities is available at http://www.nsf.gov/statistics/srvydoctorates/.
    b. Write to historically Black, predominantly Latina/o, and tribal college and universities to secure list of doctoral students in the appropriate field.

    c. Women and underrepresented minority faculty whose work you, your colleagues, or students admire may be able to recommend colleagues or students.
    d. Ask current faculty and alumni to help market positions by taking copies of job ads to conferences and meetings.
    e. Ask all members of the department/program to contact their colleagues at other institutions to inquire about promising graduate students, post-docs, or visiting faculty colleagues from underrepresented groups.
3. The Search committee chair should send an email to all of the recommended applicants, inviting them to apply.
4. Advertise broadly, including to interest groups with diverse faculty audiences.
    a. Advertisements can be posted in publications that specifically target women and underrepresented groups.
    b. Mailing lists for women and underrepresented minority caucuses within professional associations can be another way of disseminating information of the position. There are also databases of CVs of African-American faculty who wish to be considered for positions at other universities. One example of this is available through the Journal of Blacks in Higher Education.
    c. Alumni publications and affirmative action offices of women's colleges, historically black colleges and universities, and other institutions that have a strong track record of serving Hispanic and Native American students are good places to advertise the faculty position.
    d. Contact the National and/or State Black or Hispanic Caucus organizations.
5. Take advantage of social media (e.g., Facebook, Twitter, LinkedIn) to attract a broader pool of applicants by distributing the ad through a committee member's, unit's, or academic organization's account, or by reaching out to prospective applicants directly through their accounts.

Remind each committee member that they are responsible for recruiting underrepresented scholars to apply.

Building and developing a diverse professional network

The idea is to build a list of potential candidates for a position that you aim to add in the future. When this position is approved, you may return to that list and invite candidates to apply for the position. Things to do:

1. Each time a department/program member attends a conference, have them scout for, and introduce themselves to, potential candidates for the future hire.
2. Bring newer underrepresented scholars to lecture at a department/program event.
3. Research available lists that rank the institutions that are successful at graduating women and underrepresented minorities in your field. Diverse Issues in Higher Education publishes an annual report ranking institutions on their graduation of minority students. These rankings are available online at: http://diverseeducation.com/top100/ See additional information in the resources section below.
4. Establish professional relationships with colleagues and related departments at institutions with a strong record of graduating women or minority Ph.D. students. Such institutions may include

Historically Black College and Universities, institutions with high or predominantly Hispanic enrollment, and institutions enrolling 50% or more minority students. The U.S. Department of Education provides a list of these institutions: https://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst-list.html.

5. Task one member of the department/program as the "recruitment specialist," tasked with keeping lists of potential candidates.

Resources

Template faculty advertisement

Dept: Position Specialization

Position Details: Gustavus Adolphus College invites applications for a [full-time/part-time] [one-year/three-year/tenure-track] position of [Assistant Professor/Visiting Instructor/Visiting Assistant Professor] in the Department of _ to begin September 1, 20__.

Required Qualifications: We seek candidates who have an earned doctorate in _ (or a related field), but will consider candidates who have achieved ABD status. The successful candidate will have prior experience as/in _. Candidates must have demonstrated excellence in teaching. A commitment to undergraduate teaching and advising is essential.

Preferred Qualifications: We are interested in applicants who will complement our commitment to students and faculty from diverse groups, and who will diversify the expertise and experiences represented in the department.

Major/Essential Functions: Primary teaching responsibilities will include __, and contributions to general education. Gustavus faculty engage in teaching, research, and service.

Application and Institution Information: Electronic application is required; email application materials as separate PDFs to __@gustavus.edu. The application materials must include a letter of application; curriculum vitae; statement of teaching philosophy; statement of research interests; transcripts (scanned copies acceptable); and the names and contact information for three professional references. At least one of the references must be able to specifically address teaching experience and excellence. The cover letter should be addressed to:

Dr. __, Chair
Department of __
Gustavus Adolphus College
800 W College Ave
Saint Peter, MN 56082-1498

Application information is also available at https://gustavus.edu/jobs. For more details, visit the College's website at https://gustavus.edu/provost/newfaculty/ or contact Dr. __ at __@gustavus.edu. For full consideration, applications must be received by __. While applications may be accepted after this date, it is not guaranteed that they will be considered. Finalists will be asked to submit [recordings/syllabi/publications/student evaluations]. Interviews will be conducted at the ___ conference.

Gustavus Adolphus College is a coeducational, private, Lutheran (ELCA), residential, national liberal arts college of 2200 students. The College maintains a longstanding commitment to excellence through diversity with a special emphasis on global engagement and service. Additionally, we strive to be a community supportive of all kinds of individuals and families. As an Affirmative Action employer, it is the policy and practice of Gustavus Adolphus College to provide equal employment opportunities for all. EOE Employer/Disabled/Vet

Recruiting and networking resources

National Higher Education Recruitment Consortium: The National Higher Education Recruitment Consortium (HERC) has developed a customized higher education CV/resume database, available online at: www.hercjobs.org. The database currently contains the vitae/resumes of over 4,000 prospective faculty and staff.

Accessing the database is free for all Upper Midwest HERC member institutions and there is no limit to the number of accounts per institution. We encourage departments that are seeking to fill open positions to utilize this valuable resource. The database can be searched by criteria such as academic discipline, key words (e.g., post doc), education, and relocation preferences.

To gain access to the database, contact Mary Everley, Director, UMW HERC, at umwherc@umn.edu or 612-626-0775.

The Consortium for Faculty Diversity: The Consortium for Faculty Diversity (CFD) is committed to increasing the diversity of students, faculty members, and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions. Their database of prospective faculty members can be accessed online. Please email Shanon Nowell (snowell@gustavus.edu) for additional information about accessing this resource.

National Registry of Diverse and Strategic Faculty: This website offers the opportunity to search for candidates from underrepresented groups by discipline. If you identify a potential candidate, you should send that person the position announcement with a brief letter inviting an application.

- Go to: https://www.theregistry.ttu.edu/
- When you go to the website, select the “Institution Login (Limited Access)” link. Select “Search Candidate Database,” then enter the following information to log in:
- Institution Login: gustavus150
- Password: search

University of Minnesota Office for Equity and Diversity and the Graduate School: The Office of the Provost will share Gustavus faculty advertisements for distribution to graduate students and post-doctoral fellows from historically-underrepresented groups whose education and background match the needs of our positions.

Committee on Institutional Cooperation: The Committee on Institutional Cooperation (CIC) Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the participating universities. The Directory is designed to increase the visibility of doctoral alumni who bring diverse perspectives and experiences to higher education. The Directory is promoted among hiring committees at CIC member universities and the searchable, online database is freely available to the public.

Website: http://www.cic.net/students/doctoral-directory/introduction

Ford Foundation: This directory contains information on Ford Foundation Postdoctoral Fellowship recipients awarded since 1980 and for Foundation Pre-doctoral and Dissertation fellowship recipients awarded since 1986. The database can be sorted by award year, field of study, current institution, current state, or last name. Access to this database is free.

Website: http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx

Mellon Minority Undergraduate Fellowship Program: The fundamental objective of MMUF is to address, over time, the problem of underrepresentation in the academy at the level of college and university faculties. This goal can be achieved both by increasing the number of students from underrepresented minority groups (URM) who pursue Ph.D.'s and by supporting the pursuit of Ph.D.'s by students who may not come from traditional minority groups but have otherwise demonstrated a commitment to the goals of MMUF. They provide an online list of minority Ph.D.'s and their dissertation, book, and article titles in all fields.

Website: http://www.mmuf.org/

University of California President's Postdoctoral Fellowship Program: The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. They offer a list of fellowship recipients and continuing fellows.

Website: http://ppfp.ucop.edu/info/fellowship-recipients/

University of Michigan President's Postdoctoral Fellowship Program: Beginning in 2011, the University of Michigan joined in a collaborative partnership with the University of California to offer postdoctoral fellowship opportunities. They offer a list of fellowship recipients.

Website: http://sitemaker.umich.edu/um-postdocs/fellowship_recipients/

Possible Additional Advertising Venues

American Indian Science & Engineering Society: The mission of the American Indian Science and Engineering Society (AISES) is to substantially increase the representation of American Indians and Alaskan Natives in engineering, science, and other related technology disciplines. AISES works to promote, initiate, and provide educational services for American Indian and Alaska Native pre- college, college and graduate students in STEM. AISES also supports early, mid, and executive level professionals in STEM through professional development, mentoring, networking, community service, and awards programs and initiatives.

Website: http://www.aises.org

Association for Women in Science: The Association for Women in Science is a leadership organization that has advocated for the interests of women in science and technology, for nearly 40 years. The Association has fought for equity and career advancement for women – from the bench to the boardroom. They are organized through a nationwide network of chapters and partnerships with aligned professional organizations.

Website: https://www.awis.org/

The Hispanic Outlook in Higher Education: This magazine has been a top information news source and the sole Hispanic educational magazine for the higher education community.

Website: http://www.hispanicoutlook.com/employment-opportunities/

JustGarciaHill Jobs: JustGarciaHill is dedicated to three outstanding minority scientists: Ernest Everett Just, 1883-1941; Fabian Garcia, 1871-1948; and Rosa Minoka Hill, 1875-1952. Their goal is to provide a supportive environment that will stimulate underrepresented minorities to pursue and strengthen scientific output in the United States and improve the health and well-being of minority and underserved communities.

Website: http://justgarciahill.newscientist.com/

INSIGHT Into Diversity: Formerly the Affirmative Action Register, INSIGHT Into Diversity is a national magazine and a premier source of information for one million monthly readers seeking in-depth news, reports and commentary on issues surrounding all aspects of diversity and inclusion. Highly regarded for its extensive career opportunity listings, INSIGHT Into Diversity continues to successfully connect employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, gender identity or expression, or sexual orientation.

Website: http://www.insightintodiversity.com/

Minority PostDoc: MinorityPostdoc is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. They feature articles, resources, and events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues. The job page publishes postdoctoral and professional job/opportunity advertisements for all employment sectors: academia, industry, government, non-profit, etc.

Website: http://www.MinorityPostdoc.org/view/jobs.html

Nemnet: A national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

Website: http://www.nemnet.com

Other Online Resources:

www.norc.org/Research/Projects/Pages/survey-of-doctorate-recipients-.aspx

Templates for Soliciting Applications and Nominations

Template for Email requesting applicant suggestions

Dear _____,

We are advertising for a tenure-track position in _____. As part of the recruitment process, we are contacting scholars in the field to request names of potential applicants. If you have ideas for anyone who might be interested in the position, please send them to me. We are interested in diversifying our faculty, particularly in the areas of women, minorities, individuals with disabilities, and veterans.

Attached you will find the position announcement. Please share widely. Thank you in advance for any recommendations you might make.

Yours sincerely,

Template for Email inviting suggested applicants to apply

Dear _____,

We are advertising for a tenure-track position in ____. As part of the recruitment process, we contacted scholars in the field to request names of recommended potential applicants. You were suggested by _____.

We invite you to apply for this position. Attached you will find the position announcement. We also invite you to share this announcement with others who may be interested. Please be in touch if you have any questions.

Yours sincerely,

5. Ensure a fair and thorough review of applicants

No application will be viewed before the deadline. Furthermore, only complete applications will be considered.

There are four stages and five meetings of the application/candidate review process, each centered upon the agreed upon rubric and search grid. Stages two through four each take a significant amount of time, roughly 20 minutes per application at each stage. Thus, if you expect 100 applications that meet the minimum requirements, each person will need to allocate 33 hours for screening for stage two, and so forth. (If this is the case, it may be valuable to create a screening subcommittee to reduce the size of the applicant pool.)

Decide in advance whether you will prioritize any particular criteria at any stage of the process. If yes, then assign greater weight to those criteria. If all criteria are prioritized equally, you might consider creating separate short lists for each criterion and develop the top-third list by taking the top candidates across different criteria.

a. Meeting with the Dean and Faculty Associate for Diversity and Inclusive Excellence

At this meeting, the Dean introduces the search process to the committee. All search committee members should be present for this initial meeting. Any member who is unavailable will need complete the initial meeting and interrupting bias training prior to participating in the search (which often means attending a meeting of another department/program that is conducting a search). The FADIE provides training to the search committee to interrupt bias. Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly.

b. Stage 1: Selecting applicants who meet minimum qualifications

The day after the close of applications, a sub-group of the screening committee reviews all applications to determine which applicants meet the minimum required qualifications. Those that do not meet the minimum required qualification are set aside. Candidates are ONLY excluded at this stage if they do not meet the minimum requirements. The remaining list of qualified applicants is given to the screening

committee. NOTE: the only applications/applicants that are considered are COMPLETE applications. Candidates who have submitted some portion of the materials are not considered until the application is complete.

c. Stage 2: Evaluating applicants who meet the minimum requirements

(This process can take several weeks, depending on the number of applications: 50 applications = 17 hours; 150 applications = 50 hours)

Stage 2 evaluation: Each member of the screening subcommittee reviews the applications for all applicants that meet the minimum criteria and adds their results to a candidate grid. The completed grid will give a clear picture of candidate evaluations. Look for strengths. In considering applicants in this stage, the committee should look for reason to continue considering applicants for the position. Aim to include, using specific application evidence.

Each committee member works through one aspect of the rubric at a time for all applicants.

For example, if Criterion 1 is excellence in teaching, you would evaluate each applicant against that criterion only. Note the ranking in the search grid, along with the evidence that resulted in the ranking. Then move onto criterion two: commitment to undergraduate teaching. Evaluate each applicant. And so on.

This strategy reduces the bias associated with reading one application at a time and rating the candidate as a whole.

Tips for evaluation: Set aside a block of time. Be in a quiet space. Shut off email notifications. Treat yourself to a sweet drink/snack. Take regular breaks.

All members of the screening subcommittee need to review EACH application. If you have a large number of applications, you can assign responsibility for a thorough and detailed review of a subset of the rubric to groups of at least two people (so two people could be assigned to evaluate excellence in teaching in detail for all candidates, while two others are assigned promise of scholarship, and so forth). Each criterion and each application must have a detailed review by at least two members of the screening subcommittee and every member should review every application.

Stage 2 meeting: Create “top-third” list: (Meeting set for a minimum of two weeks after applications close, based on time needed for evaluation of applicants who meet the minimum requirements.).

Create a “top-third” list. The screening subcommittee meets to evaluate the list of those candidates who scored highly in the evaluation process at this stage. This list includes at least 1/3 of the minimally qualified applicants (so 33, if there are 100 applications that have met the minimum requirements in stage one). At this stage, the screening subcommittee examines the number of known underrepresented applicants within this group and whether any candidates (currently not on the list) were scored highly by particular committee members. Who should be added to this top-third list? If this list lacks women and/or underrepresented minorities: 1. consider more aggressive recruitment efforts before moving to the next phase in the search; 2. revisit top women and underrepresented minority candidates in pool to see if evaluation bias played a part in their exclusion.

Recommended Practice	Associated Challenges
Search committee members hold each other accountable for showing evidence of their evaluations that is directly related to the established criteria (Moody, 2010)	Comments that are unrelated to or several logical steps away from the established criteria (e.g. "I just don't think they would be a good fit in the department") can reflect assumptions that are inaccurate and/or unrelated to the criteria
Remain aware of research on implicit bias that identifies the tendency to look for and favor people like ourselves or those we are accustomed to seeing in similar positions	Without awareness of the ways in which implicit bias operates, search committees can miss opportunities to recognize outstanding candidates who do not represent what the search committee is familiar with (i.e. research areas, communication style)
Suspend judgments about candidates based on the institutions from which they come until more information is gathered	Quick judgments can be made based on the institution affiliation, yet these judgments are often an unreliable method for evaluating individuals
Pay attention to and invite every perspective, especially when there are differences of opinion about the strength of a candidate.	Downplaying less popular perspectives may contribute to the committee *yielding to the momentum of the group* (Moody, 2010) and result in less conscious and deliberate screening
Record detailed reasons as they are discussed for each applicant in the non/advancement in the selection process. This will facilitate the preparation of final hire paperwork and also assures that the decision-making process can be reconstructed should the process be questioned.	It is difficult to recreate the specifics of the decisions for each candidate at the end of the process if they are not recorded along the way. Inaccurate or incomplete information can slow the final review of hire paperwork. It can also put the search committee in a vulnerable position if the specific, job-related reasons for non-selection are not clear.

d. Stage 3: Evaluating top-third candidates

Request for additional material (if relevant): Departments that expect to receive a large number of applications (75+) do not always request all relevant material in the original position announcement. After a screening committee has narrowed the pool, the search chair may contact candidates still in contention and request additional materials. This might include writing samples, teaching evaluations, and/or transcripts. The request for additional materials should be made by email to individual candidates.

Stage 3 evaluation: After the top-third list is set and the committee has examined representation of that group, the screening subcommittee members should each review the top-third applicants and re-evaluate the candidates based on the rubric, including additional material if appropriate. Remember the 20-minute rule: if you have 20 in your top-third pool, set aside 7 hours for review: 30 takes 10 hours, and so forth.

Stage 3 meeting: Creating the "short" list. (Meeting set for a minimum of one week after stage three, depending on size of top-third list.)

Create an initial interview list. The screening (or full search) committee meets to choose the most highly qualified candidates from the "top-third" list to interview. The committee also examines how many underrepresented applicants are in this group and revisits the larger pool to ensure no potential finalist was overlooked.

References can be contacted either at this stage or after the initial interview stage.

Conducting initial/phone interviews

Interviews provide a crucial opportunity for the search committee to learn more about top candidates and their qualifications. Reciprocally, interviews also provide firsthand opportunities for candidates to learn more about the position, the college and the community. Given this two-way information gathering, it is important to design the interviews with the following two questions in mind: How can we design a process that will: Allow us to gather additional information about the candidate's strengths, limitations and ability to serve our students? and assure that each candidate has the opportunity to gather the information they need to make an informed choice about the fit of the position with their goals?

Phone interviews are recommended at this stage, rather than Skype or conference interviews. Phone interviews require limited resources, which means that more individuals can be interviewed, and the candidate will not have the expense of attending a national conference. Phone interviews also mitigate against the bias that may occur upon seeing a candidate.

Recommended Practice	**Associated Challenges**
Use a consistent set of questions for all candidates during phone interviews, allowing candidates latitude to interpret and respond in a way that reflects their unique goals for the position.	Inconsistent questions can contribute to an inconsistent and unfair process.
Let the candidates know how much time is allocated for the interview and how many questions they will be asked.	Without this information, candidates may not use the time effectively, which can directly affect their ability to highlight their strengths.
Recognize that the challenge of interviewing with only auditory cues can be particularly difficult for some personal styles and fit better with some cultural norms than others.	Without this recognition, the phone interview process may inadvertently advantage some candidates over others.
Build in time at the end for candidates to ask questions of the committee.	Without this opportunity, candidates miss an opportunity to begin assessing the fit of the position with their goals.

Contact the Telecommunications Office to arrange to have a speaker phone for these interviews. Not all rooms can be used for long-distance calls so be sure to let them know the room in which the interviews will take place. The cost of telephone interviews is paid by the department.

Strategies to address the inherent challenges of phone interviews

Prior to the interview: Allow at least 30 minutes for a phone interview and a minimum of 10 minutes between phone calls. Longer is better to enable evaluation between candidates. Evaluating each candidate after the individual interview minimizes the bias associated with evaluating candidates as a group. (Avoid comparisons.)

At least 48 hours before the phone interview, send the interview questions to all candidates so that they can organize their thinking. This inclusive practice levels the playing field for those who may have a harder time processing auditory clues.

Ensure that all candidates, including those with disabilities such as deafness, will be able to participate.

Designate a timekeeper to ensure all questions can be asked and that time remains for the candidate to pose questions.

Record the interview if not all screening committee members can be present. If an interviewee does not want to be recorded, then only the interviewers present can evaluate the candidate.

The same interviewers should be present for each interview.

Committee members cannot participate in evaluations of candidates if they are not present for, or do not have access to, the interview.

During the interview: Have search committee members introduce themselves by name at the beginning of the interview and identify themselves when speaking.

Offer to repeat or rephrase the questions if needed. If there is silence on the phone while committee members are making notes, or if other things occur in the room that may be confusing, let the candidate know what is happening.

Ensure that each candidate is asked about his or her demonstrated commitment to diversity. This question should not be asked by the only female or underrepresented committee member.

If a question is asked of one candidate that was not asked of previous candidates, please re-contact the previous candidates to follow-up. If that cannot be done, the question and answer must be removed from the evaluation process.

If the committee must interview at a conference, be sure to have a private space for the interview. This space must not be a hotel bedroom or a public location.

Suggested questions to help the candidate address more specific issues:

- Tell us specifically how and why your teaching approaches have evolved over the past few years.
- Tell us specifically how you would be an asset for our department.
- Looking at the courses you've taught, as listed on your CV, I wonder which two courses were the most problematic for you and how exactly you dealt with the issues in those courses.
- If you encountered this classroom problem (describe a specific situation that a new hire might be expected to deal with), how would you handle it?
- Recall for us a successful collaborative research project that you undertook with others over the past two years. What was your role? What problems came up? How did you resolve them?
- All of us, from time to time, have to deal with colleagues who severely disagree with us. Recall a time when this happened, and explain in detail how you managed the situation. What did you learn from the experience?
- Given our geographical location, how do you see yourself thriving here?
- Given our institutional mission and the needs of our students, what contributions do you see yourself making?

e. Stage 4: Conducting reference calls

Contact with references provides important information from those who have directly worked with candidates. The search committee can use references as one way to address concerns or questions that exist after reviewing application materials or the initial interview. Phone references provide greater opportunity to ask for specific information, follow up where there is a lack of clarity, and elicit specific examples. Reference calls can be made either for the shortlist of candidates interviewed by phone or the list of candidates who will be invited for a campus visit. Letters of reference will not be requested. Please inform the candidates that you will be contacting their references and the approximate timeframe for that contact.

Research has shown that men and women tend to be described differently in letters of reference for academic positions. Findings indicate that women are "described as more communal and less agentic then men, and that communal characteristics have a negative relationship with hiring decisions" (Madera et al 2009, p. 1597). Communal characteristics are those that focus on relationship and reflect concern about the welfare of others. Agentic characteristics include the ability to influence others, initiate tasks and engage assertively (Madera et al 2009). Further, requiring multiple reference letters from each candidate may keep some from applying for fear of wearing out their references. Hence, we recommend that contact information for referees be requested rather than letters.

Prior to on-campus visits, references for each candidate should be contacted. At least two committee members should be present for reference calls. Each reference ought to be asked the same questions. Detailed notes should be provided to the entire search committee. For an example of a reference call protocol see the resources section below.

Points to consider

Design a clear and well-structured process for contacting references. When references are contacted casually and without a plan, it can contribute to inconsistency and introduce bias, and can lead to conversations that touch on inappropriate areas of inquiry. This is particularly true when the reference is someone known to the search committee member.

Include multiple search committee members in reference calls. For efficiency, the search chair often conducts reference calls alone. Doing so increases the likelihood of missed information, misunderstanding and limited perspectives. Having multiple search committee members hear the input from each reference maximizes the benefits of having multiple perspectives on the committee.

Ask for specific examples. Eliciting specific examples gives the search committee concrete information and minimizes the influence of possible bias entering the process via the person serving as the reference.

Contact multiple references. Input from a variety of references helps to elicit a complex view of the applicant. This can, for example, identify whether concerns raised by one reference are a pattern seen by many or the result of an isolated relationship or situation.

f. Stage 5: Evaluation of the finalists

Stage 5 evaluation: Each member of the search committee scores each candidate, using the agreed-upon rubric, as soon after the initial/phone interview as possible. Avoid evaluating candidates

comparatively. Access to these interviews via recording should be made to any other person evaluating candidates who was not present for the interview.

Stage 5 meeting: Selecting Finalists for Campus Visits: The search committee will meet to deliberate, after adequate time has been given for review of each candidate and all materials (including initial materials and phone interview). As with the previous meetings, the discussion should begin from the search grid results. The full search committee meets to choose the most highly qualified candidates from the initial interviews to invite for campus visits. The committee also examines how many underrepresented applicants are in this finalist group and considers the initial interview pool to ensure no potential finalist was overlooked.

Submitting Files to the Provost's Office: After the search committee has identified the top five candidates in the pool, the search chair will submit the application materials of those candidates and a rationale for invitations to the top three candidates (otherwise unranked) to the Provost's Office (please send PDF files as email attachments, not links to online sources). The rationale should include a section explaining why the other candidates have been eliminated from the pool. The Dean will review those files and will meet with the search chair in order to discuss the three candidates who will be invited to an on-campus interview. search chairs should plan for turnaround time of approximately 48 hours from the time files are received by the Provost's Office to the meeting with Dean.

search chairs should not contact the candidates whose files have been sent to the Provost's Office until after the meeting with the Dean. If the chair is contacted by one of those candidates, you can say that you will be contacting campus interviewees within the week.

While the Provost's Office is reviewing the files, the search chair can work with the department, the LASR, and the Provost's Office to identify dates for the visit and begin constructing the interview schedule.

Resources

Sample reference call script

Please take notes. Begin with introductions of each participant (name, title, and department/office). Each person should state their name before asking their question.

Thanks so much for making time for this call. I'd like to first introduce the folks we have on the call today. [Introductions here.] As you know, I'm calling to ask questions about __ who is a candidate for the tenure-track position in our department. The search committee has conducted a telephone interview with her/him. She/he is now a finalist for the position.

I have a few questions I'd like to ask you about __ but first let me tell you a little bit about the position. [At this point, you might describe the area of focus for teaching and research, provide a brief description of tenure criteria (balanced among teaching, scholarship, and service), and one or two other items that you consider key to this hire such as supervising undergraduate research or the connection between this position and of areas of teaching/research in your department or an interdisciplinary program.]

We have 30 minutes together today, and we will ask all references the same questions, so we plan on staying with our scripted questions. Thanks for your understanding in this regard. Does that sound alright? Okay, let's begin.

1. What are the special talents or abilities you think __ will bring to this position?
2. Can you provide an example of his/her excellence in teaching?
3. In what ways does __ need to grow or improve in his/her professional life?
4. Gustavus has a strong commitment to diversity, equity, and inclusion. Can you give us examples of how __ will be able to contribute to diversity, equity, and inclusion initiatives?
5. Is there anything else you'd like to tell us about _?

What if a candidate is known to one or more committee members?

1. A member who knows a candidate should disclose this to the committee at the beginning of the search process.
2. If the committee member feels that their prior knowledge of the candidate will make it difficult for them to act as a fair and effective evaluator, they should share this concern with the search chair and hiring authority. The committee member can consider abstaining from their evaluation of the known candidate or step down from the search committee.
3. If the committee member feels they can effectively and fairly evaluate all candidates, they should refrain from sharing details about their knowledge of the candidate unless and until that candidate makes it to the finalist list.

If the known candidate does make it to the finalist list, it is appropriate for the committee member to share their prior knowledge as long as it *is first-hand knowledge that is relevant to the candidate's ability to carry out the responsibilities of the position.*

Internal candidates

Candidate pools often include one or more people who are known to members of the search committee, including faculty teaching at Gustavus in a temporary position. It is imperative that internal candidates be treated fairly, which means neither advantaging nor disadvantaging them in the process. The following list is intended to clarify how internal candidacies ought to be managed in order to insure fairness.

- It is acceptable to invite an internal candidate to apply for a tenure-track opening just as it is acceptable to invite someone from off-campus to apply. In both cases, the invitation should not imply a promise of the job or even an on-campus interview.
- Each candidate, whether internal or external, must make their own decision about whether to apply for the position. Even if you believe someone in a temporary faculty position is not qualified for the position, the decision to apply must rest with them. If you are asked a direct question about it, it is reasonable to point out that, as a search committee member it is not appropriate for you to discuss the search. You can direct the individual to the search chair who can provide them with the identified minimum required qualifications for the position.
- The internal candidate must formally submit a new application/materials as requested in the job announcement. The department cannot recycle the materials submitted for the temporary position.
- Internal candidates may choose to include members of the Gustavus community as professional references. However, faculty in the department conducting the search cannot agree to act as a reference for a Gustavus search even if that person is not a member of the search committee. If an internal candidate submits a review letter that was written/submitted by a departmental

faculty member as part of her application packet, that letter would serve as a source of evidence toward the evaluation criteria, just like all of the other application materials.

- Telephone interviews can be awkward when there is an internal candidate. However, out of fairness, telephone interviews need to be conducted with internal candidates who have advanced to that stage of the process.
- If the department conducts formal conference interviews and an internal candidate is on the list of conference interviewees, the interview needs to be conducted at the conference. If the department offers to accommodate external candidates who are not attending the conference, the same offer can be made to the internal candidate.
- If the internal candidate is one of the candidates invited for an on-campus interview, each element of the interview schedule should be the same for both candidates, with the exception of the overnight stay at the Guest House (unless the internal candidate elects to stay at the Guest House).
- Internal candidates must conduct a teaching demonstration under the same circumstances as an external candidate. Specifically, the demonstration cannot be held in a current section of a course currently being taught by the internal candidate. Nor should the external candidate be asked to conduct a teaching demonstration in the class of the internal candidate.
- Student feedback about the internal candidate should not be solicited in any manner beyond those available to external candidates. Students who view the teaching demonstration should be asked for feedback, all candidates may be invited to provide evidence of teaching effectiveness, and all candidates may ask students to write letters of recommendation (although this is rarely a choice made by external candidates).
- When an external candidate comes for the campus visit, it is reasonable to let the internal candidate know the date of the visit and expect her/him to keep limited hours in the department during the visit.
- Information provided to the candidates about the search process should, within reason, be the same for all candidates. Nothing about the search process should be communicated to the internal candidate that is not also communicated to external candidates. Department colleagues often find it very difficult to refrain from talking with internal candidates about the search. The chair of the search committee and the chair of the department have the responsibility of making it clear to all members of the department that this is inappropriate and unfair behavior that threatens the integrity of the search process.
- Internal candidates should receive notification of their place in the search pool within the same time frame as external candidates. For instance, if an internal candidate does not advance beyond the first screening, the chair of the search committee can communicate that information in person at about the same time that external candidates receive a letter/email with that information. The internal candidate should also receive formal notification.

Sample letters to applicants

Email messages acknowledging the receipt of applications should be sent as quickly as possible. Unless the applicant does not supply an email address, this correspondence should be send via email *not* hard-copy. Two samples of the acknowledgment messages are as follows:

Complete application email reply

Dear <<Applicant Name>>:

Thank you for your application for the tenure-track job opening in the <<Dept. Name>> Department at Gustavus Adolphus College.

Your application will receive careful consideration by the department Search Committee. If further information will be needed, we will be in touch with you.

Sincerely,
<<Search Chair's Name>>
Search Chair

Incomplete application email reply
Dear <<Applicant Name>>:

Thank you for your application for the tenure-track job opening in the <<Dept. Name>> Department at Gustavus Adolphus College. Once we receive the following items (below), your application will be complete and eligible for consideration.
<<Add Missing Materials>>

Sincerely,
<<Search Chair's Name>>
Search Chair

6. On-campus interviews

Campus visits are a critical step in the selection process for the department/program and in the decision-making process for candidates. Therefore, thoughtful planning is crucial.

After the Provost's Office has approved the candidates for an on-campus interview, the search chair contacts each candidate to ascertain continued interest in the position and to identify dates for the campus visit. Follow-up contact to manage the details of the visit may be completed by the department's administrative assistant.

Even in the case of a "local" candidate, each candidate should be on campus for a minimum of 24 hours including an overnight stay.

At least 48 hours prior to the visit, candidates should receive a copy of the campus visit schedule along with an invitation for them to request time with others on campus—in particular those listed as welcoming community resource representatives included in the packet sent from the Provost's Office. For samples of interview schedules see the resources section below. This should be accompanied by a phone call to inform candidates about the components of the on-campus interview during which they will be evaluated and the components of the on-campus visit when the candidate will have the opportunity to evaluate the position and institution. For example, a lunch with students could be used either to evaluate the candidate or for the candidate to evaluate the institution. Make clear to the students and the candidate which option is chosen prior to the on-campus interview. This discussion with the candidate can also take place during the invitation phone call between the candidate and search chair.

The Provost's Office emails a packet of information to each tenure-track candidate prior to the interview. See additional information in the resources section below.

a. Campus visit checklist

Arrange for transportation to and from airport and to and from guesthouse during the visit.

Determine whether the candidate has any disability accommodations that need to be met.

Determine if the candidate has any logistical requests (bringing a nanny, will need to breast feed, bringing a spouse, etc.)

Make arrangements for disability accommodations and logistical requests.

Arrange for someone to accompany the candidate to and from all meetings.

Arrange for the candidate to attend campus events.

Create an itinerary for each candidate's visit. Schedules should have the same content and activities for each candidate. They should include the name, rank, and department of each person the candidate will meet. Make sure the schedules account for any disability accommodations and logistical requests. Schedule breaks where the candidate will not meet anyone.

Ensure that there are both formal and informal ways candidates for interaction with faculty and students. Social gatherings with faculty will allow visitors to observe and learn about department culture.

Allow for candidate input into determining the schedule. Be sure to ask candidates about any accommodations that they may require, such as dietary restrictions. Providing the candidate with information about the college as well as about different topics, groups, and organizations associated with the college will enable candidates to determine issues of interest they could explore further during their visit to campus.

Call the candidate two days prior to the interview to confirm and to determine if they have any further needs.

Recommended Practice	Associated Challenges
Take time to reflect on the information, qualities and characteristics of the faculty, department, campus and community that will be important for candidates to know about	Simply relying on past campus visit itineraries may mean missing opportunities to highlight new departmental/campus/community information, or to address issues that may be of particular importance to candidates
Prior to their arrival on campus, provide information to candidates about their itinerary while on campus and include information about those with whom they will be meeting	Without this information, a campus visit may appear unorganized, last minute, or confusing.
Assure that those who will be meeting with candidates have all the relevant information they need in advance (CV, itinerary, their role in the process, etc.)	Interviewers who are not prepared can lead to missed opportunities for learning about the candidate and can convey a sense of disorganization or lack of interest
Make sure that the number of questions asked by interview committees is realistic for the interview timeframe	Too many questions may mean that candidates are rushed in their responses or that there is not adequate time to ask all questions.

Recommended Practice	Associated Challenges
Use a consistent set of interview questions for candidate interviews.	Inconsistent questions can contribute to an inconsistent and unfair process
During less formal components of the campus visit (meals, transitions from one interview to the next) remember that the same guidelines for in/appropriate topics are as relevant as they are during formal interviews.	Even in informal settings, asking candidates about their partnership status, whether they have children or other topics that are inappropriate to the interview process can lead to negative impressions and can have legal ramifications
When hosting underrepresented candidates, consider setting up opportunities for them to meet with individuals who can speak to the experience of underrepresented faculty.	These opportunities can address important issues for underrepresented candidates that may be important factors in their decision about whether they can see themselves having a positive experience on campus and in the larger community
Provide all candidates a packet of information about the department, the college, and the St. Peter community. Include in this packet information about resources that might be relevant to faculty candidates including family-friendly policies and lesbian, gay, bisexual, transgender resources, and any other resources that may be of interest to all candidates.	Trying to determine which candidates may be interested in which resources is ineffective and problematic in a number of ways. Providing all candidates with the same information minimizes inappropriate or awkward conversations.

b. Interview schedule

The Interview Schedule MUST include the following meetings.

- A meeting with the department/search chair to provide an overview of the department, the teaching assignment, and the search timeline, etc. (30 minutes),
- An interview with the full search committee (at least 1 hour), for sample interview questions see the resources section below,
- An interview with the Provost (30 minutes),
- An interview with the appropriate Dean (45 minutes),
- A meeting with the Director of Human Resources, (30 minutes),
- An opportunity to talk with department majors, and
- If requested, a meeting with a Welcoming Community resource person.

The Interview Schedule MUST include the following elements:

- A classroom teaching demonstration,
- A campus tour,
- A voluntary opportunity to attend Daily Sabbath at Christ Chapel,
- A tour of the Saint Peter and Mankato area,
- A tour of the library, ideally with the librarian who is the liaison for the department,
- Meals with students or department members; meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department chair (see section 5:6 for meal guidelines), and

- At least one-half hour of free time prior to the teaching demonstration.

In the past, a few departments organized the campus interview around individual meetings with department colleagues; this is not an acceptable practice. Search committee members have multiple one-on-one opportunities to talk with candidates if they participate in other activities such as meals, airport trips, and tours.

Search committees must allow time for candidates to examine aspects of relocation during the recruitment visit.

c. Additional ideas for the campus visit

- A meeting with Director of Faculty Grants (30 minutes). Please send a copy of each candidate's CV and cover letter to them prior to the campus interview.
- A meeting with a member of an underrepresented group (30 minutes). Please send a copy of each candidate's CV to this person prior to the campus interview.
- Attendance at a campus event—concert, play, athletic event.
- A meeting over a meal or coffee with faculty from other departments and/or interdisciplinary programs with related interests.
- An informal meeting with first and second year tenure-track faculty from other departments.
- A research presentation—for some departments this is considered essential; for others the issue of the research agenda and the question of the candidate's ability to explain her/his research is handled during the search committee interview.
- A reception in the home of a department faculty member that includes several faculty members from other departments (see the resources section below for expense guidelines).

Note: please provide candidate feedback forms to all non-search committee members who meet with candidates. Suggested feedback forms are available in the resources section below.

d. Teaching demonstration

The purpose of a teaching demonstration is to provide search committee members the opportunity to assess a candidate's ability to explain discipline-specific material to an undergraduate audience. Obviously, students must be present for the teaching demonstration. Ideally, the demonstration will occur in a regularly-scheduled course rather than with students recruited for the occasion, the latter of which may work against a candidate who is trying to engage students who are unfamiliar with each other.

The department/search chair should have a very clear conversation with each candidate to ensure that candidates understand the search committee's expectations of the demonstration and the context (type of course, audience, etc.) for the demonstration. Each candidate should be given the same expectations, time frame, and type of demonstration. An attempt should be made to make the teaching topic(s) equally difficult for all finalists; specifically, do not advantage one candidate by choosing a topic in his/her specialty.

Strategies for Organizing the Teaching Demonstration

- A department may ask each candidate to teach a specific item from a course syllabus, in other words, to fit their demonstration into the midst of an on-going course. For instance, the

Department of Physics asks candidates to prepare a demonstration that fits into a specific course syllabus and students are responsible for learning that material.

- A department may ask each candidate to prepare the same lesson. For instance, the Department of Classics asks each candidate to prepare the same language lesson that is demonstrated in the same course by each candidate.
- A department may ask candidates to prepare a course demonstration that is relevant to the topic of the course rather than try to fit the demonstration into the syllabus.
- When scheduling disallows the above options, departments ask candidates to prepare a class demonstration that is typical for the type of courses included in the job description though it is unrelated to the course in which the demonstration takes place.

e. Material for the interviewers

Provide a list of interview questions to be asked of each candidate. By posing the same questions to each interviewee, each member of your committee will be able to collect comparable information from all candidates.

- Candidates should be allowed to do most of the talking during the interview so that sufficient information may be gathered about each applicant.
- When a group of people is interviewing a candidate together, decide beforehand how the questions will be divided among interviewers.
- Be mindful that questions about diversity should not always be posed by the interviewer who is a woman or underrepresented minority.
- Pose questions that allow the interviewer to evaluate the ability of candidates to be respectful, fair, and cordial.
- Provide interviewers with guidelines about what questions are not acceptable to ask.
- Provide evaluation/rating worksheets to each committee member. Requiring interviewers to provide feedback on specific criteria will assure a fair assessment of candidates.
- Remind the search committee that each person is required to participate in the interview, teaching demo, and research presentation. The teaching demo and research presentation can be recorded, if needed, with the permission of the candidate. If an event is missed/not viewed by a search committee member, that member may not deliberate with regard to that event during the proceedings.
- Ensure that each person who meets with a candidate is provided with the list of appropriate and inappropriate questions. See the resources section below on appropriate and inappropriate questions.

Does “consistency” mean “exactly the same?”

Consistency in the campus visit is very important. Candidates should be asked the same interview questions, be provided the same opportunities to share their scholarly and teaching credentials, and generally receive the same high degree of welcome and attention during their visit.

At the same time, the unexamined assumption that every candidate should be treated exactly the same may unintentionally favor some candidates over others. Some candidates will have ample opportunity to meet with potential colleagues who share salient demographic characteristics and interests (e.g., white candidates in predominately white departments; male candidates in predominately male

departments). Unless specifically built into the process, underrepresented candidates often don't have the same opportunity to learn about the common experience of those who share their salient demographic characteristics or interests.

Any candidate may have an interest in learning about aspects of the campus and/or larger community to help them gauge whether Gustavus is a good fit for them. Building in opportunities for candidates to gather this information can greatly enhance their campus visit. Inviting all candidates to express their interest in meeting with representatives from academic departments, identity groups, or community resources can help you design a campus visit that will best meet their needs. *These meetings are with individuals who are not part of the search process and therefore, are not part of the evaluation process.*

Review your department/program website for text and images that reflect a commitment to diversity and inclusion.

f. Soliciting and integrating feedback from stakeholders

Search committees find student/faculty/staff feedback to be useful during the deliberation process. Feedback will be collected from individuals involved in the formal candidate evaluation components of the on-campus visit. Feedback will not be collected from individuals involved in the components of the on-campus visit where the candidate is evaluating the position and institution (e.g., Director of Human Resources, Welcoming Community resources, and so forth). Feedback forms can be distributed and collected at the teaching demonstration or emailed at a later time to all students who had interactions with a candidate. Feedback forms should also be provided to faculty/staff members who participate in evaluating the candidate and are not members of the search committee. For an example of a feedback form see the resources section below.

Input from stakeholders can be both useful and challenging. One of the most useful aspects of stakeholder input is that it can represent diverse viewpoints that are not present in the committee. The challenge is that stakeholders are not usually involved in search committee discussions on selection criteria. In addition, some stakeholders may have had contact with only some of the candidates. Others may offer only their conclusions, rather than evidence: "this candidate is the perfect fit." Finally, it may be difficult to determine whether stakeholder input has been influenced by unreliable information such as hearsay or stereotypes.

Stakeholder perspectives can help you determine if you need more data. You may need to engage in further reference checking or revisit the larger applicant pool if stakeholders:

- Strongly support an applicant the committee finds unacceptable
- Strongly object to an applicant the committee finds acceptable
- Identify an important area of strength or concern that the committee has not addressed.
- Raise concerns about the applicant's interactions with people from a particular identity background.

g. Evaluating the interviewed candidates

Each search committee member should evaluate each individual candidate with the rubric and grid after each individual campus visit. Avoid comparison evaluations within the rubric, comparisons will occur during the search committee's final decision meeting.

The committee will deliberate in the final meeting on each candidate's ability to meet the required and preferred criteria. The committee will identify the top candidate, make a recommendation with a rationale to the Provost's Office, and determine whether the second and third ranked candidates are viable candidates for the position (with associated rationale).

This stage of the selection process is particularly vulnerable to unintended bias because the stakes are high as the process narrows in focus to a small number of candidates. Search committee members may be invested in different candidates, which may lead to tension or conflict on the committee.

Adherence to the recommended practices highlighted in earlier stages remains important here: awareness of implicit bias, a focus on the agreed upon selection criteria, a commitment to considering all points of view, and a commitment to articulating specific job-related rationale as a basis for candidate assessments.

Recommended Practice	Associated Challenges
The search committee should meet as soon as possible after the completion of the interviews so that information is fresh, the process continues moving efficiently, and candidates are contacted in a timely manner.	Any delay in the search committee process means that candidates will be waiting longer. This can lead to candidates' frustration with the process, and/or the possibility of losing a strong candidate.
It is critical that candidates continue to be evaluated using the original selection criteria. At this point, the conversation often turns to determining whether the candidate is a "good fit" for the department. This is a good time to revisit the selection criteria to assure that "good fit" is assessed consistently, fairly and with the selection criteria as a reference point.	Evaluating top candidates without the selection criteria as a reference point increases the chances of unintentional bias influencing the process. Do not base selection decisions on untested assumptions, (e.g. "I don't think they are going to be happy here. The African American community is so small in St. Peter.")
All input should be considered. When some input differs significantly from the majority of assessments, follow up to find out more. If it is not possible to follow up with the person(s) who offered the input, you can follow up with references on the issues or concerns being raised.	Ignoring input from sources that differ from the majority of perspectives can mean missing opportunities to evaluate candidates from a variety of angles. Following up also provides the opportunity to assess whether input is based on firsthand experience with candidates rather than on assumptions.
Decide how to proceed if the top candidate does not accept the offer. Having a clear plan in place can ensure thoughtful decision making should the initial plan fall through.	If the committee has not discussed what to do if the top candidate declines an offer, then next steps are delayed. Other top candidates who do not receive courteous treatment may decide not to accept an offer should they ultimately be chosen.

Resources

Sample telephone interview script

Please take notes. Begin with introductions of each participant (name, title, and department/office). Each person should state their name before asking their question.

Thanks so much for making time for this interview. I'd like to first introduce the folks we have on the call today. [Introductions here.] We have 30 minutes together today, and we will have half or dozen or so general questions for you pertaining to the key points in the job. For reasons of equity, we must ask all applicants the same questions, so we plan on staying with our scripted questions. Thanks for your understanding in this regard. Then we will be sure to allow 5 minutes at the end for any questions that you may have. Does that sound alright? Okay, let's begin.

1. Tell us about your background and experiences. Why are you applying for this position?
2. What interests you about teaching at a liberal arts college?
3. What classes have you enjoyed teaching the most and why?
4. Tell us a little bit about your current research project and where you see your research going in the next five years.
5. Please tell us anything else you'd like us to know about you that we haven't covered.
6. What questions do you have for us?

Sample interview questions

- Tell us a little bit about your current research project.
- What classes have you enjoyed teaching the most?
- How would you describe your teaching goals and strategies?
- What kinds of methods do you prefer to use in teaching intro level courses?
- What are some examples of the sorts of things that happen in a typical week in your beginning level courses?
- You've seen our catalog. What parts of the Department's curriculum would you be most interested in teaching?
- What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines or one or more of our interdisciplinary programs?
- What ideas do you have about what you might want to teach during our January term?
- In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
- What interests you about teaching at a liberal arts college?
- After seeing our catalog and browsing on our web site, what kinds of questions do you have for us about teaching at Gustavus or living in Minnesota?
- Tell us about some of the toughest groups that you have had to get cooperation from. What did you do? What happened?
- What are some of the most difficult one-to-one meetings you've had? What resulted from the meeting(s)?
- What is an idea you have recently implemented which was considerably different from the standard procedure?
- What would your colleagues say about your style?
- What goals have you set recently? What were the results?
- How do you prioritize multiple tasks that need to be accomplished in a short amount of time?
- Tell us about particular opportunities and challenges that come with the increased use of technology.
- Tell us about decisions you have made that have benefit to the students you have taught.
- How have you resolved conflict in the work place?

- What do you consider your finest accomplishment?
- Describe ways in which you have helped students prepare to move as human beings and citizens across multiple cultural boundaries and communities.
- How do you maintain your energy level? Describe your most tiring duties or circumstances.
- Describe a situation where you wish you had interacted differently with someone at work. What happened?
- How do you motivate students to do excellent work?
- Describe a teaching situation you have been in recently that describes you at your best. Your worst?

Appropriate and inappropriate interview questions

By Thomas H. Nail, SPHR and Dale Scharinger, Ph.D., January 1998
Reviewed May 1999 and May 2002 (*Edited by the Office of the Provost in August 2012)*

You have been given responsibility for conducting employment interviews in your company and would like to conduct all interviews in a lawful manner. Also, you have reviewed your company's application for employment and aren't sure whether there is a need to ask some of the questions on the employment application.

This white paper will assist you by providing a general framework around which an interview format may be structured. In turn, the information may be used to ensure that your company's employment application form asks for information from applicants in a lawful manner. Today, it is critical to conduct lawful employment interviews because jury trial awards can cost the employer several hundred thousand dollars. Your company may have to generate millions of dollars in gross revenue to pay for this amount of jury award!

The guiding principle behind any question to an applicant is, can the employer demonstrate a job-related necessity for asking the question? It is the intent behind the question that is important, as well as how the information is used that the EEOC would examine to determine if any discrimination has occurred.

Therefore, an applicant should only be asked questions that are job related. In asking applicant questions, the interviewer should ask himself/herself if this information is really needed in order to judge the applicant's qualifications, level of skills and overall competence for the job in question?

Generally, problem areas are discriminatory questions that are posed on the basis of the applicant's gender, race, age, national origin, religion, or other non-job-related basis. Prohibited interview questions, for example, would be asking women applicants different questions than male applicants, or asking different questions of married female applicants than single female applicants.

The Equal Employment Opportunity Commission issued its *Pre-Employment Inquiry Guidelines* in 1981 and its *Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations* in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority applicants, female candidates, and older applicants and individuals with a disability, etc., for the particular job in question.

1. Race – There are no job-related considerations that would justify asking an applicant a question based on race.

2. Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.

3. Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:

> (a) Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.
>
> (b) It is unlawful to deny a female applicant employment because she is pregnant, or planning to have a child at some future date.
>
> (c) Questions on marital status, number of children, child care arrangements, etc. are not appropriate.
>
> (d) Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?

4. Sexual Orientation - Under certain state and municipal laws, there are no permissible questions regarding an applicant's sexual orientation.

5. Height and/or weight restrictions – These questions may support gender or national origin discrimination claims unless their relationship to specific job requirements can be demonstrated.

6. Age – Under the EEOC's Age Discrimination Interpretive Rules issued in 1981, as amended, a request for date of birth on the employment application is permissible, with an appropriate disclaimer shown. In practice, this is not asked on applications. Any recruiting effort that is age-biased such as "recent graduate," or any question during the interview process that deters employment because of age is unlawful. The Age Discrimination Act of 1967 bars discrimination against persons age 40 or over.

7. Arrest & Conviction Records – Questions relating to an applicant's arrest record are improper, while questions of an applicant's conviction record may be asked, if job related. The Equal Employment Opportunity Commission and many states prohibit use of arrest records for employment decisions because they are inherently biased against applicants in protected classes. The EEOC has issued a Revised Policy Statement covering the use of conviction records by employers in making employment decisions:

> (a) The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:
>
> > (1) Nature and gravity of the offense for which convicted;
> >
> > (2) Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and
> >
> > (3) The nature of the job in question as it relates to the nature of the offense committed.

(b) The EEOC's Revised Policy Statement eliminated the existing requirement that employers consider the applicant's prior employment history along with rehabilitation efforts, if any. The Revised Policy Statement requires that the employer consider job-relatedness of the conviction, plus the lapse of time between the conviction and current job selection process.

8. National Origin – You may not ask an applicant where he/she was born, or where his/her parents were born. You may ask if the applicant is eligible to work in the United States.

9. Financial Status – An interviewer should not ask if the applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist. Any employer who relies on consumer credit reports in its employment process must comply with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.

10. Military Record – You may not ask what type of discharge the applicant received from military service. You may ask whether or not the applicant served in the military, period of service, rank at time of discharge, and type of training and work experience received while in the service.

11. Disability – You may not ask whether or not the applicant has a particular disability. You may only ask whether or not the applicant can perform the duties of the job in question with or without a reasonable accommodation.

Although federal EEO laws do not specifically prohibit any pre-employment questions, the EEOC does look with "extreme disfavor" on questions about age, color, disability, national origin, race, religion, gender or veteran status. Many state fair employment laws do expressly forbid certain types of questions. Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive. At the end of the section, there is a bibliography of additional resources to which you may refer for additional information.

Topic	Unacceptable	Acceptable
Reliability, Attendance	-Number of children? -Who is going to baby-sit? -What religion are you? -Do you have pre-school age children at home? -Do you have a car?	-What hours and days can you work? -Are there specific times that you cannot work? -Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
Citizenship/ National Origin	-What is your national origin? -Where are your parents from? -What is your maiden name?	-Are you legally eligible for Employment in the United States? - Same as above -Have you ever worked under a different name?
For Reference Checking	-What is your father's surname? -What are the names of your relatives?	-None -None
Arrest and Conviction	-Have you ever been arrested?	-Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?

Topic	Unacceptable	Acceptable
Disabilities	-Do you have any job disabilities?	-Can you perform the duties of the job you are applying for?
Emergency	-What is the name and address of the relative to be notified in case of an emergency?	-What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)
Credit Record	-Do you own your own home? -Have your wages ever been garnished? -Have you ever declared bankruptcy?	-None -Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. -None
Military Record	-What type of discharge did you receive?	-What type of education, training, Work experience did you receive while in the military?
Language	-What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	-Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
Organizations	-List all clubs, societies and lodges to which you belong	-Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	-Complexion or color of skin. Coloring.	-None
Worker's Compensation	-Have you ever filed for worker's compensation? -Have you had any prior work injuries?	-None -None
Religion or Creed	-Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	-None
Gender	-Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	-None
Addresses	-What was your previous address? -How long did you reside there? -How long have you lived at your current address? -Do you own your own home?	-None -None -None -None
Education	-When did you graduate from high school or College?	-Do you have a high school diploma or equivalent? -Do you have a university or college degree?

Topic	Unacceptable	Acceptable
Personal	-What color are your eyes, hair? -What is your weight?	-Only permissible if there is a bona fide occupational qualification.
Marital Status	-Are you married? -What is your maiden name? -Are you single?, married?, divorced?	-None
Sexual Orientation	-We do offer domestic partner benefits. Would you like me to get you more information on that?	-None

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- Americans with Disabilities Act of 1990—EEOC Technical Assistance Manual and Resource Directory.
- Commerce Clearing House, Human Resources Management series, Equal Employment Opportunity, Vol. 1.
- EEOC Pre-Employment Inquiry Guidelines, 1981.
- "Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations", Office of Legal Counsel, ADA Division, EEOC.
- SHRM 14th Annual Legal and Legislative Conference proceedings, March 1997.
- Thomas H. Nail, President, Thomas Houston Associates, Consultants in Equal Employment Opportunity and Affirmative Action, (703) 471-9893.

Thanks to Thomas H. Nail, a member of the SHRM Diversity Committee, and Dale Scharinger, Ph.D. of the SHRM Employment Committee for contributing this paper. It is intended as information, and is not a substitute for legal or other professional advice.

Materials included in the candidate informational packet

The Office of the Provost sends an email to every candidate invited to interview on campus. That email contains the following information:

- The Gustavus mission statement
- Gustavus core values
- Faculty information (also online at https://gustavus.edu/provost/newfaculty/ under the Faculty heading)
- Information on resources for faculty support (e.g., Kendall Center programming)
- Welcoming Community List information
- The Liberal Arts as a Defining Tradition (https://gustavus.edu/provost/newfaculty/documents/Liberal_Arts.pdf)
- Statement of Church-Relatedness (https://gustavus.edu/provost/newfaculty/documents/Church_Relatedness.pdf)
- Information on the Saint Peter and surrounding area
- Dual Career Resources through HERC

Once on campus, the candidate receives an additional hard-copy folder with additional information, including an optional affirmative action reporting form. Candidates are also asked to complete a W-9 form for travel expense reimbursement.

Sample tenure-track candidate visit (2 nights)

Wednesday, November 12

- 5:20 p.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you. Dinner with Dr. Smith on the way to Saint Peter.
- 9 p.m. (approximately) arrive at the Gustavus campus Guest House.

Thursday, November 13

- 7:30-8 a.m. Breakfast with Professor Susan Anderson, Linguistics department chair. She will meet you at the Guest House.
- 8:15-9:15 a.m. Search Committee Interview (Department members: Angela Jones, Assistant Professor, Allison Simons, Associate Professor, Professor Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Liberal Arts Search Representative).
- 9:20-10 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.
- 10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).
- 10:30-11 a.m. Interview with Provost Brenda Kelly, Carlson Building 220.
- 11-11:30 a.m. Meet with Sarah Bridges, Director of Faculty Grants, Carlson Building 224.
- 11:30-12: 30 p.m. Lunch with students who are linguistics majors.
- 12:30-1 p.m. Meet with Diversity Center Director Jaime Hollis in the Diversity Center.
- 1-1:30 p.m. Prep for teaching demonstration.
- 1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.
- 2:45-3:30 Interview with Dean Julie Bartley, Carlson Building 219.
- 3:30-4 p.m. Tour Campus with Jennifer Lindstrom, linguistics major.
- 4-4:30 p.m. Prep for research presentation.
- 4:30-5:30 Research presentation: Contemporary Issues in Linguistics.
- 5:30-7 p.m. Dinner with Alex Vining and Allison Simons.
- 7-8pm. Reception at the home of Alex Vining.

Friday, November 14

- 8-8:45 a.m. Breakfast with Susan Anderson.
- 9 a.m.-10:30 a.m. Tour of Saint Peter and Mankato with Angela Jones.
- 10:30 Return to Minneapolis airport, lunch on the way 2 p.m. flight.

Sample fixed-term candidate visit

Monday, October 9

- 3:30 p.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you.
- 5:30 p.m. Arrive at campus Guest House.

- 6:00 p.m. Dinner with Linguistics Department colleagues Angela Jones, Assistant Professor and Alex Vining, Professor. Professor Jones will pick you up at the Guest House.

Tuesday, October 10

- 7:30-8:00 a.m. Breakfast with Professor Susan Anderson, Linguistics department chair. She will meet you at the Guest House.
- 8:15-9:15 a.m. Search Committee Interview with Angela Jones, Alex Vining, Steve Smith, Susan Anderson.
- 9:20-10:00 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.
- 10:00-10:20 a.m. Daily Sabbath at Christ Chapel is optional.
- 10:30-11:00 a.m. Interview with Dean Julie Bartley, Carlson Building 219.
- 11:00-11:30 a.m. Prep for teaching demonstration.
- 11:30-12: 30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.
- 12:30-1:30 p.m. Lunch with students who are linguistics majors.
- 3:30-5:00 p.m. Tour of Saint Peter and Mankato with Angela Jones and return to Minneapolis airport for 7:30 p.m. flight.

Travel and expense guidelines

Candidates are guests of Gustavus when visiting campus. Their expenses are paid by the Office of the Provost. The College appreciates the time faculty devote to hosting candidates and extending hospitality. The Provost's Office also appreciates efforts made by departments to control costs, while ensuring that every candidate is treated well and has a comfortable visit.

After the Provost's Office authorizes specific candidates for a campus visit, the search chair should contact each candidate to issue the invitation and begin making travel arrangements and arranging for the on-campus visit.

Air Travel: Please note that plane tickets are less expensive when booked in advance. When possible the Provost's Office asks that interviews be scheduled at least two weeks in advance to moderate travel expenses.

Tickets are paid for by the Office of the Provost. Candidates may book their own flights. However, the search chair or administrative assistant can also book flights for the candidate on a college credit card. Offer both options to the candidate, as the initial expense can be an issue for candidates even when the funds will be reimbursed. If tickets are more than $600, please contact Shanon Nowell (snowell@gustavus.edu or x7541) for approval.

Candidates should be picked up from the airport or take Land to Air Express (www.landtoairexpress.com or 507-625-3977) to Saint Peter rather than renting a car.

Car Travel: Candidates who drive to campus will be reimbursed for mileage at the standard IRS rate. Please remember that even a candidate who drives from the Twin Cities will be reimbursed for mileage. While this cost is less than an airline ticket, it's important to note that there is no such thing as a "free" candidate.

Candidates who wish to rent a car for personal purposes (e.g., to visit local family) must do so at their own expense.

Lodging: Campus visits should include an overnight stay. Contact guesthouse@gustavus.edu to make Guest House reservations or, if necessary, make reservations at a local motel using a department member's Wells Fargo card for payment. An internal or local candidate may opt not to stay at the Guest House or hotel (if the Guest House is not available).

Meals: Meals can be useful opportunities to introduce the candidate to a wider range of people on campus and to show our hospitality. Ideally, candidates will share all meals with a search committee member, department faculty or students, or other faculty with related interests.

In order to have a comfortable, informal conversation with the candidate, only modestly sized groups should join candidates for meals at the College's expense. Although we want to be hospitable, this is a time to model good stewardship to potential future colleagues. Please adhere to the following meal guidelines (the number of listed guests below is the maximum; you may opt to invite fewer):

- Breakfast: candidate + 2 guests (maximum $10 per person) *normally on-campus
- Lunch: candidate + 4 students or 3 guests (maximum $15 per person) *normally on-campus
- Dinner: candidate + 2 guests (maximum $35 per person)
- Receptions: Limited to one per candidate ($75 per reception)
- Alcoholic beverages are permitted and will be reimbursed, but are limited to one per individual

A department member's Wells Fargo card should be used for payment. An itemized receipt (not just the credit card receipt) needs to be obtained and the names of those in attendance at the meal should be written on the receipt before it is turned in to the Provost's Office.

In accordance with the College Travel Policy, tips should not exceed 15% of the cost of service, unless automatically charged.

On-campus meal tickets (for the Marketplace and Campus Buffet) are obtained from Jennifer Harbo (jharbo@gustavus.edu or x6223) in the Provost's Office.

Candidate Reimbursement: When candidates come to the Provost's Office they will be asked to sign a form that provides the information we need in order to reimburse them for expenses. They will be directed to submit original receipts for the reimbursement of parking, mileage, tolls, etc. to the Provost's Office upon completion of the trip. Reimbursement will normally be made within two weeks of receiving receipts.

Other Expenses: Should there be costs other than transportation, lodging (if off-campus), and meals, it is important to clear these in advance with the Office of the Provost.

Departmental budgets are expected to cover the costs of:

- Search Committee meeting refreshments
- Stationery
- Postage
- Telephone calls
- Photocopying and printing

Additional guidelines for non-tenure-track searches

Procedures for making special (fixed-term) appointments (e.g., sabbatical replacements, emergency situations) include the following differences from the tenure-track search:

1. Search Committee: The search committee can be a subset of department members. The decision to include a Liberal Arts Search Representative is made by the department chair and the Dean.
2. Advertising: All position announcements will be posted (by the Provost's Office) on the Gustavus Human Resources website, LatinosInHigherEd.com, the Consortium for Faculty Diversity, the National Registry of Diverse and Strategic Faculty, HERC, and HigherEdJobs.com. A letter or email should be sent to key graduate programs. The decision to submit an announcement in discipline-specific journals is made by the department chair and the Dean.
3. Course Load: The total course load for the candidate will be approved by the Dean. The position description should indicate the number of courses or range in number of courses that is expected for the position (e.g. the position announcement should indicate a 7-course teaching load. Normally, this will mean a January Interim Experience teaching assignment (3-1-3 load)).
4. Sending Files to the Provost's Office: The basic procedure of evaluating applications for a full-time special appointment follows the tenure-track procedure. Following phone interviews, files of the top three candidates should be sent to the Dean, with a ranking and rationale, before an invitation for a campus visit is extended. After reading the files, the Dean will consult with the department chair. Normally, only one candidate is brought in for a fixed-term appointment. A second candidate is brought in if the first candidate is not acceptable or does not accept our offer. For per-course appointments, the Dean and department chair will decide whether an on-campus interview is necessary.
5. Campus Visit: The visit must include an interview with the department search committee, a meeting with the department chair, an interview with the Dean, and a teaching demonstration.
6. Making the Offer: For full-time appointments, the Dean makes the offer of employment. Typically, relocation costs and startup funds are not part of a special appointment offer. In the case of per-course appointments, the department chair will make the offer of employment.

Sample feedback form

Candidate Name: _____

Student Name: _____

1. What did you learn about the candidate that made you interested in learning more about them and their work?
2. Did the candidate seem to have a sincere interest in working with undergraduate students? What did you learn that supports that conclusion?
3. What did you learn about the candidate that raised concerns for you?
4. Describe your overall impressions of the candidate and their potential for working in the __ Department at Gustavus Adolphus College.

7. Search wrap-up

a. Making the job offer

The Provost's Office receives the recommendation from the search committee and either makes the offer to the top candidate or seeks additional information from the search chair.

The offer of employment is made by the Dean. At that time, issues of salary, start-up funds, and moving expenses are addressed. Typically, candidates are allowed to take 7-10 days to respond to the offer. Once the initial offer has been made, the Dean will notify the department/search chair. Unless the offer has already been rejected (which is rare), during the negotiation period, we ask the search committee and department members to refrain from initiating contact with the candidate. However, if a candidate initiates contact, the faculty member is free to respond.

The candidate may want to make an additional visit to campus, at his/her own expense. The department/program should accommodate this visit, along with any meetings requested.

Candidates who accept our offer of employment receive a "letter of intent" from the Provost's Office. This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, library allocation, computer request information, and start-up package. Candidates must sign and return the letter within 10 days of receipt. The search chair and administrative assistant will receive notification when the letter of intent is received, or when the rejection of offer is received. The search is not complete and we do not notify other candidates of the search outcome until we have a signed letter of intent.

The candidate's experience at this stage of the process may still influence whether or not they decide to accept the offer. If possible, offer the candidate a second campus visit.

Recommended Practice*	**Associated Challenges**
Respond to any queries from the top candidate to answer any questions or address concerns he/she may have. In addition, share departmental enthusiasm for the strengths the candidate will bring to the department	The experience of candidates at any stage of the process can contribute to their decision to accept an offer. Being unresponsive or inadequately addressing their questions or concerns can contribute to a candidate's negative assessment of the department and/or institution
The search chair should communicate to the Dean and Provost any possible "sticking points" such as salary and dual career issues that have emerged during the process.	Giving up too soon when there are challenging issues, and/or not fully understanding the interests of the candidate may lead to losing a strong candidate over resolvable issues
The search chair should communicate to the Dean and Provost any recommendations seen to be important to a potential offer: start up support, teaching load, assigned space, salary, credit towards tenure, travel and other research support. (Turner, 2002)	To the degree that there are aspects of an offer that are not considered, there are further missed opportunities to addressed the candidate's interests and create a more appealing offer

Aspects that can often be important to candidates include: salary, course release time, initial teaching load, lab equipment, initial service expectations, tenure clock stoppage, lab space, renovation of lab

space, library funds, moving expenses, assistance with partner/spouse position, tuition exchange for dependents, other issues of concern to the candidate. Provide a list of what can and cannot be negotiated to the candidate.

When Gustavus hires a candidate who has not completed the terminal degree, that individual receives a letter that indicates the salary and rank if the dissertation is successfully defended by September 30 of their first year and a lower salary and rank if there has not been a successful defense by that date. The contract and the degree deadline are explained to ABD candidates at the time the offer is made by the Dean.

b. Evaluation of the search process

The full search committee should meet one final time after the new hire is confirmed to debrief the search. Addressing the following questions will be helpful for the department/program and the Provost's Office.

- Did the committee use the suggested practices?
- What parts of the search process worked well?
- What parts did not work well? How might they be improved?
- Was the applicant pool diverse? Could the job description have been constructed in a way that would have brought in a broader pool of applicants?
- Could the department/program have recruited more actively?
- Were any promising candidates discovered during this search? If so, keep these individuals on file for future searches.
- How did the finalists perceive the recruitment process? Brief interviews with the finalists can yield valuable feedback. In particular, if a candidate turns down the offer, ascertaining what may have helped them say yes could be useful in the future.

c. Records retention

Google Drive has been established as the tool for sharing candidate files within the search committee. Tutorials for first-time Google Drive users are available through Gustavus Technology Services (https://gustavus.edu/gts/instructionalservices/jobsearchusinggd.php). In addition, Associate Director of Instructional Services, Marni Dunning (mdunning@gustavus.edu), is available to answer questions or provide training at any point in the search process.

Federal regulations and College policy (see the Record Retention and Destruction Policy online at: https://gustavus.edu/facultybook/allcollegepolicies/#recordRetention) require that all applications be retained upon the conclusion of a search for three years. This does not mean that we must revert to the files when positions become vacant, although they may be available. It simply means that the records must be retained in order to defend hiring decisions, if necessary. Records may also be needed to support a Permanent Work Authorization petition for a foreign born faculty member. At the beginning of a search, the search chair will receive a Search Summary Form from the Provost's Office. The form must be filled out and submitted to the Provost's Office at the conclusion of the search. The search top level folder should then be shared with the College's archives (Jeff Jenson at jjenson@gustavus.edu or Adrianna Darden at adarden@gustavus.edu) for retention. Files will be destroyed after three years.

d. Affirmative action reporting

As stated in the Gustavus Mission Statement, "The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people." To that end, we are pleased that Gustavus has a certified affirmative action plan.

The Office of Human Resources tracks diversity information for all searches on campus. At the conclusion of every search (tenure-track and non-tenure-track) the department must provide Human Resources with summary candidate information. More information is available on the Human Resources website (see the link below). The Assistant Director of Human Resources can provide guidance regarding reporting candidate information from faculty searches.

Affirmative Action Documents: https://gustavus.edu/humanresources/benefits/

e. Welcoming the new faculty member

During the year in which a new tenure-line faculty member is hired, departments need to ensure that the teaching schedule submitted for the incoming faculty member allows them to attend New Faculty Orientation organized by the Kendall Center for Engaged Learning. These sessions take place on Thursdays from 12:30-1:20 p.m.

Traditionally, most new faculty members were expected to assimilate into the existing culture of the department/program by fully conforming to the norms of the existing faculty group. As a result, the benefits of diversity in research, teaching styles, past experiences, life stories and cultural lenses are greatly diminished. A growing body of research indicates that diverse working groups are stronger than homogenous groups in terms of production, creativity, and innovation.

In addition, underrepresented faculty often experience a set of challenges that majority faculty don't, including (a) implicit expectations to work harder than their colleagues (b) serving as a primary resource for racial, ethnic or gender issues within the department; (c) treatment as a "token" representative on committees; (d) having their identity as a woman, person of color, or other underrepresented identity supersede their professional capacities and accomplishments (Smith et al., 2002; Turner, 2002).

To mitigate against these negatives, the department should develop a plan for integrating the new colleague into the life of the department/program and college and make sure s/he has access to resources that will promote success. In particular, the department should consider why the position was needed and make sure the person has access to resources to succeed in meeting those goals. Further, the department chair can be in touch with the new colleague to see what attracted the person to the position and what needs can be anticipated in advance. Finally, the department should proactively consider how the colleague may diversify the department and support this diversification as it occurs.

The goal is to welcome the new colleague into the college, help them feel at home, and then help them take ownership over their role at the college. Please contact the FADIE for further ideas and support in integrating the new college into the college.

New faculty members should not normally take on service work during the first year of the appointment, in order to be able to focus on teaching and research. However, exceptions are noted below.

Recommended Practice	Associated Challenges
Create informal mentoring opportunities for all new faculty members within and outside the department/program.	Mentoring programs take time, intention, knowledge of best and promising practices to set up successfully. Throwing together a last minute mentoring opportunity for a new colleague can backfire.
Pay close attention to the ways in which new underrepresented faculty may be asked to take on advising and/or service loads that are inconsistent with expectations of other members of the department.	When differences in service and/or advising loads are not recognized and accounted for, there can be a direct and negative impact on teaching, research agenda and ultimate professional advancement of underrepresented faculty.
Some forms of service and advising can contribute to a positive sense of purpose, belonging and/or community, so these practices should not be discouraged. However new faculty should be encouraged to seek balance in how their professional time is allocated.	Without this recognition, opportunities for new faculty to integrate and positively impact students may be missed.
To the degree that new underrepresented faculty do end up engaging in greater service or advising loads **compensate for their time in other ways**.	When such compensation is not made, the new faculty member can feel unsupported, treated unfairly and may decide to leave. In particular, this service could be emphasized in third year review and tenure letters.
Offer to assist new faculty members find resources in the community as they begin to integrate as a new community member.	If a new faculty member does not feel a sense of community, s/he will be less likely to remain.

Resources

Templates for notifying candidates no longer under consideration

There are three points at which such notification takes place. Please do not neglect this important task. It is important to extend this courtesy to all applicants; timely notifications reflect well on Gustavus and your department.

1. After the initial screening. Departments that receive a large number of applications (+50) and/or conduct formal conference interviews, notify the candidates who are no longer being considered for the position after the initial screening. This correspondence may be sent in hard-copy or via email. Below is a sample letter:

Dear __:

Thank you for your interest in the position of ___ at Gustavus Adolphus College.

After much thought, deliberation, and dialog, the search committee has decided not to pursue you as a candidate for the position. Your experience is significant, but we had other candidates whose experience we felt were a better match with our needs.

Again, we sincerely appreciate your interest and the time you invested in the process. Best wishes as you pursue other career opportunities.

Sincerely,
(name)
Search Chair

2. After the conference or telephone interview. Typically, candidates who are invited to participate in a formal conference interview or telephone interview do not receive notification that they will not be offered the position until after the position has been accepted by another candidate. This correspondence may be sent in hard-copy or via email. Below is a sample letter:

Dear __:

It was a pleasure to speak with you recently regarding the position of __ here at Gustavus Adolphus College.

Several fine applicants for the position were interviewed and the background and qualifications of each applicant were carefully reviewed. The committee determined that other candidates' experience and educational preparation more closely matched the duties of this position.

On behalf of Gustavus Adolphus College, and speaking for myself personally, thank you for your candidacy for the position of __. The opportunity to speak with you has been much appreciated. Best of luck in your future endeavors.

Sincerely,
(name)
Search Chair

3. After the campus interview. The search chair should contact by telephone or email the candidate(s) who was/were invited to campus but not offered the position to express thanks for their interest in Gustavus, explain that another candidate has accepted the position, and offer best wishes in the job search process. Please note that the search chair should not offer additional information to the applicant. The dean and search chair will decide together whether phone or email is appropriate.

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