Tenure-Track Search Process Guide

Gustavus Adolphus College, 2018-19

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1.0 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 FADEI (the Kendall Center's Faculty Associate for Diversity, Equity, and Inclusion), 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 College

2.0 Leading an effective search committee

2.1 Initiation of a tenure-track search

Departments 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 search committee will meet with their Dean in April or May prior to the academic year the search is to take place to discuss the search process.

2.2 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 upcoming fall semester, when the bulk of the work will be done.

Tenured and Tenure-Track Faculty Members: All tenured and tenure-track departmental faculty members should participate in all stages of the search. Exceptions include faculty members on sabbatical who choose not to participate and faculty who have declared an intent to retire. 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.

Other Faculty: Continuing Faculty are encouraged, 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): The LASR performs 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 encourages open dialogue during 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. A department may not conduct a search very often; LASRs represent a source of continuity and collective wisdom about hiring.

The Liberal Arts Search Representative is a voting member of the search committee and, like the rest of the committee, participates in all committee deliberations and all aspects of the on-campus candidate visits. 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.

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, and training is available annually for new LASRs. The LASR will be appointed to the search committee by the Provost's Office.

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 (fewer than 20).

2.3 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. This includes the candidate once they are hired. 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. 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.

2.4 Record keeping

The committee chair or departmental assistant must keep complete records, including all job advertisements, on-campus interview schedules, form letters, and committee meeting times and locations. The documentation must demonstrate that Gustavus has made good faith efforts toward outreach and an equitable search process.

2.5 Resources

Example timeline (based on 50 applications)

Date completed	Task
	Mid April: Approval of tenure-track position
	Late April/Early May: Meeting #1: Interrupting Bias and Search Process Beginnings (Dean, FADEI, entire search committee (which includes the LASR))
	Week of May 7: Meeting for Crafting Ad (entire search committee)
	Week of May 14: Meeting for Developing Selection Criteria (entire search committee)
	May 14-June 15: Ad and criteria suggestions and revisions with FADEI, then approval and posting 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.
	September 17-October 7: Meeting #2: Interrupting Bias and Assessing Candidates Applications (Dean, FADEI, entire search committee (which includes the LASR))
	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, to generate a list of candidates that meet minimum requirements (qualified applicant list).
	October 11-27: Screening of qualified applicants against the evaluation rubric
	October 27: Meeting to generate top-third list
	October 27-November 2: Evaluation of top-third candidates
	November 2: Meeting to generate phone interview short list (~6-9 candidates)
	November 7-9: Phone Interviews of the short list
	November 9-13: Individual evaluation of phone interviewees.
	November 9-20: Meeting #2: Interrupting Bias and On Campus Interviews (Dean, FADEI, entire search committee (which includes the LASR))
	November 14-20: Contact references still under consideration after phone interviews.
	November 21: Meeting to select top 3, unranked, candidates for interview (entire search committee and Dean)
	November 27-December 4: On campus interviews
	December 8: Final selection

3.0 Selection criteria and the position announcement

3.1 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 FADEI 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 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.

3.2 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.
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	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.

Recommended Practice	Associated Challenges
professional experience from outside of academia.)	
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 potential allies across campus, including interdisciplinary programs.
4. 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.
5. 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.
6. 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. The committee should also consider what will trigger reviewing applications after the deadline has passed. Will there be continuous consideration? Will you only consider applications that come in after the deadline if the pool is lacking qualified candidates? Make a decision and remain consistent.

3.3 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.
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.

Ad language

The search ad template is available for download, or can be requested from Shanon Nowell (snowell@gustavus.edu). This represents the college's approved language for advertising faculty positons. Sections in black should not be changed without a conversation with your Dean. Sections in red are to be filled out by the department. In crafting the departmental sections, the following language may be helpful.

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 Address Diversity in their Letters of Application

- "In their cover letters, applicants are encouraged to describe how their scholarship contributes to building and supporting diverse communities."
- "We are particularly interested in candidates from underrepresented groups with a demonstrated passion working with diverse student and community populations. We encourage applicants, in their letter of application, to address how they will further this goal in their teaching, scholarship, and/or service."
- "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, particularly 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."

3.4 Step 4: Crafting a Rubric for Candidate evaluation

With a completed job advertisement, the committee should begin crafting a rubric to evaluate candidate applications. If your job ad asks for "excellence in teaching," how will that be measured? Each job aspect addressed in the minimum and preferred qualifications in the job ad should be given benchmarks of quality. The resulting rubric will help ensure that candidates are compared consistently across the candidate pool and that committee members are comparing candidates consistently across the committee.

3.5 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.

	0	1	2	3
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.

4.0 Actively recruit an excellent and diverse pool of applicants

4.1 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. The committee will be given access to the Consortium for Faculty Diversity website where the committee should peruse candidate files and ask specific candidates to apply.
2. The Dean will help to 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.
3. 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. 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 colleges 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, should be asked to recommend candidates.
    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.
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. Asking committee members to pursue five specific outreach contacts has the potential to have a significant impact on the candidate pool.

4.2 Resources

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.

- Go to: https://www.mmuf.org/user
- Username: Shanon_Nowell
- Password: GAC150search

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 and 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. Gustavus recognizes the value of a diverse community and encourages applications from individuals with varied experiences, perspective, and backgrounds.

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,

5.0 Ensure a fair and thorough review of applicants

The committee meets with the Dean and FADEI prior to beginning to review applications. At this meeting, the committee will be introduced to the candidate review process and provided with considerations for interrupting bias during the review. Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly. All search committee members should be present for this meeting. Any member who is unavailable will need attend a meeting of another department/program that is conducting a search. The FADEI provides training to the search committee to interrupt bias.

5.1 Candidate file access

In order to ensure equal consideration for all candidates, candidate files will be made available to committee members only after the application deadline has passed. If the candidate pool at the time of the posted application review date does not broadly reflect the diversity of recent doctoral (or appropriate terminal degree) recipients in the discipline/subfield (as compiled in the Survey of Earned Doctorates), the Dean will extend the application deadline and ask the committee to continue their active recruiting efforts. Departments with concerns about the applicability of the Survey of Earned Doctorates data to their search are encouraged to provide an alternative data source to their Dean for consideration.

Only complete applications will be considered. 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.

The search committee should not search for further candidate information online or from colleagues. We only review information contained in the file, conversations with referees, and evaluated components of on campus visits. Gathering external information can lead to unfair advantages or disadvantages for candidates.

5.2 Stage 1: Selecting applicants who meet minimum qualifications

The day after the close of applications, a sub-group of the screening committee, with a minimum of two members including the LASR, reviews all applications to determine which applicants meet the minimum required qualifications. Those that do not meet the minimum required qualification are excluded. 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.

5.3 Stage 2: Evaluating applicants who have met the minimum requirements

NOTE: Please expect that this stage and the next stage of reviewing applications will take a significant amount of time. Please anticipate spending 20 minutes with each application during each of the next three phases. This means if you have 50 applications during Stage 2 you will need 17 hours of time to review applications.

Each member of the screening subcommittee reviews the applications for all applicants that meet the minimum criteria and adds their results to a candidate rubric ranking grid. The completed grid will give a clear picture of candidate evaluations and the reasons for those evaluations (please see resources below for an example). 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 evidence from applications.

Each committee member works through one category of the rubric (teaching, scholarship, service, diversity, etc.) at a time for all applicants. For example, if Criterion 1 through 3 references teaching, you would evaluate each applicant against those criteria only. Note the ranking in the search grid, along with the evidence that resulted in the ranking. Then move onto criterion 4 through 5, criteria referencing scholarship. Evaluate each applicant according to those criteria. Continue category by category, evaluating all applicants in each category before moving to the next. This strategy reduces the bias associated with reading one application at a time and rating the candidate as a whole.

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.

While these rubrics often use a 0-3 ranking or "does not, meets, or exceeds expectations" it is important to note that the committee should not tabulate a score for each candidate. Tabulating candidate scores may ignore the fact that certain criteria are weighted heavier than others. The purpose behind the rubric is not to quantitatively generate a phone interview list. Instead, the purpose of the rubric is to provide quantitative evidence for a qualitative conversation that leads to a phone interview list.

Now that the screening subcommittee has taken each minimally qualified candidate though the rubric, set a meeting to 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).

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

Recommended Practice	Associated Challenges
	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.

5.4 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.

At this point if your search committee has been using a screening committee it is time to get the rest of the search committee involved. Search committee members not on the screening committee should read through candidate files and fill out the rubric.

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.

Create an initial phone interview list. The search committee meets to choose the most highly qualified candidates from the “top-third” list to interview. The phone interview list should include 6-12 candidates.

5.5 Stage 4: Conducting phone interviews

Phone 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? 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?

We recommend that the committee select a short list for phone interviews of six to twelve candidates. This allows for the committee to hear about a breadth of experience without an overwhelming number in which to participate.

We ask that interviews are done over the **phone only**, not via Skype or conference interviews. Phone interviews require less extensive resources and technology familiarity, 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.

You must use a specific set of questions for all candidates during phone interviews. Please send candidates the questions 48 hours in advance of their interview along with the time allotted for the interview. This inclusive practice levels the playing field for those who may have a harder time processing auditory clues and allows candidates to think though their answers and budget their time. Please make sure that you allow for time at the end for candidates to ask questions.

One of the questions during the phone interview should address the candidates' commitment to diversity. Please use something similar to the inquiry in the job posting or from suggestions below.

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

- 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 and helps avoid comparisons.
- 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. The committee should let the candidate know if they are recording. 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, ideally the entire committee.
- During the interview, have search committee members introduce themselves by name at the beginning of the interview and remind them to 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.
- Only the questions sent to the candidates should be asked during the phone interview. It is appropriate to ask candidates for clarifications about their answers, but it is not appropriate to ask tangential follow-up questions.

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?
- How have you incorporated diverse perspectives into your teaching?
- How has your approach to your scholarship has been influenced by diverse perspectives?

5.6 Stage 5: Reviewing phone interviews and conducting reference calls

Each member of the search committee scores each candidate's phone interview, using the agreed-upon rubric, as soon after the 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.

After candidate phone interviews have been completed, the committee should discuss which candidates are still under consideration. A minimum of six candidates must remain under consideration at this point in the search process. References should be called for candidates still under consideration. References provide 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. 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 ask that contact information for referees be requested rather than letters.

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. While it is appropriate for the committee to divide up who is making the reference calls, we ask that the calls include at least two search committee members. This helps ensure that information is not missed or misunderstood.

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.

5.7 Stage 6: Evaluation of the finalists

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 be based in the position criteria. The full search committee meets to choose the most desirable candidates from the initial interviews to invite for campus visits.

After the search committee has identified the top six candidates in the pool, the search chair will fill out the On Campus Visit Recommendation Form (Section 5.7) and send it to their Dean. The form asks for pros and cons of each candidate still under consideration and whether the committee would like to invite the candidate to campus. The committee can invite two or three candidates to campus. The Dean will review applications for the committee's recommended candidates, and will have conversation with the search chair to discuss the candidates who will be invited to an on-campus interview. Search chairs should plan for turnaround time of approximately 48 hours from the time the Campus Visit Form is received by the Provost's Office to the conversation with the Dean. Search chairs should not contact the candidates whose files have been sent to the Provost's Office until after the conversation with the Dean. If the chair is contacted by one of those candidates, you can say that you will be coordinating 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.

5.8 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 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?

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 search chair 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 Dean. 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 on campus interview.
4. If the known candidate does make it to the finalist list, it is appropriate for the committee member to share their prior knowledge provided it is ***first-hand knowledge that directly relates to the search criteria.***

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 on the search committee cannot agree to act as a reference on the search they are conducting. If the search committee is large enough and if the faculty member would like to act as a reference for the internal candidate, than the faculty member may remove themselves from the search committee and act as an internal candidates referee. A conversation with the Dean is necessary if a committee member would like to remove themselves to be a referee.
- 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 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.

Candidate Recommendation Form

In order to request candidates be invited for on-campus visits, please complete the Candidate Recommendation Form and submit to your dean. The form is available for download, or can be requested from Shanon Nowell (snowell@gustavus.edu).

6.0 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. An overnight stay should also be offered to local candidates, though they may choose not to do so.

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. The interview schedule should also indicate which meetings will be evaluative and which meetings will be non-evaluative (i.e. a meeting for the candidate to evaluate Gustavus). 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 phone call is also an opportunity to ask if the candidates needs any specific (disability) accommodations or any logistical requests during the visit. For samples of interview schedules see the resources section below

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.

6.1 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. The schedule should also note which meetings are non-evaluative. 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.
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.

6.2 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, non-evaluative),
- An interview with the full search committee (at least 1 hour, evaluative), for sample interview questions see the resources section below,
- An interview with the Provost (30 minutes, evaluative),
- An interview with the appropriate Dean (45 minutes, evaluative),
- A meeting with the Director of Human Resources, (30 minutes, non-evaluative),
- An opportunity to talk with department majors (may be evaluative or non-evaluative), and
- If requested, a meeting with a Welcoming Community resource person (non-evaluative).

The Interview Schedule MUST include the following elements:

- A classroom teaching demonstration (evaluative). The Dean will attend the teaching demonstration, please be in contact with Linda Steinhaus to confirm the Deans availability.
- A campus tour (non-evaluative),
- A voluntary opportunity to attend Daily Sabbath at Christ Chapel (non-evaluative),
- A tour of the Saint Peter and Mankato area (non-evaluative),
- A tour of the library, ideally with the librarian who is the liaison for the department (non-evaluative),
- 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 and all meals should be non-evaluative except if it is with students (see section additional resources below 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; <u>this is not an acceptable practice</u>. 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.

The interview schedule may also include the following elements depending on position and candidate interest:

- 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 (non-evaluative).
- Attendance at a campus event—concert, play, athletic event (non-evaluative).
- A meeting over a meal or coffee with faculty from other departments and/or interdisciplinary programs with related interests (non-evaluative).
- An informal meeting with first and second year tenure-track faculty from other departments (non-evaluative).
- A research presentation—for some departments this is considered essential; for others, the candidate's research agenda and the question of the candidate's ability to explain her/his research is handled during the search committee interview (evaluative).
- A reception that includes several faculty members from other departments in the Campus Center or home of a department faculty member (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.

6.3 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.

When scheduling the teaching demonstration, it is important to confirm that the hiring Dean can also attend. The Dean will also observe the teaching demonstration as a means of forming a more complete assessment of the candidates. Whenever possible, the teaching demonstration will occur prior to the candidate's meeting with the Dean.

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.

6.4 Material for the interviewers

Create 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 and person who spends time with the candidate in an evaluative meeting. 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.*

6.5 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.

6.6 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, and determine whether the second and third ranked candidates are viable candidates for the position (with associated rationales).

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	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 Saint Peter.").

Recommended Practice	Associated Challenges
assessed consistently, fairly and with the selection criteria as a reference point.	
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.

6.7 Resources

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 and 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?

Topic	Unacceptable	Acceptable
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?
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	-None -None -None -None

Topic	Unacceptable	Acceptable
	current address? -Do you own your own home?	
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?
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

Bibliography:

- 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 (non-evaluative).
- 9:00 p.m. (approximately) arrive at the Gustavus campus Guest House.

Thursday, November 13

- 7:30-8:00 a.m. Breakfast with Professor Susan Anderson, Linguistics department chair. She will meet you at the Guest House (non-evaluative).
- 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 (evaluative).
- 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 (non-evaluative).
- 10:00-10:20 a.m. Daily Sabbath at Christ Chapel (optional and non-evaluative).
- 10:30-11 a.m. Interview with Provost Brenda Kelly, Carlson Building 220 (evaluative).
- 11-11:30 a.m. Meet with Sarah Bridges, Director of Research and Sponsored Programs, Carlson Building 224 (non-evaluative).
- 11:30-12: 30 p.m. Lunch with students who are linguistics majors (evaluative).
- 12:30-1:00 p.m. Meet with Diversity Center Director Tom Flunker in the Diversity Center (non-evaluative).
- 1:00-1:30 p.m. Prep for teaching demonstration.
- 1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101 (evaluative).
- 2:45-3:30 Interview with Dean Alisa Rosenthal, Carlson Building 219 (evaluative).
- 3:30-4:00 p.m. Tour Campus with Jennifer Lindstrom, linguistics major (non-evaluative).
- 4:00-4:30 p.m. Prep for research presentation.
- 4:30-5:30 p.m. Research presentation: Contemporary Issues in Linguistics (evaluative).
- 5:30-7:00 p.m. Dinner with Alex Vining and Allison Simons (non-evaluative).
- 7:00-8:00 p.m. Reception at the home of Alex Vining (non-evaluative).

Friday, November 14

- 8:00-8:45 a.m. Breakfast with Susan Anderson (non-evaluative).
- 9:00-10:30 a.m. Tour of Saint Peter and Mankato with Angela Jones (non-evaluative).
- 10:30 a.m. Return to Minneapolis airport, lunch on the way 2:00 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 (non-evaluative).

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 (non-evaluative).
- 8:15-9:15 a.m. Search Committee Interview with Angela Jones, Alex Vining, Steve Smith, Susan Anderson (evaluative).
- 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 (non-evaluative).
- 10:00-10:20 a.m. Daily Sabbath at Christ Chapel (optional and non-evaluative).
- 10:30-11:00 a.m. Interview with Dean Micah Maatman, Carlson Building 219 (evaluative).
- 11:00-11:30 a.m. Prep for teaching demonstration.
- 11:30-12: 30 p.m. Teach LIN 101 Basic Linguistics, Confer 101 (evaluative).
- 12:30-1:30 p.m. Lunch with students who are linguistics majors (evaluative).
- 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 (non-evaluative).

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 Kirsten Becker (kirstenbecker@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

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.

7.0 Search wrap-up

7.1 Making the job offer

The Provost receives separate candidate recommendations from the search committee from the hiring Dean. If recommendations from the search committee and Dean are in alignment with the Provost's recommendation they will direct the Dean to make the offer to the top candidate. If recommendations from the search committee and Dean are not in alignment or the Provost's recommendation is different from the committees or Deans they will seek additional information from the search chair and Dean before the offer is made. The final hiring decision is the purview of the Provost.

The offer of employment is made by the Dean. At that time, issues of salary, tenure timeline, start-up funds, and moving expenses are addressed. Typically, candidates are allowed to take 7-10 days to respond to the offer. 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.

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.

The candidate's experience at this stage of the process may still influence whether or not they decide to accept the offer.

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	To the degree that there are aspects of an offer that are not considered, there are further missed

Recommended Practice*	Associated Challenges
be important to a potential offer: start up support, teaching load, assigned space, salary, credit towards tenure, travel and other research support. (Turner, 2002)	opportunities to addressed the candidate's interests and create a more appealing offer.

7.2 Evaluation of the search process

The Provost's Office will send out a survey asking for feedback about the search process once a candidate has been hired. 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.

7.3 Records retention

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. 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.

7.4 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.

At the conclusion of each search, the search chair is responsible for affirmative action reporting through the College's online application system. Instructions for closing the search are available from Shanon Nowell (snowell@gustavus.edu or x7541).

7.5 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 FADEI 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,

Recommended Practice	Associated Challenges
	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.

7.6 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 is typically sent via email. Below is a sample email:

Subject: Gustavus Search Update

Dear __:

I want to provide you with an update on our search for an assistant professor. After a lengthy and difficult review, the committee has decided to focus on other candidates whose qualifications more closely meet the needs of our department. On behalf of our committee, I want to thank you for taking the time to express your interest in opportunities at the Gustavus Adolphus College.

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:

Subject: Gustavus Search Update

Dear __:

On behalf of our search committee, I want to thank you for taking the time to visit with us regarding our assistant professor position. 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.

I know I speak for the entire committee when I say that we were impressed with your ideas, research agenda, and commitment to teaching. You have a promising academic career ahead of you. If I can be of assistance to you in the future, please do not hesitate to contact me.

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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