GUSTAVUS ADOLPHUS COLLEGE

TENURE-TRACK SEARCH PROCESS GUIDE

April 28, 2023

Hiring new faculty is some of the most important work we do; thank you for your careful attention to this process. The process has two purposes: to ensure that the college's needs are met and to pursue our goals of having Gustavus faculty whose diversity reflects that of our students. The following policies and procedures guide our search processes and promote inclusive excellence in search processes.

1.0 Search Commencement

1.1 Establish the Search Committee

The Search Chair

Any tenured member of a department/program may serve as chair.

The Search Committee

All tenured and tenure-track faculty members are required participants, unless on sabbatical leave or in other exceptional cases. Continuing faculty and senior continuing faculty may be invited to serve but are not required to serve. Composition of the search committee may differ from this plan, in consultation between the hiring department(s) and/or program(s) and the Provost's Office. Faculty representatives from relevant interdisciplinary programs may be invited in the case of departmentally-based searches. In the case of positions framed to serve interdisciplinary programs, faculty representatives from interdisciplinary programs must be invited. A Liberal Arts Search Representative will be appointed by the Provost's Office from a list proposed by the search chair. For the LASR position, the search chair should propose 3-4 tenured faculty members from outside the Department. Previous service as a LASR is not required. All of the committee members are full participants and voting members of the committee.

Faculty members who are on leave but want to participate as a member of the search committee when they return to the College should either participate in §1.4-§1.6 while on leave or inform the search chair in writing that they will agree with and will abide by the decisions made by the search committee in their absence.

The search chair should provide a finalized list of all search committee members to the Provost's Office prior to the first committee meeting. In addition, all committee members should read this search guide, view the College's materials on conducting equitable and inclusive searches, and complete the short training quiz.

The Liberal Arts Search Representative (LASR)

The LASR performs four essential functions:

1. Provides college-wide perspective, on how the candidates can serve the broader College community

2. Helps ensure that college guidelines in hiring practices are followed.
3. The LASR serves as a diversity advocate for the College working to support committee efforts to interrupt bias during the search process
4. The LASR submits a written report, developed with the search committee, to the Provost and the search committee at the end of the search about the search process and candidate qualities (as per section 2.1.1.1.C Faculty Handbook). The LASR report template is available for download.

1.2 Complete Equitable & Inclusive Search Training

The search committee members must complete our equitable and inclusive search training and the comprehension quiz before the search commences. Search chairs may request from the Provost's Office an additional in-person training session designed to help reduce bias during the hiring process.

1.3 Discuss Confidentiality Guidelines

All materials that candidates submit are confidential and may not be shared with anyone without a direct role in the search (i.e., the search committee, the Dean, the Provost). All search committee conversations are confidential and may not be shared with anyone without a direct role in the search. This rule of confidentiality remains in place after the candidate is hired. If search committee members are asked about the search process by a candidate, they should refer that person to the search chair. Search chairs should discuss confidentiality with the departmental administrative assistant, other departmental employees and any student workers or other students who are likely to be involved in the search. Search committee members may not gather information that is not part of the candidate's file (e.g., searching social media or contacting former colleagues of the candidate). Search committee members should confine their deliberations regarding the candidates to the private setting (room with closed door) of the search committee meetings. Deliberations on key elements of the search such as establishing ground rules, writing the position ad and the rubric, and deliberations about candidates, should not be conducted over email, but rather during scheduled meetings. No confidential information about candidates should be discussed via email. Be sure to allow enough meeting time to carry out the committee's work, in synchronous virtual and/or in-person meetings.

1.4 Review Documentation Plans

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

1.5 Establish the Ground Rules

The committee will create a set of ground rules used to ensure equitable and inclusive processes of candidate review and selection. Please refer to the example "Search Committee Ground Rules" in the resources section of this document. All search committee members must approve the Ground Rules developed by the group. Ground Rules for the search committee must be submitted to the Provost's Office for approval.

1.6 Develop Criteria for the Position: Rubric Creation

Before writing the job advertisement, the committee should discuss the minimum and preferred qualifications for the position. These qualifications will become selection criteria. Based on the agreed-upon selection criteria, the committee will create a rubric for evaluation of all applications. The rubric criteria should be tested by the committee, one by one, to make sure that the criteria can be evaluated readily (Table 1).

Required minimum qualifications should reflect the degrees and level of experience that are minimally required to effectively perform the duties of a position. Care should be taken to limit required qualifications to those that are minimally required (e.g., Ph.D.; teaching or research experience in specific subfield) to avoid eliminating candidates who may have relevant and transferable experience that would bring value to the organization.

Preferred qualifications should reflect the additional measurable and job-related levels of experience, education, and/or specific skills that would strongly enhance an individual's ability to perform the duties and responsibilities of the position.

Table 1: A Few Example Rubric Criteria

Qualification/Criteria	Question to Evaluate Selection Criteria
Demonstrated commitment to undergraduate teaching.	What are the indicators of "demonstrated commitment to undergraduate teaching"?
Ph.D. in X or related field.	What is considered a "related field"?
Interest and success in mentoring students who come from underrepresented groups	How will this "interest and success" be demonstrated?
Evidence of interest working in a liberal arts setting	What are some ways "interest" could be exemplified?
Evidence of teaching ability in [FIELD HERE]	What is the evidence of "ability"?

See the Resources section for complete examples of evaluation rubrics.

1.7 Develop the Position Announcement

The committee will use the selection criteria to write a position description for the advertisement.

A well-crafted position description:

- Signals to candidates the institutional commitments and departmental or program values regarding academic excellence, teaching, diversity and inclusion, scholarship, and service;
- Communicates to candidates what evidence the search committee requires to demonstrate they are qualified for the position.
- Note that the Provost's Office includes a preferred qualification that speaks to the candidate's commitment to supporting students from diverse backgrounds and identities. We strongly suggest that you ask candidates to include a diversity, equity, inclusion, and belonging statement, along with their teaching and research statements as part of the required materials for the application.

The search ad template is available for download. This template represents college-wide, approved language for advertising faculty positions. Sections in black are locked and may not be changed without a conversation with the Dean. Sections in red are to be filled out by the department. The committee's evaluation rubric and draft position announcement must be submitted together and approved by the Provost's Office.

2.0 Recruitment and Initial Screening

2.1 Building a Diverse Pool of Applicants Through Active Recruiting

Creating a large pool of diverse, qualified candidates is the single most important step in conducting a successful search. Ultimately, it is the responsibility of all members of the department/program to actively recruit a strong and diverse pool of applicants.

The College advertises tenure-track searches in nationally established print media (e.g. the Chronicle of Higher Education and Diverse Issues in Higher Education). The full position announcement appears on the Gustavus Human Resources website, UpperMidwestHERC.org, the Consortium for Faculty Diversity website, and the Black Doctoral Network. The Human Resources Office submits all job announcements to HigherEdJobs.com. The search committee may request that the ad is placed in disciplinary-specific journals; Provost Office approval will depend upon cost and rationale (see point 4 below).

After the ad has been posted, active recruiting should be carried out by all members of the search committee. Divide responsibility across committee members to pursue recruitment strategies such as those below.

1. Using information provided by the hiring Dean, reach out to the five to seven graduate programs that have the largest numbers of recent PhD graduates who are members of underrepresented groups in the area of the hire. (See Resources section for links to useful sources of information including the Survey of Earned Doctorates.) Reach out to the Directors of Graduate Studies at these schools, send the ad, and request that the Directors relay the ads to potential applicants. If you receive names of potential applicants from Directors or other contacts, you may contact those applicants with a template email inviting applications.
2. Ask each committee member to pursue at least five specific outreach contacts. Again, note that directly contacting chairs and faculty at graduate programs that

produce potential applicants is far more likely to yield a candidate than a generalized message.

3. The committee will be given access to the Consortium for Faculty Diversity website where the committee should peruse candidate files and invite specific candidates to apply.
4. Advertise broadly, including to interest groups with diverse faculty audiences. Advertisements can be posted in publications that specifically target women and/or historically underrepresented groups.

See the Resources section for templates for soliciting applications and nominations.

2.2 Selecting Applicants Who Meet Minimum Qualifications

The search committee (or a subgroup of it consisting of at least two members including the LASR), reviews all applications to determine (1) which applications are complete and (2) which applicants meet the required minimum qualifications. Google Drive has been established as the tool for sharing candidate files within the search committee.

Only complete applications may be considered by the search committee. Candidates who have submitted some portion of the materials are not considered until the application is complete. Search chairs or their designee (e.g., administrative assistant) may contact candidates with incomplete applications to give them a chance to submit missing materials, if the committee agrees this is useful. See an example email below:

> Dear <<Applicant Name>>:
>
> Thank you for your application for the tenure-track job opening in the <<Dept. Name>> Department at Gustavus Adolphus College. Once we receive the following item(s) below, your application will be complete and eligible for consideration.
>
> <<Add Missing Materials>>
>
> Sincerely,
> <<Search Chair’s Name>>
> Search Chair

Complete applications are reviewed to determine which candidates meet the required minimum qualifications. Candidates are only excluded at this stage if they do not meet the required minimum qualifications. Before sharing the remaining list of qualified applicants with the search committee or screening subcommittee, please contact the Dean to initiate assessment of the candidate pool demographics in relation to national demographics in the field of the search. Please allow the Provost's Office at least 2 business days for the demographic check to occur. You should not plan to move forward with the search before the demographic check has been completed.

2.3 Ensuring Candidate Pool Demographics Match the Field

After the removal of candidates who do not meet the minimum criteria, if the candidate pool demographics do not broadly reflect the diversity of recent doctoral (or appropriate terminal degree) recipients in the discipline/subfield (as recorded in the Survey of Earned Doctorates) in terms of gender and race, the Dean will discuss options with the search chair, such as extending the application deadline and asking 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 the Dean for consideration.

2.4 Evaluating Applicants Who Have Met the Minimum Requirements

Please expect that this stage and the next stage of reviewing applications will take a significant amount of time. You can expect that each application will take at least 20 minutes to review. If your search has a large number of applications, responsibility for a thorough and detailed review of a subset of the rubric may be assigned to groups of at least two people on the committee. Files should be read using procedures agreed upon by the search committee when the committee established its Ground Rules.

Each member of the search subcommittee (or screening committee) reviews the applications for all applicants who meet the required criteria and completes the candidate rubric ranking grid (see example in Resources section). The completed grid will give a clear picture of candidate evaluations and the reasons for those evaluations. In considering applicants at this stage, the committee members should look for reasons to continue considering applicants for the position, rather than rule out. Look for strengths, aim to include, using specific evidence from applications. Please refer to §7.0 if you have internal or known candidates.

The rubric is not a substitute for active committee deliberations. In other words, the purpose behind the rubric is not to quantitatively generate a phone/video interview list. The purpose of the rubric is to provide quantitative evidence for the qualitative conversation among the search committee members that leads to a phone/video interview list. The search or screening committee meets to discuss and evaluate the list of those candidates who met the required and many of the preferred qualifications of the position.

2.5 Narrowing to the Top-Third Candidates

As the search or screening committee discusses each candidate, the search chair should record a brief explanation for each applicant who does not advance in the selection process. This will facilitate the preparation of final hire paperwork and also assure that the decision-making process can be reconstructed should the process be questioned.

2.6 Re-Evaluating Top-Third Candidates

If you have been using a screening committee (or even the entire search committee) to narrow to the top third group, committee members should re-review those applicants. The full search committee will meet to choose the most qualified candidates from the semifinalist list to move on to the phone/video interview. The meeting to create a semifinalist list should be evidence-based, using the rubric. Search committee members should hold each other accountable for showing evidence of their evaluations that is directly related to the established rubric criteria. As you review applications, remain aware of the 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. Committee members should also describe how they weighted particular preferred qualifications during the meeting.

The phone/video interview list will usually include approximately 6 candidates, although more are possible if the initial pool was quite large.

3.0 Semi-Finalist Screening

3.1 Conducting Phone/Video Interviews

Phone/video interviews provide an important opportunity for the search committee to learn more about top candidates and their qualifications. Reciprocally, interviews also provide firsthand interactions for candidates to learn more about the position, the department, and the College.
All interviews should ordinarily be conducted via the same mechanism–all via telephone or all video. Search committees may decide which approach to employ. Phone interviews require less extensive resources and less familiarity with technology than video interviews, and mitigate against the bias that may occur upon seeing a candidate. However, for candidates for whom English is not a first language and/or for whom visual contextual cues are helpful for understanding, video interviews may be preferable.

Please send the Dean a list of the candidates that you will be phone/video interviewing. The Dean will find out if any of your phone/video interview candidates have requested accommodations on their application. If so, those accommodations may need to be offered for the phone or video search. In addition, the Dean will begin to review the candidate files to expedite approval of candidates for on-campus interviews (see §3.5).

You must use the same set of questions for all candidates during phone interviews. Please send the questions to the candidates 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 cues and allows candidates to think through their answers and budget their time. In addition, research shows that structured interviews, kept consistent across candidates, lessen the likelihood of bias. Each question should solicit answers that provide the committee with evidence that can be evaluated using their established rubric. During the phone/video interview, you may ask a direct follow-up or clarification question that is tied to the planned questions, but these follow ups should be the exception and not the rule. It is a good idea for the committee to discuss how to handle follow-up questions prior to entering the phone/video interview stage of the process (i.e. who has the opportunity to ask the follow-up question? When is a follow-up question warranted?) Please make sure that you allow time (at the end) for candidates to ask questions. The Resources section includes a set of sample phone/video interview questions from which you may choose to draw.

If you choose to conduct phone interviews, contact the Telecommunications Office to arrange to have a speakerphone for these interviews. Not all rooms can be used for long-distance calls so be sure to check with them about the room in which the interviews will take place.

Record the interview if not all 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's phone interview.

3.2 Reviewing Phone/Video Interviews

As soon as possible after the interview (ideally, immediately following), each member of the search committee scores each candidate's phone interview, making reference to the rubric. Avoid evaluating candidates comparatively. Interview recordings should be made available to committee members who were not present for the interview, if available.

3.3 Committee Meeting Following the Phone Interviews

After the completion of candidate phone interviews, at a meeting of the search committee, the committee should discuss which candidates remain under consideration for the position. If a committee member was unable to participate in phone interviews, listen to recordings, or view multiple sets of notes, they should not evaluate the candidates at this stage, but can be present at the meeting. Ideally, approximately six candidates remain under consideration at this point, but depending on the number of phone interviews conducted, there may be fewer.

3.4 Evaluation to Select Finalists

After all search committee members have reviewed application materials and phone/video interviews for all candidates, the full search committee meets to identify candidates to recommend for on-campus interviews. As you review applications, remain aware of the 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. As with previous meetings, the discussion should be based on the fit to the position rubric.

After the search committee has identified the top three candidates in the pool, the search chair–in consultation with the search committee–fills out the Recommendation Form

(Campus Invitation) for all candidates who were interviewed by phone or video and sends it to their Dean.

The Dean will not move forward on application review until the completed candidate recommendation form is received. In other words, an emailed list of names will not suffice. Search chairs should plan for turnaround time of approximately 48 hours from the time that the Candidate Recommendation Form is received by the Provost's Office to the Dean's phone conversation or email exchange with the search chair. Search chairs should not contact candidates until after the conversation/email with the Dean. While the Dean is reviewing the Candidate Recommendation Form, 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.

4.0 Finalist Evaluation: Campus Interviews

4.1 Campus Interview Schedules

After the Provost's Office has approved the three candidates for on-campus interviews, the search chair contacts each candidate to ascertain continued interest in the position and to identify dates for the campus visit. The search chair should also be sure to ask about dietary preferences/restrictions or the need for accessibility accommodations. Some 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. A two-night stay is recommended. An overnight stay should also be offered to local candidates, though they may choose not to avail themselves of this option. The Provost's Office emails a packet of information to each tenure-track candidate prior to the interview. Providing the candidate with information about the college as well as information 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. The search chair should communicate with each candidate, no less than 48 hours before the interview, to discuss a draft schedule and find out what additional opportunities should be included, based on the candidate's interests.

The on-campus interview schedule will contain opportunities which are evaluative, meaning that feedback on the candidate will be collected and used by the search committee. There will be other interview events which are for informational/social purposes and are meant to allow the candidate to learn about the Community without the pressure of formal evaluation. The schedule should be clear about which events are evaluative and which are solely for the candidate's informational/social purposes. The search chair should explain this distinction to the candidates when communicating with them about the schedule, as well. See the Resources section for sample interview schedules.

The following bullet points give the basic steps for arranging the campus interview. See the Resources section for meal and travel expenditure guidelines. **PLEASE NOTE: If guidelines are not followed, expense overages will be charged to the Departmental budget.**

- Determine whether the candidate has any accommodations that need to be met or dietary preferences/restrictions. Determine if the candidate has any logistical requests (bringing a nanny, will need to breastfeed, bringing a spouse, etc.)
- Arrange for transportation to and from airport and to and from guesthouse during the visit.
- Make arrangements for accommodations and logistical requests. Arrange for someone to accompany the candidate to and from all meetings.
- Create an itinerary for each candidate's visit. They should include the name, rank, and department of each person the candidate will meet except for "Welcoming Community Resource" meetings. The schedule should also note which meetings are informational/social. Make sure the schedules account for any accommodations and logistical requests. Schedule breaks where the candidate will not meet with anyone, but has time to take a breath, or prepare for a demonstration.
- Ensure that there are both formal and informal ways candidates can interact with faculty and students. Social gatherings with faculty will allow visitors to observe and learn about department and College culture.

The Interview Schedule should normally 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, informational for the candidate)
- An interview with the full search committee (at least 1 hour, evaluative). See the Resources section for sample interview questions.
- Opportunities to meet with department members in pairs or groups of three to four to discuss different specialized topics reflecting areas of teaching or research related to the position (evaluative and standardized across all candidates)

- An interview with the Provost (30 minutes, evaluative). See the Resources section for the topics that are covered in this meeting. These questions are emailed to the candidate by the Provost's Office in advance of their meeting.
- An interview with the appropriate Dean (45 minutes, evaluative and presenting HR information regarding benefits to the candidate). See the Resources section for the topics that are covered in this meeting. These questions are emailed to the candidate by the Provost's Office in advance of their meeting.
- An opportunity to talk with department majors (may be evaluative or informational/social for the candidate); and If requested, a meeting with a Welcoming Community resource person (informational/social for the candidate and confidential)
- A classroom teaching demonstration (evaluative). The Dean, or designee, will attend the teaching demonstration; please be in contact with the Provost's Office to confirm the Dean's availability
- A campus tour (informational for the candidate)
- A voluntary opportunity to attend Daily Sabbath at Christ Chapel or the Bonnier Multi-faith center (informational/social)
- A tour of the Saint Peter and Mankato area (informational/social)
- 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 informational/social for the candidate, not evaluative, except, perhaps those with students
- At least one-half hour of free time prior to the teaching demonstration.

See the Resources Section for ideas for other possible interview components. Be judicious in making selections so as not to overwhelm the candidate.

4.2 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. Students must be present for the teaching demonstration and must be asked for written feedback following the demonstration. Ideally, the demonstration will occur in a regularly-scheduled course rather than with students recruited for the occasion. Search chairs are responsible for providing candidates with clear and consistent information regarding the search committee's expectations of the teaching demonstration as well as the context (type of course, audience, location, etc.) for the demonstration. Each candidate must be given the same expectations, time frame, type of room, and type of demonstration. Departments 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.

Departments may ask candidates to prepare a course demonstration that is relevant to the topic of the course rather than trying to fit the demonstration into the syllabus. When scheduling disallows the above options, departments may ask candidates to prepare a class demonstration typical for the type of courses included in the job description though it is unrelated to the course in which the demonstration takes place.

When scheduling the teaching demonstration, search chairs must confirm that the appropriate Dean, or designee, can also attend. The Deans are involved in mentoring all faculty toward tenure and promotion, as well as being involved in supporting chairs when problems arise with teaching of individual departmental faculty (e.g., as raised in student complaints and complaints of other faculty). Therefore, the Deans should have a chance to view the teaching demonstration and give feedback to the Provost on the characteristics of the teaching demonstration before the decision is made to hire. Whenever possible, the teaching demonstration should occur prior to the candidate’s meeting with the Dean.

4.3 On-Campus Meetings with Candidates

Each person or group that is meeting with candidates (in an evaluative interaction) should create a list of interview questions they will ask all candidates in a structured interview format. Posing the same questions to each candidate ensures that you will collect comparable information from all candidates.

When a group of people is interviewing a candidate together, decide beforehand how the questions will be divided among interviewers. As you divide the questions, be mindful that DEIB questions should not always be posed by women or members of historically underrepresented groups. Candidates should be allowed to do most of the talking during an evaluative portion of the interview.

Each person who meets with a candidate, whether for an evaluative meeting or informational/social interaction should be clear on what are appropriate and inappropriate/illegal questions and prompts for discussion. See the Resources Section for a guide to illegal and legal questions that may be distributed to meeting attendees. Please note that in the case of candidates who are not U.S. citizens, the College will ultimately need to know about the new hire’s visa status in order to assist with those arrangements but questions about visa arrangements should NOT be asked by search committees. These questions and arrangements will be made by the Dean and should not be a consideration by the search committee.

4.4 Conducting Reference Calls

The committee should conduct reference calls for the candidates invited for on-campus interviews. Substantial research indicates the prevalence and significant impact of bias related to letters of recommendation (for both letter writers and readers). As a result, we no longer request letters of recommendations as a regular part of the search process; instead we ask that contact information for referees be submitted. While reference phone calls do not eliminate all problems with bias, the ability to provide recommenders with specific prompts related to the position requirements and the structured format of the calls mitigates against some of the known forms of bias.

Search chairs should inform candidates that their references will be contacted and the approximate timeframe for that contact. Search chairs should make sure to email references to schedule calls rather than 'cold calling' them. References do not need to be sent the questions in advance but a standard list of questions should form the basis for the Reference calls. Successful reference checks depend on thoughtful preparation. Each reference call should be conducted with at least two members of the search committee in attendance.

These reference calls can be completed during the weeks when travel arrangements are being made and while campus interviews are being conducted. This allows the committee to collect information from references that will be used for final deliberations without impeding the progress of the search.

See the Resources section for additional information and sample questions for reference calls.

5.0 Search Conclusion

5.1 Soliciting and Integrating Feedback From Stakeholders

Each member of the search committee should fully participate in the interview, teaching demonstration, and research presentation (if one occurs). With the permission of the candidate, the teaching demonstration and research presentation can be recorded, if needed. 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.

Search committees find student/faculty/staff feedback to be useful during the deliberation process. Feedback should be collected from individuals involved in the evaluation components of the on-campus visit. Each committee member and person who spends time with the candidate in an evaluative meeting should be provided an evaluation/rating form. These forms should ask interviewers to provide feedback on specific criteria of the position, rather than general or overall impressions. The practice of requiring criteria-related feedback minimizes several forms of implicit bias and increases the likelihood of fair assessments of candidates. Feedback forms can be distributed and collected at the teaching demonstration or emailed at a later time to all students who attend the demonstration. Feedback forms should also be provided to faculty/staff members who participate in evaluative meetings and who are not members of the search committee. See the Resources section for feedback form examples.

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.

5.2 Evaluating the On-Campus Interviewees

Individual Evaluation

As soon as possible following each candidate visit, each search committee member should evaluate each individual candidate with the rubric. It is critical that candidates continue to be evaluated using the rubric.

Committee Evaluation

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. 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.

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. Now is the time for search committees to review the carefully constructed Ground Rules for discussion before proceeding. Search committee members may become invested in different candidates, which may lead to tension or conflict among the committee members. Therefore, deliberations in the committee meeting should focus on each candidate's ability to meet the required and preferred criteria prior to engaging in comparative analysis.

At the conclusion of the search committee's deliberations, the search chair submits the committee's recommendations, including a list of criteria-related strengths and weaknesses for each candidate to the Dean, indicating whether each candidate is an acceptable hire for the position. If a candidate is unacceptable to the committee, they are no longer under consideration for the job, even if all acceptable other candidates decline a position offer. The LASR will provide a written report (authored in collaboration with the search committee) that comments on the candidates' qualities as a teacher, advisor, and colleague at a liberal arts college as well as assess the search process. The report should be delivered to the Provost and to the search committee (Faculty Handbook Section 2.1.1.1.C). The LASR Report Template and Recommendation Form (Job Offer) are available for download.

5.3 Making the Job Offer

The Provost receives candidate information from the search committee via the hiring Dean. As stated in Faculty Manual Section 3.1.3 "Faculty status and related matters are primarily a faculty responsibility; this area includes appointments ... on questions of faculty status as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail." Consistent with this faculty responsibility, if the recommendation from the search committee and report from the LASR are in alignment with the Provost's assessment, the Provost will direct the hiring Dean to make the offer to the recommended candidate. In cases where the recommendation from the search committee and LASR are not in alignment, where the Provost's assessment of the recommended candidate is that they are not acceptable for hire, or where procedures for a fair, equitable, and inclusive search have not been followed, the Provost will provide a rationale in writing to the search committee for not accepting the recommendation, as per Faculty Handbook Section 2.1.1.1.D.3. The committee may then make a new recommendation. The search committee chair will be informed by the Dean when the offer is made, update the search chair on the status of negotiations, and notify them when the offer is accepted.

To ensure a compelling and competitive offer, during the later stages of the search or in conversation prior to making the job offer, the search chair should communicate to the Dean any recommendations seen to be important to a potential offer: start up support, teaching responsibilities, dual career issues, assigned space, salary, credit towards tenure, travel and other research support. Following the offer of employment, candidates are allowed 7-10 days to respond to the offer. During the negotiation period, the hiring Dean will advise the search chair if it is appropriate for the committee members and chair to communicate with the candidate. However, if a candidate initiates contact, search committee members may respond but should inform their Dean of their contact.

The candidate's experience during the negotiation stage of the process may still influence whether or not they decide to accept the offer. If contacted by the candidate after the job offer, search chairs and department faculty should promptly respond to any queries or address concerns they may have. In addition, they should share departmental enthusiasm for the strengths the candidate will bring to the department.

Candidates who accept our offer of employment receive an offer letter from the Provost's Office. This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, library allocation, and start-up package. Candidates must sign and return the letter within 5 days of receipt. The search chair and administrative assistant will receive notification when the signed letter is received or if the offer is rejected. If an offer is rejected, the Dean or Provost will contact the search chair to confirm agreement about the next candidate offer. The search is not complete and we do not notify other candidates of the search outcome until we have a signed offer letter.

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 terminal, non-Tenure-Track contract, 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.

Once the search is complete, department members can tell other campus constituencies that the search is complete and offer congratulations to the candidate. No external communication should occur until non-successful candidates are notified and signed offer letters have been received from the hired candidate.

5.4 Survey Regarding the Search Process

The Provost's Office will send out a survey asking for feedback from search committee members about the search process once the tenure-track searches have been completed in a given year. This feedback will be used to inform possible changes to the process in the following year.

5.5 Records Retention

At the conclusion of the search, committee members shall destroy any materials pertaining to the search. This includes hard-copy materials (including notes from meetings), as well as electronic documents that may have been downloaded onto a computer or that may be in email. The search chair is responsible for closing out the search through the online application system; there is nothing that committee members should retain in the short- or long-term. The records we retain should be standardized and centralized at the Provost's Office.

5.6 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." In accordance with Gustavus's 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 the Provost's Office.

5.7 Notifying Candidates No Longer Under Consideration

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 (see the

Resources section for email templates). There are three points at which notification takes place:

1. After the initial screening. Departments that receive a large number of applications (+50) usually notify candidates who are no longer being considered for the position after the initial screening. This correspondence is typically sent via email.
2. After the telephone/video interview. Typically, candidates who participate in telephone/video interviews are notified that they will not be invited to campus or offered the position only after the position has been accepted by another candidate. This correspondence may be sent in hard-copy or via email.
3. After the campus interview. The search chair should email or telephone candidates who were invited to campus but not offered the position to express thanks for their interest in Gustavus, to inform them that another candidate has accepted the position, and to offer best wishes in their job search. The search chair may not offer additional information to the applicant regarding the candidate hired or feedback from the candidate's interview. This notification should not occur until the position is accepted by another candidate and we have received the signed offer letter.

6.0 Resources

6.1 Search Commencement

Example Search Timeline

This timeline and process is based upon approximately 50 applications. We anticipate that the timeline will be adjusted and agreed upon by the search committee, based upon the particular nuances of the field, process, and expectations, and shared with the Dean.

The benefits of an agreed-upon timeline is that it establishes a common understanding among committee members of the expectations and deadlines for the search committee members AND allows planners to plan. We recognize that the timeline may undergo adjustments in real time based upon the unique circumstances of the search.

We have highlighted the specific meetings that need to take place in preparation for and during the search process that are part of the educational series required for search committees.

- Late April/Early May: Approval of tenure-track position. Planning conversation with a Dean in relation to the strategic role of hire for the institution. Search committee members read the search guide and [complete the equitable and inclusive search training].

- May: The search committee works together to draft ground rules.
- Later in May: Finalize the ground rules, develop selection criteria rubric (entire search committee) and craft Ad (entire search committee)
- May 24-June 14: Submit committee ground rules, ad, and position criteria rubric to Provost's Office for suggestions and revisions, then approval and posting of ad by Provost's Office
- June 14 through application deadline: Recruiting efforts (entire search committee--see process guidelines)
- Summer: Decide the class (and class section) that the candidates will teach for their demonstrations, so the professor can amend the Fall course syllabus to include this information.
- September 13-24: Dean emails search chair handouts with reminders of search process and best practices for equitable and inclusive searches. Search committee reviews and discusses materials. Dean and DEIB representative will have walk-in times available at the STEAMery in following weeks to answer questions or provide clarifications to search chairs or committee members.
- October 10: Suggested deadline for applications. Amend the following schedule based on the selected deadline, keeping the spacing 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 11- 13: Minimum requirement meeting, to generate a list of candidates that meet minimum requirements (qualified applicant list).
- October 14 -22: Screening of qualified applicants against the evaluation rubric
- October 25: Meeting to generate top-third list
- October 25-November 1: Evaluation of top-third candidates
- November 1- 5: Meeting to generate phone interview short list (~6-9 candidates)
- November 8-12: Phone Interviews of the short list
- November 15-16: Individual evaluation of phone interviewees.
- November 22: Meeting to select top 3, unranked, candidates for interview (entire search committee)
- November 23-December 10: Contact references for top 3
- November 29-December 3: On campus interviews
- December 6-10: Final selection

Liberal Arts Search Representative (LASR)

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

Why do we call it the Liberal Arts Search Representative when we are all "representatives of the liberal arts?" It is considered a "best practice" in academia to have an external faculty member serve on searches for new tenure track hires. The name was chosen to reflect the emphasis this person should have in their role as a search committee member; to act as a representative for the full faculty and campus community. This person is expected to prompt the other committee members to be mindful of the contributions the various candidates may or may not bring to the broader campus community, not simply the department.

What is the LASR's role on a search committee?

Liberal Arts Search Representatives perform four essential functions in the search process:

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

How does the LASR participate in the search process?

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

When does the LASR join the search committee?

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

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

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

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

I am a LASR on a search and I noticed that we are not following appropriate search procedures. What should I do?
If possible, you should first talk to the search chair. If that is unsuccessful or inappropriate for some reason, you should talk to your Dean. The equitable and inclusive search training will also help you develop strategies for redirecting the committee when bias is influencing behavior.

I know a bunch of people who might be good at this, but I'm not sure who would be best. What qualities should I look for and which are less important in identifying our LASR?

LASR selections should not be made on the basis of that person's knowledge of a discipline. Nor do they have to be humanists or well-known for their interest in the traditional liberal arts. They should be knowledgeable about the college and what it is like to work here. It would be helpful if they have recently participated in a search, but that is not required as they will be provided training. They should be able to be a constructive member of the search committee.

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

Search Committee Ground Rules

Note to Reader: The sample Ground Rules below are meant to spur thought and discussion by members of search and other evaluation committees and their chairs. After discussing and amending, adding, subtracting, and refining items below, each committee may wish to officially adopt its own version of Ground Rules, to benefit its committee's deliberations and decision-making.

Adapted excerpt from Joann Moody's book *Faculty Diversity: Removing The Barriers* (2011).

1. We will concentrate on rising above cognitive biases and errors in our discussions.
Each of us, including the LASR and the search chair, will stay alert to the errors, biases, and shortcuts we learned about in our two coaching workshops. To help remind and prompt us, we will verbally review all of the cognitive shortcuts and errors from time to time; place abbreviations of them on a banner for taping to the wall of our meeting room(s); and employ other visual aids as reminders, as we go along. Each of us bears responsibility for asking for a "Time Out" if she/he detects a possible error in-the-making. At this point, we will quickly pause to discuss and try to self-correct.

2. We will adhere to the weighting of each job category, as we agreed when doing our planning with the dean's or provost's office.
There will be no switching or trade-off of points from one category to the other. After deliberating, we will rate all applicants according to the categories and their designated

values. A matrix, corresponding to the job categories and their agreed-on value, will be taped to the wall, to assist all of us in staying with the official job criteria and gathering evidence regarding each of those.

3. Attendance at each search committee meeting will be the norm.
It will undermine the committee's deliberations if one or more members are habitually absent or late. Moreover, no one during a meeting should be multi-tasking (such as texting, phoning, checking email, or whatever) while other colleagues are working and trying to stay on task. Full and courteous concentration is needed. Electronic devices should be put away.

4. We will present and consider concrete evidence not personal opinion or hearsay about job candidates.

5. We will guarantee strict confidentiality regarding job candidates, the committee's procedures, discussions, and deliberations.
First, confidentiality to job applicants is owed, most especially when a candidate does not wish his/her interest in the job opening to be shared with those at his/her current position at their home campus or office. Second, confidentiality is necessary in order to protect the committee proceedings themselves. When members make jokes to non-members about how the search is progressing, hint at how the applicant pool is measuring up, or confide snippets of the committee's deliberations and internal conflicts, they are in fact compromising the integrity of the process. It is no excuse to explain that the non-member who received the information (or more likely, misinformation) is not a member of the hiring department or resides outside the United States. In order to highlight the importance of confidentiality, some search chairs ask that each committee member plus any secretary or other staff member assisting with the search sign a pledge of confidentiality. Others remind colleagues and staff at the end of each meeting of their confidentiality obligation. All of us together will decide which option we prefer.

6. We will decide, before the committee commences its work, how we will come to decisions during various stages of our work.
Will we be governed by voting (with a simple majority prevailing), by reaching consensus, or by some other method?

7. We will undertake outreach to build up the pool of candidates—the searching part of the search process.

Every committee member will undertake proactive outreach to identify promising job candidates, especially under-represented minorities—by reaching out to colleagues far and wide; placing info about the job opening on various listservs; contacting appropriate staff at professional societies; asking for nominations of strong candidates from former students, post-docs, outside speakers (who have been on campus and know the hiring department fairly well), and so on. The point is to widen and deepen the pool of possible candidates. The committee chair should at times invite prospects to send in their applications. All this is legal because the committee is trying to enlarge the pool. No prospect will be hired surreptitiously on the spot. On the contrary, everyone invited to apply will be evaluated the same way as those responding on their own to job ads.

8. All members will have more or less equal "air time" during committee deliberations.
To facilitate this, we will observe the protocol that no one speaks twice until everyone in the room has spoken once. The chair will make sure that no one becomes a monopolizer and undermines the committee's team work.

10. We will use several behavior-based questions, standard questions, and perhaps simulations during our phone, video, and face-to-face interviews; the same list of questions and simulations will be posed to every applicant.
Throw- away questions such as "tell us about your research and teaching" should be avoided, if possible. The applicants' materials will have given all of us at least a superficial glimpse of those categories. So let's try to dig deeper and ask questions such as the following.

- Tell us specifically how and why your teaching approaches have evolved over the past few years.
- Tell us specifically why you would be an asset for our department.
- Looking at the courses you've taught, as listed on your C.V., I wonder which two courses were the most problematic for you and how exactly you dealt with the issues in those courses.
- We are interested in how you have mentored and inspired undergraduates to aspire to graduate studies. This is a requirement we listed in the job announcement. In particular, how have you mentored and inspired women and non-immigrant minorities (such as African American, Mexican American, and American Indian students)? What worked for you and them and what didn't? Why?
- 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 (or our new cross-disciplinary center or whatever else the committee wishes to focus on), what contributions do you see yourself making?

11. We will bring up promptly and in a general way that our campus is eager to provide assistance to spouses/significant others in finding jobs in our geographical area.

The sooner we bring up this topic, the better. Many (but of course not all) job candidates will appreciate the surfacing of this concern. We can adapt this legal and deft phrasing from the University of Wisconsin: “If information about dual-career assistance interests you, it’s right there in the packet of materials we have sent [or will send] to you. Please let the contact person in the provost’s office (who is named in those materials) know of questions you may have.” Or another example: “Our campus has just joined the Higher Education Recruitment Consortium for our region. Campuses of all types throughout the region now list their current job openings on the HERC database, which is regularly updated. This is a valuable way to give assistance to spouses and significant others with their own job searches. We are informing all our candidates of this service.”

These ground rules for the search process will certainly help keep the committee on track. Before the committee leaps to its tasks, it should spend time discussing, adopting, and reaching consensus on ground rules. These rules are essential preparation. But do the chairs of search committees require any additional coaching and preparation, especially if they have had limited leadership experience? My answer is yes.

Evaluation Rubric

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

Sample Candidate Grid

	Altuve	Baker	Cabrera	Dickerson
Teaching ranking:	0	1	2	3
Evidence used:	No courses taught independently.	One course taught independently.	Multiple courses taught. Clear teaching statement.	Multiple courses taught. Well-developed teaching statement. Highly praised by reference with evidence.
Undergraduate teaching ranking:	0	1	3	2
Evidence used:	Candidate indicates desire to teach undergrads. However, no evidence of experience.	One undergraduate course taught.	Multiple undergraduate courses. Clearly articulates development in this area in teaching statement.	Two undergrad courses taught. Teaching statement refers to both grads and undergrads.
Advising ranking:	0	2	1	1
Evidence used:	No mention of advising	Mentored multiple undergrads in the one course; articulates desire to advise	No undergrads advised but articulates a desire to do so in letter of intent.	No undergrads advised but articulates a desire to do so in teaching statement.

	Altuve	Baker	Cabrera	Dickerson
		undergrads in letter.		
Diversity ranking:	3	2	1	0
Evidence used:	Shows clear commitment to diversity issues throughout the graduate career: serving on various committees. Stated aim to increase numbers of STEM researchers.	Mentions need to develop pedagogy to be more inclusive: teaching statement.	States commitment to diversity in letter of intent.	Does not mention diversity.
Total required qualifications:	0	4	6	6
Total preferred qualifications:	3	2	1	0
Overall total:	3	6	7	6

6.2 Recruitment and Initial Screening

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 the UMW HERC Director 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.

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.

Big Ten Academic Alliance: The Big Ten Academic Alliance 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 Big Ten Academic Alliance member universities and the searchable, online database is freely available to the public.
Website: https://www.btaa.org/resources-for/students/doctoral-directory/the-doctoral-directory

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:
https://nrc58.nas.edu/FordFellows20/Directory_Ford30/ModulePage.aspx?Nav=Home

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 PhDs and by supporting the pursuit of PhDs 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 PhDs 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 PhD 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://presidentspostdoc.umich.edu

Additional Advertising Venues

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

professional development, mentoring, networking, community service, and awards programs and initiatives.
Website: http://www.aises.org

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

The Hispanic Outlook in Higher Education: This magazine has been a top information news source and the sole Hispanic educational magazine for the higher education community.
Website: http://www.hispanicoutlook.com/employment-opportunities/

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

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

Minority PostDoc: MinorityPostdoc is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. They feature articles, resources, and events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues. The job page

publishes postdoctoral and professional job/opportunity advertisements for all employment sectors: academia, industry, government, non-profit, etc.
Website: http://www.MinorityPostdoc.org/view/jobs.html

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

Other Online Resources: https://www.norc.org/Research/Projects/Pages/survey-of-doctorate-recipients.aspx

Templates for Soliciting Applications and Nominations

Template for Email requesting applicant suggestions

Dear _____,

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

Attached you will find the position announcement. Please share it 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,

6.3 Semi-Finalist Screening

Interview Questions

You are welcome to adopt any of these questions for the phone/video interview and/or the search committee meeting with the on-campus finalists.

- 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 benefited the students you have taught.
- How have you resolved conflict in the workplace?
- 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?

Telephone Interview Script

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.

- Tell us about your background and experiences. Why are you applying for this position?
- What interests you about teaching at a liberal arts college?

- What classes have you enjoyed teaching the most and why?
- Tell us a little bit about your current research project and where you see your research going in the next five years.
- Please tell us anything else you'd like us to know about you that we haven't covered.
- What questions do you have for us?

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.

- What are the special talents or abilities you think __ will bring to this position?
- Can you provide an example of his/her excellence in teaching?
- In what ways does __ need to grow or improve in his/her professional life?
- 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?
- Is there anything else you'd like to tell us about _?

6.4 Finalist Evaluation: Campus Interviews

Tenure-Track Candidate Visit Schedule

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 222 (evaluative).
11-11:30 a.m. Meet with Megan Fillbrandt, Assistant 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 Center for Inclusive Excellence Director Tom Flunker in the Dive (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 Sarah Ruble, Carlson Building 220 (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 to the 2:00 p.m. flight.

Travel and Expense Guidelines

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

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

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

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

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

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

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

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

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

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

- Breakfast: candidate + 3 guests (maximum $10 per person) *normally on-campus
- Lunch: candidate + 4 students or 3 guests (maximum $15 per person) *normally on-campus
- Dinner: candidate + 3 guests (maximum $35 per person)
- Receptions: Limited to one per candidate ($75 per reception)
- Alcoholic beverages are permitted at dinner, with a limit of one per individual. Cost will be reimbursed if it falls within the $35 maximum per person.
- 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.
- Generally, department faculty should not be eating more than one meal with each unique candidate.

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

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

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

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

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

Interview Component List

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

- A meeting with the Assistant Director of Research and Sponsored Programs (30 minutes). Please send a copy of each candidate's CV and cover letter prior to the campus interview (non-evaluative);
- A tour of the library, ideally with the librarian who is the liaison for the department (non-evaluative);
- Attendance at a campus event—concert, play, athletic event; be mindful that candidates may feel pressure to accept invitations to such events (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 on campus or in the home of a department faculty member (non-evaluative).

Provost Interview Questions

1. What interests you about teaching at a liberal arts college and, more specifically, Gustavus?
2. What do you hope your students become? What are your hopes for your students?

3. Please describe one teaching practice/method that you utilize in your classroom, laboratory or studio, why you choose that method, and how you have assessed its effectiveness.
4. Describe your professional goals in the area of scholarship/creative work (5-year window). What are the challenges and opportunities in carrying out this work at an undergraduate institution?
5. Service is one of the five core values at Gustavus Adolphus College. Please provide one example of how you have served your academic institution, professional community, department or program or broader community, why you chose to serve in that way, and the strengths/skills that you provided in that role.
6. One tenure criterion, in addition to the standard three (teaching, RSC, service), is evidence of sympathy with the mission of the College. How do you feel that you would advance/contribute to the mission of the College?
7. What questions do you have?

Dean Interview Questions

1. What encouraged you to apply for the position at Gustavus? What interests you about teaching in your discipline at a liberal arts college?
2. What do you hope students experience in your classroom? How will you structure their classroom experience to achieve that goal?
3. How do you work to incorporate cultural and intellectual richness and advance inclusion in your classroom?
4. Based upon what you have learned thus far about Gustavus's general education curricula (i.e., First Term Seminar, January Term, Three Crowns Curriculum, Challenge Seminars), where do you see yourself contributing?
5. As you look ahead toward advancement of your scholarly/creative agenda as a faculty member, please describe whether you see your work as primarily advancing or building on aspects of your current practices and ideas, or delving into new areas? How do you anticipate connecting your scholarly/creative work with undergraduate students and student learning?
6. What questions do you have? (Salary, benefits, timeframe, and other offers.)

Interview Question Guide

Interview questions must be job-related. Questions designed to elicit information that can later be used in a discriminatory manner when making a hiring decision should be avoided. The following subjects include factors that when used or considered during an interview, might be interpreted to violate non-discrimination laws. These subjects should be avoided.

- **Address**: Specific inquiry into foreign addresses, which would indicate national origin.
- **Age**: Age, date of birth or any other inquiries that would require applicants to disclose their age.
- **Ancestry**: Applicant's nationality, lineage, ancestry, national origin, descent or parentage; length of residency in the United States; ancestry of immediate family or spouse's family; and questions regarding how the applicant acquired the ability to read, write or speak a foreign language.
- **Birth Place**: Birth-place of applicant, applicant's parents, spouse, or other relatives, or any other inquiry into national origin.
- **Children or Dependents**: Any inquiries regarding the number, age, and child care arrangement for the applicant's children or other dependents, or intentions regarding becoming a parent in the future. Such questions could be regarded as discriminatory against single parents.
- **Citizenship or Work Authorization**: Inquiries regarding country or citizenship other than the United States; inquiries to naturalized citizens regarding citizenship status of parents or spouse; or date of acquisition of U.S. citizenship. Inquiries regarding work authorization may not be addressed until after acceptance of a written offer.
- **Convictions, Arrests and Court Records**: Any inquiries regarding arrests; questions regarding conviction and court records that are not substantially related to the function and responsibilities of the position.
- **Disabilities**: Inquiries regarding an applicant's disability. If an applicant volunteers this information during the course of the interview, it can be considered in relation to the applicant's ability to perform the essential functions of the position. If an applicant has an obvious disability or voluntarily discloses a disability that causes the committee concern about whether that person could perform the essential functions of the job, the committee can ask the applicant to describe or demonstrate how, with or without reasonable accommodation the applicant will perform essential job functions. However, if this question is asked of one applicant, it must be asked of all applicants, not just those with obvious or disclosed disabilities.
- **Education**: Any inquiry asking specifically the nationality, racial or religious affiliation of a school.
- **Financial Status, Credit Record, or Car Ownership**: These questions are unrelated to the applicant's ability to perform the requirements of the position and tend to

discriminate against certain groups. Financial status inquiries regarding past ownership, bankruptcy or garnishment of wages.

- **Graduation dates**: Any inquiries concerning the dates that an applicant graduated from high school or college, which might indicate an applicant's age.
- **Health Issues**: Any inquiries related to an applicant's health, especially in regard to whether an applicant has AIDS or is HIV positive.
- **Marital Status**: Any inquiry regarding whether the applicant is married, single, widowed, separated or engaged to be married may imply discrimination against women because of common societal assumptions that women often leave jobs when they get married or have children. In addition, societal assumptions regarding married and single, divorced, widowed or separated people may contribute to an atmosphere of perceived discrimination. Discrimination on the basis of marital status is illegal under Oregon Law and Board Rule.
- **Military Discharge**: Any inquiry regarding the nature of a person's discharge.
- **Military Service**: Inquiries into the dates that an applicant either joined or left military service, which could be used to determine an applicant's age. Questions should not be asked about the nature of the person's military discharge or whether they ever served in another country's armed services.
- **Name**: Inquiries about name that would indicate an applicant's lineage, ancestry, national origin, descent or marital status.
- **Opposite Sex**: Any inquiries regarding how an applicant would feel about working or traveling with members of the opposite sex are potentially discriminatory because answers are not always considered equally from men and women.
- **Organization**: Inquiries regarding organizations which would indicate by their character or name the race, religion, color or ancestry of the applicant.
- **Photographs**: No photographs may be requested or required prior to selection.
- **Political Issues**: Any questions regarding political party affiliation or opinions on political issues.
- **Pregnancy**: Any inquiries regarding pregnancy or potential pregnancy of an applicant.
- **Race or Color**: Any inquiries regarding an applicant's race, the racial group with which the applicant may identify, or regarding other physical features which may be directly or indirectly indicative of race or color.
- **Relatives**: Inquiry regarding spouse's name, because it may indicate marital status. Names or addresses of any relatives certainly should not be requested.
- **Religion**: An applicant's religious denomination or affiliation, church, parish, pastor, or religious holidays observed should not be discussed during an interview. The

relationship of a person's religious beliefs to their professional employment is an improper area of inquiry until after the selection is completed. At that time, any potential need for accommodation to a person's religious beliefs or practices may be discussed. Though applicants may not be told that employees are required to work on religious holidays, they may be asked if they are available to work on specific days (for example, Saturdays or Sundays), but it must be asked of every applicant and should not be phrased in the context of religious observances. However, an applicant's religious beliefs must be accommodated unless such accommodation creates undue hardship to the university or department.

- **Union Membership**: Any questions regarding current or past union membership or activities should be avoided.
- **Workers Compensation**: Inquiries into an applicant's workers compensation history are inappropriate. An employer may not discriminate against an applicant because that applicant has utilized the workers' compensation system, nor may an employer base a hiring decision on the likelihood that an applicant may cause increased workers' compensation costs in the future.

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.

6.5 Search Conclusion

Feedback Form

Candidate Name: _______

Student Name: _______

What did you learn about the candidate that made you interested in learning more about them and their work?

Did the candidate seem to have a sincere interest in working with undergraduate students? What did you learn that supports that conclusion?

What did you learn about the candidate that raised concerns for you?

Describe your overall impressions of the candidate and their potential for working in the __ Department at Gustavus Adolphus College.

Candidate Notification Emails

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.

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

> Dear __:
>
> Thank you for your interest in the position of ___ at Gustavus Adolphus College.
>
> After much thought, deliberation, and dialog, the search committee has decided not to pursue you as a candidate for the position. Your experience is significant, but we had other candidates whose experience we felt were a better match with our needs.

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

Sincerely,
(name)
Search Chair

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

Dear __:

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

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

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

Sincerely,
(name)
Search Chair

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.

7.0 Internal and Known Candidates

Internal Candidates

Internal candidates must be treated fairly and equitably, which means neither giving them advantages or disadvantages during the process.

Applications

- An invitation to apply should not imply a promise of the job or even an on-campus interview.
- Department members should not influence internal candidates' decisions about whether to apply for the position. When department members are asked for advice by internal candidates, they should direct the individual to the search chair.
- Internal candidates must submit a new application and materials as requested in the job announcement.

While internal candidates may choose to include members of the Gustavus community as professional references, faculty on the search committee cannot act as a reference for a candidate who is part of the applicant pool for the search in which they are participating. If a faculty member would like to serve as a reference for the internal candidate, the faculty member may discuss their desire to remove themselves from the search committee with the Dean. Gustavus faculty who are not on the search committee may serve as a professional reference for an internal candidate.

Phone/Video Interviews

Fairness and equity require that internal candidate telephone/video interviews be conducted consistently with those for external candidates.

On-Campus Interviews

- If an internal candidate is invited for an on-campus interview, each element of the interview schedule should be the same as for external candidates, with the exception of the overnight stay at the Guest House (an invitation to stay at the Guest House should be made and the internal candidate may elect to stay at the Guest House, or may decline the invitation).
- Internal candidates must conduct a teaching demonstration under the same circumstances as an external candidate. Specifically, the demonstration cannot be

held in a section of a course currently being taught by the internal candidate. External candidates should not be asked to conduct a teaching demonstration in the class of an internal candidate, whether or not the internal candidate has progressed to an on-campus interview.

- Student feedback about the internal candidate may not be solicited in any manner other than those available to external candidates.
- When an external candidate comes for the campus visit, it is appropriate to inform the internal candidate of the date of the visit and your expectation of the internal candidate that they work in areas of campus where they will not overlap with the other candidates during the visits.
- Internal candidates, regardless of how far they progress in the search, should not attend teaching demonstrations, research presentations, receptions, or other interview-related events for other candidates.

Timeline and Search Updates

- Within reason, the same information should be provided to all candidates about the search process. The search chair responsible for communicating to all members of the department that it is inappropriate to share additional information with internal candidates. That behavior 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.

Candidates Known to One or More Committee Members

- A member who knows a candidate should disclose this to the search chair at the beginning of the search process.
- 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, after consultation with the search chair and their Dean.
- If the committee member feels that they can effectively and fairly evaluate all candidates, they should refrain from sharing details about their knowledge of the known candidate unless and until that candidate is an on-campus finalist for the position.
- 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: 1) is first-hand knowledge, 2) directly relates to the search criteria, and 3) would have substantial

impact on the candidate's ability to constructively contribute to the department/program and College communities.

8.0 Guidelines for Non-Tenure-Track Searches

8.1 Procedures for Non-Tenure-Track Searches

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

Support for International Faculty

Due to the short-term nature of NTT (non-tenure-track) appointments and the close timing of NTT searches to employment start date, the guidelines for visa support are different for NTT faculty hires versus tenure-track hires. A Dean will communicate with your viable candidates to gather needed information; committee members and the search chair should not ask candidates questions about their immigration status.

Search Committee

The search committee can be a subset of department members. The decision to include a Liberal Arts Search Representative is made by the department chair and the Dean.

Advertising

All position announcements will be posted by the Provost's Office on the Gustavus Human Resources website, the Consortium for Faculty Diversity, the Black Doctoral Network, HERC, and HigherEdJobs.com. A letter or email should be sent to key graduate programs. The decision to submit an announcement in discipline-specific journals is made by the department chair and the Dean.

Course Load

The total course load for the candidate will be approved by the Dean. The position description should indicate the number of courses or range in number of courses that is expected for the position (e.g., if a 7-course teaching load, normally this will mean a January Term teaching assignment a 3-1-3 load. If a 6 course teaching load, with the option of teaching in January, the job ad should indicate a 3-0-3 load, with a January teaching option).

Notifying the Provost's Office

Prior to conducting any phone interviews, send the names of all candidates that you wish to phone interview to the Dean so that the Dean may gather any further needed information related to our visa/international candidate support guidelines. Following the phone interviews and once you have determined which candidate you wish to invite for a final interview, touch base with the Dean again before proceeding. Ordinarily, final interviews for NTT candidates will occur by videoconference (Google Meet). If you wish to request permission to interview a candidate on campus, please speak with the Dean. Normally, only one candidate is interviewed at a time (in the final phase of the search) for a fixed-term appointment. A second candidate is only brought in if the first candidate is not acceptable or does not accept our offer. For per-course appointments, final interviews should also be handled by videoconference in normal search circumstances.

Final Interview

The final interview must include an interview with the department search committee, a meeting with the department chair, and a teaching demonstration. Following the final interview, the search chair should provide a written communication to the Dean regarding hire (e.g. recommend for hire, do not recommend for hire).

Dean's Interview and Offer Meeting

Following receipt of the search committee recommendation for hire, for full-time appointments, the Dean will arrange a videoconference with the selected candidate. At this meeting, the Dean will ask the Dean interview questions. If the candidate's interview with the Dean indicates that the candidate is suitable for hire, ordinarily, the Dean will then move forward to immediately make the offer of employment. If there is a concern, the Dean may not make the offer. In this case, the Dean will consult with the Department chair about the concerns the Dean has regarding the candidate. Start-up funds are not part of an NTT faculty appointment offer, however a small allocation for moving expenses may be possible. In the case of per-course appointments, the department chair will make the offer of employment and send the hired candidate's CV and contact information to the Dean for issuing the letter of appointment (and other pre-employment paperwork). The Dean does not need to meet with a per-course appointment faculty member, unless desired by the department chair/search committee chair.

8.2 Resources for Non-Tenure-Track Searches

Search Ad Template

The search ad template is available for download. This template represents college-wide, approved language for advertising faculty positions. Sections in black may not be changed without a conversation with the Provost's Office. Sections in red are to be filled out by the department. Send the search ad draft to the Assistant to the Provost, Shanon Nowell.

Sample Interview Questions

Be sure to send interview questions to candidates 48 hours in advance of the interview.

- 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 benefited the students you have taught.
- How have you resolved conflict in the workplace?
- 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?

Telephone/Virtual Interview Script

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; you should have received those already. 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?

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. Please note that each reference call should have at least two search committee members in attendance.

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 a non-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 _?

Non-Tenure-Track Finalist Interview Schedule

The Provost's Office will not make a regular practice of approving on-campus interviews; it is generally understood that non-tenure-track searches will be conducted in a virtual format. A sample in-person schedule is available upon request (email Shanon Nowell at snowell@gustavus.edu).

- 9:00-9:15 a.m. - Welcome by the search chair (non-evaluative).
- 9:15-10:00 a.m. - Search committee Interview with Angela Jones, Alex Vining, Steve Smith, Susan Anderson (evaluative).
- 10:00-10:30 a.m. - Prep for teaching demonstration.

- 10:30-11:20 a.m. - Teach LIN 101 Basic Linguistics (evaluative).
- 11:30 a.m.-noon - Meeting with student majors (evaluative).

Emails to Applicants

Applicants receive an automatic reply when their online application has been submitted, so there is no need to reach out to applicants to confirm application receipt.

Incomplete Applications

As you begin file review, you may find an application that is incomplete. Below is a sample email requesting missing information.

Dear <<Applicant Name>>:

Thank you for your application for the tenure-track job opening in the <<Dept. Name>>

Department at Gustavus Adolphus College. Once we receive the following items (below), your application will be complete and eligible for consideration.

<<Add Missing Materials>>

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

Emails to 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.

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

Dear __:

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

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

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

Sincerely,
(name)
Search Chair

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

Dear __:

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

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

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

Sincerely,
(name)
Search Chair

<u>After the finalist interview</u>. The search chair should contact by telephone or email the candidate(s) who was/were interviewed 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.

9.0 Continuing Faculty Searches

9.1 Continuing Faculty Position Requests

Continuing Faculty (CF) position requests are due each Fall. The application packet will contain the following documents listed below; the request form and position description template can be requested by emailing Shanon Nowell (snowell@gustavus.edu).

1. The completed Continuing Faculty Position Request form.
2. A detailed CF position description (use the provided template; refer to the included example document which contains useful instructions).
3. If the position is filled by a current faculty member, please include a letter from that candidate indicating a brief affirmation of their desire to be considered for this position as well as their preferred review timeline (with rationale for a shortened timeline, if applicable).

9.2 Position Description Template

1. The template job description for the role of Continuing Faculty member should be tailored in line with the balance of the job and workload allocation for each individual.
2. An individual's job description should encompass the activities expected within their job. One example Continuing Faculty job description is provided for your reference. Please be sure to include any discipline or job specific requirements/activities that are not described within the template.
3. All jobs must be capable of being carried out within a reasonable allocation of work time. It is acknowledged that, in practice, workload balance across these activities may vary over time to reflect requirements and priorities, as agreed to between the College, department, and individual. (These variances should be minimal, below 10%, within the 6-year period.) The principles of the workload allocation will depend on faculty/department agreements.
4. As a teaching college, there is an expectation that all academic staff will be engaged in teaching and learning activities. However, the necessity for other duties/roles may

affect the volume of teaching undertaken; this template job description allows this to be reflected.

5. The template job descriptions provide a framework for a typical Continuing Faculty role; they are not exhaustive lists of activities or a list of minimum requirements.
6. Barring unforeseen circumstances, the description of position responsibilities shall not be altered between appointment renewals. As such, changes will normally be made on the 6-year time cycle that is consistent with the major review for a CF or Senior CF, and would occur after consultation with an agreement between the involved department and/or program and the Provost's Office. If the skills/expertise of the new job description are not consistent with the currently appointed CF/Senior CF, then the department will need to make a request for a new CF position through the regular request process.

9.3 Review Timelines

- Departments (in consultation with current faculty members) may request a timeline shorter than the regular 6-year schedule for promotion to Senior Continuing Faculty outlined in the Faculty Book.
- In order to qualify for a shortened review timeline, the Provost's Office must have record of previous annual evaluations for as many years as requested (e.g., if requesting a 3-year timeline, there must be annual evaluations from 2020-21, 2021-22, and 2022-23 on record in the Provost's Office).
- The Provost's Office will approve reduced timelines whenever possible, but will consider the overall number of requests, seniority, and a record of regular reviews when establishing review schedules.

6-Year Review Description

1st Year - February 15; informal letter of continuation
2nd Year - November 15; regular review process (SRIs administered November and April)
3rd Year - April 1; process coordinated by the CFRC (CF review dossier due in September)
4th Year - February 15; informal letter of continuation
5th Year - April 1; regular review process (SRIs administered November and April)
6th Year - April 1; process coordinated by the CFRC (CF review dossier due in September)

5-Year Review Description

1st Year - February 15; informal letter of continuation
2nd Year - November 15; regular review process (SRIs administered November and April)

3rd Year - April 1; process coordinated by the CFRC (CF review dossier due in September)
5th Year - April 1; regular review process (SRIs administered November and April)
6th Year - April 1; process coordinated by the CFRC (CF review dossier due in September)

4-Year Review Description

Annual - February 15; follows process for 2nd year review (SRIs administered November and April)
3rd Year - April 1; process coordinated by the CFRC (CF review dossier due in September)
5th Year - April 1; regular review process (SRIs administered November and April)
6th Year - April 1; process coordinated by the CFRC (CF review dossier due in September)

3-Year Review Description (available to internal candidates only)

Annual - February 15; follows process for 2nd year review
5th Year - April 1; regular review process (SRIs administered November and April)
6th Year - April 1; process coordinated by the CFRC (CF review dossier due in September)

2-Year Review Description (available to internal candidates only)

5th Year - April 1; regular review process (SRIs administered November and April)
6th Year - April 1; process coordinated by the CFRC (CF review dossier due in September)

Ongoing Schedule (after promotion to Senior Continuing status)

1st Year - Due April 1; self-reflection and chair response submitted to the Provost
2nd Year - Due April 1; self-reflection and chair response submitted to the Provost
3rd Year - May 1; follows the process for Mid-cycle Review
4th Year - Due April 1; self-reflection and chair response submitted to the Provost
5th Year - Due April 1; self-reflection and chair response submitted to the Provost
Every 6 Years - Due April 1; follows the process for Reappointment Review (Provost responds regarding reappointment and meets with the candidate)

Note: The Continuing Faculty Review Committee (CFRC) is described in Faculty Manual section 2.1.2.3.1

9.4 FAQs

Q: What current positions are eligible to request conversion to CF status?

A: Individuals working for Gustavus at least half of the normal full-time load (>4/7 course load equivalent) in a faculty capacity such as teaching, librarianship, research, scholarship, creativity, or some combination thereof are eligible. Academic administration may also be considered work in a faculty capacity if a faculty member traditionally performs the administrative role.

Q: Who submits the CF request?

A: Requests will be submitted by the appropriate department chair/program director. However, the chair must craft the application in consultation with tenured departmental colleagues. We recommend that the chair also consult with any intended internal candidate.

Q: What is the request and approval timeline?

A: By the request deadline (normally October 31), departments will submit CF position request information to the Provost's Office. The Provost, in consultation with the Associate Provosts, will respond to departments/candidates by January 31 (approximately).

Q: If the CF request is approved and an internal candidate has affirmed their interest, when will the current faculty member's title be changed?

A: Upon approval, most new titles will go into effect November 1 of the current academic year. This may vary, for example if the CF status is approved but entry into the review cycle is deferred for some reason (for example to stagger review cycles for two candidates in the same department).

9.5 Search Process

If a CF position is approved and there is not an internal candidate under consideration, the search will follow the process for other non-tenure-track searches.

10.0 Bibliography

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