

## Appendix – 5:12

### Suggested Reference Call Protocol

*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 follow-up on the reference you provided for \_\_\_ who is a candidate for the tenure-track position in our department. The search committee has read the material \_\_\_ sent us and we've 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. In what ways does \_\_\_ need to grow or improve in his/her professional life?
3. 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?
4. Is there anything else you'd like to tell us about \_\_\_?

## **Sample Campus Interview Schedule (1 night visit w/ reception) (tenure-track)**

### **Campus Visit for Jan Hanover**

#### **Monday, October 9**

11:30 a.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you. Lunch on the way to Saint Peter.

2:30 p.m. Arrive at campus Guest House.

3-4 p.m. Tour campus with Sandra Adams, linguistics major, who will meet you at the Guest House.

4-5 p.m. Free time.

5-6:30 p.m. Dinner with Linguistics Department colleagues Angela Jones, Assistant Professor, Allison Simons, Associate Professor, Alex Vining, Professor.

6:30 -8:30 p.m. Reception at the home of Associate Professor of Linguistics Elizabeth Lewis.

#### **Tuesday, October 10**

7:30-8 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview (Department members: Angela Jones, Elizabeth Lewis, Allison Simons, Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Liberal Arts Search Representative).

9:20-10 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11 a.m. Interview with Provost Mark Braun, Carlson Building 222.

11-11:30 a.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

11:30-12:30 p.m. Lunch with students who are linguistics majors.

12:30-1:00 p.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

1:00-1:30 p.m. Prep for teaching demonstration.

1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

2:40-3:30 p.m. Interview with Dean Paula O'Loughlin, Carlson Building 220.

3:30-5:00 p.m. Tour of Saint Peter and Mankato with Angela Jones.

## **Sample Campus Interview Schedule (2 night visit) (tenure-track)**

### **Campus Visit for Chris Morgan**

#### **Wednesday, November 12**

5:20 p.m. Arrive at Minneapolis airport. Steve Smith, Associate Professor of Linguistics, will meet you. Dinner with Dr. Smith on the way to Saint Peter.

9 p.m. (approximately) arrive at the Gustavus campus Guest House.

#### **Thursday, November 13**

7:30-8 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview (Department members: Angela Jones, Assistant Professor, Allison Simons, Associate Professor, Professor Alex Vining, Steve Smith, Susan Anderson, and Andy Burk, Associate Professor of Chemistry and Liberal Arts Search Representative).

9:20-10 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11 a.m. Interview with Provost Mark Braun, Carlson Building 220.

11-11:30 a.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

11:30-12:30 p.m. Lunch with students who are linguistics majors.

12:30-1 p.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

1-1:30 p.m. Prep for teaching demonstration.

1:30-2:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

2:45-3:30 Interview with Dean Darrin Good, Carlson Building 219.

3:30-4 p.m. Tour Campus with Jennifer Lindstrom, linguistics major.

4-4:30 p.m. Prep for research presentation.

4:30-5:30 Research presentation: Contemporary Issues in Linguistics.

5:30-7 p.m. Dinner with Alex Vining and Allison Simons.

#### **Friday, November 14**

8-8:45 a.m. Breakfast with Susan Anderson.

9 a.m.-10:30 a.m. Tour of Saint Peter and Mankato with Angela Jones.

10:30 Return to Minneapolis airport, lunch on the way 2 p.m. flight.

**Sample Campus Interview Schedule (small group meetings) (tenure-track)  
Campus Visit for Pat Jackson**

**Tuesday, February 21**

1:30 p.m. Arrive at Minneapolis airport, Steve Smith, Associate Professor will pick you up.

3:30 p.m. Arrive on campus, check in at Guest House and tour campus with Dr. Smith.

4:30-5:30 p.m. Meet with Susan Anderson, Linguistics Department Chair in her office.

5:30-7 p.m. Dinner with Susan Anderson and Steve Smith.

**Wednesday, February 22**

7:30-8:20 a.m. Breakfast at the Marketplace with Linguistics Department members Stacy Green, Assistant Professor and Alex Vining, Professor. Dr. Green will pick you up at the Guest House.

8:30-9 a.m. Interview with Provost Mark Braun, Carlson Building 222.

9:10-10 a.m. Visit the library to see linguistics holdings, computer classrooms, and meet Associate Professor Jon Bren, Library liaison for Linguistics Department.

10-10:20 a.m. Daily Sabbath at Christ Chapel (optional).

10:30-11:00 a.m. Meet with Diversity Center Director Pearl Leonard-Rock in the Diversity Center.

11-11:30 a.m. Prep for teaching demonstration, department conference room.

11:30 a.m.-12:30 p.m. Teaching demonstration, Confer 101.

12:40-1:30 p.m. Lunch with Linguistics majors in the Marketplace.

1:40-2:10 p.m. Meet with Bob Weisenfeld, Director of Government Grants and Sponsored Programs, Carlson Building 224.

2:15-3 p.m. Interview with Dean Darrin Good, Carlson Building 219.

3:00-4:00 p.m. Meet with Linguistics Department faculty Deborah Simons, Associate Professor and Elizabeth Lewis, Professor.

4:00-5:30 p.m. Tour of Saint Peter and Mankato with Deborah Simons.

5:30 p.m. Return to Minneapolis airport for 8:30 p.m. flight, dinner with Susan Andrews on the way.

## **Sample Campus Interview Schedule (fixed-term appointment) (fixed-term)**

### **Campus Visit for Jan Hanover**

#### **Monday, October 9**

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

5:30 p.m. Arrive at campus Guest House.

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

#### **Tuesday, October 10**

7:30-8:00 a.m. Breakfast with Professor Susan Anderson, Linguistics Department Chair. She will meet you at the Guest House.

8:15-9:15 a.m. Search Committee Interview with Angela Jones, Alex Vining, Steve Smith, Susan Anderson.

9:20-10:00 a.m. Visit the campus library to see linguistics holdings, computer classrooms, meet with department's library liaison Associate Professor Jon Bren.

10:00-10:20 a.m. Daily Sabbath at Christ Chapel is optional.

10:30-11:00 a.m. Interview with Dean Darrin Good, Carlson Building 219.

11:00-11:30 a.m. Prep for teaching demonstration.

11:30-12:30 p.m. Teach LIN 101 Basic Linguistics, Confer 101.

12:30-1:30 p.m. Lunch with students who are linguistics majors.

3:30-5:00 p.m. Tour of Saint Peter and Mankato with Angela Jones and return to Minneapolis airport for 7:30 p.m. flight.

## **Suggested Search Committee Interview Questions**

Tell us a little bit about your current research project.

What classes have you enjoyed teaching the most?

How would you describe your teaching goals and strategies?

What kinds of methods do you prefer to use in teaching intro level courses?

What are some examples of the sorts of things that happen in a typical week in your beginning level courses?

You've seen our catalog. What parts of the Department's curriculum would you be most interested in teaching?

What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines or one or more of our interdisciplinary programs?

What ideas do you have about what you might want to teach during our January term?

In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?

What interests you about teaching at a liberal arts college?

After seeing our catalog and browsing on our web site, what kinds of questions do you have for us about teaching at Gustavus or living in Minnesota?

Tell us about some of the toughest groups that you have had to get cooperation from. What did you do? What happened?

What are some of the most difficult one-to-one meetings you've had? What resulted from the meeting(s)?

What is an idea you have recently implemented which was considerably different from the standard procedure?

Specifically, what do you do in your work that sets an example for others?

What would your colleagues say about your style?

How do you go about setting goals/objectives for yourself?

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?

What is your personal command of technology?

Tell us about particular opportunities and challenges that come with the increased use of technology.

Tell us about decisions you have made that have benefit to the students you have taught.

How have you resolved conflict in the work place?

Please share your views on how you perceive the uniqueness of a liberal arts college?

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.

What do you do to relax and unwind?

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?

## **Suggested Candidate Telephone Interview Questions**

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

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

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

## Sample Feedback Form

Candidate Name \_\_\_\_\_

Student Name \_\_\_\_\_

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

## Guidelines on Interview and Employment Application Questions

By Thomas H. Nail, SPHR and Dale Scharinger, PhD

January 1998

Reviewed May 1999 and May 2002

*Edited by the Office of the Provost in August 2012*

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

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

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

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

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

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

1. Race – There are no job-related considerations that would justify asking an applicant a question based on race.
2. Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.
3. Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:

(a) Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.

(b) It is unlawful to deny a female applicant employment because she is pregnant, or planning to have a child at some future date.

(c) Questions on marital status, number of children, child care arrangements, etc. are not appropriate.

(d) Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?

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

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

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

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

(a) The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:

(1) Nature and gravity of the offense for which convicted;

(2) Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and

(3) The nature of the job in question as it relates to the nature of the offense committed.

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

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

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

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

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

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

Topic	Unacceptable	Acceptable
<b>Reliability, Attendance</b>	-Number of children? -Who is going to baby-sit? -What religion are you? -Do you have pre-school age children at home? -Do you have a car?	-What hours and days can you work? -Are there specific times that you cannot work? -Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
<b>Citizenship/ National Origin</b>	-What is your national origin? -Where are your parents from? -What is your maiden name?	-Are you legally eligible for Employment in the United States? - Same as above -Have you ever worked under a different name?
<b>For Reference Checking</b>	-What is your father’s surname? -What are the names of your relatives?	-None -None
<b>Arrest and Conviction</b>	-Have you ever been arrested?	-Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?
<b>Disabilities</b>	-Do you have any job disabilities?	-Can you perform the duties of the job you are applying for?
<b>Emergency</b>	-What is the name and address of the relative to be notified in case of an emergency?	-What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)
<b>Credit Record</b>	-Do you own your own home? -Have your wages ever been garnished? -Have you ever declared bankruptcy?	-None -Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. -None

Topic	Unacceptable	Acceptable
<b>Military Record</b>	-What type of discharge did you receive?	-What type of education, training, Work experience did you receive while in the military?
<b>Language</b>	-What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	-Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
<b>Organizations</b>	-List all clubs, societies and lodges to which you belong	-Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
<b>Race or Color</b>	-Complexion or color of skin. Coloring.	-None
<b>Worker's Compensation</b>	-Have you ever filed for worker's compensation? -Have you had any prior work injuries?	-None -None
<b>Religion or Creed</b>	-Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	-None
<b>Gender</b>	-Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	-None
<b>Addresses</b>	-What was your previous address? -How long did you reside there? -How long have you lived at your current address? -Do you own your own home?	-None -None -None -None
<b>Education</b>	-When did you graduate from high school or College?	-Do you have a high school diploma or equivalent? -Do you have a university or college degree?
<b>Personal</b>	-What color are your eyes, hair? -What is your weight?	-Only permissible if there is a bona fide occupational qualification.
<b>Marital Status</b>	-Are you married? -What is your maiden name? -Are you single?, married?, divorced?	-None
<b>Sexual Orientation</b>	-We do offer domestic partner benefits. Would you like me to get you more information on that?	-None

## Bibliography

Americans with Disabilities Act of 1990—EEOC Technical Assistance Manual and Resource Directory. Commerce Clearing House, Human Resources Management series, Equal Employment Opportunity, Vol. 1. EEOC Pre-Employment Inquiry Guidelines, 1981.

"Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations", Office of Legal Counsel, ADA Division, EEOC.

SHRM 14th Annual Legal and Legislative Conference proceedings, March 1997.

Thomas H. Nail, President, Thomas Houston Associates, Consultants in Equal Employment Opportunity and Affirmative Action, (703) 471-9893.

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

## **The Liberal Arts Search Representative (LASR)**

### **Who is the Liberal Arts Search Representative?**

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

### **Why do we call it the Liberal Arts Search Representative when we are all “representatives of the liberal arts?”**

It is considered a “best practice” in academia to have an external faculty member serve on searches for new tenure track hires. The name was chosen to reflect the emphasis this person should have in their role as a search committee member; to act as a representative for the full faculty and campus community. This person is expected to prompt the other committee members to be mindful of the contributions the various candidates may or may not bring to the broader campus community, not simply the department.

### **What is the LASR’s role on a search committee?**

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

- 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.
- 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.
- Finally, the LASR, as an experienced senior faculty member, helps ensure that college guidelines in hiring practices are followed.

### **How does the LASR participate in the search process?**

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

### **When does the LASR join the search committee?**

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

### **I’m a department chair and our tenure track search was approved. What do I do now?**

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

### **Why does the chair come up with the names of possible candidates if the dean is picking the LASR?**

The Provost’s Office highly values your sense of who would work well with your department. The

deans are more likely to know of hidden service responsibilities and other less public dynamics that LASR candidates face in their daily work here.

**I have been invited to be a LASR. Why should I say yes?**

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

**I am a LASR on a search and I noticed that we are not following appropriate search procedures. What should I do?**

If possible, you should first talk to the search chair. If that is unsuccessful or inappropriate for some reason, you should talk to your dean.

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

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

**I like the LASR idea but I feel like we will waste a lot of time getting the LASR up to speed on our field. What if I cannot find anyone who understands our field?**

It is the responsibility of the search committee to answer questions a Liberal Arts Search Representative may have about research and teaching in the discipline. Just as tenure and promotion processes require us to be able to communicate clearly without jargon about our field to well-educated, non-experts, the search process is also a time to share our discipline with our colleagues.