HIRING GREAT NEW COLLEAGUES

Faculty Hiring Guide 2.0

Knox College
2023-24

INTRODUCTION

One of Knox College's greatest strengths is its accomplished and dedicated faculty. To maintain the academic quality of our programs, we invest considerable time, effort, and resources to recruit faculty who are excellent teacher-scholars, and who represent a broad range of disciplinary expertise and experiences. Furthermore, we know that to attract students, to prepare them for a complex, multifaceted, multicultural, global environment, and to educate them for lives of meaning and purpose, our faculty must represent the same. Our entire College is strengthened when the community is revitalized by well-qualified faculty who increase the diversity of recognized academic and artistic accomplishments, provide academic role models for their students and the community, and culturally enrich the life and mission of the College.

Searches are not only critical elements in the renewal of the faculty, but they also reflect upon the quality and reputation of Knox College. We want all candidates, even those whom we don't hire, to have a positive experience with the College. Therefore, we should strive to have all aspects of a search conducted in an informed, professional manner that not only brings us the best possible colleagues, but also that treats all applicants legally, ethically, and courteously. Although by no means exhaustive, this document is intended to further those ends by providing guidelines, expectations and best practices for faculty searches.

TENURE-TRACK / FULL-TIME CONTINUING APPOINTMENT SEARCHES

How does one hire a new colleague? A formal request to engage in a tenure-track (or other full-time continuing position) search goes initially to the Faculty Affairs Subcommittee (FASCom), according to procedures announced by FASCom each year. FASCom forwards its recommendations to the Provost/Dean of the College, who consults with the President. The President must authorize all tenure-track positions. After receiving authorization, the department / program chair will meet with the Dean of the College in order to discuss the college's or department's / program's plans for the search process.

This basic timeline describes the mechanics of the search process. Successful hiring of new colleagues, however, requires thoughtful engagement with a host of questions and priorities long before a formal request. Tenure-track hires define the future of the College. Therefore, the decision to search must grow from assessments of the future of the discipline and the general education program, input from earlier program reviews, current and projected student interest, and conscious decisions to guide the curriculum in the years ahead. A forward-looking posture is essential to successful hiring of diverse faculty. Indeed, envisioning a new position and cultivating potential candidates may require work over years before a successful search. For example, sabbatical replacements and visiting faculty searches may serve as useful first steps in an eventual tenure-track search.

The impetus for a tenure-track search may result from differing circumstances that can be supportive (or sometimes not supportive) of this forward-looking approach:

- a tenured faculty member may announce plans to retire in advance, allowing the department to plan for a search over time,
- a tenure-track or tenured faculty member might leave the College unexpectedly (either from their own desire or from a non-renewal of contract),
- a perceived curricular need or institutional initiative may emerge that could be addressed through a new tenure-line in the department / program.

Whatever the impetus for a search, all searches require a full justification. When a tenure line is vacated, a department cannot assume it will be filled automatically. The department must submit a formal justification and proposal to the Dean and to the Chair of FASCom. The procedure is outlined in the *Faculty Handbook* (III. A. 2), with specific procedures and guidelines established by FASCom.

What makes for a strong proposal? While the specifics of each proposal may differ, proposals need to be persuasive with wide audiences and diverse perspectives. No matter how obvious the case may seem from a departmental perspective, the proposal must convince others, who must make recommendations based on the highest needs of the institution. Each new search is an opportunity to think about college-wide priorities and inter-departmental connections, while also recognizing the needs of the department.

To make a strong case to the College, you will need to include:

- A description of how a potential hire advances the mission of the College, promotes the diversity of the faculty and our curricular offerings, and addresses student interests.
- The rationale for the position within the department, considering what has been done before, but also what will be priorities in the future.
- The impact of this position regarding needs beyond the departmental offerings (e.g., interdisciplinary programs; general graduation requirements such as FP, immersive / active learning; civic and community engagement; other curricular or program contributions).
- Enrollment trends / demand. The Dean will provide recent departmental enrollment data in order for the department to consider how a search addresses existing pressures or aims to expand enrollments in new areas.

Proposals most often result from discussions within a department, but they can also emerge from discussions between departments. The Dean and/or the Chair of FASCom are also willing to look at drafts to offer guidance on how well a proposal addresses the questions that FASCom, the Dean, and President will bring to their assessment.

PREPARING FOR THE SEARCH PROCESS

Preliminary Meeting: For all tenure-line searches to be conducted in an academic year, all continuing members of the department will meet with the Dean of the College in September to go over processes and expectations of a search and discuss ways to build an applicant pool. Search chairs will meet with the Dean of the College to discuss department-specific matters such as parameters for narrowing candidate pools, additional departmental training (e.g., guarding against implicit and unintended biases), preparation for on-campus interviews, and other topics.

The Search Committee: The search chair can vary, though often the department/program chair runs the search, or a tenured member of the department. A position announcement is prepared by the search committee. The position description is then submitted to the Dean of the College for review and final approval. Once the description is approved by the Dean, the search committee or chair actively recruits candidates, and participates in each aspect of the decision-making process that leads to the final recommendation to the Dean's office.

Recommendations for Recruiting and Retaining a Diverse Workforce

Search committee training. Search committees should participate in a brief training workshop before beginning a search that would help them more effectively recruit candidates from underrepresented and international groups.

*Topics would include unseen bias in the reading and interpreting of candidate files, questions to ask (and avoid) during interviews, organizing a successful campus visit, etc.

*The training could be a stand-alone activity, or organized as a component of a more general workshop on conducting a successful job search.

*The Office of the Dean of the College and the Office of Human Resources should create a standing repository of information related to diversity and inclusivity in higher education, to which faculty and staff search committees can refer throughout the hiring process.

Knox College Campus Diversity Committee/Approved May 2015

Identifying Members of the Search Committee: Working collaboratively with the Office of the Dean of the College, the department or program determines which members of the department/program will participate in the various stages of the search process. All members of the search committee need to be present for all committee deliberations.

- Tenured and Tenure-Track Faculty Members, and Full-Time Continuing Faculty

  All tenured and tenure-track and full-time continuing faculty members in the department/program or program should participate in the search. For most departments, the "search committee" and "all continuing department members" are the same group. Only large departments (5 or more tenure-track and continuing members) should consider establishing a narrower "search committee" that does not include all eligible department faculty. In such cases, the main role of the "search committee" is to complete initial screening of files according to guidelines established by all eligible department members. Notwithstanding the above, a faculty member on sabbatical may choose not to participate. In the case of a retiring faculty member in the department, in consultation with the department/program, the Dean will clarify the role that person will play in the search process. Retiring faculty members are normally not a member of the search committee.

- Member from Outside the Department

  All tenure-track search committee include a faculty member from outside the department/program. The department/program decides on a few names; the Chair discusses these with the Dean in order to agree on a choice, and then the Dean usually makes the contact. It's most helpful to have someone who is connected to the discipline in some way, and someone whose judgment you will respect. You also can look to balance out the search committee on one or another factor. If all search committee members are tenured, it would be helpful to have someone more junior. If all are men, then a woman. You want someone who, when it comes time for the campus visit, will plan a positive role in recruiting the candidates. It would be best to avoid someone who has a particular stake in the outcome of the search (e.g., someone who might be much more interested in one subfield than another).

The outside member is a full participating member of the search committee. They also should be present at all search meetings that begin to cull the applicants to top candidates. The outside member should participate in initial interviews or view recordings of those interviews before decisions on campus finalists are made. Additionally, the outside faculty member will be present during the campus visits when the search committee talks to the candidates. Finally, the outside faculty member must be present when the search committee meets to determine the ranked list of candidates; the outside member receives one full vote.

- Students

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

- Faculty with Special Appointments

  If the department/program wants to include any faculty member with a special appointment (i.e. any appointment other than tenured or tenure-track) to play a role in the search, the Chair should discuss with the Dean in advance, provide a rationale, and set expectations.

Confidentiality: Confidentiality of all search process is a paramount responsibility of every member of the search committee. Failure to uphold confidentiality of the search could result in the suspension of the search. All of the material candidates submit is confidential and should not be shared with anyone who does not have a direct role in the search. In addition, all search committee conversations are confidential and should not be shared with anyone who does not have a direct role in the search. Questions about the search by candidates should be referred to the search committee chair, who can update candidates about the process. All positions are posted on the Knox website so direct any inquiry you may receive about the position to that listing or to the search committee chair. The search committee chair should also discuss confidentiality with the department/program administrative assistant and any work-study student who may be asked to open submissions or file candidate material.

Equitable Practices: All faculty searches must be conducted consistently with all policies against discrimination and harassment as state in College polices and the *Faculty Handbook*. All participants should be informed about these policies and their applicability.

The Search Process: The following is a list of the typical tasks of a search process undertaken by the search committee. The chair of the search committee may choose to delegate some of these tasks to other members of the committee.

- Writing the draft position announcement that will appear in the *Chronicle*, on the Knox website, and electronic job search websites. The Dean must approve the final official version of all announcements.
- Sharing the official position announcement that appears in discipline-specific publications and websites.
- Reviewing files and participating in a discussion that results in the first set of candidates being removed from active consideration.
- Reviewing files (and any subsequent material requested from candidates) and participating in the discussion that leads to the identification of candidates for online or conference interviews.
- Conducting online or conference interviews.
- Reporting on online or conference interviews to the larger search committee and department.
- Leading the discussion that leads to the identification of the top six candidates. These are the candidates whose names are shared with the Dean.
- Participating in the campus interviews.
- Conducting telephone conversations with references of the campus interview candidates.
- Leading the discussion about the final review of candidates and writing the recommendation that is sent to the Dean's Office.

RECRUITING FOR THE POSITION

Considerations Before Writing the Job Announcement:

1. Given the discipline and the teaching, scholarship, and service responsibilities in the College, how does one invite high caliber candidates to see the position as an attractive one?
2. Are there subfields that need to be defined for the position?
3. Will the department/program consider candidates who are ABD?
4. Job announcements should normally request a minimum of extra work or materials from candidates at the earliest stage. A department/program may choose to ask for transcripts and letters of recommendation after an initial review of files. However, transcripts and letters of recommendation must be in the files of the top six candidates that are shared with the Dean's Office prior to the authorization of on-campus interviews.
5. What will the department/program request as evidence of teaching effectiveness?
6. What will the department/program request as evidence of scholarship, research, or creative work?

7. Will the department/program request a statement of teaching philosophy and/or a research statement?

Writing the Job Announcement: The department's first task, once the position has been approved, is to write the job ad. The request for the search authorization should be the starting point for drafting the ad, though it is also common to decide at this point on more specific preferences to include in the ad. These specifics vary by department and by need. Sometimes a search is targeting very specific interests while in other circumstances a very open-ended description would be better.

One key element to take into account is how large the cohort of candidates is in a given field. If the field usually attracts a very large number of candidates—where an open-ended ad might generate several hundred applications—the department would probably do best to define the job in such a way as to limit the number of applications. But sometimes the supply is small, and the ad has to be crafted more broadly. A middle ground, commonly used, is to make the primary field broad, and then list a number of preferred secondary interests. Or you can say that specialties are open, but with a special interest in [name particular field(s)]. If leaving the description open ended, it can help to say that the strongest candidates will be those who complement the strengths of the current faculty. Check ads in your professional journal to get a sense of commonly used language and categories. Some disciplines have further requirements for the information that must be included.

The ad should be placed in the major job placement publication for your field, usually now on the web instead of in a print publication. In addition to any ads placed in web-based job postings, you must also place at least one ad in print, to satisfy the requirements of the U.S. Department of Citizenship and Immigration Services (which gets involved if the preferred candidate is not a U.S. citizen). The College will meet this requirement through a job listing in *The Chronicle of Higher Education*. National advertising is central for insuring a wide pool of applicants; it is also necessary for complying with affirmative action procedures. In addition to such national, public advertisement, personal contacts and more targeted communication to contribute to building a diverse pool of applicants.

Flyers can be sent to major universities and to departments that produce a large number of diverse candidates. An announcement can be placed on e-mail lists that are specialized by sub-field.

Departments and programs provide most of the information that will be contained in a job announcement when the Tenure-Track Faculty Position Request Form is submitted. Once the search has been authorized, the department/program then writes the formal job announcement and submits that announcement to the Dean for review and approval; from there, it is sent on to Human Resources for placement.

- Position announcements will be placed in *The Chronicle of Higher Education* and in *Diverse: Issues in Higher Education*, as well as and the Knox Human Resources website.

Departments/programs wishing their position announcement to be placed in a publication in addition to the ones listed above, including discipline-specific publications, should work directly to identify those sites. Other publications to consider: *Hispanic Outlook in Higher Education*; *Affirmative Action Register* [www.aarjobs.com]; Historically Black Colleges and Universities (www.hbcuconnect.com); Hispanic Serving Institutions (www.hacu.net); Tribal Colleges (www.aihec.org); www.LatinosinHigherEd.com; and www.AcademicCareers.com, using their “Diversity Package”; as well as discipline-specific publications. Also note that approved ads can be submitted directly to free on-line posting sites, such as AAC&U’s diversity postings (www.diversityweb.org/diversity_postings/position_openings/submit/index.cfm).

Recommendations for Recruiting and Retaining a Diverse Workforce

Focused advertising. Search committees should make a concerted effort to reach candidates from underrepresented and international groups through targeted advertisements and more explicit language about the college's commitment to diversity and inclusivity.

*Place advertisements in journals and professional association job boards with strong ties to underrepresented groups. (*Diverse Issues in Higher Education*, *The Hispanic Outlook in Higher Education*, etc.)

* Consider recruiting at academic conferences or professional meetings that attract candidates from underrepresented and international groups.

* Consider altering the boilerplate language currently used in job ads to include more specific references to the college's historic mission of access and inclusion, its successes in recruiting an exceptionally diverse student body and developing diverse curricular offerings, and the special opportunities for student mentoring and advising.

Proactive networking. Search committees should make a concerted effort to use both formal and informal networks to recruit candidates from underrepresented and international groups.

* Faculty search committees should consider contacting placement directors at institutions known for training PhD candidates from underrepresented groups. (*Diverse* publishes an annual list of the "Top 100 Degree Producers," which includes the top PhD-granting institutions for people of color.) Search committees may also look to historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and other schools with strong ties to underrepresented or international groups.

* Search committees should utilize existing informal networks, consulting with colleagues, alums, and members of the local community to identify promising candidates from underrepresented and international groups.

* Search committees should take advantage of the professional networks of Knox colleagues with ties to national organizations that have diversity and inclusivity central to their mission.

The College may consider partnering with one or more minority-serving institution (MSI) to create faculty development opportunities for doctoral candidates from underrepresented and international groups. The college could organize a conference for doctoral students on teaching at liberal arts colleges, with fellowships for underrepresented/international participants. We might also consider establishing a "teaching fellows" program aimed at attracting underrepresented/international doctoral candidates. Such a program could provide special mentorship and faculty development opportunities, thereby offering a more attractive opportunity than a simple "visiting" faculty position.

Knox College Campus Diversity Committee/Approved May 2015

Position announcements should include the following:

- Title of the position
- Succinct description of duties and responsibilities, including teaching load
- Language indicating a commitment to diversity both in the description of duties and characterization of ideal candidates—see the next section, “Developing the Applicant Pool”
- Required qualifications. Regarding required degrees, normally, “PhD. [or relevant terminal degree] expected at time of appointment. Exceptional ABD candidates considered” is our standard language.
- Other desirable qualifications
- Materials to include: letter of application that includes statements on research and teaching philosophy, curriculum vitae, 3 current letters of reference. All other materials – writing samples, teaching evaluations and syllabi, transcript/s (unofficial acceptable), portfolios, etc. – should be requested separately and only from viable candidates, broadly defined. As a general rule, if you request it, the committee must read it. A lower bar to initial application can also aid the building of a diverse applicant pool.
- Type of the position and starting date
- Application procedures, including name and address of search chair
- Date by which completed application should be received. Best practices suggest that deadlines should not be absolute; rather, indicate that “Review of applications will begin….” in order to allow for applicants whose materials are accidentally delayed.

Recommendations for Recruiting and Retaining a Diverse Workforce

Diversity statement. To ensure that Knox attracts applicants who share the College’s commitment to diversity and inclusivity, search committees and hiring managers should solicit a “diversity statement” from all candidates for faculty and salaried staff positions.

Knox College Campus Diversity Committee/Approved May 2015

DEVELOPING THE APPLICANT POOL

Knox College faculty are distinguished by their high caliber, as evidenced in their commitment to effective teaching, scholarly engagement and practice in their discipline, and willingness to enhance the community of the College. In order to attract, recruit, and retain a highly qualified, diverse mix of faculty, it is crucial to act positively, pro-actively, and affirmatively.

Search committees should create position descriptions that are aligned with department/program, college, and institutional visions of the future. Search committees must guard against writing a position description that could automatically exclude or 'define out' candidates who have a diversity of experiences, including experiences that may not be traditional routes into academia. Instead, the goal is to write a position description that attracts a diverse group of applicants—defined broadly, including but not limited to race and ethnicity, gender, sexual orientation, age, religion, disability, economic or social class, national origin, or other legally-protected categories, and multi- or cross-disciplinary expertise—and then develop and execute a plan to recruit such applicants. Examples of wording used in position descriptions to signal interest in diverse perspectives include the following:

- Conducts scholarship in areas related to diversity
- Experience with a variety of teaching methods and/or curricular perspectives
- Previous experience interacting with diverse communities
- Experience in cultures other than their own
- Academic experiences and interests in culturally diverse groups
- Interest in developing and implementing curricula that address multicultural issues
- Demonstrated success in working with diverse populations of students

In finalizing the ad language, please supplement the description of the ideal candidate by including one or more of the above descriptors. Using one of these key phrases provides a mean to communicate the College's shared commitment to diversity. The search committee chair will meet early in the process with the dean to discuss recruitment strategies.

Make all best efforts to bring diverse candidates to an on-campus interview. Document the search committee's efforts to recruit a qualified and diverse candidate pool. Prior to issuing on-campus interview invitations, the chair of the search committee and the Dean of the College will meet to determine which candidates to bring to campus, with an eye toward efforts made to develop the applicant pool.

Recommendations for Recruiting and Retaining a Diverse Workforce

Equity throughout the search process. At each stage in the search process, search committees should make an effort to ensure that the narrowing of the applicant pool demonstrates equity in the treatment of candidates from diverse backgrounds.

*When candidates are chosen for phone/online interviews, and again for campus visits, the narrowed applicant pools should reflect the original applicant pool with respect to candidates from underrepresented and international groups.

* In the case of a search that does not identify any serious candidates from underrepresented or international groups, the search committee should be prepared to explain how they reached their decision about the final applicant pool.

Knox College Campus Diversity Committee/Approved May 2015

Other ways you can signal your commitment to attracting a diverse faculty: In all recruiting, placing advertisements is merely a beginning step. Advertising is necessary but is *not* sufficient to ensure that there will be applicants of the desired caliber and diversity in the final candidate pool. It is incumbent upon the Search Committee and its chair to do more to identify and attract the most highly-qualified applicants.

- All search committees should indicate specific steps that will be taken during the search to maximize the number of minority applicants and to assure their being given careful attention.
- The Search Committee Chair should contact selected College graduate departments/programs to seek information about potential minority applicants. For example, the publication *Diverse* lists universities producing significant numbers of minority PhDs. National lists of minority faculty and recent doctorates are usually available through the Dean's Office and should be used as part of the search strategy. Telephone calls are preferred to mailed announcements because they have been demonstrated to be far more effective than written alternatives in generating applicants.
- Personal contact by letter or telephone with leaders in the field to solicit nominations of potential applicants is a crucial adjunct to the above efforts. Direct contact with those who train graduate students and those who are well-established in the field, especially those who themselves are minorities or women, often leads to the most promising applicants. Contacts soliciting nominations may be initiated by any member of the Search Committee or by any other individual at the College who is in a position to help. Such calls should: describe the position and its relation to the overall program; ask about possible applicants, especially minorities and women; ask about others who might know about such potential applicants.
- All positive responses to initial invitations to apply should be followed by a letter from the Chair of the Search Committee, enclosing a copy of the position description.
- Use list-serves to send position announcements directly to appropriate professional organizations and associates, and relevant departments at universities that are members of Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges (web sites listed above); also mail to leading Ph.D. institutions of minority Ph.D.'s.
- Make numerous word-of-mouth contacts, especially with potential applicants from underrepresented populations
- Incorporate issues related to cultural pluralism and diversity into the curriculum and pedagogy where possible.
- Provide encouragement to colleagues from underrepresented populations to apply to Knox, and contribute to a welcoming and affirming on-campus experience for them.

Please see Appendix for national and state laws about protected classes.

ADVERTISING THE POSITION

After a search has been authorized, the Dean's Office will place the ad in the *Chronicle*. The department/program or search chair should identify any discipline-based publication or website where the position ought to be announced. Often the paid advertisement in the disciplinary journal is shorter than what appears in the electronic listings. Increasingly, job candidates focus on electronic resources that provide job listings; nevertheless, for U.S. visa purposes, it is necessary to place the ad in a hard copy of a publication (usually *The Chronicle*). In addition, department/program chairs ought to send a copy of the approved announcement to appropriate graduate programs, especially those identified as the "top" programs in the area of specialization and those with a strong record of graduating people of color and other underrepresented groups. In addition, the announcement ought to be sent to minority serving discipline-based newsletters and any other website that is relevant.

Collecting Applications

Candidate applications are collected electronically through Interfolio. For faculty and staff searches at Knox, we now create an email address specific to the search—such as Psychsearch@knox.edu by asking User Services to create such an email. The search chair and the building administrative assistant should make arrangements to collect and share applications through Interfolio. Administrative Assistants are the best resources here and can handle collecting and maintaining the files.

Organizing Application Materials

Departments/programs construct a simple spreadsheet in Google Sheets for application materials in order to track the receipt of all required materials—administrative assistant in each academic building can develop and maintain this site. Typically, the database includes the applicant's name, degree status and location, courses taught, research area, and items deemed relevant to the particular position.

Acknowledging Receipt of Application Materials

Receipt of applications should be acknowledged, usually by email, as soon as they are received. The message can be simple: "Thank you for applying for the position in X Department. Review of applications begins Y and if we need additional information form you, we will be in contact."

Recruiting/Interviewing at a National Conference

Most disciplines have a traditional "search season" that may or may not include a national conference at which large numbers of job seekers participate in formal interviews. Being highly costly for graduate students (and colleges), national conference recruiting and interviewing are falling out of favor. The assumption is that national conference interviews are neither necessary nor desirable for most searches. Nonetheless, for some disciplines and searches, participation at the national conference is seen as essential. For other departments/programs, the national conference may only provide opportunities for informal recruiting.

When the search chair and the Dean of the College meet to discuss the department/program's search process, the need for conference attendance will be determined.

REVIEW OF APPLICATIONS

The initial screening of applications must be based on the articulated requirements in the position description. Thus, a common understanding and consistent interpretation of the position description by the Search Committee members and department/program faculty are essential. Deciding the criteria for assessing the strengths of candidates is an important part of the process. Members of the Search Committee and the department/program should convene early in the search process to establish a clear understanding of the criteria for the position, and to ensure that all persons interested in the position are given the same set of instructions for completing applications and to ensure that all applicants will be considered under the same set of criteria.

Search committees should always be on the guard against biases that may intrude into their evaluation of a candidate, such as where or what type of college or university an applicant attended, unknown referees, or scholarly focus within the field being searched.

File-reading: If the number of applications is very large, there are ways to divide up the work so that not all search committee members have to read every file (even while they are welcome to do so): the chair or small group of search committee members can make a first pass through all the files, setting aside files of people clearly inappropriate for the job, and putting the rest into two piles: "top candidates" (being very generous in this distinction) and "others in the running." When making this first pass, it is helpful to mark up the materials for an information sheet that can be created for each candidate, with multiple copies left in the file for other readers. This way the basic factual information only has to be written down once.

Even if such a preliminary sort is done, it should be made clear that all committee members are welcome to read all of the files. Committee members should take notes on each candidate as they read, and should make an assessment of each candidate as they proceed. The committee should agree on a common process and rating system at the outset, so that rankings easily can be compared. Interfolio has a feature for rating and recording and sharing candidate information. It is recommended that you use this system to record your notes. To use this feature, however, you still must decide in advance on what the rating system signifies. For example:

> 5 = matches all criteria for the position, as identified in the job ad with distinction (e.g., extensive teaching experience, diversity of fields represented, publication record, etc.)
> 4 = matches all criteria for the position, as identified in the job ad
> 3 = matches most criteria for the position
> 2 = matches some, but not all, criteria for position

1 = does not match criteria for position

Relevant Questions for Discussion:

- How closely does the degree field and graduate training need to match the position, to what extent, if any, are you hiring a generalist, to what extent are you seeking or avoiding overlap with current faculty?
- How will you weigh preparation to teach vs. experience teaching?
- What weight should be given to the colleges/universities from which an applicant earned her/his degrees?
- What type of diversity experience is important?
- How far advanced is the candidate in developing a research/scholarly/creative agenda, beyond the degree work? Plan for future work?
- If candidates do not have a terminal degree, under what circumstances would an ABD candidate be preferable to someone with a completed terminal degree?

Ranking Candidates: There are a number of “systems” departments/programs employ to rank candidates. No matter how simple they appear on the surface, they should be approached with caution. For instance, a system that asks committee members to provide a 1 (great candidate), 2 (good candidate), 3 (acceptable candidate) or 4 (unacceptable candidate) can produce odd outcomes. For example, a search committee of four could rate two candidates thusly: Candidate #1: 2-2-2-2. Candidate #2: 1-1-4-4. Which one should advance? Candidate #1 scores higher (average of 2) than Candidate #2 (average 2.25). But Candidate #1 offends the least and wows none, while Candidate #2 rises to the top for some. Conclusion: Both candidates should be discussed carefully. Therefore, the primary goal of any system should be to quickly identify unacceptable candidates and remove them from consideration while simultaneously allowing all acceptable candidate to be given full and fair consideration. It is not unreasonable to discuss as many as 25 candidates who fulfill the advertised criteria, particularly in searches that attract a large number of applicants.

Request for Additional Material (if relevant): Departments/programs that conduct formal conference interviews and those that receive a large number of applications (75+) may wait until after an initial ranking before requesting materials. For smaller pools, the search chair may conduct an initial scan of applicants to sort out the clearly unqualified candidates and request materials from the qualified ones. After narrowing the pool, the search committee chair will contact candidates still in contention and request additional materials. These might include writing samples, teaching evaluations, teaching videos, additional letters of reference, portfolios, and/or transcripts. The request for additional materials can be made by email to individual candidates.

Narrowing the list of applicants: Depending on the discipline and time of year, the steps for narrowing the candidate pool may vary. Interviewing at disciplinary conferences is preferred, but if the timing of the search does not allow for this, phone or online interviews should be done for your top 12-15 candidates so that you can narrow the list to your top six. Even if you have conducted preliminary interviews at a disciplinary conference, phone or online interviews must be done for your top 12-15 candidates since not all candidates in the pool may have attended the conference, talked with you, or talked with you after the position description was released. This ensures equitable treatment of candidates.

PRELIMINARY INTERVIEWS

Conducting Online (Virtual) Interviews: With the decline of conference interviewing, online (virtual) interviews (e.g. Zoom, Google Meet, etc.) provide search committees the best opportunity to further refine their list of top candidates. Online is now clearly preferable to phone, and using one type of interview consistently is required, even for on-campus candidates. Online interviews are usually 25-30 minutes in length and should include an opportunity for the candidate to ask questions. If an instance arises where some interviews will be in-person and others online, please be sure to follow the exact same format for each to ensure consistency. All members of the search committee should be on each interview to allow for a diversity of listening and opinion when candidates are presented to the rest of the search committee. Recording of interviews is permitted but should be made clear to all candidates in advance and done for all candidates uniformly. Recordings may only be shared with members of the search committee (or department) and may not be used for any other purpose.

Conducting Conference Interviews: Conference interviews should only be considered where there is a clear benefit to the search and should be discussed with the Dean in advance. Ideally, a minimum of two members of the search committee would participate in the interviews and provide a detailed report back to the search committee. All efforts should be taken to avoid using a hotel bedroom for the interviews. Just as with an online/phone interview, be sure to allow time for the candidate to ask questions. In addition to discipline-based teaching and scholarship questions, at this stage, it also is pertinent to ask questions regarding the fit of the candidate to the College and the College, and to use situational questions to better assess their expertise. Also, request permission to contact references.

Preliminary Interview Guidelines

Preliminary interviews are an enormous help in sorting out candidates. Among the top candidates who all looked terrific on paper, some, invariably, will not shine in person. The goal is to end up with three candidates who will be invited to campus, and at least three back-ups if none of the top candidates work out. It's best to limit preliminary interviews to 10-12 candidates over two or three days. This is intense and interesting work, but also exhausting.

Some scheduling considerations:

- Leave a little time between each interview so that you can jot down notes about the interview, compare opinions, read up on the next person, and stretch a bit.
- Try to leave 90 minutes for lunch to allow a decent break.

- Thirty minutes is usually long enough for each interview. This gives you sufficient time to get a good sense of the candidate.
- If you schedule interviews 45 minutes apart, this gives you some leeway and break time.
- Schedule in time after the final interview for search committee members to compare notes and come to a ranking of the candidates. It is much better to do this when candidates are fresh in your mind.
- Leave the last five minutes of each interview for the candidate to ask questions.

Develop questions that are asked of all candidates since this gives easy points of comparison. Begin with a question that will be relatively easy for the candidate to answer, probably something about their dissertation or other terminal degree work. Be sure to ask about both research and teaching. Some candidates will assume that research is unimportant at a small liberal arts college, and it's important for them to know that we are very much interested in this part of their professional life. Some sample questions:

Research/Scholarship/Creative Work

- How would you describe the contribution of your research to the field?
- What directions might your future research take?
- In what ways might your research inform your teaching?

Teaching and Pedagogy

- What courses do you most look forward to teaching?
- How might/do you structure an introductory survey course in our field?
- What assignments have you found most productive?
- What is a mistake you've made in teaching that you've learned from?

During the interview process, ask about each candidate’s commitment to diversity and how each might manifest that through work at Knox (teaching, advising/mentoring, recruiting, etc.). For instance, it would be appropriate to ask: “Please describe your commitment to diversity, and give us specific examples how you have manifested that in your professional life.” Or, “How would you encourage more underrepresented students to consider a career in XXX?” Or, “Please discuss advising tactics for differing subsets of students.” Or, “How would you promote/model acceptance and inclusivity on campus outside the classroom?” Or, “Why is diversity important in higher education?” Each successful candidate must demonstrate an understanding of and commitment to the vital importance of a diverse learning environment. (See the attached “Some Ways Faculty Can Manifest a Commitment to Diversity” document).

Conducting Reference Calls: Prior to an on-campus visits or after the campus visit but before the committee meets to deliberate on the finalists, references for each candidate should be contacted. To ensure consistency, the search committee chair should make these calls. Each reference ought to be asked the same questions. Reference calls are vital to provide an opportunity for frank conversation about a candidate's strengths, and to have perspectives amplified and explained.

It is important that the chair keep records of these calls, including dates and brief notes on each conversation.

Suggested Reference Call Protocol:

Introduction: (After you introduce yourself) "I'm calling to follow-up on the reference you provided for X who is a candidate for the tenure-track position in our department/program. The search committee has read the material X sent us. This person is now a finalist for the position."

"I have a few questions I'd like to ask you about X 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/program or an interdisciplinary program.)

Questions:

1. "What are the special talents or abilities you think X will bring to this position?" (Follow-up to make sure that this reference provides more detail regarding teaching, research or both depending on the person's relationship to the candidate. Probes might include asking the reference to describe the candidate's work on a specific project or in a particular course if the reference has observed the candidate in a teaching situation.)
2. If your notes from the telephone interview suggest a significant difference between the candidate's self-perception and the description provided by the reference, you should follow up and ask about the discrepancy (e.g., "In our phone conversation, X described himself as a generalist, your description seems to indicate that his focus is more narrow. Could you talk about that a bit more?")
3. "In what ways does X need to grow or improve in his professional life?"
4. At this point, you might ask questions specific to your candidate based on your initial interviews—anything that would satisfy any lingering doubts or concerns you have and anything that you thought seemed particularly special and positive. (e.g., "We're very interested in the type of research that X has been engaged in but she does not yet have much independent teaching experience. Could you say a bit about why a position with a significant teaching load would best suit her?" or "We were very intrigued by the

outreach program X participated in as a graduate student. How do you think that prepared him for our position?”)

5. “Knox has a strong commitment to diversity. How do you think X will be able to contribute to diversity initiatives?”
6. How well does the candidate match the qualifications of the position?
7. “Is there anything else you’d like to tell me about X?”

Submitting Recommendations to the Dean’s Office: The Dean will have access to all files through Interfolio. After the search committee has identified the top six to eight candidates in the pool, the Search Committee Chair will provide a ranked list of the top candidates, with brief rationale. The Chair may also share a list of additional top competitors if the pool is large. The Dean will review those files and the Dean will meet with the Search Committee Chair in order to discuss the candidates who will be invited to an on-campus interview. Typically, three candidates are brought to campus. Search Committee Chairs should plan for turnaround of time of approximately 48 hours from the time files are received by the Dean’s Office to the meeting with the Dean.

Search Committee Chairs should not contact the candidates until the Dean of the College has approved the final slate of candidates for interviews. If the chair is contacted by one of those candidates, you can say that you will be contacting campus interviewees within the week.

While the Dean is reviewing the files, the search committee chair can work with the department/program, the outside the department/program representative, the Dean’s Office, to identify dates for the visit and begin constructing the interview schedule.

Departments/programs may choose to include internal candidates among their finalists, but internal candidates are neither to enjoy special treatment nor are they to meet higher expectations than other candidates for the position. It is not appropriate to interview an internal candidate unless that person is competitive for the position based on initial review of applications. Do <u>not</u> include an internal candidate as an on-campus interviewee as a “courtesy” to that person and do not ask that the number of on-campus interviewees be expanded simply because you have an internal candidate. Internal candidates must be legitimate finalists in order to be invited for an interview, and the pool of candidates will not be expanded to accommodate internal candidates. Geography should not be a factor in selecting finalists.

ORGANIZING THE CAMPUS VISIT

After the Dean has approved the candidates for an on-campus interview, the Search Committee Chair contacts each candidate to ascertain continued interest in the position and to identify dates for the campus visit. When arranging airline tickets, the candidate may book his/her own ticket, but please provide some parameters to them about arrival time and price of ticket; economy class only. If candidates want to deviate significantly in price or time from the suggested flights, search chairs should confirm the appropriateness of this with the Dean.

Candidates should be on campus for one-and-a-half to two days to allow adequate time for the interview schedule and for the candidate to assess the College. The schedule should include the full breadth of what the department or program engages in, such as field or clinical work. The chair of the Search Committee should communicate relevant details of the visit to each candidate, and in particular, explain what is expected of them in the teaching/research presentation. This can be done via telephone initially, and the followed up with written confirmation via email or letter. As a courtesy, please ask candidates if they have any preferences or needs regarding diet or accommodations during the visit. Even in the case of "local" or internal candidates, each candidate should be on campus for the same schedule as external candidates.

Itineraries for candidates should be sent to the Dean's office before the schedule is sent to the candidate. This allows the Dean's office to keep aware of the search and offer guidance, if necessary.

At least 48 hours prior to the visit, candidates should receive the final version of the campus visit schedule.

The chair of the Search Committee is responsible for arranging and circulating the schedule of a candidate's visit to those meeting with the candidate. Invitations for the presentation portion of the on-campus interview should be issued to relevant faculty, staff, and students. On the schedule, please note who will greet the candidate at the airport or hotel, and who is responsible for the candidate's departure from campus. Candidates should be picked up and dropped off at the airport by a faculty member in order to allow Knox and the department/program to be hospitable and professional.

The chair of the search committee may designate a faculty host for each candidate to ensure the smooth running of the visit.

The Dean's Office provides a packet of information to each candidate for a tenure-track position. The packet contains information about Knox College, including a campus view book and list of faculty development opportunities.

Campus Interview Schedule:

Interview schedules should be as nearly identical as possible for all on-campus candidates to ensure equity of opportunity and assessment. Deviations should be addressed with follow-up opportunities (for example, a subsequent Zoom meeting) as appropriate.

As candidates and eventually as faculty members, interviewees will be assessed separately on the criteria of teaching and research / creative work. Therefore, the on-campus interview must include both:

- A classroom (or classroom-style) teaching demonstration
- A research, scholarly, or creative work presentation

The Interview Schedule is likely to include all or nearly all of the following items:

- A meeting with the Department/program Chair to provide an overview of the interview schedule, the department/program, the teaching assignment, and the search time line, etc. (30 minutes)
- A meeting with the full search committee (at least 1 hour).
- A meeting with the Dean of the College to discuss faculty development, tenure criteria and process, salary, start-up package, if appropriate (60 minutes).
- Meeting with Human Resources (30 minutes)
- An opportunity to talk with department/program majors
- A campus tour
- A tour of the library, ideally with the librarian who is the liaison for the department/program
- Meals with students or department/program members. Meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department/program chair
- A meeting with other Knox faculty not members of the hiring department or program—the Dean's office can assist in arranging these conversations (60 minutes)
- At least one-half hour of free time prior to the teaching demonstration or research/creative/creative presentation
- If you will be inviting members of the Knox community to attend a public presentation by the candidate, please write the announcement for a generalist audience of faculty and staff

*Departments/programs may be tempted to organize the campus interview around individual meetings with department/program colleagues. This strategy is highly discouraged. First, it exhausts candidates to be interviewed over and over again. Second, in medium to large departments/programs this practice uses so much time that other important visit features such as the tour of the area are eliminated. Third, a series of individual interviews undermines the decision-making process because committee members do not have a shared experience of listening to a candidate's responses and questions. Fourth, individual meetings risk search committee members making inaccurate assertions that are not able to be addressed. Search committee members have multiple opportunities to talk with candidates if they make sure to participate in other activities such as meals, airport trips, and tours.

Teaching Demonstration: The purpose of a teaching demonstration is to provide search committee members the opportunity to assess a candidate's ability to explain discipline-specific material to an undergraduate audience. Obviously, students must be present for the teaching demonstration. The demonstration can occur in a regularly scheduled course or with students recruited for the occasion (keep in mind, though, that while that can be done if necessary, it can also work against a candidate who is trying to engage students who are unfamiliar with each other).

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

Research, Scholarship, or Creative Work Presentation: The purpose of a research, scholarship, or creative work presentation is to provide search committee members the opportunity to learn in greater detail a candidate's professional agenda. Students should be invited to the presentation and all candidates should be given the same direction, time limit, and audience expectations.

The department or program chair should have a clear conversation with each candidate to insure that candidates understand the search committee's expectations of the demonstration and the context (type of course, audience, etc.) for the demonstration/presentation. Each candidate should be given the same expectations, time frame, and type of demonstration.

As a courtesy to the candidate, presentations should not occur over a meal. Attendees should be willing to give their attention to the candidate fully as a sign of respect. Light refreshments for a reception or social after the presentation, or lunch when the presentation is over, are acceptable.

Additional Ideas for the Campus Visit:

- Attendance at a campus event—concert, play, athletic event
- A meeting over a meal or coffee with faculty from other department/programs with related interests
- An informal meeting with first and second year tenure-track faculty from other departments/programs.
- A reception in the home of a department/program faculty member that includes several faculty members from other departments/programs.

Expenditures for meals should follow these standards:

1. The Dean's Office, in accordance with the College's travel and reimbursement policy, provides up to $120 total for dinner. (This amount is calculated as the candidate plus three search committee members. Alcohol cannot be reimbursed.) Ideally, 4 total people facilitates conversation with the candidate.
2. Spread out the meal duties. Every search committee member is not required at every meal. Similarly, every meal during the time at Knox needs to be a group meal. Remember that every meal with a member of the search committee is an interview, regardless of what you think or say. Candidates need some time to relax, too.
3. Creative ways of inviting an entire department/program to meet with a candidate are encouraged, such as a dessert reception at someone's home.
4. If students are taking candidates to lunch, please designate specific students to accompany the candidate—general calls to students have not had much success.

Effectively Engaging Students: Campus visits always include a meeting with students familiar with the department, often over lunch. Find several students who you think would make a good impression on the candidate, and ask them to help in the search by attending the lunches and the candidate talks. (You can do this through an open call to majors for volunteers, direct solicitation of individuals, or some combination of the two.) Explain to the students that they have (as do the faculty) a dual role in interacting with the candidate: We are evaluating the candidate, but we are also "selling Knox" to the candidate; assessing and recruiting are both going on at once. Interviewees who are strong candidates may well have other options, so if the person looks good for Knox, we want to let them know about what a good place Knox has been for us—and might be for them. Of course we should also be honest about weaknesses where it is relevant—and perhaps even important—to mention them. But the general tone should be upbeat. Emphasize to students that it is important to see all the candidates, if at all possible, so that a comparative assessment can be done. It may be harder to get to all the talks than to all the lunches, but the more they can go to, the more helpful it is.

You might suggest questions students can use to get the conversation started. For example:

- What would you be most interested in teaching?
- What was your own undergraduate experience like?
- What is your approach to teaching?
- Have you directed any independent student work?
- Are there any areas of your research in which students might be able to participate?
- Alert them that the candidate might well ask them what they think about the department, and what they think about student life at Knox.

Search committees find student feedback to be useful during the deliberation process. Students should receive a feedback form to fill out and return for each candidate. In addition, search committee chairs often contact any student who interacted with the candidate to solicit their impressions. Feedback forms can be distributed and collected at the teaching demonstration or sent by email at a later time to all students who had interactions with a candidate (see sample at the end).

Background Checks: All College employees will be required to have a background check as part of the search process. The Dean's office will work with HR and finalists in advance of coming to campus, sending them the authorization form. The background check takes 1-2 days to complete; candidates can come to campus during this time. Typically, an offer cannot be made until they have successfully completed the background check. All costs are born by the Dean's office; the check is conducted by an external firm.

TRAVEL ARRANGEMENTS AND EXPENSES

Travel arrangements are made by the Search Committee Chair or the Department/program, with assistance from the building administrative assistant. Once candidate lists for on-campus interviews has been shared with the Dean for review, the Chair should work with the office of the Dean of the College and the search committee to identify dates when all participants are available for the campus interviews.

After the Dean's office authorizes specific candidates for a campus visit, the chair should contact each candidate to issue the invitation and begin making travel arrangements.

- *Air Travel:* Please be cognizant of the costs of air travel and suggest to candidates travel times that are both time and cost conscious.
- *Car Travel:* Candidates who drive to campus will be reimbursed for mileage at the standard rate. Please keep in mind that even a candidate who drives from Urbana-Champaign or Iowa City, the mileage costs are more than $200--while this is less than an airline ticket, it's important to note that there is no such thing as a "free" candidate.
- *Rental Cars:* Rental Cars are generally frowned upon and must receive prior approval from the Dean.
- *Lodging:* Campus visits should include an overnight stay. Note that Knox has contracted with local hotels for reduced rates. The Holiday Inn Express on East Main is most commonly used, but the north Henderson hotels are available as well.
- *Meals:* During the course of a campus visit, it is useful to use meals as an opportunity 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/program faculty or students, or other faculty with related interests. In order to have a comfortable, informal conversation with the candidate, meals should include no more three people in addition to the candidate. A detailed 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 Dean's Office.
- *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 Dean of the College. Please follow the Knox College *Policy on Travel, Entertainment, and Business-Related Expenses*.

GUIDELINES FOR DISCUSSIONS WITH CANDIDATES

Discussions with the candidate while on campus should be wide-ranging; this is your chance to learn as much as possible about the candidate. But there are certainly topics that are off-limits—illegal, actually. Even if you're really curious to know the person's marital status and whether a spouse/partner may be an issue in whether they would accept an offer from Knox, any such personal questions are illegal. We may not ask about marital status, gender identity, sexual orientation, race, national or ethnic origin, age, whether the candidate has children or is planning on having children, religious affiliation, or disability. If the candidate him/herself brings up such information, you can continue the conversation, but do not use this information as an opening to probe further. If the candidate asks about possible employment for a spouse/partner, talk about the College's willingness to help when it can, supplying an example or two, but explain that discussions about this topic are best held until after an offer is made.

Our goal is to identify the best candidate for the job on the basis of their professional capabilities. It is not helpful to form preconceptions of what might complicate the hiring process and/or the likelihood of a person's ultimate happiness at Knox. Neither should perceptions of which candidate will "take the job" cloud an assessment of their professional capabilities. Therefore, asking candidates "whether they will take the job, if offered" is unfair to the candidate and inappropriate to the goals of our search.

Describing the job, discussing courses to be taught: When talking with candidates during the campus visit, two tasks are sometimes in tension with each other: assessing the strengths of the candidate and selling the strengths of Knox and of your department. The stronger the candidate, the more one is tempted to focus on the latter, and it is indeed a very important part of the visit. But it is also important to be realistic. Think carefully ahead of time—and discuss with colleagues—what the teaching responsibilities of the new person are likely to be. This can range from very fixed to very flexible. To what extent will the candidate be teaching directly in their field of specialization and to what extent outside it? How much opportunity will there be for them to develop courses that would be entirely new to the Knox curriculum? Do not promise more flexibility than you are certain will be forthcoming, as it can be very discouraging to a new faculty member to experience more constraint in teaching than they were led to believe would be the case.

Exit interview: It is important for the chair to have a conversation with the candidate towards the end of the visit. It's often convenient to do this on the drive to the airport, but if someone else is doing that task, time should be set aside before the candidate leaves for an exit interview. Give the candidate a chance to ask any final questions they may have. Tell the candidate what you project to be the timetable for the search. Be sure you have current contact information so that you can reach them easily in the next few weeks (e-mail address, cell phone), and ask if there's anything that affects their timetable. It's natural for us to be curious about details of other interviews, but there's no need to ask about specifics. What is relevant is the timetable. Ask the candidate to let you know if they receive any other offer.

INTERNAL CANDIDATES

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

- It is acceptable for an internal candidate to apply for a tenure-track opening just as it is acceptable for someone from off-campus to apply.

- If you believe that someone in a temporary faculty position is not qualified for the position, it is the individual who must make that determination. If you are asked a direct question about it, it is best to refer that person to the position advertisement to explain the criteria. Under no circumstances should a candidate be discouraged from applying for a position or provided with an assessment of their "chances." Similarly, an internal candidate should not be encouraged any differently than one would encourage any other candidate. All applicants are equally welcome.

- The internal candidate must make a formal submission of materials as requested in the job announcement. The department/program should not recycle the materials submitted for the temporary position.

- Internal candidates may choose to request letters of reference from other members of the Knox community. This is their decision. However, faculty in the department/program or program conducting the search should generally not agree to provide a reference letter for the Knox search even if that person is not a member of the search committee due to the conflicting perspective it sends to the candidate.

- Online/telephone interviews are extremely awkward when there is an internal candidate and yet, out of fairness, need to be conducted under the same conditions with internal candidates who have advanced to that stage of the process.

- If the department/program conducts formal conference interviews and an internal candidate is on the list of conference interviewees, the interview needs to be conducted at the conference. If the department/program offers to accommodate external candidates who are not attending the conference, the same offer can be made to the internal candidate.

- Internal candidates must conduct a teaching demonstration under the same circumstances as the external candidate. Specifically, the demonstration cannot be held in a current section of the course taught by the candidate. Nor should the external candidate be asked to conduct a teaching demonstration in the class of the internal candidate.

- Student opinions about the internal candidate should not be solicited in any manner beyond those available to external candidates. Students who view the teaching demonstration should be asked for feedback, all candidates may be invited to provide evidence of teaching effectiveness, and all candidates may ask students to write letters of recommendation (although this is rarely a choice made by external candidates).

- If the internal candidate is one of the three candidates invited for an on-campus interview, each element of the interview schedule should be the same for all candidates, with the exception of the overnight stay in a hotel.

- When an external candidate comes for the campus visit it is reasonable to let the internal candidate know the date of the visit and expect her/him to keep limited hours in the department/program during the visit. Internal candidates should not attend the teaching or research presentations of other candidates in the same search.

- Information provided to the candidates about the search process should, within reason, be the same for all candidates. Nothing about the search process should be communicated to the internal candidate that is not also communicated to external candidates. Department/program colleagues often find it very difficult to refrain from talking with internal candidates about the search. The chair of the search committee and the chair of the department/program have the responsibility of making it clear to all members of the department/program that this is inappropriate and unfair behavior that threatens the integrity of the search process.

- Internal candidates should receive notification of their place in the search pool within the same timeframe as external candidates. For instance, if an internal candidate does not advance beyond the first screening, the chair of the search committee can communicate that information in person at about the same time that external candidates receive a letter with that information. The internal candidate should also receive formal notification.

AFTER THE CAMPUS VISIT

Once the final candidate has left campus, the search committee should convene as soon as possible to compile an evaluation of the candidates. Committees should consider student evaluations, other colleagues' evaluations, and their own in their ranking. Once completed, search chairs should send *the ranked list of candidates to the Dean's office* and the search chair should schedule a time for a conversation to talk through the finalists with the Dean.

Making the decision: It is important to note that you are not making “one decision” or “one recommendation.” The search committee’s responsibility is to rank all finalists. It is possible that one candidate has risen unquestionably to the top of that list. Nonetheless, other finalists may also be successful in the positon in different ways. If the top candidate declines, the ranked list can clarify to whom the offer should go next or indicate which finalists are no longer considered appropriate for the position. In the best of circumstances, the search committee will find itself with a broad consensus on the ranking of finalists. If there are strong differences of opinion, the decision may need to be voted on. Sometimes it happens that no candidate is considered appropriate for the position, or the offer(s) made to acceptable candidates are declined. The options in this event are:

- ask the Dean for approval to bring in one or more additional candidates;
- hire no one and plan to search again the following year.

It is possible that multiple individuals in the pool are strong candidates for a one-year, temporary position rather than a tenure-track position. In such cases, please discuss the next steps with the Dean.

Between the interviews and the acceptance of an offer, you may get queries from other candidates, asking where they stand in the search. It is fine to be open with them about where you are in the search process, emphasizing (to any candidate who might still be a possibility if #1 says no) that the search isn't over until an offer is accepted, and that you would like to know if they get another offer and are still interested in Knox.

If you know that the person offered the job is not (or may not be) a U.S. citizen, be sure to mention this to the Dean, as extra work needs to be done by the College in such a case-- visas and other matters, in which the College has a good deal of experience.

The initial contact and offer of employment is made by the Dean. At that time, issues of salary, start-up funds (if relevant), and moving expenses are addressed. Typically, candidates are allowed to take 10 business days to respond to the offer. Once the initial offer has been made, the Dean will notify the department/program/search committee chair and, then the department/program/search committee chair is free to contact the candidate to answer questions, provide information, and convey the department/program’s enthusiasm for the candidate.

Do not expect an immediate answer from a candidate to an offer. Of course it's great when they accept during the Dean's phone call, but candidates will often need time to think over the offer. They may have mixed feelings about the job, or they may be waiting to find out what happens with other potential employers. The Dean will extend a reasonable amount of time for the candidate to consider the offer, usually 10 business days.

At this point, if issues about a candidate's personal situation come up—such as circumstances with a spouse or children—it is now fine to talk about it. You might want to initiate the possibility of such a conversation by asking: "Is there any way I can be of help as you make your decision? Are there any factors in the decision that I could give you information about?" If the candidate's partner/spouse is concerned about employment possibilities, the Dean asks the candidate to send a CV to see what possibilities may exist at the College.

Candidates who accept our offer of employment receive two copies of a written contract. This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, computer request information, and start-up package (if relevant). Candidates must sign and return the one of the copies by the date specified in the letter.

When Knox hires a candidate who has not completed the terminal degree, that person receives a contract that indicates the salary and rank if the dissertation is successfully defended by October 1 of their first year and the 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.

Notifying Candidates No Longer Under Consideration: There are three points at which such notification can take place:

1. After an initial screening of the overall pool. Departments/programs that receive a large number of applications (+80) and/or conduct formal conference interviews, may notify the candidates who are no longer being considered for the position after the initial screening. It is appropriate to notify applicants who are not well-suited to the position that they are no longer being considered for the position. However, there is likely to be a sizable group that includes candidates who viable in some respects but did not rise to the level of an initial interview. Their applications should remain active.

   Below is a sample letter for all the rest:

   Dear (Name)

   Thank you for your interest in the position of (fill in) here at Knox College.

   After careful consideration of all candidates, interviews have been scheduled for only those whose education and experience most closely relates to the requirements of the position. We regret that the Committee has not included your name in the list of final candidates.

   Your interest in Knox is appreciated. We wish you much success in your future endeavors.

   Sincerely,

   (name)
   Search Committee Chair

2. After the conference or online interviews. Candidates who are invited to participate in a formal conference interview or online interview should not receive notification that they will not be offered the position until after the position has been accepted another candidate. Until then, you may be approached by these interviewees or wish to let them know you are arranging campus interviews and they are not on the initial list. They are not excluded at this point.

   If you have a sizable number of candidates who were not interviewed and are very unlikely to ever be seriously considered, you can share that news with them through Interfolio using the same sample letter as above.

3. After an offer is accepted and contract signed. The Search Committee Chair should contact candidates who were invited to campus but not offered the position, to express thanks for her/his interest in Knox, explain that another candidate has accepted the position, and offer best wishes in the job search process. Out of respect for the time investment the candidate has made coming to campus, this conversation should be by phone, not email or Interfolio notice.

   All remaining candidates should receive a message that the search has been completed. You should not share the name of the person who did take the potion.

   Dear (Name)

   Thank you for your interest in the position of (fill in) here at Knox College.

   After careful consideration of all candidates, this position has been offered to another candidate who has accepted our offer. We received a large number of applications from highly qualified candidates but could only hire one candidate. We regret that we will not be able to consider you further for this position.

   Your interest in Knox is appreciated. We wish you much success in your future endeavors.

   Sincerely,

   (name)
   Search Committee Chair

Preservation of Records

The College preserves all records for searches in the Human Resources office. It is strongly recommended that all participants in the search use Interfolio, as using its capabilities will simplify the tasks related to proper maintenance of records.

At the end of the search, you should submit a complete collection of the documents created in this search. This submission should include any documents related to evaluation of candidates, such as:

- criteria used to rank candidates
- lists of candidate rankings at each stage, especially if they were shared among the search committee
- chair's notes from references checks
- any written evaluations of candidates, including email discussions
- student survey data or responses submitted by students.

If you have used Interfolio to manage the search, your submissions may be limited to those few items not in Interfolio.

Collecting and submitting all of this documentation at once immediately at the end of the search is the best practice.

Appendices

SEARCH COMMITTEE INTERVIEW QUESTIONS

In addition to questions specifically developed for your discipline and the needs of the department/program/program or college, here are some general questions:

1. What interests you about teaching at Knox College? At a liberal arts college?
2. In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
3. What classes have you enjoyed teaching the most?
4. How would you describe your teaching goals and strategies?
5. With what kinds of methods or pedagogies have you had success?
6. You've seen our catalogue. What parts of the curriculum would you be most interested in teaching?
7. How is your teaching and other professional work advance diversity or inclusivity?
8. Tell us about your current research project, scholarship, or creative work. What is your research trajectory?
9. What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines?
10. What ideas do you have about what you might want to teach in general education courses? In the First Year Preceptorial program?
11. After seeing our catalogue and browsing on our web site, what kinds of questions do you have for us about teaching at Knox or living in Illinois?
12. Describe a typical lesson you would teach at the college level? What would you like your college students to take away from your course?
13. How do you help students understand the complexities of your discipline?
14. Tell us about how you have developed collegial relationships and collaboration.
15. What questions would you have of us?
16. Describe ways in which you have helped students prepare to move as human beings and citizens across multiple cultural boundaries and communities.
17. How do you motivate students to do excellent work?
18. Describe a teaching situation you have been in recently that describes you at your best? Your worst?
19. What are your responses to controversial topics within your disciplinary field? Can you provide an example of how you have responded when faced with disagreement?

Sample Campus Interview Schedule

This schedule is provided as a suggestion; please check with offices prior to finalizing the interview schedule about availability and preference of timing on the schedule. Best practices indicate that candidates should not meet separately with each faculty member in a department or program; instead, arrange one or more times (depending on the size of the department/program) for candidates to interact with current faculty. Please also allow time for breaks, and to move from one office or building to another.

Day 1

Airport pickup and dinner, with department/program faculty / Flight # and times and Hotel
Depending on arrival, tour of area.

Day 2

8 a.m.	Conversation/Breakfast at hotel
9 to 10 a.m.	Conversation with faculty (*it is helpful to candidates to provide names of those with whom they will be meeting with during these meetings)
10:30 a.m.	Meet with Human Resources or Campus Tour
11:15 a.m.	Conversation with faculty
12:30 p.m.	Lunch with students
1:30 to 2:20 p.m.	Break to prepare for teaching demonstration
2:30 to 3:20 p.m.	Teaching Demonstration
3:20 to 4 p.m.	Open Time
4 to 5 p.m.	Research/Scholarship/Creative Work Presentation
5:30 p.m.	Optional: Tour of area, followed by dinner with faculty

Day 3

8 a.m. Conversation/Breakfast with faculty or faculty in affiliated programs

9 a.m.	Meeting with other Knox faculty (arranged by Dean's Office)
10 a.m.	Meet with Search Committee
11 a.m.	Meet with the Dean
Noon to 1 p.m.	Lunch or depart for travel

STUDENT FEEDBACK (can be collected in written or electronic form)

Candidate ____

Student Name ____

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

2. What was engaging about the candidate's teaching?

3. What did you learn or what did you think about in a new way?

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

5. Would you want to take a class with this professor?

6. Describe your overall impressions of the candidate and their potential for working at Knox?

Please share student feedback with all members of the search committee to help colleagues make a more thoroughly informed decision.

APPLICABLE LAWS: Federal and state laws prohibit discrimination based on the following:

Race/ethnicity: Race refers to ancestry, cultural, or physical characteristics (such as skin color, hair texture, certain facial features and hair color) associated with individuals of a certain race such as Blacks, Asians, Arabs, Native Americans, Native Hawaiians and Pacific Islanders, multi-racial individuals, or persons of any other race, color or ethnicity. Individuals of Hispanic or Latino ethnicity, or any ethnicity, may belong to one or more racial group. Race may be related to color, but is not synonymous with color. It also should be noted that race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color.

Equal Employment Opportunity Commission revised definitions of race and ethnic categories are as follows:

Ethnicity

- **Hispanic or Latino, Regardless of Race**: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

Race

- **White**: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- **Black or African American**: A person having origins in any of the Black racial groups of Africa
- **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- **Asian**: Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- **American Indian or Alaska Native**: A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment
- **Two or More Races**: All persons who identify with more than one of the above five races

Color: Shade or hue of skin. A variety of hues exist in every ethnic and racial group.

Religion: Religious or spiritual beliefs and practices

National Origin: Place of birth, ethnic background, e.g., accent, culture

Disability: A person who (1) has a physical or mental impairment that substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. "Life activities" are defined as those that affect employability. "Substantially limits" means the degree that the impairment affects employability.

Age: The law prohibits discrimination against individuals who are 40 and older.

Gender: The law prohibits discrimination on the basis of gender. This includes discrimination based on pregnancy. In addition, Marion County has adopted a local ordinance prohibiting sexual orientation/gender identity discrimination.

Genetic Information: Genetic information includes information about any disease, disorder, or condition of an individual's family member (i.e., an individual's family medical history).

Veteran of the Vietnam-Era: Is a person who served on active duty for more than 180 days, any part of which occurred between August 5, 1964, through May 7, 1975; and (i) was discharged or released with other than a dishonorable discharge; or (ii) was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964, through May 7, 1975. It also includes a veteran who served for more than 180 days, part of which was served in Vietnam between February 28, 1961 and May 7, 1975.

Special Disabled Veteran: (i) A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Department of Veteran Affairs for a disability (a) rated at 30 percent or more; or (b) rated at 10 or 20 percent if it has been determined that the individual has a serious employment disability; or (ii) a veteran who was discharged or released from active duty because of a service-connected disability.

Other Disabled Veteran: A disabled veteran who does not fall in the special disabled veteran category.

Recommendations for Recruiting and Retaining a Diverse Workforce

Knox College Campus Diversity Committee
Approved May 2015

Introduction

As part of the implementation process for the Knox 2018 Strategic Plan, the Dean of the College requested that the Campus Diversity Committee (CDC) provide leadership on a strategic initiative to "enhance campus approaches to recruitment and retention of faculty and staff to enable the College to effectively compete for the diverse workforce of the future." This initiative follows from Goal 2, Target 2.1, of the Knox 2018 Strategic Plan: "Increase the number of employees from underrepresented or international groups by 50%" in the next five years.

In response to this charge, the CDC has researched current policies and practices at Knox, consulting with key stakeholders in the hiring process, including the Director of Human Resources, the Dean of the College, and past and present department chairs. We have also studied the academic literature on recruitment and retention in higher education, and analyzed best practices at other colleges and universities. The following are draft recommendations that, if implemented, we believe will help the college attract and retain a more diverse workforce.

Many of the recommendations will require specialized knowledge, access to resources, or organizational leadership that may necessitate additional support from the college. We recommend that the Office of the Dean of the College and the Office of Human Resources, as the administrative offices primarily responsible for recruitment and retention of faculty and staff, should work collaboratively to ensure that search committees, department chairs, and staff supervisors have access to the necessary resources to carry out the recommendations below. This will likely require limited administrative and material support, as well as organizational leadership to implement college-wide initiatives beyond the scope of any one department or search committee.

As the recommendations are put into practice, the CDC will continue to engage with key campus stakeholders providing clarification and assistance where necessary, as well as soliciting feedback about the effectiveness of the proposed actions. Before the close of the 2016-17 academic year, the CDC will issue a two-year implementation report, at which time it may revise its original recommendations or make additional recommendations in response to feedback it receives from faculty, staff, students and administrators.

Recommendations

Search committee training. Search committees should participate in a brief training workshop before beginning a search that would help them more effectively recruit candidates from underrepresented and international groups.

- Topics would include unseen bias in the reading and interpreting of candidate files, questions to ask (and avoid) during interviews, organizing a successful campus visit, etc.
- The training could be a stand-alone activity, or organized as a component of a more general workshop on conducting a successful job search.
- The Office of the Dean of the College and the Office of Human Resources should create a standing repository of information related to diversity and inclusivity in higher education, to which faculty and staff search committees can refer throughout the hiring process.

Focused advertising. Search committees should make a concerted effort to reach candidates from underrepresented and international groups through targeted advertisements and more explicit language about the college's commitment to diversity and inclusivity.

- Place advertisements in journals and professional association job boards with strong ties to underrepresented groups. (*Diverse Issues in Higher Education*, *The Hispanic Outlook in Higher Education*, etc.)
- Consider recruiting at academic conferences or professional meetings that attract candidates from underrepresented and international groups.
- Consider altering the boilerplate language currently used in job ads to include more specific references to the college's historic mission of access and inclusion, its successes in recruiting an exceptionally diverse student body and developing diverse curricular offerings, and the special opportunities for student mentoring and advising.

Proactive networking. Search committees should make a concerted effort to use both formal and informal networks to recruit candidates from underrepresented and international groups.

- Faculty search committees should consider contacting placement directors at institutions known for training PhD candidates from underrepresented groups. (*Diverse* publishes an annual list of the "Top 100 Degree Producers," which includes the top PhD-granting institutions for people of color.) Search committees may also look to historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and other schools with strong ties to underrepresented or international groups.
- Search committees should utilize existing informal networks, consulting with colleagues, alums, and members of the local community to identify promising candidates from underrepresented and international groups.
- Search committees should take advantage of the professional networks of Knox colleagues with ties to national organizations that have diversity and inclusivity central to their mission.
- The college may consider partnering with one or more minority-serving institution (MSI) to create faculty development opportunities for doctoral candidates from underrepresented and international groups. The college could organize a conference for doctoral students on teaching at liberal arts colleges, with fellowships for underrepresented/international participants. We might also consider establishing a "teaching fellows" program aimed at attracting underrepresented/international doctoral candidates. Such a program could provide special mentorship and faculty development opportunities, thereby offering a more attractive opportunity than a simple "visiting" faculty position.

Diversity statement. To ensure that Knox attracts applicants who share the college's commitment to diversity and inclusivity, search committees and hiring managers should solicit a "diversity statement" from all candidates for faculty and salaried staff positions.

Equity throughout the search process. At each stage in the search process, search committees should make an effort to ensure that the narrowing of the applicant pool demonstrates equity in the treatment of candidates from diverse backgrounds.

- When candidates are chosen for phone/online interviews, and again for campus visits, the narrowed applicant pools should reflect the original applicant pool with respect to candidates from underrepresented and international groups.
- In the case of a search that does not identify any serious candidates from underrepresented or international groups, the search committee should be prepared to explain how they reached their decision about the final applicant pool.

Connect with local community groups. The college should work to strengthen ties with communities and organizations in the Galesburg area that can help create a more inclusive, supportive, and stimulating environment for diverse faculty and staff.

- Research suggests that when hiring committees bring job candidates from underrepresented or international groups to campus, they may be less equipped to facilitate meaningful connections with the local community. Search committees should be knowledgeable about communities of underrepresented and international groups outside campus, and be able to offer local contacts and resources to help candidates learn about and connect with those communities.
- The college should strengthen ties with area organizations working to advance diversity and inclusivity in the local community. Examples include cultural and civil rights organizations such as the Galesburg chapter of the NAACP, the Hispanic Latino Resource Group, and the Support Group for African-American Affairs. By supporting and actively participating in these organizations, the college can reaffirm its commitment to diversity and inclusivity, while building a more inviting and supportive community for faculty and staff from diverse backgrounds.

Build ties with national and regional partners. The college should forge new relationships and strengthen existing ties with national organizations committed to advancing diversity and inclusivity in higher education.

- The college should consider joining the Consortium for Faculty Diversity, a consortium of more than 40 elite liberal arts colleges. Among other things, the organization runs an active dissertation/post-doctoral fellowship program that connects faculty candidates from underrepresented groups with employment opportunities at member institutions.
- Knox should work to maintain strong relations with organizations that have historic ties the college, including the Association of Black Cultural Centers (ABCC), a nationally recognized professional association housed for more than 20 years at Knox College. The college could utilize resources like the newly refurbished Alumni Hall to hold regional events for such organizations, to help maintain Knox's standing among peer institutions committed to diversity and inclusivity.
- The college should forge new opportunities for networking, mentorship, research collaboration, and professional development for faculty and staff from underrepresented and international groups, by pursuing partnerships with other area schools. This might include professional development workshops or networking events that bring together diverse faculty and staff from Knox with colleagues at other ACM schools. It could include a research or professional development oriented partnership with a larger research university in the area. The idea is to expand the relatively limited network at Knox, so our faculty and staff can connect with colleagues working on related projects, thinking about common issues, and experiencing similar successes and challenges—to provide opportunities for community, both personal and professional, that may not be available on the Knox campus or in Galesburg.

Strengthen support systems for new faculty and staff. The college should work to promote connections between new faculty and staff members, as well as between new hires and their more senior colleagues.

- This could include a series of "mixer" events throughout the first year or two on campus to help strengthen connections between cohorts of incoming faculty and staff.
- The college should continue to support and develop its formal mentoring program for new faculty, and consider extending the program to include staff. These programs offer clear benefits to faculty and staff from all backgrounds. However, research suggests that formal mentoring programs are especially beneficial to employees from underrepresented and international groups, who may be less familiar with job expectations, the tenure process, local cultural norms, etc.

Avoid excessive burdens in campus service and advising. Faculty and staff from underrepresented and international groups often face additional burdens related to campus service, student mentoring, and advising.

- A recent study by the American Federation of Teachers finds: "Given their visibility, faculty members from underrepresented racial and ethnic groups are often asked to devote an inordinate amount of time to serving on committees, participating in organizations and speaking at events, as a representative of their racial/ethnic group, leaving them with less time to devote to their research and other academic duties" (AFT 2010, 15).
- Department chairs, faculty governance committees, and administration officials should be cognizant of these challenges, and work to avoid excessive burdens that may cause feelings of "tokenization" or "burn out" among faculty and staff from diverse backgrounds—or that may unfairly disadvantage them in tenure or promotion processes.

Monitoring and evaluation. The college should develop systems to elicit better and more consistent feedback about the workplace environment, and more formally recognize the contributions that employees from underrepresented or international backgrounds can make toward furthering the college's mission of diversity and inclusivity.

- Some problems leading to employee attrition may be avoided or corrected if a regular mechanism was instituted to evaluate workload, stress, social environment, etc. for current employees. This is true not only for employees from underrepresented or international groups, but all faculty and staff. The specific monitoring mechanism could take a number of forms; however, it should reside outside traditional lines of institutional hierarchy so employees can feel comfortable providing honest and frank feedback.
- The Office of the Dean of the College and the Office of Human Resources should conduct a standard exit interview whenever a faculty or staff member terminates employment with the college. While exit interviews are currently implemented sporadically, they should be standard practice. Data should be collected systematically and analyzed regularly to ascertain trends in retention and attrition, with special attention to employees from underrepresented or international groups.
- In hiring and evaluation processes, the college should consider how employees further the college's mission of diversity and inclusivity—especially with respect to curricular offerings, pedagogy, research expertise, student mentoring and advising, participation in campus groups or initiatives, and representation of diverse perspectives, experiences, belief systems, and cultures on the Knox campus.