



**Tenure-Track & Visiting Professor  
Recruitment Procedures,  
Guidelines, and Resources  
2021/2022**

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# Tenure-Track Faculty Search Procedures and Guidelines

## I. Introduction

The Sonoma State University Tenure Track recruitment process is designed to support departments in recruiting a broad and diverse pool of applicants. It also ensures that the hiring process is conducted with equal consideration, access and exposure for all potential candidates.

Search committees play a critical role in shaping SSU's faculty - they are stewards of SSU's future. The care that they take in selecting faculty ensures that instruction and scholarship are of the highest standards. By recruiting individuals with different perspectives and areas of expertise, search committees help build a rich community whose members continually challenge and learn from each other.

Those individuals appointed to search committees should have good judgment and a strong commitment to diversity and equity. They should represent different backgrounds, career stages, and areas of expertise, and have a deep understanding of department priorities and SSU's mission.

## II. The Search Committee

### A. Confidentiality

1. The deliberations of the search committee, including consultants, as well as application materials should be treated with strict adherence to confidentiality. No discussions will take place with other SSU faculty members or other persons not directly participating in the search process, including department chairs. If confidentiality is not maintained both during and after the recruitment process, it will lead to cancellation of the search and/or a complaint being filed by a candidate. It can also have a chilling effect on applications for future positions in the department and the University.
2. All notes and information collected on each candidate will be given to the Dean.

### B. Membership

1. A Search Committee is elected by the department from the tenured faculty in the department (CBA 12.22) and should be composed of at least three faculty members as voting members. Probationary faculty teaching both semesters can serve on the search committee at the request of the department, with the Dean's recommendation and approved by the Senior Associate Vice President for University Personnel. Sabbatical or Difference in Pay do not serve on the search committee.

2. In small departments or programs that do not have enough qualified faculty to constitute a search committee, faculty from other departments may be elected to serve on the committee.
  - a. Variations: If the search position is interdisciplinary or if the Dean/department wishes to increase the diversity of the search committee, faculty members from other departments may be nominated to be elected to the committee. The School Dean must approve the membership of an outside member of the committee.
  - b. In special circumstances, other persons such as retired faculty, administrators, community members, etc. may be able to serve as consultants to the committee. Please discuss the possibility of using a consultant with the School Dean/Director and Academic Personnel in advance.
3. Only members of a search committee may deliberate and vote. Consultants do not vote.
4. A Search Committee selects a chair from its membership. The chair selected should have some recent experience with the tenure-track recruitment process.
5. Committee members should participate in all committee meetings and must participate in all interviews. Occasional emergency arrangements may be approved (please consult with Academic Personnel in advance). **Failure of committee members to participate in all deliberations and interviews may result in a cancellation of the search process.**

### C. Initial Meetings

1. The School Dean will meet with the Department Chair to discuss curricular needs and begin building the Endorsement for Position Opportunity Announcement (POA) once the Provost has approved the Department hire(s).
2. The Senior Associate Vice President for University Personnel and Academic Personnel Recruiter will meet with the School Dean and the search committee, to review and prepare the recruitment package and search committee instructions.
3. The School Dean/Director will meet with the search committee soon after to give the committee its formal charge, and discuss with the committee qualifications for the position, both required and recommended, along with any programmatic or diversity goals which have been established for the position.
4. The search committee schedules an individual meeting to discuss search process strategies and diversity goals with the Dean. **All members of the committee must attend the meeting, including the committee chair.** This meeting must be held before the job card is approved in PageUp. The Administrative Coordinator is encouraged to attend the meeting.

### **III. Building Diversity**

#### **Sonoma State Diversity Statement**

**We at Sonoma State University** strive to create a campus climate in which the will to build trust among people - and groups of people - is widely shared, and opportunities for enhancing diversity and a sense of community are encouraged and supported. We stand committed to fostering and sustaining a pluralistic, inclusive environment that empowers all members of the campus community to achieve their highest potential without fear of prejudice or discrimination.

We strive to build an exemplary educational community characterized by: an intellectual environment that is both challenging and nurturing, encouragement and support for curriculum and pedagogy dedicated to diversity issues, commitment to social justice and equality, respect for human diversity, and a genuine appreciation of how the many differences among us enrich a liberal arts and sciences university.

We encourage every member of our university community to embrace the underlying values of this vision, and to demonstrate a strong commitment to supporting, retaining, and attracting students, faculty, and staff who reflect the diversity of our larger society.

All search committee members will be required to participate in the campus offered diversity recruitment training prior to the commencement of the search. This may include face to face and online training.

#### **Suggested Readings**

<http://www.ccas.net/files/ADVANCE/VCU%20Expand%20the%20Pool.pdf>  
[https://diversity.berkeley.edu/sites/default/files/recruiting\\_a\\_more\\_diverse\\_workforce\\_uhs.pdf](https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf)  
<https://www.chronicle.com/article/How-to-Do-a-Better-Job-of/237750?cid=rclink>  
<https://www.chronicle.com/article/Questions-to-Ask-to-Help/237747?cid=rclink>  
<https://www.chronicle.com/article/How-Serious-Are-You-About/243684>

### **IV. Position Opportunity Announcement, Recruitment Strategy, Advertising, Endorsement Packet**

#### **A. Position Opportunity Announcement**

1. Every tenure-related search affects the future of the department and the university for years, possibly decades, to come. As a result, defining the position has long-term implications. Discussion of new or replacement faculty positions can be a great opportunity to review current and future directions that are developing within the discipline/professional field and the department.

2. These can be difficult discussions because they can generate or revisit differing and strongly held opinions about departmental directions and resources. Careful management of these discussions, ensuring that all perspectives are heard in a respectful environment, is critical in order to allow the important conversations to take place.

**The position announcement serves a dual purpose:**

1. It provides a description of the position for which the department is searching, making clear the educational and experiential qualifications required or desired. This fundamental information about the position both allows potential candidates to assess whether or not they are qualified, and provides those involved with the selection process a reference point for evaluating candidates.
2. It serves as an initial means of marketing the position to prospective candidates, and is therefore a critical tool for generating interest in the position.

**Current thinking on defining a faculty position:**

1. Define a position consistent with current and future departmental needs, rather than by the expertise of the incumbent or by past positions. Consider the following questions:
  - ✓ In what ways has our department evolved since our last tenure-related search or since the incumbent was hired?
  - ✓ Are there any departmental traditions or assumptions about this faculty position that need to be examined and/or challenged?
    - E.g. “Active outreach to diverse faculty is not necessary because our department’s academic ranking and reputation leads to a high volume of candidates.”
  - ✓ What have we heard from students, colleagues or others about what expertise or experience our department/program currently lacks?
  - ✓ How can we frame the position to attract candidates who will both expand departmental strengths, and attract and support underrepresented students?
2. Think critically about whether the needs of the department, including the need to be responsive to an increasingly diverse population, will be best served by a search that is very broad or one that is more focused in terms of area(s) of specialization, rank and other specific requirements.
3. Define the position so it is more likely to attract candidates with the ability and experience to support an inclusive learning environment and effectively mentor peers and students from diverse backgrounds.
4. **Completion of the terminal degree by the beginning of the appointment is required.** In fields in which the doctorate is the normal terminal degree, the candidate will have completed the doctorate before appointment to a tenure-track position. The Doctorate is

always the required degree unless the search committee receives the approval of both the Dean and AVP for a different terminal degree.

5. The search committee will list the required qualifications and duties of the position on the Candidate Professional Qualifications and Duties of the Position form. It will then be included in the online POA.
6. The POA must be posted for a minimum of 30 days before you can gain access to the applications.
7. Should your POA not attract a sufficient pool, the office of Academic Personnel will notify the Search Committee Chair.

**B. Qualifications and Job Performance Attributes**

1. Once a department has defined the position, it then needs to carefully consider what qualifications and job performance attributes are necessary to successfully meet the needs of the position. Identifying the necessary qualifications is a critical step in the search process, but one that too often does not get the critical attention necessary to best support a successful search.
2. Recommended practice considerations for identifying and articulating necessary qualifications and job performance attributes, along with associated challenges, include the following:

Recommended Practice	Associated Challenges
<p>Every tenure-related search is for the long-term, possibly for two or three decades. <b>Start with the newly defined position that addresses current and future needs</b>, rather than making minor changes to an announcement used for a previous search.</p>	<p>Making minor changes to an old announcement can result in qualifications that don't align with the needs of today's position.</p>
<p>The faculty and search committee should <b>be closely involved in the development of the qualifications</b>.</p>	<p>When qualifications are generated without adequate input from faculty or the search committee, important perspectives can be omitted and committee members may have to work with qualifications that are inconsistent with their thinking or that they don't fully support.</p>

<p>Ensure that <b>each stated qualification is directly related to identified needs and functions of the position.</b> To ensure a direct connection, consider why each stated qualification is needed.</p>	<p>Without carefully considering the applicability of each stated qualification, the search may be hampered by unnecessary qualifications. Some unnecessary qualifications can screen out protected groups at a disproportionate rate, thereby interfering with efforts to diversify the applicant pool.</p>
<p><b>Limit required qualifications to those that a candidate absolutely must have</b> to be able to perform the functions of the position, listing all others as preferred qualifications or desired attributes. Keep in mind that candidates who do not meet required qualifications cannot be considered further. Required or minimum qualifications should be easily determined through review of application materials, as opposed to interviews.</p>	<p>In addition to the challenges listed above, the search committee may be unable to consider candidates of strong interest overall because they don't meet stated minimum qualifications. That can inhibit the committee's ability to consider less traditional but transferable experience (e.g. an engineer to run a college of business, a record of outstanding professional experience outside of the academy, etc.).</p>
<p><b>Include a qualification that speaks to the candidate's ability to work effectively with diverse groups of students, faculty and staff.</b> This is most meaningful when a department takes the time to craft a statement that reflects how such a qualification is consistent with the departmental mission and goals.</p>	<p>Often departments include a statement related to diversity in the announcement only because it is required. The statement is often tacked on to the end of the announcement, which can communicate a low level of commitment to it. In addition, when the statement is not included as a qualification, is it often not considered during the search and selection process.</p>
<p>Deliberately consider other means by which a candidate might meet the needs of the position and <b>define</b></p>	<p>Defining qualifications in an unnecessarily rigid manner will limit the search committee's ability</p>



<p><b>qualifications broadly enough to be able to consider that additional information</b> – e.g. a degree in a related discipline, or related professional experience from outside of academia.</p>	<p>to consider broader relevant information that may be of interest and bring different experience and perspectives to the department. Among the candidates who might be unintendedly screened out are underrepresented faculty.</p>
<p><b>Identify attributes that are necessary or relevant to success in the position</b>– the ability to teach specific courses, if required; the ability to secure research funding; the ability to collaborate with and complement the strengths of an interdisciplinary team; etc. Don't assume that required credentials translate to those performance abilities.</p>	<p>Consideration of critical attributes that are not identified in the announcement can raise questions as to whether they are legitimate or a pretext for eliminating candidates for non-legitimate reasons.</p>

## Research Findings

Research indicates that there is a positive correlation between including a “salient job qualification [that] indicates diversity” and the diversity of the applicant pool. “Even in science searches, adding an explicit criterion in the job description for experience and success in working with diverse groups of students has significant potential to broaden the qualities being considered.” (Smith et al, 2004).

“The rise in diversity among students on U.S. campuses demands that job descriptions stress experience in teaching different kinds of students as well as skill in developing classroom environments that facilitate learning for all students. Looking for these qualities is especially important in the sciences, where the content of the curriculum may or may not change because of issues of race and gender, but where helping students of diverse backgrounds to succeed is a widespread goal. Many faculty of color bring the expertise needed to accomplish that goal.” (Smith, 2000)

### C. Turning Qualifications into Selection Criteria

1. The selection criteria reflect the refined understanding of the minimum and preferred qualifications and any additional job-related criteria outlined in the position announcement. They result from search committee discussion and clarification prior to the screening of applications.

2. The selection criteria are used by search committees as the main reference point for the application screening process and provide the framework through which to consistently evaluate candidates. Selection criteria must be directly related to the needs of the position as reflected in the position announcement.

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

**Examples:**

Minimum Qualification/Criteria	Question to Identify Selection Criteria
<p>An excellent research record</p>	<p>What are the indicators of “an excellent research record”?</p>
<p>PhD in X or related field</p>	<p>What is considered a “related field”?</p>
<p>Ability to work effectively with students, faculty and staff from diverse backgrounds</p>	<p>How will this ability be measured?</p>

## **D. Recruitment Strategy and Advertising the Position**

1. A one-page recruitment strategy is required. This should include where you will post to reach a diverse pool.

### **Basic Recruitment Strategy**

1. Basic recruitment reflects the commonly used departmental strategies of publishing position announcements in prominent publications and waiting for candidates to apply. This strategy assumes that interested and qualified applicants for a faculty position will find and respond to a position announcement that is published in an easily accessible source (journals, newsletters, listserves, professional organizations etc.) (Bilimoria and Buch, 2010; Smith, 2000).
2. Basic recruitment is a necessary strategy for communicating the availability of a faculty position. It focuses on generating a pool of candidates for a specific position opening. Yet, the small growth in numbers of UR faculty suggests that the passive, short-term strategies of basic recruitment alone are not working.

### **Enhanced Recruitment Strategy**

1. Below are some examples of strategies to enhance basic recruitment efforts that are likely to generate a stronger, more diverse applicant pool that includes UR candidates:
  - ✓ Send position announcement to chair of affinity groups that reflect UR faculty (e.g. Committee on the status of women/minorities in the profession). Follow up with an email or phone call
  - ✓ Send position announcement to professional networks and follow up with an email or phone call to ask for assistance in reaching qualified UR faculty
  - ✓ Seek assistance from colleagues and graduate students whose professional networks are likely to reach UR faculty

### **Key Elements to Success**

Research indicates that there are three key elements to successful efforts to recruit UR faculty. They include:

1. Ongoing faculty ownership: Unless specific individuals are formally responsible for leading the department's ongoing efforts to recruit underrepresented faculty, recruiting activity is unlikely to extend very far beyond the efforts of the search committees to fill open positions.
2. Non-faculty support: Administrative staff with knowledge of the appropriate discipline can help departments with the early-stage work of identifying and gathering information on potential candidates from underrepresented group

3. Upstream recruiting activities: The majority of upstream or early stage recruiting activities take the form of informal exchanges requiring few resources other than faculty time and attention.

### **Common Misconceptions**

1. There are several common beliefs that leave many faculty members and academic departments hesitant to expend effort on active recruitment. Research suggests that these beliefs are not fully informed and that some are inaccurate. Some of the common misconceptions are below (labeled in the research study as “myths” and “realities”). The research reflects a study of 299 scientists from underrepresented minority groups. All were recipients of the prestigious Ford, Mellon and Spencer Fellowships. (Smith, D. 2000).

**Myth:** The scarcity of faculty of color in the pipeline means that many institutions must compete against one another to seek out and hire minority candidates.

**Reality:** Only 11% of the scholars of color in the sample were recruited for a faculty position and encouraged to apply. If the candidates had a choice-and many did not- it was usually between two or three institutions, but not the two or three of their choosing. Even among this select group, few had institutions bid for them. If they got to negotiate, it was usually over a computer or a modest research stipend. (Smith, D. 2000)

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**Myth:** The scarcity of faculty of color in the sciences means that those who are available are in high demand.

**Reality:** Most of the scientists in the sample, all of whom were persons of color, were pursuing postdoctoral study. Only 16 percent held faculty positions. None of those doing postdoctoral work had been sought out by colleges or universities. (Smith, D. 2000)

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**Myth:** The kind of scholars represented in this study, both because of their competitive positioning in the market and their elite education, consider only prestigious institutions in their job searches, making it virtually impossible for other institutions to recruit them.

**Reality:** The participants in the study expressed interest in different positions, regions and institutional types. Limited mobility explained some but not all of these preferences. The candidates based their choices on the environment in which they wished to live, a desire to teach a diverse student body, an interest in institutions with missions related to their professional goals, or other factors. (Smith, D. 2000)

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**Myth:** Wealthy and prestigious institutions draw established faculty of color away from nonelite institutions with fewer resources, creating a revolving door that limits progress for any single institution in diversifying its faculty.

**Reality:** Outside offers do lure some faculty members away from their institutions. But most of the study participants indicated an unwillingness to move frequently solely because of monetary incentives. (Smith, D. 2000)

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For more information on this study, see <http://www.jstor.org/stable/40251921>

Further research suggests that “The disappointing takeaway from examination of the faculty pipeline is that gaps are small in pipeline stages where universities have the most

control and larger earlier on, where individual and even collective university action may be insufficient in the face of larger social forces. [However,] while the outlook for faculty diversity of higher education as a whole is disappointing, the outlook for any one university need not be so. Despite the slow progress, there are universities in every category that have created faculties far more diverse than those of their peers, often after starting with faculty diversity levels well below average.” (Education Advisory Board, 2008).

### **Active Recruitment**

1. Active Recruitment is the process of “generating a pool [of applicants] rather than merely tapping it” (NSF ADVANCE Michigan, 2007). The active strategies include making direct contact with graduate students, faculty and key institutions; and building relationships over time. These efforts are made with a long-term mindset that contributes to cultivating both current and future applicant pools that include strong representation of UR faculty.
2. Active recruitment “processes not only reflect the larger institutional commitment to diversity but also serve as important signals to current and future job applicants” (Tuitt, Sagaria & Turner, 2007). Efforts to assure that individuals from UR groups feel welcome and are included signal that the institution might be a good place to work.
3. Advertising the position is a major component of a good recruitment strategy. The principal goal is to ensure qualified applicants from diverse sources throughout the country know about the position and are encouraged to apply. No effort should be spared in developing a large, and extremely diverse, pool of candidates. Consider those publications, list serves and web sites that will broaden the applicant pool.
4. A good recruitment strategy is an active one. **This does not include formal interviews at national, regional or state professional meetings or conferences without prior approval by the Senior Associate Vice President for University Personnel.**

Examples of recruitment strategies:

- Attending national, regional and state professional meetings. Providing information to prospective applicants and candidates. These are not interviews and should not be indicated as such. (Meet and greet only!)
- E-mail graduate departments in the discipline, forwarding a copy of the POA and asking that they forward to their graduates.
- Diversity recruiting via publications and/or direct mailings/contacts.

Recruitment committees are often tempted to use interviews at conventions in order to save the expense of campus visits. While professional conventions provide excellent opportunities to recruit applicants for positions, there are several problems with using them for formal interviews. If screening interviews are to be held at a convention to eliminate some semi-finalist candidates, then all search committee members should be present, and the same screening questions must be asked of all candidates.

A preliminary review of all candidates must have been done prior to arranging the convention screening. If other applicants deemed equally qualified, are not in attendance at the convention, then opportunities for an identical or very similar screening interview must be arranged for them. Given all these constraints, convention interviews are rarely feasible as a formal step in the screening process. In most cases, convention meetings are better used for information meetings.

5. All advertising requests must be submitted with the endorsement packet and must be consistent with the final version of the POA and with university policy. All ad copies must be approved via an Advertising Requisition form and signed by the School Dean/Director and by the Senior Associate Vice President for University Personnel. The department will be notified electronically if any changes are required.
6. Academic Personnel posts the position announcement to several job sites. The Senior AVP will review all advertising for duplications and breadth.
7. Other advertising is placed and paid for by the department. The department places all ads/notices in national association newsletters or periodicals after the POA has been approved by Academic Personnel.

#### **E. Required Recruitment Documents**

1. The Search Committee is responsible for submitting the following documents in order for the Academic Personnel Recruiter to create the Job Card:
  - POA
  - One-page recruitment and advertising strategy
  - Advertising Request Form and Ad Copy (Optional)
  - Selection criteria
  - Interview question for each criteria (two sets)
    - Zoom (Screening) Interview Questions
    - Campus Interview Questions

#### **F. Applicant Information and Acknowledgement**

1. Applicants will apply online using our new and improved recruitment module “PageUp”. The applicants must submit all materials themselves. The materials they submit include:
  - a. Cover Letter
  - b. Curriculum Vitae
  - c. Student Evaluations
  - d. Statement of Research Interest
  - e. Diversity Statement
  - f. Teaching Philosophy
  - g. Three (3) Non-Confidential Letters of Recommendation (Optional)

2. Letters of Recommendation can be submitted with the application. They are typically requested directly by the committee after selection of the finalists. Should a particular search feel the need to receive letters of recommendation for semi-finalists after a first screening, they should get the approval of Academic Personnel.
3. A confirmation email is sent to all applicants once the online application is submitted. Applicants are directed to email questions about the search itself to the Committee Chair.

## **V. Developing the Candidate Review Process**

- A. The committee’s proposed Zoom and interview questions and criteria were submitted with the POA. Before reviewing applications, the committee should agree upon the relationship between questions and criteria.
- B. The search committee reviews the criteria to be used in screening/interviewing. You will find that much of the task of developing interview criteria was done during the drafting of the Professional Qualifications and Duties of the Position. You may not add criteria not clearly stated in the POA.
- C. The weight given to the various qualifications, which translate into criteria, may vary. You may determine that one or more of the recommended qualifications are of greater value than others and weight them accordingly. At this point in the process, it may be helpful for the search committee to discuss what kinds of evidence each member considers appropriate to each criterion. For instance, what do you mean by “effective teaching?”
- D. It is highly recommended that the search committee develop a screening rubric to assist with the application review process. This includes the application of inter-rater reliability with the search committee on 3-5 applications.

## **VI. Review Applications and Potential Screening**

### **A. Review Applications**

1. Members of the search committee should review all applications individually as soon as applicant materials are available in PageUp. The materials will be available within two (2) business days after the deadline. Search committee members will receive an automated email from PageUp with a link to the PageUp search committee portal where applicant files can be reviewed by all committee members.

2. After individual review, the committee should determine which applicants should be invited to interview, which are alternates (if any), and which are considered but not competitive.
3. The search committee chair will update the application statuses in Page based upon the search committee's evaluation of the applications.
4. An initial screen will be done automatically based upon the minimum qualifications you identify on the POA. Depending on the number of applicants the committee can choose to review all applicants or just those that meet the minimum qualifications.

## **B. Screening Semi-Finalists**

1. The only evidence that can be evaluated is that which was requested of all candidates. This includes the application, vita, cover letter, interview and any other materials requested of all candidates by the committee (e.g. student evaluations, teaching philosophy, etc.).
2. Following the approval from the Dean and Senior Associate Vice President for University Personnel to interview semi-finalist, the committee will establish Zoom appointments with each candidate and include all search committee members.
3. If a committee wants to review letters of recommendation or do reference checks on semi-finalists they should confer with the Senior Associate Vice President for University Personnel for approval to do so. The standard practice would be to do reference checks on finalists.
4. When screening applications, you are seeking evidence of the candidate's ability to perform the position as announced. If you are in doubt about specific qualifications due to incomplete information in the application materials, and the candidate appears to be a competitive one, call the candidate and request clarification. If there are candidates applying whom you know personally or who have previously taught for the department, attempt to limit your questions to their application materials.
5. Since search committees are expected to recommend up to three candidates for each opening, it is usual to select three to five candidates to be interviewed. Should any candidate decline the invitation to interview, an appropriate alternate, if any, should be selected.
6. Rating sheets based on your established criteria and questions can be used to evaluate and compare candidates for interview selection and can assist the search committee in making objective decisions.
7. Having established clear selection criteria, the search committee is ready to screen applications with an agreed upon understanding of what will constitute a strong candidate. Gaining a commitment from search committee members to rely on the



established criteria during the screening process can greatly reduce the influence of unintended bias (Isaac, Lee & Carnes, 2009).

<b>Recommended Practice</b>	<b>Associated Challenges</b>
<p>Search committee members <b>evaluate candidates on each criterion individually</b> as opposed to starting with a holistic assessment of the candidates</p>	<p>When candidates are evaluated without the selection criteria as a clear reference point, the chances of unintentional bias influencing the screening process is increased</p>
<p>Use a <b>screening matrix</b> to keep track of strengths, shortcomings and questions</p>	<p>Without a screening matrix, search committees can lose sight of the specific screening criteria</p>
<p>Search committee members hold each other accountable for showing <b>evidence of their evaluations</b> that is directly related to the established criteria (Moody, 2010)</p>	<p>Comments that are unrelated to or several logical steps away from the established criteria (e.g. “I just don’t think they would be a good fit in the department”) can reflect assumptions that are inaccurate and/or unrelated to the criteria</p>
<p>Remain aware of research on implicit bias that identifies <b>the tendency to look for and favor people like ourselves or those we are accustomed to seeing in similar positions</b></p>	<p>Without awareness of the ways in which implicit bias operates, search committees can miss opportunities to recognize outstanding candidates who do not represent what the search committee is familiar with (i.e. research areas, identities, values, communication style)</p>
<p><b>Suspend judgments about candidates based on the institutions from which they come</b> until more information is gathered</p>	<p>Quick judgments can be made based on the institution affiliation, yet these judgments are often an unreliable method for evaluating individuals</p>
<p><b>Pay attention to and invite every perspective</b>, especially when there are differences of opinion about the strength of a candidate. These</p>	<p>Downplaying less popular perspectives may contribute to the committee <i>yielding to the momentum of the group</i> (Moody, 2010) and result in less conscious and</p>

<p>differing perspectives reflect the benefit of a diverse search committee</p>	<p>deliberate screening</p>
<p><b>Schedule adequate time</b> for evaluation so that the process is not rushed (Moody, 2010)</p>	<p>“When people are distracted or put under pressure to respond quickly, they become far more vulnerable to cognitive errors and faulty decision making” (Pinker, 2002)</p>
<p><b>Record detailed reasons as they are discussed for non/advancement in the selection process</b> for each applicant. This will facilitate the preparation of final hire paperwork and also assures that the decision-making process can be reconstructed should the process be questioned</p>	<p>It is difficult to recreate the specifics of the decisions for each candidate at the end of the process if they are not recorded along the way. Inaccurate or incomplete information can slow the final review of hire paperwork. It can also put the search committee in a vulnerable position if the specific, job-related reasons for non-selection are not clear</p>

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

The following are important points to consider when a candidate is known to a committee member(s):

- A member who knows a candidate should disclose this to the committee at the beginning of the search process.
- If the committee member feels that their prior knowledge of the candidate will make it difficult for them to act as a fair and effective evaluator, they should share this concern with the search committee chair and hiring authority. The committee member can consider abstaining from their evaluation of the known candidate, or in extreme cases, step down from the search committee.
- If the committee member feels they can effectively and fairly evaluate all candidates, they should refrain from sharing details about their knowledge of the candidate unless and until that candidate makes it to the short list.
- If the known candidate does make it to the short list, it is appropriate for the committee member to share their prior knowledge as long as it *is first-hand knowledge that is relevant to the candidate’s ability to carry out the responsibilities of the position.*

## VII. Requesting Approval to Interview

1. The search committee chair will request approval to interview in PageUp. The Dean and Senior Associate Vice President for University Personnel will review the short and long list of applicants to ensure a diverse and inclusive pool.
2. The request for Approval to Interview should be initiated at least a week prior to the date you wish to begin interviewing.
3. Once the request for Approval to Interview has been approved, the search committee will be notified via an automated email notification from PageUp. **No interviews can be scheduled until after receiving notification of approval from PageUp.**
4. References are then contacted. Committee members should handle any negative information very carefully and use it only if it is confirmed by two or more references. It is wise for at least two committee members to divide up the reference calls for each candidate.
5. The purpose of the reference check is threefold: to verify prior employment, to confirm the committee's preliminary assessment of the candidate's strengths and weaknesses, and to obtain an employment recommendation.
6. There is a trend in the business community not to provide any information other than a confirmation of the dates of employment. However, the University can be subject to a "negligent search" lawsuit based on the failure to conduct a sufficient background check prior to an offer of employment. Therefore, every effort should be made to verify a finalist's qualifications prior to recommending him/her for interview or hire.

### B. Interview Schedules-Campus Invitation

1. Departments are strongly encouraged to have open meetings for each candidate interviewed and where feasible to have the candidate make a classroom presentation and/or give a sample lecture.
2. In determining which candidates to invite to interview, the search committee should include only those candidates whom it deems to be qualified and competitive. "Courtesy" interviews for those who are known to members of the committee, but who are not competitive, should be avoided as they can and often do create serious problems later in the search process. This includes all candidates who are serving or have served in temporary positions at SSU.
3. If finalists are invited to give a public lecture or class, you may provide access to a portion of the application materials (cover letter, curriculum vita and any professional article which they submit) to any consultants to the search committee and other interested faculty, as well as to students involved in the recruitment process. Students who attend

the public lecture, or otherwise meet the candidate, and faculty who are not members of the search committee, may be asked for their evaluation of the candidate's performance. A brief questionnaire can be developed for comments from those not on the search committee; it is easier for the search committee to review written comments than to collect and review oral comments.

4. The candidates should all receive the following information from the department: when the candidate can expect to hear the result of the interview process, when/if the candidate can expect to receive a travel reimbursement. Let interviewees know that the University's policy is not to send letters to those interviewed until after a finalist has signed a letter of acceptance or the search has been cancelled.
5. A sample on campus schedule is in the Appendix. This is both an opportunity for you to meet the candidate and the candidate to enjoy what we have to offer at SSU. You are the ambassadors for SSU. Roll out the red carpet. Escort the candidates from pick-up to drop off. Be present during the time you are with them.

### **C. Interviews**

1. While an approved set of interview questions is part of the search process, committees should exercise reasonable flexibility in follow-up questions that clarify responses to the approved questions. For example, comments such as "Well, you seem to have answered the next question already...we were going to ask you...is there anything you'd like to add...". Applicants should always be given time at the conclusion of the interview to provide any other information they wish in support of their candidacy and to ask any questions they have regarding the position and the selection process.
2. Remember that candidates are to be evaluated on job-related factors only. Many candidates are nervous during the interview and it is the committee's responsibility to work through apprehension and assess the candidate's qualifications for the position. Even if it becomes clear rapidly that the candidate is not competitive, continue courteously throughout the interview and the whole day. Candidates have friends and colleagues and poor treatment gets talked about.
3. You learn most about the candidates when they are talking. Spend a minimum of time discussing the position in the formal interview and a maximum of time exploring the candidate's qualifications.
4. Interviews are stressful situations for the candidate and the committee. Ensure that the candidates are comfortable and able to express their qualifications.
5. It is essential that both the committee and the candidate are able to make the correct match of job versus interests and qualifications. Make sure that the interview allows the committee to assess the candidate's ability to perform according to the required and recommended job criteria and that the candidate understands both the position and its significance to the University.

6. Potential Pitfalls: The candidate may not be asked questions in a number of key areas such as marital status or child care arrangements. This prohibition includes informal questions outside the interview.
7. A few topics are best reserved for the School Dean/Director to discuss with a candidate, most importantly, prospective salary and citizenship status. All aspects of the offer are between the candidate and the School Dean/Director.

**D. How can we design a process that will:**

- ✓ allow us to gather additional information about the candidate’s strengths, limitations and fit for the position?
- ✓ assure that each candidate has the opportunity to gather the information they need to make an informed choice about the fit of the position with their goals?

**E. Initial off campus Interviews:**

Off campus (Zoom, Facetime, Skype) interviews are optional, but can be an effective method of learning more about candidates before inviting them to campus. Because these interviews require limited resources, more individuals can be interviewed, thus allowing the search process to be more inclusive.

Recommended Practice	Associated Challenges
<p>Prior to beginning off campus interviews, make a <b>considered decision about whether you are satisfied with the pool of candidates</b>, including whether there are underrepresented (UR) candidates in the pool.</p>	<p>Moving ahead with a short list of candidates to interview that does not include UR candidates may mean that the outreach and recruitment was not adequate.</p>
<p>Use a <b>consistent set of questions</b> for all candidates, allowing candidates latitude to interpret and respond in a way that reflects their unique goals for the position.</p>	<p>Inconsistent questions can contribute to an inconsistent and unfair process.</p>
<p>Let the candidates know <b>how much time is allocated for the interview and how many questions</b> they will be asked.</p>	<p>Without this information, candidates may not use the time effectively, which can directly affect their ability to highlight their strengths.</p>

<p>Recognize that the <b>challenge of interviewing with only auditory cues</b> can be particularly difficult for some personal styles and fit better with some cultural norms than others. <i>See below for strategies to address these challenges.</i></p>	<p>Without this recognition, the phone interview process may inadvertently advantage some candidates over others.</p>
<p><b>Build in time at the end for candidates to ask questions</b> of the committee.</p>	<p>Without this opportunity, candidates miss an opportunity to begin assessing the fit of the position with their goals.</p>

**Strategies to address the inherent challenges of off campus interviews:**

- ✓ Consider sending the interview questions to candidates ahead of time so that they can organize their thinking;
- ✓ Have search committee members introduce themselves by name at the beginning of the interview and identify themselves by name when speaking. This can help mitigate the confusion that can occur for candidates if they don't know who is speaking;
- ✓ Make sure candidates heard the question accurately; offer to repeat or rephrase the questions if needed;
- ✓ If there is silence on the phone during the interview while committee members are making notes, or if other things are occurring in the room that might be confusing, let the candidate know what is happening.

**F. The Campus Visit**

Campus visits are a critical step in the evaluation and selection process for the hiring department and in the decision-making process for candidates. Thoughtful planning is critical to assure that there are adequate opportunities to gather information about and provide information to the candidates.

Inviting a candidate to campus is the time for you to showcase the university, department, and community. It is important to include the following with each candidate;

- ✓ Arrange for pick up from hotel to bring to campus or specific meeting place with escort
- ✓ Have an agenda outlining the members, topic, location, and escort (you may send out earlier before visit)
- ✓ Plan a sit-down meal with the candidate
- ✓ Tour the department and campus highlighting our facilities, student services, faculty services for example, the Transfer Center, HUB, CAPS, GMC, CTET, REC Center, Writing and Tutoring Center (LARC), Undocu Resource Center.
- ✓ Plan for breaks throughout the day

- ✓ Have an escort at all times (except for personal needs)

Recommended Practice	Associated Challenges
<p>Take time to reflect on <b>the information, qualities and characteristics of the faculty, department, campus and community</b> that will be important for candidates to know about</p>	<p>Simply relying on past campus visit itineraries may mean missing opportunities to highlight new departmental/campus/community information, or to address issues that may be of particular importance to (UR) candidates</p>
<p>Prior to their arrival on campus, <b>provide information to candidates about their itinerary</b> while on campus and include information about those with whom they will be meeting</p>	<p>Without this information, a campus visit may appear unorganized, last minute, or confusing.</p>
<p>Assure that those who will be meeting with candidates have <b>all the relevant information they need in advance</b> (CV, itinerary, their role in the process, etc.)</p>	<p>Interviewers who are not prepared can lead to missed opportunities for learning about the candidate and can convey a sense of disorganization or lack of interest</p>
<p>Make sure that the <b>number of questions asked by interview committees is realistic</b> for the interview timeframe</p>	<p>Too many questions may mean that candidates are rushed in their responses or that there is not adequate time to ask all questions.</p>
<p>Use a <b>consistent set of interview questions</b> for candidate interviews.</p>	<p>Inconsistent questions can contribute to an inconsistent and unfair process</p>
<p>During less formal components of the campus visit (meals, transitions from one interview to the next) <b>remember that the same guidelines for in/appropriate topics are as relevant</b> as they are during formal interviews.</p>	<p>Even in informal settings, asking candidates about their partnership status, whether they have children or other topics that are inappropriate to the interview process can lead to negative impressions and can have legal ramifications</p>

<p>When interviewing UR candidates, make it clear that you are <b>interested in the candidate’s scholarship, experience and skills rather than on their demographic characteristics</b></p>	<p>Statements that suggest that a candidate’s demographic characteristics are more appealing than their scholarship are likely to have a negative impact on candidates</p>
<p>When hosting UR candidates, <b>consider setting up opportunities for them to meet with individuals who can speak to the experience of UR faculty.</b></p>	<p>These opportunities can address important issues for UR candidates that may be important factors in their decision about whether they can see themselves having a positive experience on campus and in the larger community</p>
<p><b>Provide all candidates a packet of information</b> about the department, the university and the community. Include in this packet information and resources that might be relevant to faculty candidates including family-friendly policies and lesbian, gay, bisexual, transgender resources, and any other resources that may be of interest to all candidates.</p>	<p>Trying to determine which candidates may be interested in which resources is ineffective and problematic in a number of ways. Providing all candidates with the same information minimizes inappropriate or awkward conversations.</p>

*Does “Consistency” Mean “Exactly the Same?”*

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

At the same time, the unexamined assumption that every candidate should be treated exactly the same may unintentionally favor some candidates over others. Some candidates will have ample opportunity to meet with potential colleagues who share salient demographic characteristics and interests (e.g., white candidates in predominately white departments; male candidates in predominately male departments). Unless specifically built into the process, UR candidates often don’t have the same opportunity to learn about the common experience of those who share their salient demographic characteristics or interests.



Any candidate may have an interest in learning about aspects of the campus and/or larger community to help them gauge whether Sonoma State is a good fit for them. Building in opportunities for candidates to gather this information can greatly enhance their campus visit. Inviting all candidates to express their interest in meeting with representatives from academic departments, identity groups, or community resources can help you design a campus visit that will best meet their needs.

### **Campus Reputation in an Age of Social Media**

Now more than ever, the experience of faculty candidates can have a significant impact on the reputation of the University as a welcoming, respectful, scholarly institution. Social media makes it easy to share one's experience as a candidate on any campus. In fact, there are sites devoted to doing just that.

[Academic Jobs Wiki](#) is a good example of the ways in which faculty candidates are communicating with one another and sharing their experiences. The wiki has a section on interview experiences that includes categories called [Universities to Fear](#) and [Universities to Love](#). So, keep in mind that positive or negative interactions with candidates can have far reaching impacts.

## **VIII. Review Finalists, Verbal Offer of Employment and Offer Letter**

### **A. Review Finalists**

1. Once the search committee has selected the candidate(s) it wishes to recommend to the School Dean/Director, it should review its findings with them in a formal meeting. It is then the responsibility of the School Dean/Director to recommend a finalist to the Provost and confirm the potential offer.
2. **Discussion**
  - a. It is not uncommon for the members of the search committee to differ initially on the ranking of all candidates or about particular characteristics or qualifications of different candidates. The meeting with the department chair and School Dean/Director should permit all committee members to discuss their perspectives on the candidates recommended. The goal is to achieve a thorough review from diverse perspectives. Carefully considering the essential and desirable criteria should assist in the committee's deliberations.
  - b. Once campus interviews have taken place, the search committee's focus turns to reviewing their own and others' evaluation of candidates. This stage of the selection process is particularly vulnerable to unintended bias because the stakes are high as the process narrows in focus to a small number of candidates. Search

committee members may be invested in different candidates, which may lead to tension or conflict on the committee.

- c. Adherence to the recommended practices highlighted in earlier stages remains important here. In particular, this includes awareness of implicit bias, a focus on the agreed upon selection criteria, a commitment to considering all points of view, and a commitment to articulating specific job-related rationale as a basis for candidate assessments.
- d. Always use your criteria outlined in the POA in your discussions. Do not stray into criteria not listed or approved.

Recommended Practice	Associated Challenges
<p>The <b>search committee and/or larger faculty group should meet as soon as possible</b> after the completion of the interviews so that information is fresh, the process continues moving efficiently, and candidates are contacted in a timely manner.</p>	<p>Any delay in the search committee process means that candidates will be waiting longer for information about the status of their candidacy. This can lead to candidates’ frustration with the process, and/or the possibility of losing a strong candidate.</p>
<p>It is critical that <b>candidates continue to be evaluated using the original selection criteria</b> that were developed earlier in the process. At this point, the conversation often turns to determining whether the candidate is a “good fit” for the department. This is a good time to revisit the selection criteria to assure that “good fit” is assessed consistently, fairly and with the selection criteria as a reference point.</p>	<p>Evaluating top candidates without the selection criteria as a reference point increases the chances of unintentional bias influencing the process. See related information in Screening Applications. Do not base selection decisions on untested assumptions, (e.g. “I don’t think they are going to be happy here. )</p>

<p><b>All input should be considered.</b>  When some input differs significantly from the majority of assessments, <b>follow up</b> to find out more. If it is not possible to follow up with the person(s) who offered the input, you can follow up with references on the issues or concerns being raised.</p>	<p>Ignoring input from sources that differ from the majority of perspectives can mean missing opportunities to evaluate candidates, including UR candidates, from a variety of angles. Following up also provides the opportunity to assess whether input is based on firsthand experience with candidates rather than on hearsay or assumptions.</p>
<p>When providing a list of recommended top candidates to the department head or dean, <b>submit an unranked list with a detailed description of strengths and concerns.</b></p>	<p>A ranked list can box candidates into a second or third-rate status, which can diminish the appeal of an otherwise outstanding candidate. Providing an unranked list can contribute to a more positive departmental climate by minimizing the polarization that can result from ranking.</p>
<p>If the search committee determines that there are two outstanding candidates who would each contribute to the department in equally significant ways and one is an UR candidate, <b>explore the feasibility, with the hiring authority and Academic Personnel, of hiring both.</b> If hiring both candidates is not an option, those involved in the selection process must be mindful of and consider the appropriate application.</p>	<p>Though it will not always be feasible to hire two candidates, opportunities have been missed in the past when departments do not consult with their Dean.</p>

**Decide how to proceed if the top candidate does not accept the offer.** Having a clear plan in place can ensure thoughtful decision making should the initial plan fall through.

If the committee has not discussed what to do if the top candidate declines an offer, then next steps can be delayed. Other top candidates who do not receive courteous treatment and timely information may decide not to accept an offer should they ultimately be involved in hiring negotiations.

### **Integrating Stakeholder Input**

Input from stakeholders can be both useful and challenging. Search committees often wonder how to make use of this information in way that is most beneficial to the process.

One of the most useful aspects of stakeholder input is that it can represent diverse viewpoints that are not present in the committee. Stakeholders sometimes pick up on things that others may miss because their experiences, perspectives and needs are different.

The challenges often exist when stakeholders are not involved in search committee discussions about the needs of the position and the selection criteria. Their input, therefore, may be focused in ways that the search committee finds less relevant. In addition, some stakeholders may have had contact with only some of the candidates, so their input may be inconsistent or incomplete. Others may offer only conclusions (e.g. “This candidate is the perfect fit”), but not provide their thinking that led them to this conclusion. Finally, it may be difficult to determine whether stakeholder input has been influenced by potentially biased or unreliable information such as stereotypes, hearsay or gossip.

Stakeholder perspectives from those who were present during the campus visit can help you determine whether you need more data. You may need to engage in further reference checking, a second round of interviews, or even revisit the applicant pool if stakeholders:

- ✓ Strongly support applicants the committee finds unacceptable
- ✓ Strongly objects to applicants the committee finds acceptable
- ✓ Identify an important area of strength or concern that the committee has not addressed elsewhere in the information-gathering process
- ✓ Raise concerns about the applicant’s interactions with people from a particular identity background

## **B. Telephone Offer of Employment**

1. After verbal consultation with the Provost and confirmation has been received regarding the offer, the School Dean/Director calls the finalist and makes a preliminary offer of employment. Any changes beyond the previously agreed terms should be discussed with and approved by the Senior Associate Vice President for University Personnel.

## **C. Offer Letter**

1. Upon receipt of a verbal commitment from the candidate, the School Dean/Director will meet with the Academic Personnel Recruiter to complete the Offer Card in PageUp.
2. Once the terms of the offer have been approved by all appropriate parties (including the candidate being recommended), Academic Personnel, with all of the terms and conditions of employment, will produce the Provost's letter of offer.
3. The Dean should indicate whether the candidate being recommended has already completed the terminal degree. If the position requires the doctorate and the candidate is A.B.D., the Dean should notify the Academic Personnel Recruiter what the expected completion date of the doctorate is.
4. The Academic Personnel Recruiter will notify the department chair, committee chair and School Dean/Director when the finalist signs and returns the offer letter.
5. Remember that only the President of the University or designee is authorized to make offers of employment. Difficulties may arise and the recruitment process may be delayed or terminated at any stage prior to the formal offer of employment. Thus, it is essential that confidentiality be maintained throughout the process.

# **VIII. Final Notifications to Applicants**

## **A. The Academic Personnel Recruiter sends Regrets (Not Interviewed, Not Acceptable or Alternates not Interviewed)**

1. Once the request for Approval to Interview has been approved, email notifications can be sent to those candidates who were not included in the request.
2. The committee is encouraged to evaluate when these letters should be sent. In the event the proposed candidates on the Approval to Interview request do not come to fruition, the committee may need to re-evaluate the pool.
3. If the committee deems that no candidate interviewed is acceptable and recommends cancellation of the search, or if the search is cancelled for any other reason, an email notification should be sent.

4. Those candidates that were alternates would not receive an email notification of the outcome of the recruitment until the Offer Card has been submitted.
5. Discussion
  - ✓ Until such time as there is a signed acceptance of a letter of offer of employment, it is essential that contact with other non-recommended finalists not be initiated. If candidates who were interviewed and considered “acceptable” call to find out the status of the search, you may choose to let them know the current status of the search (e.g., “An offer has been made and we are waiting to hear from the candidate”).
  - ✓ Contact with the finalist should be limited to the Search Committee Chair or School Dean/Director.

**C. Send Regrets (Interviewed, Not Acceptable and/or Not Recommended)**

1. At the time the finalist(s) returns the signed letter of offer, Academic Personnel will send a letter to the remaining candidates, informing them of the outcome of the search.
2. If a candidate contacts you to inquire about the search for details of why they were not selected please refer them to Academic Personnel.

**D. Late Letters**

1. An email notification is sent to all applicants whose materials were submitted after the deadline and not considered for the search.

**E. Search Cancelled**

1. In the event a search is cancelled, each applicant is notified.

## **X. Department Campus Orientation**

Given the amount of effort which went into the search on the part of the finalist(s) and the University, it is vital that we extend new tenure-track faculty every courtesy once they arrive on campus and provide sufficient orientation to the University and its services. Several areas to cover include:

1. Ensure that they attend the Fall and Spring Faculty Convocation so that they can be formally introduced and welcomed.
2. Ensure that office space is available for them in advance of their arrival with whatever furniture and supplies are available. If appropriate, anticipate needs for research space.

3. Ensure that they go through the Payroll and Benefits process within the first three days of the start of their appointment, or as soon as they arrive, so that the federal immigration requirements are met and their first paycheck is not delayed.
4. Encourage them to take part (both initially and throughout the first year) in the orientation program for new faculty sponsored by the Professional Development Subcommittee.
5. Refer all questions they may have regarding benefits to Human Services/Personnel and encourage them to attend the Orientation meetings sponsored by Human Services.
6. Inform them that the [Unit 3 Collective Bargaining Agreement](#) and [RTP policy](#) are online and provide them with the link.
7. Provide them with a thorough explanation of the campus' RTP process.
8. Provide them with a link to the SSU telephone directory and a current Organizational Chart.
9. Identify a senior faculty member who would be willing to serve as an informal mentor.
10. Be available to meet with them frequently during their first year to ensure their successful transition to SSU.

## XI. Resources

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## Appendix

- Sample Interview Questions
- Sample Reference Check Questions

## Sample Interview Questions

**In response to many inquiries Faculty Affairs has compiled a list of sample interview questions for either the off or on campus interviews. These are not in any particular order or priority.**

1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume/application.
2. What do you consider to be one of your greatest achievements? Why?
3. What is one of the more promising educational innovations of which you are aware, why is it valuable, and what, if anything, have you done to adopt it?
4. What is the relevance of the liberal arts in the contemporary world?
5. What motivates you to do your best?
6. Please tell us your experience in developing programs and partnerships with external constituents and how you would apply that experience to SSU.
7. Why did you choose to become a \_\_\_\_\_professor?
8. What kind of an institution would you consider an ideal match for your professional talents and interests?
9. If you could choose a course that you have always wanted to teach, what would it be and how would you teach it?
10. What do you consider to be your particular strength(s)?
11. What areas would you like to improve during the next couple of years?
12. Why are you interested in SSU? What specific things attracted you to apply for this position?
13. What do you consider to be the appropriate role of service in the teaching, research and service mix?
14. What types of resources would you require to successfully continue your research agenda? How do you view your role in the faculty development process?
15. What is your philosophy of teaching and learning?
16. Please tell us about your research interests and how you see that fitting in with the department's/

college's mission/direction.

17. How would you make the most of the opportunity to work on a developing campus? What efforts have you made in the last year to become a better faculty member?
18. Faced with many competing demands on your time, how do you determine your priorities?
19. Tell us about your research interests and how you see your research program developing over the next few years. How well developed will your network of research contacts be when you get here?
20. In what areas would you like to work to improve (in research or teaching) during the next couple of years?
21. What *specific* research projects would you bring to SSU? Briefly describe a couple. What types of research resources and support do you require? (e.g., computer, database, library, ...)
22. What are your teaching interests? What is your "teaching philosophy"?
23. What do you see as the most important issues or challenges in your discipline within the next few years? Does your research relate to these issues? [Follow-up question: thus far what has been your primary research approach?]
24. What specific skills and talents would you bring to SSU?
25. Describe your ideal academic work environment (i.e. in what type of academic environment would you like to work?).
26. Describe your ideal percentage weights for teaching and research. What do you look for in your academic colleagues?
27. Have you taught courses before?
  - a. What were they?
  - b. What level?
  - c. Required or elective?
28. What specifically do you do in your classes to enhance student learning in an inclusive environment?
29. What content areas would you most like to teach in? What are your research interests?
30. Would you classify your research interests as applied or theoretical? What journals would you target for your work?

31. In your research, do you prefer to collaborate or work alone? Why?
32. How do your personal and professional interests and research agenda contribute to your teaching in multicultural/multilingual education?
33. The School/Department of \_\_\_\_ is in the process of adjusting its existing program to meet new state and/or accreditation standards.
  - a. What is your program revision experience?
  - b. What role do you think you can play in this process?
34. Tell us about your vision of the field: where do you think the field is headed in the next five years? How does that relate to the preparation of professional educators?
35. How do you see yourself contributing to the recruitment and retention process of URM Students?
36. We encourage integration of a wide range of course content, including the broadest range of diversity issues, in our program. How would you integrate a multidisciplinary and multicultural focus in your courses? Especially courses in your area of specialty?
37. Tell us how the mission statement of the School of \_\_\_\_ resonates with your work.
38. What do you consider your most profound reasons for wanting to join the faculty at SSU?
39. What difference do you want to make through your professional work over the next five to ten years?
40. What do you consider to be the major issues and challenges facing public education in [*insert year*]? What are the issues and challenges just now beginning to emerge?
41. How would you describe the role of an effective faculty member in an effective School/Department of \_\_\_\_\_?
42. What teaching strategies do you use in your University classes? Why? What are the intended outcomes of these strategies?
43. What are the most important skills and abilities \_\_\_\_\_ majors must take into their workforce?
44. How do you assess the learning outcomes of your instruction?
45. Describe a successful team-teaching experience you have participated in as a University teacher. What made it successful?
46. How will you develop your research agenda as a faculty member?

47. How will your teaching, research and service activities interrelate, and how will you work to integrate them?
48. Describe your ideal faculty colleague. In what ways do you fit the description, and in what areas do you have the most progress yet to make?
49. What do you need to know about us to make sure we're a good fit for you?
50. What types of resources would you require to successfully continue your research agenda?
51. How do you view your role in the faculty development process?
52. What is your philosophy of teaching and learning? What are your professional goals?
53. What is notable about your teaching?
54. You have an interesting research program. How would you maintain it in a growing department such as ours?
55. What kind of teaching experiences, if any, have you had with computer technology?
56. What ways do you expect to interact with other faculty here who are in your department/school, but not in your specialty?
57. Service is important at SSU because we are a community engaged university. How would you see yourself contributing to the development of the department/school and the university?
58. How do you engage students, particularly in a course of non-majors?
59. What instructional strategies would you use in order to bring about the greatest understanding of multiculturalism/multilingualism among your students?
60. Have you involved your students in your research?
61. How do you adjust your style to the less-motivated or under-prepared student?
62. Do you have any general ideas on how to encourage more URM students and women students to study\_\_\_\_\_?
63. If you had the power to effect one major change in the education of, what would that change be and how would you go about effecting that change?

## Sample Reference Check Questions

### General Instructions

1. Introduce yourself to the reference and why you are phoning.
2. Describe the general requirements of the position
3. Report any flags to the Chair of the Search Committee

### Sample Reference Check Questions

- How long have you known X and in what capacity?
- Describe the candidate's overall work performance in terms of skills, qualities and contributions to your organization.
- What are X's strengths and areas for development?
- What are X's unique qualities?
- How would you describe X's ability to inclusively engage a group of college students in a class, workshop or presentation?
- How would you compare the performance of X with that of others who have held the same job?
- Please describe overall work / performance in terms of in terms of attitude, dependability and trustworthiness.
- Is X someone you would hire (again)?
- Why did x leave your organization?
- Is there any additional information that you feel we should know in considering (x) for employment?