

## Search Guidelines

The college hires to replace a departing faculty member, to fill an opening created by a leave or a sabbatical, or to fill a newly created position. Many shifts in student demand will first be met through part-time or adjunct faculty, rather than making a commitment to a new full-time position.

In the case of a departing faculty member or faculty member on leave, notify the provost as soon as you learn that a faculty member is leaving. A position can be advertised only after the provost has received a letter of resignation. It may be possible, however, to discuss a search strategy and likely position requirements before that time. Vacancies occurring after March 1 will, typically, be filled with a one-year replacement and a full search will be scheduled for the following academic year.

### Faculty Categories

Augustana has eight categories of faculty: adjunct, fellow, lecturer, part-time, professional faculty, senior lecturer, full-time tenure-track, and visiting full-time faculty. Below are the rank, required degree and typical load for each category. Searches typically follow one of three protocols: 1. full-time tenure-track, continuing lecturer, and professional faculty hires; 2. Fellows and visiting faculty hires; or 3. Part-time, adjunct hires.

| TITLE/STATUS   | RANK  | DEGREE   | TYPICAL LOAD  |
|--|---|--|---|
| Adjunct  | Instructor<br>Assistant Professor<br>Associate Professor    | Varies<br>Terminal Degree (PhD, MFA, etc.)<br>Terminal Degree (PhD, MFA, etc.)   | 16-23 credits (still to be finalized under semesters)   |
| Fellow (annual appointment, up to a maximum of two years)                | Instructor<br>Assistant Professor                           | No Terminal Degree or ABD<br>Terminal Degree (PhD, MFA, etc.)  | 24 credits (or 20 credits with prorated pay)  |
| Full-time (Tenure-Track)   | Assistant Professor<br><br>Associate Professor<br>Professor | Terminal Degree (PhD, MFA, etc. – usually, can be ABD)<br><br>Terminal Degree (PhD, MFA, etc.)<br>Terminal Degree (PhD, MFA, etc.) | 24 credits<br>(with potential of 2 credits reassigned time for advising)  |
| Continuing Lecturer (annual appointment, up to a maximum of three years) | Assistant Professor<br><br>Associate Professor<br>Professor | Terminal Degree (PhD, MFA, etc. – usually, can be ABD)<br>Terminal Degree (PhD, MFA, etc.)<br>Terminal Degree (PhD, MFA, etc.)     | 26 credits  |
| Part-time  | Instructor<br>Assistant Professor<br>Associate Professor    | Varies<br>Terminal Degree (PhD, MFA, etc.)<br>Terminal Degree (PhD, MFA, etc.)   | Up to 15 credits (still to be finalized under semesters)  |
| Professional Faculty (multi-year appointment – 5 academic years)         | Instructor<br>Assistant Professor                           | No Terminal Degree or ABD<br>Terminal Degree (PhD, MFA, etc.) – one current exception  | Up to 26 total credits (must teach at least 12 credits and carry at least 4 or more credits in a combination of activities) |

|  |                                   |  |  |
|--|-----------------------------------|--|--|
|  |                                   |  | that directly or indirectly support teaching/learning) |
| Special Academic Support Staff<br>-Librarians<br>-Student Success Services<br><br>-Coaches | Instructor<br>Assistant Professor | No Terminal Degree or ABD<br>Terminal Degree(PhD, MFA, etc.)<br><br>Not applicable | No load requirement                                    |
| Visiting Full-time Faculty   | Instructor<br>Assistant Professor | No Terminal Degree or ABD<br>Terminal Degree (PhD, MFA, etc.)                      | 26 credits   |

### Position Authorization

The provost must authorize all faculty searches. Departments requesting a tenure-track faculty position (whether a new one or a replacement) should submit to the provost a completed position authorization form found on the “Resources for Department Chairs” section of the academic affairs website. The deadline for submission typically is June 30, with decisions communicated by early fall term.

The position authorization form requests information about the department and enrollments that can usually be answered by ITS reports already available to department chairs through Arches. Requests for any additional required information can be made through the Office for Institutional Research and Assessment. The U.S. Bureau of Labor Statistics may be a useful resource for statistics on national and/or regional employment.

All other position requests should be communicated in writing to the provost at the point the department is aware of its anticipated faculty needs. All requests should be accompanied with a clear rationale for the position.

### Full-Time Faculty Searches

#### Position Announcement

Once the provost approves a position request, the department should draft a position announcement. Announcements typically include the following:

- A brief description of Augustana to engage prospective faculty unfamiliar with the college:
  - Recommended: “Founded in 1860, Augustana College is a private 4-year residential liberal arts college on the banks of the Mississippi River in the Quad Cities, a metropolitan area three hours west of Chicago.”
- Position category (e.g. tenure-track, visiting, etc.) and rank (assistant professor, open rank, etc.)
- Required and/or preferred degree
- Required areas of expertise
- Potential courses to be taught
- Likelihood of opportunity to develop new course(s)
- Explicit reference to diversity, which could appear in one or more of the following ways:
  - When appropriate, this could reference preferred areas of expertise or potential courses to be developed (e.g., race and ethnicity in the media, gender in science)
  - An acknowledgement of our changing student body/pedagogy:
    - “demonstrate success in working with diverse populations”
    - “experience in a variety of teaching methods”
  - Direct invitation
    - “Candidates from underrepresented minority groups are encouraged to apply.”

- Teaching load in the context of semesters
  - Include J-term teaching expectations, as appropriate
- Equal opportunity language
  - “Augustana College is an equal opportunity employer and actively encourages applications from women and persons of diverse ethnic backgrounds. We do not discriminate based on age, race, color, ethnic origin, gender, gender expression, sexual orientation, disability or creed.”
- Point of contact (typically the department/search committee chair)
- Date that review of applications will begin
- Indication of whether there will be a strict cut-off date after which applicants will not be considered, or a rolling deadline
- Materials required for application
  - Letter of application
  - Curriculum vitae
  - Copy of graduate transcripts
  - Statement of teaching effectiveness
  - Sample of scholarly writing
  - Three letters of recommendation (determine at what stage these will be required)
- Address and email (preferred) for application materials to be sent

Send a draft of position announcement to the appropriate person in the Office of Academic Affairs (tenure track and professional faculty searches – Provost of the College; visiting and fellow searches – Associate Dean). Once the position announcement has been approved, chairs will work with Sherry Docherty for ad placement. Ads for faculty positions typically appear on the college’s website and appropriate discipline listservs and websites.

### **Attracting a Strong Pool of Applicants**

Because the goal of every faculty search is to find an exceptional colleague to join our community, potentially for decades, it’s advantageous to take a pro-active approach in growing the largest pool of high-quality candidates. Search strategies beyond mere ad placement might include:

- **Recruiting at conferences.** Some conferences have formal processes for initial interviews. Sometimes, this includes the ability to review all applicant CVs in a “job pool.” Although this can be time consuming, it can allow your department to do outreach to candidates to invite them to meet with you at the conference to learn more about the position. Divisional business meetings at conferences can be another place to hand out hard copies of the position description and to encourage attendees to circulate to their colleagues/graduate students who may have potential interest. Also, consider attending presentations in the area of the position opening and invite presenters to consider applying or to share the position with their colleagues/students. This gives you an opportunity to talk with people about their research. Funding is available from Academic Affairs to recruit at conferences.
- **Outreach to graduate students.** Search websites for strong programs. They generally include a list of graduate students. You may find additional information, including a CV, about potentially qualified candidates on Linked In. It would be appropriate to reach out to qualified candidates and encourage them to apply. You may even consider such outreach a year in advance of an anticipated position to begin establishing a relationship with candidates likely to be highly sought after.
- **Outreach to colleagues.** Consider contacting chairs and graduate directors of strong PhD programs. Department members may choose to post a position description on their personal Facebook pages, Twitter accounts or other social media.
- **Go outside your traditional circles;** otherwise, you risk homogeneity. Consult the list of HBCU (Historically Black Colleges and Universities) PhD programs

([www.case.edu/diversity/faculty/downloads/hbcuprograms.pdf](http://www.case.edu/diversity/faculty/downloads/hbcuprograms.pdf)) and HSI (Hispanic-Serving Institutions) PhD programs ([www.csueastbay.edu/about/diversity/files/docs/pdfs/hsi-doctoral-programs.pdf](http://www.csueastbay.edu/about/diversity/files/docs/pdfs/hsi-doctoral-programs.pdf)) to see which PhD-granting institutions may have programs in your field. Send your position announcement to chairs or faculty with related expertise at those schools. Be prepared, though, for them to respond with questions about how Augustana supports faculty of color. If you're uncertain about all of the ways that Augustana does so, please contact the Provost and/or Vice President of Diversity, Equity, and Inclusion. Also, research whether there are organizations and/or conferences for faculty of color in your discipline. Finally, Augustana sends representatives to recruit potential faculty at the Institute on Teaching and Mentoring Conference, sponsored by the Compact for Faculty Diversity. Post advertisements in publications that promote diversity and inclusion—i.e. *Diverse: Issues in Higher Education*, *Insight into Diversity*, *Women in Higher Education*, *Journal of Blacks in Higher Education*.

### **Search Committee**

Members of the department/program together with the provost (or associate dean) should determine who should serve as members of the search committee. Search committee size can vary, with some small- or medium-sized departments having all members of the team serve on the committee. However, search committees larger than 5 or 6 can make reviewing materials/scheduling meetings more difficult. While department chairs often serve as the chair of the search committee, some search committees may have another senior faculty member serve as chair. Typically, faculty members in their first year do not serve on search committees because they are less familiar with the campus culture and departmental needs. A faculty member who is leaving the college (due to resignation or retirement) should not serve the search committee for his/her replacement.

Tenure-track search committees should include at least one member from outside the department/program. The search committee chair should submit to the provost a list of 3-5 possible outside search committee members early in the search process. The outside member(s) should be considered equal and participate fully in the search process.

The search committee should include the Vice President for Diversity, Equity, and Inclusion or a designated equity guide.

### **Developing Review Criteria**

Before reviewing application materials, the search committee should develop criteria by which applications will be reviewed (See appendix for sample). The criteria should include the following:

- Criteria by which an application will be considered “complete.” Files that do not meet the minimum criteria for being a complete application should not be considered in the review process.
- Criteria for determining which applicants will be deemed “qualified.”
- List of desired qualifications, ranked in order of preference.
- Evidence by which departments will determine whether applicants are “qualified” and whether they meet “desired qualifications.”
- The search committee should consider the composition of faculty in the department and at the institution in conjunction with Augustana 2020 Strategy IV-Diversity, Inclusion, specifically Action Item 2d ‘Increase diversity of Augustana’s workforce’ and 3 ‘Take positive steps to increase diversity of our trustees, faculty, and staff.’

## Considerations for International Candidates

For a foreign national to receive permanent residency status (a green card), certain standards must be met and well documented in the recruitment and hiring process. The open position must be advertised in at least one national professional print journal, which typically will be *Chronicle of Higher Education*. The position must also appear in at least two additional sources typical for advertising such a position (e.g., college website, professional organization listserv or publication, job fairs, newspaper ad, etc.)

During the search process, a candidate's work authorization status cannot be a consideration; however, knowing candidates' status can help prevent unnecessary delays in obtaining authorization after a hire is made. Therefore, it is best practice to inquire about work authorization of all finalists at the campus interview stage of the search. Below is recommended wording for making this inquiry:

- "Are you legally authorized to work in the United States?"
- "Will you now or in the future require sponsorship for employment visa status?"

Sometimes the answer to these questions can be fairly complex. In such cases, please refer them to the Office of Human Resources.

Remember that consistency is key, so if you ask work authorization questions of one candidate, you should ask them of all candidates who have reached the same stage in the search process. You do have the option of having a member of the Office of Human Resources or the provost (or associate dean) ask this question during their time with each candidate; however, you need to specifically make this request when scheduling each candidate's appointment.

Because of legal restrictions when hiring foreign nationals, search committees are required to complete additional paperwork. Because we never know when an international candidate may emerge as a selected candidate we conduct all searches using this protocol. If the college does offer the position to a foreign national, the search committee will need to provide the following additional paperwork when the college applies for the candidate's permanent residency paperwork.

- A. The total number of applicants for the position: both U.S. and Foreign;
- B. The specific lawful job-related reasons why each non-successful applicant was rejected;
- C. The reason or reasons why the Foreign National was deemed "more qualified" than the other candidates (more details should be provided for those who were invited to come to campus).

## Considerations for Internal Candidates

It is not uncommon to have internal candidates for an open faculty position, particularly tenure-track positions. Having an internal candidate for a search can be advantageous, but it can also be a cause of anxiety for the candidate, the search committee and the broader department. If you have an internal candidate in your search, we encourage you to review Kenyon College's thoughtful "Protocol for Searches with Internal Candidates" found at [www.kenyon.edu/directories/offices-services/office-of-the-provost/faculty-resources-information/hiring/protocol-for-searches-with-internal-candidates/](http://www.kenyon.edu/directories/offices-services/office-of-the-provost/faculty-resources-information/hiring/protocol-for-searches-with-internal-candidates/). If you have additional questions about handling circumstances with an internal candidate, please contact the provost (or associate dean).

## Narrowing the Candidate Pool

### *Semifinalists*

After reviewing application materials for all complete applications, the search committee should narrow the pool of candidates to a list of semifinalists with whom the committee will conduct telephone, Skype or Google Hangout

interviews. Some departments may choose to interview candidates at their national meetings. At this stage, the search committee chair should submit to the provost (or associate dean) a chart of applicants, with an explanation for why candidates were not selected as semifinalists (See Appendix B). This should occur prior to inviting candidates for a semifinalist interview. It is up to the discretion of the committee to determine how many candidates will become semifinalists.

The search committee should draft a set of interview questions, with careful attention to the qualifications identified in the search review criteria. Questions at the semifinalist and finalist stage should include one or more diversity-related questions (See Appendix C for a list of sample questions about diversity and suggestions for what to listen for in candidates' answers). Committees are encouraged to ask the same questions of each candidate. However, there may be some reasonable exceptions to this guideline when circumstances warrant.

If not all search committee members are available for interviews with semifinalists, the committee may decide to record the interviews for members who can't attend to review after the fact. There are free online conference-calling services that can be used for this purpose. Don't forget that it's necessary to obtain permission in advance from any candidate you would like to record.

### ***Finalists***

Following phone interviews, the search committee should identify candidates to invite for a campus interview. In most cases, three candidates will be invited to campus for tenure-track searches and two candidates for visiting and fellow searches. Consult with the provost (or associate dean) in the case of other searches (e.g., professional faculty, adjunct, part-time). Prior to inviting candidates to campus, the search committee chair should send to the provost (or associate dean) an updated chart of candidates, with an explanation for why semifinalists not invited to campus were not selected (See Appendix B). The chair should also send CVs and cover letters for each of the candidates the committee would like to invite. After reviewing these documents, the provost (or associate dean) will either approve the list of finalists or contact the search committee chair with any questions. After receiving approval, the chair should extend invitations for campus visits.

### **Travel, Accommodations and Meals**

Please allow for 2-3 weeks from the date you extend an invitation to your final candidates until you actually bring them to campus. This will allow the candidates adequate time to prepare for the visit and likely decrease travel expenses.

Candidates are to arrange for and pay for their own plane ticket, and the college will reimburse them. A plane ticket priced over \$750 requires the provost's approval. The candidate should inform the search chair and Sherry Docherty when a reservation has been made. Candidates should complete the Travel Expense Voucher for reimbursement (found here: <http://campus.augustana.edu/documents/facstaff/travelexpense.pdf>).

Office of Academic Affairs will arrange for hotel accommodations for candidates (Contact Sherry Docherty). Search chairs should indicate how many nights are needed for each candidate's stay. Candidates staying at a hotel for more than two nights will require the approval of the provost. Typically, candidates are housed at the Stoney Creek Inn or the Radisson on John Deere Commons in Moline. Any other housing arrangements must be authorized by the provost.

The Office of Academic Affairs will pay for the department's meal expenses when hosting a candidate. Expenses for all food/meals should be limited to \$250 per day for a full day; meal expenses should not exceed \$400 for the entire visit. Smaller departments should have lower food expenses compared to relatively larger departments. Please use your P-cards to pay for meals and reconcile with account #10-164-30200-62046, and submit receipted expenses to the Office of Academic Affairs at the end of the visit. For the purposes of Business Office auditing, receipts for meals should include information about who was present at the meal.

### **Visit Itinerary**

Search committees are responsible for creating candidates' on-campus itinerary and arranging for meals. The search committee chair should ask interviewees about people (realtors, other new faculty, senior majors, etc.) they

would like to meet, and experiences (a neighborhood tour) to include during the visit. The department also should inquire about specific dietary requirements (vegan, vegetarian, gluten intolerant, etc.)

The trip itinerary should specify who is going to meet the interviewee at the airport and should provide at least two phone numbers to call in case there are disruptions during travel (See Appendix C for a sample visit itinerary).

Mandatory elements of a tenure-track candidate's on-campus itinerary include separate meetings with the president (30 minutes), the provost (45 minutes), division chair (30-45 minutes), a benefits overview with human resources (30 minutes) and outside search committee member (time to be determined). Visiting or fellow positions do not require a meeting with the president or the provost; instead, those candidates should meet with the associate dean (30-45 minutes), division chair (20-30 minutes) and human resources (20 minutes). When choosing dates for candidate visits, search committee chairs should first consult the president's and provost's calendars for availability.

Typical elements of an on-campus itinerary also include:

- meetings with the department chair and department faculty;
- a walking tour of the campus and a driving tour of the Quad Cities;
- opportunity to teach a class (make sure that the candidate receives in advance of the visit a copy of the syllabus, the day's assigned reading and knowledge of the composition of the class);
- a research presentation;
- 30 minutes of free time before the class and the research presentation;
- time alone to tour campus and the Library;
- meetings with majors or other interested students;
- meetings with interested non-departmental faculty, focusing especially on newer faculty who might help speak to the transition from graduate school to full-time teaching;
- clear arrangements for meals (typically including lunch at the Gerber Center for Student Life).

Chairs should publicize the candidates' presence on campus (through classroom announcements, email, and the Faculty Newsletter) and should recruit individual faculty members and students to attend the public presentations. Please share a copy of each candidate's itinerary with Sherry Docherty.

### **Determining Candidate to Receive the Offer**

Following each candidate's visit, the search committee chair should solicit feedback from campus members who participated in the candidate's campus visit (e.g., students, department members, department secretary, etc.) and share this feedback with the search committee (including the outside member of the search committee). The search committee should review all feedback and meet to discuss the strengths and weaknesses of each candidate based on the agreed-upon search criteria. The search committee chair should summarize these conversations in a document to the provost (or associate dean) that lays out the strengths and weakness of each candidate and offer preferences in a way that invites thoughtful reflection, acknowledging disagreements that may exist in committee members' evaluations of candidates. The document should not rank candidates, but should be explicit if a candidate has been determined by the committee to be unacceptable.

The provost will review the written evaluations provided by the search committee, consult with the president, and contact the committee chair with any questions. In some instances, the provost may call a meeting with the full search committee for additional conversation about the candidates as she weighs the committee input in light of the needs of the department and the broader college. Once the provost has made a decision, she will notify the search committee chair prior to extending an offer to the candidate. She will notify the chair when the offer has been made and provide updates about the candidate's deliberation, as appropriate. If the provost's first choice declines, she will decide whether to extend an offer to another candidate deemed acceptable by the search committee.

Once a candidate accepts the offer verbally or in writing, the Office of Academic Affairs immediately begins the hiring process. A background check will be initiated, and upon receiving verification of no felony record, academic

affairs will mail the new hire a compensation agreement letter to be signed and returned. Once the agreement is returned, academic affairs will create an employee record and email account for the new faculty member, and, in consultation with the department chair, assign an office and verify needed hardware and software.

Departments are encouraged to reach out to their new faculty member once the offer is accepted. Some departments send welcome emails, cards signed by all department members, or even care packages with Augie gear for the new faculty member and/or family members. Regardless of how a department decides to welcome a new colleague, making contact early and often can hasten a sense of connection to the Augustana community.

### Notifying Unsuccessful Candidates

Once the successful candidate's compensation agreement letter is signed and returned, the Office of Academic Affairs will send letters to unsuccessful candidates notifying them that a hire has been made. Please notify Sherry Docherty at the point of hire if there are any candidates who should not receive such a letter, such as those who withdrew from the search or declined an offer. Some search committee chairs choose to personally notify, by email or phone, unsuccessful candidates who reached the finalist or semifinalist stage of the search.

### Adjunct and Part-Time Hires

Chairs should communicate with the provost about the hiring process for adjunct and part-time hires. Particularly in the case of part-time hires, a less formal hiring process may be used. Even in less formal searches, at minimum a formal letter of application and CV are required for candidates. It is also important to communicate with appropriate Academic Affairs personnel as the search process proceeds.

For the 2018-19 academic year, remuneration for adjunct and part-time faculty is \$1,500 per credit hour if the faculty member has a terminal degree and \$1,400 per credit hour if the faculty member does not have a terminal degree.

In instances when course enrollment falls below eight students, the provost will most likely cancel the class or in exceptional circumstances offer a replacement agreement at a reduced rate after the sixth day of class upon mutual consent. The remuneration per credit for a low-enrolled course will be determined as follows:

| <u>Enrollment</u> | <u>With Terminal Degree</u> | <u>Without Terminal Degree</u> |
|-------------------|-----------------------------|--------------------------------|
| Seven             | \$1,350                     | \$1,250                        |
| Six               | \$1,250                     | \$1,150                        |
| Five              | \$1,050                     | \$ 950                         |
| Four              | \$ 850                      | \$ 750                         |
| Three             | \$ 750                      | \$ 650                         |
| Two               | \$ 550                      | \$ 500                         |
| One               | \$ 550                      | \$ 500                         |

### Legal Reminders

#### 1. Important Laws Related to Hiring

- Title VII of the Civil Rights Act of 1964: prohibits discrimination on the basis of race, color, religion, national origin and sex (including pregnancy)
- Americans with Disabilities Act (ADA): prohibits discrimination against *qualified applicants with disabilities* and requires reasonable accommodation of such individuals
- Age Discrimination in Employment Act (ADEA): prohibits discrimination on the basis of age (40 years and over)
- Equal Pay Act: Prohibits employers from paying unequal wages to male and female employees who perform substantially similar jobs
- Other grounds: defamation, interference with contract, breach of contract, negligence



## **2. The search is all of these things** for the department and the college:

- a. Public relations
- b. Investigation
- c. Strategic planning
- d. Evaluation
- e. Risk management

## **3. Search Committee: 3 Basic Principles**

- a. Confidentiality
- b. Integrity and fairness to all applicants
- c. Recruitment

## **4. Protected Characteristics – Off Limits:** sex, race, color, national origin, religion, age, disability, military status, parental status, sexual orientation, gender identity, marital status, arrest records.

One issue that's arisen lately is how to inquire about a candidate's ability to work in the United States. If you are interested in knowing the answer to this question (and you should be!), then you must ask it of all the applicants you're interviewing. One appropriate way to ask this question is, "Do you have valid work authorization in the U.S.?" You can ask about visa status only after you have asked this initial question. If you are uncomfortable asking about work authorization, please let the Offices of Human Resources or Academic Affairs know so that they can ask about it in the benefits overview or during their meeting with the candidate. Once you are aware of a candidate's (in)ability to work in the U.S., please inform the Offices of Academic Affairs and Human Resources.

**6. Records Retention Issues:** Keep all application materials for applicants not hired for three years. Include external job postings, internal job postings, recruitment report, and the complete selection process for all candidates in the pool. Applicant materials for hired applicants go into the personnel file in the Office of Academic Affairs.

## **7. Reference Checks:**

- a. Consistency – same person(s) conduct checks, ask same questions
- b. Check for employment gaps
- c. Don't limit checks to listed references (ask if you need guidance here)
- d. Protected characteristics – if you can't ask the candidate, don't ask the reference!
- e. Reference Check v. Background Check. The Office of Human Resources will perform the latter in the final stages of the process, and let you know if there's anything troubling.

## Appendix A

### SAMPLE ITINERARY FOR TENURE-TRACK CANDIDATE

Monday, January 20<sup>th</sup>

|              |   |                           |
|--------------|---|---------------------------|
| 11:40 a.m.   | <b>Arrival.</b><br><i>Flight XXX Operated by AMERICAN EAGLE</i>                             |                           |
| Noon-2:00    | <b>Lunch and Tour of the Quad Cities</b>  |                           |
| 2:00-2:45    | <b>Downtime</b>   | <b>OM 210</b>             |
| 2:45-3:00    | <b>Brief Greeting by Department Chair</b>   | <b>Brew by the Slough</b> |
| 3:00-3:45    | <b>Meeting with Outside Committee Member</b>  | <b>Brew by the Slough</b> |
| 3:45-4:30    | <b>Meeting with Newer Faculty from Outside Department</b>                                   | <b>Brew by the Slough</b> |
| 4:30-5:00    | <b>Prep for Research Talk</b>   | <b>OM 302</b>             |
| 5:00-6:00    | <b>Research Talk</b>  | <b>OM 302</b>             |
| 6:00         | <b>Dinner with Department Faculty</b>   | <b>Restaurant TBD</b>     |
| After Dinner | <b>Check into Hotel</b><br><i>Radisson on John Deere Commons. , 1415 River Dr. , Moline</i> |                           |

Tuesday, January 21<sup>st</sup>

|             |   |               |
|-------------|---|---------------|
| 8:00 a.m.   | <b>Depart hotel</b><br><i>Please check out in advance and bring luggage</i> |               |
| 8:30-9:00   | <b>Prep Time for Teaching</b>   | <b>OM 230</b> |
| 9:00-9:50   | <b>Teaching Demonstration</b>   | <b>OM 230</b> |
| 10:00-10:30 | <b>Meeting with Division Chair</b>  | <b>OM 213</b> |

|             |   |   |
|-------------|---|---|
| 10:30-11:00 | <b>Meeting with College President</b>   | <b>President's Office<br/>Founders Hall</b> |
| 11:00-11:45 | <b>Meeting with Dean of the College</b>   | <b>Academic Affairs<br/>Founders Hall</b>   |
| Noon-1:00   | <b>Lunch with Department Students</b>   | <b>Gerber Center for<br/>Student Life</b>   |
| 1:00-2:00   | <b>Tour of Campus</b>   |   |
| 2:00-2:45   | <b>Meet with Human Resources Representative</b>   | <b>H.R. Department<br/>Sorenson</b>         |
| 3:00        | <b>To Airport</b><br><i>Flight XXX AMERICAN EAGLE (Republic Airlines) departs @ 4:28 p.m.</i> |   |

Candidate 123-867-5309 (Cell)  
Department Chair 309-737-1111 (Cell)

| <b>Appendix B: MJMC POSITION – CANDIDATE POOL</b> |   |   |
|---|---|---|
| <b>Candidates</b>                                 | <b>Decision</b>   | <b>Explanation for Elimination</b>  |
| Bastin, Freeman                                   | Does not advance  | Not journalism  |
| Bold, Christopher                                 | Does not advance  | Not journalism  |
| <b>Conry, Spring</b>                              | <b>Advance to Campus Visit*</b>                             |   |
| Das, Julian                                       | Does not advance  | Not visual journalism; MA only  |
| DeSalvo, Nan                                      | Does not advance after phone interview                      | Not proficient in multimedia software<br>Less able to articulate key concepts in multimedia journalism      |
| <b>Hunnicut, Rodney</b>                           | Does not advance after phone interview and reference checks | Strong multimedia skills, but weak on journalism  |
| Irish, Veda                                       | Does not advance  | Not journalism  |
| Mcguffie, Tanja                                   | Does not advance  | Too narrowly focused to support broader MJMC curriculum needs   |
| Person, Marilee                                   | Does not advance  | Not visual journalism   |
| <b>Pettigrew, Tisha</b>                           | <b>Advance to Campus Visit*</b>                             |   |
| Scotto, Tomas                                     | Does not advance  | Not journalism  |
| Stutzman, Marcela                                 | Does not advance  | Weak visual journalism  |
| Tagg, Lakendra                                    | Does not advance after phone interview                      | Less comfortable in multimedia/video<br>Failed to demonstrate understanding of Augustana or our curriculum. |
| Todaro, Ayana                                     | Does not advance  | Incomplete file   |
| Vizcarrondo, Dean                                 | Does not advance  | Weak visual journalism  |
| Waddington, Kareem                                | Does not advance  | Weak visual journalism  |
| <b>Yerger, Xochitl</b>                            | <b>Advance to Campus Visit*</b>                             |   |

**Sample Diversity Questions – Faculty**

1. Please describe how you would work to create a campus/department environment that is welcoming, inclusive and increasingly diverse.
2. Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
3. What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings.
4. What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
5. How do you seek opportunities to improve the learning environment to better meet the needs of students from all over the world and from students who have been historically marginalized in the USA, such as the Native Americans, African Americans, Latinos, Asians, and other communities?
6. What is your method of communication with students who are different from the Professor? How do you convey thoughts, ideas, or adverse conclusions?
7. Describe your experience or explain how you have been educated to understand the history of African Americans, Latinos, Asians, Native Americans and other historically marginalized communities in the USA.
8. Describe your experience in serving or teaching underrepresented communities.
9. Give an example of how you walk in the shoes of people we serve and those with whom we work.
10. Describe a situation in which you encountered a conflict with a person from a different cultural background than yours. How did you handle the situation? (Please be specific)
11. In previous work experiences, what has been the greatest obstacle in developing a multicultural-competent staff?
12. Describe a situation in which you utilized your multicultural skills to solve a problem.
13. What ideas do you have for educating students about diversity?
14. How has diversity played a role in shaping your social style?
15. Tell us about a time when you changed your style to work more effectively with a person from a different background.
16. Tell us about a time you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that.
17. What do you see as the most challenging aspects of an increasingly diverse academic community?  
Follow-up question: What initiatives have you taken to meet such challenges?
18. In what ways have you integrated multicultural issues as part of your professional development?
19. Talk about how you responded to a co-worker who made an insensitive remark.
20. Talk about a time that you successfully adapted to a culturally different environment.
21. What have you learned from working with diverse populations?
22. What issues have arisen from your work with non-traditional and first generation students? What has gone smoothly and what has been challenging in this work?
23. Do you speak any other languages other than English? If so, what language(s) and to what extent are you fluent in that/those language(s)?
24. What are some specific things you are going to do within the next two years to further your development in cultural competency?

25. How does your own identity impact your work with a diverse staff and student body?
26. When interacting with a person from a different culture than your own, how do you ensure that communication is effective?

### **What to look for in answers**

**Skills**: As with all interview questions, we hope to receive honest and accurate responses. Specific examples of skills are key indicators and represent the highest quality. Often these skills are developed through diversity training, experiences with people who are culturally different, and/or an individual's own diverse (i.e. underrepresented population, marginalized identities) identity characteristics. Examples of skills:

- Engaging & building relationships
- Communication, including multilingual
- Recognizing (assessing) needs/differences of others and adapting work/processes to be more culturally relevant
- Advocating for underrepresented populations and/or the needs of those with marginalized identities

**Knowledge**: Candidates who are able to articulate facts/information acquired through education and experience are highly desired. Those who understand the influence of diversity in their role/work and make adjustments to be intentionally inclusive are assets to the institution.

**Awareness**: Not all candidates will have substantial experience with diversity, equity or inclusion. Candidates whose experience is limited can show that they've considered the importance of diversity, equity and inclusion in the work place. Look for answers that indicate the candidate paid attention to these areas. This can include observations of others' interactions, an understanding of the college's commitment to diversity, equity and inclusion, recognition of the need for diversity, equity and inclusion, sensitivity to experiences of members of underrepresented populations. Additionally, answers that reflect a willingness to learn and be involved in campus-wide diversity, equity and inclusion efforts are good indicators that the candidate honors the importance of diversity.