

Faculty Search Guidelines

Updated October 2020

Continuing to hire excellent faculty members is essential to our success. This document outlines the process for faculty searches at Augustana and provides resources for search committees.

Steps in Full-time Faculty Searches

Generally, searches for full-time faculty follow the steps below. Search committees work with the provost for tenure-track positions and with an associate dean for non-tenure track positions, including visiting, fellow, and professional faculty positions. You will find more detail on each of these steps in this document. Please include Sherry Docherty on when sending documents throughout this process.

1. For tenure-track positions, department chair submits a position request to the provost (see pages 2-3 and Form in Appendix A). For non-tenure track positions, department chair submits written request for position to provost (See page 3). In consultation with the president, provost reviews request and may authorize search.
2. After final search committee members (including outside member and equity guide for tenure-track searches) are approved by the provost or associate dean, the search chair provides Sherry Docherty with search committee names to gain access to Hirezon (our online application platform) for application materials.
3. Search chair completes the DiversityEdu online training (email invitation will be sent for this training).
4. Search chair or designee from the committee attends a scheduled group Faculty Search Meeting to discuss search strategy and procedures.
5. Search Committee drafts position advertisement (see page 4 and example in Appendix B), completes the Recruitment Strategies Form (see p 5, Appendix C, and [Word Version](#)), and develops the search criteria (see page 5 and example in Appendix D) to be reviewed by provost or associate dean (cc Sherry Docherty).
6. Search committee and Academic Affairs actively advertises the position based on the plan set forth by the search committee in the Recruitment Strategy Form.
7. Using the search criteria, the search committee conducts an initial review of applications and submits a chart with recommendations of candidates for phone interviews to provost or associate dean (cc Sherry Docherty; see p. 6 and example in Appendix F). Appendix E provides an example template that search committee can adapt for their internal review of candidates ([Word version](#) posted on Academic Affairs website).
8. Search committee reviews [questions not to ask](#) and then develops questions for phone/video interview and submits these to the provost or associate dean for review and feedback (example questions in Appendix G).
9. Phone/video conference interviews are conducted, the recommendation chart is updated for finalists, and the chart is submitted to the provost or associate dean for review (cc Sherry Docherty; see pages 6-7).
10. Following approval, the search chair invites finalists for campus interviews and coordinates itineraries (see pages 7-8 and example itineraries in Appendix H for tenure-track and Appendix I for fellow/visiting candidates).
11. Search committee submits list of strengths and weaknesses of each finalist within the established search criteria to provost or associate dean (cc Sherry Docherty), who may contact the search chair for conversation about the assessment (see page 8). Appendix K provides an example template that search committees can adapt for this purpose ([Word version](#) posted on Academic Affairs website).
12. Provost or associate dean extends offer to candidate and keeps the search chair updated.
13. After search chair is notified that a candidate has accepted the position, department welcomes the new colleague to Augustana. After a signed compensation agreement letter is received by Academic Affairs, the Department Chair will be notified. At this time, the Department Chair can email Registrar's Office (cc provost and Michelle Heinrichs) to provide the course schedule for new colleague.
14. After the search is completed, the search chair should send their notes and the notes of search committee members that are not otherwise captured in the search materials to Academic Affairs for storage and eventual destruction after three years (see Record Retention Issues on page 10).

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
Full-time Continuing			
Tenure Track	Assistant Professor	Terminal Degree (PhD, MFA, etc.), usually, can be ABD	24 credits
	Associate Professor	Terminal Degree	
	Professor	Terminal Degree	
Continuing Lecturer	Assistant Professor	Terminal Degree (PhD, MFA, etc.), usually, can be ABD	26 credits
	Associate Professor	Terminal Degree	
	Professor	Terminal Degree	
Professional Faculty	Instructor	No terminal Degree or ABD	26 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)
	Assistant Professor	Terminal Degree (PhD, MFA, etc.), or time in rank	
	Associate Professor	Terminal Degree or time in rank	
	Professor	Terminal Degree or time in rank	
Special Academic Support Staff (Librarians, Student Success Services, Coaches)	Instructor	No terminal Degree or ABD	26 credits
	Assistant Professor	Terminal Degree (PhD, MFA, etc.),	
Full-time Term Appointment			
Visiting (annual appointment, typically up to a maximum of three years)	Instructor	No terminal Degree or ABD	24-26 credits
	Assistant Professor	Terminal Degree (PhD, MFA, etc.),	
	Associate Professor	Terminal Degree	
Teaching Fellow	Instructor	No terminal Degree or ABD	24 credits
	Assistant Professor	Terminal Degree (PhD, MFA, etc.),	
Part-time			
Adjunct	Instructor	No terminal Degree or ABD	14-23 credits
	Assistant Professor	Terminal Degree (PhD, MFA, etc.), or time in rank	

	Associate Professor	Terminal Degree or time in rank	
	Professor	Terminal Degree or time in rank	
Part-time	Instructor	No terminal Degree or ABD	
	Assistant Professor	Terminal Degree (PhD, MFA, etc.), or time in rank	
	Associate Professor	Terminal Degree or time in rank	
	Professor	Terminal Degree or time in rank	
	Instructor	No terminal Degree or ABD	

Position Authorization

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. For tenure-track positions, vacancies occurring after March 1 will, typically, be filled with a one-year replacement and a proposal for a tenure-track replacement will be considered for the following academic year.

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 in Appendix A and on the “Resources for Department Chairs” section of the academic affairs website. The deadline for submission typically is June 30, with decisions typically communicated by early fall. There are times when decisions cannot meet this deadline due to budget considerations. If a disciplinary search cycle begins sooner than the fall, please contact the provost.

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 and suggestions for search committee members.

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 on the search committee for their replacement; however, they may meet with candidates while they

are on campus, particularly if the committee would benefit from the outgoing faculty member's assessment of the candidate's knowledge of a similar area of expertise.

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 with the position request form. The outside member(s) should be considered equal and participate fully in the search process.

Trained equity guides help support the search committee in its work to ensure issues of diversity, equity, and inclusion are infused throughout the search process. More information on the role of equity guides is provided in Appendix L. For tenure-track positions, the search committee should include a designated equity guide appointed by the provost. An equity guide can be requested for non-tenure track and visiting searches.

Position Announcement

Once the provost approves a position request, the search committee should draft a position announcement. Please see Appendix B for an example. Announcements typically include the following:

- A standardized description of Augustana to engage prospective faculty unfamiliar with the college, including a reference to our commitment to diversity and Equal Employment Opportunity language (this will be pre-loaded into Hirezon)
- Position category (e.g. tenure-track, visiting, etc.) and rank (assistant professor, open rank, etc.)
- Required and/or preferred degree
- Required areas of expertise
- Likelihood of opportunity to develop new course(s)
- Additional references 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 student body/pedagogy:
 - “demonstrated success in working with diverse populations”
- Teaching load and potential courses to be taught
 - o Include J-term and FYI teaching expectations, as appropriate
- Distinctions of the department (e.g., recognitions, accreditations, record of student achievements)
- 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, which may include
 - o Letter of application
 - o Curriculum vitae
 - o Copy of graduate transcripts (unofficial copies can reduce financial burdens for candidates applying; if hired, a candidate will be asked to provide official transcripts)
 - o Statement of teaching philosophy and evidence of effectiveness
 - o Sample of scholarly writing
 - o Letters of recommendation or contact information for references*

*Increasingly, faculty search committees nationally are considering moving away from requiring letters of recommendation. Consider requiring letters of recommendation only for semi-finalists or conducting reference checks prior to finalist stage. Talk with provost or associate dean about best practices for reference checks. You can learn more in [this Chronicle article](#) and [this Inside Higher Ed article](#).

*Please be certain that the position description and search criteria (see the next section) clearly align. That is, key criteria being used to rank candidates should be explicit in the position description.

Send a draft of position announcement, the Recruitment Strategies Form (see the section “Attracting a Strong Pool of Applicants” and Appendix C), and the review criteria (see the next section) to the appropriate person in the Office of Academic Affairs (tenure track and professional faculty searches – provost; visiting and fellow searches – associate dean). Once the position announcement and places for posting has been approved, chairs will work with Sherry Docherty for ad placement.

Developing Search Criteria

Before the position is posted, the search committee will develop search criteria that will be approved by the provost or associate dean (See Appendix D 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. Search chairs may contact candidates to notify them of required documents missing from their application, if they so choose.
- Criteria to evaluate candidates throughout the search process. It is very important that all members of the search committee understand and use these search criteria to help mitigate the influence of implicit bias. Search committee may choose to list these in order of importance for the position.
- Plank 4 of the Augustana 2020 Strategic Plan describes our commitment to strengthening diversity, equity, and inclusion in our campus community, including through our hiring practices. To support this work, all review criteria should include a criterion focused on the candidate’s contribution to diversity, equity, and inclusion. For example “Commitment to fostering equity and inclusion.”
- Many search committees are interested in how candidates will meaningfully contribute to and advocate for our liberal arts educational model. Please be mindful of criteria that may privilege applicants who have had experience teaching at or attending a liberal arts school (e.g., “Experience teaching at or understanding of a liberal arts college.”) Many faculty develop their commitment to the liberal arts during their time at Augustana. Instead, focus your review criteria and questions on tangible skills or attributes (e.g., “Commitment to interdisciplinary collaboration and the value of a broadly educated person OR Commitment to actively infusing multiple perspectives/disciplines and critical thinking into pedagogy.)
- A template candidate review evaluation tool is available in Appendix E, and you can find a Word version of this to adapt on the Academic Affairs website.

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 an active approach in growing the largest pool of high-quality candidates. The Recruitment Strategies Form in Appendix C establishes a plan for active recruitment that may 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.
- **Actively recruit a strong, diverse pool.** Post your position advertisement to the networks for special interest groups and caucuses within your discipline. Research organizations and/or conferences for faculty

from underrepresented groups in your discipline. Be prepared to answer questions about how Augustana supports faculty from underrepresented backgrounds. If you have questions about this, please contact the Provost and/or Vice President of Diversity, Equity, and Inclusion. Augustana sends representatives to recruit potential faculty at the Institute on Teaching and Mentoring Conference, sponsored by the Compact for Faculty Diversity and SREB and actively advertises positions to participating scholars. Academic Affairs also sends the position announcement to department chairs of relevant HBCU graduate programs and to department chairs of institutions with graduate programs granting highest number of degrees to scholars from underrepresented backgrounds.

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 or Google Meet interviews. 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 connected to the search criteria (See Appendix F). 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. These questions should be submitted to the provost or associate dean for feedback. Questions at the semifinalist and finalist stage should include one or more questions related to diversity, equity, and inclusion (See Appendix G for sample questions). Committees are encouraged to ask the same questions of each candidate. However, there may be some reasonable exceptions to this guideline when circumstances warrant.

The search committee may elect to use videoconferencing options instead of telephone interviews. Some departments may choose to also interview candidates at their national meetings. Candidates should not be disqualified for not attending a national meeting. Instead, phone or videoconference interviews should be scheduled in place of in-person meeting interviews for those candidates.

To ease the scheduling process, search chairs may use the Google appointment feature in Google Calendars. If you utilize this option, please ensure that your calendar settings are such that people can only see when you are free/busy so that candidates cannot view each other's names.

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. Also, be sure to delete interview recordings once they are no longer needed.

Finalists

Following video conference/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 other 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 according to the search criteria (See Appendix F). 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

If possible, 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. In the case of candidates who will be driving instead of flying to campus, please notify them in advance of the college's mileage reimbursement rate (24 cents/mile). Candidates are able to rent a car, if they prefer.

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.

Candidates should complete the Travel Expense Voucher for reimbursement (found here: https://www.augustana.edu/files/2018-10/travel_expense_voucher_2018.pdf) and submit it to Sherry Docherty.

Visit Itinerary

Search committees are responsible for creating candidates' on-campus itinerary and arranging for meals. Departmental administrative assistants can be very helpful in this process. Typically, tenure-track visit itineraries are 1.5 days and visiting or fellow itineraries are 1 day in length. 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 Appendices H and I for a sample visit itineraries).

Mandatory elements of a tenure-track candidate's on-campus itinerary include separate meetings with the president (30 minutes), the provost (45 minutes), the Vice President for Diversity, Equity, and Inclusion (45 minutes), division chair (30-45 minutes), a benefits overview with human resources (20 minutes) and outside search committee member (time to be determined). For interdisciplinary tenure-track positions, candidates should meet with a Faculty Welfare Committee member determined in conversation with the provost. When choosing dates for candidate visits, search committee chairs should first consult the president's and provost's calendars (or the associate's dean's calendar) for availability. If the president's on-campus schedule cannot be accommodated, a phone interview can be scheduled in place of an in-person meeting.

Visiting or fellow positions do not require a meeting with the president, provost, or division chair; instead, those candidates should meet with the associate dean (30-45 minutes), a benefits overview with human resources (20 minutes), and the Vice President for Diversity, Equity, and Inclusion (45 minutes, only if she is available to meet with both finalists).

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). Dining Services (Amy Roehrs x7543) can provide meal tickets, if contacted in advance.

Itineraries should be sent to each candidate well in advance of their visit. 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, division chair, VP of DEI, etc.) and share this feedback with the search committee (including the outside member of the search committee and equity guide). You can find an example student feedback form in Appendix J. 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 and any other information. 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 candidates with regard to the search criteria and offers 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. A template that can be adapted to your search criteria is in Appendix K with a Word version posted to the Academic Affairs website.

For tenure-track positions, the provost will review the written evaluations provided by the search committee, consult with the president, and, if necessary, contact the search chair for conversation. Similarly, for non-tenure-track positions, the associate dean will consult with the provost after reviewing evaluations. In some instances, the provost or associate dean 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 or associate dean 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 or associate dean's first choice declines, she will, in consultation with the search chair, decide whether to extend an offer to another candidate.

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.

Considerations of Work Authorization

During the application process, Hirezon will prompt all candidates to provide information about their work authorization status. Because this information will be captured by Hirezon, search committees do not need to inquire about candidates' work authorization status. While work authorization status may be considered during a search (e.g., when there are concerns about the timing of obtaining work authorization before the position start date), citizenship and national origin cannot be considered in the hiring process. If candidates have questions about work authorization, please direct them to Human Resources.

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." This can be found at www.kenyon.edu/directories/offices-services/office-of-the-provost/faculty-resources-information/hiring/protocol-for-searches-with-internal-candidates/ and recommends that "as a general principle, internal candidates should undergo the same procedures (presentations, interviews, etc.) as external candidates." If you have additional questions about handling circumstances with an internal candidate, please contact the provost or associate dean.

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 2020-21 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

Important Reminders

1. There are several important laws related to hiring, including:
 - a. Title VII of the Civil Rights Act of 1964: prohibits discrimination on the basis of race, color, religion, national origin and sex (including pregnancy)
 - b. Americans with Disabilities Act (ADA): prohibits discrimination against *qualified applicants with disabilities* and requires reasonable accommodation of such individuals
 - c. Age Discrimination in Employment Act (ADEA): prohibits discrimination on the basis of age (40 years and over)
 - d. Equal Pay Act: Prohibits employers from paying unequal wages to male and female employees who perform substantially similar jobs
 - e. Other grounds: defamation, interference with contract, breach of contract, negligence
2. The search process should maintain confidentiality and uphold integrity and fairness to all applicants throughout the search process.
3. The following are protected characteristics, and search committee cannot inquire about these directly or indirectly: sex, race, color, national origin, religion, age, disability, military status, parental status, sexual orientation, gender identity, marital status, arrest records. Harvard has an excellent Guide to Acceptable Interview Questions here: http://faculty.harvard.edu/files/fdd/files/guide_to_acceptable_interview_questions.pdf
4. Search committees should be mindful of the New York Times Rule—do not put anything related to the search or applicants in writing (notes, emails, etc) that you would not want published on the front page of the newspaper.
5. Records Retention Issues: Academic Affairs will keep an electronic copy of application materials for applicants not hired for three years. After the search is completed, the search chair should send their notes and the notes of search committee members that are not otherwise captured in the search materials to Academic Affairs for storage and eventual destruction after three years.

APPENDIX A
Position Request Form

Departments must complete this form before beginning the hiring process to fill a Tenure Track faculty position. Deadline June 30th. Decisions will be communicated by early Fall term.

Submit this completed form with supporting documentation to the Dean's Office.

Department:

Division:

Specific Field(s) for Search:

Is this a new TT request or a replacement TT request? If replacement, for whom?

1. How would this position improve (or maintain) your efforts to meet the student learning outcomes of your major(s), the department, and the College? Please be as specific as possible. Please also refer to the strategic priorities of the college and department, departmental assessment, and the program review document as you make your case including the diversity of faculty in the department.
2. How will this position contribute to the department's and college's commitment to providing a liberal arts education? Specifically, how will this position make a contribution to our general education program, J-term offering, FYI sequence, and/or interdisciplinary programs at Augustana? How will you include these other programs in the search, hiring, and evaluation process?
3. How does your current and future faculty personnel situation justify the need for this position? What current or future vacancies (due to retirements, resignations, etc.) lead to the need to search for this position?
4. What is the student demand or interest in the specialized field of this position and/or the department? Please use 5-year trend data for the number of majors/minors, department and student credit hour generation, including # of courses that enroll fewer than 10 students annually. You may also want to include specific information that you may have concerning other measures of the need for faculty expertise in this specific area.
5. Based on national (and/or regional) employment or graduate education trends, please provide a justification for this position. Make sure you cite your sources for this information.
6. How do you plan to support the retention and mentoring efforts of the successful candidate?

7. Specifically, what **existing or new courses** do you expect this new faculty member to teach? Please fill in the chart below:

Course Name	Existing or New Course	Required or Elective for Major/Minor/General Ed/ Other Programs	Enrollments in the past five offerings (use the trimester course equivalent if appropriate). For new courses, provide expected enrollment estimates based on anticipated and current demand.				

8. Who will serve on the search committee from your department?
9. Provide 3-5 names of faculty members who may serve as external members on the search committee with a one sentence rationale for their inclusion on the committee.
10. Other reasons in support of this position:

Submitted by:

Date of Submission:

APPENDIX B

Example Position Advertisement

Visiting Assistant Professor, Political Science

About Augustana College: (standardized language for all postings)

Augustana College is a selective liberal arts and sciences college of 2,500 students, including 26 percent first generation college students, 23 percent Pell Grant students, 24 percent students of color, and 12 percent international students. Our beautifully wooded and largely residential campus is located in Rock Island, IL, a diverse Illinois-Iowa Quad Cities metropolitan area along the Mississippi River with 400,000 residents about three hours west of Chicago. Strengthening our [diverse and inclusive community](#) is central to the college's mission and [strategic plan](#). We seek applicants with an interest in fostering rigorous, inclusive, and high-impact learning environments for a diverse student body. Details about Augustana College, our expectations of the faculty, the selection process, and the Quad Cities all are available at [Teaching at Augustana](#).

Job Description:

Augustana College, Rock Island, Illinois, invites applications for an open rank visiting position in American Politics beginning in August of the 2020-2021 academic year, with possible renewal upon mutual agreement for the 2021-2022 academic year.

The successful candidate will teach Introduction to American National Government and upper division courses in American Politics. These include our current American politics courses such as American Political Participation and American Presidency. In addition, it is preferred that the candidate has a second field in either Public Policy or Political Theory and can offer classes like Introduction to Political Theory or Introduction to Public Policy.

The candidate will join a diverse and active, four-member department. Each faculty colleague has interdisciplinary interests beyond political science that complement the political science curriculum such as Africana Studies, Environmental Studies, Latin American Studies, Asian Studies and more.

Requirements:

Successful candidates will be able to demonstrate teaching effectiveness and a willingness to actively infuse multiple perspectives and critical thinking into pedagogy. Experience and interest in working with students and community members of many backgrounds will be an asset for applicants. Preference will be given to candidates who will have completed their Ph.D. by the time of appointment, although ABD candidates will also be considered.

Additional Information: (standardized EOE language for all postings)

Augustana College is an Equal Opportunity Employer. Augustana College provides equal opportunity to all qualified employees and applicants without regard to race, national origin, religion, sex, sexual orientation, gender identity, age, disability, veteran status, and any other category protected by federal, state, or local law.

Application Instructions:

A complete application includes: a cover letter indicating an interest in and understanding of teaching in a liberal arts setting, curriculum vitae, copy of graduate transcript, two letters of recommendation (including contact information), and a statement of teaching philosophy. Questions may be directed to the interim chair of the department, Mariano Magalhães at marianomagalheas@augustana.edu. Review of applications will begin immediately and will continue until the position is filled.

APPENDIX C
Recruitment Strategies Form

To attract the highest caliber faculty, we need to actively recruit excellent candidates. This form helps to identify strategies that will be utilized in your search.

Academic Affairs sends position advertisements to the following places:

- Augustana College website
- HigherEd Jobs
- Southern Region Education Board (SREB)
 - Job posting board
 - Email from Academic Affairs to SREB scholars in the appropriate discipline
- Email from Academic Affairs to department chairs of relevant to department chairs of relevant HBCU graduate programs and to department chairs of institutions with graduate programs granting highest number of degrees to scholars from underrepresented backgrounds.
- The Registry: National Registry of Diverse and Strategic Faculty
 - Job posting board
 - Email from Academic Affairs to listed scholars in the appropriate discipline

Many disciplines have specific professional organizations or publications where Academic Affairs will post the ad. Please list your recommendations for these below, and indicate if anyone in your department is a member of these (which may reduce posting fees):

- _____
- _____
- _____
- _____

Conferences, graduate programs, listservs, Facebook groups, and other formal and informal channels are excellent places for Search Committee members to post the ad. Please list all of these that the Search Committee will utilize below with an indication of which search committee member will be responsible for posting to each.

- _____
- _____
- _____
- _____
- _____
- _____

To attract a diverse and highly qualified pool, consider special interest groups, caucuses, and other affinity groups within your professional organizations. Please identify those groups here as well as who from the search committee will circulate the advertisement to these groups.

- _____
- _____
- _____
- _____

*Academic Affairs is building a spreadsheet of this information to be able to share with departments for future searches.

Appendix D Example Search Criteria

Search Chair: _____

Search Committee Members: _____

For an application to be considered “complete” to begin review, it must include:

- Cover letter
 - CV
 - Evidence of teaching effectiveness (such as course evaluation data or alternative evidence of effective teaching)
 - Copy of graduate transcripts
 - Letters of recommendation or contact information for references*
- *Increasingly, faculty search committees nationally are considering moving away from requiring letters of recommendation. You can learn more in [this Chronicle article](#) and [this Inside Higher Ed article](#). Consider requiring letters of recommendation only for semi-finalists or conducting reference checks prior to finalist stage. Talk with provost or associate dean about best practices for reference checks.

Position Requirements

- A doctorate in communication by December 202X
- Ability to teach an introductory health communication and classes within the General Education program, including the First Year Inquiry program and experiential J-term courses

Search Criteria

- Potential for teaching excellence
 - *Committees should actively consider the potential for development across a candidate’s career trajectory*
- Commitment to interdisciplinary collaboration and the value of a broadly educated person
- Ability to recruit, engage, and mentor students both in and out of the classroom
- Relationship to the department’s expertise priority of health communication
- Potential to meaningfully engage undergraduate students in an active research agenda
- Ability to positively contribute to the department and college’s climate
- Commitment to fostering equity and inclusion
- Potential to develop and strengthen relationships with campus and community partners

Appendix E

Example Candidate Evaluation Tool

This tool is adapted from one created by the STRIDE Committee at the University of Michigan. Please consider using this as a general template and modify for your search. You can find a word version posted on the Academic Affairs website.

Your Name:

Applicants Name:

Please check all the application materials that you reviewed for this candidate:

- ☐ Cover Letter
- ☐ CV
- ☐ Teaching Statement
- ☐ Research Statement
- ☐ Writing Examples

Please rate the applicant on the following search criteria:

Search Criteria	Poor	Fair	Neutral	Good	Excellent	Unable to Judge
Potential for teaching excellence						
Commitment to interdisciplinary collaboration and the value of a broadly educated person						
Ability to recruit, engage, and mentor students both in and out of the classroom						
Relationship to the department's expertise priority of health communication						
Potential to meaningfully engage undergraduate students in an active research agenda						
Ability to positively contribute to the department and college's climate						
Commitment to fostering equity and inclusion						
Potential to develop and strengthen relationships with campus and community partners						

Comments:

Appendix F
Example Applicant Review Chart

Candidates	Decision	Explanation for Elimination
Bastin, Freeman	Does not advance	No evidence of coursework or research in health communication
Bold, Christopher	Does not advance	No evidence of coursework or research in health communication
Conry, Spring	Advance to Campus Visit*	
Das, Julian	Does not advance	No evidence of interest in teaching undergraduates in application materials
DeSalvo, Nan	Does not advance after phone interview	Unable to clearly articulate vision for developing partnerships within and outside campus in interview
Hunnicut, Rodney	Does not advance after phone interview	Unable to clearly articulate vision for research that involves undergraduate students in interview
Irish, Veda	Does not advance	No evidence of interest in teaching undergraduates in application materials
McGuffie, Tanja	Does not advance	No evidence of breadth in expertise needed to support broader curriculum needs
Person, Marilee	Does not advance	No evidence of active research agenda or vision articulated for future research agenda
Pettigrew, Tisha	Advance to Campus Visit*	
Scotto, Tomas	Does not advance	No evidence of coursework or research in health communication
Stutzman, Marcela	Does not advance	No evidence of coursework or research in health communication
Tagg, Lakendra	Does not advance after phone interview	Unable to articulate research vision for the future and unable to engage undergraduates in current research
Todaro, Ayana	Does not advance	Incomplete file
Vizcarrondo, Dean	Does not advance	Incomplete file
Waddington, Kareem	Does not advance	Narrowly focused expertise; no evidence of interest or ability to contribute to general education curriculum
Yerger, Xochitl	Advance to Campus Visit*	

Appendix G

Sample Interview Questions

This Appendix provides example questions that search committees may ask at any stage in the interview process. All search committee members should also review the Harvard Guide to Acceptable Interview Questions (http://faculty.harvard.edu/files/fdd/files/guide_to_acceptable_interview_questions.pdf) and be well-aware of direct or indirect questions in either formal or informal settings (e.g., lunches, dinners) that should never be asked even if the candidate volunteers information in these areas. These protected characteristics include sex, gender, race, color, national origin, religion, age, disability, military status, parental status, sexual orientation, gender identity, marital status, arrest records

Starting the Phone Interview

- Thank the candidate for their application and making time for the interview
- Indicate who else is on the call and allow them to introduce themselves
- Explain that phone interviews are scripted and candidates are being asked the same questions (which occasionally can seem a little stilted), although there may be follow-up questions
- State there will be time toward the end of the call for the candidate to ask questions

Sample Questions - General

- What motivated you to apply for this position at Augustana?
- Tell us a little about why you'd like to teach at Augustana College.
- Tell us a little about how you came to be where you are, professionally, and where you see yourself going?
- Why did you choose this profession/field?
- How would your background and experiences strengthen the department and college?
- What specific skills and talents would you bring to Augustana?
- What are your professional goals?
- As a liberal arts college, we value a broad, interdisciplinary education that fosters a deep ability to think critically. How do you see the relevance of this type of education in the contemporary world?
- What kind of an institution would you consider an ideal match for your professional talents and interests?
- What do you look for in your colleagues?
- Is there something we didn't ask that you would like to tell us about?
- What do you need to know about us to make sure we're a good fit for you?

Sample Questions – Teaching & Mentoring

- What's the biggest challenge you've faced in teaching thus far? What did you learn from that experience and how have you responded?
- What is the one course you'd like to teach if you had complete control over one particular course's design? Please explain what that course would look like.
- As a liberal arts college, we value a broad, interdisciplinary education. Our faculty from across campus make exciting contributions to our General Education and First Year Inquiry Programs. What has prepared you to meaningfully contribute these types of courses?
- What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
- We sometimes have students in our classes, typically general education coursework, that do not initially show an interest in the subject or perhaps express fear of it. How have you, or might you, work to engage students who aren't yet particularly keen on your field of study?
- If we were a fly on the wall in your classroom, what would we observe? What might stand out to us?
- How would students describe your teaching?
- Can you describe your general approach to teaching and how you see, or would like to see, your role and responsibilities as a professor?

- At Augustana, we value faculty-student advising and mentoring relationships. How would you approach advising and mentoring of students here?
- Give us a sense of your pedagogical approach. What are some of the classroom activities or assignments that exemplify your teaching style?
- How do you engage students, especially those that appear less motivated or disinterested in the course topic?
- How do you define excellence in teaching?
- What efforts have you made in the last year to be a better teacher?
- Tell us about a time you coached or mentored someone to achieve success.
- As you may know, this position will entail teaching some sections of Intro to ____ and maybe even a writing course in our First Year sequence. Explain some particular experiences that will benefit you if you find yourself in those types of courses here at Augustana.
- If you could choose a course that you have always wanted to teach, what would it be and how would you teach it?
- If you had the power to effect one major change in the education of students in your field, what would that change be and how would you go about effecting that change?

Sample Questions – Scholarship

- How will you develop your research agenda as a faculty member? What kind of support will be helpful to you in this development?
- How will you engage undergraduate students in your research agenda?
- What specific research projects would you bring to Augustana? Briefly describe a couple. What types of research resources and support do you require? (e.g., computer, database, library, ...)
- We think it's important to engage our students in the research process. Can you talk about how you might engage our students in the kinds of questions you're interested in?
- What do you see as the most important issues or challenges in your discipline within the next few years? How does your work as a scholar relate to these issues?

Sample Questions – Service

- What strengths and skills do you bring to committee and other service work you might do on campus?
- What do you consider to be the appropriate role of service in the teaching, research and service mix?
- What have you learned from service activities you have been involved in at previous institutions or in your community?
- Describe a professional service assignment that you have completed and are very proud of its results.

Sample Questions – Diversity, Equity, and Inclusion

Consistent with our intuitional commitment, candidates should be asked one or more questions related to their experience and expertise related to diversity, equity, and inclusion.

- Describe strategies that you have used to create an inclusive learning environment for your students.
- Please describe how you would work to create a campus/department environment that is welcoming, inclusive and increasingly diverse.
- Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings.
- 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?
- 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?

- What is your method of communication with students who are different from the Professor? How do you convey thoughts, ideas, or adverse conclusions?
- 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.
- Describe your experience in serving or teaching underrepresented communities.
- Give an example of how you walk in the shoes of people we serve and those with whom we work.
- 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)
- In previous work experiences, what has been the greatest obstacle in developing a multicultural-competent staff?
- Describe a situation in which you utilized your multicultural skills to solve a problem.
- What ideas do you have for educating students about diversity?
- How has diversity played a role in shaping your social style?
- Tell us about a time when you changed your style to work more effectively with a person from a different background.
- 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.
- 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?
- In what ways have you integrated multicultural issues as part of your professional development?
- Talk about how you responded to a co-worker who made an insensitive remark.
- Talk about a time that you successfully adapted to a culturally different environment.
- What have you learned from working with diverse populations?
- 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?
- 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)?
- What are some specific things you are going to do within the next two years to further your development in cultural competency?
- How does your own identity impact your work with a diverse staff and student body?
- 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 to questions about diversity, equity, and inclusion

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.

Appendix H
SAMPLE ITINERARY FOR TENURE-TRACK CANDIDATE

Time	Activity	Location
11:40am	Arrive at Moline Airport on DL 4327 from Atlanta ABC will pick you up from the airport (cell phone: 309-794-5555)	
12:00-1:00	Lunch with _____ and _____	
1:00-2:00	Tour of the Quad Cities	
2:30-3:15	Meet with Department Chair _____	Old Main
3:30-4:00	Meet with Outside Committee Member & Equity Guide	Evald 007
4:00-4:45	Meet with Vice President for Diversity, Equity, & Inclusion	Founders 101
5:00	Check in to Hotel Radisson at John Deere Commons, Moline IL Confirmation #XXXXX	
6:00	Dinner with Department Faculty	

Time	Activity	Location
	Breakfast at the Hotel on your own. ____ will pick you up at 7:45am	
8:00-8:30	Prep for Teaching Demonstration	Old Main 230
8:30-9:30	Teaching Demonstration	Old Main 230
9:45-10:15	Meet with Division Chair _____	Old Main
10:30-11:15	Meet with Provost and Dean of the College	Founders 116
11:15-11:45	Meet with President of the College	Founders 112
12:00-1:00	Lunch with Students	Gerber
1:00-1:45	Tour of Campus	Founders
1:45-2:00	Meet with Ashley Kilker, Human Resources	Sorensen
2:00-2:30	Meet with Departmental Faculty Members, ____ and ____	Old Main
2:30-3:00	Meet with Departmental Faculty Members, ____ and ____	Old Main
3:00-3:30	Meet with Departmental Faculty Members, ____ and ____	The Brew
3:30-4:00	Meet with Departmental Faculty Members, ____ and ____	
4:30	Depart for Airport	
6:30	Flight 0729 Departs to ____	

Candidate 123-867-5309 (Cell)

Department Chair 309-737-1111 (Cell)

Appendix I
Sample Itinerary for Non Tenure-Track Candidate

March 19

Time	Activity	Location
4:25	Arrive at Moline Airport on DL 4327 from Atlanta ABC will pick you up from the airport (cell phone: 309-794-5555)	
	Check in to Hotel Radisson at John Deere Commons, Moline IL Confirmation #XXXXXX	
6:00	Dinner with Faculty at XXX	

March 20

Time	Activity	Location
	Breakfast at the Hotel on your own ABC will pick you up at 7:45am	
8:00-8:30	Meet with Departmental Faculty Members, ____ and ____	Old Main
8:30-9:15	Tour of Campus with ____	
9:15-9:45	Prep for Teaching Demonstration	Old Main 132
9:45 - 10:45	Teaching Demonstration	Old Main 132
11:00-11:30	Meet with Department Chair _____	Old Main
11:30-12:30	Lunch with Students	Gerber
12:30-1:00	Meet with Jessica Schultz, Associate Dean Academic Affairs	Founders
1:15-1:35	Meet with Ashley Kilker, Human Resources	Sorensen
1:45-2:15	Meet with Departmental Faculty Members, ____ and ____	Old Main
2:15-2:45	Meet with Departmental Faculty Members, ____ and ____	Old Main
2:45-3:15	Meet with Departmental Faculty Members, ____ and ____	The Brew
3:30-4:30	Driving Tour of the Quad Cities with _____	
4:30	Depart for Airport	
6:30	Flight 0729 Departs to Atlanta	

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

Appendix J

Sample Feedback Form for Students

Candidate Name _____

Circle which session you attended: Teaching demo

Research talk

What are the candidate's strengths?

What are the candidate's weaknesses?

How do you think this candidate could contribute to the department? To Augustana?

Additional comments or suggestions?

Appendix K

Example Feedback Template for Finalists

Candidate's Name:

Search Criterion: Potential for teaching excellence

Strengths	Weaknesses

Search Criterion: Commitment to interdisciplinary collaboration and the value of a broadly educated person

Strengths	Weaknesses

Search Criterion: Ability to recruit, engage, and mentor students both in and out of the classroom

Strengths	Weaknesses

Search Criterion: Relationship to the department's expertise priority of health communication

Strengths	Weaknesses

Search Criterion: Potential to meaningfully engage undergraduate students in an active research agenda

Strengths	Weaknesses

Search Criterion: Ability to positively contribute to the department and college's climate

Strengths	Weaknesses

Search Criterion: Commitment to fostering equity and inclusion

Strengths	Weaknesses

Search Criterion: Potential to develop and strengthen relationships with campus and community partners

Strengths	Weaknesses

Appendix L

Faculty Equity Guides

Equity Guides – Equity Guides are Augustana’s “conscience” for diversity, equity and inclusion. An Equity Guide’s primary responsibility is to make sure that issues of diversity, equity and inclusion are factored into Augustana’s recruitment and hiring strategies as outlined in Augustana 2020. There will be an Equity Guide appointed by the provost, as a full search committee participant, to every tenure-track search committee. An equity guide can be requested for non-tenure track and visiting searches. Equity Guides complete online training for their role and work closely with Dr. Monica Smith, Vice President for Diversity, Equity, and Inclusion for ongoing support.

Equity guides are full participants in tenure-track search committees. They play an important role in collaboratively asking good questions of the search committee and safeguarding equitable search processes. Given this important function, equity guides should be involved in all aspects of the search process with the search committee. Equity guides will not advocate for specific candidates due to their role in advocating for an inclusive and equitable search process. More specifically, equity guides will:

- Ensure the job advertisement includes language that communicates the importance of diversity, equity, and inclusion at Augustana and does not include language that would inadvertently constrain the application pool
- Ensure Search Criteria include a criterion related to candidate’s commitment and contributions to diversity, equity, and inclusion
- Support the search committee in actively recruiting a strong and diverse applicant pool that utilizes multiple networks for reaching talented scholars
- Ensure Interview Questions include at least one question of each candidate about their contributions to diversity, equity, and inclusion
- Ensure each candidate is fully evaluated using the Search Criteria established by the search committee
- Supportively help search committees understand how unintentional biases can influence search processes (including letters of recommendation and considerations of “fit”)
 - Pages 10-11 of the [Harvard Best Practices for Conducting Faculty Searches](#) provides an excellent, brief overview of the role of unintentional bias in searches
- Ask thoughtful questions of the committee throughout the process to support the committee’s work in hiring an excellent colleague

Equity guides support the work of the college and the search committee in hiring the best candidates. The role of equity guides is to safeguard the hiring process and ensure equity throughout; it is not to control outcomes. Search chairs for tenure-track positions will have completed the DiversityEdu training and be well-positioned to be attuned to issues of diversity, equity, and inclusion in the hiring process. However, given all the responsibilities that search chairs have, it is important to have someone whose sole role is to ensure equity in the process.

Sources: [Best Practices for Conducting Faculty Searches, Harvard University](#); [Guide to Best Practices in Faculty Search and Hiring, Columbia University](#)