

Full-time Faculty Search Guidelines

Updated July 2024

Hiring excellent faculty members is essential to Augustana's success. This document outlines the process for full-time tenure and non-tenure track faculty searches at Augustana and provides resources for search committees.

Steps in Full-time Faculty Searches

Search committees work with the Provost for tenure-track and professional faculty positions and with the Associate Dean for full-time visiting positions. The Provost may delegate some professional faculty searches to be overseen by the Associate Dean.

- 1. Requesting a Position:** Department Chair submits a Position Request Form to the Provost (found on [Department Chairs Resources page](#)). Provost reviews requests, in consultation with the division deans and Associate Dean, and informs Department Chair about the outcome of their request.
- 2. Search Folders, Documents, and Tracking:** Academic Affairs creates and shares a Drive Folder for the search with the Search Chair. **All documents referenced below can be found in the Drive Folder, if they are not otherwise hyperlinked to this document.** Search Tracking Sheet in that folder is used to track search progress.
- 3. Search Guidelines:** Provost/Associate Dean share Search Guidelines with Search Chairs.
- 4. Bias Training:** Search Chair **and** Search Committee members must complete the online [Vector](#) training (if it hasn't been completed within the past five years). The two modules are *Skills for Members of Search Committees* and *The Influence of Unconscious Bias in Decision Making* and can be found by clicking on "extra trainings" on the left hand side.
- 5. Initial Meeting of Search Committee:** Provost/Associate Dean (or their designee) participate in a portion of the initial Search Committee meeting to clarify the aims of the search process and answer any questions. The search committee chair will schedule time on the Provost's and Associate Dean's calendar with Beth Badillo's assistance.
- 6. Position Description/Search Criteria:** Using templates in the Google Drive folder, Search Committee finalizes Position Description submitted with original position request (see p 4 and [Appendix A](#)), develops the Search Criteria (see p 5 and example in [Appendix B](#)), and completes the Recruitment Strategies Form (see p 5, [Appendix C](#)); these will be reviewed by Provost or Associate Dean. Search Criteria should be developed before or alongside the Position Description and should be explicitly reflected in the Position Description. A draft of the Recruitment Strategy should also be developed at this stage; the search committee should expect feedback for refinement of the Recruitment Strategy from the Provost or Associate Dean as appropriate.
- 7. Search timeline:** Working with Beth Badillo, develop and seek approval for your search timeline. We are striving to get ahead of other institutions making offers. This important step will also ensure we reserve time for the Provost to meet with candidates and extend and negotiate a job offer. Consider working backward in time from the date range by which your particular discipline

typically extends offers and strive to get ahead of this timeline. See [Appendix M](#) for an example timeline.

8. **Recruitment:** After search materials are approved by the Provost/ Associate Dean and posted, search committee and Academic Affairs *actively recruit* for the position, following the Search Committee’s plan on the Recruitment Strategy Form. **Recruitment to build the pool may be the most crucial step in the search process and requires the engagement of the full search committee to disseminate the job ad through personal networks and social media.**

9. **Applicant Pool Review:** Revisit the relevant national Ph.D. graduates, postdocs and early career faculty potential pool data you developed for your position request. This provides a benchmark for what your pool demographics should look like. The [Faculty Pipeline Tool](#) (available on OFDD’s website) helps committees identify schools with a high number of potential underrepresented candidates (women and minorities). Professional societies may also distribute relevant information about programs with a high proportion of women and minority Ph.D. candidates (See [Appendix III](#): advertising resources).

If your pool’s diversity is weaker than the availability data suggests, additional outreach is needed.

When you are ready, notify the Provost/Associate Dean that your pool is ready for review. They will let you know if your pool is ready to move to review of files to determine an initial interview pool, or whether a meeting is needed to discuss continuing to recruit applicants or suspending or reorienting the search.

10. **“Long-list” Interview Stage:** Using search criteria, search committee conducts initial review of applications and completes the Search Committee Initial and Finalist Recommendations chart in the Drive folder for review by the Provost/Associate Dean (example in [Appendix E](#)). [Appendix D](#) provides an example template that the search committee can adapt for internal review of candidates if desired (an electronic version of this form is available in the Drive folder). Beth Badillo will consult with Search Chair about process for notifying candidates not selected to progress to initial interview. (We are balancing the reality that it is sometimes necessary to return to the pool with professionalism standards of letting candidates know as soon as possible if they are not moving forward in a search.)

- **Reference Check:** At the point of inviting candidates to the initial interview, Search Chair should also inform candidates that we may begin checking references. The Provost/Associate Dean will activate the reference check process in the hiring platform for candidates selected to move forward in the process.

11. **Interview Questions:** Search committee reviews [questions not to ask](#) and then develops questions for initial interview and submits these to the Provost/Associate Dean for review and feedback (example questions in [Appendix F](#)).

12. **“Short List” Interview Stage:** Upon conclusion of initial interviews, Search Chair updates the recommendation chart in the Drive folder for Provost/Associate Dean review. In completing

the chart, the Chair should strive to document reasons to keep candidates in the pool rather than reasons to exclude candidates. All documentation should be written in a way that would withstand scrutiny by external parties. If there are concerns, the Provost/Associate Dean will communicate directly with the Search Chair.

13. **Finalist Interview Stage:** After approval from Provost/Associate Dean, search chair invites finalists for campus interviews and coordinates itineraries (see pages 7-8; example itineraries in [Appendix G](#) for tenure-track and [Appendix H](#) for visiting candidates; see also Reimbursement Procedures for Candidates [in Appendix L](#)). Beth Badillo clarifies with Search Chair which candidates can be notified through the search platform that they were not selected to move forward in the search, or if the Search Chair wishes to do this themselves.

14. **Feedback on Finalists:** Search Chair, working with the search committee, coordinates compilation of strengths, weaknesses, or “not observed” for each finalist within the established search criteria using Feedback on Finalists template, paying attention to recommendations below regarding how to avoid excluding people who do not have experience attending or teaching at a liberal arts institution. (see p 8 and [Appendix J](#)).

15. **Making and Negotiating the Offer:** Provost/Associate Dean extends offer to candidate and keeps the search chair updated, while respecting a candidate’s right to privacy as they e.g. negotiate the offer; engage in discussions with HR related to personal circumstances such as accommodations or visa sponsorship; undergo a background check. Candidates requesting visa support will be asked to complete a brief HR questionnaire to expedite the process of providing specific information regarding visa support. Candidates for visiting positions are not generally eligible for visa support.) As we strive to not designate future hires as the “second” or “third” choice candidate, the Search Chair should refrain from communicating all steps of the process to the rest of the search committee until there is a positive outcome to share.

16. **Communicating with Finalists:** After search chair is notified that candidate has accepted the position, department welcomes the new colleague to Augustana. Search Chair should notify the finalist(s) not selected. Academic Affairs closes the search and provides official notification to any remaining candidates.

17. **Assigning Courses:** After a signed compensation agreement letter and cleared background check are received by Academic Affairs and any visa support issues are addressed, the Department Chair will be notified to submit course schedule changes via the form on the [Department Chairs Resources page](#).

18. **Closing the Search and Record Keeping:** After the search is completed, the search chair should send any notes not captured by the strengths and weaknesses document to Academic Affairs for storage and eventual destruction after three years.

Additional Information for Faculty Searches

Search Committee

Members of the department/program together with the Provost/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 6 or 7 can make reviewing materials/scheduling meetings difficult. While Department Chairs often serve as the chair of the search committee, another senior faculty member could serve as search chair. 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. It is strongly encouraged that Search Committees include two students. Their input provides another perspective on candidates, is an important professional development opportunity for students, and can be used to recruit candidates. Students should be considered full members of the Search Committee.

Tenure-track and professional faculty search committees must 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 as a part of the position request form. The outside member(s) are full members of the committee and should participate fully in the search process.

Trained Equity Guides support the search committee 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 K](#). For tenure-track and professional faculty positions, the search committee should include a designated Equity Guide appointed by the Associate Dean. An Equity Guide can be requested for other non-tenure track and visiting searches.

All members of the Search Committee are responsible for understanding and mitigating the influence of implicit bias¹.

Search Criteria

Search committee will develop search criteria to articulate qualities they are seeking in the ideal candidate. Search criteria should also be reflected in the position description and will be approved by the

¹Be Aware of Unconscious Bias in the Evaluation: Process Search committee members often give preference to applicants they know, whose advisors or mentors they know, or who hold a degree from their own alma mater or one of a small number of elite institutions (Clauzet, Arbesman and Larremore, 2015). Women, minorities, and candidates from institutions outside traditional peers can be held to higher standards. Search committee members may scrutinize their records in an unconsciously dismissive way, evaluate the same achievements as others to be less important, and fail to notice unexpected achievements. Search committee members – and sometimes letter writers – can inadvertently, or even overtly, minimize the contributions by women and minorities, and may unfairly attribute success to mentors and collaborators. Letters of recommendation often reflect stereotypic views of demographic groups. Research indicates that men's research is often described as seminal. Women are often described as warm and collaborative (Dutt et al., 2016, Madera et al, 2016, Trix and Psenka, 2003). These implicit cues can influence decision-making. Be especially vigilant about statements concerning "fit." This euphemism is often used to exclude individuals whose demographic characteristics don't match the demographics of the department or field. Be cognizant of "hiring for cultural fit" which can exclude promising candidates who might not look, think, or act according to the norms and expectations with which we are familiar. Recognize your own unconscious biases (we all carry such biases, and awareness of them can help mitigate their influence, or ensure that we ask whether we are making decisions based on them). Spend sufficient time on evaluation to reduce the influence of assumptions that may not be warranted. Consider all aspects of diversity, including new fields or technologies, geographic regions, style of work, and intellectual or political points of view, alongside other dimensions of diversity.

Provost/division dean before the position is posted. Search committee should use the template in the assigned Google Drive Search folder to draft search criteria (see [Appendix B](#) for sample). Criteria should include the following:

- **“An application will be considered complete if it includes the following elements”** - 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.
- **“Position Requirements”** – Please use this section to indicate any degree or other requirements for the position (typically these are yes/no criteria)
- **“Search Criteria – Successful candidates will be able to demonstrate...”** – These are the criteria that will be used 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 implicit bias. Search committee may choose to list these in order of importance for the position.
 - Consistent with Augustana’s mission, 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. Be mindful of criteria that may privilege applicants who have had experience teaching at or attending a liberal arts institution (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 that can be adapted for use by search committees is available in [Appendix D](#); you can also access this tool in your assigned Google Drive Search folder.

Position Announcement: *Note in 2024-25, we will continue to innovate our position description protocol to be more candidate-centric. We encourage you to review position descriptions at aspirant institutions for inspiration.*

Once the Provost approves a position request, search committee finalizes the position announcement using the template in the search folder (please see [Appendix A](#) for an example). In the Hirezon platform used for most searches, position descriptions follow a standard pattern and typically include the following:

- **About Augustana College and the Quad Cities-** standardized description of Augustana to engage prospective faculty unfamiliar with the college, including our commitment to diversity, equity, and inclusion
- **Position Description** – An overview of the position and department to attract strong candidates that should include:
 - Position category (e.g. tenure-track, visiting, etc.) and rank (assistant professor, open rank, etc.)
 - General scope of position responsibilities.

- Departmental distinctions (e.g., recognitions, accreditations, record of student or faculty achievements)
- For Visiting and other contingent positions, the following language should be included and adapted as needed:

“Visiting faculty are welcome to be involved in the life of the department and college beyond their teaching. All faculty at Augustana are invited to engage in professional development and mentoring opportunities consistent with their needs throughout their appointment at the college.”

- **Requirements** - Required and/or preferred degree and position search criteria are reflected in this section. Be certain that the position description and search criteria (see the previous section) align—key criteria being used to rank candidates should be explicit in the position description.
- **Additional Information** – standardized Equal Employment Opportunity language
- **Application Instructions** –
 - Materials required for application, which may include:
 - * Letter of application
 - * Curriculum vitae (required for all positions)
 - * Copy of graduate transcripts (unofficial copies can reduce financial burdens for candidates applying; if hired, a candidate will be asked to provide official transcripts)
 - * Statement of teaching philosophy
 - * Evidence of teaching effectiveness
 - * Research statement
 - * Sample of scholarly writing
 - Point of contact for questions (typically the search committee chair)
 - Date to submit application for full consideration
 - * To guarantee full consideration, please submit all application materials by _____. Review of applications will begin immediately, and will continue until the position is filled.

The online application system will ask all applicants for contact information for three references.

Use the templates in the Drive folder assigned for your search to create a position advertisement (see example in [Appendix A](#)).

Recruiting 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, *we need to proactively grow the largest possible pool of high-quality candidates*. The recruitment landscape is changing. We encourage you to use techniques that have worked in the past, but also to innovate and develop new strategies. The Recruitment Strategies Form in your Google Drive Search folder (and [Appendix C](#)) establishes a plan for active recruitment that may include:

- **Recruiting at conferences.** The landscape of searching at conferences is changing. Some conferences still have formal processes for initial interviews. This may include reviewing

applicant CVs in a “job pool.” Although this can be time consuming, it can allow your department to reach out 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. 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.

- **Outreach to graduate students.** Search websites for graduate programs in the target field; they may include a list of graduate students. You may find additional information, including a CV, about potentially qualified candidates on LinkedIn. It is 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, graduate directors, and career support administrators of doctoral programs. Department and search committee members are encouraged to post a position description on LinkedIn, their personal Facebook pages, or other social media. An unfortunate reality is that a number of institutions are downsizing or closing. Individuals in your target area at these institutions should be a part of your search strategy.

- **Actively recruit a strong, diverse pool.** Post your position description to special interest group networks 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. 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 the highest number of degrees to scholars from underrepresented backgrounds.

The search committee should complete the Position Description, Search Criteria, and Recruitment Strategies forms in the assigned Google Drive Search folder and then notify either the Provost or Associate Dean, as appropriate, that these items are completed and ready for review.

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 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 using the Search Committee Initial and Finalist Recommendations document. Again, we should strive to keep candidates in the pool for as long as possible and not exclude candidates for trivial or non-substantive reasons. (See [Appendix E](#) for example). 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 aligned with the qualifications identified in the search criteria. These questions should be submitted to the Provost/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 F](#) 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.

Some departments may choose to also interview candidates at their national meetings. Candidates should not be disqualified for not attending a national meeting; instead, virtual interviews should be scheduled in place of in-person meeting interviews for those candidates.

To facilitate scheduling, 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 seek permission in advance from candidates to record the interviews for members who can't attend. Be sure to delete interview recordings at the conclusion of the search.

Finalists

Following initial interviews, the search committee should identify candidates to invite for a campus interview. Typically, three candidates will be invited to campus for tenure-track searches and two candidates for other searches. Prior to inviting candidates to campus, the search committee chair should update the Search Committee Initial and Finalist Recommendations document and notify the Provost/Associate Dean when it is ready for review. Be sure to provide a brief explanation for why semifinalists not invited to campus were not selected according to the search criteria (see [Appendix E](#)). After reviewing recommendations, the Provost/Associate Dean/Division 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. Please see this [brief article from Alan Martino](#) for suggestions on structuring the visit and onboarding process.

Travel, Accommodations and Meals

If possible, allow for ~2 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.

Reimbursement procedures for finalists are [posted online](#). Candidates are to arrange for and pay for their own plane ticket, and the college will reimburse them. It is expected that candidates will select the most economical flight, without regard for airline incentive programs. A ticket priced over \$750 requires the Provost's approval. In general, we do not fly candidates in from outside North America. (Reasons for this include: delays to search time to secure a visa, cost, and other factors.) The candidate should inform the search chair and Beth Badillo when a flight reservation has been made. Candidates may drive to campus (mileage reimbursement rate \$0.50/mile or rent a car, if they prefer.

Academic Affairs will arrange for candidate hotel accommodations. Search chairs should contact Beth Badillo to indicate the number of nights needed for each candidate's stay. The typical stay is 1-2 nights. Usually, candidates are housed at the Wyndham on John Deere Commons in Moline. A stay beyond two nights or any other housing arrangements must be authorized by the Provost.

Academic Affairs will pay reasonable costs for the department's meal expenses when hosting a candidate. The Wyndham provides complimentary breakfast. Expenses for all food/meals should be limited to \$200 per day for a full day; meal expenses should not exceed \$350 for the entire visit. Smaller departments should have lower food expenses compared to relatively larger departments. Candidates should be taken to dinner by 2-3 Search Committee members, not the entire committee nor the entire department. Search Chairs should select reasonably priced restaurants.

Use your P-cards to pay for meals and reconcile with account #10-164-30200-62046, and submit receipted expenses to Academic Affairs at the end of the visit. For Business Office auditing, receipts for meals must include information about who was present at the meal; itemized receipts are required.

Candidates should complete the Travel Expense Voucher for reimbursement (found [here](#) and submit to Beth Badillo.

Visit Itinerary

Search committees are responsible for creating candidates' on-campus itinerary and arranging meals. Departmental administrative assistants can support this process. Typically, tenure-track and Professional Faculty visit itineraries are 1.5 days and visiting itineraries are 1 day in length. The search committee chair should ask interviewees about people (realtors, faculty in other departments, 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.) and make sure needs are accommodated in meal plans.

The itinerary should specify who is going to meet candidate at the airport and provide at least two phone numbers in case there are travel disruptions (See [Appendices G](#) and [H](#) for a sample visit itineraries).

Required elements of tenure-track and professional faculty candidates' on-campus itinerary include the following: separate meetings with the president (30 minutes), the Provost (30 minutes) and the Vice President for Diversity, Equity, and Inclusion (30 minutes). The following meetings are *optional*: Division Deans (30 minutes), benefits overview with human resources only at the request of the candidate (20 minutes), and extra-departmental search committee member (time to be determined). These meetings can be very helpful for recruitment. Candidates are choosing us, as much as we are choosing them. When identifying candidate visit dates, search committee chairs should first consult the Provost's, president's, or Associate Dean's calendar for availability. If the president's on-campus schedule cannot be accommodated, a video interview can be scheduled instead.

Visiting positions a require meeting with the Associate Dean (30 mins), but not the President or Provost. The following meetings are *optional*: Division Deans (30 minutes), benefits overview with

human resources *only* at the candidate's request (20 minutes), and the VP DEI (30 minutes, only if they are 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; i.e. set the candidate up for success);
- a research presentation;
- 30 minutes of free time before the class and the research presentation;
- 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). Beth Badillo will have meal tickets for your search.

Itineraries should be shared with each candidate well in advance of their visit. Chairs should publicize the candidates' presence on campus (through classroom announcements and/or email) and should recruit individual faculty members and students to attend the public presentations. Please share a copy of each candidate's itinerary with Beth Badillo.

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, 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 alignment of each candidate with the agreed-upon search criteria and any other information. The search committee chair should summarize these conversations in a document to the Provost/Associate Dean that lays a candidate's strengths, weakness, and any areas that were unobserved/indeterminate for each search criterion 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. This should be done using the Feedback on Finalists template in the Drive folder assigned for your search (see [Appendix J](#))

For tenure-track and professional faculty positions, the Provost will review the written evaluations provided by the search committee, and, if necessary, contact the search chair for conversation. Similarly, 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 they weigh committee input in light of the needs of the department and the broader college. Once the Provost or Associate Dean has made a decision, they will notify the search committee chair they are making the offer. Generally, the Provost will extend offers for tenure-track and professional faculty positions and the Associate Dean will extend offers for other

contingent faculty positions. The chair will be notified 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, they will, in consultation with the search chair, decide whether to extend an offer to another candidate.

Once a candidate accepts the offer in writing, Academic Affairs immediately begins the hiring process by issuing a compensation agreement. Once that has been signed, a background check is initiated. When the background check is cleared, the Department Chair is notified.

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

Beth Badillo will notify candidates not selected to progress in the search at each stage (i.e., selection of initial interviews, selection of finalists, as determined in consultation with Search Chair). After someone accepts the position, the chair should personally contact the other finalists to express gratitude and let them know that the position is now filled. Academic Affairs will also send an official notification to finalists when closing the search.

Considerations of Work Authorization

Tenure-Track and Professional Faculty Positions: During the application process, Hirezon will prompt all candidates to provide information about their work authorization status. Because this information is 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. As a part of the process of making an offer, the Provost will share an online form from HR asking the prospective hire specific questions about their work authorization status. This information will allow HR to more quickly determine what kind of support will be needed and the timeline.

Visiting/Non-continuing Faculty Positions: Generally, positions that are one year in length are not eligible for institutional sponsorship for work authorization. Search committee should not consider applicants who indicate in Hirezon that they are in need of institutional sponsorship and should include language like the following in their position description: *"Candidates must be legally authorized to work in the United States. In particular, applicants who require the H-1B visa cannot be considered, and applicants who require sponsorship for visas other than the H-1B visa will be required to pay all costs associated with visa applications."*

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.

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.

Appendices

APPENDIX A

Example Position Description

Assistant Professor, Political Science

About Augustana College: (standardized language for all postings)

Augustana College is a private, selective, residential college of the liberal arts and sciences with enrollment of about 2500 students. Our beautiful 115-acre campus is located in Rock Island, Illinois, part of the Quad Cities metropolitan area along the Mississippi River, 165 miles west of Chicago, and with a population of 450,000. Augustana awards the Bachelor of Arts and Bachelor of Science degrees in about 100 majors and related academic programs and a Master of Science in Speech and Language Pathology. Our diverse student body includes 26 percent first generation college students, 23 percent Pell Grant students, 24 percent students of color, and 12 percent international students. 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 a tenure track assistant professor position in Public Policy beginning in August 2024.

The candidate is expected to be trained broadly in Public Policy, but strong preference will be given to individuals with research and teaching background in Environmental Policy. The successful candidate will teach a 6-course teaching load per academic year, including courses in Public Policy. We welcome applications from candidates who examine public policy from the perspectives of underrepresented communities, including, but not limited to, the following communities: Latinx, African-American, Native American, LGBTQI+. In addition, the successful candidate will teach sections of 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. There may also be opportunities to teach an interdisciplinary course in the first year liberal arts sequence or a course during our experiential January term. Appointment will be at the rank of visiting instructor or visiting assistant professor, depending on whether a terminal degree is completed. We require no research or campus service in this position. Visiting faculty are welcome to be involved in the life of the department and college beyond their teaching. All faculty at Augustana are invited to engage in professional development and mentoring opportunities consistent with their needs throughout their appointment at the college.

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:

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. Successful candidates will be able to demonstrate teaching effectiveness, a commitment to interdisciplinary collaboration and the value of a broadly educated person, a commitment to fostering equity and inclusion, the ability to work with students in and out of the classroom,

and an investment in supporting the work of colleagues. Experience and interest in working with students and community members of many backgrounds will be an asset for applicants.

Additional Information:

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, and a statement of teaching philosophy. Questions may be directed to the chair of the department, _____ at _____@augustana.edu. To guarantee full consideration, please submit all application materials by _____. The position will remain open until filled.

Appendix B

Example Search Criteria

An application will be considered “complete” if it includes the following elements:

- Cover letter
- CV
- Statement of teaching philosophy
- Copy of graduate transcripts
- Contact information for three references

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

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 and add value 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 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:

- o Augustana College website
- o HigherEd Jobs
- o Southern Region Education Board (SREB)
 - o Job posting board
 - o Email from Academic Affairs to SREB scholars in the appropriate discipline
- o 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.
- o Insight into Diversity
 - o Job posting board
 - o 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):

- o _____
- o _____
- o _____
- o _____

Conferences, graduate programs, listservs, LinkedIn, 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.

- o _____
- o _____
- o _____

0

0

0

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.

0

0

0

0

Appendix D
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.

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 E

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
Hunnicutt, 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 F

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 [University of Chicago Guide to Acceptable Interview Questions](#) 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 to 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?
What have you done to further your knowledge/understanding of diversity, equity, and inclusion? How have you demonstrated your learning?
What are some of the ways you have considered or worked toward greater diversity and inclusion as it relates to your research, teaching, service, or some other aspect of your work?
How have you contributed to diversity, equity, and/or inclusion in previous roles and how do you plan to continue that in this position?
- 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 Native Americans, African Americans, Latinos, Asians, and other communities?
- Describe your experience in serving or teaching underrepresented communities.
- 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?
- 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?
- 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 workplace. 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 G
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 #XXXXXX	
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 Dean _____	Old Main
10:30-11:15	Meet with Provost and Vice President of Academic Affairs	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
1:45-2:30	Meet with Departmental Faculty Members, _____ and _____	Old Main
2:30-3:00	Meet with [relevant non-departmental member]	
3:00-3:30	Meet with Departmental Faculty Members, _____ and _____	Old Main

3:30-4:00	Meet with Departmental Faculty Members, _____ and _____	The Brew
4:00-4:30	Meet with Departmental Faculty Members, _____ and _____. The final interview of the day should be an opportunity to put closure to the visit.	
4:30	Depart for Airport	
6:30	Flight 0729 Departs to ____	

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

Appendix H
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 Umme Al-wazedi, Humanities Division Dean	Old Main
1:15-1:35	Meet with HR representative to discuss benefits package (only if requested)	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 I

Sample Feedback Form for Students

Candidate Name _____

Circle which session you attended: Teaching demo Research talk

What are the candidate's strengths for this position?

What are the candidate's weaknesses for this position?

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

Additional comments or suggestions?

Appendix J

Example Feedback Template for Finalists

Candidate's Name:

Search Criterion: Potential for teaching excellence

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

Search Criterion: Commitment to fostering equity and inclusion

Strengths	Weaknesses	Unobserved/Unknown

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

Strengths	Weaknesses	Unobserved/Unknown

Appendix K

Equity Guides – Equity Guides participate in searches to ensure principles of diversity, equity and inclusion are followed at all steps of a tenure track and professional faculty search. 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. There will be an Equity Guide appointed by the Associate Dean to ensure an equitable search process from beginning to end. An Equity Guide can be requested for visiting faculty searches. Equity Guides complete online training for their role and work with the Offices of Diversity, Equity, and Inclusion and Academic Affairs for ongoing support.

Equity Guides are full participants in search committees whose role is meant to safeguard an equitable search process by collaboratively asking good questions of the search committee and ensuring that the Search Criteria are constructed with equity in mind and that these criteria guide each phase of the search including candidate evaluation. Given this important function, Equity Guides should be involved in all aspects of the search process with the search committee; however, Equity Guides should 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](#)

Appendix L

Campus Visit Reimbursement Information for Faculty Candidates

We look forward to welcoming you to campus as a part of the search process for a faculty position. In this document, you will find information on reimbursement policies and procedures for your travel.

Reimbursement Procedure

- Please complete the [Travel Expense Voucher](#) form and return to Beth Badillo (elizabethbadillo@augustana.edu) ideally within one week after your campus visit if possible; please note the mileage reimbursement for guests is \$0.50/mile
- Include itemized receipts for all expenses. The expense can only be reimbursed if itemized receipts are included.

Reimbursements will be made by check. Check requests are due by 10:00 am on Mondays and will be processed and mailed by the end of the week. Requests received after the Monday deadline, will be processed the following week.

Travel to Rock Island

- **Driving** - If you will be driving a personal car to campus, mileage will be reimbursed at the rate of 50 cents/mile.
- **Flying** - Augustana will reimburse you for the cost of coach/economy airfare. Seat upgrades and baggage check will not be reimbursed. If your flight costs exceed \$750, please contact Beth Badillo (elizabethbadillo@augustana.edu) before booking.
- **Ground transportation** – Please consult your itinerary to see if transportation will be provided to and from the airport and campus. Augustana will reimburse any uncovered ground transportation needs to and from the airport or campus.

Meals/Food

- During your campus visit, most of your meals will be with students or faculty and will be paid for by the College. Please consult your visit itinerary.
- We will reimburse you for any additional meals during your travel. Please provide the itemized bill and receipt for each of your meals. While there is no per meal or per diem limit, please use reasonable judgment for meal costs.

Hotel Accommodations

The Office of Academic Affairs will arrange and pay for your hotel accommodations. Please consult your search itinerary for more information. You will be asked for a credit card upon checking into the hotel only for any incidental expenses incurred.

Appendix M: Sample Search Timeline

Note: To fit all searches in, we will need staggered deadlines. This is a sample.

Date	Action Item Completed	Rationale
December 13, 2024	Offer accepted by candidate	In chemistry, tenure-track hiring is typically concluded before winter break. Offers made after winter break put institutions at a competitive disadvantage.
December 4, 2024	Strengths/weaknesses document shared with Provost	1-2 weeks should hopefully provide enough time for Provost to negotiate offer with strongest candidate
December 2, 2024	Search Committee completes/strengths weaknesses document	There's the opportunity to act sooner if committee can work during first part of Thanksgiving week.
November 18-22, 2024	Finalists on campus	Avoids Thanksgiving week travel
October 25, 2024	Finalists identified and invited to campus	Gives 3+ weeks to arrange travel prior to Thanksgiving week
October 21, 2024	Committee creates list of finalists and forwards to Provost	Allows time for Provost to engage with Search Chair
October 14-18, 2024	Semi-finalist interviews conducted	
October 7, 2024	Committee meets to identify semi-finalists	Allows ~1 week for search chair to arrange semi-finalist interviews
September 30, 2024	Full consideration date	Allows ~ 1 week for search committee to review completed applications
August 30, 2024	Position Description publicly posted	Allows ~ 1 month to develop candidate pool
August 16, 2024	Search criteria, Position	Allows Provost 2 weeks during

	Description, and Recruitment Strategy drafted	busy period to review
August 1, 2024	Entire search committee assigned and completes Vector training	Allows committee members to contribute to Search Criteria, Position Description, and Recruitment Strategy after completing bias training.