Faculty Hiring Guide
Acknowledgments

A special thanks to the Faculty Search Handbook Task Force members (John Golden, Anne Mattina, Akira Motomura, Magda Pederson, Margy Pierce, Debra Salvucci, and Chris Wetzel) and to the Faculty Hiring Guide Summer Working Group (Heather Bleakley, Nate DesRosiers, John Golden, Marilena Hall, Joan Halpert, Anna Lannstrom, Pam Lombardi, Anne Mattina, Margy Pierce, George Piggford, and Laura Scales) for their time, commitment and work developing this hiring guide.

Legal Notice
This Hiring Guide provides general information on the hiring process at Stonehill College. It is not meant to replace, modify, or change existing policies and procedures of the College. The College's Official Policies are available online and are maintained by the Office of the General Counsel. In the event of a conflict between this Hiring Guide and the published policies of the College, the policies shall prevail. This Hiring Guide, including any appendices to the Hiring Guide, is at all times subordinate to the requirements of the College's Articles of Organization, Bylaws, Ordinances, and Articles of Organization.
Table of Contents

Introduction.......................................................................................................................... 5
1. Request and Approval Process for a Faculty Line.......................................................... 6
   Faculty Line Requests
   Review of Faculty Line Requests
2. The Search Committee.................................................................................................. 8
   Composition
   Training
   Tasks of the Search Committee
   Role of the Chair of the Search Committee
   Role of the Diversity Advocate
3. Position Descriptions, Advertising, and Outreach..................................................... 12
   Language of the Ad
   Development of Evaluation Criteria
   Placement of Ad and Collection of Applications
   Outreach
4. Reviewing Applications................................................................................................. 15
   Identification of Minimally Qualified Candidates
   Identification of a Long Short-List
   Selection of Candidates for Campus Interviews
5. On-Campus Interviews................................................................................................. 17
   Preparation for the On-Campus Interview
   The Department/Search Committee Interview
6. After the Interview........................................................................................................ 19
   Post Interview Evaluation of the Final Candidates
   Making the Offer
7. Expedited and Opportunity Hires................................................................................ 20
   Initiating an Expedited Hire
   Initiating an Opportunity Hire
   Submitting a Proposal
8. CSC Appointments...................................................................................................... 22
Appendix A: Line Request and Search Process Overview................................................ 23
Appendix B: Sample Advertisements for Positions.......................................................... 25
Appendix C: Sample Grids.............................................................................................. 27
Appendix D: Sample Agendas for Campus Visits............................................................... 31
Appendix E: Acceptable and Unacceptable Questions...................................................... 32
Introduction

The recruitment procedure described herein is designed to attract a diverse pool of qualified applicants from whom we can select faculty members who support the mission and academic goals of the college. Stonehill is committed to hiring faculty members who will bring complementary areas of expertise and perspectives to their departments and the Stonehill community. Stonehill’s mission is to “provide an education of the highest caliber that fosters critical thinking, free inquiry and the interchange of ideas.” Therefore, we seek faculty candidates who possess a genuine love of teaching coupled with the ambition to excel as educators and scholars.

One implication of Stonehill’s commitment to complementary perspectives is the need to prioritize the recruitment and retention of faculty from traditionally underrepresented ethnic and racial groups in the U.S. (e.g., African Americans, Asian Americans, Latinos/as, and Native Americans) and women in departments in which they are underrepresented. Departments are encouraged to define additional priorities, if warranted, regarding other underrepresented groups.

Stonehill College’s commitment to diversifying the faculty is made explicit and translated into action by implementing the new standard hiring and retention policies that are spelled out in this guide. These policies have been intentionally developed based on the report of the Provost’s Advisory Committee on Diversity, which made recommendations in the following areas:

1. Networking—building networks in advance of the search cycle that may later yield potential candidates
2. Advertising—clearly expressing our commitment to inclusive hiring practices to a wide range of audiences
3. Evaluation—fairly evaluating applicants in ways that minimize unconscious bias
4. Recruitment—building a campus community and a benefits package that is attractive to potential hires
5. Mentoring—providing intentional support to faculty throughout the various stages of their careers
6. Promotion—developing inclusive tenure and promotion policies and procedures that do not inadvertently disadvantage certain kinds of scholars and/or scholarship
7. Oversight—putting in place systems that track our efforts at the individual, departmental, and institutional levels and policies for intervening when those efforts fall short.

These policies are meant to ensure that we make every reasonable effort to attract diverse candidates through active advertising and recruiting and to ensure their full and fair consideration at every step of the process. During the interview process, the candidates will get to know Stonehill as we get to know them, in order to forge a shared understanding of what it is to be part of an increasingly diverse Stonehill community. Along with these hiring policies, Stonehill is also committed to strengthening current faculty development and implementing new initiatives so that all newly hired faculty members are mentored and supported to become successful members of the Stonehill community.
1. Request and Approval Process for a Faculty Line

The position request and approval process was established to allow for more transparency and consistency in decisions about new tenure-track and term-renewable faculty hires.

It is important to note that faculty lines belong to the college, not to the department where they currently reside, so there is no guarantee that an existing line will remain in that department upon a faculty member’s retirement or departure. All requests to fill an existing line must still go through the standard approval process.

Faculty Line Requests (due the first Monday in February)

By the first week in November each fall, the Provost will send an announcement to department chairs with information about that year’s line request process. When possible, that announcement should also indicate how many lines the college is likely to be able to support that year.

Faculty line requests should be sent electronically to the Provost and copied to the Provost’s Executive Assistant by the first Monday in February. Requests should include:

- a draft job description
- justification for why the position is necessary to meet departmental needs/goals
- description of the networking the department has already conducted in order to build the groundwork for a diverse pool
- explanation of what the department plans to do to ensure they conduct an inclusive search
- description of anticipated costs of the search
- discussion of anticipated needs for recruiting/mentoring the new hire

Evidence a department might use to support a request could be:

- departmental strategic plans (e.g., goals for curricular development)
- institutional strategic plans that would be served by the position
- explanation of how this line will support goals in other departments or programs (e.g., building new interdisciplinary collaborations across departments)
- documentation of continuing or increasing student need
- recommendations from external reviewers
- evidence of departmental diversity networking efforts that may include:
  - faculty networking at conferences
  - developing an alumni network in the department to maintain connection with graduate students and relevant professional communities
  - developing connections with graduate programs graduating promising scholars
Review of Faculty Line Requests

In March, the Provost will provide a report to the Council of Academic Chairs on the lines requested by departments and a summary of the justification provided by these departments.

The Provost will review proposals according to the following criteria:

- How great is the departmental need that the position seeks to address?
- To what extent will the position benefit institutional needs? General Education Program needs? Needs in other departments?
- How well prepared is the department to conduct a successful, inclusive search (e.g., have the department’s networking efforts set the stage for attracting a diverse pool and fair evaluation)?
- How well prepared is the department to effectively mentor the new hire?

After the review, the Provost, with approval from the President, will determine:

- Those lines approved for searches during the following year.
- Those lines approved for searches as soon as funding is available. In this case, the department should resubmit the request the following year.
- Those lines that are not approved. Departments may resubmit a revised request in the future.

The decision by the Provost and President about each line request is communicated to the Dean of the School, who then communicates the decision to the department chair by the second Tuesday in April. A department whose line request is not approved can request feedback from the Provost about how the decision was made.

Each department whose line is approved for a search the following year proceeds to form a search committee by the first Monday in May (as outlined in the following section).

By the second Monday in May, the Provost will communicate all decisions regarding faculty line requests to the Council of Academic Chairs either in the form of a report or at the Council of Academic Chairs meeting. The Provost will summarize the outcome of that year’s line request process in the annual Provost’s report.
2. **The Search Committee**

**Composition**

The department conducting the search in consultation with the Associate Provost for Diversity, Assessment, and Faculty Development forms a search committee normally consisting of all full-time department members. If the committee consists of only a subset of those members, special care must be taken to include a diversity of voices, including gender, race (where possible), area of academic expertise, and experience at the college. The department may opt to include faculty from other departments or other committee members, including students, staff, alumni, or community partners where appropriate. In every case, one member of the search committee will be designated the diversity advocate (a tenured faculty member either from within or outside the department) and will be charged with noting and addressing moments during the search process which might reduce the diversity of the applicant pool at all stages – e.g., unconscious bias, as, perhaps, in well-intentioned comments about “fit.” The department submits to the Associate Provost for Diversity, Assessment, and Faculty Development their recommendation for search committee membership by the **first Monday in May**. The Provost appoints the search committee by **no later than the end of May**. Human Resources will discuss the content of the online application form with the search committee before it is posted.

**Training**

All members of the search committee will be provided the current faculty hiring guide and are responsible for familiarizing themselves with the guide. Members will view an **online presentation** or attend a presentation about implicit bias and participate in a pre-search preparation meeting (this requirement is waived for those individuals who have completed this training within the previous three years). This session will be interactive; one of its primary goals will be to discuss possible selection criteria and their respective weights (e.g., research v. teaching). The meeting will also review the college’s commitment to diversity and suggest ways to communicate that commitment to candidates. Legal issues (e.g., what questions may not be asked, see Appendix E) will also be reviewed.

**Tasks of the Search Committee**

The following tasks are to be completed by the search committee as part of the standard faculty search process to ensure that the applicant pool is maximally diverse. Each step will be explained in more detail later in this guide.

- All members of the search committee must read the faculty hiring guide, attend the implicit bias meeting or view the presentation, and attend the pre-search preparation meeting scheduled by the Associate Provost for Diversity, Assessment, and Faculty Development in collaboration with Human Resources.

- The search committee writes the position advertisement in consultation with the Dean of the School and help from the Human Resources Liaison and then develops rubrics, to be used in evaluating applications, that follow the requirements specified in the position advertisement, including departmental needs, institutional needs, and diversity priorities.

- The search committee reviews all applications to:
  - identify the minimally qualified candidates.
  - assemble a long short-list (a list of the 8-15 top candidates).
  - select the three candidates to invite for campus visits.
• After the campus visit, the search committee chair, on behalf of the entire committee, will provide an evaluation of each candidate to the Provost.

• Consistent with professional best practices, the search committee keeps information about the candidates for the position strictly confidential.

• At the end of the search, the committee will provide written feedback to the Associate Provost for Diversity, Assessment, and Faculty Development about how the hiring process worked, including the strengths and weaknesses of the policies for attracting and recruiting diverse candidates described in this handbook.

**Role of the Chair of the Search Committee**

The search committee chair is normally the department chair or program director of the program where the new hire will be teaching the majority of the courses.

The search committee chair will:

• oversee the search process and ensure the committee follows the steps laid out in the Faculty Hiring Guide
• be the contact person with Human Resources throughout the process
• convene the search committee
• set the agenda for the on-campus interviews
• be the contact person with candidates during the scheduling of phone and on-campus interviews for all questions regarding travel and any other considerations
• during the scheduling of the campus visits, make sure that as many of the search committee members as possible are able to attend the interviews, research presentations, and teaching demonstrations.

Compensation: The chair of the search committee will receive one credit within the faculty workload agreement if there are at least 50 applicants in the overall pool.

**Role of the Diversity Advocate**

The diversity advocate will assist the committee in implementing best practices to:

• Promote the creation of a diverse pool of candidates
• Identify and mitigate implicit and explicit bias during all stages of the search process

As described in the introduction to the hiring guide, the college prioritizes the inclusion of candidates from traditionally underrepresented ethnic and racial groups in the U.S. (e.g. African Americans, Asian Americans, Latinos/as, and Native Americans) and women in departments in which they are underrepresented; departments are encouraged to define additional priorities, if warranted, regarding other underrepresented groups as defined by individual departments.

Diversity advocates may bring any questions or problems to the Associate Provost for Diversity, Assessment, and Faculty Development, who will be the primary support person for diversity advocates. The Human Resources liaison for faculty searches, the General Counsel, and the Equity Coordinator can also answer questions and provide support.

As a member of the search committee the diversity advocate

• has a vote at all stages of the process. In some cases, the diversity advocate may choose to abstain from a vote.
• is normally a tenured faculty member.
• will often be from a different department than the department conducting the search. Whenever possible, however, the diversity advocate will be in a related field.
• may attend first-round interviews at a convention or professional meeting whenever possible.
• should be accommodated so he/she can be present for the on-campus interview process including research presentations and teaching demonstrations.

At the Ad and rubric stage the diversity advocate
• encourages the search committee to include language about diversity in ad (see Appendix B for examples of advertisements).
• helps ensure that the language of the ad matches the language of the rubric (see Appendix C for examples of rubrics).
• knows the arguments for having a rubric and advocate for its proper use (see section 4, “Reviewing Candidates”).
• encourages committee members to reach out to contacts to cast a wide net for applicants (see section 3, “Outreach”).
• encourages the committee/department to advertise widely and strategically (see section 3, “Placement of Ad”).

At the Review stage the diversity advocate
• helps ensure that the committee uses the rubric in evaluating and in subsequent discussions.
• knows what considerations are legal grounds for inclusion/exclusion and which are not (see Appendix E).
• advocates for candidates who demonstrate commitment to issues of diversity and inclusion, with the goal of generating a list of candidates who represent institutional and geographic as well as other prioritized forms of diversity, in relation to the current makeup of the hiring department.
• knows the common disadvantages that underrepresented groups face. For example, studies show that women and faculty of color may have lower student course evaluations despite equal performance. Graduate students from underrepresented groups may have difficulty finding mentors and role models, may have fewer advocates for their work, and may have less enthusiastic letters of recommendation despite equal performance.
• will be aware that candidates from outside the U.S. may use different conventions for formatting CVs, writing cover letters, etc.
• knows the best practices for avoiding implicit bias in reviewing, and the reasoning behind them. Resources on implicit bias will be provided in the orientation meeting. The following recommendations may help ensure a fair selection process:
  o make sure that each candidate’s file is read by two or more committee members
  o use a principle of inclusion rather than exclusion.
  o don’t rank candidates numerically until the end of the final (campus visit) round.
  o avoid evaluating on “fit” (with department or college) so as not to reproduce current makeup of faculty or introduce biases.
  o avoid evaluating solely on the basis of prestige of graduate program or advisors.
  o if the files are split into groups for review, don’t predetermine how many candidates will “make it” from each group.
  o don’t make global statements (“weak,” “amazing”) but rather use specific evidence-based descriptions. Avoid disparaging comments.
  o to the extent possible, discuss every candidate rather than attempting to dismiss or include candidates with no discussion.
ask committee members to document the evaluation process at every step by completing a rubric for each candidate’s file they read and taking notes on discussions, votes in meetings, and interviews.

- don’t exclude a candidate on the basis of a single person’s evaluation.
- don’t exclude a candidate on the basis of anonymous or unsupported information.
- don’t make judgments based on inferences or guesses about a candidate’s personal life.

At the Interview stage the diversity advocate

- helps design a standard set of questions that will be asked of each candidate (in addition to questions specific to the candidates’ materials) to ensure that there is an equitable comparison.
- ensures that the committee uses the substance of the candidates’ materials to inform its questions.
- reminds committee members of inappropriate grounds for evaluation. These include: style, dress, appearance, age, relationship status, and other questions as listed in Appendix E.
- avoids assumptions about a candidate’s personal life.
- knows which questions are legal and which are not (see Appendix E).

At the Campus visit stage the diversity advocate

- works with the chair to offer candidates the option to set up meetings with people on campus besides the search committee and department, such as faculty in related academic programs or departments, Intercultural Affairs, the Center for Service and Social Justice, the Center for Nonprofit Management, or the Farm.
- works with the chair to set up an informal meeting (e.g. over coffee, or for a campus tour) with a diverse group of junior faculty who will not be part of the final evaluation.

Works cited and further resources:


http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/

faculty.harvard.edu/files/.../best_practices_for_conducting_faculty_searches_v1.2.pdf

http://avasearchportal.virginia.edu/?q=reducing_implicit_bias

https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/

http://www.montana.edu/nsfadvance/resources.html
3. **Position Descriptions, Advertising, Outreach**

During the summer months, the search committee will develop a job advertisement containing the desired qualifications for candidates. In consultation with the Dean of the School and support from the Human Resources liaison, the committee should design an advertisement with as broad a description as possible to create a larger candidate pool. The qualifications in the advertisement should become the basis for the explicit criteria (as in the rubrics described below) to be used in evaluating candidates. The committee will decide where to publish the advertisement, with a particular emphasis on attracting diverse candidates. As early in the fall semester as possible, both the advertisement and the evaluation criteria (rubrics) should be submitted to the School Dean for approval. The approved advertisement will be forwarded by the School Dean to Human Resources, who will post the advertisement within one week.

**Language of the Ad (samples can be found in Appendix B)**

- Develop a broad description of the desired scholarship, experience and disciplinary background. Be clear about what is required versus what is preferred. Where appropriate, label qualifications ‘preferred’ instead of ‘required’; use ‘should’ instead of ‘must’.

- Keep the position description relatively broad in terms of the areas of teaching, barring a compelling departmental need to search in a more specific sub-field, such as to teach core classes for majors or service classes for the college. This also helps create a larger and more diverse pool of candidates.

- Include the language “Stonehill College is an Affirmative Action/Equal Opportunity Employer” somewhere in the ad.

- Include language that signals the college’s commitment to attracting candidates from underrepresented groups. For example:
  - Applicants who will enrich the diversity of the campus community are strongly encouraged to apply.
  - Stonehill College is an equal opportunity employer committed to diversity.
  - This person would join a department of ten full-time faculty with a wide range of disciplinary expertise and a commitment to fostering diversity among faculty and students.
  - Stonehill College is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.

- Include more inclusive language about the college and our intellectual community. For example:
  - Founded in 1948, Stonehill is a private Catholic college, located between Boston and Providence, whose mission includes a commitment to social justice, diversity, and intellectual inquiry. The college’s 200 FTE faculty engage 2,400+ students in rigorous academic programs in the liberal arts, sciences, and pre-professional fields in service of an education that fosters a commitment to the common good, prepares
students for responsible citizenship in their local and global communities, and inspires students to pursue rewarding professional lives.

- Consider asking applicants to describe their experience with diversity issues, diverse students, and working in multicultural environments.

- Clearly indicate how to apply for the position (such as required materials) and specify the application deadline.

- In consultation with the Provost and Dean of the School, departments may request an opportunity to hire at the Assistant, Associate, or Professor rank to find a compelling diverse candidate. In such cases, the advertisement can read “open rank” in its initial description of the position, and can include the following language: “We will consider outstanding candidates at the rank of Associate or Professor who advance the college’s initiatives and its mission…”

Development of Evaluation Criteria (samples can be found in Appendix C)

- The search committee will develop a set of explicit evaluation criteria that follow the requirements specified in the position advertisement, including departmental needs, institutional needs, and diversity priorities.

- Note that neither age nor personal circumstances are appropriate criteria.

- In general, these criteria will use objective measurements whenever possible, and there should be a measurement for every criterion. For quantitative information, ranges should be considered (e.g., low, average, high; 1-10; etc.) For descriptive comments, categories should be standardized and clarified (e.g., communication skills – cover letter easy to follow and no grammatical errors; cover letter poorly written and spelling errors, etc.).

- A first rubric will specify and provide for the systematic documentation of minimum qualifications for the initial review of applications (e.g., terminal degree, area of expertise, level of research productivity, teaching experience, references). These minimum qualifications should have already been articulated clearly in the language of the advertisement. These criteria should not be used to screen out or separate applicants who meet the basic qualification but are less qualified than others. The completed rubric will become a record of the transition from the overall pool to the pool of minimally qualified candidates.

- A second rubric will outline the preferred qualifications, which can be assessed qualitatively and quantitatively, as described above. The completed second rubric will become a record of the transition from the pool of minimally qualified candidates to the long short-list.

- On each rubric, include a place for additional comments.

Placement of Ad and Collection of Applications

- With the help of the Human Resources Liaison advertise the position as widely and effectively as possible. Normally, the ad should appear on the college website, the department website, the job site for the national disciplinary organization, and the following sites unless the search committee requests to omit it from one of these sites:
• Determine the most strategic places where the ad should be posted so that it will be viewed by a diverse pool of candidates. Departments can recommend to Human Resources the most desirable or productive sites to advertise based on the expertise needed and the target audience. Human Resources might have some data that can be helpful in determining which are the most productive sites.

• Applications will be submitted electronically to Human Resources.

Outreach

• Be aggressive about making calls and sending emails/letters. Task each member of the search committee with contacting colleagues at other academic institutions to obtain recommendations of potential candidates.

• Contact the departments of a wide range of academic institutions with graduate programs in the desired field. Be sure to consider institutions producing candidates from diverse backgrounds.

• Make efforts to identify contacts with diverse backgrounds. Contact potential candidates directly to encourage them to apply.

• Encourage faculty members to spread the word at national conferences and professional development events.
4. **Reviewing Applications**

**Identification of Minimally Qualified Candidates**

Any applications submitted directly to the department should be sent to Human Resources for record keeping. The review of all candidate materials can be completed using the electronic database maintained by the Human Resources Office.

The applicant files should be divided as equitably as possible among all the members of the search committee. A minimum of two search committee members should review each file using the first rubric to ensure reliability of categorization. All candidates identified as minimally qualified should remain in consideration for the next stage in the process. The search committee chair submits the list of candidates identified as not meeting minimal qualifications to Human Resources, who will inform the candidates.

**Identification of a Long Short-List (8-15 candidates)**

The search committee should evaluate the pool of minimally qualified applicants using the second rubric. The files should be divided as equitably as possible among all the members of the search committee. A minimum of two search committee members should review each file using the second rubric to ensure reliability of categorization.

A brief summary reflecting the judgment of those who reviewed applications should be made for each minimally qualified applicant. These summaries are then discussed in a meeting of the full search committee; most committees work best in a consensus environment. When appropriate, certain files may be reviewed by additional committee members. Consensus decisions are documented in a search summary report.

The search committee chair and Associate Provost for Diversity, Assessment, and Faculty Development should discuss the diversity of the long short-list. Additional review of the other qualified candidates may be required if the search has not adequately addressed issues of diversity according to the principles outlined above. After selection of a long short-list of candidates, those not selected for further consideration should be promptly notified by Human Resources.

**Selection of Candidates for Campus Interviews**

The search committee may employ a variety of strategies to identify a list of three candidates who will be invited for campus visits from the long short-list. These strategies might include: in-person interviews at conferences, phone/Skype interviews, a request for a writing sample, an email with a set of follow-up questions, and further review of the applications. The following recommendations are offered to ensure consistency in the evaluation process:

- Include all search committee members in the evaluation process.
- Ensure that the criteria are applied consistently for all candidates. Guard against the “moving target” syndrome: changing the requirements as the search proceeds in order to include or exclude particular candidates.
• Develop a consistent process for reviewing references. Although written references are strongly recommended, screening by telephone may be appropriate. For references obtained by telephone, agree on a minimum set of questions in advance, to be sure that basic information is obtained and references obtained by different committee members are comparable. This minimum set is intended to launch a larger conversation, not to constrain it.

• If conference, phone, or Skype interviews are conducted to assist in the selection of the short list, develop a list of questions that will be asked of all interviewees to ensure consistency in the process. At least two search committee members should conduct conference/phone/Skype interviews. In choosing which members should participate, care should be taken to include a diversity of voices, including, where possible, gender, race, area of academic expertise, and experience at the college. Refer also to the additional guidelines given for on-campus interviews below. Do not restrict interviews to conferences only; offer Skype or phone interviews as an alternative option for candidates who cannot afford the cost of travel or accommodation.

The search committee and Associate Provost should discuss the diversity of the final candidates, particularly in relationship to the composition of the long short-list. A reconsideration of the long short-list may be required. If the search committee and/or the Associate Provost have concerns about the diversity of the final candidates, these concerns are brought to the Provost, who, in consultation with the search committee and the Associate Provost, may decide to:

• Proceed with extending the invitation for on-campus interviews of the final candidates.

• Temporarily suspend the search with permission to re-open the search during the next search cycle. The Provost will provide a written rationale for the suspension of the search.

• In extraordinary circumstances, suspend the search and request that the department re-assess its efforts to attract a strong and diverse candidate pool and submit a new faculty line request. The Provost will provide a written rationale for the suspension of the search.
5. **On-Campus Interviews**

**Preparation for the On-Campus Interview**

The search committee chair should have a list of points to cover with all candidates who are being invited to campus including: whom the candidate will meet with, the type of talk(s) to be given, a contact person for logistics and reimbursement, and any travel reimbursement constraints.

When scheduling on-campus interviews, it is important to ask candidates if they have any special accommodation needs during the on-campus visit. For example, some may have specific dietary restrictions and some may have physical limitations. Human Resources will work with the search committee chair to accommodate those candidates who need special considerations. Normally, candidates make their own travel arrangements. The Office of the Provost will reimburse them for all expenses, and will reach out to them regarding their accommodations during their visit to Stonehill. When requested, the Office of the Provost will make travel arrangements for candidates.

Since the candidate is a guest, he/she should be escorted to each meeting by someone in the department or on the search committee, or by a student.

The agenda for the campus visit should include, in no particular order (sample agendas can be found in Appendix D):

- Meeting with the Provost and the Dean of the School (30 minutes)
- Meeting with the Associate Provost for Diversity, Assessment, and Faculty Development (30 minutes)
- Meeting with the Vice President for Mission (30 minutes)
- Meeting with Human Resources (30 minutes)
- Meeting with the Department Chair (30 minutes)
- Meeting with the Search Committee (45–60 minutes)
- Teaching demonstration and/or research talk to faculty and students in the department (30–45 minutes)
- Lunch with students, if possible
- Campus tour
- Dinner out that evening with two or three search committee members or faculty members from the department

For clarity: The Mission interview signals to the candidate that the Catholic tradition at the heart of the college values the academic enterprise and is committed to it and supportive of it. This meeting also provides the institution a focused opportunity to explore the candidate’s potential engagement in the Mission within and beyond his or her academic pursuits (e.g., service, co-curricular engagement, etc.).

The candidates should be asked if there is anyone else whom they would like to meet with on campus. These meetings can cover personal, professional, or academic interests, and should be exempted from the evaluation of candidates.

In scheduling the candidates’ days, the following considerations will ensure equity across candidates:

- Set up talks so that the maximum number of evaluators can attend.
- Try to keep a 15-30 minute period before each talk free for the candidate, or at least be evenhanded about preparation time.

- Send a detailed agenda to the candidate, the Office of the Provost, and everyone involved in the campus visit at least 24 hours before the start of the interview.

- Try to make student audiences for teaching demonstrations consistent across candidates – ideally, either all actual classes of similar level and commitment to the department, or all volunteer groups.

The Department/Search Committee Interview

The interview process serves two primary purposes: (1) to allow the search committee to assess candidates’ qualifications for the position; and (2) to allow candidates to assess their interest in employment at Stonehill College. Candidates’ impressions of the college will be influenced by the consideration, competence, and sincerity of each search committee member. In the case where the search committee is only a subset of the department, an effort should be made to include other members of the department in the interview process.

The following recommendations help ensure a fair selection process:

- Utilize a team interviewing process to prevent errors and omissions in screening applicants.

- Structure the interview to be as consistent as possible for all candidates. Use the same basic questions, setting, time allotment, and interviewers. Please note that it is appropriate to use follow-up questions tailored to the candidate’s answers or professional background.

- Ensure that the questions are related to the requirements of the job and the candidate’s knowledge, skills, and abilities to perform those functions.

- In developing the list of questions, emphasize those that ask about the candidates’ actions and experiences. Avoid a focus on theoretical questions that ask candidates to speculate on actions they might take in the future. Carefully assess whether the answers to the questions, if used in making a selection, will have a disparate impact on applicants in protected classes or will adversely impact our diversity goals. Also ensure that the questions are essential to judge an applicant’s qualifications for the position.

- Do not draw conclusions on candidates prematurely; instead, use the entire interview as an opportunity to gather as much pertinent information as possible.

- Avoid making assumptions based on perceived race, ethnic background, age, disability, veteran status, marital or familial status, sexual orientation, religion, or other personal characteristics.

- Ask only for information that can legally serve as a basis for the hiring decision.

- When the search committee and/or department members have concluded with their questions, give the candidate time to ask questions. To some extent, the quality of the candidate’s questions may indicate how serious they are about the position.

- Inform the candidates of the date by which they will next hear from the college regarding the search process, as they are likely to be concerned about time frames.
- To the extent practical when arranging for students to meet with the candidates, consider the composition of the group in areas such as racial diversity and gender.
6. **After the Interview**

Post-Interview Evaluation of the Final Candidates

The search committee should meet as soon as possible after the completion of the interviews so that information is fresh, the process continues moving efficiently, and candidates are contacted in a timely manner. It is critical that candidates continue to be evaluated using the original selection criteria that were developed earlier in the process. In addition, the search committee chair solicits and collects feedback from the students and all faculty who met the candidates. The Provost gathers feedback from others who have met the candidates, including Human Resources staff, the Dean of the School, and the Vice President for Mission, and provides a summary to the search committee prior to their deliberations. All input relevant to the search criteria should be considered.

Each search committee member should give his/her honest input on each candidate interviewed. Key considerations in making the hiring recommendation are as follows:

- Think broadly rather than narrowly about the types of experiences and/or skills each candidate might bring to the college.

- Avoid attempting to “clone” those already in the department. Doing so discourages diversity and prohibits the department from enjoying the many advantages that diversity and varying perspectives can bring.

- Acknowledge that candidates with diverse paths and experiences can make positive contributions that have previously been untapped by the department and college.

- Avoid falling victim to the “halo effect” that can occur when one positive aspect of a candidate’s talents or skills is inappropriately transferred to other aspects of her/his qualifications. The phenomena of racial, ethnic, and other forms of prejudice can be manifestations of the halo effect – avoid stereotyping on any grounds.

After a discussion of the candidates’ campus visits, the chair of the search committee should provide a written discussion of the finalists’ strengths and weaknesses to the Provost. Evaluations from open forums and other search activities should also be provided to the Provost. The search committee should indicate which finalists are acceptable hires for the department.

**Making the Offer**

The Provost reviews all the materials about the finalists. He or she may request a meeting with the search committee to clarify any issues or questions. In consultation with the search committee, the Provost decides on a candidate to whom an offer will be made. The Provost then informs the President, who may choose to review all materials related to the search and/or interview the final candidate prior to the Provost making an offer. After the President has approved the appointment, the Provost shall make the offer to the candidate and negotiate the terms. As soon as the offer is accepted in writing, the department notifies other candidates who have visited the college.

In the event that no candidate is hired, the search will normally be reopened in the following academic year.
7. Expedited and Opportunity Hires

Stonehill College’s expedited and opportunity hire process is predicated upon two key assumptions. First, enhancing diversity in our faculty enriches the entire community and is integral to academic success. Second, a successful hire must be built upon on-going, extensive networking inside and outside the college. The expedited and opportunity hire process allows the college to capitalize on emerging opportunities that would not otherwise have culminated in tenure-track hires. Expedited hires provide a vehicle for moving promising visiting or term-renewable hires into tenure-track lines, while opportunity hires allow departments to pursue promising scholars who come to their attention through networking efforts. Both expedited hires and opportunity hires allow the department to solicit a single application and conduct a single on-campus interview in lieu of the standard faculty search process described in this guide. Strong candidates for expedited and opportunity hires should contribute to the diversity of our faculty, align with the college’s strategic priorities, and meet pressing departmental needs.

Initiating an Expedited Hire

A department might choose to propose an expedited hire when a visiting or term-renewable hire has proven particularly successful, and when the individual has indicated an interest in a tenure-track position at the college. In particular, the department should look for an indication that the candidate contributes to the academic curriculum and to the diversity of the college and the department.

Initiating an Opportunity Hire

The process for initiating an opportunity hire begins with networking:

- At conferences, workshops, and meetings, make a point of attending different sessions or receptions.
- Reach out to colleagues and ask about promising people in the field.
- Proactively contact people and ask to get together.
- Send emails to people in your field.

In all of these cases, we are interested in telling a story about the kind of academic community we are at Stonehill, and gauging how others might contribute to the college.

As these initial conversations begin to yield shared interest on the part of a department and a potential future colleague, we encourage more faculty in the department to reach out. Phone or Skype conversations can help expand relationships and clarify the extent to which there is mutual interest.

Submitting a Proposal

At the point when the department has identified a strong candidate for an expedited or opportunity hire, it should draft a letter to the Provost requesting permission to move forward. The letter should highlight contributions in teaching, scholarship, and service, and articulate the following: the department’s strategic rationale for the hire, how
the hire satisfies existing department needs, and how the hire relates to college-wide initiatives. The candidate’s CV should be included.

Once the Provost grants permission to pursue an expedited or opportunity hire, the process should parallel the on-campus interview for faculty searches: the candidate should meet with the Provost, Dean of the School, VP for Mission, department faculty, students, and other people on campus. The candidate will also give a teaching demonstration and/or research presentation, with feedback solicited from those who attend the presentation.

After the on-campus interview, the department will make a recommendation to the Provost about whether or not to extend an offer to the candidate. Even though there may be just one candidate being interviewed nothing obligates the college or the department to extend an offer. In all cases, the college is committed to hiring, retaining, and promoting faculty who understand how to integrate vibrant teaching, research, and student engagement.
8. **CSC Appointments**

Given the fact that the Congregation of Holy Cross founded and continues to sponsor Stonehill College, the procedures for assigning Religious to the faculty differ from the procedures outlined above. In all searches, the Congregation of Holy Cross may nominate qualified candidates from its membership. After nomination to the college, the President requests that the department members review the candidate's academic credentials and interview him to determine whether the candidate is qualified in the relevant area. The Provost, the Vice President for Mission, and the Dean of the School also interview the Religious to determine his qualifications for the position. The department, the Provost, the Vice President for Mission, and the Dean of the School recommend to the President whether the candidate is qualified for the position. The President then reports back to the appropriate Religious Superior the college's determination of the candidate's qualifications. If the college determines that the candidate is qualified, the Religious Superior then may assign the Religious to the college. If the college determines that the candidate is not qualified for the position, then the Religious will not be assigned to the college in that position. In this case, the faculty hiring process outlined above is followed.
Appendix A

<table>
<thead>
<tr>
<th>Faculty Search Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st week in November</strong></td>
</tr>
<tr>
<td><strong>1st Monday in February</strong></td>
</tr>
<tr>
<td><strong>Academic Chairs meeting in March</strong></td>
</tr>
<tr>
<td><strong>2nd Tuesday in April</strong></td>
</tr>
<tr>
<td><strong>1st Monday in May</strong></td>
</tr>
<tr>
<td><strong>2nd Monday in May</strong></td>
</tr>
<tr>
<td><strong>By the end of May</strong></td>
</tr>
<tr>
<td><strong>Summer months</strong></td>
</tr>
<tr>
<td><strong>No later than early in the Fall if possible</strong></td>
</tr>
<tr>
<td><strong>Within one week of submission</strong></td>
</tr>
<tr>
<td><strong>Once position is approved through PeopleAdmin</strong></td>
</tr>
<tr>
<td><strong>First review of candidates</strong></td>
</tr>
<tr>
<td><strong>Development of a long short-list</strong></td>
</tr>
<tr>
<td><strong>Review of the long short-list</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Selection of candidates for campus interviews</strong></td>
</tr>
<tr>
<td><strong>Review of short list of candidates</strong></td>
</tr>
<tr>
<td><strong>Campus Interviews</strong></td>
</tr>
<tr>
<td><strong>No later than 24 hours before the campus visit</strong></td>
</tr>
</tbody>
</table>
Appendix B

Sample Advertisements for Positions

Assistant Professor of Neuroscience & Endocrinology

The Biology Department and the Neuroscience Program at Stonehill College invite applicants for an assistant professor, tenure-track appointment in Neuroscience to begin July 2014. This person would join a department of ten full-time faculty with a wide range of disciplinary expertise and a commitment to fostering diversity among faculty and students. The Neuroscience Program consists of two full-time faculty, one from the Biology Department and one from the Psychology Department.

We seek applicants who are committed to excellence in teaching, advising, and mentoring undergraduates in research, and who have a demonstrated awareness of the importance of diversity in education. We are particularly interested in candidates with additional expertise in endocrinology. Candidates must hold a Ph.D. in biology, neuroscience, or related field, and have postdoctoral research and undergraduate teaching experience. The position involves teaching, academic advising, and mentoring undergraduates as part of a productive research program. Primary teaching duties include teaching introductory biology laboratories, endocrinology, and neuroscience as a capstone. Dedicated research space and start-up funds for research are available. The Shields Science Center opened in 2009 and offers state-of-the-art teaching and research facilities.

Founded by the Congregation of Holy Cross in 1948, Stonehill is a private Catholic college located 22 miles from downtown Boston on a beautiful 384-acre campus in Easton, Massachusetts. With a student-to-faculty ratio of 13:1, the college engages its 2,500+ students in 80+ rigorous academic programs in the liberal arts, sciences, and pre-professional fields. Stonehill college’s mission includes a commitment to fostering social justice.

Interested applicants should submit a letter of application, a curriculum vitae, a statement of teaching philosophy and experience, a brief description of the proposed research plan that includes undergraduates, and undergraduate and graduate transcripts. Three recommendation letters are also required and should be submitted online by the recommenders. Submit required documentation via the Stonehill Jobs URL link only: https://jobs.stonehill.edu/.

The application deadline is November 20, 2013. Please email inquiries to John McCoy, Director of the Neuroscience Program at jmccoy1@stonehill.edu or to Magdalena James-Pederson, Chair of Biology at mpederson@stonehill.edu.

Applicants who will enrich the diversity of the campus community are strongly encouraged to apply.

Stonehill College is an equal opportunity employer committed to diversity.
Assistant Professor of Languages, Literatures, and Cultures

The Department of Languages, Literatures, and Cultures at Stonehill College invites applicants for a tenure-track Assistant Professorship in French beginning Fall 2017.

We seek applicants with a specialization in either Early Modern or Francophone literatures. The successful applicant will be committed to excellence in teaching, research, and mentoring undergraduates, and have a demonstrated awareness of the importance of, and engagement with, diversity in education. Candidates must hold a Ph.D. in French by the time of appointment (July 1), have native or near-native fluency in French, and show both effective teaching and scholarly potential.

The faculty member will teach three courses per semester, including language courses that satisfy the General Education requirement in Foreign Language, Literature and Culture courses that are part of the French major, and/or courses in English that fulfill another General Education requirement.

This person will join a department of seven full-time faculty members committed to teaching and scholarly excellence. Offering majors in French and Spanish; a Foreign Language major (combining two languages); and minor programs in Arabic, Chinese, French, German, Italian Studies, and Spanish, the department works to foster student engagement with the world’s literatures and cultural traditions.

Stonehill is a private Catholic college located between Boston and Providence whose mission includes a commitment to social justice, diversity, and intellectual inquiry. The college’s 200 FTE faculty members engage 2,400+ students in rigorous academic programs in the liberal arts, sciences, and pre-professional fields in service of an education that fosters a commitment to the common good, prepares students for responsible citizenship in their local and global communities, and inspires students to pursue rewarding professional lives. Stonehill College is dedicated to the goal of building a culturally diverse faculty and strongly encourages applications from women and members of minority groups.

Applicants should send a cover letter, CV, one-page statement of teaching philosophy, and three letters of recommendation. At the conclusion of the application, applicants will be asked to provide recommenders’ contact information so they may submit letters confidentially. Submit required materials via the Stonehill Jobs URL link: https://jobs.stonehill.edu/

The application deadline is November 4, 2016. Please email general inquiries to Wendy Hanawalt, Lead Faculty Administrative Assistant, whanawalt@stonehill.edu.

Applicants who will enrich the diversity of the campus community are strongly encouraged to apply. Stonehill College is an equal opportunity employer committed to diversity.
Appendix C

Sample Grids for Evaluating Candidates

Sample 1

Applicant Evaluation Tool

The following offers a sample grid for department faculty to use in evaluating job applicants. Departments should modify this tool as needed. The proposed questions are designed for junior faculty candidates; however, alternate language for senior faculty is suggested in parenthesis.

Applicant’s name: ______________________

Please indicate which of the following are true for you (check all that apply):

- Read applicant’s CV
- Read applicant’s statements (re: research, teaching, etc.)
- Read applicant’s letters of recommendation
- Read applicant’s scholarship (indicate what): ______________________
<table>
<thead>
<tr>
<th>Evidence of research productivity</th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for scholarly impact / tenurability</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
<tr>
<td>Evidence of strong background in [relevant fields]</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
<tr>
<td>Evidence of [particular] perspective on [particular area]</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
<tr>
<td>Evidence of teaching experience and interest (including grad mentorship)</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
<tr>
<td>Potential to teach courses in core curriculum</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
<tr>
<td>Potential to teach the core curriculum on [particular area] (including creation of new courses)</td>
<td>excellent</td>
<td>good</td>
<td>neutral</td>
<td>fair</td>
<td>poor</td>
<td>unable to judge</td>
</tr>
</tbody>
</table>

Other comments?

For more information or additional copies of this resource, please contact the ADVANCE Program at (734) 647-9359 or advanceprogram@umich.edu, or visit the ADVANCE Program’s Web site at http://sitemaker.umich.edu/advance.
Sample 2

Another grid using an excel spreadsheet to evaluate candidates.

<table>
<thead>
<tr>
<th>Applicant Screening Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Title</td>
</tr>
<tr>
<td>Candidate</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Competency area</td>
</tr>
<tr>
<td>Required Experience</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Preferred Experience</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Is Candidate Eligible for Veteran’s Preference Y/N?</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Key: 0= absent, 1=present, 2=present + additional</td>
</tr>
</tbody>
</table>

Screened in candidates that don't meet the minimum qualifications for the position may be omitted from the matrix.
### Prairie View A&M University - Standard Hiring Evaluation Matrix

**CLICK** each "Area" box and begin typing to input your specific **Job Description Criteria** areas. The boxes will auto-rotate while you are typing; afterwards, hit (ENTER) it will resume position.

<table>
<thead>
<tr>
<th>SAMPLE OF ASSIGNED Points</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>0</th>
<th>0</th>
<th>50</th>
<th>50</th>
<th>50</th>
<th>3</th>
<th>103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of All Applicants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Stonehill College Faculty Hiring Guide** – revised November 9, 2017
Approved by the faculty senate
Appendix D

Sample Agendas for Campus Visits

ECONOMICS DEPARTMENT

Sample Finalist Candidate Campus Visit ITINERARY – month day, 2014

CANDIDATE: (name)
CELL PHONE: (candidate’s)
EMAIL: (candidate’s)

Bourne Limo will pick you up at the airport on February 2 at 3:52 pm. They have your cell phone number in case you don’t meet each other, but should you need it, their telephone number is 508-580-1120.

You will be staying at Residence Inn in Brockton. Your room confirmation number is #######. Their telephone number is 508-583-3600.

There are no restaurants at the hotel, but there are a number of places nearby with delivery. The hotel desk has the menus.

Akira Motomura will pick you up on the morning of February 3rd and bring you to campus. Here is the schedule of your appointments.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MEETING/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Pickup at hotel by Akira Motomura, Chair, and meeting in Akira’s office (Duffy 290).</td>
</tr>
<tr>
<td>9:15</td>
<td>Joseph Favazza, Provost and Vice President for Academic Affairs, and Maria Curtin, Dean of the Faculty, Duffy 134</td>
</tr>
<tr>
<td>10:00</td>
<td>Bridget Meigs, Farm Manager*</td>
</tr>
<tr>
<td>10:30</td>
<td>Rev. James Lies, C.S.C., Vice President for Mission, Duffy 124</td>
</tr>
<tr>
<td>11:00</td>
<td>Meeting with Shayla Jordan, Human Resources. Shayla will pick you up at Duffy 124.</td>
</tr>
<tr>
<td>11:30</td>
<td>LUNCH (till 12:40)</td>
</tr>
<tr>
<td>12:40</td>
<td>Free time  Duffy 015</td>
</tr>
<tr>
<td>1:00</td>
<td>Sample mini-class: Hossein Kazemi’s ECO 178 Macroeconomic Principles. Duffy 219.</td>
</tr>
<tr>
<td>1:35</td>
<td>Bettina Scholz (Political Science) and Peter Mahoney (Spanish) – Assistant Professors, Duffy*</td>
</tr>
<tr>
<td>2:10</td>
<td>Anna Ohanyan (Political Science) and Jennifer Swanson (International Business), Martin*</td>
</tr>
<tr>
<td>2:40</td>
<td>informal student tour: Hayley Conklin ’15; Luke Donahue ’14; and Joanna Zecha ’14</td>
</tr>
<tr>
<td>3:00</td>
<td>Meeting with Stacy Grooters, Director of Center for Teaching and Learning (D-114) (3:00-3:30)*</td>
</tr>
<tr>
<td>3:30</td>
<td>Free Time  Duffy 114C</td>
</tr>
<tr>
<td>4:00</td>
<td>Research Seminar (4:00-5:30) Duffy 114C</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner with department faculty</td>
</tr>
</tbody>
</table>

We will take you back to the hotel after dinner.

Bourne Limo will pick you up at the hotel on February 4th at 5:30 a.m. to bring you back to the airport.

If you have any questions or concerns, please feel free to email me or call me at 508-565-1225.

[*Explanatory Note: The Economics Department asked candidates if there was anyone other than the usual that they wanted to meet. This candidate had interests in agricultural aspects of Development Economics and requested to see The Farm. We initiated arranging for candidates to meet with untenured faculty in other departments, with faculty in related programs – in this search, internationally-oriented ones; and with the Director of the Center for Teaching and Learning.]
CHEMISTRY DEPARTMENT INTERVIEW SCHEDULE

Candidate Name

Thursday December 4, 2014
   Ground transportation by Bourne Limousine Service (confirmation #82048412) to
   Residence Inn, Liberty Street Brockton, MA
5:30 PM Dinner with Faculty (Marilena Hall, Pamela Lombardi, Deno Del Sesto)

Friday December 5, 2014
7:30 AM Meet Louis Liotta (Professor and Chair, Organic Chemistry) Hotel Lobby
7:45 AM Breakfast at Dunkin’ Donuts and Tour of Science Center Sci Center
8:25 AM Marilena Hall (Associate Professor, Biochemistry) Sci 211
9:00 AM Deno Del Sesto (Assistant Professor, Physical Chemistry) Sci 304
9:30 AM Patricia Anzelmo (Human Resources) M-T 152
10:00 AM Father James Lies (Vice President of Mission) Duffy 124
10:30 AM Maria Curtin (Dean of the Faculty) and Joe Favazza (Provost) Duffy 134
11:30 AM Bonnie Troupe (Director of Academic Development (Grants) Duffy 119
12:00 Noon Lunch with Students (Andrew Hunt, Pao Chong, Diana Fager,
   Allyson Macinnis, Megan Golding, Leandra Macary)
1:00 PM Preparation for seminar
1:10 PM Seminar
   “Development of Separation Enhancement Methods for
   Field Portable Gas Chromatographs” Martin 105
2:30 PM Cheryl Schnitzer (Associate Professor, Physical Chemistry) Sci 312
3:15 PM Leon Tilley (Organic Chemistry) Sci 314
4:00 PM Pam Lombardi (Assistant Professor, Organic Chemistry) Sci 301
4:30 PM Louis Liotta (Professor and Chair, Organic Chemistry) Sci 315
5:15 PM Transportation to Residence Inn or Chemistry Game Show

Saturday December 6, 2014
4:15 AM Ground transportation by Bourne from Residence Inn to Logan Airport
### Appendix E

#### Acceptable and Unacceptable Questions to ask Candidates
during a job interview

Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive but is meant as a guide to assist you in the interview process. If an inquiry could be discriminatory, it is best to avoid it.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Current legal name</td>
<td>Maiden Name</td>
</tr>
<tr>
<td></td>
<td>Have you ever worked under a different name?</td>
<td>Questions about national origin, ancestry, or prior marital status.</td>
</tr>
<tr>
<td></td>
<td>Is any additional information, relative to a change of name necessary to enable a check of your education or work records?</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Are you over the age of eighteen?</td>
<td>Age. Birth Date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions that might identify the applicant’s age, especially over age 40.</td>
</tr>
<tr>
<td>National Origin/Citizenship</td>
<td>“All offers of employment are contingent upon verification of identity and work authorization in the United States.” “Are you legally authorized to work in the United States?”</td>
<td>Questions as to nationality lineage, ancestry, national origin, descent, parentage of applicant or applicant’s spouse. “What is your mother’s first language?” or language commonly used by applicant. How applicant acquired ability to read, write or speak a foreign language. “Are you a U.S. citizen?”</td>
</tr>
<tr>
<td>Race, Color</td>
<td>None</td>
<td>Questions that indicate applicant’s race or color, complexion or color of skin, eyes or hair. Direct or indirect reference to race, color or racial groups.</td>
</tr>
<tr>
<td>Residence</td>
<td>Place of Residence</td>
<td>“Do you own or rent your home?”</td>
</tr>
<tr>
<td>Marital Status, Family</td>
<td>Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.</td>
<td>Any inquiry about marital status, children, dependents, pregnancy or childcare arrangements. Name or address of relative, spouse or</td>
</tr>
<tr>
<td>Religion</td>
<td>Describe the work schedule and ask whether applicant can work that schedule.</td>
<td>Questions about applicant’s religion, religious days and hours to be worked. Days observed, or “Does your religion prevent you from working weekends or holidays?”</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Military Service</td>
<td>Questions about knowledge, skills and abilities, acquired during applicant’s military service, relevant to the position applied for.</td>
<td>Specific questions about military service, such as dates, type of discharge, or service in foreign military services. “What type of discharge did you receive?”</td>
</tr>
<tr>
<td>References</td>
<td>“By whom were you referred for this position?” Names of person willing to provide professional references for applicant.</td>
<td>Questions of applicant’s former employers or acquaintances that elicit information specifying applicant’s color, race, religious creed, national origin, ancestry, any physical or mental disability, mental condition, marital status, age or sex.</td>
</tr>
<tr>
<td>Disability/Medical Conditions</td>
<td>May ask applicant’s ability to perform job-related functions and with or without reasonable accommodation, only if the question is asked of all applicants. <em>(The interviewer must have already thoroughly described the job.)</em></td>
<td>Whether applicant has a disability.</td>
</tr>
<tr>
<td>Arrest and Conviction Records</td>
<td>Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case? The answer, if yes, will not be used to discriminate against any applicant. (May ask about record of convictions if all applicants are asked.)</td>
<td>Have you ever been arrested?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>