Westminster College
Best Practices Hiring Guide
2012-2013

WESTMINSTER

SALT LAKE CITY · UTAH

Dear Faculty Colleagues,

As you know, since completing the Strategic Plan in 2004, Westminster has undergone an impressive transformation. We have accomplished a great deal as we worked together to achieve the Plan's strategic goals and implementation strategies. Most importantly, we have truly become a community of learners as we shifted our focus from teaching to learning and applied the learning paradigm across the curriculum and co-curriculum.

Our collective commitment to continuous improvement remains constant as we focus on our mission and strive to reach our vision of being "nationally recognized as an exemplary community of learners." This vision has both reflected and lifted the aspirations of the entire Westminster community. We have attracted the attention of the national media and, as more people learn about what we are doing, our enrollment of students from across the country has exploded. Our growing visibility has given us the ability to attract highly qualified faculty and well-prepared students. Perhaps most importantly, it has increased the value of a Westminster degree.

As we continue our work toward achieving the goals of the Strategic Plan, one of the areas we remain focused on is Strategic Goal 3, "to distinguish the College by our commitment to continuous improvement, effectiveness, and value." Two implementation strategies related to this goal are addressed in part by the *Westminster College Best Practices Hiring Guide*:

- **Professional Development Fund**: Invest in the programs, the facilities, and the people that are critical to the College's ability to realize its long-range vision.
- **Human Capital Campaign**: Enhance the quality, diversity, and morale of the faculty and staff by improving employee recruitment, compensation, evaluation, and recognition processes.

This *Best Practices Hiring Guide* should help Westminster enhance its tradition of hiring a strong, student-centered faculty as well as achieve significant goals related to institutionalizing our focus on diversity and internationalization.

As our nation's and student demographics continue to shift, we need to be cognizant of the value of—*and strive to achieve*—a strong, diverse faculty body. Our collective recognition that diversity is an educational value that enhances the learning experiences of all students and our Mission Statement, which affirms that we "prepare students for success in a diverse and interdependent world," are not in themselves sufficient for ensuring that we will achieve our goal of enhancing the diversity and quality of our already-strong faculty. As this guide and the experience of other institutions of higher education suggest, we must be intentional in our approach.

Faculty Hiring and the Learning Paradigm
This intentional approach includes maintaining our focus on students and student learning. Students from every generation report that they have been touched deeply and irrevocably by the Westminster experience. In fact, if the historic mission of the College were to be summarized into three words, those words might be "we change lives." The positive response our students have to their Westminster experiences and the reputation we have built based on that response are clearly due to the intellectual strength and commitment of the Westminster faculty.

Our focus on student learning—and our efforts to strengthen our shift to the learning paradigm— position us to offer an engaging and rewarding career for faculty members who not only embrace the shift from teaching to learning, but also wish to contribute to and be a part of our dynamic, learning-centered campus. The *Best Practices Hiring Guide* provides ideas on how we might develop ads, evaluate classroom demonstrations, and address other steps in the search and hiring process to attract strong candidates who support the College's ongoing focus on student learning.

Those of you who serve on search committees engage in some of the most important (and time-consuming) work of the College. Many of you will engage in this work over the next several years, so I would like to thank you in advance for the time and care you put into this effort. I am confident that your experiences will help us to identify additional best practices for future editions of this guide. In the meantime, the 2012-2013 version will help us align the College's hiring practices with our values and strategic goals.

James E. "Cid" Seidelman
Provost and Vice-President for Academic Affairs

Introduction

The *Westminster College Best Practices Hiring Guide* has been created to assist faculty search committees, program chairs, and deans as they conduct searches that support Westminster's commitment to achieving academic excellence through hiring a diverse, high quality faculty that values the learning paradigm. Ensuring that Westminster's faculty is comprised of academic experts with a broad range of lived experience, perspectives, and world views as well as a focus on inclusive, learning-centered pedagogies enhances the quality of the College, student learning, and the campus community. It also ensures that Westminster is positioned to meet its mission to prepare all students for success in a diverse and interdependent world.

Divided into three parts, this guide includes
1. A step-by-step overview of the search and hiring process
2. Details and resources related to each step
3. Appendices with sample position advertisements, sample interview questions, and a sample classroom demonstration rubric, among others

The strategies and resources outlined in the guide are intended to help Westminster (a) become more proactive and intentional in its efforts to attract a diverse candidate pool; (b) improve the recruitment and hiring process; and ultimately (c) enhance the quality and diversity of the Westminster faculty while strengthening our shift to the learning paradigm.

Westminster's Commitment to the Learning Paradigm
Over the last several years Westminster has emphasized and developed its focus on the learning paradigm. In this paradigm, faculty members function as learning guides, facilitators, and mentors to students, and students are positioned to take more responsibility for their own learning. By providing students with multiple pathways to a given learning goal, students with different learning styles and levels of preparation are not locked into a one-size-fits-all approach. More importantly, because it substitutes active and applied learning for memorizing or "regurgitating," the learning paradigm results in deep, meaningful learning for students.

Westminster's Commitment to a Diverse, High Quality Faculty
By clarifying the steps in the hiring process and providing details and resources for search committees, this guide serves as one important step towards realizing these commitments:
- 2004 Strategic Plan's Human Capital Campaign: "Enhance the quality, diversity, and morale of the faculty and staff by improving employee recruitment, compensation, evaluation, and recognition processes."
- Diversity & Global Learning core theme adopted by faculty vote in spring 2011—"increase the recruitment and retention of international and historically underrepresented students, faculty, and staff."

The College's focus on diversifying the faculty—increasing the number of Westminster faculty from a range of backgrounds, racial, ethnic, and social groups, and increasing the range of life and research experiences and perspectives faculty bring to the College—is not a focus on quotas or

numbers. Rather, it reflects the College's commitment to academic excellence, student learning, innovation, and continual improvement. As noted in "Faculty Recruitment in Higher Education"

> A diverse faculty will mean better educational outcomes for all students. To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. The more diverse college and university faculty are, the more likely all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. It is also important that colleges and universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world. Since white women and minority faculty are also frequently those who take scholarship and teaching in new directions, their presence on campus also makes this goal easier to attain.
>
> **—Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action by Debra Humphreys, AAC&U, for the Ford Foundation Campus Diversity Initiative**
>
> www.diversityweb.org/diversity_innovations/faculty_staff_development/ recruitment_tenure_promotion/faculty_recruitment.cfm

In addition, a direct relationship exists between recruiting and retaining a diverse student body and a diverse faculty body. As the College works toward aligning its practices with its values, core themes, and EEO statement, considerations of diversity and inclusive, learning-centered pedagogies throughout the hiring process are essential.

Like all endeavors toward excellence, hiring a strong faculty requires the intentional efforts of all faculty members. The following pages provide guidance for taking a proactive approach that aligns Westminster's hiring processes with its values.

Equal Employment Opportunity Statement

Westminster College is committed to a diversified workforce, equal opportunity, and nondiscrimination. To this end, Westminster prohibits any form of discrimination or harassment based on race or ethnicity, color, religion, national origin, sex, age, sexual orientation, gender identification, disabilities, genetic information, status as a veteran, or any other category or classification protected by applicable federal, state, or city laws.

Overview of the Search and Hiring Process
Below is a step-by-step overview of the search and hiring process. Although many of the steps are familiar to those who have served on search committees in the past, important changes have been incorporated. Review all steps prior to initiating a search.

1. The program chair submits a position request to the appropriate dean.
2. The position request is reviewed and approved by the dean and then the provost.
3. A search committee is selected, and the committee is given this guide.
4. The search committee attends a hiring orientation with the dean. The orientation includes a discussion of (a) the position to be filled and (b) this guide. The goal is to ensure that all committee members have an understanding of their roles and responsibilities.
5. The search committee drafts a position description and position advertisement, which includes the EEO statement and a statement reflective of Westminster's commitment to student learning and the learning paradigm, academic excellence, and diversity.
6. The search committee submits the position description and position advertisement for approval from the relevant dean.
7. The search committee develops a search plan that (a) outlines specific strategies for diversifying the candidate pool and (b) identifies advertising venues (including one print advertisement); listservs; professional organization subcommittees; and graduate programs likely to attract a diverse, high quality candidate pool.
8. The dean and search committee place the advertisement in venues identified in step 7.
9. The search committee identifies the selection criteria and evaluation guidelines for narrowing the candidate pool and develops interview questions for preliminary and final interviews. The selection criteria and interview questions align with the position advertisement.
10. The search committee reviews applications and selects candidates for interviews by phone or Skype, or at conferences.
11. Interviews (phone, Skype, or conference) are conducted and final candidates are identified.
12. The dean calls the final candidates to discuss salary range, explain Westminster's peer review and promotion policies, and respond to any questions. The dean also sends a Westminster Information Packet to top candidates.
13. Final candidates are interviewed.
14. The search committee assesses candidate interviews and makes a hiring recommendation to the dean.
15. When the dean and provost approve of the recommended candidate, an offer is made by the dean.
16. The provost sends the offer letter and contract to the new faculty member.
17. After the candidate is hired, HR runs reports to determine the breadth and depth of diversity in the candidate pool and identify effective sources for diversifying future applicant pools.

The most salient elements of the hiring process are discussed in more detail in the next several pages.

1. The program chair submits a position request to the appropriate dean.
The program chair's request to the dean (1) identifies and briefly describes the position; (2) includes a justification for the position which is tied to program goals, assessment, and direction; and (3) explains how the position supports the learning paradigm and Westminster's goal of achieving diverse, high quality faculty.

2. The position request is reviewed and approved by the dean and then the provost.
The deans and provost make every effort to approve position requests by mid-September to ensure that searches are in synch with the start of the national hiring process. This time frame allows for the planning required to ensure a wide pool of candidates and a competitive position in national searches.

After the dean approves the position request, she or he forwards it to the provost for final approval.

3. A search committee is selected, and the committee is given this guide.
After the position request has been approved, the appropriate dean consults with the program chair to appoint the search committee.
- Typically, search committees have four to seven members.
- Faculty search committees should include the following: the program chair, program and/or division faculty, a faculty member from outside the program or division, and a student (ideally majoring in the program).
    - Ideally more than one faculty member on the committee will have hiring experience. More experienced faculty members can mentor faculty who are new to hiring.
    - At least one member of the committee should be a person with a demonstrated commitment to diversifying the curriculum and faculty. Initially these "diversity designees" will be those who have served on the Diversity Council over the years, those who have served as McNair Scholar Mentors, and/or those who teach or have taught diversity LE courses. Those who have worked with the Diversity & International Center to organize diversity programming or training will also be appropriate in this role.*
    These designees may need to raise issues in discussions that reveal limitations in the process, so they need to feel comfortable, respected, and supported in doing so. Training will be provided for those taking on this role. (*If faculty not involved in these activities wish to become "diversity designees," options for more extensive training will be made available in the future.)
    Note: The same two or three "go-to" people should not be selected as "diversity designees" for every search committee.
    - As much as is possible, the composition of the committee should reflect diverse perspectives and experiences.
    - The student member is important for several reasons: (a) students may have insights that faculty do not have, (b) students can learn a great deal (about leadership, critical thinking, ethical awareness, their future job searches, etc.)

through the hiring process, (c) student committee members explicitly reveal Westminster's focus on students and student learning.

- If additional members of the campus community will be called upon to meet, interview, and/or provide feedback on the candidate, they should be notified by the chair shortly after the first meeting of the search committee.
- The dean should ensure that all committee members receive this guide, and the search chair should receive a copy of *Diversifying the Faculty: A Guidebook for Search Committees* by Caroline Sotello Viernes Turner. Other helpful resources include: (1) *Achieving Faculty Diversity: Debunking the Myths* by Daryl G. Smith (2) *Search Committees: A Tool Kit For Human Resource Professionals, Administrators, and Committee Members* by Christopher D. Lee.

4. **The search committee attends a hiring orientation with the dean. The orientation includes a discussion of (a) the position to be filled and (b) this guide. The goal is to ensure that all committee members have an understanding of their roles and responsibilities.**

The dean of the relevant school is responsible for calling the initial/orientation meeting of the search committee to clarify details about the position to be filled, the committee's role, and the hiring process. This information will help integrate new faculty members and students into the process, and it will renew experienced faculty members' understanding of the process—some of which may be new since the last time they served on a search committee. This meeting could include the HR Director and the Associate provost for Diversity and Global Learning.

Specific responsibilities of the search committee include (but are not limited to):
- Writing (or revising) and approving the position description and advertisement. All committee members should be clear on the meaning of, and have the opportunity to contribute to, these written pieces.
- Reviewing the position description and advertisement together to clarify and agree on what will serve as evidence that the candidate meets the position requirements.
- Using specified, consistent criteria to examine and narrow applicant pool to a specific number who will then be interviewed.
- Attending all committee meetings, including the initial meeting with the dean.
- Contributing to the development of interview questions and classroom demonstration evaluation criteria.
- Observing all candidates' classroom demonstrations.
- Attending all candidates' interviews.
- Attending a dinner or other meal(s) with candidates, as needed.
- Participating in the selection of the candidate recommended for hire.
- Striving to ensure that all candidates feel welcome, valued, and respected during their campus visit.

Responsibilities of the search committee chair

The search committee chair (or designee) is responsible for coordinating all activities of the search and committee deliberations. This includes communicating effectively with the dean and his/her office staff regarding the status of the search; scheduling all aspects of the search; and keeping records of the search, deliberations, and final decision. The chair (or designee) is also

responsible for communication with candidates—providing timely and detailed information about campus visits, travel arrangements, and reimbursements; ensuring that the candidates have sufficient down time during visits without being "stranded" alone for hours on campus; etc. She or he also informs relevant students about their role and responsibilities in the process.

In terms of record keeping, the search committee chair should keep the following for one year: all electronic and paper records related to the search, including emails and responses to candidates; notes on and (if relevant) scoring of candidate interviews and classroom demonstrations; notes on reference checks; and notes on reasons for recommending that a particular candidate be hired.

5. **The search committee drafts a position description and position advertisement that includes the EEO statement and a statement reflective of Westminster's commitment to student learning and the learning paradigm, academic excellence, and diversity.**

As the committee develops the position description and advertisement it should determine (1) which criteria are required and which are preferred; (2) what specific experiences will serve as evidence of the candidate's ability to fulfill the position requirements and preferences; (3) how the ad will convey the program's and College's commitment to student learning and the learning paradigm, academic excellence, and diversity; (4) what will serve as evidence of the candidate's ability to contribute to the College's commitment to inclusive curriculum and pedagogy, serve the needs of all students, and potentially diversify the campus community.

As the committee determines the criteria by which each candidate is evaluated, it should remain aware of the following:

- Numerous educational and employment pathways qualify people for faculty positions.
- Ranking the institutions candidates graduate from may not be an effective way to determine a candidate's ability to contribute effectively in a learning-centered college.
- Whether committee members know a candidate's advisor or have personal connections to a candidate may or may not contribute to the candidate's ability to effectively contribute in a learning-centered college. In addition, focusing on personal connections in this way could serve as a barrier to diversifying the faculty. (For example, if most of the people in the search committee's circle are White, an emphasis on personal connections to search committee members will likely weigh the candidate pool toward Whites.)
- Explicit discussion of specific expectations and identification of objective criteria for candidate evaluation early on helps to ensure that the evaluation process is fair.
- Vague concepts such as "fit" or "fitting in" with the College and program is often a barrier for diversifying the faculty, transforming the curriculum, etc. [1] ("Fit" gives us more of the same.) If "fit" means a person who is student- and learning-centered, then "a student- and learning-centered orientation" or "a commitment to, and demonstrated experience with, the learning paradigm" should be written as the criteria instead of fit.

Sample statements for position advertisements

Following are some possible options for search committees to work with as they draft the diversity statements for ads.

We seek

- "a culturally competent faculty member with demonstrated ability to work with diverse student populations and integrate issues related to domestic diversity and internationalization into the curriculum." (See Appendix A for definitions of cultural competence.)
- "a candidate with demonstrated success in integrating diversity issues and/or a focus on global consciousness into the curriculum." (What evidence will illustrate this?)
- "a candidate whose experience and expertise will contribute to the College's commitment to improving student learning about diversity and global issues." (What evidence will illustrate this?)
- "a candidate with demonstrated success working with a diverse student body." (What evidence will illustrate that the student body was diverse and that the person was successful?)

Other options include:

- "Westminster College is committed to enhancing student learning related to diversity and global issues, both within and outside the classroom. Candidates whose experience and expertise will help to develop the College's curricular and co-curricular offerings in these areas are strongly encouraged to apply."
- "Westminster College's commitment to diversity and global learning is revealed in its core values, mission and vision statements, and learning goals. The College's most recent strategic plan includes a commitment to investing in programs, facilities, and people that are critical to the College's ability to realize its long-range vision to prepare students for success in a diverse, global society."

Options to consider when drafting language related to Westminster's focus on student learning include the following.

We seek

- "a candidate who will flourish in and help to strengthen Westminster's learning-centered environment." (What will serve as evidence of this?)
- "a candidate with a strong student- and learning-centered orientation who…" (What evidence will illustrate this?)
- "a candidate with a commitment to, and demonstrated experience with, the learning paradigm." (What sort of demonstrated experience are we seeking?)
- "a candidate who envisions her or his faculty role as that of a learning guide, facilitator, and mentor." (What evidence will illustrate this?)

Other options include:

- "Westminster College is committed to achieving academic excellence through hiring a diverse, high quality faculty that values the learning paradigm…"
- Westminster College is committed to the shift from teaching to learning. We seek candidates with a demonstrated commitment to student learning inside and outside the classroom."

Appendix B provides sample ads that may help search committees develop language for their own advertisements.

6. **The search committee submits the position description and position advertisement for approval from the relevant dean.**
The dean reviews the ad, discusses any questions with the search committee, and (if necessary) suggests revisions prior to approval.

7. **The search committee develops a search plan that (a) outlines specific strategies for diversifying the candidate pool and (b) identifies advertising venues (including one print advertisement): listservs; professional organization subcommittees; and graduate programs likely to attract a diverse, high quality candidate pool.**
Research on diversifying faculty indicates that the best approaches include actively seeking candidates from various networks and connections, not merely advertising in "the usual" publications.

Given this, search committees (and programs) should begin to create their own lists of discipline-specific resources for seeking candidates with diverse backgrounds, experiences, and academic interests. These include *but are not limited to* the following:

- Listservs for academics whose research focuses on women's and diversity issues (These often overlap.)
- Chairs of diversity-related subcommittees in professional organizations
- Personal and local contacts who can help with identifying a diverse candidate base
- Faculty members or chairs of programs known to be top graduate degree producers for people of color, women, and scholars from other underrepresented groups

Sample online diversity-focused resources for search committees are included on the following page.

Resource	Link	Suggestions
Academic Careers	www.AcademicCareers.com	Focus on the "Diversity
Diverse Issues in Higher Education's Top 100 Producers of Minority	http://diverseeducation.com/top100/	After finding school and program, email faculty or graduate school chair.
The PhD Project	www.phdproject.org/index.asp	
Hispanic Outlook in Higher Education's Top 100 Colleges Awarding	www.hispanicoutlook.com/top100.htm	After finding school, email faculty or graduate school chair.
SACNAS (Society for the Advancement of Chicano/as and Native Americans in Science): Minority PostDoc web portal	www.minoritypostdoc.org/	Review links/options to find the best way to contact potential candidates—through professional societies, student groups, etc.
Journal of Blacks in Higher Education	http://www.jbhe.com/jobs/	Ads can be placed here and contents can be reviewed to identify programs and institutions to approach with ads.
Ford Foundation Fellowship Program Directory	http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx	Select by award year and then pre or post docs.
Northern California Higher Education Recruitment Consortium Diversity Resources page	http://academicpersonnel.ucdavis.edu/Diversity%20Resources.doc	Identify the resources that could be most useful to you.
Resources from AAC&U's Diversity Web Recruitment page	http://www.diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/index.cfm	Identify the resources that could be most useful to you.

Additional venues that are often used by Westminster for faculty hires include the following.

Resource	Link	Description
AdweekJobs.com	www.adweek.com	Communication job postings
Chronicle of Higher Ed	www.careers.chronicle.com	Job posting
CRNA Careers	http://www.crnacareers.com	Nursing faculty
higheredjobs.com	www.higheredjobs.com	Job postings
Inside Higher Ed	http://www.insidehighered.com/	Higher ed info & job postings
National League for Nursing	www.nln.org	Nursing job board
Nurse Educator	www.nurseeducatoronline.com	Nursing job board
Hispanic Outlook	http://www.hispanicoutlook.com/index.htm	
University of Utah	https://www.myinterfase.com/utah/employer	
ANA	www.nursingworld.org	Nursing
Educause	www.educause.edu	IT in higher education
Women in Higher Education	www.wihe.com	On-line news journal and job board
Sky Jobs	www.skyjobs.net	Flight instructor
Nursing Faculty Jobs	www.nursingfacultyjobs.com	Nursing jobs
Health Faculty Jobs	www.healthfacultyjobs.com	Nursing jobs
CEC	http://www.specialedcareers.org/hr	Education - special education careers
Inside Higher Ed	www.insidehighered.com	Inside Higher Ed
Aviation Jobs	www.avjobs.com	Aviation
Academy of Management	http://jobs.aomonline.org	Academy of Management
Education Faculty Jobs	http://educationfacultyjobs.com	Education faculty positions

8. **The dean and search committee place the advertisement in venues identified in step 7.**

9. **The search committee identifies the selection criteria and evaluation guidelines for narrowing the candidate pool and develops questions for preliminary and final interviews. The selection criteria and interview questions align with the position advertisement.**

To ensure a fair process and allow for a high quality candidate pool inclusive of various perspectives, research interests, and life experiences, selection criteria should be

- Tied directly to the position description in the advertisement (and ranked according to criteria identified as "required" or "preferred").
- Focused on seeking evidence that a candidate has specific knowledge, skills, attitudes, and abilities identified in the job ad.
    - Criteria for knowledge, skills, and attitudes may be best seen in experience rather than credentials such as where a person's degree is from, years of experience, etc.
- Open to various pathways to knowledge and skill development.
- Clear about the extent to which certain kinds of credentials (e.g., graduate school attended) matter and the rationale for this.
- Devoid of the vague concept of "fit" for Westminster or a specific program. (Differences in critical perspectives, approaches, experiences, and world views could be strengths that enhance academic excellence.)
- Focused on seeking evidence that the candidate will contribute to student learning related to program and college-wide learning goals, including diversity and global learning.
- Focused on identifying relevant evidence of cultural competency and inclusive pedagogy, and the ability to teach a diverse student body.
- Focused on candidates' abilities to effectively contribute to academic excellence in a learning-centered college rather than committee members' personal connections to candidates.
- Clear about the ways candidates could illustrate a commitment to the learning paradigm.
- Agreed upon (and used) by the whole committee.

In addition, the screening process
- Should focus on identifying a specific number of top candidates, unranked.
- Should be consistent among committee members and candidates.

Note: Developing and using a screening rubric could be very helpful at this point. A sample rubric is in Appendix C.

If additional members of the campus community will be called upon to meet, interview, and/or provide feedback on the candidate, the chair (or designee) should notify those individuals and provide them with the candidates' CVs and cover letters as well as an interview time frame shortly after candidates are screened by the search committee.

10. **The search committee reviews applications and selects candidates for interviews by phone or Skype, or at conferences.**

Committee members should keep their notes on the screening and selection process. As noted earlier, the committee chair will need to collect and keep the notes for a year.

11. Interviews (phone, Skype, conference) are conducted and final candidates are identified.
Committee members should meet in person to discuss the interviews and select final candidates based on the selection criteria/evaluation guidelines they established previously. In addition, reviewing and discussing reference letters or calling references is appropriate at this point.

Prior to checking references, the search committee typically asks permission to seek references and tells the candidate which individuals it plans to contact. Below is a reference checklist that may be helpful in this process.[2]
- Obtain the candidate's permission to check references.
- Ask the candidate if you can seek references from individuals not listed on his or her reference list if such individuals are identified by those on the reference list.
- Ask if there is anyone you should not contact and why you should not contact that person.
- Ensure that at least one reference is a former or current supervisor of the candidate.
- Ask the candidate if he or she is professionally acquainted with any Westminster employees.
- Ask the candidate if information related to his/her name change is necessary for checking references or verifying work experience.
- Review (or seek) letters of recommendation.
- Verify dates of employment, titles, and periods of time in each position.
- Verify education and licenses.
- Identify strengths and weaknesses.
- Obtain perspectives about how the candidate would perform in your position.
- Ask why the candidate left a previous position (or wishes to leave a current position).
- Check the same number of references for all candidates.
- Document all reference-checking activities.

Appendix D includes a sample form for checking references search committees may want to use as a starting point.

After the committee has identified the final candidates, the chair forwards the list of final candidates to the dean.

12. The dean calls final candidates to discuss salary range, explain Westminster's peer review and promotion policies, and respond to any questions. The dean also sends an Information Packet of Westminster and Salt Lake City materials to top candidates.
Appendix E includes a list of sample content for this packet.

13. Final candidates are interviewed.
Below are considerations for interview planning and processes.

Prior to interviewing
- Focus on providing a welcoming environment—ask candidates about dietary restrictions, special needs, or requests; pick up candidates at the airport; provide agendas ahead of time;

indicate when and where free time will be spent; provide login for guest internet access; etc.

- Ensure that all candidates receive the same information, have the same amount of time to prepare for their interviews, and have the roughly the same amount of time on campus (if their schedule allows).
- Provide an overview of the process and clear expectations to students who will participate in interviews, class visits, or lunches. The committee chair should prepare students to be informed and effective, and allow for the experience to be a learning opportunity for them. This includes discussing the following (among others):
    - The student member's role and responsibility, and the rationale for having a student serve on the committee.
    - The importance of being consistent across candidates in terms of questions asked, notes taken, issues addressed, adherence to pre-established selection criteria, etc.
    - The focus on evaluation criteria not whether one "likes" or "dislikes" the candidate.
    - Strategies for reporting findings. (See Appendix F for an example used by Westminster's Honors Program.)
- Confirm (in advance) scheduled meetings with those not on the search committee.

Selecting interview questions for finalists

While specific questions will be tailored to the position, the following guidelines will likely apply to all searches.

- Develop the interview questions as a committee and be sure to use the *exact* same questions for each candidate. (Of course various follow-up questions are appropriate.)
- Consider supplying one question for all candidates to consider ahead of time, allowing for each to present a well thought-out answer at the interview. (This question could be discipline specific, or it could focus on the learning paradigm or a college-wide learning goal. Ensure that all candidates have the same number of days to prepare answers to this question.)
- Ask about the extent to which the candidate includes diversity topics in courses that are not specifically designated as "diversity" courses. Seek specifics. Do the same for global and international issues. Ask the candidate to discuss how "diversity" is defined in these contexts, and examine the extent to which it is or is not aligned with inclusive pedagogy and the broad definition Westminster uses (e.g., difference with a social justice consequence: age, ability, class, gender, gender identity, ethnicity and race, sexual orientation, religion, national origin, immigration status).
- Ask how a candidate sees a focus on diversity and internationalization playing out in his/her discipline and/or the specific classes she or he may teach.
- Ask about the candidate's understanding of the learning paradigm.
- Ask about the extent to which the candidate's classes emphasize the learning paradigm.

Additional sample interview questions are presented in Appendix G. Appendix H provides information about laws that impact recruitment and hiring, and Appendix I includes sample criteria for evaluating classroom demonstrations.

"Selling" Westminster
Just as search committees are interviewing candidates, the candidates are interviewing Westminster. Therefore search committee members should "sell" Westminster, the Salt Lake area, and Utah using a holistic approach.

Consider discussing all or some of the following:
- Faculty development opportunities
- Campus events and campus partners
- Potential for working with, and connecting to, local communities
- Benefits package, including partner benefits and the family leave policy, among others
- Examples of community outreach efforts and interests
- Opportunities to develop and teach first-year learning communities
- Westminster's learning goals, mission, vision, and core themes; Westminster's commitment to the learning paradigm, etc.
- Arts: music, theater, dance, local museums, etc.
- City life: walk-able communities, local stores, housing market, neighborhoods, etc.
- Sports: professional, semiprofessional, college
- Night life: restaurants, bars, movie theaters, etc.
- Local environment and outdoor activities

Also, keep in mind that many candidates from underrepresented groups have interests outside those that are considered to be diversity related, and all candidates may be interested in the diversity experiences they and/or those who come with them will have in Utah.

14. **The search committee assesses candidate interviews and makes a hiring recommendation to the dean.**
The committee's conversation should address the position description and pre-established criteria for all candidates. This could be a good time to discuss the candidate's ability to effectively address the college-wide learning goals and emphasize the learning paradigm. If the conversation moves to "fit," consider the value and impact of that discussion.

At this point, follow-up reference checks would be reasonable. If no reference checks have been made, this is the appropriate time to do so. (Refer to Step 11 and Appendix C for a sample reference checklist and a sample form for checking references.)

15. **When the dean and provost approve of the recommended candidate, an offer is made by the dean.**

16. **The provost sends the offer letter and contract to the new faculty member.**

17. **After the candidate is hired, HR runs reports to determine the breadth and depth of diversity in the candidate pool and identify effective sources for diversifying future applicant pools.**

Appendices

Appendix A: Cultural Competence Definitions

Oregon Invitational Summit on Cultural Competency
May 19, 2004

Definition of Cultural Competence

Cultural competence is based on a commitment to social justice and equity.

Culture refers to integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups.

Cultural competence is a developmental process occurring at individual and system levels that evolves and is sustained over time. Recognizing that individuals begin with specific lived experiences and biases, and that working to accept multiple world views is a difficult choice and task, cultural competence requires that individuals and organizations:

a) have a defined set of values and principles, demonstrated behaviors, attitudes, policies, and structures that enable them to work effectively in a cross-cultural manner;

b) demonstrate the capacity to
   - value diversity,
   - engage in self-reflection,
   - facilitate effectively (manage) the dynamics of difference,
   - acquire and institutionalize cultural knowledge,
   - adapt to the diversity and the cultural contexts of the students, families, and communities they serve,
   - support actions which foster equity of opportunity and services; and,

c) institutionalize, incorporate, evaluate, and advocate the above in all aspects of leadership, policy-making, administration, practice, and service delivery while systematically involving staff, students, families, key stakeholders, and communities.

The Oregon Invitational Summit on Cultural Competence was sponsored by the Oregon Department of Education, Oregon University System, Teacher Standards and Practices Commission, Eugene School District.

NOTE: This page is taken *verbatim* from page 4 of the *Hiring for Cultural Competence: Practical Methods and Strategies to Get You What You Want and Need* guide by Chris Clifford Cullinan. Provided at 2008 NCORE (National Conference on Race and Ethnicity) session.

Cultural Competence

"Cultural Competence is the ability to effectively teach students from different cultures. It can reside in an individual teacher as well as in a school or education system, and it is generally defined by an integrated series of awareness and attitudes, knowledge areas, and skills. … Cross et al., for example, point to five skill areas that teachers must develop in moving toward cultural competence. These include the awareness and acceptance of difference, self-awareness, understanding the dynamics of difference, knowledge of the student's culture, and the ability to adapt skills to challenging cultural needs and demands."—**Jerry V. Diller and Jean Moule** *Cultural Competence: A Primer for Educators*, **p. 27**

Appendix B: Sample Ads
From *Hiring for Cultural Competence: Practical Methods and Strategies to Get You What You Want and Need* guide by Chris Clifford Cullinan. Provided at 2008 NCORE (National Conference on Race and Ethnicity) session.

Notes for Ads

Appendix C: Sample Rubric for Evaluating Applications
This is one possibility for a rubric that addresses specifics of the position advertisement, differentiates required from preferred qualifications, allows for flexibility.

Initial Evaluation of Candidates for 2012 New Media Position in Communication

Directions: Circle appropriate column, tally points, and comment to clarify.

Candidate Name:

Required Qualifications				
PhD or EdD	Yes	No	If no, in hand by August 1	Comments:
Teaching Experience	Full Time	Part Time	No	Number of Years_____
Demonstrated Commitment to Excellence in Teaching addressed explicitly in application	Yes, gave concrete examples	Yes, general discussion	No	Comments:

IF NO on any of the above, *stop here*.

Qualifications	None	Coursework or Professional Development	1-2 semesters of teaching or demonstrated willingness & ability	3+ semesters of teaching	Professional experience	Justified Bonus Point**	Total Score
Web Writing and Design	0	1	1	2	1	1	
Desktop Publishing	0	1	1	2	1	1	
Digital Image Editing	0	1	1	2	1	1	
Other New Media Genres	0	1	1	2	1	1	
Professional and Technical Writing	0	1	1	2	1	1	
Professional Editing	0	1	1	2	1	1	
Experience Working with Community Groups and Organizations	Yes 1	No 0	**Justified bonus points can be given for concrete experience, knowledge, recognition/awards, grants, leadership, etc. Be specific.				
Supervision of Undergraduate Internships and Graduate Projects	Yes 1	No 0					
Experience and Expertise in Diversity and Global Issues	No mention 0		No experience but expressed willingness 1		Specific examples or experience 2		
Role as Learning Guide, Facilitator, and Mentor	No mention 0		No experience but expressed willingness 1		Specific examples or experience 2		
						Total Score	

Comments, Additional Issues and Points (1-2) for Consideration:

Appendix D: Sample Form for Checking References by Phone

Candidate's Name:

Reference Name:

Reference's Position and Institution:

To get started, identify yourself, your title, your reason for calling, and the position for which the candidate is applying.

1. How long have you known _____ and in what capacity?
2. Can you verify the position(s) that she or he held?
3. Have you had the opportunity to observe _____ in his/her position as _____?
4. How would you describe his/her performance in this position?
5. What do you consider to be _____'s strengths?
6. In what areas does _____ need additional development?
7. What sort of educational environment do you think _____ would work best in and why?
8. Why did _____ leave (or Why does _____ want to leave) your institution?
9. How do you think _____ would perform in the position we are offering?
10. Would you hesitate to employ or work with _____ if you had the opportunity?
11. Is there any additional information you feel we should have in considering _____ for this position?

Interviewer:

Date:

Resource:
Lee, Christopher D. (2000). *Search Committees: A Toolkit for Human Resource Professionals, Administrators, and Search Committees.* Knoxville, TN: College and University Professional Association for Human Resources.

Appendix E: Faculty Recruitment "Information Packet" to be sent to top five candidates in each search.

The following are content suggestions. Other options relevant to a specific program, school, or year should be considered. This packet can be sent in hardcopy or as a set of pdfs.

- Convocation Speech (Review options to see which speaker or content might interest candidates based on their field.)
- "From Teaching to Learning: Moving from the 'Sage on the Stage' to the 'Guide on the Side'" by Michael S. Bassis (*Westminster Matters* v. 5 no 1.)
- *Intersections: The Diversity & International Center Newsletter*
- Westminster College *Review*
- Brochures from Diversity, Poetry, Weldon J. Taylor, Adamson Lectures, and/or other annual series and presentations
- Information on benefits package for the current year
- Faculty Professional Development Guide
- Undergraduate Research Fair Program (Check for relevancy of student entries to candidates' field.)
- Cooper Henderson's Convocation Speech (or other ASWC president if content is solid)
- Utah Climate Guide (one-page description of weather conditions)
- Latest Alumni Newsletter for relevant program
- School and program specific newsletter(s), including the *Honorable Mention: The Newsletter of the Honors Program at Westminster College*
- Links to web sites with information about Salt Lake City and Utah. (www.blueroof.com is a very good real estate site for Utah.)

Appendix F: Sample Teaching Demonstration Rubric for Students Participating in the Classroom Demonstration (developed by a student search committee member in the Honors Program)

Question	Scale				
This class session improved my understanding of the subject matter.	5 Strongly Agree	4	3	2	1 Strongly Disagree
This class session challenged me.	5 Strongly Agree	4	3	2	1 Strongly Disagree
The learning environment was respectful.	5 Strongly Agree	4	3	2	1 Strongly Disagree
The material was presented and explained clearly.	5 Strongly Agree	4	3	2	1 Strongly Disagree
Students were encouraged to think for themselves.	5 Strongly Agree	4	3	2	1 Strongly Disagree
Helped me develop my critical, analytical, and integrative thinking	5 Strongly Agree	4	3	2	1 Strongly Disagree
Helped me develop my creative and reflective capacities	5 Strongly Agree	4	3	2	1 Strongly Disagree
Helped me develop my leadership, collaboration, and teamwork skills	5 Strongly Agree	4	3	2	1 Strongly Disagree
Helped me develop my writing or other communication skills	5 Strongly Agree	4	3	2	1 Strongly Disagree
Helped me develop my global consciousness, social responsibility, and ethical awareness	5 Strongly Agree	4	3	2	1 Strongly Disagree
Learning Approaches Used	Very engaging and inclusive Engaging and inclusive Somewhat engaging and inclusive Not very engaging and inclusive Not at all engaging and inclusive				
How would you rate today's class session as a whole?	5 Excellent	4	3	2	1 Poor

Appendix G: Sample Interview Questions
Obviously, one set of questions will not work for all searches. However, it is useful to begin to collect a resource of valuable questions. This is a starting point.

1. The position description includes "_____." *The rest of the question asks the candidate to address that specifically.*
2. Please tell us about your philosophy of teaching.
3. How do you understand the learning paradigm?
4. Talk a little bit about your classes: What are they like? What do you do? What do your students do?
5. What changes have you made in your teaching over your career?
6. What value do you see in being a part of a learning-centered campus community?
7. How do you define diversity?
8. How do you integrate diversity issues into your courses that aren't specifically designated to focus on diversity issues?
9. Describe something that did not go well in one of your classes. What did you do about it?
10. What are your interests as a scholar?
11. Why Westminster College?
12. What questions or concerns do you have about the position?
13. What question should we be asking you? Or, what question would you like us to ask you?
14. What questions do you have for us?

The following behavioral based questions should help search committees understand a candidate's experience with and commitment to diversity.

1. Tell us about a time that you successfully adapted to an environment that was culturally different than the one you grew up in or are accustomed to.
2. What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
3. Describe a time when you were in the position to give feedback to faculty, staff, or students who used language that was exclusive or offensive.
4. Describe how a person's cultural background or your own cultural background affects your approach to an educational situation.
5. How have you taken responsibility/accountability for an action that may have been offensive to the recipient?
6. How have you made your voice heard in a predominantly male or female-dominated environment?
7. What measures have you taken to make someone feel comfortable in an environment that seemed obviously uncomfortable to them?
8. Share a specific example of how you have helped create an environment where differences are valued, encouraged, and supported.
9. What have you done to support diversity in your department?
10. Share examples of how you have addressed an issue of diversity that we haven't yet addressed.

Appendix H: Laws & Guidelines Effecting Recruitment, Hiring, & Employment Practices
This list is neither exhaustive nor comprehensive; it simply highlights some of the major laws.

- **The Equal Pay Act of 1963 and the Ledbetter Fair Pay Act of 2009** bar wage differentials based on sex.
- **Title VII of the Civil Rights Act of 1964** prohibits discrimination based on specifically enumerated categories. Inquiries that either directly or indirectly result in the disclosure of race, color, religion, sex, or national origin might be a Title VII violation. See also Equal Employment Opportunity Act of 1972 which amends Title VII and increases enforcement powers of the EEOC.
- **The Age Discrimination in Employment Act of 1967** (revised 1978; 1986) bars age-based employment practices that discriminate against people 40 years of age or older.
- **The Vocational Rehabilitation Act of 1973** bars discrimination against individuals with disabilities.
- **The 1978 EEOC Uniform Guidelines on Employee Selection Procedures** requires the employer to make every effort to ensure that all employment selection tools, such as interviews, application forms, and tests, directly relate to successful performance of the job.
- **The Pregnancy Discrimination Act of 1978** bars discrimination against pregnant applicants and employees.
- **The Immigration Reform and Control Act of 1986** makes it unlawful for employers to knowingly hire illegal aliens and mandates detailed record-keeping procedures for any employees hired, including U.S. citizens, regardless of the size of the employer or the position involved. Questions about legal status to work in the US should be handled by the HR office.
- **The Civil Rights Act of 1991** provides remedies and protections, in addition to those previously stated under Title VII, to applicants, employees, and former employees who contend that they are victims of employment discrimination.
- **The Americans with Disabilities Act of 1990** prohibits discrimination against qualified individuals with disabilities and requires reasonable accommodation for disabled applicants and employees who are capable of performing the essential functions of a position. Also see ADAA of 2008.
- **The Genetic Information Nondiscrimination Act of 2008** prohibits discrimination against employee and applicants because of genetic information. Title II prohibits the use of genetic information in employment decisions and restricts employers form requesting, requiring, or purchasing genetic information, as well as disclosing genetic information.

Appendix I: Considerations for Classroom Demonstrations
As the committee plans candidates' classroom demonstrations, these issues should be considered:

- **Format**—Will the classroom demonstrations address an existing class or contrived class and why?
- **Topic**—Will topics be provided to the candidate or selected by the candidate? Will topics be aligned with an existing class syllabus or not? Will readings be provided to students ahead of time?
- **Guidance**—How much and what kind of guidance and context should be given to the candidates and why?
- **Consistency**—How will the committee ensure that all candidates receive the same amount and kind of information, experience, and guidance, including preparation time?

Obviously, the classroom demonstration is a contrived situation in which a potential faculty member and students are asked to perform "as if" in their own classroom. Nevertheless, these demonstrations can provide a good indication of the candidate's teaching ability as defined by these (and other) criteria:

Knowledge, Clarity, and Use of Time

Pedagogical Style(s)/Emphasis on Learning Paradigm

Student Engagement
　　Could be assessed visually, via participation in discussion or class activity, and/or via extent to which invitation to engage is conveyed by candidate.

Classroom Environment
　　Safe
　　Respectful
　　Rigorous
　　Inclusive
　　Open
　　Friendly Professional

The committee may wish to create and use a rubric for all demonstrations (and interviews).

Notes

End Notes

1 "Vague subjective standards, such as "fitting in," "personality," "vigor," and "self-confidence"— widely used for promotion—easily serve racial prejudice. In *Rowe v. General Motors Co.,* the court stated that promotion procedures that depend on "subjective evaluation" by immediate supervisors are a "ready mechanism" for covert race discrimination. The court expressed skepticism that blacks, dependent on whites for decisive recommendation, can expect impartiality." ("Overt and Institutional Racism by Gertrude Ezorsky published in *Oppression, Privilege, and Resistance: Theoretical Perspectives on Racism, Sexism, and Heterosexism*. Heldke and O'Connor Eds.)

2. Lee.

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Suggested Reading

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