



# **FACULTY/LIBRARIAN HIRING MANUAL**

**ACADEMIC YEAR 2011-2012**

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## Introduction

Hiring faculty is one of the most intensive and time-consuming tasks we undertake, but it is also among the most rewarding. Your willingness to provide this valuable service truly enhances the university and its future.

While the goal of the search is to attract outstanding faculty members to our campus, the search process has broader implications as well. Every search produces many candidates whose impression of Bridgewater State University is based largely on the courtesy, timeliness, and professionalism of our communications. Furthermore, the way searches are conducted reflects our individual, departmental, and institutional values.

Through its strategic plan, Bridgewater State University seeks to maximize the intensity, diversity and richness of teaching and learning relationships forged between faculty, students and members of the broader community. It also seeks to increase global and cultural awareness, social justice and encourage a diversity of perspectives on campus and in the region. In an effort to achieve and support these goals the university seeks to attract, hire, and retain the best candidates, ensure a fair hiring process, and enhance/increase the diversity of our faculty.

Diversity is central to two aspects of the university's mission: 1) to educate the residents of southeastern Massachusetts and the Commonwealth, and 2) to use the university's intellectual, scientific, and technological resources to support and advance the economic and cultural life of the region and state.

To that end, the university is committed to providing equal employment opportunities to all regardless of age, ancestry, color, creed, cultural background, disability, ethnicity, gender, guard or reserve status, marital status, national origin, race, religion, sex, sexual orientation, or veteran status.

**The task of a screening committee is to identify a diverse pool of qualified candidates who will bring to Bridgewater State University the skills, life experiences, and perspectives that will add to the quality and richness of our academic community.**

This manual is to provide a solid reference of the appropriate steps needed to conduct a successful search. Through your work on this screening committee, you will make a major contribution to the future of your department and the entire campus community.

Specifically, search committees should strive to:

- ◆ Hire a highly qualified person for the position;
- ◆ Ensure a fair and collegial process;
- ◆ Increase diversity among the faculty and librarians; and
- ◆ Abide by federal, state and institutional policies in order to protect the university, faculty/librarians, and staff against legal action.

## Target Dates for Conducting Faculty/Librarian Searches 2011-2012

|                    |   |
|--------------------|---|
| April 2011         | Chairs submit to deans for approval a Faculty/Librarian Position Request Form.<br>The Faculty/Librarian Position Request Form can be found on page 42   |
| May 2011           | Deans submit position requests to Provost in priority order.  |
| May 2011           | Provost allocates new/replacement positions to departments. Department Chairs and Screening Committees prepare position requisition on People Admin for approval. Position vacancy templates (three templates – individual, group, and discipline specific) are submitted to school dean. |
| Mid September 2011 | Advertisements appear in The Chronicle and other publications.  |
| October 2011       | Department Chairs and Screening Committees attend workshop on recruitment and search strategies and policies.   |
| November 2011      | Screening committees review applications and conduct telephone interviews.  |
| January 2012       | Screening Committees select finalists, conduct campus interviews and make recommendations to school deans   |
| February 29, 2012  | All searches complete<br><br>Once positions are allocated and advertised, target dates can be moved up in consultation with the appropriate school dean.  |

## **Definitions:**

The following terms are used frequently during the search process:

**Applicant:** An individual who has submitted an application using the applicant tracking system for a vacant position.

**Applicant Tracking System:** Online system used by the university to track applications to positions. All applications are to be reflected online.

**Candidate:** An individual who expresses interest in a specific vacancy either by applying, or by accepting a nomination.

**Employment Inquiries:** Letters and emails received by any office within Bridgewater State University from individuals expressing interest in positions that may be available. Employment inquiries are not considered to be applications for specific vacancies.

**Finalist:** A candidate who is considered for an appointment during the last stages of the search process, or whose name is submitted for final consideration.

**Guest User Account:** Account created to allow access to the search committee members to access a requisition, applications, and pertinent information associated with a vacancy through the applicant tracking system.

**Nominee:** An individual who is nominated by someone other than himself/herself for a specific vacancy. (A person who accepts a nomination becomes a candidate by submitting an application using the applicant tracking system. A person who declines the nomination will be identified as an “uninterested nominee,” this action should be recorded as part of the search records).

**Preferred Qualifications:** Qualifications that are desired for the position but not required. Preferred qualifications are supplemental to the required minimum qualifications.

**Protected Class:** A protected class member is an individual of a race (black, white, Hispanic/Latino, Cape Verdean, Asian or Pacific Islander, American Indian or Alaskan Native), color, religion, national origin, age, disability, gender, gender identity, genetic information, sexual orientation, marital/parental status, Vietnam Era Veteran status, and specially disabled veteran status.

**Required Minimum Qualifications:** Qualifications that are required to perform the essential functions of the position. An applicant must meet these qualifications in order to be considered a qualified candidate.

**Search Committee:** A group of people or individual involved in the recruitment, interviewing, and hiring decision for a specific position.

## **Directory for Search Process**

### **Academic Personnel Officer**

- Kelly Duarte, x2626, [k1duarte@bridgew.edu](mailto:k1duarte@bridgew.edu)

### **Assistant to the President for Affirmative Action/Equal Opportunity/Disability Compliance**

- Alan Comedy, x1241, [acomedy@bridgew.edu](mailto:acomedy@bridgew.edu)

### **Budget Manager for Academic Affairs**

- Michael Dunn, x2658, [Michael.dunn@bridgew.edu](mailto:Michael.dunn@bridgew.edu)

### **Recruitment Specialist, Office of Human Resources**

- Ruth Molina-Walker, x2162, [rmolina-walker@bridgew.edu](mailto:rmolina-walker@bridgew.edu)

## **College Deans**

### **College of Business**

- Dr. Marian Extejt, x6151, [marian.extejt@bridgew.edu](mailto:marian.extejt@bridgew.edu)

### **College of Education and Allied Studies**

- Dr. Anna Bradfield, x1347, [abradfiled@bridgew.edu](mailto:abradfiled@bridgew.edu)

### **College of Humanities and Social Sciences**

- Dr. Rita Miller, x2169, [rmiller@bridgew.edu](mailto:rmiller@bridgew.edu)

### **College of Science and Mathematics**

- Dr. Arthur Goldstein, x2418, [arthur.goldstein@bridgew.edu](mailto:arthur.goldstein@bridgew.edu)

## **Search Committee**

- Chair
- Member
- Member
- Member
- Member

## **Department Chair**

## **Department Administrative Assistant**

## **The Search Committee**

The search committee is as an advisory panel to the college dean, recommending one or more individuals for a position. The search committee will have a great impact in shaping the future of the department, and in supporting the mission of the university.

The search committee should be composed of individuals who bring a variety of perspectives and have sensitivity to equity and diversity issues. When possible, women and minorities from within the department should be represented on all search committees. Each member of the search committee must share a responsibility to ensure compliance with equal opportunity and affirmative action requirements, and promoting excellence and diversity.

The search committee will work closely with the department chair and the dean during the search. Throughout the process the committee will want to evaluate all of its steps in terms of affirmative action, with the goal of avoiding the introduction of any discriminatory practice during the search process. The Assistant to the President for Affirmative Action/Equal Opportunity/Disability Compliance is available to provide assistance, and ensure that the search is following proper legal guidelines.

It is important to note that the MSCA Agreement does not preclude a department chair from serving on this committee. Article VI. Section I of the MSCA/BHE Collective Bargaining Agreement reads: “Recommendations made by the members of the department, exclusive of the Department Chair, shall be transmitted to the Department Chair, who shall make such additional recommendations to the Vice President as he/she deems appropriate. Copies of the recommendation of the Chair shall be provided to the members of the department. Nothing in these provisions shall be deemed to abrogate or qualify the right of the Department Chair to participate in the recruitment and interviewing of the candidates.”

The search committee may also wish to identify other faculty/librarians or constituencies who may serve on the committee or participate in an advisory capacity to the search process (e.g., Women’s Studies Coordinator, if responsibilities include teaching in the Women’s Studies Program, etc).

The university encourages a national search for all faculty/librarian searches. The search committee should cast a wide net in order to reach out to potential applicants. The Office of Human Resources, more specifically the Recruitment Manager, is available to assist with any advertising needs.

Student involvement during the search is also recommended. The search committee should provide opportunities for students to meet candidates either by attending a presentation, or in an informal setting. The feedback provided by the students should be taken into consideration when making final deliberations.

## The Charge

The search committee should have a clear understanding of its role and responsibility. Search committees should keep in mind that applicant files are **confidential** documents. Therefore, only the screening committee, department chair, and dean should have access to them.

While the charge may vary depending on the position being filled, some of the activities that are generally assigned to the committee include:

- ◆ Suggesting additional publications and online sources for advertising
- ◆ Planning a search that follows affirmative action guidelines, and the need for a diverse pool of candidates.
- ◆ Reviewing legal issues related to the search process (pages 36-41)
- ◆ Establishing job related criteria and procedures for screening candidates
- ◆ Attending workshops on recruitment strategies and search criteria
- ◆ Identifying roles of advisory contributors
- ◆ Reviewing policies regarding confidentiality and committee expectations for attendance at screening committee meetings
- ◆ Identifying individual(s) to handle tasks such as taking meeting/search notes and minutes; communication and correspondence; travel arrangements; interview arrangements
- ◆ Reviewing and evaluating all candidates
- ◆ Updating the appropriate information in the applicant tracking system
- ◆ Disqualifying applicants that do not meet the minimum qualifications for the position
- ◆ Determining which applicants should be disqualified based on the required minimum qualifications
- ◆ Determining or recommending which candidates will be recommended for phone interviews, and provide the rationale for inclusion and exclusion
- ◆ Determining or recommending which candidates will be recommended for campus interviews, and provide the rationale for inclusion and exclusion
- ◆ Completing all of the appropriate documentation on the search, and determine a location where the records will be kept, and how they will be maintained
- ◆ Developing a timeline that is consistent with the target dates outlined in this handbook
- ◆ Recommending to the dean, by a specific date, a specific number of finalist in an unranked order

## Initiation of the Search

During the spring semester of each academic year, the Provost requests that the dean of each college submit requests for new positions and requests to fill vacancies. Each dean asks the departments to submit their requests by filling out the Faculty/Librarian Position Form (Form 1, page 42). A form is required for each position requested along with the appropriate justification. Ideally, the search committee is convened in the spring to write the job description and to submit the position request to the dean.

The department selects a search committee of three to five faculty members or librarians and a chairperson for the committee. The considerations outlined in the search committee section should be reviewed.

At the first search committee meeting, it is important to discuss the issues and the current needs of the department. This will help identify the qualifications for the position, and the goals and priorities in regards to diversity.

The position description should describe the position to be filled; outline the primary and secondary responsibilities as well as the required minimum qualifications, and preferred qualifications. The description should support the strategic plan of the department. It should also incorporate language that encourages a diverse pool of applicants to apply.

The following diversity statement should be included as part of the job description:

*“Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. They should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.”*

It is important to ensure that nothing in the job description can be regarded as discriminatory (e.g., “recent graduates preferred”).

A well-written job description will provide the following benefits:

- ◆ Attract a diverse applicant pool from which the search committee can select candidates to recommend to the dean
- ◆ Assist the search committee to focus on candidates’ qualifications and to articulate expectations
- ◆ Provide a framework through which to consistently evaluate candidates
- ◆ Allow potential applicants to determine whether they are interested in applying
- ◆ Facilitate compliance with disability requirements
- ◆ Assist the search committee during the interview stage. Interview questions should be framed around the applicant’s ability to perform the essential job duties, all applicants, whether or not they have a disability, may be asked if they can perform those duties with or without reasonable accommodations
- ◆ Help identify departmental expectations

Once the dean has received the requests for that college, the dean develops a spreadsheet of all of the requests and notes whether the request is recommended or not recommend. The Provost will review the requests, and will approve positions accordingly. After a list of approved positions has been

established, the Provost provides a master list of approved searches to Deans, Human Resources, Affirmative Action and Budget Director.

The deans then relay the information to the departments who initiate the process using the Applicant Tracking System.

The department chair or search committee chair prepares the position requisition using the applicant tracking system. In the event that the search committee requires any assistance in regards to the applicant tracking system, the chair should contact the Recruitment Manager in the Office of Human Resources.

The requisition form will require the following information:

- ◆ Position title
- ◆ Position number (if known)
- ◆ Previous incumbent's name (if the position is a refill)
- ◆ Job description
- ◆ Required minimum qualifications
- ◆ Preferred qualifications
- ◆ Special instructions to applicants (e.g., Special Request for Documentation)
- ◆ Eligible applicants (Internal/External)
- ◆ Department
- ◆ Requested hire date
- ◆ External pay rate statement (e.g. Pay will be commensurate with qualifications and experience)
- ◆ Job opening and closing dates (the position may also be denoted as open until filled)
- ◆ Person completing the requisition
- ◆ Required applicant documents (e.g. CV, letter of interest, writing sample, etc).
- ◆ Advertising requested
- ◆ Search committee composition

The search chair has the ability to activate the guest user account. Once the position is posted, the account may be accessed by the members of the search committee. The chair may wish to refer to the applicant tracking system manual, or contact the Recruitment Manager.

Unless informed otherwise, the Human Resources Office will advertise the positions in the following publications and online career sites:

- ◆ *The Chronicle of Higher Education*
- ◆ *Diverse Issues*
- ◆ *Hispanic Outlook*

The positions will be advertised in a group ad that is coordinated by the Recruitment Specialist, college deans and the Provost. The college deans will be notified once the final dates of publication have been determined.

The Office of Human Resources and the Office of Affirmative Action/Equal Employment Opportunity/Disability Compliance will send notification of the vacancies to over 60 institutions and

organizations. The positions are also automatically posted on Higheredjobs.com, Insidehigher.com, and the university's website. The Recruitment Specialist will also coordinate the advertisements as requested in the specified advertising section of the requisition.

Departments are responsible for placing vacancies on relevant list serves only after the positions have been officially posted within the job site. However, the listings should use the exact language of the official posting, and include the following statement:

“Bridgewater State University is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce.”

## Strategies for Expanding the Pool of Candidates

Creating a broad and diverse pool of candidates is an important part of the search process. Increasing the number of applications increases the chances that highly qualified applicants will be in the pool. The screening committee, department and university must publicize positions in ways that will bring them to the attention of all protected groups and must actively identify and recruit qualified candidates from members of these groups.

In addition to advertising, the informal, “word-of mouth” approach to recruitment is one of the most successful ways to identify candidates. Make direct contact with academic departments, administrative units, professional organizations, and colleagues who may know people who should apply.

The following activities are recommended as strategies for expanding your applicant pool and your network of protected group members.

### Professional Associations and Conferences

1. Encourage faculty, librarians and administrators who are attending professional conferences or visiting other universities to combine their visits with recruitment efforts for present and future positions. They can solicit curricula vitae and resumes from promising candidates. Interviews conducted at conferences are for purposes of building an applicant pool, **not screening finalists**. Academic Affairs recruitment funds will not be used to send faculty/librarians to conferences for the purpose of recruitment. However, department chairs may use departmental funds for this purpose if they choose to do so.
2. Keep national higher education associations informed of present and possible future positions. A number of these associations have special interest groups or minority caucuses with strong networks.
3. Contact, maintain membership and actively participate in minority caucuses in professional associations.
4. Maintain on-going communication with caucuses comprised of protected groups.
5. Request the names of potential candidates from caucuses comprised of protected groups in relevant professional and academic associations.
6. Consider lobbying professional organizations to develop a national recruitment strategy for members of protected groups.

## Publication and Search Assistance

1. Use the New England Directory of African-American, Hispanic, Native American and Asian American Doctoral Students, which is available on the web. (<http://www.nebhe.org/doctoraldir/directoryintro.html>).
2. Maintain contact with professional organizations, associations, and agencies that have job referral services.
3. Publish discussions of affirmative action issues in newsletters and brochures that are sent to constituent groups and alumnae/alumni, informing them of your department's commitment to affirmative action and enlisting their assistance.
4. Use journals that have wide readership of protected groups to advertise vacancies.

### Other Institutions

1. Collaborate on research or publications with protected group members at other institutions.
2. Establish working relationships with similar departments at institutions with substantial numbers of protected group members. Some possibilities are sharing research facilities, exchanging faculty/librarians, teaching for a semester, delivering a research paper, or making informal visits to discuss job openings with faculty/librarians, staff, and students.
3. Contact colleagues at other colleges and universities about new professionals who are members of protected groups.
4. Contact alumni/alumnae publications at universities where protected group members are well represented and share announcements of available positions.
5. Contact affirmative action offices at other universities. Some maintain lists of women and minorities at their institutions who are looking for employment.

### Personal Contacts

1. Contact protected group members who have received significant grants or professional recognition and ask for the names of promising women and minority scholars.
2. Use a personal approach. Outstanding potential candidates often do not apply for advertised positions; a member of the department or of the screening committee must contact them.
3. If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to contact him or her to discuss the reasons for declining.
4. Target specific protected group members whose work or contributions you admire. Post position descriptions that reflect their skills. Ask them about students they have mentored.

### In Your Department

1. Invite protected group members to participate in an on-campus seminar as a special guest of your department.
2. Invite scholars who are protected group members from other institutions to participate in symposia, visiting professorships, seminars, and workshops.
3. Conduct departmental curriculum reviews to determine areas where minority perspectives are missing and/or are important to the growth of students and faculty/librarians.
4. Establish a pre-doctoral program for protected group members to provide experience and professional growth.
5. Create a data bank of protected group member candidates from this and previous searches. Continuously update your database with new names provided by women, minorities, students, alumni/alumnae from BSU and other institutions.

### With Other Departments

1. Consider joint appointments with related departments.
2. Review availability data in the Office of Human Resources and Affirmative Action.

### Expanding Your Contacts

1. Request names of potential candidates from protected group members at BSU as well as from institutions with strong programs in your discipline or administrative area.
2. Maintain close contact with protected group member graduates of BSU and encourage them to continue their graduate study so that they will be eligible at some future time for faculty/librarian positions.
3. Consider protected group members who have held part-time or temporary positions in your department or administrative unit.
4. Maintain current listings of protected group members alumni/alumnae and their professional involvement.

## **Maintaining Confidentiality and Documenting the Process**

One of the biggest challenges of a search committee is maintaining confidentiality of the search process, and it is very important for all search committees to maintain confidentiality throughout and beyond the search process. Therefore, comments made by other search committee members should not be discussed with individuals who are not members of the search committee. This is to respect and protect the privacy of candidates and to protect the hiring committee. All search committee members should be able to express their ideas freely without fearing that their comments will be shared with a member not on the search committee. Leaking information to people not involved in the search process may cause the loss of high quality applicants and damage the entire search process. If confidentiality is breached by the search committee, the possibility is such that that particular search could be aborted by the Office of Affirmative Action/Equal Opportunity/Disability Compliance and the appropriate dean.

- Much of the information is maintained electronically in the Applicant Tracking System. Access to this information should not be shared with anyone.
- Provide a locked location for search materials to ensure confidentiality throughout the search process. See **Checklist of Materials to be Kept to Document Process** (page 17).
- Ensure that for each decision and recommendation the screening committee provides a rationale that reflects the candidate's ability to meet the stated qualifications. Possible reasons for non-selection can be found on pages 24-25.
- Organize search materials so that details of the process and documentation of the decisions can be retrieved easily both during the search and after the search has ended, if ever necessary.
- Be aware that casual conversation, even with members of your department who are not on the search committee, is a violation of the confidentiality of the search process.
- Be consistent in reaching decisions about candidates
- You may only consider those application materials submitted by the applicant, until you have finished the end of the telephone interviews. Until then, you may not contact colleagues at other institutions to obtain information about these candidates and you may not consult public information about the candidates (i.e. do not perform Google searches).
- Prior to discussing a candidate's credentials with colleagues or other individuals, make sure to contact the candidate to obtain their approval.

## **Checklist of Materials to be Kept to Document Process**

### **TO BE MAINTAINED BY THE SEARCH COMMITTEE CHAIR**

1. Position description
2. Search committee composition, noting who chaired the committee and the number of underrepresented members on the screening committee.
3. List of sites where link to job postings have been placed by the department, not included in official advertisement request section of the requisition.
4. Recommendations/rationale for inclusion or exclusion of each candidate
5. Telephone interview questions and copies of each committee members notes on responses
6. Reference questions
7. Reference call dates, participants and copies of all members notes on responses
8. Questions asked by the search committee of the finalists during their on-campus meeting with the search committee
9. On-campus interview date and agenda
10. Copies of all search committee members notes on responses during on-campus interview session
11. Copies of all forms submitted by faculty/librarians and staff after on-campus interview sessions
12. Minutes and notes from committee meetings including members present
13. Strengths and weaknesses of final three candidates
14. Strengths and weaknesses of the top minority and woman candidate (if not in top three)
15. Problems identified during search process (i.e., attendance of members at meetings/interviews; difficulty in developing adequately diverse pool, description of reasons searches failed/were stopped)
16. Suggestions for improving the search process
17. Reference materials specifically requested by departments (i.e. letters, portfolios)

### **TO BE MAINTAINED IN THE APPLICANT TRACKING SYSTEM**

1. Position description
2. Copy of advertisements for position, indicating where and when ads were placed
3. Number of self-declaration forms (breakdown by race and ethnicity) returned and number of protected class members who returned forms
4. Application, letters of interest and vita from each applicant
5. Search committee composition

### **TO BE MAINTAINED BY THE OFFICE OF AFFIRMATIVE ACTION**

1. Recommendations/rationale for inclusion or exclusion of each candidate provided by search chair
2. Number of self-declaration forms (breakdown by race and ethnicity) returned and number of protected class members who returned forms
3. Strengths and weaknesses of finalists
4. Strengths and weaknesses of the top minority and woman candidate (if not in top three)

## **Reviewing the Applicant Pool to Select Applicants for Telephone Interviews**

1. The search committee designs a screening rubric. See Initial Screening Form, (form 4, page 46) for a sample rubric. The rubric must include minimum and preferred qualifications and the search committee should agree to the means of using it prior to reviewing the applications.
2. Before the search committee can begin reviewing the applications, the dean contacts the Affirmative Action Officer and they determine the suitability for starting applicant review. *If there is not appropriate representation of protected groups:*
  - ◆ Implement additional strategies to identify qualified candidates from protected groups before conducting any phone interviews. (see Strategies for Expanding Pool of Candidates, page 13)
3. If the representation is adequate, the search committee reviews the pool using the rubric.
  - ◆ Candidates **not meeting minimum** qualifications should now be coded as “No Longer Considered” and provide the reason for such non-selection (“Applicant Does Not Meet Minimum Qualifications”).
  - ◆ Candidates meeting the minimum qualifications should be coded by using the rubric. In addition, search committee members should give very specific and detailed reasons for inclusion or exclusion of candidates that are tied directly to the job description. Please note that it is not enough to use one of the codes such as “Other applicants had more significant publications.”
  - ◆ The search committee should update the status of no longer considered candidates and provide a reason in the Applicant Tracking System using a code.
4. Search committee members will make recommendations to the dean regarding choices for 8-10 telephone interviews. Rationales should be provided for selecting these candidates that are tied directly to the job description and to minimum and preferred qualifications.
5. The list and its attached rationales, for inclusion or exclusion, are given to the dean who shares it with the Affirmative Action Officer. Once the pool has been approved, the dean will inform the search committee to proceed.

**Note:** *Files should continue to be reviewed until campus interviews.*

**Note:** Any full or part time member of the bargaining unit at any of the nine state universities who applies for a vacant faculty/librarian position at any Massachusetts state university must have their credentials sent to the Provost for forwarding to the President. Please review all applicants’ credentials carefully to determine whether or not they are currently teaching at a state university, even if they do not meet the minimum qualifications for the position. (See MSCA Agreement, Article XX.C.7).

**Note:** An H-1B Visa allows a faculty/librarian member or other professional employee in a “specialty occupation” temporary employment in the United States for up to six years. If you believe that an applicant is a foreign national, it must be determined whether the person is eligible to work in this country. To help determine if the person is a foreign national, note whether the person has been educated and/or has taught in a foreign country. You can ask each candidate if (s)he is eligible to work in the United States. If (s)he is, ask if the eligibility is general or limited to a specific institution.

H-1B Visas are only valid for specific employers. If the applicant is currently under an H-1B Visa, a new application must be completed by the Human Resources Office. This process requires at least four months. Once an applicant has accepted the offer of employment, the Screening Committee and/or department chairperson should contact the Office of Human Resources immediately regarding procedures necessary to obtain an H-1B Visa. New employees who are foreign nationals (not resident aliens) cannot be employed or placed on a University payroll until this process is completed.

**International applicants should not be treated any differently than national applicants. Work with your dean if you need a telephone access code to conduct an international telephone interview. If a finalist is coming from another country for an on-campus interview, be sure to work with your dean well in advance.**

## Conducting the Telephone Interviews

1. Review the Guidelines for Asking Questions During Search Processes (Page 28).
2. Determine specific questions to be asked in the phone interviews, ensuring equity and consistency and submit to dean for approval.

Note: Questions must relate directly to qualifications and responsibilities on the vacancy listing.

3. Identify approximate time frame of interview (e.g., 25-30 minutes), to ensure equity and consistency.
4. Secure approval by the college dean and Affirmative Action Officer to conduct phone interviews by providing rationale for inclusion and exclusion of candidates for phone interviews.
5. Forward telephone interview questions to your college dean for approval prior to conducting telephone interviews.
6. Schedule times for the screening committee members to conduct phone interviews using a speakerphone or the Human Resources supported video interactive system. Submit official request form. The same format must be used for all candidates. (Skype is not a secure site and may not be used.)
7. The Search Committee chair makes status changes for selected candidates on the applicant tracking system to “Telephone Interview.” The remaining non-selected candidates that have been reviewed should be coded as:
  - ◆ Met Minimum Requirements; No Interview; or
  - ◆ Candidate Declined Telephone Interview

In addition to the codes, the search committee must maintain a written set of reasons as to why a candidate is being selected or not.

8. Conduct phone interviews, recording responses on the Telephone Interview Form (page 46). **At the end of each phone interview, ask, “If you should be selected to continue to the next stage of the interview process, do we have your permission to check your references, including checks with references not listed in your application? Please be aware that at this stage of the search, we cannot guarantee confidentiality.”**
9. Search committee makes reference calls for the top candidates. However, based on conversations with the dean, the search committee may be asked to contact references for other candidates who were interviewed over the phone.
10. Identify finalists, relating decisions to established search criteria and considering the applicant’s experiences and skills. Write list of reasons for selection and non-selection of each candidate (see Results of Telephone Interview form, page 48).

## Checking References of Finalists

1. Review Guidelines for Asking Questions During Search Processes (Page 28).
2. Determine specific questions to be asked of references (see sample questions on the following page).
3. Identify screening committee members who will conduct reference checks.
4. Conduct reference calls, retaining copies of each committee member's notes for search committee chair
5. Complete the Reference Check Form (page 47) for each reference checked.
6. The search committee may contact individuals who are not on the candidates reference list. However, this may only be done with the permission of the candidate.
7. The search committee may consult credible public information on candidates. For example, you may verify the publication record, Google the candidates' names, or review the search engine at the candidates' existing institution. However, this must be done consistently for all candidates.  
**NOTE: This research may only be done after the telephone interview.**

## **Sample Questions for the Reference Check**

*Reminder: Questions must relate to the duties of the specific position.*

1. How would you describe the candidate's teaching style as perceived by students? by colleagues? by administrators? In what areas does the candidate have strengths? What areas need some improvement? Request specific examples.
2. How would you rate the candidate's ability to build relationships with students, colleagues, support staff and others in the university community, and external constituencies? Request specific examples.
3. What experience and level of comfort does the candidate have in interacting with diverse populations? (Define diversity broadly, as we use it on our campus: race, religion, culture, sexual orientation, persons with disabilities, etc.).
4. How would you describe the candidate's ability to use instructional technologies effectively in the discipline? Request specific examples.
5. How effectively is the candidate able to balance the teaching, scholarship, and service responsibilities that are expected of a tenure-track faculty member or librarian?
6. What professional support will this candidate need in order to maintain an appropriate balance of teaching, scholarly activity and service?
7. In what areas does this candidate excel? Ask for specific examples.
8. In what areas does the candidate need to improve? How aware is the candidate of this potential area for growth?
9. If you were at Bridgewater State University and had an opportunity to hire this person, would you do so? Why or why not?
10. What other information can you provide that will assist us in assessing the candidate's potential for success as a faculty/librarian member on our campus?
11. Is there anything else related to this person's ability to do the job that we ought to know?

## **Selecting Candidates for On Campus Interviews**

1. Prior to forwarding recommended finalists for campus interviews, please verify any publications that may be listed on the candidates' vitae. In addition, the search committees should either contact the candidates' degree bearing institutions to verify degrees, or ask the candidate to provide a transcript.
2. Identify the 2-3 qualified finalists and potential "back-up" finalists to be interviewed on campus. Provide your college dean with a rationale for each finalist and the back-up candidates recommended for a campus interview. The college dean will consult with the Affirmative Action Officer regarding the list of finalists.
3. Once the finalists have been approved for on-campus interviews by the college dean and Affirmative Action officer, begin planning for the on-campus interview and change the status of these candidates to "Campus Interview" in the applicant tracking system. All other telephone candidates' statuses should remain the same for now.
4. Fill out Faculty/Librarian Candidate Tracking Form, see page 50, and submit to the Academic Affairs Budget Manager.

## **Reasons for Non-Selection: Full-time Academic Appointments**

Use these codes for the applicant tracking system. The members of the search committee should keep more detailed and specific information about inclusion or exclusion of each candidate.

### Candidate's Choice

- A.1. Would not relocate.
- A.2. Accepted another job.
- A.3. Was offered the position, but declined.
- A.4. Asked not to be considered.
- A.5. Not available for interview.
- A.6. No job opportunity for spouse.
- A.7. Requires a higher salary than authorized.
- A.8. Not available for full-time employment at the start of the semester.
- A.9. Application file was incomplete.
- A.10. Failed to respond to requests for additional information.
- A.11. Advertised position was at the junior level; this candidate was unavailable for a job except at the senior level.
- A.12. Does not meet minimum qualifications.
- A.13. Does not have experience in appropriate computer-based systems.
- A.14. See explanation attached.

### Degree

- B.1. Did not possess a terminal degree.
- B.2. Degree in a field not compatible with the needs of the department.
- B.3. Dissertation not completed and insufficient evidence that it will be prior to the date of employment.
- B.4. See explanation attached.

### Teaching/Seminar

- C.1. Area of specialization if interest overlaps significantly with those of current members of the department and hence does not fit with the needs of the department.
- C.2. Areas of secondary competence not compatible with the needs of the department as advertised.
- C.3. Candidate's teaching (or performing) experience was not suitable for this position.
- C.4. Insufficient teaching experience or candidate selected had more teaching experience.
- C.5. Interview revealed that this candidate was not interested in the diversity of the teaching assignment required by this position.
- C.6. Did not have sufficient technical competence in the primary area.
- C.7. Seminar/lecture failed to demonstrate scholarly substance.
- C.8. Seminar/lecture demonstrated a communication problem (or an inability to communicate effectively in English for the purpose of classroom instruction).
- C.9. Interview revealed that this candidate was not interested in diversity or affirmative action.
- C.10. See explanation attached.

### Research, Scholarship, and Publications

- D.1. Candidate acceptable, but candidate selected has more and/or better publications.
- D.2. Insufficient publication (or composition, or exhibition) record.
- D.3. Creative artwork (or musical composition) judged inadequate by the research committee on the basis of submitted materials.
- D.4. Lack of demonstrated research skills.
- D.5. Research/publications not appropriate to position as advertised.
- D.6. Has done insufficient research or has not published adequately considering the length of time.

- D.7. Research does not support teaching assignment.
- D.8. Interview revealed that this candidate was not interested in the diversity of the research, scholarship, and publication assignment required by this position.
- D.9. Interview revealed that this candidate was not interested in diversity or affirmative action.
- D.10. See explanation attached.

Miscellaneous

- E.1. Documented history of difficult inter-personal relationships. (Use only in rare instances when a history truly exists and can be documented. Use cautiously, as racism and sexism are sometimes related to this difficulty.)
- E.2. Potential conflict of interest, as stated in Massachusetts conflict of interest law.
- E.3. Lacked qualifications for the areas listed in the position description and advertising.
- E.4. Candidate well qualified for the position, but quality of teaching and research was higher in the candidate selected. This candidate would be considered for the position if the first choice declines. (This reason should not be used as a “catch-all”. It should be used only for unsuccessful candidates on the short list or interview list.)
- E.5. Interview revealed that this candidate was not interested in diversity or affirmative action.

NOTE: To select rationale other than those provided on the Applicant Tracking System, please click “Other” and type the rationale in the box.

## Preparing for the Campus Interview

- ❑ Plan interview process and schedules that are similar in format for each candidate to ensure an equitable basis for evaluation.
- ❑ Decide whether candidates will teach a class, make a presentation, or demonstrate other relevant job skills during the interview. Inform candidates in advance of the topic, class composition, and class size. Ask candidates if they need multi-media equipment for their presentation.
- ❑ Identify all persons and groups to be involved in the interview process. Each interview schedule should include the following:
  - ◆ Screening Committee members
  - ◆ Department Members
  - ◆ Department Chair
  - ◆ Undergraduate students, when possible
  - ◆ Graduate students, when appropriate
  - ◆ Faculty/librarian or constituencies whose responsibilities relate to those of the candidate
  - ◆ College Dean
  - ◆ Graduate Dean, when appropriate

**NOTE: Check availability of your college dean before scheduling on campus interviews. It is important to give as much advance notice as possible.**

- ❑ Develop interview format to include:
  - ◆ Welcome and overview of search process to date.
  - ◆ Questions, based on the responsibilities and qualifications, to be asked of the candidate during the meeting of the candidate with the search committee. (See Guidelines for Asking Questions During Search Process, page 28). All questions must be asked of all candidates. Search committee members may ask follow up questions as long as these questions are related to the position.
  - ◆ Questions from the candidate.
  - ◆ Closing, including a summary of the rest of the search process.
  - ◆ If requested, provide opportunities for candidate to meet with particular individuals or groups in the university or local community (e.g., Child Care Center, Human Resources, realtor).
- ❑ Work with **staff in the Provost's Office**, the travel coordinator and your **department administrative assistant** to arrange transportation and accommodations. Verify in writing to each candidate the terms and conditions under which reimbursement will be made, as well as the candidate's itinerary and all other pertinent information. See BSU Recruitment Policy and Trust Fund Guidelines (pages 34-35).
- ❑ Check if there are any special circumstances (i.e. diet, mobility, etc.)
- ❑ Schedule and reserve appropriate spaces for interviews.
- ❑ Communicate arrangements to departmental faculty/librarians and other interviewers.
- ❑ Develop a Candidate Evaluation Sheet Form (page 51) and/or an interview rating form that is based on the job description and established criteria, and distribute it to all interviewers.

- ❑ Review interview protocol with all interviewers, including:
  - ◆ Provide relevant information about the position:
    - Position description.
    - Responsibilities of the job.
    - Necessary areas of inquiry.
  - ◆ Identify who will facilitate the interview.
    - Identify escort(s) for the day.
    - Emphasize specific positive aspects of BSU during the interviews.
    - Review the interview schedule.
  - ◆ Emphasize the importance of consistency of questions for all candidates.
  - ◆ Review confidentiality expectations.
  - ◆ Review Guidelines for Asking Questions During Search Processes (page 28).
  - ◆ Review Candidate Evaluation Sheets (page 51) and/or rating forms and the timeline
  
- ❑ Confirm interviews and campus visits in writing to interviewees. Include information about the position, the search process, state terms and conditions of reimbursement under the Bridgewater State University Recruitment Policy for reimbursement (page 34-35 or [www.bridgew.edu/Depts/Fiscal/TFGuide.htm](http://www.bridgew.edu/Depts/Fiscal/TFGuide.htm)), the department, BSU, and the Bridgewater area. Materials may include the *Bridgewater Review*, the Annual Report, or links to the Factbook, Office of Institutional Diversity, etc.

## Guidelines for Asking Questions During the Search Process

Questions that are not job related are inappropriate and illegal during all phases of the search process, including formal interviews, informal interactions between candidates and search representatives, and reference checks.

| Category                    | May Ask   | May Not Ask   |
|-----------------------------|---|---|
| Sex and Family Arrangements | <ul style="list-style-type: none"> <li>◆ If applicant has relatives already employed by the organization</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Sex or gender of applicant</li> <li>◆ Number of children</li> <li>◆ Marital/partnership status</li> <li>◆ Spouse/partner's occupation</li> <li>◆ Child care arrangements</li> <li>◆ Health care coverage through spouse</li> </ul>   |
| Race                        |   | <ul style="list-style-type: none"> <li>◆ Applicant's race or color of skin</li> <li>◆ Photo to be affixed to application form</li> </ul>  |
| National origin or ancestry | <ul style="list-style-type: none"> <li>◆ Whether applicant has a legal right to be employed in the U.S.</li> <li>◆ Ability to speak/write English fluently (if job related)</li> <li>◆ Other languages spoken (if job related)</li> </ul>                               | <ul style="list-style-type: none"> <li>◆ Ethnic association of surname</li> <li>◆ Birthplace of applicant or applicant's parents</li> <li>◆ Nationality, lineage, national origin</li> <li>◆ Nationality of applicant's spouse/partner</li> <li>◆ Whether applicant is citizen of another country</li> <li>◆ Applicant's native tongue/English proficiency</li> <li>◆ Maiden name (of married woman)</li> </ul> |
| Religion                    |   | <ul style="list-style-type: none"> <li>◆ Religious affiliation/Availability for weekend work</li> <li>◆ Religious holidays observed</li> </ul>  |
| Age                         | <ul style="list-style-type: none"> <li>◆ If applicant is over age 18</li> <li>◆ If applicant is over age 21 if job related (e.g., bartender)</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Date of birth</li> <li>◆ Date of high school graduation</li> <li>◆ Age</li> </ul>  |
| Disability                  | <ul style="list-style-type: none"> <li>◆ Whether applicant can perform the essential job-related functions either with or without reasonable accommodations</li> </ul>  | <ul style="list-style-type: none"> <li>◆ If applicant has a disability</li> <li>◆ Nature or severity of a disability</li> <li>◆ Whether applicant has ever filed a workers' compensation claim</li> <li>◆ Recent or past surgeries and dates</li> <li>◆ Past medical problems</li> </ul>  |
| Other                       | <ul style="list-style-type: none"> <li>◆ Felony Convictions</li> <li>◆ Academic, vocational, or professional schooling</li> <li>◆ Training received in the military</li> <li>◆ Membership in any trade or professional association</li> <li>◆ Job references</li> </ul> | <ul style="list-style-type: none"> <li>◆ Number and kinds of arrests</li> <li>◆ Height or weight except if a bona fide occupational qualification</li> <li>◆ Veteran status, discharge status, branch of service</li> <li>◆ Contact in case of an emergency (at application or interview stage)</li> </ul>  |

## Campus Visit

- Assign a member of the search committee to serve as the host for each candidate.
- The candidate should have an escort at all times.
- If some “free time” is scheduled, be sure to arrange a space for the candidate.
- Maintain equity in time devoted to the interview process and to experiences structured for the candidates (e.g., a candidate arriving on Friday evening and interviewing on Monday should spend no more time with department members than other candidates). If you have an internal candidate, it is particularly important to ensure that s/he has the same interview experience as every other candidate.
- Conduct interviews.
- Refer all benefits questions to Human Resources or use the summary of benefits <http://www.bridgew.edu/HR/benefits.cfm> provided by the Office of Human Resources.
- Personalization of the campus visit is possible (i.e. extended stay by candidate to visit family, at the candidate’s expense), but all of the interviews should remain as consistent as possible.

### **Selection of Pool to Recommend**

- ❑ Collect and synthesize rating sheets for each candidate from all interviewers.
- ❑ The search committee should meet to evaluate candidates for their full range of strengths and contributions.
- ❑ Increasing the diversity of our faculty and librarians should be a priority, as long as candidates are suitably qualified.
- ❑ Recommend 1-3 **unranked** finalists. Using the applicant tracking system, the search committee chair will change the status of all candidates who visited campus to “Finalist” and submit the change for the college dean’s approval. The search committee chair will also fill out the Comments on Finalists to the Deans Form (page 52) to the college dean. The search committee must be clear about the specific strengths and weaknesses for each finalist.

Note: The search committee does not recommend a specific candidate to be hired. They identify the specific strengths and weaknesses of each candidate as they relate to the position description and the criteria used to evaluate and select the finalists. All committee opinions should be expressed to the college dean. Final decisions for hiring are made by the dean.

## **How the Offer is Made**

The dean, in consultation with the department chair, selects a candidate to be offered the position. The Salary Equity Formula in the MSCA/BHE Collective Bargaining Agreement, national salary data, and current departmental salaries are used to determine the offer.

The dean telephones the candidate to offer the position and documents the terms of the offer in writing.

Departments may contact the finalist to encourage him or her to accept the offer and to provide more information about the university and surrounding communities. However, the dean should receive permission from the finalist to share contact information with the department.

After the selected candidate verbally accepts the offer, the college dean will notify the department. The dean also notifies the Provost, the academic personnel officer, and recruitment specialist that the candidate has accepted the offer and gives the starting salary and rank. HR closes the search. The academic personnel officer generates a letter and sends the Appendix O. The college dean will change the status of the finalists to “Recommended” by completing the Appointment Recommendation form and will code the remaining finalists as no longer considered and will provide appropriate reasons.

Approvals from the college dean, HR, budget, and the Provost are necessary to finalize hire. The President officially appoints the candidate to the faculty/librarians.

The hiring process can take several weeks since multiple forms need to be processed. Once the candidate returns the Appendix O and it is approved by the Provost, formal notification will be sent to HR so they may issue the final contract signed by the President.

### Completing the Search Process

- ❑ Once a **signed contract** has been received in Human Resources, the search committee chair will telephone unsuccessful finalists who were interviewed on campus but to whom an offer was not extended. NOTE: The search committee chair cannot share the reasons why the finalist was not chosen or what the candidates could do better in future job searches. It is permissible to say “another candidate better met the qualifications of the position.” If additional questions are posed, the candidate can be referred to the Office of Affirmative Action or Human Resources.
- ❑ Organize and secure search files, documentation of the search process, and other relevant materials so that information can be easily retrieved if concerns are raised in the future. Discard notes that do not pertain to the decisions made. (See Checklist of Materials to be Kept to Document Process on page 16). Search materials are to remain in departments for a period of at least three years at which time the department should seek permission from Human Resources to discard the materials. Until further notice, the applicant tracking system will store search data indefinitely.
- ❑ Human Resources will also send notification to all other candidates not selected for an interview.

### Welcoming the New Faculty or Librarians to Campus

Once the search process is over and you have successfully hired a new member for your department, it is important to keep in communication with your new colleague to welcome him or her to the campus community and to answer any of the myriad of questions that arise when one relocates.

In particular, it will be helpful if the search committee and department chair discuss who will do what to help with the new faculty member's move and transition. In many departments, someone will volunteer to serve as the contact person to assist with information about housing options. Or, some departments make it a point to keep in regular contact with the new faculty member.

The department chair should work with the new faculty on his or her schedule for the upcoming semester. Typically the department chair and department administrative assistant assist the new faculty member with obtaining a BSU email address, accessing departmental and university information, and setting up his or her new office.

The dean assigns offices for new faculty and provides that information to department chairs. The dean's office is also involved in obtaining the computers for new faculty and any start up equipment or funds that were negotiated.

Bridgewater State University works with Academic Moves to provide moving assistance and information about the Bridgewater area. Candidates are given information about Academic Moves during their on-campus interviews.

The Faculty Advocacy Network, coordinated by Pam Russell, sends new faculty members information about the university and the Bridgewater area.

**NOTE: Searches may be aborted at any stage of the process in cases where conflicts of interest or discriminatory statements and practices are evident, or in the estimation of the college dean, the search process has been seriously violated.**

## **Bridgewater State University Recruitment Policy (2010-2011)**

### **INTERVIEW PROCESS GUIDELINES**

#### **INTERVIEW**

- ◆ Schedule and reserve appropriate interview dates/times with school dean before making final arrangements with candidates. For department chair searches, schedule appropriate interview dates/times with the Provost and Vice President of Academic Affairs.
- ◆ Email Faculty/Librarian candidates' names, position title and number for which they are interviewing and the date that they will be on campus to: [michael.dunn@bridgew.edu](mailto:michael.dunn@bridgew.edu).

#### **TRANSPORTATION**

- ◆ Candidates make their own flight arrangements and the university reimburses them shortly after the interview. In extenuating circumstances where a candidate may not be able to afford airfare, the search committee chair should check with the Provost to see if arrangements can be made (please note this information should be kept confidential as other information pertaining to the search). (Original airfare receipt and boarding passes are required for reimbursement.)
- ◆ Monitor cost of the flight with the candidate. Consult with the Provost's office if flight charge is over \$500. (Shuttle flights are usually available for \$100-\$200.)
- ◆ Airfare costs are considerably less with at least a 14-day advance notice. **NOTE: Flight arrangements made at the last minute are costly.** Give candidates ample time to make these arrangements.
- ◆ Candidates insisting on driving will only be reimbursed up to the cost of nominal airfare. Notify the Provost's office of such arrangements. They will be reimbursed for mileage at the current university rate.
- ◆ Departments may arrange for a car service to transport the candidate from/to the airport or train station. The car service options include:
  - A & A Metro (508/697-0017) - trips to and from Logan Airport and TF Green Airport
  - Extreme Limousine (508/378-7788) - trips to and from Logan Airport
  - Hogan's Limousine (800/698-4099) - trips to and from TF Green Airport
  - MCS Limousine (MCS Limousine (508/697-0850) - trips to and from Logan AirportA purchase order number may be obtained from the Provost's office to hold the reservation  
**When reserving services please be sure to mention Bridgewater State University Bid Number 25.**
- ◆ Departments may also arrange for a **rental car** with Enterprise (Tel. 781-831-3038) for candidate's travel to and from the airport and hotel. Ask to speak to Lauren Lipton. A purchase order number can be obtained from the Provost's office to hold the reservation.

#### **MEALS**

- ◆ The cost of meals provided during the course of the candidate's visit should be reasonable. Excessive or extravagant costs will not be reimbursed to university employees or to the candidates. Faculty/librarians hosting candidates should limit total meal expenses **per candidate** (including tips) to \$25 for breakfast, \$50 for lunch, and \$100 for dinner. Itemized meal receipts and the names of

people attending are required for reimbursement. Attach those receipts on a separate piece of paper using tape and list the names there.

- ◆ A purchase order number can be obtained for Sodexo Food Service from the Provost's office to cover the cost of meals in the Bridgewater Dining Room.

### **HOTEL ACCOMMODATIONS**

- ◆ Work with the Provost's office to arrange hotel accommodations.
- ◆ A purchase order number can be obtained from the Provost's office to hold room reservations at the Hampton Inn, located at 600 New State Highway (Rt. 44) in Taunton. The Hampton Inn's telephone number is 508-822-6222. A continental breakfast is provided for overnight guests.
- ◆ Candidates are limited to one night's stay unless otherwise approved by the Provost's Office.

### **CANDIDATE REIMBURSEMENT**

- ◆ Submit a **completed Direct Payment/Check Request form** with **original receipts** to the Provost's office for signature. The candidate is considered the vendor. The Provost's office will write in the account number. **NOTE:** A vendor code is needed for each candidate, therefore a W-9 must be on file with Business Operations before reimbursement can be processed. The candidate should complete the W-9 when interviewing.
- ◆ Candidate reimbursement requires:
  - Name and mailing address (list under Vendor name and address on form)
  - Vendor Code Number

**NOTE: Once arrangements have been made, notify candidate of itinerary in writing. Be sure to include all pertinent information as well as the terms and conditions for which reimbursement will be made.**

## **The Legal Basis For Non-Discrimination**

Bridgewater State University has carefully developed and long recognized the importance of affirmative action, equal opportunity, non-discrimination and diversity in preparing its campus for the twenty-first century. The university has collectively and individually committed itself to the valuing of human dignity, and to the appreciation of the necessity of providing all members of the university community an experience which equips them to relate to all persons and groups in the increasingly global and diverse world in which we live and work.

Bridgewater State University maintains and promotes a policy of non-discrimination on the basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, genetic information, marital status, political belief or affiliation, and veteran status. Equal access to educational, co-curricular and employment opportunities and all other university activities are extended to all. The university is pledged to promote equal opportunity in employment through a dynamic and continuing affirmative action program.

Numerous federal and state laws and executive orders give legal force to the prohibition against various types of discrimination in the workplace. Search committees should consult the Office of Affirmative Action website at <http://www.bridgew.edu/AffirmativeAction/>.

The laws and executive orders do not automatically insure equity and equality in employment, however, the laws and executive orders do lay a basis for understanding and appreciating the breadth and depth of the law, and they are being presented with the hope that the entire campus will give its full and enthusiastic support to the ideals of affirmative action, equal opportunity, non-discrimination and diversity. These concepts should not fall on the shoulders of a few offices on the campus, but all of us at Bridgewater State University should assume ownership. For more information, contact the Office of Affirmative Action, Equal Opportunity and Disability Compliance located in 206 Boyden Hall at x1241. The Office of Affirmative Action, Equal Opportunity and Disability Compliance can be of assistance relating to questions and issues in the search process.

Questions pertaining to affirmative action, equity and disabilities often arise during the course of the search process. Below is a list of some of the most popular questions with answers to help the search committee navigate their way through the search process.

### **Questions and Answers About Legal Issues During the Search Process Relating to Affirmative Action and Equal Employment Opportunity?**

#### **What is discrimination?**

Discrimination is considered an **intentional or unintentional act** which adversely affects employment and/or educational opportunities because of a person's membership in a protected class or association with a member (s) of a protected class. Discrimination may be classified as either disparate impact (the result of an employment policy, practice, or procedure that, in practical application, has less favorable consequences (higher rejection percentages) for a protected class than for the dominant group), or disparate treatment (employment practices, such as tests or educational requirements, that are fair and neutral on their face, but which are applied or administered in an unequal manner).

#### **Examples of discrimination, all of which are prohibited by the university's policy, include, but are not limited to:**

Developing position descriptions or qualifications, which, without lawful justification, are so specific as

to have a disparate exclusionary impact on a group of individuals because of their membership in a protected class.

Failing or refusing to hire a qualified person because of their age.

Singling out, treating or causing to treat persons of one protected class differently from others because of assumptions about or stereotypes of the intellectual ability, interest, or aptitudes of persons of those aforementioned groups.

Reducing the employment opportunities of qualified females and minorities when a search committee, over a period of two or three years, has brought forward the qualifications and credentials solely of male candidates or non-minority candidates.

Failing to make reasonable accommodations to the special needs of group members, such as by refusing a request to interview an applicant who uses a wheelchair in a place that is wheelchair-accessible. Differences in terms, conditions and privileges of employment (including, but not limited to hiring, promotion, reassignment, termination, salary, salary increases, discipline, granting of tenure, selection for awards, etc) on a prohibited basis.

#### **What is discriminatory harassment and how does it differ from discrimination?**

Discriminatory harassment is a form of unlawful discrimination including verbal and/or physical conduct based on legally protected characteristics and/or membership in a protected class that:

- ◆ Has the purpose or effect of creating an objectively intimidating, hostile or offensive work or educational environment; or
- ◆ Has the purpose or effect of unreasonably interfering with an individual's work or learning performance; or
- ◆ Otherwise unreasonably adversely affects an individual's employment or educational opportunities.

#### **Examples of Discriminatory Harassment, all of which are prohibited by the university's policy, include, but are not limited to:**

Encouraging others to physically or verbally abuse an individual (or group of individuals) because of that person's or persons' membership in a protected class.

Physically harassing another individual (or group of individuals) because of that person's or persons' membership in a protected class by assaulting, touching, patting, pinching, grabbing, staring, leering at them, making lewd gestures, invading their personal space, blocking their normal movement, or other physical interference.

Directing epithets, slurs, derogatory comments, unwelcome jokes or stories at an individual (or group of individuals) because of that person's or persons' membership in a protected class.

#### **What is the legal concept of retaliation and does it relate to discrimination?**

Retaliation is taking adverse employment or educational action against a person who files claims, complaints or charges under these procedures, or under applicable local, state or federal statutes, who is suspected of having filed such claims, complaints or charges, who has assisted or participated in an investigation or resolution of such claims, complaints or charges, or who has protested practices alleged to be violative of the non-discrimination policy of the university, the BHE, or local, state or federal regulation or statute. Retaliation is normally filed when a plaintiff files discrimination charges.

**Examples of retaliation, all of which are prohibited by the university’s policy, include, but are not limited to:**

Refusing to hire a candidate for candidate’s pursuit of a discrimination charge against a former employer.

Refusing to hire a job applicant for requesting a reasonable accommodation based on disability in the application process.

Refusing to hire a candidate for complaining to anyone about alleged discrimination or harassment in the search process.

**I have read a lot about affirmative action and equal opportunity, are they one in the same?**

Affirmative action and equal employment opportunity are similar with respect to the employment process, i.e., selection, salary, and promotion, but affirmative action and equal employment opportunity have different goals and purposes. Equal employment opportunity has the goal of giving all persons an equal chance to participate in the search process. This concept implies that all applicants should have their credentials reviewed the same way as all other candidates who apply for the job. In other words, all individuals must be treated equally in the hiring process. Factors such as race, color, national origin, disability, age, religion and sex should not be considered as part of the search process when reviewing an applicant’s credentials. Search committees should be aware that state and local governments have identified additional EEO protected classifications.

Affirmative action goes further than equal employment opportunity. It developed when this country recognized that many minorities, women, disabled people and veterans had been historically excluded from jobs and opportunities. The Office of Federal Contract and Compliance Programs (OFCCP) has been given authority over affirmative action policies by Executive Order 11246 as amended, and requires that contractors (Bridgewater State University) must proactively and aggressively seek to overcome the effects of past discrimination against groups such as women, minorities, disabled persons and veterans by making a positive and continuous effort in their recruitment, employment, retention and promotion. Affirmative action also means that a structured approach to addressing any disadvantages that women, minorities, disabled persons and veterans have experienced, and ensuring that they can compete equally for employment, training and promotion opportunities. Once again, state and local jurisdictions have identified additional EEO protected classifications.

**Who is a member of a protected class?**

A protected class member is an individual of a race (black, white, Hispanic/Latino, Cape Verdean, Asian or Pacific Islander, American Indian or Alaskan Native), color, religion, national origin, age, disability, gender, gender identity, genetic information, sexual orientation, marital/parental status, Vietnam Era Veteran status, and specially disabled veteran status.

**If the university is an affirmative action employer, is the university required to hire a minority or a woman for the vacant position?**

Affirmative action was never met to encourage the hiring of any candidate who does not meet the required qualifications of the job specifications. All candidates must be duly qualified based upon the job-related criteria previously established. If a candidate does not meet the job-related criteria, that candidate should be excluded from the search process. Whether that person is a minority, a woman, a disabled person, or a veteran should not be the overriding factor. The question is always the same: did this particular person meet the job-related criteria set forth by the job specification section in the job description?

Job-related criteria in the search process increases objectivity and fairness on the part of those individuals

who have to make an informed decision about each of the candidates. To be fair, those individuals making the decision should review the applicants' credentials as a whole. A reader should not solely focus on the candidates' degree granting institutions or years of experience or other factors by themselves, but should take into consideration the entire record of each candidate. It is also very important for search committee members and others to discuss and decide on the job-related criteria prior to reviewing the credentials of the candidates.

**In terms of the search process at BSU, is affirmative action considered an important part of the search process?**

Affirmative action at Bridgewater State University is very important to the search process. It is important that all search committees and departments exercise fairness and objectivity in the selection process and that rules and laws must be followed. It is also important that BSU emphasizes to departments and offices to utilize a "good-faith effort" to encourage qualified minorities, women, disabled persons, and veterans to apply for vacant positions that currently exist at BSU. Additionally, when a protected class member or any candidate is removed from the pool, there is a system to ensure that that candidate was removed for legitimate reasons. Decision makers are required to justify their reasons for the inclusion and exclusion of all candidates to ensure that the non-discrimination policy of the university is being followed. In case the university is sued by a disgruntled applicant, the information presented to the federal or state agency will help the university defend itself. Plus, it is good business to maintain our documentation.

**Does the on-campus job interview begin and end with the search committee?**

Search committee members should be aware that the on-campus job interview begins when the candidate is shuttled from the airport to the hotel, the hotel to the campus, the campus to the hotel or airport. While the candidate is on the campus, any activity that that candidate participates in is considered part of the interview. Whether it is breakfast, lunch, dinner, touring the campus, walking from one office to another office with search committee members, the time spent with the candidate is considered part of the on-campus job interview. Any negative comments made about the protected classes mentioned above are considered off limits, and could put the university in a tenuous legal situation. All interactions with the candidate should be professional. Also, remember that state and local governments have broadened the scope of EEO protected classifications.

A personal experience should highlight the importance of this concept: I applied to a New England university, and had just met with a group of students for about an hour. It was a very good experience. A student was designated to drive me around the campus, and served as my tour guide. As we were getting to know each other as she drove through the campus, she felt comfortable enough with me to make several inappropriate comments: "Why would a black man want to come to this university? It is located out in the boondocks and there are no people around here who you could possibly relate to. And "if the position were given to you would you stay beyond a couple of years"?

The lesson is this: This young woman was not aware of her legal responsibilities or trained by the institution that she was part of the search process, and her comments and questions were part of the legal parameters that govern search processes.

**What does the concept "job relatedness" mean?**

Job-relatedness means that the employer has the burden of showing that any given selection criteria or requirement (resume, telephone interview, on campus interview, letters of reference, teaching demonstration and so on) that is used during the search process must have a manifest relationship to the vacant position in question.

**If a requirement or preference is not in the job description subsequent to its being advertised to the public, can we change the job description when candidates arrive on campus?**

The job description serves as your guide or roadmap throughout the search process, and must be followed once it has gone publicly. It is very important that prior to advertising your job description, all requirements and preferences have been discussed thoroughly with the Deans. By this way, there will be no confusion as to how to handle this type of situation. Or, if changes are necessary, the Deans can devise an alternative plan to address this situation.

**What happens if an applicant believes that s/he has been discriminated against by the university?**

If an applicant believes that s/he has been discriminated against, the applicant has several choices to address the issue. First, the applicant has the right to file a charge of discrimination with the Office of Affirmative Action/Equal Opportunity/Disability Compliance. Filing a charge will mean that an internal investigation will occur by reviewing all the records along with the reasons that such actions were taken by the search committee or decision maker to exclude that applicant. Second, an applicant can file a discrimination charge against the university with the Massachusetts Commission Against Discrimination (MCAD). The MCAD will contact the Office of Affirmative Action/Equal Opportunity/Disability Compliance and will request records and conduct its own investigation to determine if discrimination occurred.

**What if a search committee uses a weighted system to rate and rank the job applicants?**

Many search committees use a weighted point system of 1, 2 and 3 to gauge a candidate's minimal requirements for the position. Some search committees will attach a total point system for each applicant and those applicants with the highest points normally receive an opportunity to a telephone interview with the search committee. If an investigation is conducted by the Office of Affirmative Action/Equal Opportunity/Disability Compliance or the Massachusetts Commission against Discrimination the weighted points allocated must be explained in writing based upon the job specifications of the job description. Prior to using the weighted point system, the search committee should be reasonably clear that such point system follows the job description. If a search committee wants to utilize the weighted point system, it would behoove the search committee to make written comments for each candidate to explain the points received by the candidate.

**If a candidate contacts the search committee chair to inquire why s/he were not selected for an interview or not recommended for hire?**

Please do not offer any information about the selection process, especially if the process has not been completed. If the process has been completed, simply inform the candidate that the committee recommended a candidate. If the candidate has additional questions, refer him/her to the Office of Affirmative Action/Equal Opportunity/Disability Compliance. Upon such request, the AA/EO Office will contact the chair of the search committee.

**What if a disabled candidate requests a reasonable accommodation?**

Please refer that candidate to the Office of Affirmative Action/Equal Opportunity/Disability Compliance.

**Should I change the way I interview a disabled candidate?**

As with all other candidates, a disabled candidate should be treated with dignity and respect. Since the passage of the Americans with Disability Act, Congress and the courts have been closely monitoring the rights of disabled employees. If you are unsure what questions you should ask a disabled candidate, remember that all questions asked of a disabled person must be related to the job. If you find yourself asking questions like: "What happened to you?" "How often will you be required to leave for the treatment of your condition?" "Oh, how did you hurt yourself?" These questions are inappropriate. As a search committee member, your primary role is to determine whether the candidate meets the requirements or is otherwise qualified for the job in question. Make sure to ask questions like these: "Do you have a medical condition that would preclude you from qualifying for this position?" "How would you perform this particular task?"

The vast majority of disabled people are quite self-sufficient and independent. If you believe a candidate needs assistance with the door or chair, please ask that person first.

**What records should be kept on file for each candidate?**

The search committee should keep any and all records or notes that are job relatedness and which are necessary to determine the decision relating to each candidate for a particular position. This is the search committee's record of documentation. If there are 100 candidates in the pool, all 100 candidates should have a record or notes that are job-related as to the reason for their inclusion or exclusion or selection relating to this particular position.

**What are some factors that show equity, fairness and objectivity in a search process?**

Job-related criteria for the advertised position should be developed at the outset of the search and approved by the appropriate administrative official.

All persons on the screening committee should exercise judgment to avoid having any one search committee member eliminate a candidate.

Only candidates meeting the minimum advertised qualifications should be brought forward in the search process.

Interview questions should be designed to provide fair and objective evaluations of each candidate in advance of committee interviews with candidates. An identical set of questions should be asked of all candidates. Follow-up questions are encouraged to clarify an issue as long as such follow-up questions are job related.

Relative weights of criteria should be developed and assigned prior to the review of any applications. Fluctuation in the applications of weighted criteria may lead to allegations of manipulation and may indeed indicate manipulation to select a particular candidate.

Only job-related reasons can used to advance candidates. Objective criteria are less susceptible to a legal challenge.

Form 1: Faculty/Librarian Position Request Form

**FACULTY/LIBRARIAN POSITION REQUEST FORM**

Department \_\_\_\_\_

Position Title \_\_\_\_\_

Requested date of start \_\_\_\_\_

Is this a request for a new position or a replacement? NEW                      REPLACEMENT

For replacement positions, list previous incumbent's name? \_\_\_\_\_

Justification for the position:

Job Description:

Required Minimum Qualifications:

Preferred Qualifications:

What are the department's goals and priorities regarding diversity? How does this position assist in meeting these goals and priorities?

Requested Advertising:

(Provide the discipline specific publications and online sources. Prioritize at least two sources that will attract diverse applicants. )

Search Committee:

Search Committee Chair \_\_\_\_\_

Members \_\_\_\_\_

\_\_\_\_\_

Form 2: Individual Position Listing

**ADVERTISEMENT**

**BRIDGEWATER STATE UNIVERSITY**

**Full-time, tenure-track faculty/librarian position starting Fall 2010**

**Position:** Rank, Specialty Area, in the Department of ...

**Responsibilities:** Teach ... Advise undergraduate and graduate students.

**Required Qualifications:** Earned Ph.D. (doctorate) in ....., record of teaching at the university level,

**Preferred Qualifications:** Ability to teach \_\_\_\_\_ a plus,

Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. They should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

**SALARY:** Dependent upon qualifications and experience.

**TO APPLY:** Please visit <https://jobs.bridgew.edu>

**DEADLINE FOR COMPLETE APPLICATION:** Review of complete files will begin immediately and continue until positions are filled.

**Bridgewater State University is an affirmative action/equal opportunity employer that actively seeks to increase the diversity of its workforce.**

Form 3: Meeting Summary Form

**Meeting Summary Form**

Candidate: \_\_\_\_\_ Position: \_\_\_\_\_

Committee Chair: \_\_\_\_\_

Committee Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

| Date | Time | Members Present | Actions Taken |
|------|------|-----------------|---------------|
|      |      |                 |               |
|      |      |                 |               |
|      |      |                 |               |
|      |      |                 |               |
|      |      |                 |               |
|      |      |                 |               |
|      |      |                 |               |

**Form 4: Initial Screening Form**  
**Initial Screening Form**

Minimum Qualifications

Preferred Qualifications

total

| Candidates            | CV | letter | names of references included | PhD by 9/2011               | university level teaching | able to teach research methods                                  | Experience with obtaining grants                                      | depth of teaching   |
|-----------------------|----|--------|------------------------------|-----------------------------|---------------------------|---|---|---|
| Michael Rodent        | x  | x      | x                            | In process                  | TA only                   |   |   |   |
| Dorothy Gale          | x  | x      | x                            | May 2010                    | yes                       | 2 -- has taught it twice as professor record; three times as TA | 1 – expresses interest but none yet                                   | 3 – research methods, statistics, intro, theory, 2 topics courses |
| Hermione Jean Granger | x  | x      | x                            | vs it will be done May 2011 | yes                       | 2 – has taught it once as professor of record; none as TA       | 2 – has worked with faculty mentor on obtaining and managing 2 grants | 2- has only taught research methods                               |
|                       |    |        |                              |                             |                           |   |   |   |
|                       |    |        |                              |                             |                           |   |   |   |
|                       |    |        |                              |                             |                           |   |   |   |
|                       |    |        |                              |                             |                           |   |   |   |

Notes on Rubric:

Minimum Qualifications – candidate must have each one to be considered

- PhD by 2011
- Candidate must have a reasonable likelihood of having degree completed by September 2011
- University level teaching must be teacher of record for at least one course

Preferred Qualifications – give each candidate a number between 0-3 for each area

- Able to teach research methods -- 0=not mentioned in CV or letter; 1=mentioned but no additional documentation of ability to teach research methods; 2=has taught research methods; 3=has significant experience with research methods
- Experience with grants -- 0=not mentioned in CV or letter; 1=mentioned but no additional documentation of grant history; 2=has obtained grants; 3=has significant experience with grant funding
- Depth of teaching experience -- 0=not mentioned in CV or letter; 1=mentioned but did not list which courses; 2=has already taught several courses; 3=has taught a wide range of courses

**Form 5: Telephone Interview Form**

**TELEPHONE INTERVIEW FORM**

Candidate's name: \_\_\_\_\_ Position: \_\_\_\_\_

Name of interviewer(s): \_\_\_\_\_ Interview date: \_\_\_\_\_

| Question Asked | Candidate Response |
|----------------|--------------------|
|                |                    |
|                |                    |
|                |                    |
|                |                    |
|                |                    |

Comments:

## Reference Check Form

**Candidate's Name:** \_\_\_\_\_

**Position Applied For:** \_\_\_\_\_

**Reference Name:** \_\_\_\_\_

**Relationship to Candidate:** \_\_\_\_\_

**Date & Time of Contact:** \_\_\_\_\_

**Search Committee Member**

**Checking Reference:** \_\_\_\_\_

---

### General Format of a Reference Check:

1. Provide the reference with an overview of the position and hiring department, including information about Bridgewater State University.
2. Determine, if not already known, the reference's relationship to the candidate. Establish time frame of the relationship.
3. Clarify needed information about the candidate that was unclear or unanswered from the application materials and the telephone/web interview.
4. Permit opportunity for reference to raise questions of the interview team.

---

| Question Asked | Response |
|----------------|----------|
|                |          |
|                |          |
|                |          |
|                |          |

Form 7: Results of Telephone Interviews

**RESULTS OF TELEPHONE INTERVIEWS**

| Candidate | Recommended for an on-campus interview? | Explanation for continuation or not |
|-----------|---|-------------------------------------|
|           | Yes No                                  |                                     |
|           | Yes No                                  |                                     |
|           | Yes No                                  |                                     |
|           | Yes No                                  |                                     |
|           | Yes No                                  |                                     |
|           | Yes No                                  |                                     |

Form 8: Campus Interview Schedule

**Campus Interview Schedule**

Candidate: \_\_\_\_\_

Interview Date: \_\_\_\_\_

Host: \_\_\_\_\_

| <b>Time:</b> | <b>Meeting:</b> | <b>Location:</b> |
|--------------|-----------------|------------------|
| 7 a.m.       |                 |                  |
| 8 a.m.       |                 |                  |
| 9 a.m.       |                 |                  |
| 10 a.m.      |                 |                  |
| 11 a.m.      |                 |                  |
| 12 p.m.      |                 |                  |
| 1 p.m.       |                 |                  |
| 2 p.m.       |                 |                  |
| 3 p.m.       |                 |                  |
| 4 p.m.       |                 |                  |
| 5 p.m.       |                 |                  |
| 6 p.m.       |                 |                  |

Form 9: Faculty/Librarian Candidate Tracking

**Faculty/Librarian Candidate Tracking**

**This form is for tracking purposes only. Once candidate arrangements have been made, complete form and return to Michael Dunn in Academic Affairs.**

**Department:**

| <b>Candidate</b> | <i>Dates on campus</i> | <i>Transportation</i>    | <b>Hotel</b>             | <b>Airfare</b>           |
|------------------|------------------------|--------------------------|--------------------------|--------------------------|
|                  |                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                  |                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                  |                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                  |                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                  |                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Form 10: Candidate Evaluation Sheet**  
**Candidate Evaluation Sheet**

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The following offers a method for department faculty/librarians to provide evaluations of job candidates. It is meant to serve as a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty/librarian candidates. However, alternative language is suggested for senior faculty candidates.

Candidates Name: \_\_\_\_\_

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

|   |   |
|---|---|
| <input type="checkbox"/> Read candidate's CV                        | <input type="checkbox"/> Met with candidate           |
| <input type="checkbox"/> Read candidate's scholarship               | <input type="checkbox"/> Attended meal with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (Please explain)       |
| <input type="checkbox"/> Attended candidate's job talk              |   |

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following criteria based on the job description:

|  | Excellent | Good | Neutral | Fair | Poor | Unable to Judge |
|--|-----------|------|---------|------|------|-----------------|
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |
|  |           |      |         |      |      |                 |

### Comments on Finalists to the Dean

Please list the names of each of finalists and comment on the strengths and areas of concern of each. Based on this information, the dean will select the finalist and make the offer.

---

Candidate: \_\_\_\_\_

Strengths:

Concerns:

Other comments:

---

Candidate : \_\_\_\_\_

Strengths:

Concerns:

Other comments:

---

Candidate : \_\_\_\_\_

Strengths:

Concerns:

Other comments:

---