

LUX ET SPES



STONEHILL  
COLLEGE

*Faculty Hiring Guide*

### ***Acknowledgments***

*A special thanks to the Faculty Search Handbook Task Force members (John Golden, Anne Mattina, Akira Motomura, Magda Pederson, Margy Pierce, Debra Salvucci, and Chris Wetzel) and to the Faculty Hiring Guide Summer Working Group (Heather Bleakley, Nate DesRosiers, John Golden, Marilena Hall, Joan Halpert, Anna Lannstrom, Pam Lombardi, Anne Mattina, Margy Pierce, George Piggford, and Laura Scales) for their time, commitment, and work developing the original version of this hiring guide, which was passed by the Faculty Senate in 2016.*

*Further thanks to the Faculty Hiring Guide (FHG) 2020 Revision Committee (Marilena Hall, Benjamin Marcus, Kate Marin, James Petty, Margy Pierce, and Xuejian Yu), the 2019-2020 Governance Committee (Heather Bleakley, Suzanne Edinger, Marilena Hall, Amy Houston, Mary Joan Leith, and Laura Scales), the FHG faculty consultants (Hilary Gettman, Laura Scales, Shani Turner, and Teresa Villa-Ignacio), and the Human Resources Department (especially Shayla Jordan) for their tireless work on this most recent revision (2020) during the COVID-19 crisis.*

### **Legal Notice**

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

## *Table of Contents*

Introduction.....	Page 4
1. Request and Approval Process for a Faculty Line.....	Page 5
Faculty Line Requestss	
Review of Faculty Line Requests	
2. The Search Committee – Membership, Training, and Roles.....	Page 8
Formation of the Search Committee	
Membership and Requirements of the Search Committee	
Search Committee Training	
Role of the Search Committee	
Role of the Search Committee Chair	
Role of the Diversity Advocate	
3. Job Description, Rubrics, Advertising, and Outreach.....	Page 14
Timeline	
Content and Language of the Job Description	
Rubrics with Evaluation Criteria	
Placement of Advertisement and Collection of Applications	
Outreach	
4. Reviewing Applications.....	Page 18
Identification of Minimally Qualified Candidates	
Sponsorship of International Candidates	
Identification of a Long Short-List	
Selection of Finalists for Campus Interviews	
5. On-Campus Interviews.....	Page 21
Setting Up the On-campus Interview	
Schedule for the On-Campus Interview	
The Department/Search Committee Interview	
6. After the On-campus Interviews.....	Page 24
Post Interview Evaluation of the Finalists	
Making the Offer	
Closing the Loop	
7. Expedited and Opportunity Hires.....	Page 26
Initiating an Expedited Hire	
Initiating an Opportunity Hire	
Submitting a Proposal	
8. CSC Appointments.....	Page 28
Appendix A: Faculty Search Timeline.....	Page 29
Appendix B: Sample Job Descriptions with Matching Rubrics.....	Page 32
Appendix C: Sample Agendas for On-campus Visits.....	Page 44
Appendix D: Acceptable & Unacceptable Questions to Ask Candidates During an Interview.....	Page 46

## *Introduction*

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

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

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

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

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

## *1. Request and Approval Process for a Faculty Line*

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

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

Refer also to the Faculty Search Timeline in Appendix A.

### **Faculty Line Requests (due the first Monday in February)**

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

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

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

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

- departmental strategic plans (e.g., goals for curricular development)
- institutional strategic plans that would be served by the position
- explanation of how this line will support goals in other departments or programs (e.g., building new interdisciplinary collaborations across departments)
- documentation of continuing or increasing student need
- recommendations from external reviewers
- evidence of departmental diversity networking efforts that may include:

- faculty networking at conferences
- developing an alumni network in the department to maintain a connection with graduate students and relevant professional communities
- developing connections with graduate programs graduating promising scholars
- hosting promising scholars as guest speakers on campus
- researching possible advertising venues
- changing the departmental website to highlight its commitment to diversity/its attractiveness to potential candidates

### **Review of Faculty Line Requests<sup>1</sup>**

By the second Monday in March, for the sake of transparency, the Provost will provide a report to department chairs and program directors on the lines requested and a summary of the justifications provided by these departments.

The Provost will review proposals according to the following criteria:

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

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

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

The decision by the Provost and President about each line request is communicated to the Dean of the School in which the new line will reside (henceforth referred to as the Dean of the School), who then communicates the decision to the department chair or program director by the **second Tuesday in April**. A department/program whose line request is not approved will receive feedback from the Provost about how the decision was made, with specific reference to the proposal review criteria above.

---

<sup>1</sup> See also Policy A09.2 Appointment of Faculty.

Each department whose line is approved for a search the following year proceeds to form a search committee in the early part of May (see more details in the following section).

By the **second Monday in May**, the Provost will communicate all decisions regarding faculty line requests to all the department chairs and program directors either in the form of a report or at the Council of Academic Chairs meeting. The Provost will summarize the outcome of that year's line request process in the annual Provost's report.

Within five business days of next year's budget approval at the spring meeting of the Board of Trustees, the Provost and the Dean of the School finalize the approvals of faculty searches or modify them based on budget changes prompted by the trustees.

Within five business days of the finalized approval of the searches, the Dean of the School will contact Human Resources to request the hire.

For unique circumstances outside of the normal budget process, an accelerated schedule shall be developed by the search committee chair, the Dean of the School, and the Provost in consultation with the Treasurer.

(Note that the timeline above overlaps with some steps outlined in Section 2 below. The formation of search committees may proceed before the communication of the Provost and the meeting of the Board of Trustees.)

## ***2. The Search Committee – Membership, Training, and Roles***

### **Formation of the Search Committee**

The department chair or program director, after consultation with faculty in the department/program and the Dean of the School, emails the Dean a list of recommended search committee members that fulfill the requirements below and a suggested search committee chair by **the first weekday on or after May 1**. The Dean may require modification of the committee membership before approving it. The Dean also appoints a diversity advocate to the committee. The Dean communicates the approved search committee membership to the Provost, who appoints the search committee by **the first weekday on or after May 10**. Search committees that need to start their searches earlier can make arrangements with the Dean of the School for an accelerated timeline.

### **Membership and Requirements of the Search Committee:**

- The search committee should include all full-time faculty members in the department. For an interdisciplinary program, the entire department in which the program is housed, or a significant and proportional representation of the departments involved, should be included. There may be situations, including but not limited to very large departments, in which a subset of the department/program faculty would suffice, but every search committee should have at least five (5) members (not including the diversity advocate). If a department or program has fewer than five members, additional committee members from outside the department/program should be added (see suggestions below). Any variation from these guidelines should be approved by the Dean of the School and the Provost.
- Given the current lack of diversity among the faculty at Stonehill, leading to predominantly white search committees, the department/program may opt to include other members, including faculty from other departments. This should serve as one mechanism for infusing diverse perspectives into the committee. The department may also opt to include students, staff, alumni, or community partners, where appropriate.
- In all cases, special care must be taken to include a diversity of voices, including gender, race, ethnicity, area of academic expertise within the department/program, and experience at the college.
- In addition, on every search committee, a faculty member from outside the department will serve as diversity advocate and will be charged with noting and addressing moments during the search process that might reduce the diversity of the applicant pool at all stages – e.g., unconscious bias, as, perhaps, in well-intentioned comments about “fit” (see more details below).
- All search committee members must undergo search committee training prior to writing the job description and preparing rubrics (see Section 3 for details).

### **Search Committee Training**

Search committee training will take place in the third and fourth weeks of May, on or around the spring Academic Development Days. Search committees that need to start their searches earlier can make arrangements with the Dean



of the School for accelerated training; however, in all cases, the search committee must be fully trained before writing the job description or preparing rubrics for candidate evaluation. The training for all search committee members, including the diversity advocate, consists of two components: (i) Implicit Bias Training, and (ii) Faculty Search Training. The diversity advocate must also undergo a specific (iii) Diversity Advocate Training. The Dean of the School and the Provost must also undergo (i) Implicit Bias Training regularly.

(i) Implicit Bias Training

- Implicit bias training should take place on or around the spring Academic Development Days (before Commencement, if possible).
- All search committee members, the Dean of the School, and the Provost must undergo implicit bias training. Any of these participants may be excused if they underwent training during the previous search cycle.
- The training should be delivered by an outside professional or someone at Stonehill with extensive and appropriate expertise (compensated appropriately). It is strongly preferred that the training be in-person (or at least synchronous online). However, under extenuating circumstances, an individual may be trained using a prepared online presentation that is consistent in content with the live training.

(ii) Faculty Search Training

- Faculty search training must occur after implicit bias training. It can also occur on or around the spring Academic Development Days or later in the spring or summer.
- All search committees must undergo faculty search training, even if they underwent training during the previous search cycle, because a large component of the training involves preparing materials for the current search (see below).
- Faculty search training should be led by the Dean of the School. If both schools are performing searches, the two school Deans may give a joint training, but both Deans must be present. The Dean(s) may involve one or more faculty member(s) with relevant expertise and/or experience (compensated appropriately), but the Dean(s) must still lead the entire training.
- The training will review the college's commitment to diversity, equity, and inclusion as outlined above, as well as the its current diversity goals.
- The training will lead the search committee to develop effective strategies to communicate their department/program's commitment to diversity, equity, and inclusion to candidates.
- The training will also discuss legal and ethical issues, such as professional responsibility and confidentiality as it pertains to application materials, internal candidates, and on-campus visits, as well as review which questions may or may not be asked of candidates (see Appendix D), *etc.*
- The training will review the search process as outlined in this Faculty Hiring Guide, including the process and timeline, roles and expectations of all search committee members (including the chair and

the diversity advocate), appropriate search materials (job description, rubrics, interview questions, on-campus visit schedule), and how to perform an adverse impact check.

- The training will include an interactive workshop component during which search committees will commence work on their job descriptions, rubrics, interview questions, and on-campus visit schedules. How to use the rubrics appropriately, such as assigning respective weights to selection criteria (*e.g.*, research v. teaching), will also be discussed.

(iii) Diversity Advocate Training

- Diversity advocate training must occur after implicit bias training, but either before or after faculty search training. A diversity advocate may be excused if they underwent training during the previous search cycle.
- The training should be delivered by an outside professional or someone at Stonehill with relevant expertise and/or experience (compensated appropriately).
- The training must build on the concepts covered in both implicit bias training and faculty search training, but must also specifically focus on strategies for preventing, detecting, and responding to bias during the search process. It should clarify the role, responsibilities, and authority of the diversity advocate on the search committee (see the section on the Role of the Diversity Advocate below).

### **Role of the Search Committee**

To ensure an equitable process, the search committee should follow the guidelines below as part of the standard faculty search process.

- All members of the search committee must be trained, as described above. After training has been completed, the Dean of the School will give approval for the search to commence.
- The search committee writes a job description and then develops evaluation rubrics that match the qualifications specified in the job description, including departmental needs, institutional needs, and diversity priorities. The job description and the rubrics must be approved by the Dean of the School before an advertisement is posted by Human Resources.
- The search committee reviews all applications to:
  - identify the minimally qualified candidates,
  - assemble a long short-list (a list of the 8-15 top candidates),
  - select the three finalists to invite for campus visits.
- The search committee evaluates the three finalists during the on-campus visits.
- After the campus visit, the search committee chair, on behalf of the entire committee, provides an evaluation of each finalist to the Dean of the School and the Provost.
- Consistent with professional best practices, the search committee keeps the information about the candidates for the position strictly confidential.

- In all phases of the search, all committee members, including the chair and the diversity advocate, should have equal input into the evaluation of the candidates.
- At the end of the search, the committee provides written feedback to the Dean of the School and the Provost about how the hiring process worked, including the strengths and weaknesses of the policies for attracting and recruiting diverse candidates described in this handbook.

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

The search committee chair will:

- oversee the search process and ensure the committee follows the steps laid out in the Faculty Hiring Guide,
- be the contact person with Human Resources throughout the process,
- be the contact person with the Dean of the School throughout the process,
- convene the search committee,
- finalize and distribute rubrics to search committee members and ensure that candidates are reviewed appropriately using these rubrics,
- for remote and on-campus interviews, design (with input from the committee members, particularly the diversity advocate) standard sets of questions to be asked of each candidate (in addition to questions specific to the candidates' materials) to ensure that there is an equitable comparison.
- obtain race, ethnicity, and gender data from the Human Resources liaison in order to perform adverse impact checks with the diversity advocate and the Dean of the School,
- set the agenda for the on-campus interviews,
- in conjunction with an administrative assistant, be the contact person for candidates during the scheduling of phone and on-campus interviews and for all questions regarding travel and any other considerations,
- during the scheduling of the campus visits, make sure that as many of the search committee members as possible are able to attend the interviews, research presentations, and teaching demonstrations.

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

### **Role of the Diversity Advocate**

As described in the introduction to the hiring guide, the college prioritizes the inclusion of candidates from traditionally underrepresented ethnic and racial groups in the U.S. (*e.g.*, African Americans, Asian Americans, Latinx, and Native Americans) and women in departments in which they are underrepresented; departments are encouraged to define additional priorities, if warranted, regarding other underrepresented groups as defined by individual departments. The diversity advocate will assist the committee in implementing best practices to:

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

Diversity advocates may bring any questions or problems to the Dean of the School, who will be the primary support person for diversity advocates. The Provost, the Human Resources liaison for faculty searches, and the General Counsel can also answer questions and provide support.

As a member of the search committee, the diversity advocate

- is normally a tenured faculty member. However, an untenured faculty member may serve in this role if they feel secure in their job, are free of pressure to serve from either within or outside their department and are not already burdened with sufficient service to the college,
- is from a department/program different from the one conducting the search. Whenever possible, however, the diversity advocate will be in a related field,
- evaluates the candidates, along with other search committee members, at all stages of the process,
- may attend first-round interviews at a convention or professional meeting whenever possible,
- should be accommodated so they can be present for the on-campus interview process, including research presentations and teaching demonstrations,
- should be given the opportunity to participate, with other search committee members, in meals or other social gatherings with the candidate.

At the job description and rubric development stage, the diversity advocate

- helps the search committee to include language about diversity in the job description (see Appendix B for examples),
- ensures that the language and criteria in the rubric match the language and qualifications of the job description (see Appendix B for examples),
- reminds the committee, when needed, of the importance of having rubrics, and advocates for their proper use (see Section 4, “Reviewing Applications”),
- encourages committee members to reach out to contacts to cast a wide net for applicants (see Section 3, “Outreach”),
- encourages the committee/department to advertise widely and strategically (see Section 3, “Placement of Advertisement and Collection of Applications”).

At the review stage, the diversity advocate

- ensures that the committee uses the rubrics in evaluating candidates and in subsequent discussions,
- reminds the committee which considerations are legal grounds for inclusion/exclusion and which are not (see Appendix D),
- advocates for candidates who demonstrate a commitment to issues of diversity and inclusion, with the goal of generating a list of candidates who represent prioritized forms of diversity in relation to the current makeup of the hiring department,
- reminds the committee of the common disadvantages that underrepresented groups face. For example, studies show that women and faculty of color may have weaker student course evaluations than their counterparts despite equal performance. Graduate students from underrepresented groups may have difficulty finding mentors and role models, may have fewer advocates for their work, and may have less enthusiastic letters of recommendation despite equal performance,
- reminds the committee that candidates from outside the U.S. may use different conventions for formatting CVs, writing cover letters, *etc.*,
- reminds the committee of the best practices for avoiding implicit bias in reviewing and the reasoning behind them that were covered in search committee training. The following recommendations may help ensure a fair selection process.
  - Make sure that each candidate’s file is read by two or more committee members.

- If the files are split into groups for review, do not predetermine how many candidates will “make it” from each group.
- Require committee members to document the evaluation process at every step by completing a rubric for each candidate’s file they read and taking notes on discussions, decisions in meetings, and interviews.
- Use a principle of inclusion rather than exclusion.
- Do not rank order candidates numerically.
- Avoid evaluating candidates based on “fit” (with department or college) so as not to reproduce the current makeup of faculty or introduce biases.
- Avoid evaluating solely on the basis of prestige of graduate program or advisors.
- Do not make global statements (“weak,” “amazing”) but rather use specific evidence-based descriptions. Avoid disparaging comments.
- To the extent possible, discuss every candidate rather than attempting to dismiss or include candidates with no discussion.
- Do not exclude a candidate on the basis of a single person’s evaluation.
- Do not exclude a candidate on the basis of anonymous or unsupported information.
- Do not make judgments based on inferences or guesses about a candidate’s personal life.

At the interview stage, the diversity advocate

- helps the search committee design a standard set of questions that will be asked of each candidate (in addition to questions specific to the candidates’ materials) to ensure that there is an equitable comparison,
- ensures that the committee uses the substance of the candidates’ materials to inform its questions,
- reminds committee members of inappropriate grounds for evaluation [these include dress, appearance, age, relationship status, and other factors mentioned in Appendix D],
- reminds committee members to avoid assumptions about a candidate’s personal life,
- reminds committee members which questions are legal and which are not (see Appendix D).

At the on-campus visit stage, the diversity advocate

- helps the search committee design a standard set of questions that will be asked of each candidate (in addition to questions specific to the candidates’ materials) to ensure that there is an equitable comparison,
- works with the chair to offer candidates the option to set up meetings with people on campus besides the search committee and the department, such as faculty in related academic programs or departments, Intercultural Affairs, the Faculty of Color Association, the Center for Service and Social Justice, the Center for Nonprofit Management, or the Farm,
- works with the chair to set up an informal meeting (*e.g.*, over coffee or for a campus tour) with a diverse group of junior faculty who will not be part of the final evaluation or with a group of diverse students.

### ***3. Job Description, Rubrics, Advertising, and Outreach***

#### **Timeline**

Following the completion of search committee training, the search committee should initiate the process below as appropriate for their discipline and the desired timeline for their particular search.

1. By June 15, the Human Resources liaison creates a position shell in the online personnel system and meets with the search committee chair to review the process, provide training and written instructions for the system, and answer questions as needed.
2. Meanwhile, the search committee develops a job description and two rubrics (see guidelines below). Both the job description and the rubrics should be submitted by the search committee chair to the Dean of the School for approval.
3. Within three business days of Step 2, the Dean of the School approves the job description and the rubrics or asks for modifications.
4. The chair of the search committee enters the approved position description into the online personnel system.
5. Within five business days of Step 4, the Human Resources liaison adds the “About Stonehill,” “Physical Demands,” and “Work Environment” sections, as well as the statement about Stonehill as an equal opportunity employer.<sup>2</sup> The HR liaison then notifies the search committee chair that the advertisement and online application form are ready for review in the online personnel system.
6. Within five business days of Step 5, the search committee chair, the Dean of the School, and the Provost each, in turn, review and approve the advertisement.
7. Within two business days of Step 6, the Assistant Vice President for Planning and Budgeting reviews the advertisement and adds a position number, if needed, and the Treasurer makes the final budget allocation.
8. Within one business day of Step 7, the Director of Human Resources confirms the final job advertisement.
9. Within one business day of Step 8, the Human Resources liaison posts the advertisement on the Stonehill website, notifies the chair of the posting, and confirms other posting locations, as well as how long the job ad should be posted, with the search committee chair (see guidelines below).
10. Within ten business days of Step 9, the Human Resources liaison posts the advertisement on the usual sites (see below for Placement of the Advertisement), as well as those listed in the original line request, which can be obtained from either the Provost or the department member who wrote the request, and any

---

<sup>2</sup> See also Policy E03.1 Equal Employment Opportunity

additional sites recommended by the search committee chair and approved by the Provost. The HR liaison then sends the posting links to the search committee chair. Once the advertisement is online, department members also distribute the position advertisement to their networks (listservs, former students, colleagues, etc.).

### **Content and Language of the Job Description (samples can be found in Appendix B)**

- Write a job description according to the format given in the samples in Appendix B. Completion of the outlined sections, with the headings as specified, makes it most convenient for the search committee chair to enter the information into the online personnel system. The Human Resources liaison will add the “About Stonehill,” “Physical Demands,” and “Work Environment” sections, as well as the statement about Stonehill as an equal opportunity employer. The “About Stonehill” section is given here for your reference (the search committee chair does not need to include it):

*Founded by the Congregation of Holy Cross in 1948, Stonehill is a private Catholic college located just 22 miles from downtown Boston on a beautiful 384-acre campus in Easton, Massachusetts. With a student to faculty ratio of 13:1, the College engages its 2,300+ students in 80+ rigorous academic programs in the liberal arts, sciences, and pre-professional fields. Faithful to the Holy Cross tradition in education, Stonehill College is committed to developing the moral, spiritual, intellectual, physical, and social competencies of its students and seeks to build and sustain a campus community that embraces diversity and inclusion in its teaching, learning, living, and working. Stonehill values a diversity of persons, opinions, and cultural and religious perspectives. In fulfillment of its motto, *Lux et Spes* (“Light and Hope”), the College cultivates in its students the competence to think, act, and lead with courage towards creating a more just and compassionate world.*

- Develop a broad description of the desired scholarship, experience, and disciplinary background. Be clear about what is required versus what is preferred. Where appropriate, label qualifications ‘preferred’ instead of ‘required’; use ‘should’ instead of ‘must’.
- Keep the position description relatively broad in terms of the areas of teaching, barring a compelling departmental need to search in a more specific sub-field, such as to teach core classes for majors or service classes for the college. This also helps create a larger and more diverse pool of candidates.
- The job qualifications should become the basis for the explicit criteria (as in the rubrics described below) to be used in evaluating candidates. When deciding on qualifications, keep in mind how they will be evaluated. Most qualifications will be evaluated initially based on the application materials and using the rubrics. Any criteria in the rubrics should be matched by the qualifications in the job description. Also, be sure to request the appropriate materials to be used for review using the rubrics (e.g., curriculum vitae, teaching philosophy, research statement). Check the tendency to request materials that will not be used for evaluation with the rubrics.
- Consider asking for names and contact information for references, but not for actual letters at this stage. Barriers to acquiring letters of recommendation may exist through no fault of the candidate. Letters or phone references can be accessed later in the search to support (or not) the impressions the candidates have already made with their application materials and/or during their interviews.
- Include language that signals the college’s commitment to attracting candidates from underrepresented groups. For example:

- Applicants who will enrich the diversity of the campus community are strongly encouraged to apply.
- This person would join a department of ten full-time faculty with a wide range of disciplinary expertise and a commitment to fostering diversity among faculty and students.
- Stonehill College is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.
- Consider asking applicants to describe their experience working in diverse and multicultural environments.
- Clearly indicate how to apply for the position (such as required materials) and specify the application deadline.
- Consider language that gives structure to the application timeline while leaving some flexibility for later submissions. For example, *“Review of applications will begin on October 15, 2020, and continue until the position is filled. Applications received by this date will be assured full consideration.”*
- In consultation with the Provost and Dean of the School, departments may request an opportunity to hire at the Assistant, Associate, or Professor rank to attract compelling, diverse candidates. In such cases, the advertisement can read “open rank” in its initial description of the position, and can include the following language: “We will consider outstanding candidates for the rank of Associate or Professor who advance the college’s initiatives and its mission...”

### **Rubrics with Evaluation Criteria (samples can be found in Appendix B)**

- The search committee will develop a set of explicit evaluation criteria that follow the requirements specified in the job description, including departmental needs, institutional needs, and diversity priorities.
- Note that neither age nor personal circumstances are appropriate criteria.
- In general, these criteria will use objective measurements whenever possible, and there should be a measurement for every criterion. For quantitative information, ranges should be considered (*e.g.*, low, average, high; 1-10; *etc.*) For descriptive comments, categories should be standardized and clarified (*e.g.*, communication skills – the cover letter is easy to follow with no grammatical errors; the cover letter is poorly written and has grammatical errors, *etc.*). On each rubric, there should be a place for additional comments.
- A first rubric will specify and provide for the systematic documentation of minimum qualifications for the initial review of applications (*e.g.*, all requested materials submitted, terminal degree, area of expertise, level of research productivity, teaching experience). These minimum qualifications should have already been articulated clearly in the language of the advertisement. These criteria should not be used to screen out or separate applicants who meet the basic qualification but are less qualified than others. The completed rubric will become a record of the transition from the overall pool to the pool of minimally qualified candidates.
- A second rubric will outline the preferred qualifications, which can be assessed qualitatively and quantitatively, as described above. The completed second rubric will become a record of the transition from the pool of minimally qualified candidates to the long short-list.



## **Placement of Advertisement and Collection of Applications**

- The Human Resources liaison advertises the position as widely and effectively as possible. Normally, the advertisement should appear on the college website, the department website, the job site for the national disciplinary organization, and the following sites unless the search committee requests to omit it from one of these sites:
  - Career Connections (Stonehill's Alumni database site)
  - HigherEdjobs.com
  - NEHERC (New England HigherEd Recruiting Consortium)
  - Diversityjobs.com
  - LinkedIn
  - Academic Diversity Search
- In addition, the advertisement should be strategically posted such that it will be viewed by a diverse pool of candidates. Departments/programs can recommend to Human Resources the most desirable or productive sites to advertise based on the expertise needed and the target audience. Some sites may already be listed in the faculty line request, but the search committee chair may suggest additional sites, with the approval of the Provost. Human Resources might have some data that can be helpful in determining which are the most productive sites.
- Applications will be submitted electronically to Human Resources through the online personnel system.

## **Outreach**

- Be proactive about making calls and sending emails/letters. Task each member of the search committee with contacting colleagues at other academic institutions to obtain recommendations of potential candidates.
- Contact the departments of a wide range of academic institutions with graduate programs in the desired field. Be sure to consider institutions producing candidates from diverse backgrounds.
- Directly contact potential candidates, including candidates already in faculty positions at other colleges or universities, who would contribute to the diversity of the college and encourage them to apply.
- Encourage faculty members to spread the word at national conferences and professional development events.

## ***4. Reviewing Applications***

Access to all candidate materials is possible through the online personnel system maintained by the Human Resources Office. Any applications submitted directly to the department should be sent to Human Resources to be uploaded into the same system.

### **Identification of Minimally Qualified Candidates**

The search committee should evaluate the full application pool using the first rubric. The applicant files should be divided as equitably as possible among all the members of the search committee. A minimum of two search committee members should review each file using the first rubric to ensure the reliability of categorization. All candidates identified as minimally qualified should remain in consideration for the next stage in the process.

After this first review step, the search committee chair, the diversity advocate, and the Dean of the School will perform an adverse impact check. The search committee chair will request from the Human Resources liaison the numbers of candidates in each ethnic and racial group, and of each gender, in both the overall applicant pool and in the list of minimally qualified candidates (who shall remain anonymous). Within three business days, the Human Resources liaison will provide this data. Within seven business days, the search committee chair and the diversity advocate will perform the adverse impact check and discuss the results with the Dean of the School.<sup>3</sup> If a possible adverse impact is detected, the Dean will ask the search committee to reconsider the criteria in the first rubric in case one or more of them have caused the adverse impact. The search committee may determine that the rubric needs to be adjusted or that the effect was caused by another factor. The Dean must approve the list of minimally qualified candidates before the search continues.

The search committee chair submits the list of candidates identified as not meeting minimal qualifications to Human Resources. Within five business days, the HR liaison will draft a letter to inform the eliminated candidates, send it to the search committee chair for approval, and following approval send it to the eliminated candidates.

### **Sponsorship of International Candidates**

For new hires, sponsorship of work visas is limited to faculty hired into tenure track or tenured appointments. The hiring of international faculty requiring sponsorship will be approved when there is a significant institutional need, including, but not limited to, offering unique disciplinary expertise or enhancing diversity. A request to interview candidate(s) needing sponsorship should be made to the Dean by the Search Committee Chair at the long short list phase (see p. 19). The Dean will make a recommendation to the Provost. The Provost will consult with HR and Finance before informing the Chair of the decision. Once the hiring process is complete, the sponsorship process will be initiated.

---

<sup>3</sup> The selection rate (percentage of candidates surviving this step) will be calculated for each group and compared to the highest selection rate in its category (race, ethnicity, or gender). If any group has a selection rate lower than 80% of the highest selection rate in its category, an adverse impact may be present. For a good reference on the topic of adverse impact and a description of the method outlined here, see the article at this link: <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/avoidingadverseimpact.aspx>

International faculty add enormous value to our community and serve our DEI goals. Thus, the College, through the Office of the Provost in cooperation with the academic deans, department chairs, and search committees, will prioritize its recruiting resources toward sponsoring the visa for the hire of choice, if required, particularly for tenure-track positions. In addition and whenever possible, the College will provide the travel expenses for international finalists (including both foreign-born and U.S. expatriates) so as not to exclude these candidates from the opportunity to visit campus solely for financial reasons.

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

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

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

After this second review step, the search committee chair, the diversity advocate, and the Dean of the School will perform an adverse impact check. The search committee chair will request from the Human Resources liaison the numbers of candidates in each ethnic and racial group, and of each gender, in both the list of minimally qualified candidates and on the long short-list (who shall remain anonymous). Within three business days, the Human Resources liaison will provide this data. Within seven business days, the search committee chair and the diversity advocate will perform the adverse impact check and discuss the results with the Dean of the School. If a possible adverse impact is detected, the Dean will ask the search committee to reconsider the criteria in the second rubric in case one or more of them have caused the adverse impact. The search committee may determine that the rubric needs to be adjusted or that the effect was caused by another factor. The Dean must approve the long short-list before the search continues.

### **Selection of Finalists for Campus Interviews**

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

- Include as many search committee members as possible in this stage of the evaluation process.
- Ensure that the criteria are applied consistently for all candidates. Guard against the “moving target” syndrome: changing the requirements as the search proceeds in order to include or exclude particular candidates.
- If the conference, phone, or Skype interviews are conducted to assist in the selection of finalists, develop a

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

- Develop a consistent process for reviewing references. For the same reasons described in Section 3, consider using references only to confirm a narrower list of finalists rather than using them to arrive at the list of finalists. Although written references are strongly recommended, screening by telephone may be appropriate. For references obtained by telephone, agree on a minimum set of questions in advance, to be sure that basic information is obtained, and references obtained by different committee members are comparable. This minimum set is intended to launch a larger conversation, not to constrain it.

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

- proceed with extending invitations for on-campus interviews to the finalists,
- temporarily suspend the search with permission to re-open the search during the next search cycle. The Provost will provide a written rationale for the temporary suspension of the search.,
- suspend the search, and request that the department re-assess its efforts to attract a strong and diverse candidate pool and submit a new faculty line request. The Provost will provide a written rationale for the suspension of the search.

As soon as possible, normally within three business days of identifying the finalists, the search committee chair notifies the finalists that they are invited for an on-campus interview.

## 5. *On-Campus Interviews*

### **Setting Up the On-campus Interview**

The search committee chair, with the help of their own administrative assistant and the administrative/executive assistants of the Provost, the Dean of the School, and the Human Resources office, sets up the on-campus visits. No later than three business days before each campus visit, the search committee chair develops an agenda for the campus visit and sends it to the finalist, the Dean of the School, the Provost, and all faculty and staff involved in the campus visit. The chair also sends the CV of the finalist to the Dean of the School and the Provost.

The Office of the Provost will reimburse candidates for all expenses related to travel and accommodation during their visit to Stonehill. An administrative assistant (normally of the department doing the search) will reach out to candidates regarding their accommodations. Normally, candidates make their own travel arrangements. When requested, the Office of the Provost will make travel arrangements for candidates. The executive assistant to the Provost collects information from the finalist for travel expense reimbursement during the on-campus visit.

### **Schedule for the On-Campus Interview**

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

It is important to ask candidates if they have any special accommodation needs during the on-campus visit. For example, some may have specific dietary restrictions, and some may have physical limitations. Human Resources will work with the search committee chair to accommodate those candidates who need special considerations.

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

The agenda for the campus visit should include, in no particular order and with lengths of time similar to those recommended (sample agendas can be found in Appendix C):

- Meeting with the Provost and the Dean of the School (45 minutes)
- Meeting with Human Resources to discuss benefits (30 minutes)
- Meeting with the Department Chair (30 minutes)
- Meeting with the Search Committee (45–60 minutes)
- Teaching demonstration and/or research talk to faculty and students in the department (30–45 minutes)
- Lunch with students, if possible
- Campus tour
- Dinner that evening with two or three search committee members or faculty members from the department (may also be held the night before the interview, as long as each candidate is given the same schedule). The

dinner allows the candidate to learn more about the faculty and the area surrounding Stonehill's campus; it should not be treated as part of the interview process.

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

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

- Set up talks so that the maximum number of evaluators can attend.
- Try to keep a 15-30 minute period before each talk free for the candidate, or at least be evenhanded about preparation time.
- Send a detailed agenda to the candidate, the Office of the Provost, and everyone involved in the campus visit at least 24 hours before the start of the interview.
- Try to make student audiences for teaching demonstrations consistent across candidates – ideally, either all actual classes of similar level and commitment to the department, or all volunteer groups.

### **The Department/Search Committee Interview**

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

The following recommendations help ensure a fair selection process:

- Utilize a team interviewing process to prevent errors and omissions in screening applicants.
- Structure the interview to be as consistent as possible for all candidates. Use the same basic questions, setting, time allotment, and interviewers. Please note that it is appropriate to use follow-up questions tailored to the candidate's answers or professional background.
- Ensure that the questions are related to the requirements of the job and the candidate's knowledge, skills, and abilities to perform those functions. Prioritize questions about the candidates' actions and experiences.
- Carefully consider whether each question assumes cultural knowledge such that the answer may have a disparate impact on applicants in protected classes or will adversely impact our diversity goals. Also, ensure that the questions are essential to judge an applicant's qualifications for the position.
- Do not draw conclusions on candidates prematurely; instead, use the entire interview as an opportunity to gather as much pertinent information as possible.

- Avoid making assumptions based on perceived race, ethnic background, age, disability, veteran status, marital or familial status, sexual orientation, religion, or other personal characteristics.
- Ask only for information that can legally serve as a basis for the hiring decision.
- When the search committee and/or department members have concluded with their questions, give the candidate time to ask questions. To some extent, the quality of the candidate's questions may indicate how serious they are about the position.
- Inform the candidates of the date by which they will next hear from the college regarding the search process, as they are likely to be concerned about time frames.
- To the extent practical when arranging for students to meet with the candidates, consider the composition of the group in areas such as racial diversity, gender, and academic level.

## 6. *After the On-campus Interviews*

### **Post-Interview Evaluation of the Finalists**

The Provost and the Dean of the School provide a joint summary of their evaluation of the finalists to the search committee. The search committee chair solicits and collects feedback from the students and all faculty who met the candidates. After compiling all of the aforementioned information, the search committee should meet as soon as possible so that information is fresh, the process continues moving efficiently, and candidates are contacted in a timely manner. It is critical that candidates continue to be evaluated using the original selection criteria that were developed earlier in the process. All input relevant to the search criteria should be considered.

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

- Think broadly rather than narrowly about the types of experiences and/or skills each candidate might bring to the college.
- Avoid attempting to “clone” those already in the department. Doing so discourages diversity and prohibits the department from enjoying the many advantages that diversity and varying perspectives can bring.
- Acknowledge that candidates with diverse paths and experiences can make positive contributions that have previously been untapped by the department and college.
- Avoid falling victim to the “halo effect” that can occur when one positive aspect of a candidate’s talents or skills is inappropriately transferred to other aspects of their qualifications. The phenomena of racial, ethnic, and other forms of prejudice can be manifestations of the halo effect – avoid stereotyping on any grounds.

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

### **Making the Offer<sup>4</sup>**

The Provost reviews all the materials about the finalists and may request a meeting with the search committee to clarify any issues or questions. In consultation with the search committee, the Provost decides on a candidate to whom an offer will be made. The Provost then informs the President, who may choose to review all materials related to the search and/or interview the final candidate prior to the Provost making an offer. Within one business day of approval by the President, and following a final consultation with the Director of Human Resources, the Provost makes the offer to the candidate and negotiates the terms. Within five business days of the verbal offer, the Human Resources liaison completes a background check using an outside vendor that includes criminal background, social

---

<sup>4</sup> See also Policy A09.2 Appointment of Faculty.



security trace, educational verification, and SORI (sexual offender registry index).<sup>5</sup> Meanwhile, the Provost's office prepares the written offer and submits it to the search committee chair and the department chair (if it is not the same person) for review and approval. Within two business days of the completion of the background check, the Provost sends the written offer to the candidate.

### **Closing the Loop**

As soon as the offer is accepted in writing, the search committee chair notifies, by email or phone, the other finalists who visited the college and any candidates from the long short-list that the position has been filled. If appropriate, the chair may remind these candidates that they will be kept in mind for future positions that match their qualifications. Human Resources will notify all other minimally qualified candidates that the position has been filled.

In the event that no candidate is hired, the search will normally be reopened in the following academic year.

---

<sup>5</sup> See also Employee Handbook + Policy E03.8 Employment Offers.

## ***7. Expedited and Opportunity Hires***

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

### **Initiating an Expedited Hire**

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

### **Initiating an Opportunity Hire**

The process for initiating an opportunity hire begins with networking:

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

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

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

### **Submitting a Proposal**

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

The candidate's CV should be included.

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

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

## 8. *CSC Appointments*<sup>6</sup>

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

---

<sup>6</sup> See also Policy E01.1 Relationship Between the Congregation of Holy Cross and the College

*Appendix A*  
*Faculty Search Timeline*

<b>1st week in November</b>	The Provost sends an announcement to department chairs and program directors regarding the year's line request, including how many lines the college is likely to be able to support.
<b>1st Monday in February</b>	The department chair or program director electronically submits a Faculty Line Request to the Office of the Provost and the Provost's Executive Assistant.
<b>2<sup>nd</sup> Monday in March</b>	The Provost reports all requests for lines, along with a summary of the justifications provided, to the department chairs and program directors.
<b>2nd Tuesday in April</b>	The Dean of the School communicates the decision of the Provost and the President to each department chair or program director who submitted a request. Specific feedback will be given when a line is not approved.
<b>First weekday on or after May 1</b>	If the position is approved for a search the following year, the department or program director submits its search committee membership recommendation to the Dean of the School.
<b>First weekday on or after May 10</b>	After receiving the recommended membership from the Dean of the School, the Provost appoints the search committee.
<b>2<sup>nd</sup> Monday in May</b>	The Provost reports to the department chairs and program directors which lines were approved and which departments will be conducting searches, either in the form of a written report or at the Council of Academic Chairs meeting. (The Provost will also summarize the outcome of that year's line request process in the annual Provost's report.)
<b>3<sup>rd</sup> or 4<sup>th</sup> Week of May (on or around ADDays)</b>	The search committee members, the Dean of the School, and the Provost undergo implicit bias training unless they were trained during the previous search cycle.
<b>On or around ADDays or late spring/summer</b>	The search committee members attend faculty search training given by the Deans of the Schools.
<b>On or around ADDays or late spring/summer</b>	The diversity advocate attends diversity advocate training unless they underwent training during the previous search cycle.
<b>May BOT meeting</b>	Board of Trustees approves the next fiscal year budget.
<b>Within 5 business days of BOT meeting</b>	Dean of the School finalizes search approvals or modifies them based on budget changes prompted by the trustees.
<b>Within 5 business of finalized approvals</b>	Dean of the School requests the hires of Human Resources.
<b>June 15</b>	The Human Resources liaison creates a position shell in the online personnel system and meets with the search committee chair to review the process, provide training and written instructions for the system, and answer questions as needed.

<b>Summer months</b>	The search committee develops the job description and two evaluation rubrics, provides a list of sites where the advertisement will be posted, and sets the deadline for the application window.
<b>No later than early in the Fall if possible</b>	The chair of the search committee submits the job description and evaluation rubrics to the Dean of the School for approval.
<b>Within 3 business days</b>	The Dean of the School approves the job description and evaluation rubrics. Then the search committee chair enters the approved job description into the online personnel system.
<b>Within 5 business days</b>	The Human Resources liaison adds the additional sections and notifies the search committee chair that the advertisement and online application form are ready for review in the online personnel system.
<b>Within 5 business days</b>	The search committee chair, the Dean of the School, and the Provost will each, in turn, review and approve the advertisement.
<b>Within 2 business days</b>	The Assistant Vice President for Planning and Budgeting reviews the advertisement and adds a position number, if needed, and the Treasurer makes the final budget allocation.
<b>Within 1 business day</b>	The Director of Human Resources confirms the final job advertisement.
<b>Within 1 business day</b>	The Human Resources liaison posts the advertisement on the Stonehill website, notifies the chair of the posting, and confirms other posting locations, as well as how long the job ad should be posted, with the search committee chair.
<b>Within 10 business days</b>	The Human Resources liaison posts the advertisement on the usual sites as well as those listed in the original line request and any additional sites recommended by the search committee chair and approved by the Provost. The HR liaison then sends the posting links to the search committee chair. Once the advertisement is online, department members also distribute the position advertisement to their networks (listservs, former students, colleagues, etc.).
<b>First review of candidates</b>	The search committee reviews all applicants using the first rubric and identifies those who are minimally qualified.
<b>Within 3 business days</b>	The Human Resources liaison will provide the search committee chair with the numbers of candidates in each ethnic and racial group, and of each gender, in both the overall applicant pool and in the list of minimally qualified candidates (who shall remain anonymous).
<b>Within 7 business days</b>	The search committee chair, the diversity advocate, and the Dean of the School perform an adverse impact check. The Dean must approve the list of minimally qualified candidates before the search continues
<b>Within 5 business days</b>	The HR liaison will draft a letter to inform the eliminated candidates, send it to the search committee chair for approval, and following approval send it to the eliminated candidates.
<b>Development of a long short-list</b>	The search committee evaluates the pool of candidates who meet the minimum qualifications using the second rubric and narrows the list to 8-15 candidates (the long short-list).

<b>Within 3 business days</b>	The Human Resources liaison will provide the search committee chair with the numbers of candidates in each ethnic and racial group, and of each gender, in both the list of minimally qualified candidates and on the long short-list (who shall remain anonymous).
<b>Within 7 business days</b>	The search committee chair, the diversity advocate, and the Dean of the School perform an adverse impact check. The Dean must approve the long short-list before the search continues.
<b>Selection of finalists for campus interviews</b>	The search committee identifies three finalists from the long-short-list based on further consideration of the candidates using other methods such as interviews in person ( <i>e.g.</i> , at a conference), by phone, or by Skype, an email with a set of follow-up questions, reference letters or phone calls, and/or a more careful review of the candidates' applications.
<b>Review of finalists</b>	The search committee and the Dean of the School evaluate the diversity of the finalists, and decide whether further review of the long short-list is necessary. If there are concerns about going forward, the Dean or the search committee chair brings these concerns to the Provost.
<b>Scheduling campus visits (ASAP, normally 3 days)</b>	The search committee chair contacts the finalists who will be invited to campus interviews and sets up the dates of the visits.
<b>No later than 3 business days before each campus visit</b>	The search committee chair works with the administrative assistant to develop an agenda for the campus visit and sends it to the finalist, the Dean of the School, the office of the Provost, and all faculty and staff involved in the campus visit. The chair also sends the CV of the finalist to the Dean of the School and the Provost.
<b>During the campus visit</b>	The executive assistant to the Provost collects information from the finalist for travel expense reimbursement.
<b>As soon as possible after the campus visit</b>	The Provost and the Dean of the School provide a joint summary of their evaluation of the finalists to the search committee.
	The search committee chair solicits and collects feedback from the students and all faculty who met the candidates and reconvenes the search committee as soon as possible. After a discussion of the candidates' campus visits, the chair of the search committee provides a written discussion of all of the finalists' strengths and weaknesses to the Provost and indicates all of the finalists who are acceptable hires for the department.
	The Provost reviews all the materials about the finalists and may request a meeting with the search committee to clarify any issues or questions. In consultation with the search committee, the Provost decides on a candidate to whom an offer will be made. The Provost then informs the President, who may choose to review all materials related to the search and/or interview the final candidate prior to the Provost making an offer.
<b>Within 1 business day of approval by the President</b>	Following a final consultation with the Director of Human Resources, the Provost makes the offer to the candidate and negotiates the terms.
<b>Within 5 business days</b>	The Human Resources liaison completes a background check using an outside vendor.
<b>Meanwhile...</b>	The Provost's office prepares the written offer and submits it to the search committee chair and the department chair (if it is not the same person) for review and approval.
<b>Within 2 business days of the background check</b>	An offer in writing is made.
<b>As soon as the offer is accepted in writing</b>	The search committee chair notifies, by email or phone, the other finalists who visited the college and any candidates from the long short-list that the position has been filled. Meanwhile, Human Resources notifies all other minimally qualified candidates.

## Appendix B

### Sample Job Descriptions with Matching Rubrics

<b>Position Title:</b>	Assistant Professor of Health Science
<b>Department:</b>	Biology Department
<b>Reports to:</b>	Department Chairperson (Bronwyn H. Bleakley)
<b>Full-time or Part-time:</b>	Full-time
<b>Regular/Temporary:</b>	Regular, term-renewable
<b>Replacement/New Position:</b>	New Position
<b>Number of Wks/Mths:</b>	Fall and Spring Semesters
<b>Preferred Start Date:</b>	July 1, 2019

**Search Committee Members:** Erin O’Hea, Kate Harris, Magda Pederson, Mitch Glavin

**Position Summary:** The Biology Department at Stonehill College invites applicants for an assistant professor, term renewable appointment in Biology to begin July 2019. The initial appointment is for three years with the possibility for renewal. The new hire would serve the health science major, which is under the umbrella of the Biology Department at Stonehill College. The Biology Department has 15 full-time faculty with a wide range of disciplinary expertise and a commitment to fostering diversity among faculty and students. The health science major is relatively new and is currently one of the largest at Stonehill College. It primarily serves students interested in seeking careers in allied health care fields such as physician assistant, nursing, and physical therapy, among others. We seek enthusiastic applicants who are committed to excellence in teaching, advising, and mentoring undergraduates and who have a demonstrated awareness of the importance of diversity in education.

**Essential Duties and Responsibilities:** Potential candidates must be able to teach human anatomy and physiology, as well as one or two of the following courses: nutrition, epidemiology, exercise physiology, introductory biology, pharmacology, or a course in health disparities. Please note you do not have to teach all of the listed courses. The teaching load will be three courses in each of the fall and spring semesters.

**Education and/or Experience:** Candidates must have a doctorate in a health-related field or biological sciences, or an appropriate terminal degree. Work experience in the healthcare industry is not required, but beneficial. Experience teaching both lecture and lab courses is preferred.

**Special Instructions to Applicants:** Applications are accepted through the Stonehill Jobs website only. Interested applicants should submit online a letter of application, curriculum vitae, a statement of teaching philosophy and experience, and graduate transcripts. Three recommendation letters are also required, and each should be submitted online by the reference. The application deadline is October 1, 2018. Please email inquiries to Erin O’Hea, eohea@stonehill.edu, and Kate Harris, kharris1@stonehill.edu.

*(Note: You may fill in the following optional sections as well.)*

**Preferred Qualifications (optional):** N/A  
**Knowledge, Skills, and Abilities (optional):** N/A  
**Licenses/Certifications (optional):** N/A  
**Competencies (optional):** N/A

*(Note: The sections labeled About Stonehill, Physical Demands, and Work Environment are normally filled in by Human Resources. The statement about Stonehill as an equal opportunity employer will also be added by HR.)*



**Position Title:** Assistant Professor of Health Science  
**Department:** Biology Department

**Rubric #1:** This grid is used to go from the overall applicant pool → list of minimally qualified candidates.

<b>Name of Candidate →</b>	
Degree (Ph.D. or appropriate terminal degree)	
Field (health-related or biological sciences)	
<b>Answer yes or no (note that only human A&amp;P + one other course is required to be minimally qualified)</b>	
Experience teaching human anatomy & physiology	
Experience teaching epidemiology	
Experience teaching nutrition	
Experience teaching exercise physiology	
Experience teaching pharmacology	
Experience teaching health disparities	
Comments	

**Rubric #2:** This grid is used to go from the list of minimally qualified candidates → long short-list.

<b>Name of Candidate →</b>					
Can teach required courses (Human A&P, etc.) (30 points)					
Teaching experience (20 points)					
Clinical/healthcare experience (20 points)					
Relevant degree (10 points)					
Advising experience (5 points)					
Teaching philosophy (5 points)					
Letters of recommendation (5 points)					
Organization and clarity of materials (5 points)					
<b>TOTAL (100 Points)</b>					

**Position Title:** Assistant or Associate Professor of Special Education (2)  
**Department:** Department of Education Studies  
**Reports to:** Department Chairperson (Margaret E. Pierce)  
**Full-time or Part-time:** Full-time  
**Regular/Temporary:** Regular  
**Replacement/New Position:** Replacement/New Position  
**Number of Wks/Mths:** Fall and Spring Semesters  
**Preferred Start Date:** August 17, 2019

**Search Committee Members:** Margaret Pierce, Karen Anderson, Kathy McNamara, Stephen Pinzari, Katherine Marin, Timothy Woodcock

**Position Summary:** The Department of Education Studies at Stonehill College seeks candidates for *two tenure-track positions* to begin fall 2019. Two successful applicants will join a collegial department of 5 other full-time faculty with a range of disciplinary expertise and an appreciation of diversity in PreK-College classrooms.

**Essential Duties and Responsibilities:** Teaching responsibilities will include undergraduate and/or graduate-level courses in special education (moderate disabilities). The teaching load will be three courses in the fall semester and three courses in the spring semester. Academic advising, college service, and research are also required. Administrative responsibility and hiring rank will be determined by candidates' experience and their background in program management. Beginning career scholars are also encouraged to apply.

**Education and/or Experience:** Interested candidates must hold a doctorate in special education or a related field, or have a plan in place to defend by May 2019. We seek applicants who are committed to excellence in teaching and mentoring of both undergraduate and graduate students and who have a demonstrated awareness of the importance of diversity in education. Special consideration will be given to applicants with experience in college or university teaching and supervision of preservice teachers. We are particularly interested in applicants with strong backgrounds in special education for students with mild/moderate disabilities, teaching experience in PK/12 settings, and evidence of or potential for research and scholarly productivity.

**Special Instructions to Applicants:** In the letter of application, candidates should characterize their expertise in special education, especially as it relates to the following: inclusion of students with mild/moderate disabilities, IEP development and implementation, assessment, universal design for learning and instructional technologies, collaboration with professionals and families, and/or behavior management. In addition, candidates are strongly encouraged to address their commitment to and experience with diverse populations, urban education, and/or English Language Learners. Experience can be in the form of degrees, coursework, internships, practica, scholarship, or classroom practice. Interested applicants should apply online at <https://jobs.stonehill.edu/>. Recommendation letters should be submitted online by each reference, using an email link generated when the candidate submits the references' contact information. Only completed applications will be considered. Completed application packets include: 1) a letter of application, 2) curriculum vitae, and 3) three letters of recommendation. Inquiries should be sent to the department chair: Margaret E. Pierce at [mpierce@stonehill.edu](mailto:mpierce@stonehill.edu). The application deadline is November 15, 2018.

*(Note: You may fill in the following optional sections as well.)*

**Preferred Qualifications (optional):** N/A

**Knowledge, Skills, and Abilities (optional):** N/A

**Licenses/Certifications (optional):** N/A

**Competencies (optional):** N/A

*(Note: The sections labeled **About Stonehill**, **Physical Demands**, and **Work Environment** are normally filled in by Human Resources. The statement about Stonehill as an equal opportunity employer will also be added by HR.)*

**Position Title:** Assistant or Associate Professor of Special Education  
**Department:** Education Department

**Rubric #1:** This grid is used to go from the overall applicant pool → list of minimally qualified candidates.

Name of Candidate	Doctorate by May 2019 or plan to defend <i>(Yes/No)</i>	Doctorate in SPED or related field <i>(Yes/No)</i>	Complete Application (cover letter, CV) <i>(Yes/No)</i>

**Rubric #2:** This grid is used to go from the list of minimally qualified candidates → long short-list.

Name of Candidate →					
<i>0 = no evidence; 1 = weak evidence; 2 = moderate evidence; 3 = strong evidence</i>					
PreK-12 school experience					
Mild/Mod SPED Background					
Active research agenda - potential for the future					
Record of publications/presentations					
Higher Ed teaching experience					
Practicum supervision experience					
Expertise aligns with teaching needs					
Commitment/experience diversity					
Contributes to the diversity of our dept					

**Position Title:** Two-year Teaching Postdoctoral Fellow  
**Department:** Department of Chemistry  
**Reports to:** Department Chairperson (Marilena F. Hall)  
**Full-time or Part-time:** Full-time  
**Regular/Temporary:** Temporary  
**Replacement/New Position:** Replacement  
**Number of Wks/Mths:** Fall and Spring Semesters (August 17, 2020 – May 17, 2022)  
**Preferred Start Date:** August 17, 2020

**Search Committee Members:** Marilena Hall, Deno Del Sesto, Katharine Harris, Louis Liotta, Pamela Lombardi, Daniel Rogers, Cheryl Schnitzer, Leon Tilley

**Position Summary:** The Department of Chemistry invites applicants for a two-year teaching post-doctoral position beginning in August 2020. The successful applicant will join a department of eight full-time faculty members with a wide range of disciplinary expertise and a commitment to fostering diversity among faculty and students. The successful candidate will receive professional mentoring from one or more full-time faculty in the department. We seek applicants who are committed to excellence in teaching and mentoring undergraduates.

**Essential Duties and Responsibilities:** Teaching responsibilities will include introductory topics (e.g., general chemistry) and potentially other topics according to the candidate's strengths. The teaching load will be three courses in the fall semester and four courses in the spring semester (or vice versa). The postdoc will also have the opportunity to perform research with one or more full-time undergraduate students in the summer of 2021.

**Education and/or Experience:** The successful candidate must have a Ph.D. in chemistry or closely related field by July 1, 2020. Demonstrated interest in teaching undergraduate students is strongly preferred, as is an interest in conducting research with undergraduate collaborators. We expect to see evidence of an awareness of the importance of diversity, equity, and inclusion in education, and a commitment to fostering an inclusive environment among faculty and students. The ability to communicate clearly across a range of topics and audiences is also expected. We are particularly interested in applicants with expertise in either organic chemistry or computational chemistry.

**Special Instructions to Applicants:** Applications are accepted through the Stonehill Jobs website only. The application should include: 1) a cover letter, 2) a one-page teaching philosophy, 3) a one-page description of a research project that could be performed at Stonehill, describing clearly how one or more undergraduate students could be included in the project, 4) a resume or curriculum vitae, and 5) the names and contact information for three professional references, which should be included at the end of the curriculum vitae (please do not upload actual reference letters at this time). Applications will be accepted until the position is filled.

*(Note: You may fill in the following optional sections as well.)*

**Preferred Qualifications (optional):** N/A

**Knowledge, Skills, and Abilities (optional):** N/A

**Licenses/Certifications (optional):** N/A

**Competencies (optional):** N/A

*(Note: The sections labeled **About Stonehill**, **Physical Demands**, and **Work Environment** are normally filled in by Human Resources. The statement about Stonehill as an equal opportunity employer will also be added by HR.)*

**Position Title:** Two-year Teaching Postdoctoral Fellow  
**Department:** Department of Chemistry

**Rubric #1:** This grid is used to go from the overall applicant pool → list of minimally qualified candidates.

Applicant Name	Ph.D. in Chemistry or a Closely Related Field by July 1, 2020  (Yes/No)	All Materials Submitted 1) cover letter 2) one-page teaching philosophy 3) one-page research description 4) resume/curriculum vitae 5) names and contact info for 3 refs  (Yes/No)	Comments

**Rubric #2:** This grid is used to go from the list of minimally qualified candidates → long short-list.

Applicant Name	Demonstrated interest in teaching UG students	Research plan for UG students	Commitment to fostering an inclusive environment	Communication skills	Comments
<i>Please score each category as 1 = poor, 2 = fair, 3 = excellent</i>					

**Position Title:** Assistant Professor in Catholic Theology  
**Department:** Religious Studies and Theology Department  
**Reports to:** Department Chairperson (Nate DesRosiers)  
**Full-time or Part-time:** Full-time  
**Regular/Temporary:** Regular, tenure-track  
**Replacement/New Position:** New Position  
**Number of Wks/Mths:** Fall and Spring Semesters  
**Preferred Start Date:** July 1, 2019

**Search Committee Members:** Nate DesRosiers, Sarah Gracombe, Shari Lowin, Chris Ives, Greg Shaw, Steve Wilbricht

**Position Summary:** The Religious Studies and Theology Department of Stonehill College invites applications for a full-time, tenure-track position at the rank of Assistant Professor in Catholic Theology with an emphasis on social justice informed by post-Vatican II theology. The position will begin in the fall of 2020, and the applicant is expected to teach within and to help grow the College’s new (as of 2019) Theology major. Stonehill College is a Catholic residential four-year Liberal Arts College just outside of Boston. The College is dedicated to the goal of building a diverse faculty and strongly encourages applications from women and traditionally underrepresented ethnic and racial groups in the U.S.

**Essential Duties and Responsibilities:** This position entails teaching a 3-3 load with classes ordinarily limited to 25 students. In addition to at least one course per semester in their field, the applicant is expected each semester to teach at least one section (25 students) of the College’s required introduction to religion within the General Education Program.

**Education and/or Experience:** Fields of demonstrated expertise could include Ecclesiology, the Church and the environment, women and minorities in the contemporary Church, and American or global social issues. Successful applicants will have an active research agenda, demonstrated excellence in teaching, and a Ph.D. or equivalent completed by January 2020.

**Special Instructions to Applicants:** Interested candidates should submit a cover letter, CV, writing sample, three letters of reference, sample syllabi, sample course evaluations, and a teaching statement where candidates are encouraged to address their commitment to, and/or experiences with, creating an inclusive environment in the classroom. Review of applications will begin on October 15, 2019.

*(Note: You may fill in the following optional sections as well.)*

**Preferred Qualifications (optional):** N/A  
**Knowledge, Skills, and Abilities (optional):** N/A  
**Licenses/Certifications (optional):** N/A  
**Competencies (optional):** N/A

*(Note: The sections labeled **About Stonehill**, **Physical Demands**, and **Work Environment** are normally filled in by Human Resources. The statement about Stonehill as an equal opportunity employer will also be added by HR.)*

**Rubric #1:** This grid is used to go from the overall applicant pool → list of minimally qualified candidates.

	<i>Preferred</i>	<i>Required (the candidate is disqualified if not all criteria are checked)</i>					
Name	Degree Completed by Start Date?	Degree Acceptable? (Ph.D., Th.D., or S.T.D.)	Degree Institution Acceptable?	Degree Subject Area Appropriate? (Theol. or R.S.)	Application Complete?	Application Coherent?	Comments
<i>Check all boxes that apply. Do not score numerically.</i>							

**Rubric #2:** This grid is used to go from the list of minimally qualified candidates → long short-list.

<p><i>The scales are ordinal scales and not interval scales. Therefore, it would be inappropriate to use them as part of a formula (e.g., they shouldn't be added up and compared to some cutoff score). They are meant to be used to order each of our somewhat subjective assessments, which we will then discuss as a committee to come to final ratings. The committee will likely determine cutoffs for critical criteria (e.g., "Teaching Interest" of 3 or below is disqualifying), and preferred levels for other criteria, etc.</i></p>					
<b>Name of Candidate →</b>					
<b>Can Teach Required Courses</b>					
<i>5 = absolutely yes; 4 = yes; 3 = probably; 2 = not likely; 0 = no evidence they would be able to teach this course</i>					
REL 100					
Catholic Social Teaching					
Ecclesiology					
Diversity in Social Issues					
Interesting Related Course?					
<b>Evaluation of Teaching</b>					
<i>5 = excellent; 4 = good; 3 = neutral; 2 = fair; 1 = poor; 0 = none, if applicable to question</i>					
Teaching Experience					
Course Syllabi					
Course Evaluations					
Teaching Philosophy					
Teaching Award(s) (1 = yes; 2 = no)					
<b>Advising/Service</b>					
<i>5 = excellent; 4 = good; 3 = neutral; 2 = fair; 1 = poor or unable to assess</i>					
Mentoring					
Department Service					
<b>Research</b>					
<i>3 = more than one; 2 = one; 1 = evidence of a manuscript; 0 = none</i>					
Papers Presented					
Book					
Articles in Refereed Journals					
Other Articles					
Research Productivity & Potential (use 5-pt scale in previous section)					
<b>Diversity</b>					
Underrepresented Population (0 = no; 1 = yes)					
Diversity in Teaching (3 = discusses how to create an inclusive classroom with concrete examples; 2 = mentions diversity and or inclusion in a more specific way and/or has a background that includes working with diverse students; 1 = mentions diversity and or inclusion in a general way; 0 = no discussion of inclusion)					
<b>Comments</b>					
Comments					

**Position Title:** Assistant Professor of Management  
**Department:** Business Administration  
**Reports to:** Department Chairperson (John Duggan)  
**Full-time or Part-time:** Full-time  
**Regular/Temporary:** Regular, tenure-track  
**Replacement/New Position:** New Position  
**Number of Wks/Mths:** Fall and Spring Semesters  
**Preferred Start Date:** July 1, 2018

**Search Committee Members:** Hilary Gettman, Jenn Swanson, Jegoo Lee, Bettina Sholz

**Position Summary:** The AACSB accredited Business Administration Department in the Leo J. Meehan School of Business at Stonehill College invites applicants for a tenure-track Assistant Professor of Management beginning Fall 2018. The successful candidate will join a department of 21 full-time faculty. The Department of Business Administration offers majors in Accounting, Finance, General Management, Management Information Systems, International Business, and Marketing as well as minors in Data Science, Management Information Systems, Business Administration, and Entrepreneurship. Stonehill College is dedicated to the goal of building a diverse faculty and strongly encourages applications from women and traditionally underrepresented ethnic and racial groups in the U.S.

**Essential Duties and Responsibilities:** Applicants should have the ability to teach a variety of business/management courses. Preferred areas of undergraduate teaching include Operations Management (BUS360) and Quantitative Analysis (BUS206). Other areas of teaching that would fit the department's needs include First-Year Business Experience (BUS101), International Business (BUS336), and Policy & Strategy (BUS469). Course descriptions can be found here: <http://catalog.stonehill.edu/content.php?catoid=9&navoid=410>.

**Education and/or Experience:** The ideal candidate will have a Ph.D. or D.B.A. in Management or a closely related field from an AACSB accredited institution (for non-business degrees this requirement does not apply). An established record of teaching excellence is preferred. Commitment to service to the Department, School, and College is also essential. The applicant should show a strong interest in teaching and mentoring undergraduate students and enjoy working closely with student advisees to establish academic and professional goals. Industry or professional experience outside of academia is also valued. Applicants should also show evidence of current research productivity and future scholarly publication (*e.g.*, relevant peer-reviewed publications, presentations at conferences, manuscripts under review, research in progress, etc.)

**Special Instructions to Applicants:** Interested applicants should submit online a letter of application (cover letter), curriculum vitae, and evidence of teaching effectiveness (*i.e.*, a teaching philosophy and summaries of student evaluations). Candidates are encouraged to address their commitment to, and/or experiences with, creating an inclusive environment in the classroom. Two recommendation letters are required and each should be submitted online by the person giving the reference. Please email inquiries regarding the position to Dr. Hilary Gettman [hgettman@stonehill.edu](mailto:hgettman@stonehill.edu)

*(Note: You may fill in the following optional sections as well.)*

**Preferred Qualifications (optional):** N/A

**Knowledge, Skills, and Abilities (optional):** N/A

**Licenses/Certifications (optional):** N/A

**Competencies (optional):** N/A

*(Note: The sections labeled **About Stonehill**, **Physical Demands**, and **Work Environment** are normally filled in by Human Resources. The statement about Stonehill as an equal opportunity employer will also be added by HR.)*



**Position Title:** Assistant Professor of Management  
**Department:** Business Administration

**Rubric #1:** This grid is used to go from the overall applicant pool → list of minimally qualified candidates.

<b>Degree Related</b> <i>For disqualifying columns, 1= yes and 0 = no            (See accompanying instructions for more details)</i>									
Name	Degree granting institution name	<u>Disqual Degree Inst. (non-accred.)</u>	Degree (Ph.D., DBA, etc)	<u>Disqual Degree</u>	Ph.D. complete? (if yes give year)	If no, list date for completion	<u>Disqual Degree Completion</u>	Degree field, focus	SUM of disqualifying re: degree ( <u>above</u> .5 is disqualifying)

<b>Course Coverage</b> <i>1 = probably can teach 0 = cannot teach (or no indication they can)            (See accompanying instructions for more details)</i>							
Name	Operations/ Supply Chain	Quantitative Analysis	Strategy	International Business	BUS 101	Notes on why they can teach the course	SUM Ops & Quant ( <u>below</u> 1.75 is disqualifying)

**Rubric #2:** This grid is used to go from the list of minimally qualified candidates → long short-list.

**Key:**

- \*\* = *Critical*
- \* = *Nice to Have*

The scales are ordinal scales and not interval scales. Therefore, it would be inappropriate to use them as part of a formula (e.g., they shouldn't be added up and compared to some cutoff score). They are meant to be used to order each of our somewhat subjective assessments, which we will then discuss as a committee to come to final ratings. The committee will likely determine cutoffs for critical criteria (e.g., "Teaching Interest" of 3 or below is disqualifying), and preferred levels for other criteria, etc.

Name of Candidate →			
Degree completion rating ** <i>5 = yes; 4 = No, but convincing evidence done July 20XX; 3 = No, but evidence might be done July 20XX; 2 = No, and no evidence provided; 1 = No, and evidence indicates it will NOT be done in 20XX</i>			
Notes:			
<b>Course Coverage</b> <i>5 = yes, absolutely; 4 = yes; 3 = they could pull it off (wouldn't be bringing a depth of experience to the class, but they could teach it); 2 = they might be able to pull it off; 1 = not likely; 0 = no evidence they would be able to teach this course (See accompanying instructions for more details)</i>			
Operations / Supply Chain **			
Quantitative Analysis **			
Strategy *			
International Business *			
BUS 101 *			
Other courses? *			
**SUM:			
Notes:			
<b>Industry Experience</b> <i>5 = Extensive, 4 = Substantial, 3 = Some, 2 = Minimal, 1 = None (See accompanying instructions for more details &amp; description of scale)</i>			
Industry Experience*			
Notes:			

<b>Teaching</b> 5 = Excellent, 4 = Good, 3 = Neutral, 2 = Fair, 1 = Poor (See accompanying instructions for more details & description of scale)			
Evidence of skill in teaching** 0 = has not taught before, will need to look at other factors for evidence of interest, potential, etc.			
Evidence of interest/passion for teaching? **			
Evidence of a desire to work at a teaching-oriented school? *			
Evidence of interest in mentoring and advising students? **			
Notes:			
<b>Service</b> 5 = Excellent, 4 = Good, 3 = Neutral, 2 = Fair, 1 = Poor (See accompanying instructions for more details & description of scale)			
Evidence of service to department/college (or <u>interest</u> in service) *			
Notes:			
<b>Research</b> (See accompanying instructions for more details & description of scale)			
Publications in ABDC or Cabell's			
Publications NOT in ABDC of Cabell's			
Publications in last 5 years (AACSB window)			
R&Rs			
Manuscripts submitted			
Conference presentations			
Works in progress			
Rating of past research productivity * (Things to consider: # pubs, R&Rs, Where they are as author (1 <sup>st</sup> , 5 <sup>th</sup> , sole), Quality of outlet, Conference presentations) 5 = Excellent, 4 = Good, 3 = Neutral, 2 = Fair, 1 = Poor			
Rating of <u>future</u> research productivity ** (Things to consider: R&Rs, Conference presentations, Works in progress, Evidence of research stream) 5 = Excellent, 4 = Good, 3 = Neutral, 2 = Fair, 1 = Poor			
Notes:			
<b>Diversity</b> Because of limited access to candidate diversity information, we're looking at whether the candidate contributes to diversity in any way. (See accompanying instructions for more details & description of scale)			
Does the candidate <i>themselves</i> contribute to the diversity of our faculty (esp. being from an underrepresented population) * 0 = no information; 1 = yes			
Evidence of commitment to creating an inclusive classroom environment * (4 = discusses how to create an inclusive classroom with concrete examples specific to teaching business and outside the classroom; 3 = discusses how to create an inclusive classroom with concrete examples but not directly related to teaching business; 2 = mentions diversity and or inclusion in a more specific way and/or has a background that includes working with diverse students; 1 = mentions diversity and or inclusion in a general way;			
Notes:			

## *Appendix C*

### *Sample Agendas for On-campus Visits*

#### **Education Department**

8:15 am	Arrival on campus	College Center CC110
8:30 – 9:45 am	Search Committee P. Favazza, K. Marin, K. McNamara, M. Pierce, and S. Pinzari	College Center CC107
10:00 – 10:30 am	Margy Pierce Department Chair	College Center CC110C
11:00 – 11:45 am	Joe Favazza, Provost & V.P. for Academic Affairs and Peter Ubertaccio, Dean of School of Arts & Sciences	Duffy 134
11:45 – 12:15 pm	Maria Curtin, Associate Provost for Diversity, Assessment, and Faculty Development	Duffy 134
12:30 – 1:00 pm	Margy Pierce Re: Promotion and Tenure	College Center CC110C
1:00 – 2:00 pm	Lunch with Students	(meet in CC110) Roche Dining Commons
2:00 – 2:30 pm	Prep for Demonstration Class	
2:30 – 3:30 pm	Demonstration Class (Anderson EDU102)	College Center CC107
3:45 – 4:15 pm	Natasha Anderson, Human Resources	Merkert Tracy 153
4:30 – 5:00 pm	Free Time	
5:00 pm	Dinner with Education Faculty K. Marin, M. Pierce	(meet in CC110) Restaurant TBA

## Mathematics Department

9:30 am	Arrival on campus, meet Heiko Todt (chair), campus tour	Duffy 284
10 am	Shayla Jordan (Human Resources)	Merkert-Tracy
10:30 am	Leyda Almodovar (Mathematics), Piyush Chandra (Economics)	Duffy 114
11:25 am	Rob Harbert (Biology), Tim Balint (Computer Science)	Duffy 114
Noon	Lunch with students and Jane Lee, Heiko Todt (Mathematics)	
1:15 pm	Maria Curtin (Associate Provost)	Duffy 134
1:45 pm	Molly Smith (Provost) and Peter Ubertaccio (Dean of the School of Arts & Sciences)	Duffy 134
2:30 pm	Hsin-Hao Su, Gene Quinn, Tim Woodcock (Mathematics)	Duffy 114
4 pm	Free time	Duffy 114
5 pm	Talk	Duffy 205
6 pm	Dinner at Stoneforge with department faculty	

## Marketing Program

9:00 – 9:45	Meet with Search Committee (Stanger 211)	
10:00 – 10:45	Meet with Provost & VP Academic Affairs, Joe Favazza & Debra Salvucci, Dean, Meehan School of Business (Duffy 134)	
10:45 – 11:15	Meet with Associate Provost, Maria Curtin re. Research & Technology Needs	
11:30 – 12:30	Research Presentation (Alumni Hall Boardroom)	
12:30 – 1:15	Lunch with students (Alumni Hall Boardroom)	
1:30 – 2:30	Teaching Presentation (Alumni Hall Boardroom)	
2:30 – 3:00	Meet with Human Resources Specialist, Shayla Jordan (Merkert-Tracy 150)	
3:00 – 3:30	Campus Tour with Lee McGinnis, Program Director	

## *Appendix D*

### *Acceptable & Unacceptable Questions*

#### *to Ask Candidates During an Interview*

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

<b>Subject</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Name</b>	Current legal name	Maiden Name
	Have you ever worked under a different name?	Questions about national origin, ancestry, or prior marital status.
	Is any additional information, relative to a change of name, necessary to enable a check of your education or work records?	
<b>Age</b>	Are you over the age of eighteen?	Age. Birth Date.
		Questions that might identify the applicant's age, especially over age 40.
<b>National Origin/Citizenship</b>	"All offers of employment are contingent upon verification of identity and work authorization in the United States." "Are you legally authorized to work in the United States?"	Questions as to nationality lineage, ancestry, national origin, descent, parentage of applicant or applicant's spouse. "What is your mother's first language?" or language commonly used by applicant. How applicant acquired ability to read, write or speak a foreign language.
		"Are you a U.S. citizen?"
<b>Race, Color</b>	None	Questions that indicate applicant's race or color, complexion or color of skin, eyes or hair. Direct or indirect reference to race, color or racial groups.
<b>Residence</b>	Place of Residence	"Do you own or rent your home?"
<b>Marital Status, Family</b>	Whether applicant can meet work schedule or job requirements. Should be asked of both sexes.	Any inquiry about marital status, children, dependents, pregnancy or childcare arrangements. Name or address of relative, spouse or children of adult applicant. "With whom do you reside?" or "Do you live alone?" "Are you married?" or similar questions.
<b>Religion</b>	Describe the work schedule and ask whether applicant can work that schedule.	Questions about applicant's religion, religious days and hours to be worked. Days observed, or "Does your religion prevent you from working weekends or holidays.?"

<b>Military Service</b>	Questions about knowledge, skills and abilities, acquired during applicant's military service, relevant to the position applied for.	Specific questions about military service, such as dates, type of discharge, or service in foreign military services. "What type of discharge did you receive?"
<b>References</b>	"By whom were you referred for this position?" Names of person willing to provide professional references for applicant.	Questions of applicant's former employers or acquaintances that elicit information specifying applicant's color, race, religious creed, national origin, ancestry, any physical or mental disability, mental condition, marital status, age or sex.
<b>Disability/Medical Conditions</b>	May ask applicant's ability to perform job-related functions and with or without reasonable accommodation, only if the question is asked of all applicants. <i>(The interviewer must have already thoroughly described the job.)</i>	Whether applicant has a disability.
		Have you ever been hospitalized? If so, for what condition?
		How many days were you absent from work because of illness last year?
<b>Arrest and Conviction Records</b>	Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case? The answer, if yes, will not be used to discriminate against any applicant. (May ask about record of convictions if all applicants are asked.)	Have you ever been arrested?