

Faculty Senate
Meeting Minutes
January 22, 2021
Approved January 28, 2021

1. Call to Order

Chair Williams called the meeting to order at 1:04 pm.

2. Roll Call

Present:

Barrett, Boumenir, Branyon, Cheng, Corley, DeWeese, Elman, Erben, Faucette, Fuentes, Gault, Geyer, Gordon, Graffius, Green, Gupta, Hadley, Hill, Hodges, Ivory, Jara-Pazmino, Kellison, Kimbrel, Kniess, Koczkas, Kramer, Lew Yan Voon (sub. Hasbun), Ly, MacKinnon, Mbaye, McKendry-Smith, McLean, Nickell, Ogletree, Pashia, Pazzani, Pencoe, Rees, Richter, Santiago, Self, Scullin, Snipes, Sterling, Swift, Towhidi, Van Valen, Wadlington, and Wofford

Absent:

Barbour and Hansen

3. Minutes

A) The December 4, 2020 Meeting Minutes were approved electronically on December 10, 2020.

4. Administrator Reports

A) Report from the Provost

- *Provost Preston will meet with every academic program on campus this semester and he looks forward to meeting everyone and getting to know each program better in the next coming months.*
- *UWG's Momentum Center launches at the end of this month, and will serve as an important resource for our students by helping to transfer the burden of any issue they are facing to us until it is resolved in order to decrease their anxiousness. It will also be a great help for faculty who are encouraged to refer students to the Momentum Center for issues concerning Residence Life to fees to Financial Aid. Features include virtual appointments with staff members and a chatbot for students who may have*

more commonly asked questions. The Momentum Center is located next to Parker Hall, and it ties into the USG's momentum initiative.

- *The USG will hold a virtual Momentum Summit from February 22-March 5. UWG will have a team in attendance representing the university and learning about system level initiatives and best practices on how we can help students be more successful. More to come regarding virtual meeting access information.*
- *The Provost stated that he was very interested in telling the story of UWG's students, alumni, faculty, and academic programs and he and the President are committing this semester to building out those stories into a digital and print portfolio to help increase their visibility and attract more students to the university. More information to come about ways in which the university can work with faculty in promoting the visibility of their programs and the work they are doing as individuals.*
- *With respect to new program proposals coming to the BOR, they have developed a short form external to the curricular review process that they will soon share with the Faculty Senate, particularly UPC and GPC, as a means of testing viability, performing market analysis, and gauging support for these programs before faculty go through the lengthy process of developing a program proposal in Curriculog. When asked about whether the creation of a new program necessitated the cut of an existing program, the Provost explained that he is not aware of any "add one, remove one" policy, but it was more an increased expectation of demonstrating the viability of programs, available and needed resources, and a program's fiscal viability. This ties to this new form, which helps gain insight on that program's fiscal plan viability for both UWG and our students. This could, in turn, drive resources necessary to add new faculty lines, postdocs, or limited term faculty.*
- *Provost Preston was happy to announce that UWG is filling some faculty vacancies and HR will speak to the new streamlined search process later in the meeting (see [Figure 3](#)).*
- *They are analyzing a variety of metrics on a per program and per college basis, particularly with regards to student credit hour production, the number of students in programs, and graduation rates. They are working to find ways of making sure that we help programs that are flat or in decline to grow, which connects to telling those*

program's stories and driving student interest into growth for that program. This is part of an effort to improve our four and six-year graduation rates as well as the grade appeal process, which they hope to make timelier and more efficient for students. Furthermore, they will be examining four-year program maps as part of an effort to help alleviate bottlenecks and help students better plan their academic path forward. When asked if there are any specifics about assisting programs that are flat or are experiencing decreased enrollment, the Provost stated that the first step was to increase visibility by telling the stories of our programs, students, and faculty, which could help prospective students choose UWG over another school.

- *Finally, the Provost stated that while we are focusing on student success and helping our students get the resources and assistance they need, we need to be mindful that if a course is advertised as being face to face, hybrid, or fully online, then we need to teach our courses through the modality in which they are listed. He encouraged faculty to work with department chairs to make sure that they have the resources needed to deliver their classes in the modalities that their students are expecting.*
- *When asked about discipline specific accreditation being more visible on the UWG website, Provost Preston agreed that we should be highlighting these assets and connecting them to our programs' stories.*
- *Chair Williams shared a pre-submitted question with the Provost that asked his thoughts about the reorganization of the colleges, whether faculty should expect further restructuring or changes, and, if so, could he provide a timeline for the completion of the reorganization of the colleges, as well as any formation of new schools and/or colleges. Dr. Preston stated that the intent of any restructuring is efficiency and how to best serve our students. He sees the university as continually evolving, and he is interested in hearing from faculty who bring forth ideas, new courses, and new structures that would better serve our students. When asked what role faculty should play in determining the process and outcomes for any further restructuring, Dr. Preston responded that he saw faculty having an active role in that, as we are all interfacing with students on a daily basis. When asked what role faculty could play in the process to propose a new school or organizational scheme, the Provost encouraged faculty to begin locally at the department level with their chair.*

They would then go to their Dean and finally the Provost. Dr. Preston expressed interest in possibly forming a group of faculty to examine the process as it takes place at other institutions.

- *When asked about his leadership philosophy and what leadership theory he most aligned with, Dr. Preston stated that his broad philosophy of leadership is one of servant leadership.*
- *Chair Williams shared another question received in advance of the meeting that asked about shared governance with regards to faculty evaluation of administrators. The Provost stated that he saw this in connection with the idea of continuous improvement. Just as we continuously improve our courses and academic structures, we as people should continuously improve as well and be open and receptive to hearing how we can do better. He referenced the Faculty Handbook sections that speak to administrative review of department chairs and Deans, and discussed looking to academic leaders for their self-assessments as well.*

President Kelly also shared a few announcements:

- *The Governor released the budget last week and it was favorable to Higher Education. While this triggers the budget process, it only provides a platform for what will be considered by the state legislature and does not guarantee budget outcomes. The Governor did prioritize some things in K12 and Higher Education, such as the capital project with the Humanities Building, and Dr. Kelly will update us as he learns more.*
- *President Kelly also provided an update regarding COVID-19 Vaccinations. UWG is assisting the Department of Public Health with the vaccination effort by creating a pod in the UWG Athletic Complex. The DPH administered 950 vaccines on the first day without issue. The pod is open on Tuesdays and will continue to vaccinate whomever the state designates as the highest priority. Right now, that group is individuals 65 years of age and older, first responders, and healthcare workers.*
- *They are in constant contact with the state to determine when educators will be vaccinated. UWG was approved by the state to create a closed pod just for the UWG Community which would be dedicated to vaccinating UWG faculty, staff, and students, as well as UWG faculty and staff family members. Approval is only the first step, and there has been no date given as yet as to when vaccines will be administered to*

members of the UWG Community who are not 65 and older, a first responder, or a healthcare worker. Having the ability to know that we can provide vaccines on campus is a critical step forward, and he will keep us informed as soon as new information becomes available.

- *When asked whether K12 educators would be prioritized over Higher Education, President Kelly stated that he anticipated Higher Ed and K12 to be grouped together.*
- *The DPH has not provided sufficient resources to allow for UWG to offer COVID testing for employees. Because UWG has been approved for a closed pod, and we have limited resources in terms of personnel, we will prioritize vaccines over COVID testing.*
- *When asked about providing personal protective equipment (PPE) to faculty and staff this semester, President Kelly urged faculty and staff to communicate their needs to their Chairs, Deans, and Supervisors and they will do what they can to address what individuals need. Some supplies do come from the state, and there are supply chain challenges, but if there are PPE needs outside of gloves, masks, wipes, or hand sanitizer, then please let them know. When asked for an update on facilities in terms of filters and the like, President Kelly stated that he did not have that information readily available and promised to investigate and comment when he knew more.*

5. Committee Reports

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [PSYC 8887 – Advanced Practicum in Psychology](#)

Request: Modify

b) [PSYC 9087 – Teaching Practicum](#)

Request: Modify

Items a and b were taken as a block and approved with 40 in favor, 0 opposed, and 2 abstentions.

c) [Psychology, Ph.D.](#)

Request: Modify

Item was approved with 41 in favor, 0 opposed, and 2 abstentions.

d) [SOCI 6286 – Internship](#)

Request: Modify

Item was approved with 44 in favor, 0 opposed, and 2 abstentions.

Information Item:

A) University College

1) [Post-Baccalaureate Certificate in European Union Studies](#)

Request: Terminate

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Item:

A) UWG Calendar Committee Liaison Report

- *The UWG Calendar Committee is meeting soon, so please send any questions or thoughts regarding the UWG Calendar to APC Chair Emily McKendry-Smith.*
- *In 2021, it is planned that the withdrawal deadline be after 70% of the semester has been completed for full-term courses. It will return to 50% in 2022. Beginning April 3, 2021, students that choose to withdraw from UWG full session, eCore full session or eMajor full session courses will receive a WF.*
- *The decision has been made to exempt W grades for Spring 2021 from counting towards a student's 6 withdrawals.*

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items: (Figure I)

A) UWG Policies and Procedures Manual

1) Article IV, Section 2.A.

Request: Modify

After significant discussion, a friendly amendment was proposed to amend the language for Article IV, Section 2.A.5 as follows: "Duly elected Senators will be apportioned to each college, school, and the Library, such that the number of Senators allocated to each of the above-mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Each college, school, or the Library is guaranteed 2 Senators regardless of size. Allocation of apportioned Senators will be determined by a vote of all full-time faculty within the college, school, and the Library. During reapportionment,

*current Senators will complete the portion of their term that comprises the academic year, and representation within an academic unit will be determined by that academic unit.” The vote to amend the language was approved with 41 in favor, 2 opposed, and 0 abstentions. (See [January 22, 2021 Zoom meeting](#), beginning 1:11:27). The amended language is reflected in **Figure 1** below.*

Following this vote, Article IV, Section 2.A in the UWG Policies and Procedures Manual was approved with 40 in favor, 1 opposed, and 1 abstention. Item will be brought to the General Faculty for a vote in April 2021 according to Article IV, Section 3 of the Policies and Procedures Manual.

Committee XII: Teaching, Learning, and Assessment (Rebecca Gault, Chair)

Information Item:

A) [SEI Faculty Survey Reminder](#)

The Senate's Teaching, Learning, and Assessment Committee invites all faculty to review the existing Student Evaluation of Instruction instrument (last revised 2011) and submit feedback, comments, and suggestions with potential revisions to the instrument.

6. Old Business

7. New Business

A) Resolution in Response to the January 6, 2021 Assault on the US Capitol (**Figure 2**)

After some discussion of the events of January 6, 2021 and the resolution on the floor, a Senator from the Richards College of Business stated that they had received a number of emails from colleagues stating that they did not want the Faculty Senate to make a statement about political matters or represent them on this matter, and asked that this be stated on the record at their request. (See [January 22, 2021 Zoom meeting](#), beginning 2:20:03).

Once noted, Chair Williams called the question and the Resolution was approved with 31 in favor, 6 opposed, and 4 abstentions.

B) President's Responses to Fall 2020 Faculty Senate Meeting Minutes

Chair Williams stated that this item appeared on the agenda at the request of a Senator who asked that we discuss this at the January meeting. As no Faculty Senate business is binding until we have received a President's Response to the Senate-approved meeting minutes, there has been increased concern that there has been no President's Response to the approved September 11, 2020, October 16, 2020, and December 4, 2020 meeting minutes in accordance with [UWG Policies and Procedures Article IV, Section 2.C.2 \(p. 30\)](#) which states:

"Upon receipt of a recommendation from the Senate, the President within thirty (30) days, shall either approve or disapprove the recommendation. The recommendations will become official policy when approved by the President, except when approval by the Chancellor or Board of Regents is required. If a recommendation from the Senate to the President is not accepted, the President shall report in writing to the Senate his or her reasons for rejecting the recommendation and upon two-thirds vote of the Senate the matter shall be referred to the General Faculty for consideration and recommendation."

In talking with the Provost, Chair Williams was given assurances that the President's Responses to the September and October meeting minutes would come by January 4, 2021. After no receipt by January 11, Chair Williams was assured that they would be received before the January 22 Senate meeting agenda was posted to the website on January 20. At the time of the writing of these Senate meeting minutes, only the President's Response to the November 13, 2020 meeting minutes have been received.

At 3:31 pm, Chair Williams opened the floor for discussion (see [January 22, 2021 Zoom meeting](#), beginning 2:27:20). Significant discussion ensued on how the delay in the President's signing statements affected curriculum, updates to the UWG Faculty Handbook and the UWG Policies and Procedures Manual, and matters of shared governance. When asked the reason for this delay in the President's signing statements, Chair Williams stated that he was told the President was waiting for the new Provost to be installed and then Dr. Preston's careful review of the minutes. Chair Williams also shared that he knew that the President had concerns over specific items that were passed in both September and October, and that he is expecting vetoes for those items. No vetoes have been received as yet. Chair Williams stated that each time that he has broached the subject of the delayed signing statements with the Provost, he has been assured that they were coming soon. After continued discussion, it was suggested that perhaps curriculum and other Senate approved items in these past meeting minutes could be approved outside of the contentious items still under review by the President and Provost.

After a motion at 3:49 pm to create a draft resolution regarding the timely receipt of the President's signing statements and any consequences that would go into effect if that deadline was not met, the discussion turned to the language of that possible resolution. (See [January 22, 2021 Zoom meeting](#), beginning 2:46:00). It was agreed upon that the

Faculty Senate Executive Committee create the draft resolution for the February Senate meeting.

At 3:50 pm, Dr. Preston returned to the meeting and asked to comment (see [January 22, 2021 Zoom meeting](#), beginning 2:58:49). After explaining that his onboarding as the new Provost and the holidays were the cause for the delay, Dr. Preston stated that both he and the President were committed to sending timely responses, further stating that the responses have been drafted and will be sent soon.

Chair Williams reiterated that the Executive Committee would begin work on the draft resolution within the week.

Before turning the meeting over to Ms. Walthour and Mr. Snider from HR, it was requested that a Senate Standing Committee, perhaps the Faculty Development Committee, examine the issue of granting one or more course releases for faculty who are serving in administrative positions such as Program Coordinator and/or Graduate Coordinator, especially for Graduate Coordinators who do not receive any course releases. Chair Williams stated that he would pass this on to the FDC.

A) New Procedure for Processing Faculty Search Applications, Terri Walthour and Rodney Snider, Human Resources ([Figure 3](#))

OneUSG Careers goes live on February 1 and will serve as the applicant tracking system for UWG recruiting activities by performing EO/AA applicant data collection, overseeing and administering most recruiting actions in Careers, and serve as the primary source of faculty search records and reporting. Terri Walthour and Rodney Snider provided an overview of the new process for faculty searches and hiring. (See [January 22, 2021 Zoom meeting](#), beginning 3:11:54 as well as [Figure 3](#) materials).

9. Adjournment

The meeting adjourned at 4:18 pm.

Respectfully submitted by

Colleen Vasconcellos,

Executive Secretary of the Faculty Senate and General Faculty

Figure 1

UWG Policies and Procedures Manual

Modification Proposal for Article IV, Section 2.A.

APPROVED REVISED VERSION

A. Composition of the Senate (Revised January 22, 2021)

The Senate shall be comprised solely of the voting members of the General Faculty as defined in Article I, Section 2C of the Statutes. Its membership shall include:

1. The President, an ex-officio (nonvoting) member;
2. The Provost and Vice President for Academic Affairs, an ex-officio (nonvoting) member;
3. Chair of the Senate;
4. Chair-Elect of the Senate, an ex-officio (nonvoting) member, or Past Chair of the Senate, and ex-officio(nonvoting) member;
5. Duly elected Senators will be apportioned to each college, school, and the Library, such that the number of Senators allocated to each of the above-mentioned units shall equal 10% of their full-time faculty, rounding up if faculty number does not end with a zero. Each college, school, or the Library is guaranteed 2 Senators regardless of size. Allocation of apportioned Senators will be determined by a vote of all full-time faculty within the college, school, and the Library. During reapportionment, current Senators will complete the portion of their term that comprises the academic year, and representation within an academic unit will be determined by that academic unit.
6. Executive Secretary

Figure 2

Resolution in Response to the January 6, 2021 Assault on the US Capitol

The Faculty Senate of the University of West Georgia requests that the UWG president issue a statement on behalf of the university in response to the violent and unlawful assault on the US Capitol on January 6. We endorse the following statement on this matter, which we commend to the president for his consideration:

In the aftermath of the assault on the US Capitol by people who violently disrupted the lawful counting of Electoral College ballots as stipulated by the US Constitution, we as the faculty of the University of West Georgia express our strong opposition to this action and the attitudes that led to it, and we reiterate a commitment to the principles of lawful democratic governance, respect for others, and the preservation of a multiracial and multicultural society in which all people will enjoy equal treatment under the law. Because the assault on the Capitol threatened these values, we believe that it is especially imperative for us to reaffirm our commitment to these principles, both in this university and in our larger community.

Figure 3



OFFICE OF HUMAN RESOURCES CAREERS & FACULTY SEARCH OVERVIEW

STRATEGY

ENGAGEMENT

SERVICE

CAREERS IS COMING!

- OneUSG Careers GO LIVE - February 1
- Serves as the Applicant Tracking System (ATS) for UWG recruiting activities.
- Performs EO/AA applicant data collection.
- HR will oversee/administer most recruiting actions in Careers.
- HR is the primary source of faculty search records and reporting.

FACULTY SEARCH STRATEGY

- Streamline HR Talent Services
- Search Committee Training redesign
 - HR to host quarterly and upon request.
- *New* Search Committee Member Form
- Introducing **Equity Advisor** role
- Initiating **Approval of Pool** process
 - HR will review and certify applicant/finalist pool.

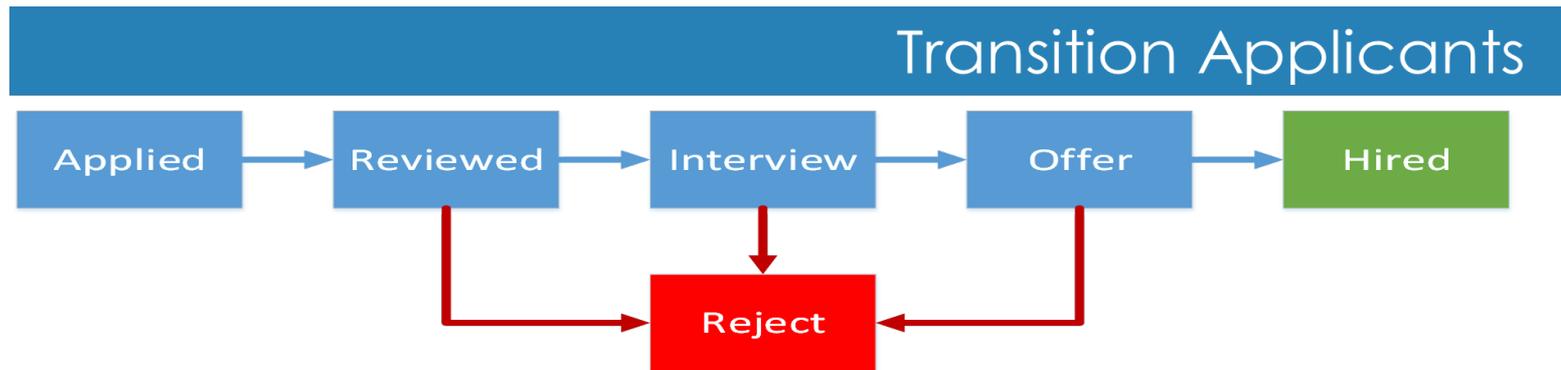
RESOURCES

- Faculty Search Committee Guide
- Conducting Inclusive Searches Guide
- Virtual “Refresher” Search Committee Training - **TBA**
- Search Committee Form
- Cumulative Selection Matrix
- Interview Questions to Avoid Guide
- Faculty Interview Questionnaire Guide
- Approval of Pool Form

CAREERS SYSTEM REVIEW

- Comprehensive Applicant Tracking System
- Manages the entire lifecycle of recruiting
- Single source for applicant data, job postings, recruitment activities, search committee activities, interview scheduling, and candidate evaluations

APPLICANT PROCESS



Applied	Reviewed	Interview	Offer	Hired	Reject
Sarah Schoonover	Sarah Schoonover	Sarah Schoonover	Ben Watson	Ben Watson	Sarah Schoonover
Jim Smith	Jim Smith	Derick Moore			Jim Smith
Sue Allen	Sue Allen	Ben Watson			Sue Allen
Elizabeth Dandridge	Elizabeth Dandridge				Elizabeth Dandridge
Ben Watson	Ben Watson				Derick Moore
Derick Moore	Derick Moore				Sandra Bailey
Sandra Bailey	Sandra Bailey				

RECRUITING DASHBOARD

▼ Recruiting Self Service

Recruiting Activities 	Confirm Referral 	Routing Response 
Search Job Openings 	Interview Evaluations 	Approvals  45
Apply For Jobs 		

SEARCH COMMITTEE DASHBOARD

Job Opening ID 220291
Job Posting Title Admin Support Senior
Job Code 505X00 (Office/Clerical Lead)
Position Number 10044881 (Office/Clerical Lead)

Status 010 Open
Business Unit 54000 (University of West Georgia)
Department 1038000 (Enrollment Services Center)

- Applicants
- Activity & Attachments
- Details

All (1)	Applied (1)	Reviewed (0)	Screen (0)	Route (0)	Interview (0)	Offer (0)	Hire (0)	Hold (0)	Reject (0)
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Applicants [?]

 	1-1 of 1  View All								
Select	Applicant Name	Applicant ID	Type	Disposition	Reason	Application	Resume	Print	
<input type="checkbox"/>	Tester10 Michael Smith	1134	External	Linked					Other Actions

Select All Deselect All ▼ Group Actions



Conducting Inclusive Faculty Searches

A Concise Guide

Office of Human Resources - January 2021

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I. Legal and Policy Context

Inclusive Searches

An inclusive search results in the hiring of a well-qualified faculty member through processes that are not influenced by biases such as "cloning"

Faculty Hiring Policy

The guiding principles for faculty hiring at the University of West Georgia are outlined below:

1. To recruit and appoint faculty to advance the university's strategic goals;
2. To ensure that faculty recruitment, selection, and appointment are conducted in accordance with all relevant federal and state laws, and BOR and University of West Georgia policies;
3. To support the university's goals of inclusive excellence through intentional efforts to attract diverse applicant pools; and
4. To permit review and authorization of academic position requests with respect to budget and program priorities.

Equal Opportunity Statement

It is the policy of the University of West Georgia to follow federal law in regards to affirmative action and equal opportunity. The University of West Georgia's affirmative action program and related policies are developed in compliance with Executive Orders 11246 and 11375, as amended; Title VII of the Civil Rights Act of 1964; the Rehabilitation Act of 1973 (Sections 503 & 504) and the Americans with Disabilities Act of 1990 (Title II) and their implementing regulations; the Age Discrimination in Employment Act of 1967; and the Vietnam Era Veterans Readjustment Assistance Act of 1974, as it amends 38 U.S.C. 4212.

Affirmative Action in Faculty Searches

At UWG, affirmative action "requires that special efforts be made to employ and advance in employment qualified women and minorities in areas where they are employed in fewer numbers than is consistent with their availability in the relevant labor market. Affirmative action also extends to persons with disabilities and disabled or Vietnam era veterans. The University seeks to employ and promote qualified candidates. Consistent with this practice, affirmative action requires that where the best candidates for a position are otherwise equally well qualified, the individual(s) selected should be the one(s) who will contribute to the achievement of affirmative action goals". The legal basis of affirmative action in employment is summarized by the U.S. Department of Labor at <https://www.dol.gov/general/topic/hiring/affirmativeact>.

The areas where women, minorities, persons with disabilities, and disabled or Vietnam era veterans are employed in fewer numbers than is consistent with their availability in the relevant labor market are highlighted in UWG's Affirmative Action Plan (AAP). For more information

regarding UWG's Affirmative Action Plan, please contact UWG Office of Human Resources. Efforts to remove barriers to the employment of women, minorities, persons with disabilities, and disabled or Vietnam era veterans commonly include expanded efforts in outreach and recruitment to increase the pool of qualified individuals from these groups.

II. The Search Committee

Appointment of the Search Committee

The search committee plays several important roles:

- It has a powerful role in determining which applicants are given further consideration.
- It represents the department, the college, and UWG as a whole.
- Each committee member can be an important resource for the selected candidate when acclimating to UWG.

For all these reasons, departments should form their committees by considering the following factors:

- A diversity of perspectives
- A diversity of expertise
- Demographic diversity
- Members who have demonstrated a commitment to diversity and inclusion through their teaching, service to institution, academic achievement, and professional growth & development.

Diverse search committee membership helps ensure that a balance of perspectives is used when evaluating applicants. It also sends an important message to applicants about the department's—and UWG's—commitment to creating and supporting a diverse and inclusive community.

Possible Members Beyond Department Faculty	Benefits of Inclusion
Faculty from other department(s) or college(s)	<ul style="list-style-type: none"> • Furthers interdisciplinary conversations and relationships (e.g., interdisciplinary research) • Can increase demographic diversity of search committees
Student	<ul style="list-style-type: none"> • Ensures that student perspectives are included • Enhances graduate student development and marketability • Can increase demographic diversity of search committees

Staff	<ul style="list-style-type: none"> • Incorporates important staff perspectives that may not be represented by faculty members • Promotes staff inclusion in the department • Can increase demographic diversity of search committees
Member of the larger community	<ul style="list-style-type: none"> • Supports the department's development of community partnerships and initiatives • Can increase demographic diversity of search committees

Charging the Search Committee

Charging a search committee helps develop, articulate, and reinforce shared understandings of important concepts early on.

In the written charge, the hiring authority should clarify:

- Strategic nature of the position.
- Type of recommendation the committee should provide the hiring authority. Examples include:
 - a recommended candidate
 - a ranked list of acceptable finalists,
 - an unranked list of acceptable (or all) finalists with analysis of strengths and weaknesses.
- Deadline for that recommendation.
- Importance of conducting the selection process in accordance with federal and state laws.
- Expectations for confidentiality, attendance, fairness, and the use of appropriate mechanisms to mitigate bias.
- The importance of inclusive excellence for this search.

The committee should determine at the first meeting:

Timelines and tips for these steps:

- Plan a calendar backwards from the deadline for the recommendation.
- Block off committee members' calendars in weeks of screening and campus interviews
- Determine roles that the department and its other members will play in the search at various steps.
- Determine how the committee will handle documentation of the selection process.
- Develop shared understanding of the qualifications and how they will be applied.

III. Developing Position Announcements

The guidance below synthesizes required language and recommendations based on best practices used at UWG and other universities. Use this along with other guidance specific to your academic unit and discipline to prepare an effective announcement.

Compelling Opening Paragraph

The opening paragraph should generate enthusiasm about the position by describing in a compelling and distinctive way the faculty member's contributions to UWG's strategic initiatives and vision, while conveying an inclusive environment. See below for additional guidance:

- Revise statements about what the faculty member is "expected to" do into statements about how they will "contribute to" something - often a specific, forward-looking strategic initiative
- Convey how the faculty member will *become* part of a team, cohort, or other supportive community
- Consider starting sentences with verbs/commands, such as "*Join*," "*Be part of*"
- Say what will support the faculty member (facilities, a center, groups of people, time/financial support)
- Reference to a faculty member's "commitment to" something here must be supported by one or more specific qualifications related to that commitment in the separate "Qualifications" section
- Faculty title can be incorporated in this section

Describing UWG

This second paragraph will ideally reinforce themes in the opening paragraph. Here is an example:

"Welcome to one of the most dynamic universities in the nation. Since 1906, UWG has been home to those who are eager to take their own path, learn, and grow. With more than 13,400 students and 85+ programs, we've come a long way since then. Today, we're a regional powerhouse with locations in Carrollton, Douglasville, and Newnan, Georgia, making a difference in the lives of our students, our neighbors and the world. The one thing that's never changed: Amazing things happen when you Go West."

Responsibilities

Include a clear and concise paragraph stating the job responsibilities. Consider how the language you use here sustains or breaks the welcoming and supportive tone established in the first paragraph. For example, "*The selected candidate can anticipate teaching X, Y, and Z courses and participating in service at the program/department. . . level,*" or "*Teaching responsibilities include. . . Service responsibilities include. . .*"

Qualifications

Qualifications should support the themes in the opening paragraph and the paragraph about UWG. Criteria used in all stages of the selection process will be developed from these lists of qualifications. The search committee's work will be clarified, and implicit bias can be interrupted more effectively, if the announcement includes a bulleted list of qualifications, including required and preferred:

- Applicants must have all required qualifications to be considered. This list should address education and key skills and experiences that are truly essential to perform the job successfully at UWG. Because this list of essential qualifications will be used for the first screening stage, it should not be excessively long or restrictive.
- The preferred qualifications should outline key skills and experiences that will help an applicant perform the job at UWG at a higher level. Well-written preferred qualifications provide ways for applicants from diverse backgrounds to demonstrate their ability to perform the job at a higher level. The preferred qualifications may be used to develop multiple lists for first round interviews, enabling the search committees to consider applicants with varied strengths. It is not necessarily expected that the finalists invited to campus interviews will possess all of the preferred qualifications.

Application Materials

Consider these questions when choosing what application materials to request:

- What kind of time, barrier, and/or burden does produce a particular applicant documentation place on an applicant, and will it act as a deterrent? How might that exclude or disadvantage certain applicants?
- How may a particular piece of documentation reveal more about an individual applicant's interest in, and suitability for, the position at UWG?
- A simple way of obtaining evidence specifically related to the qualifications at the outset of the selection process without excessively burdening or turning away applicants is by asking them to submit:
 - A letter of application addressing the essential and preferred qualifications;
 - A curriculum vitae;
 - Names, email addresses, telephone numbers and titles of at least three professional references.

Required and Recommended Closing Language

Required language that is included in all postings is underlined; other language illustrates a recommended way of managing other aspects of the application process:

- Review of applications will begin immediately and continue until the position is filled. To ensure consideration, submit all materials by DATE.
- Please be advised that if you should be recommended for a position; an offer of employment will be conditional on background verification.
- University of West Georgia is an Equal Opportunity Employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.

- Additional sample language: As a campus with a diverse student body, we encourage applications from women, minorities, and individuals with a history of mentoring underrepresented minorities in discipline.

International Applicants

Please contact the UWG Office of Human Resources for guidance if considering an applicant who has indicated they will require sponsorship to work in the U.S.

IV. Developing the Candidate Pool

Use ongoing recruitment strategies long before the start of the search!

Examples of Ongoing Recruitment Strategies

- Hold symposia that bring 3-5 promising scholars to your department to give a presentation. Enjoy a dinner or reception with your faculty and graduate students for informal networking and experiential learning opportunities.
- At conferences, identify and talk with graduate students and faculty at other institutions, including women and underrepresented scholars. Maintain a list of these scholars and invite some to speak at UWG. Even if they're not currently seeking a faculty position, these scholars, their students, or their colleagues may become applicants, or they may nominate their students for a faculty position after learning about our research profile, diverse students, and advantageous location. Therefore, it's crucial to address scholars working in any subfield, including those for which you have no immediate hiring need.
- Identify an academic department at a possible feeder institution and have your faculty visit the department, talk to their undergraduate majors about graduate study at UWG, and talk to graduate students and faculty informally. Explore the possibility of organizing a co-sponsored symposium, collaborative research experiences, or similar partner activities, which will deepen and sustain these relationships with students and faculty over time. Departments seeking to diversify their faculty should identify and partner with institutions that attract and support women and historically underrepresented students.
- Partner with related departments at UWG to host a short conference to expose nearby doctoral students and faculty to our campus and community. Consider a conference theme with cross disciplinary appeal, appeal for underrepresented students, and/or appeal for those committed to advancing diversity and inclusion in higher education. Include ample time in the schedule for networking and informal exchanges of ideas and experiences. Develop strategies for fostering over time the relationships initiated at the conference. Funding opportunities are listed below.
- Hold Professional Development Workshops open and advertised to graduate students from nearby institutions who will be on the job market in 1-2 years. Departments seeking to diversify their faculty should attract, engage, and support graduate students who are committed to promoting diversity and inclusion in higher education. Include meals and modest support for their travel expenses.

Involve All Department Members

Ongoing recruitment requires time. It becomes feasible when it is a responsibility shared by department members. These steps can build a department culture of shared responsibility for active recruitment:

- Develop an expectation that faculty use every professional trip as an opportunity for recruitment. Ask faculty to report or share their efforts and contacts with the department.
- Encourage all faculty members to contact colleagues or use social media for recruitment purposes.
- Pool resources with other UWG departments. Consider hosting interdisciplinary events with related departments in your college or another college.

Registries and Key Institutions

There are numerous registries or databases of doctoral and postdoctoral scholars from underrepresented groups that may help in ongoing recruitment efforts. Academic Affairs and the Office of Human Resources can partner to compile a list of resources for future reference.

V. Reviewing Applications

Using a Criteria-Based Approach

A systematic, criteria-based approach to evaluating applicants in the faculty selection process has several benefits over an approach that involves a rapid and possibly intuitive identification and separation of a top group of candidates. The latter approach may lead committees to overlook strong candidates who come from backgrounds different from those reflected in the department or have strengths that may not be immediately recognized. It can leave the committee without clear direction if some candidates can no longer be considered for any reason immediately before or after on-campus interviews, or if the committee decides to expand the pool at a later point by reviewing applications received after the priority deadline.

The type of methodical, consistent, and rigorous evaluation approach outlined here has additional strengths. Articulating criteria helps ensure that all committee members have a shared understanding of the qualifications and are prepared to evaluate applicants consistently. Criteria help ensure that applicants are measured against a consistent standard, rather than a shifting standard, or in relation to a “top” candidate. This ensures all members of the search committee have an equal voice and guards against forceful and opinionated committee members from disproportionately influencing the outcome. Clear criteria also help establish continuity in the evaluation process as other faculty and students join the process during on-campus interviews.

When and How to Develop Criteria

Criteria can be developed early in the process when the job announcement is drafted. Committee members need to reach consensus on and establish clear criteria *before* reviewing applicants’ materials.

These criteria are the foundation of the consistent and equitable selection process that follows. This will ensure the application materials requested in the announcement will give the committee sufficient information to evaluate all applicants using the criteria. It can also help

create an announcement that communicates committee and department expectations more clearly to applicants, improving the quality of the applicant pool. Committees develop selection criteria from the qualifications listed in the job announcement. Committees can reach consensus on selection criteria by posing questions for discussion.

Examples of questions to help produce criteria used in the initial screening stages:

- If a PhD in “a related field” was included as an option in the required qualifications, what are examples of those related fields?
- If an “ability” to do something was specified in one of the essential or preferred qualifications, what would demonstrate this ability in the initial application materials? To develop inclusive criteria, include multiple answers to this question based on committee members’ previous experiences with faculty searches.
- If “experience” doing something was specified in one of the essential or preferred qualifications, what would this experience look like in the initial application materials? To develop inclusive criteria, include multiple answers to this question based on committee members’ previous experiences with faculty searches.

Criteria also supports later stages in the evaluation process. For example, criteria developed from teaching qualifications for use during on-campus interviews might focus on finalists’ ability to engage UWG students in learning. It is recommended that search committees get broader departmental input when developing the criteria used in the selection process.

Developing Inclusive Criteria

Criteria used in evaluating applicants must be job-related. The race or gender of candidates may not be factors considered in employment decisions. However, it is important to consider in advance how the criteria developed for use in the selection process can have significant impacts on the diversity and range of skills represented by the short-listed candidates and finalists. Think carefully about what inclusive excellence means for your department and how certain criteria may include or exclude applicants from further consideration.

- In the absence of clear criteria, some committees may be inclined to exclude from further consideration candidates without a degree from a Tier 1 doctoral program, even those who have impressive publication and grants records. How would a closer and graduated evaluation of the quality of the applicants’ research have a different impact? And could these candidates who would have been otherwise excluded be able to bring additional strengths in teaching and mentoring students from diverse backgrounds?
- Consider the possible impact of criteria on those who have not followed traditional career patterns but may nevertheless be able to help your department reach its goals (e.g., someone whose academic career was interrupted but along the way gained significant practical experience or community experience)? These strengths could be instrumental in pursuing particular lines of research, in applying for certain types of grants and for supporting students from diverse backgrounds.

Questions when reviewing possible criteria:

- Is the criterion that you plan to use really essential for someone to succeed in this particular position?
- What strong performers might get excluded by this criterion?
- How could the criterion be reworded more inclusively?

Criteria restricted to or heavily privileging previous experience may significantly reduce the diversity of candidates who are interviewed. Instead, consider how criteria could be developed to enable a full consideration of the varied strengths of all candidates. The search committee should discuss and determine the relative importance of the criteria drawn from the essential or preferred qualifications before beginning to review applications. It is unlikely that individual applicants will be rated highly on all criteria. Therefore, having a prioritization of criteria in place at the outset will help the committee determine how to evaluate applicants who have different strengths and combinations of strengths.

The criteria developed above are key to the various stages of the review and selection process and it is recommended that their use be documented in some form. A sample template for this is shown on the next page.

SAMPLE - Applicant Evaluation Tool

The following offers a method for department faculty to provide evaluations of job applicants. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Applicant's name:

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

- Read applicant's CV
- Read applicant's statements (research, teaching, etc.)
- Read applicant's letters of recommendation
- Read applicant's scholarship (indicate what):

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Please rate the applicant on each of the following:						
Evidence of research productivity						
Potential for scholarly impact / tenurability						
Evidence of strong background in [relevant fields]						

Evidence of [particular] perspective on [particular area]						
Evidence of teaching experience and interest (including grad mentorship)						
Potential to teach courses in core curriculum						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						

Other comments?

VI. Conducting First-Round Interviews

Videoconferencing is now commonly used for screening interviews in academia. Consider holding these interviews in a location that illustrates UWG's contemporary facilities.

Questions

- Develop a list of questions for the first-round interview and ask all of them, in the same order, of all those you interview at this stage. This structured interview format helps ensure an equitable process. Internal or known candidates should be treated in the same way and asked the same questions as other candidates. Committee members may also ask follow-up questions, such as those designed to elicit clarification or elaboration of an individual candidate's response.
- Questions are best developed from the qualifications and job duties listed in the publicly circulated job announcement. Include as part of your question list a question prompting each candidate to add any other comments or information that they would like to share at this time and a prompt for them to ask one or more questions of the search committee.
- Begin each interview by letting the candidate know the structure of the interview and then prompting committee members to introduce themselves to the candidate. Conclude by letting each candidate know the next step(s) and thanking them for their interest in the position.
- All committee members should review this guide to appropriate and inappropriate inquiries during the selection process. This guide pertains to both the list of questions planned for the interview, follow-up questions, and less formal exchanges that may occur, especially during on campus interviews.

Documentation

When deliberating over the short-list interviews and how they have provided additional evidence of candidates' qualifications, refer once again to the committee's agreed-upon criteria and document the committee's decisions clearly. Record in writing the committee's rationale for

no longer considering each candidate who has been disqualified. This evaluation and rationale can be added to a cumulative committee evaluation sheet. Note specific job-related reasons that are rooted in the job announcement cannot be construed as discriminatory. An employer may not base hiring decisions on stereotypes and assumptions about a person's race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability or genetic information.

Committee members' notes and selection documentation may be scrutinized following the completion of the selection process in the event of litigation, an audit, or a public records request. An unintended impression of bias can be created by comments that are not related to the job and the qualifications and skills required to perform it. Retain records per the USG records retention schedule, and send official search records to the Office of Human Resources.

Reference Calls and Checks

Reference calls Can be conducted after videoconferencing interviews, to help determine who to invite to an on-campus interview;

- Conduct the reference checks in the same way (e.g., by phone) if you will be conducting reference checks for more than one finalist (or semi-finalist).
- Have at least 2 search committee members present for each call.
- Ask the same questions of all those you call (“structured interview”).
- Ask follow-up questions as appropriate.
- Document answers clearly so information gained through reference calls can be treated consistently as evidence in the selection process.
- All these steps help ensure an equitable process.

VII. Bias during the Screening Process

Recognizing Bias

Bias is a common factor in selection processes. For example, in a randomized double-blind study on gender bias, both male and female science faculty were equally likely to exhibit bias by rating male applicants more highly than identical applicants assigned female names. Academic psychologists reviewing CVs rated a male applicant higher in teaching, research, and service experience and were more likely to hire him than the equally qualified female applicant. And when names were randomly assigned to résumés, applicants with “white-sounding names” were more likely to be invited for a job interview than equally qualified applicants with “African-American sounding names” (Moss-Racusin, et al., 2012; R. Steinpreis, et al., 1999; Bertrand and Mullainathan 2004).

Both explicit and implicit biases—the beliefs that we consciously endorse and the biases that operate below our conscious awareness—can have major impacts on the outcomes of individual selection processes. Cumulatively, they can have even greater impacts on the faculty that make up a department and a university. Biases in perception and attention can fuel quick, inaccurate, and poorly substantiated determinations about applicants. They can unconsciously influence how much attention is paid or not paid to particular types of evidence among all the materials submitted, which strengths and weaknesses of individual applicants receive the most consideration, and how particular qualifications are perceived. As a result, these biases often

lead to the elimination of qualified women, underrepresented minority applicants, and applicants with non-traditional career paths at various stages of the selection process.

Here are some specific types of biases and related cognitive errors and shortcuts that lead to poor quality decision-making during the selection process:

Type of Bias	Definition
Similarity Bias or Cloning	Preference for those we perceive to be like us, have similar experiences, or be similar to a person we are replacing. Cloning reduces a department's approaches and perspectives in research and teaching.
Provincialism	Undervaluing something outside one's own circle or group.
Positive Stereotypes	Based on stereotypes, individual members of dominant groups are presumed competent or receive the benefit of the doubt when questions arise. Often applicants from dominant groups are evaluated with emphasis on their potential while those from non-dominant groups are only evaluated on their accomplishments and experience to date.
Negative Stereotypes	Based on stereotypes, individual women and members of underrepresented minority groups receive more scrutiny. They may be tacitly held to a higher standard of work, their qualifications may be questioned more, their work may be attributed more to their mentors and co-authors, and they may receive harsher evaluations based on their demeanor, accent, or appearance.
Euphemized Bias	Applicants from dominant groups and non-dominant groups are held to different standards disguised through vague language such as "star," "visionary," and "fit." Such language may reflect an evaluation of applicants from dominant groups with an emphasis on their potential that is not afforded applicants from non-dominant groups. "Fit" is often about reviewers' personal comfort with an applicant, rather than a full, fair, and objective evaluation of applicants' abilities to perform the job.
Contrast Effect	Evaluating one applicant in relation to another one, rather than in relation to the qualifications and criteria.
Groupthink	The emergence of consensus influences an individual member's view.
Group Momentum	A rush to reach consensus prevents other views from being heard.
Snap Judgments	Rapid assessment and emphasis on certain pieces of evidence often resulting in devaluing an applicant for insignificant reasons or ignoring their strengths.

Halo Effect	One highly rated aspect of an applicant’s qualifications generates an overall strong evaluation, regardless of other evidence.
Horn Effect	One poorly rated aspect of an applicant’s qualifications generates an overall weak evaluation, regardless of other evidence.
Recency Effect	Judgment is excessively influenced by recently received information.
Primacy Effect	Judgment is excessively influenced by initially received information.
Confirmation Bias	Tendency to seek or interpret information in a way that confirms one's preconceptions, while ignoring or undervaluing the relevance of information that contradicts one's preconceptions.

Interrupting Bias

We can interrupt and mitigate bias throughout the selection process by taking steps to address the conditions that often encourage it. We can:

- Reduce ambiguity by clarifying the structures being used for decision-making.
- Reduce cognitive overload on committee members.
- Reduce time constraints commonly placed on the decision-making process

Create a Structure That Supports Clear Decision-Making

Such a structure can be created when criteria are established and prioritized prior to the review of applications, and when evaluation templates are well-designed, ideally reflecting the prioritization of criteria and including prompts to consider a broad range of evidence.

Search committee members can assist by holding one another to high standards when applying these criteria with available evidence. For example, are committee members introducing a threshold of a Tier 1 graduate program as a short-cut to evaluating applicants’ research qualifications?

Ask Questions to Clarify Decision-Making

During deliberations, search committee members can prompt one another to explain themselves in relation to the agreed-upon criteria when vague descriptors such as “bad fit,” “great fit,” “star,” or “visionary” surface. If the committee is discussing the importance of finding a “good colleague,” committee members can stop and ask what that means, and how, if at all, it relates to the qualifications included in the job announcement. This questioning can mitigate euphemized bias. Specifying key qualities will assist in maintaining a fair and consistent decision-making process.

In the course of decision-making, search committee members can periodically stop and genuinely ask, “*What is the evidence for the opposite conclusion?*” **This question can interrupt and mitigate confirmation bias.**

At various points in the selection process, search committee members can pause and reflect:

- Have women and minority applicants been held to a different standard?
- Have applicants from outside prestigious research universities been undervalued in the selection process?
- Have assumptions or inferences about an applicant's family responsibilities negatively impacted the evaluation of their qualifications and abilities?

Allow Sufficient Time and Attention for Thoughtful Review

An emphasis on making offers before competing institutions do can result in poor quality evaluations of applicants, as well as competing demands on reviewers' attention. Here are several proactive ways to shape the use of time in a thoughtful evaluation process:

- Gain time for thoughtful review by using technology to simplify the mechanics of review processes; examples include uniform evaluation sheets or automating an anonymous pooling of comments and ratings from department members on finalists.
- Create intermediate deadlines to reduce reviewers' tendency to postpone and rush their evaluations; prompt them to allow sufficient time (15-20 minutes) to review each file (Martell 1991).

Pause Before You Decide Who to Interview

Search committees often move too quickly from the list of applicants who meet the advertised essential qualifications to those that are invited for first round interviews, or from the list of candidates interviewed in the first round to the finalists that are invited to the campus interview. Take additional time to make sure the committee has given full consideration to applicants from less traditional backgrounds.

There are two recommended alternatives that can help ensure a fairer review and prevent or slow the creation of a homogeneous interview list from a diverse applicant pool:

- Make a medium list first. Review it and ask if bias may have played a role, for example, in eliminating women and underrepresented minority applicants, before proceeding to the next step in the selection process.
- Make multiple short lists, each created from those applicants who were rated highly on a different criterion. Then select applicants from all those short lists for further consideration. **This approach can help mitigate the halo effect.**

Create Checkpoints

The committee can introduce checkpoints in the selection process to stop and assess whether bias or different standards may have impacted the extent to which women and underrepresented minorities remain under consideration. Doing so can have significant ramifications on the outcome of the search process: when women or minorities comprise less than one quarter of the applicant pool (or group of finalists) they are more likely to be negatively influenced by reviewers' gender (or racial) assumptions and much less likely to be offered a job (Heilman 2005; Van Ommeren 2005; Johnson, Hekman, and Chan 2016). One such checkpoint can be before conducting screening interviews.

If necessary, the recruitment phase of the search can be extended and/or the interview list can be expanded. However, such delays can be avoided or minimized by wording, advertising, and sharing the position from the outset in ways that will generate a diverse pool.

Create an Inclusive and Welcoming Experience

- Share with finalists UWG's resources pertaining to family, work-life balance, benefits, and dual career resources, available on the [Public Service and Outreach](#) webpage.
- Set aside a portion of the finalists' campus visits that can be tailored to their individual's interests and needs. Before finalizing the interview schedules, ask all finalists to indicate anyone specific they would like to meet with during their visit. Be responsive to their requests.
- Incorporate opportunities for finalists to meet other groups and individuals with whom they may be interested in working or connecting.
- Involve other department members in the campus visit (other faculty, undergraduate and/or graduate students, and staff).
- Make sure finalists have opportunities to meet an ample representation of our diverse student body and employees as you invite and encourage campus members to attend the campus visit.
- Include ample breaks for the finalists.
- In the invitation to visit campus, include a prompt for finalists with disabilities to request accommodation: *"University of West Georgia is committed to providing access, and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request an accommodation during the application or selection process, please contact the Office of Human Resources at (678) 839-6403 or hr@westga.edu."*

Ensure a Lawful Process and a Positive Visit

- Develop a standard evaluation form or electronic survey to receive feedback from department members on specific aspects of finalists' qualifications that are directly related to the responsibilities of the position
- Remind department members that each finalist's visit is a two-way process with larger ramifications. Courteous interaction and positive comments about the University of West Georgia will make each visit a fruitful one.
- Remind department members that meals, hallway conversations, and other portions of the campus visit are parts of the interview process. To help with this, have one or more committee members present at any segment of the process.
- Make sure staff members have visit details so they are ready to greet and assist finalists
- Double-check room, meal, and lodging reservations.
- Provide finalists in advance accurate details about the time, location, attendees, and format of each segment of their visit.
- Designate someone to escort finalists between segments of their visit.
- Maintain a structured interview format if the search committee will interview finalists again during a portion of the campus visit. Make sure that you provide an equitable visit for all candidates, including any internal ones.

Appropriate and Inappropriate Interview Questions

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
AGE	None.	Questions about age, date of birth, requests for birth certificate.
ARRESTS/CONVICTIONS	May ask if any record of criminal convictions and/or offenses exist, if all applicants are asked.	Inquiries regarding arrest record.
HEIGHT AND WEIGHT	None.	Inquiries about the applicant's height or weight.
CITIZENSHIP	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen or what citizenship the person holds.
EDUCATION	Inquiries about degree or equivalent experience.	None.
DISABILITY	May ask about applicant's ability to perform job-related functions.	Question (or series of questions) that is likely to solicit information about a disability.
MARITAL OR PARENTAL STATUS	Whether applicant can meet work schedule or job requirements. Should be asked of all genders.	Any inquiry about marital status, children, pregnancy, or child care plans.
NATIONAL ORIGIN	May ask if legally authorized to work in this specific position if all applicants are asked.	May not ask a person's birthplace; if the person is a U.S. citizen; questions about the person's lineage, ancestry, descent or parentage; how the person acquired the ability to speak/read/learn a foreign language.
PERSONAL FINANCES	None.	Inquiries regarding credit record, owning a home, or garnishment record.
PHOTOGRAPH	None.	Any inquiry for a photograph prior to hire.
POLITICAL AFFILIATION	None.	Inquiries about membership in a political party.
ORGANIZATIONS	Inquiries about professional organizations related to the position.	Inquiries about personal or professional organizations suggesting race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status
RACE OR COLOR	None.	Comments about complexion or color of skin.
RELIGION	Describe the work schedule and ask whether applicant can work that schedule. Should be asked of all applicants.	Inquiries about religious preferences, affiliation, denominations, church, and religious holidays observed.
SEX	None.	Inquiries regarding gender, gender expression or gender identity.
SEXUAL ORIENTATION	None.	Comments or questions about the applicant's sexual orientation.

Comments regarding the above prohibited subjects also should not appear in interview notes or otherwise be considered by the hiring manager or search committee members.

It is permissible to ask if a candidate has the necessary skills, training, experience and education to perform the job, provided this question is asked of all candidates. It is not permissible to eliminate an applicant from consideration if the applicant indicates a need for a reasonable accommodation for a disability.

It is also permissible to ask whether the candidate is available to work the schedule demanded by the job, provided this question is asked of all candidates. It is not permissible to eliminate an applicant from consideration because the applicant indicates a need for a scheduling accommodation either due to a disability or for religious purposes.

Evaluation of Finalists

Committee deliberations following the campus interviews should remain focused on job-related criteria and include careful consideration of the full range of evidence gathered about the finalists' qualifications. Committee members should review and continue to use the techniques listed in [Bias during the Screening Process](#). The committee should provide clear written documentation of their evaluation of all finalists, continuing to follow the guidelines on documentation in [When and How to Develop Criteria](#). This evaluation can be added in summary form to a cumulative committee evaluation sheet and supplemented with a more detailed report of the committee's determinations. The exact nature of the written recommendation provided by the search committee should conform to what was set out in the committee's charge.

VIII. Additional Resources

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<u>SUBJECT</u>	<u>APPROPRIATE INQUIRIES</u>	<u>INAPPROPRIATE INQUIRIES</u>
AGE	None.	Questions about age, date of birth, requests for birth certificate.
ARRESTS/CONVICTIONS	May ask if any record of criminal convictions and/or offenses exist, if all applicants are asked.	Inquiries regarding arrest record.
HEIGHT AND WEIGHT	None.	Inquiries about the applicant's height or weight.
CITIZENSHIP	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen or what citizenship the person holds.
EDUCATION	Inquiries about degree or equivalent experience.	None.
DISABILITY	May ask about applicant's ability to perform job-related functions.	Question (or series of questions) that is likely to solicit information about a disability.
MARITAL OR PARENTAL STATUS	Whether applicant can meet work schedule or job requirements. Should be asked of all genders.	Any inquiry about marital status, children, pregnancy, or child care plans.
NATIONAL ORIGIN	May ask if legally authorized to work in this specific position if all applicants are asked.	May not ask a person's birthplace; if the person is a U.S. citizen; questions about the person's lineage, ancestry, descent or parentage; how the person acquired the ability to speak/read/learn a foreign language.
PERSONAL FINANCES	None.	Inquiries regarding credit record, owning a home, or garnishment record.
PHOTOGRAPH	None.	Any inquiry for a photograph prior to hire.
POLITICAL AFFILIATION	None.	Inquiries about membership in a political party.
ORGANIZATIONS	Inquiries about professional organizations related to the position.	Inquiries about personal or professional organizations suggesting race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status
RACE OR COLOR	None.	Comments about complexion or color of skin.
RELIGION	Describe the work schedule and ask whether applicant can work that schedule. Should be asked of all applicants.	Inquiries about religious preferences, affiliation, denominations, church, and religious holidays observed.

SEX	None.	Inquiries regarding gender, gender expression or gender identity.
SEXUAL ORIENTATION	None.	Comments or questions about the applicant's sexual orientation.

Comments regarding the above prohibited subjects also should not appear in interview notes or otherwise be considered by the hiring manager or search committee members.

It is permissible to ask if a candidate has the necessary skills, training, experience and education to perform the job, provided this question is asked of all candidates. It is not permissible to eliminate an applicant from consideration if the applicant indicates a need for a reasonable accommodation for a disability.

It is also permissible to ask whether the candidate is available to work the schedule demanded by the job, provided this question is asked of all candidates. It is not permissible to eliminate an applicant from consideration because the applicant indicates a need for a scheduling accommodation either due to a disability or for religious purposes.

If you have questions about permissible interview questions or how to assess an applicant's potential need for accommodation on the job, please contact the Office of Human Resources.

CUMULATIVE SELECTION MATRIX USING PUBLISHED QUALIFICATIONS

Last name	First name	Application date	Criteria (in cells, indicate met/unmet)		
			Criterion 1 insert published qualification	Criterion 2 insert published qualification	Criterion 3 insert published qualification

Log number:

net, or provide ratings)

Reason for Rejection

Criterion 4
insert published
qualification

Criterion 5
insert published
qualification

insert columns for
additional criteria
as needed

Reason must be related to the job (e.g., criteria, qualifications)

Position title/rank:

Status

- **Applicant**
- **Candidate (met all essential qualifications)**
- **Strong candidate (met one or more preferred qualifications)**
- **Semi-finalist**
- **Finalist**

Faculty Interview Questionnaire Guide

When developing interview questions, consider three rules of thumb: ask only for information that will serve as a basis for the hiring decision, know how the information will be used to make the decision, and do not ask for information that will not or should not be used to make hiring decisions.

Develop questions based on each major task and responsibility in the position description and on knowledge, skills, and abilities required by the position. Include problem-solving questions that allow the applicant to think creatively. Also include questions that elicit more than a “yes” or “no” response (behavioral-based).

The following Interview Questionnaire Guide has been developed to provide hiring managers a resource from which to select questions that will help identify the candidate who will be most successful in a position.

Because research has shown that past behavior is predictive of future behavior, the questions are behavioral based. They will prevent a hiring manager from missing important information, overlooking job motivation and organizational fit, and asking illegal, non-job-related questions. The same set of questions should be used to interview all candidates.

*Human Resources recommends Search Committee’s use 2-3 questions from the **Becoming UWG** and other sections listed below to ensure a diverse set of interview questions, and an emphasis on attracting and selecting talent aligned with the University’s strategic intentions.*

“Becoming UWG” Strategic Vision Interview Questions

- Tell us how the strategic visioning of the University of West Georgia (UWG) resonates with your previous work experience and interest in the _____ position.
- Please describe how you would work to create a campus and classroom environment that is welcoming, inclusive and increasingly diverse to position UWG as a first choice for prospective students.
- The landscape of higher education is evolving. How do you seek opportunities to improve the learning environment to better meet the needs of students, inside and outside the classroom?
- Describe your teaching presence in the classroom and how it creates a holistic “sense of place” for students.
- What is one of the more promising educational innovations of which you are aware, why is it valuable, and what have you done to adopt it?
- What do you consider the most important contribution your college or department has made to the student experience at your current or previous institution? What was your role?

Sample Interview Questions for Faculty

- Describe your teaching style.
- Describe your teaching philosophy.
- What technology applications have you utilized in the classroom? Will you share your experience with distance learning, online courses and dual modality teaching scenarios?
- How do you engage students, particularly in a course for non-majors?
- Share your ideas about professional development.
- In your opinion, how should the workload of a faculty member be split and into what areas?
- What changes have you brought to the teaching of _____?
- How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- What courses have you created or proposed in the past five years?
- What do you think are the most important attributes of a good instructor?
- Where would this position fit into your career development goals?
- What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
- How do you feel your teaching style can serve our student population?
- In what professional development activities have you been involved over the past few years?
- What pedagogical changes do you see on the horizon in your discipline?
- How would your background and experiences strengthen this academic department?
- How do you adjust your style to the less-motivated or under-prepared student?
- Have you involved your students in your research?
- What are your current research interests?
- What is the most recent book and/or article that you've read?
- How well do you interact with your colleagues and what attribute do you bring to the department that will make a positive difference in this College?
- How do you define success in an urban or suburban University classroom? How do you measure that success?

- UWG has a culturally diverse student population with varied academic backgrounds. A faculty member must appreciate and be willing to adapt his/her skills and strategies to cope with such a challenging environment. What are some qualities that prepare you to effectively teach in this kind of environment?
- Describe the most recent difficult situation you encountered in your class and how you handled it?

BACKGROUND REVIEW

- The following questions are designed to confirm the information on the candidate's CV.
- What are/were your major responsibilities at (present/most recent job)?
- Which skills have you acquired in your present or previous positions that make you competitive for this position?
- Which accomplishments in your present position are you proud of and why?
- Why are you planning to/did you leave your most recent position?

INITIATIVE

Following is a list of sample questions designed to gather information about an individual's ability to identify tasks that need to be done without specifically being told to do them.

- Have you ever recognized a problem before your supervisor or others in the organization? How did you handle it?
- How do you know that you are doing a good job or making a difference?
- What new ideas or suggestions have you come up with in your current or past positions?
- Tell me about a project where you worked unsupervised and were given only general guidelines for project completion.

STRESS TOLERANCE

Following is a list of questions designed to provide information relating to an individual's stability of performance under pressure. These questions are not designed to rate a person's stress level. They are designed to give the interviewer an idea of how the applicant has reacted to past stressful situations.

- Describe the highest, pressure situations you have been under in your career. How did you cope with them?
- Tell me how you maintain constant performance while under time and work load pressures.
- Give me an example of when your ideas were strongly opposed by a co-worker or supervisor. What was the situation? What was your reaction? What was the result?

PLANNING AND ORGANIZING

Following is a list of questions designed to gather information relating to an individual's ability to schedule work and handle multiple tasks.

- How do you organize your day or establish priorities in scheduling your time? Give examples.
- How often is your time schedule upset by unforeseen circumstances? What do you do when that happens? Tell me about a specific time.
- Tell me how you establish a course of action to accomplish specific long-and-short term goals.

WORK ETHIC/STANDARD

Following is a list of questions designed to gather information relating to an individual's personal standard of performance.

- What workplace values are important to you?
- Give an example of when you felt the greatest sense of achievement relative to your work.
- What are your standards of success in your current or previous position? What have you done to meet these standards?
- What factors, other than pay, do you consider most important in evaluating yourself or your success?
- When judging the performance of others, what factors or characteristics are most important to you?

TEAMWORK

Following is a list of questions designed to gather information relating to a person's ability to work and get along with others.

- How do you go about developing rapport (relationships) with individuals at work?
- Give me some examples of when one of your ideas was opposed in a discussion. How did you react?
- We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
- We've all had to work with people who may be deemed as difficult to get along with. Share an example of when this happened to you. What was the issue or concern? How did you handle the person? What was the result?
- How do you keep your employees informed with what is going on in the organization?
- What methods do you use to keep informed with what is going on in your department/college?

Faculty Search Committee Guide

The search committee plays an important role representing the department, the college, and the University of West Georgia determining which applicants are given further consideration. Below, is a high-level overview of the responsibilities of the Hiring Manager, Search Committee Chair, and Search Committee Members to include the Equity Advisor. The Office of Human Resources (OHR) will serve as a partner in the recruitment, selection, hiring and onboarding activities for all faculty searches.

Search Committee Training

To provide guidance and resources during the recruitment and selection process, all employees who serve on a search committee are *required* to complete Search Committee Training. The training educates employees about the tasks of search committees including strategies for applicant review, legal interviews, and identifying critical steps in the candidate selection process. Employees must attend an initial in-person training session, which will be offered throughout the year. To participate in the training, hiring managers or the search committee chair should submit a list of search committee members (*new* Search Committee form) to OHR. Upon completion of the training, employees will be able to serve on any search committee for the duration of employment with the university with the opportunity to participate in a pre-recorded refresher training (employees are only required to complete this training one time unless changes in hiring processes dictate otherwise).

Hiring Manager/Authority

- Acquire **Critical Hire** approval for all vacant position(s).
- Appoint a Search Chair and Search Committee members.
- Assign an administrative support person for the search.
- Administer the Search Committee charge.
- Ensure communication with the Chair throughout the search process.
- Make final hiring decision.

Charging the Search Committee

In the written charge, the hiring authority should clarify:

- Strategic nature of the position.
- Type of recommendation the committee should provide the hiring authority. Examples: a. a recommended candidate, b. a ranked list of acceptable finalists, c. an unranked list of acceptable (or all) finalists with analysis of strengths and weaknesses.
- Deadline to receive the recommendation.
- Importance of inclusive excellence for conducting the selection process in accordance with federal and state laws.
- Expectations for confidentiality, attendance, fairness, and the use of appropriate mechanisms to mitigate bias.

Search Committee Chair

- Serves as the liaison between the hiring manager and the search committee.
- Schedule and Chair search committee meetings.
- Communicate expectations, recruitment plan and potential candidate to committee, as stated by the hiring manager.
- Manage communication and maintain confidentiality during the search process.
- Serve as lead host for candidates on campus and other interview activities/events.
- Ensure proper interview materials are retained for finalist review and certification by OHR.
- Submit all recruitment documents to OHR at the conclusion of each recruitment cycle.
- Update ALL applicant statuses timely via OneUSG Careers.
- Perform all duties of a regular committee member.

Search Committee Members

- Volunteer for specific assignments in the recruitment plan (identify field-specific publications and professional organizations for advertisement, research current graduates in the field, designate a member to assess depth and variability of pool).
- Determine advertisement strategy.
- Establish criteria to evaluate applicants for first round and on-campus interviews.
- Set application review period.
- Evaluate all applicants based on the criteria established during the Pre-Search phase for screening, including reference check process.
- Determine or recommend which candidates will be selected for first round interviews.
- Participate in first round interviews.
- Provide recommendations for on-campus interviews and assist in the planning of on-campus visits.
- Develop on-campus visit interview questions and evaluate candidates based on established search criteria.
- Recommend candidate for the position.

Introducing the Equity Advisor Role (EO/AA Liaison)

To continue engaging in inclusive hiring practices, it is recommended to assign or include an equity advisor as part of the faculty search process. The equity advisor may be a member of the search committee or may be an advisor to the search committee. The role of this individual is to assist the search committee in ensuring that equity and most importantly inclusive practices were used in all aspects of the recruitment process. During the search process, equity advisors will aid in the following areas:

- Assist the Hiring Manager in the selection process of the search committee and its chair.
- Provide advice as needed to ensure the search ad is posted in multiple venues that attract a diverse pool of applicants.
- Provide advice as needed to the chair/dean and to the search committee to ensure that contributions to diversity are being considered and that proactive search practices are used for recruiting and selecting new faculty.

- Review the diversity of the availability pool and the applicant pool. If the diversity of the *applicant* pool does not reasonably reflect the diversity of the *availability* pool, suggest proactive measures to enhance the diversity of the applicant pool.
- Review the short list of candidates selected for interviews. If this group is not diverse, review the files of other applicants (particularly those under serious consideration) to determine if candidates of equivalent quality have been overlooked.

All search committee members, regardless of faculty, student, staff, or community member status, must be fully involved in the search, including the evaluation of candidates and the development and use of interview questions. Search committee members must keep discussions completely confidential.

Office of Human Resources

Search committees may seek guidance from OHR to aid and provide resources regarding laws and regulations as well as best practices for conducting an inclusive search. OHR will conduct EO/AA applicant review, approval and certification of the finalist pool, and serve as the primary source of record for all faculty searches. Please see below *required* forms to accompany faculty search records for all positions to be submitted to the respective HR Business Partner.

Search Committee form: This form will list all committee members and certify completion of required search committee training prior to service.

Approval of Pool form: This form will serve as the document of record certifying the finalist pool of a faculty search. It is recommended that the Search Chair submit a brief summary of the finalists for a position, and OHR will certify with signed approval.



Academic Affairs
Search Committee Form

Log Number: _____

Date: _____ College: _____

Department: _____

Search Committee (review Faculty Search Committee Guide for details)

Job Title: _____

Chair Name: _____ Position/Rank/Title _____ Race _____ Gender _____ Attended Search Committee Training? _____

Equity Advisor Name: _____

Members: Name (add department if different from above) _____ Position/Rank/Title _____ Race _____ Gender _____ Attended Search Committee Training? _____

Recruitment Procedures (indicate the types and names of media and other methods of advertising, affirmative action, strategies, organizations, committees, associations and individuals contacted to generate a diverse and qualified pool, etc.) List all ad sources, including print ad and target recruitment ad sources.

Names of Associations/SIGs/Job Boards/Websites/Periodicals/etc. Mode of Communication (Online, Email, Print, Phone) Targets (Women, Minorities)

Additional Advertising Sources Attached

Signatures (Adobe Digital Signatures acceptable)

Department Chair/ Search Chair

Print Name

Date

Human Resources EO/AA Officer

Print Name

Date