

# ***FACULTY HIRING***

**Administrative Guidelines  
for Academic Department Chairs and Program Directors**

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**Butler University  
2011-12**

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## INTRODUCTION

*One of Butler University's greatest strengths is its accomplished and dedicated faculty. To maintain the academic quality of our programs, we invest considerable time, effort, and resources to recruit faculty who are excellent teacher-scholars, and who represent a broad range of disciplinary expertise and experiences. Furthermore, we know that to attract students, to prepare them for a complex, multifaceted, multicultural, global environment, and to educate them for lives of meaning and purpose, our faculty must represent the same. Our entire University is strengthened when the community is revitalized by well-qualified faculty who increase the diversity of recognized academic and artistic accomplishments, provide academic role models for their students and the community, and culturally enrich the life and mission of the University.*

*Searches are not only critical elements in the renewal of the faculty, but they also reflect upon the quality and reputation of Butler University. We want all candidates, even those whom we don't hire, to have a positive experience with the University. Therefore, we should strive to have all aspects of a search conducted in an informed, professional manner that not only brings us the best possible colleagues, but also that treats all applicants legally, ethically, and courteously. Although by no means exhaustive, this document is intended to further those ends by providing guidelines, expectations and best practices for faculty searches.*

## **INITIATION OF A TENURE-LINE or FULL-TIME CONTINUING APPOINTMENT SEARCH**

Department chairs and program directors submit to their Dean/Associate Provost a Tenure-Track Faculty Position Request Form and position description by the second Monday of February for any tenure-track/full-time continuing appointment search to be conducted in the subsequent academic year. Positions are authorized by the Provost after consultation with the Position Review Committee, President and the Provost's Advisory Council. After receiving authorization, the department chair or program director will meet with the dean of the college in order to discuss the college's or department's/program's plans for the search process. The search committee should consist of no less than three tenure-line faculty members from a department/program. One tenure-line faculty from outside the department/program should be appointed as a participant in the search and, if appropriate to the position, an outside of the University member, such as personnel from a graduate or clinical program or school, or musician or artist.

## **PREPARING FOR THE SEARCH PROCESS**

**The Search Committee:** A position announcement is prepared by the search committee or department chair or program chair, at the discretion of the college. The position description is then submitted to the dean of the college for review and final approval. Once the description is approved by the dean, the search committee or chair actively recruits candidates, and participates in each aspect of the decision-making process that leads to the final recommendation to the Dean's and Provost's offices.

**Identifying Members of the Search Committee:** Working collaboratively with the office of the dean of the college, the department or program determines which members of the department/program will participate in the various stages of the search process. All members of the search committee need to be present for all committee deliberations.

- Tenured and Tenure-Track Faculty Members, and Full-Time Continuing Faculty

All tenured and tenure-track, and full-time continuing faculty members in the department/program or program should participate in the search, except telephone or conference interviews, which are typically conducted by two department /program members. Notwithstanding the above, a faculty member on sabbatical may choose not to participate. In the case of a replacement position for a retiring faculty member, the department/program needs to make clear at the outset of the search process the role that person will play in the search process. Best practices indicate that the faculty member being replaced should not be a member of the search committee.

In mid-size to large departments/programs or in departments/programs that receive a large numbers of applications (40+), the department/program may choose to form a Screening Committee that conducts some aspects of the search prior to consultation with the rest of the department/program. Any tenured member of the department/program may serve as the search committee chair.

- Students

Students should be present for teaching demonstrations or public research presentations by candidates. Student feedback ought to be sought out and shared with the search committee. If it is the practice of the department to invite a student to serve as a formal member of the search committee, the confidential nature of search processes must be explained to the student. In addition, the department/program may invite students to an informal meeting with each candidate, such as lunch on campus or a reception.

- Faculty with Special Appointments

If the department/program wants to include any faculty member with a special appointment (i.e. any appointment other than tenured or tenure-track), the Dean's Office needs to be notified in advance and a rationale provided.

**Confidentiality:** All of the material candidates send is confidential and should not be shared with anyone who does not have a direct role in the search. In addition, all search committee conversations are confidential and should not be shared with anyone who does not have a direct role in the search. If you are asked about the search process by a candidate, you should refer that person to the search committee chair who can update candidates about the process. All positions are posted on the Butler website so direct any inquiry you may receive about the position to that listing or to the search committee chair. The search committee chair should also discuss confidentiality with the department/program administrative assistant and any work-study student who may be asked to open submissions or file candidate material.

**The Search Process:** The following is a list of the typical tasks of a search process undertaken by the search committee. The chair of the search committee may choose to delegate these tasks to other members of the committee.

- Writing the position announcement that appears on the Butler website and electronic job search websites.
- Writing the position announcement that appears in discipline-specific publications and websites.
- Reviewing files and participating in a discussion that results in the first set of candidates being eliminated from consideration.
- Reviewing files (and any subsequent material requested from candidates) and participating in the discussion that leads to the identification of candidates for telephone or conference interviews.
- Conducting telephone or conference interviews.
- Reporting on telephone or conference interviews to the larger search committee.
- Leading the discussion that leads to the identification of the top five candidates. These are the candidates whose files are sent forward to the Dean's Office.
- Participating in the campus interviews.
- Conducting telephone conversations with references of the campus interview candidates.

- Leading the discussion about the final review of candidates and writing the recommendation that is sent to the Dean's Office.

## **RECRUITING FOR THE POSITION**

### **Considerations Before Writing the Job Announcement:**

1. Given the discipline and the teaching, scholarship, and service responsibilities in the College and the University, how is a high caliber candidate defined?
2. Will the department/program seek a candidate at the Associate Professor level? This question should be addressed in the Position Request.
3. Will the department/program consider candidates who are ABD?
4. A department/program may choose to ask for transcripts and letters of recommendation after the initial review of files. However, transcripts and letters of recommendation must be in the files of the top five candidates that are sent to the Dean's Office prior to the authorization of on-campus interviews.
5. What will the department/program request as evidence of teaching effectiveness?
6. What will the department/program request as evidence of scholarship, research, or creative work?
7. Will the department/program request a statement of teaching philosophy and/or a research statement?

**Writing the Job Announcement:** Departments and programs provide most of the information that will be contained in a job announcement when the Tenure-Track Faculty Position Request Form is submitted to the Dean's Office. Once the search has been authorized, the department/program then writes the formal job announcement and submits that announcement to the Dean's Office for review and approval; from there, it is sent on to Human Resources. Prior to Human Resources posting the ad, the Associate Provost for Faculty Affairs and Interdisciplinary Programs double-checks the ad for clarity, consistency and appropriate diversity language. Once approved, Human Resources places the ad.

- Position announcements will be grouped in late summer/early fall into a block ad to be placed in *The Chronicle of Higher Education* print edition. The block ad also will be placed in *Diverse: Issues in Higher Education*, and will appear online in several publications: *The Chronicle of Higher Education*, the Butler Human Resources website, and the New American Colleges and Universities website. Departments/programs wishing their position announcement to be placed in a publication in addition to the ones listed above, including discipline-specific publications, should work directly with Human Resources, after consultation with their Dean. Other publications to consider: *Hispanic Outlook in Higher Education*; *Affirmative Action Register* [[www.aarjobs.com](http://www.aarjobs.com)]; *Historically Black Colleges and Universities* ([www.hbcuconnect.com](http://www.hbcuconnect.com)); *Hispanic Serving*

Institutions ([www.hacu.net](http://www.hacu.net)); Tribal Colleges ([www.aihec.org](http://www.aihec.org)); [www.LatinosinHigherEd.com](http://www.LatinosinHigherEd.com); and [www.AcademicCareers.com](http://www.AcademicCareers.com), using their “Diversity Package”; as well as discipline-specific publications. Also note that approved ads can be submitted directly to free on-line posting sites, such as AAC&U’s diversity postings ([www.diversityweb.org/diversity\\_postings/position\\_openings/submit/index.cfm](http://www.diversityweb.org/diversity_postings/position_openings/submit/index.cfm)). The Provost’s office will work with Human Resources to ensure these postings occur.

**Position announcements should include the following:**

- Title of the position
- Succinct description of duties and responsibilities, including teaching load
- Required qualifications
- Other desirable qualifications
- Materials to include: letter of application, curriculum vitae, transcript/s, and 3 to 5 current letters of reference. Unofficial transcripts are appropriate initially. The recommended candidate must provide an official transcript prior to the offer being issued.
- Language indicating a commitment to diversity—see the next section, “Developing the Applicant Pool”
- Type of the position and starting date
- Application procedures, including name and address of search chair
- Date by which completed application should be received. Best practices suggest that deadlines should not be absolute; rather, indicate that “Review of applications will begin....” in order to allow for applicants whose materials are accidentally delayed.

**DEVELOPING THE APPLICANT POOL**

Butler University faculty are distinguished by their high caliber, as evidenced in their commitment to effective teaching, scholarly engagement and practice in their discipline, and willingness to enhance the community of their College and the University. Furthermore, as outlined in the 2009-2014 Strategic Plan, Butler aims to be an employer of choice for a highly qualified, diverse mix of faculty. In order to attract, recruit, and retain a highly qualified, diverse mix of faculty, it is, therefore, crucial, to act positively, pro-actively, and affirmatively.

Search committees should create position descriptions that are aligned with department/program, college, and institutional visions of the future. Search committees must guard against writing a position description that could automatically exclude or ‘define out’ candidates who have a diversity of experiences, including experiences that may not be traditional routes into academia. Instead, the goal is to write a position description that attracts a diverse group of applicants—defined broadly, including but not limited to race and ethnicity, gender, sexual orientation, age, religion, disability, economic or social class, national origin, or other legally-protected categories, and multi- or cross-disciplinary expertise--and then develop and execute a plan to recruit such applicants. Examples of wording used in position descriptions to signal interest in diverse perspectives include the following:

- Conducts scholarship in areas related to diversity
- Experience with a variety of teaching methods and/or curricular perspectives
- Previous experience interacting with diverse communities
- Experience in cultures other than their own
- Academic experiences and interests in culturally diverse groups
- Interest in developing and implementing curricula that address multicultural issues
- Demonstrated success in working with diverse populations of students

In finalizing the ad language, please supplement the description of the ideal candidate by including one or more of the above descriptors. Using one of these key phrases provides a means to communicate Butler University's shared commitment to diversity. The search committee chair will meet early in the process with the dean, associate dean, and chair of the department/program to discuss recruitment strategies.

During the interview process, ask about each candidate's commitment to diversity and how each might manifest that through work at Butler (teaching, advising/mentoring, recruiting, etc.). For instance, it would be appropriate to ask: "Please describe your commitment to diversity, and give us specific examples how you have manifested that in your professional life." Or, "How would you encourage more underrepresented students to consider a career in XXX?" Or, "Please discuss advising tactics for differing subsets of students." Or, "How would you promote/model acceptance and inclusivity on campus outside the classroom?" Or, "Why is diversity important in higher education?" Each successful candidate must demonstrate an understanding of and commitment to the vital importance of a diverse learning environment.

Make all best efforts to bring diverse candidates to an on-campus interview. Document the search committee's efforts to recruit a qualified and diverse candidate pool. Prior to issuing on-campus interview invitations, the chair of the search committee, the chair of the relevant department/program, the chief diversity officer, the associate dean or the dean will meet to decide if the steps cited above to recruit diverse candidates were followed. If not, the search will not continue.

**Other ways you can signal your commitment to attracting a diverse faculty:** In all recruiting, placing advertisements is merely a beginning step. Advertising is necessary but is *not* sufficient to ensure that there will be applicants of the desired caliber and diversity in the final candidate pool. It is incumbent upon the Search Committee and its chair to do more to identify and attract the most highly-qualified applicants.

- All search committees should indicate specific steps that will be taken during the search to maximize the number of minority applicants and to assure their being given careful attention.
- The Search Committee Chair should contact selected university graduate departments/programs to seek information about potential minority applicants. For example, the publication *Diverse* lists universities producing significant numbers of minority Ph.D.'s. National lists of minority faculty and recent doctorates are usually available through the Provost's Office and should be used as part of the search strategy. Telephone calls are preferred to mailed announcements because they have

been demonstrated to be far more effective than written alternatives in generating applicants.

- Personal contact by letter or telephone with leaders in the field to solicit nominations of potential applicants is a crucial adjunct to the above efforts. Direct contact with those who train graduate students and those who are well-established in the field, especially those who themselves are minorities or women, often leads to the most promising applicants. Contacts soliciting nominations may be initiated by any member of the Search Committee or by any other individual at the College who is in a position to help. Such calls should: describe the position and its relation to the overall program; ask about possible applicants, especially minorities and women; ask about others who might know about such potential applicants.
- All positive responses to initial invitations to apply should be followed by a letter from the Chair of the Search Committee, enclosing a copy of the position description.
- Use list-servs to send position announcements directly to appropriate professional organizations and associates, and relevant departments at universities that are members of Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges (web sites listed above); also mail to leading Ph.D. institutions of minority Ph.D.'s.
- Order mailing labels from the Minority and Women Doctoral Directory ([www.mwdd.com](http://www.mwdd.com)), which will supply labels for a wide array of disciplines for a nominal fee.
- Make numerous word-of-mouth contacts, especially with potential applicants from underrepresented populations
- Incorporate issues related to cultural pluralism and diversity into the curriculum and pedagogy where possible.
- Provide encouragement to colleagues from underrepresented populations to apply to Butler, and contribute to a welcoming and affirming on-campus experience for them.
- Get SafeSpace training and post the official notice so your commitment to diversity is visible.

**All position descriptions also will include this language:** *Butler University is committed to enhancing the diversity of the student body and our faculty and staff. In addition, hiring and other employment-related decisions are made on the basis of an individual's qualifications, past experience, overall performance and other employment-related criteria. It is the policy of the University to provide equal opportunities for employment and advancement for all individuals regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally-protected category.*

Please see Appendix for national and state laws about protected classes.

## **ADVERTISING FOR THE POSITION**

In order for the University to place a block ad in both *The Chronicle of Higher Education* and *Diverse: Issues in Higher Education*, position descriptions should be finalized and approved by July 15. Placement of all open positions in a block ad in these two publications provides better

publicity for the positions while simultaneously diminishing costs for advertising. The Human Resources Office submits all job announcements to the above-mentioned websites.

After a search has been authorized, the department/program or search chair will be asked to identify any discipline-based publication or website where the position ought to be announced. Often the paid advertisement in the disciplinary journal is shorter than what appears in the electronic listings. The shorter version of the announcement must also be approved by the Dean's Office before placement. Increasingly, job candidates focus on electronic resources that provide job listings; nevertheless, for U.S. visa purposes, it is necessary to place the ad in a hard copy of a publication (usually *The Chronicle*). In addition, department/program chairs ought to send a copy of the approved announcement to appropriate graduate programs, especially those identified as the "top" programs in the area of specialization and those with a strong record of graduating people of color and other underrepresented groups. In addition, the announcement ought to be sent to minority serving discipline-based newsletters and any other website that is relevant.

Applications can be collected in either hard copy or electronic format and should be kept in a secure location. Receipt of applications should be acknowledged by the search chair, either in hard copy or electronically.

#### **THE ROLE OF HUMAN RESOURCES**

Human Resources personnel should be consulted at two stages of the search process. First, departments or programs should consult with the Manager of Employment, Training and Development prior to posting the ad in order to discuss ways to develop the applicant pool. Second, departments or programs should meet with the Manager of Employment, Training and Development in order to talk through best practices in conducting interviews, including legal concerns.

#### **RECRUITING AT A NATIONAL CONFERENCE**

Most disciplines have a traditional "search season" that may or may not include a national conference at which large numbers of job seekers participate in formal interviews. For some disciplines, participation at the national conference is seen as essential and it allows a department/program to conduct formal interviews with a large number of candidates (10+). A formal interview can only be conducted when candidates have submitted materials that have been screened by the search committee. For other departments/programs, the national conference only provides the opportunity for informal recruiting. The Provost's Office will provide \$2,500 to be used by the department/program for search costs, including travel to interview candidates, hosting candidates to campus, office supplies and long-distance charges related to the job search, and other search-related expenses.

When the department/program chair and the Dean of the College meet to discuss the department/program's search process, the need for conference attendance will be determined.

It is advantageous to have search committee members on the conference program for budgeting purposes.

## **REVIEW OF APPLICATIONS**

The initial screening of applications must be based on the articulated requirements in the position description. Thus, a common understanding and consistent interpretation of the position description by the Search Committee members and department/program faculty are essential. It may not be difficult to get a committee to agree who is the best candidate. However, deciding the criteria for establishing which is the “the best” may be more difficult. Members of the Search Committee and the department/program should convene early in the search process to establish a clear understanding of the criteria for the position, and to ensure that all persons interested in the position are given the same set of instructions for completing applications and to ensure that all applicants will be considered under the same set of criteria.

Search committees should always be on the guard against biases that may intrude into their evaluation of a candidate, such as where or what type of college or university an applicant attended, unknown referees, or scholarly focus within the field being searched.

Organizing Application Materials: Many departments/programs construct a simple database for application materials in order to track the receipt of all required materials. A printed version can serve as a guide for search committee members reviewing the files. Typically, the database includes the applicant’s name, degree status and location, courses taught, research area, and items deemed relevant to the particular position.

Acknowledgment of Application Materials: Letters acknowledging the applications should be sent as quickly as possible after the applications have been received. It is acceptable to send the acknowledgement by email. A sample of the acknowledgment letter is as follows; you also may want to add in the timetable of the search, and include a line such as “If you have not heard from us by (date)....”:

*Dear (name):*

*Thank you for your application for the position of (fill in) at Butler University.*

*Your application will receive careful consideration by the department/program Search Committee. If further information will be needed, we will be in touch with you.*

*Sincerely,*

*(name)*

*Search Committee Chair*

### **Relevant Questions for Discussion:**

- Under what circumstances would an ABD candidate be preferable to someone with a completed terminal degree?
- How closely does the degree field and graduate training need to match the position, to

what extent, if any, are you hiring a generalist, to what extent are you seeking or avoiding overlap with current faculty?

- How will you weigh preparation to teach vs. experience teaching?
- What weight should be given to the colleges/universities from which an applicant earned her/his degrees?
- What type of diversity experience is important?

**Ranking Candidates:** There are a number of “systems” departments/programs employed to rank candidates. No matter how simple they appear on the surface, people usually find a way to make them more complicated. For instance, a system that asks committee members to provide a 1 (great candidate), 2 (acceptable candidate) or 3 (unacceptable candidate) is likely to become a system that includes a 1+ or a 2-. The primary goal of any system is to quickly identify unacceptable candidates and remove them from consideration while simultaneously allowing any acceptable candidate to be given full and fair consideration. It is not unreasonable to discuss as many as 25 candidates who fulfill the advertised criteria, particularly in searches that attract a large number of applicants.

**Request for Additional Material (if relevant):** Departments/programs that conduct formal conference interviews and those that receive a large number of applications (+75) do not always request all relevant material in the original position announcement. After a screening committee has narrowed the pool, the search committee chair will contact candidates still in contention and request additional materials. This might include, writing samples, teaching evaluations, formal letters of reference, and/or transcripts. The request for additional materials can be made by email to individual candidates.

**Conducting Telephone or Skype Interviews:** In the absence of a conference interview, telephone interviews provide search committees the opportunity to further refine their list of top candidates. Using Skype also has proven successful, and provides a face-to-face interaction with candidates. Telephone/Skype interviews are usually 20-30 minutes in length and should include an opportunity for the candidate to ask questions. If some interviews will be in-person and some via telephone/Skype, please be sure to follow the same format for each to ensure consistency.

**Conducting Conference Interviews:** In addition to the information provided, the following should be taken into consideration when arranging conference interviews. Ideally, two members of the search committee will participate in the interviews and provide a detailed report back to the search committee. All efforts should be taken to avoid using a hotel bedroom for the interviews. Just as with a telephone/Skype interview, be sure to allow time for the candidate to ask questions. In addition to discipline-based teaching and scholarship questions, at this stage, it also is pertinent to ask questions regarding the fit of the candidate to the University and the College, and to use situational questions to better assess their expertise. Also, request permission to contact references.

**Post-Interview:** After each interview, the committee should evaluate procedures conducted and the quality of responses by the candidate.

**Conducting Reference Calls:** Prior to on-campus visits, references for each candidate should be contacted. Typically, search committee members distribute this task among its members such that more than one person participates in reference calls for each candidate. Each reference ought to be asked the same questions. For an example of the Reference Call Protocol, see the Appendix.

**Submitting Files to the Dean's Office:** After the search committee has identified the top five candidates in the pool, the Search Committee Chair will submit copies of the application materials of those candidates to the college Dean's Office. The Dean will review those files and the Dean will meet with the Search Committee Chair in order to discuss the candidates who will be invited to an on campus interview. Typically, three candidates are brought to campus. Search Committee Chairs should plan for turnaround of time of approximately 48 hours from the time files are received by the Dean's Office to the meeting with the Dean.

For a candidate to be approved for an on-campus interview, the following material must be in the candidate's folder:

- Letter of application
- Curriculum vitae
- Copies or originals of transcripts
- Letters of recommendation
- Please also include a copy of the job ad and position description

Search Committee Chairs should not contact the candidates whose files have been sent to the Dean's Office until after the meeting with the Dean of the College, who approves the final slate of candidates for interviews. If the chair is contacted by one of those candidates, you can say that you will be contacting campus interviewees within the week.

While the Dean's Office is reviewing the files, the search committee chair can work with the department/program, the outside the department/program representative, the Dean's Office, and the Provost's Office to identify dates for the visit and begin constructing the interview schedule.

Departments/programs may choose to include internal candidates among their finalists, but internal candidates are neither to enjoy special treatment nor are they to meet higher expectations than other candidates for the position. It is not appropriate to interview an internal candidate unless that person is competitive for the position. Do not include an internal candidate as an on-campus interviewee as a "courtesy" to that person and do not ask that the number of on-campus interviewees be expanded simply because you have an internal candidate. Internal candidates must be legitimate finalists in order to be invited for an interview, and the pool of candidates will not be expanded to accommodate internal candidates. Geography should not be a factor in selecting finalists.

The amount budgeted for each search is \$2,500. Those making arrangements for on-campus interviews should be mindful of this limitation, but they should not compromise the quality of the search in order to save money. Should you anticipate a search will cost more than \$2,500, please talk with the Dean early in the process.

## **CREDENTIALS REVIEW AND BACKGROUND CHECK POLICY**

Once department/programs forward finalists for the position to the Dean, colleges should send the "Faculty Candidate Authorization and Release" form to those final candidates who the department/program would like to invite for a campus interview. The release form can be sent electronically to the candidate. Candidates may return signed forms via fax or electronically. Candidates who refuse to agree to a background check cannot remain in the finalist pool. The release form is included in this document.

**\*\*Please note that colleges are responsible for completing the credentials check.\*\***

As soon as candidates have returned the completed/signed form, please forward the forms from those candidates the Provost's Office to initiate the background check.

Results of the check will be sent to the Provost's Office. Should the check uncover a concern related to the job, the Provost, Dean, and Director of Human Resources will confer.

A candidate who may not continue in the process due to something found in his/her background check will receive a letter to that effect, along with a copy of the background check and other legally-required information that will be provided by Human Resources. A final decision to remove that candidate from consideration cannot be made until after that letter is sent and the candidate is provided with a limited period of time to respond to the concern. Then, if a final decision is made to eliminate that candidate from the process, Human Resources will send another letter to that effect to the candidate, along with legally-required information.

The background check materials for the candidate who is hired will be kept in a sealed envelope and placed in the faculty's personnel file. The background check will be shredded for candidates not successful. Should the candidate not be successful because of an item/s in the background check, that background check report must be kept for two years.

The base cost of the background check is approximately \$35 (more if additional checks are requested) and will be borne by the hiring department/program or college.

**Background check policy approved by the  
Board of Trustees Academic Affairs Committee on May 15, 2009  
\*Change approved, Academic Affairs Committee on March 2, 2012  
\*Change approved, Board of Trustees on March 3, 2012**

Before a finalist for a faculty position is invited to campus, the dean in whose college the appointment is to be made will oversee a systematic check of the candidate's credentials. The dean may delegate this responsibility to a department head, program director or search committee chair. The person conducting the review will write a brief written report of his or her findings, and the dean will sign this report. The report will then be placed in the personnel file of the person offered the position. In cases where more than one finalist is to be brought to campus, a review will be completed for each finalist.

The review of credentials and background will consist of the following steps:

1. The candidate will provide transcripts of all advanced degrees claimed on his or her *curriculum vitae*, and the reviewer will check the vita against the transcripts to confirm that the degrees have been earned as reported.
2. If the candidate has claimed publications on his or her vita, the reviewer will consult bibliographic indexes to confirm that the publications have appeared as reported. In cases where publication is forthcoming, the reviewer may, with the candidate's permission, check with the publisher to verify that the publication is forthcoming. In cases where a candidate has a large number of publications, the reviewer may check only a sample of these, concentrating on the most important ones.
3. In cases where candidates claim art installations or performances on their vitae, the reviewer will take reasonable steps to verify that the performances or installations have occurred on the dates and in the venues claimed.
4. As part of their application, the candidate will have provided at least three references. These references may come in the form of letters of support, or the search committee may interview the references by telephone. In cases where oral interviews were conducted, a written summary of the reference will be recorded. The reviewer will examine either the letters or the written records, paying particular attention to the following:
  - a. Is the testimonial offered by the references consistent with other information available about the candidate from his or her letter of application, transcripts, and *curriculum vitae*?
  - b. Do the references provide sufficient testimonial about the candidate's abilities as a teacher and scholar (or performer)?
  - c. Do the letters provide sufficient testimonial about the probity and professionalism of the candidate?

5. If the candidate currently holds a full-time academic appointment, the candidate must provide a letter from a colleague or supervisor at her or his institution. In cases where a candidate has previously been employed at other institutions, the candidate may be

asked to provide the names of references from earlier institutions so that the search committee may check the candidate's record of employment. Consider if the referee has sufficient knowledge of the candidate to provide a testimonial.

6. Like all other prospective employees of the University, faculty members will undergo a criminal background check, and will also be checked against a registry of sexual offenders before they are offered a position. In the case of faculty searches, this background check will be completed before an offer is extended.

As of August 15, 2009, the Office of the Provost began to oversee background checks for faculty positions. Once a search committee is convened, the Provost will inform the committee, either directly or through the dean's office in which the search is being conducted, of the procedures to be followed to complete the background check. Each finalist will be asked to sign a release form, and return it to the Provost's office. All information gathered from the background check will be held in confidence by the Provost's office.

Negative information gleaned from a background check will not necessarily disqualify a candidate from consideration for a position. If the background check does yield negative information, the Provost will meet with the dean of the College, the head of the search committee and the Executive Director of Human Resources to determine how best to proceed. Each case will be considered on its own merit, but the University does reserve the right to disqualify a candidate on the basis of information acquired through the background check.

This policy applies to final candidates for fulltime faculty positions in 2010-11 and in later years; it does not apply retroactively to fulltime faculty members hired before the 2009-10 academic year.

This policy also applies to adjunct faculty members and other temporary faculty who have not worked for the University prior to Fall 2009. It does not apply retrospectively to adjunct and/or temporary faculty who have worked for the University prior to the 2009-2010 academic year. For adjunct or other faculty hired intermittently during and after the 2009-2010 academic year, background checks will be re-done if more than three academic years have passed since the last date of hire.

7. Should the review of the candidate's credentials raise concerns, either because of inconsistencies, insufficient testimonial to the candidate's abilities and comportment, or gaps in the candidate's record, or because of negative information from the criminal background and sexual offender review, the candidate will be offered the chance to provide an explanation or additional information.

**CONFIDENTIAL**

**BUTLER UNIVERSITY  
FACULTY CANDIDATE AUTHORIZATION AND RELEASE**

I authorize Butler University ("University") to obtain a criminal background report regarding me, which report shall include report(s) from all applicable state sex offender registries. I have advised the University regarding the state(s) in which I have resided since the age of 16 so that a complete report can be obtained. I authorize any person or entity contacted by the University, and any consumer reporting agency used by it, to furnish the above-described information to the University, and I release them from any and all liability in connection with such disclosure. I agree that an electronic or fax copy of this release shall be as valid as the original. This release is valid for all federal, state, county and local agencies and authorities. The following is my complete and legal name, and all information is true and correct.

<b>Last Name:</b>	<b>First:</b>	<b>Middle:</b>
-------------------	---------------	----------------

<b>Candidate's Signature:</b>	<b>Driver's License Number &amp; State:</b>
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<b>Social Security Number:</b>	<b>*Date of Birth (mm/dd/yy):</b>	<b>Sex: M F</b>
--------------------------------	-----------------------------------	-----------------

<b>Former Names and Time Frames (if applicable):</b>
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<b>Current Address:</b>	<b>City/State</b>	<b>Zip &amp; County</b>	<b>Dates (mm/yy)</b>
-------------------------	-------------------	-------------------------	----------------------

<b>Previous Addresses (include all states in which you have resided since the age of 16)</b>	<b>City/State</b>	<b>Zip &amp; County</b>	<b>Dates (mm/yy)</b>

\*Note to Candidate: Butler University shall maintain the confidentiality of the above information. In addition, the candidate's date of birth is requested solely to ensure the accuracy of the background check obtained by the University. The University does not use age information in connection with employment decisions.

## **ORGANIZING THE CAMPUS VISIT**

After the Dean's office has approved the candidates for an on-campus interview, the Search Committee Chair contacts each candidate to ascertain continued interest in the position, begin the background check process, and to identify dates for the campus visit. Prior to setting dates for the campus visit, please check with the Dean's and Provost/Associate Provost's offices to confirm their availability. Follow-up contact to manage the details of the visit may be completed by the department/program's administrative assistant. When arranging airplane tickets, the candidate may book his/her own ticket, but please provide some parameters to them about arrival time and price of ticket. The department/program assistant can look for appropriate flights and then suggest them to the candidate for booking. If candidates want to deviate significantly in price or time from the suggested flights, search chairs should confirm the appropriateness of this with the Dean.

Candidates should be on campus for one-and-a-half to two days to allow adequate time for the interview schedule and for the candidate to assess the University, and should include the full breadth of what the department or program engages in, such as field or clinical work. The chair of the Search Committee should communicate relevant details of the visit to each candidate, and in particular, explain what is expected of them in the teaching/research presentation. This can be done via telephone initially, and then followed up with written confirmation via email or letter. As a courtesy, please ask candidates if they have any preferences or needs regarding diet or accommodations during the visit. Even in the case of "local" or internal candidates, each candidate should be on campus for a minimum of 24 hours including an overnight stay.

Itineraries for candidates should be sent to the Dean's office before the schedule is sent to the candidate. This allows the Dean to keep aware of the search and offer guidance, if necessary. At least 48 hours prior to the visit, candidates should receive a copy of the campus visit schedule.

For samples of interview schedules see the Appendix. The chair of the Search Committee is responsible for arranging and circulating the schedule of a candidate's visit to those meeting with the candidate. Invitations for the presentation portion of the on-campus interview should be issued to relevant faculty, staff, and students. On the schedule, please note who will greet the candidate at the airport or hotel, and who is responsible for the candidate's departure from campus. Candidates should be picked up and dropped off at the airport by a faculty member in order to allow Butler and the department/program to be hospitable and professional.

The chair of the search committee may designate a faculty host for each candidate to ensure the smooth running of the visit.

The Dean's Office sends a packet of information to each candidate for a tenure-track position. The packet contains information about Butler University, including a campus viewbook. If your department/program publishes a newsletter, please feel free to send a copy to all candidates who have been invited to campus.

**Interview Schedule:** the Interview Schedule may include the following items:

- A meeting with the Department/program Chair to provide an overview of the interview schedule, the department/program, the teaching assignment, and the search time line, etc. (30 minutes)
- A meeting with the full search committee (at least 1 hour), for sample interview questions see Section 10 (page 35)
- If the position is that of a Department or Program Chair, a meeting with the Provost (30 minutes). All tenure-line or continuing appointment faculty candidates should meet with the Associate Provost for Faculty Affairs and Interdisciplinary Programs so that the candidate can be provided information about the larger functioning of the University, including faculty development opportunities (30 minutes)
- A meeting with the Dean of the College to discuss faculty development, tenure criteria and process, salary, start-up package, if appropriate (60 minutes)
- Meeting with Associate Dean, if appropriate (30 minutes)
- Meeting with Human Resources (30 minutes)
- An opportunity to talk with department/program majors
- A classroom teaching demonstration and/or a research, scholarly, or creative work presentation
- A campus tour
- A tour of the library, ideally with the librarian who is the liaison for the department/program
- Meals with students or department/program members. Meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department/program chair
- Meetings off-campus with school-based or clinical faculty, if appropriate
- At least one-half hour of free time prior to the teaching demonstration or other presentation
- If you will be inviting members of the Butler Community (such as through the Butler Connection), please write the announcement for a generalist audience of faculty and staff

\*Departments/programs may be tempted to organize the campus interview around individual meetings with department/program colleagues. There are several problems with this strategy and it is highly discouraged. First, it exhausts candidates to be interviewed over and over again. Second, in medium to large departments/programs this practice uses so much time that other important visit features such as the tour of the area are eliminated. Third, a series of individual interviews undermines the decision-making process because committee members do not have a shared experience of listening to a candidate's responses and questions. Fourth, individual meetings risk search committee members making inaccurate assertions that are not able to be addressed. Search committee members have multiple opportunities to talk with candidates if they make sure to participate in other activities such as meals, airport trips, and tours.

\*Please provide the letter of application, CV, and other materials to all people who appear on a candidate's interview schedule. Providing these materials two to three days in advance is ideal to allow adequate time for preparation.

**Additional Ideas for the Campus Visit:**

- Attendance at a campus event—concert, play, athletic event
- A meeting over a meal or coffee with faculty from other department/programs with related interests
- An informal meeting with first and second year tenure-track faculty from other departments/programs.
- A reception in the home of a department/program faculty member that includes several faculty members from other departments/programs.

Expenditures for meals should follow the standards of the Butler University procurement policy. In order to facilitate conversation with the candidate, please have no more than three faculty plus the candidate at any meal.

**Teaching Demonstration:** The purpose of a teaching demonstration is to provide search committee members the opportunity to assess a candidate's ability to explain discipline-specific material to an undergraduate (or graduate, if appropriate) audience. Obviously, students must be present for the teaching demonstration. Ideally, the demonstration will occur in a regularly scheduled course rather than with students recruited for the occasion. While that can be done if necessary, it can also work against a candidate who is trying to engage students who are unfamiliar with each other.

- A department/program may ask each candidate to teach a specific item from a course syllabus, in other words, to fit their demonstration into the midst of an on-going course.
- A department/program may ask each candidate to prepare the same lesson.
- A department/program may ask candidates to prepare a course demonstration that is relevant to the topic of the course rather than try to fit the demonstration into the syllabus.
- When scheduling disallows the above options, departments or programs ask candidates to prepare a class demonstration that is typical for the type of courses included in the job description though it is unrelated to the course in which the demonstration takes place.

**Research, Scholarship, or Creative Work Presentation:** The purpose of a research, scholarship, or creative work presentation is to provide search committee members the opportunity to learn in greater detail a candidate's professional agenda. Students should be invited to the presentation and all candidates should be given the same direction, time limit, and audience expectations.

The department or program chair should have a very clear conversation with each candidate to insure that candidates understand the search committee's expectations of the demonstration and the context (type of course, audience, etc.) for the demonstration/presentation. Each candidate should be given the same expectations, time frame, and type of demonstration.

Prior to the candidate's arrival, the candidate should provide a title and short description of the presentation (for a general audience) to the Dean's office in order to allow for adequate advertising of the event. Since many of these advertisements are in the Butler Connection, and

thus can attract a wide audience, please ensure that the presentation description is written for a general audience and is jargon-free.

As a courtesy to the candidate, presentations should not occur over a meal. Attendees should be willing to give their attention to the candidate fully as a sign of respect. Light refreshments for a reception or social after the presentation, or lunch when the presentation is over, are acceptable.

**Soliciting Student Feedback:** Search committees find student feedback to be useful during the deliberation process. Ideally, students will receive a feedback form to fill out and return for each candidate. In addition, search committee chairs often contact any student who interacted with the candidate to solicit their impressions. Feedback forms can be distributed and collected at the teaching demonstration or sent by email at a later time to all students who had interactions with a candidate. For an example of a student feedback form see section 10 of the Appendix, page 43.

## **TRAVEL ARRANGEMENTS AND EXPENSES**

Travel arrangements are made by the Search Committee Chair or the Department/Program Administrative Assistant. Once candidate files have been sent to the Provost's and Dean's offices for review, the Chair should work with the office of the Dean of the College, the Office of the Provost, and the search committee to identify dates when all participants are available for the campus interviews.

After the Dean's office authorizes specific candidates for a campus visit, the Chair should contact each candidate to issue the invitation and begin making travel arrangements.

- *Air Travel:* Please be cognizant of the costs of air travel and suggest to candidates travel times that are both time and cost conscious.
- *Car Travel:* Candidates who drive to campus will be reimbursed for mileage at the standard rate. Please keep in mind that even a candidate who drives from Bloomington or Columbus, the mileage costs are more than \$125--while this is less than an airline ticket, it's important to note that there is no such thing as a "free" candidate.
- *Lodging:* Campus visits should include an overnight stay; note that Butler has contracted with local hotels for reduced rates.
- *Meals:* During the course of a campus visit, it is useful to use meals as an opportunity to introduce the candidate to a wider range of people on campus and to show our hospitality. Ideally, candidates will share all meals with a search committee member, department/program faculty or students, or other faculty with related interests. In order to have a comfortable, informal conversation with the candidate, meals should include no more three people in addition to the candidate. A detailed receipt (not just the credit card receipt) needs to be obtained and the names of those in attendance at the meal should be written on the receipt before it is turned in to the Dean's Office. Note: As per the Procurement Policy, meals may not exceed more than \$50 per person per meal.

- *Other Expenses:* Should there be costs other than transportation, lodging (if off-campus) and meals, it is important to clear these in advance with the Dean of the College.

## **INTERNAL CANDIDATES**

Candidate pools often include one or more people known to members of the search committee, including faculty teaching at Butler in a temporary position. It is of paramount importance that internal candidates be treated fairly which means neither advantaging nor disadvantaging them in the process. The following list is intended to clarify how internal candidacies ought to be managed in order to insure fairness.

- It is acceptable to invite an internal candidate to apply for a tenure-track opening just as it is acceptable to invite someone from off-campus to apply. In both cases, the invitation should not imply a promise of the job or even a campus interview.
- If you believe that someone in a temporary faculty position is not qualified for the position, it is the individual who must make that determination. If you are asked a direct question about it, it is reasonable to point out what you perceive as the gap between that person's skills and/or experience and the requirements of the position. Under no circumstances should a candidate be encouraged or discouraged from applying for a position.
- The internal candidate must make a formal submission of materials as requested in the job announcement. The department/program should not recycle the materials submitted for the temporary position.
- Internal candidates may choose to request letters of reference from other members of the Butler community. This is their decision. However, faculty in the department/program or program conducting the search should generally not agree to provide a reference letter for the Butler search even if that person is not a member of the search committee due to the conflicting perspective it sends to the candidate.
- Telephone interviews are extremely awkward when there is an internal candidate and yet, out of fairness, need to be conducted with internal candidates who have advanced to that stage of the process.
- If the department/program conducts formal conference interviews and an internal candidate is on the list of conference interviewees, the interview needs to be conducted at the conference. If the department/program offers to accommodate external candidates who are not attending the conference, the same offer can be made to the internal candidate.
- Internal candidates must conduct a teaching demonstration under the same circumstances as the external candidate. Specifically, the demonstration cannot be held

in a current section of the course taught by the candidate. Nor should the external candidate be asked to conduct a teaching demonstration in the class of the internal candidate.

- Student opinions about the internal candidate should not be solicited in any manner beyond those available to external candidates. Students who view the teaching demonstration should be asked for feedback, all candidates may be invited to provide evidence of teaching effectiveness, and all candidates may ask students to write letters of recommendation (although this is rarely a choice made by external candidates).
- If the internal candidate is one of the three candidates invited for an on-campus interview, each element of the interview schedule should be the same for all candidates, with the exception of the overnight stay.
- When an external candidate comes for the campus visit it is reasonable to let the internal candidate know the date of the visit and expect her/him to keep limited hours in the department/program during the visit.
- Information provided to the candidates about the search process should, within reason, be the same for all candidates. Nothing about the search process should be communicated to the internal candidate that is not also communicated to external candidates. Department/program colleagues often find it very difficult to refrain from talking with internal candidates about the search. The chair of the search committee and the chair of the department/program have the responsibility of making it clear to all members of the department/program that this is inappropriate and unfair behavior that threatens the integrity of the search process.
- Internal candidates should receive notification of their place in the search pool within the same timeframe as external candidates. For instance, if an internal candidate does not advance beyond the first screening, the chair of the search committee can communicate that information in person at about the same time that external candidates receive a letter with that information. The internal candidate should also receive formal notification.

#### **AFTER THE CAMPUS VISIT**

Once the final candidate has left campus, the search committee should convene as soon as possible to compile a narrative evaluation of the candidates. These recommendations are submitted to the Dean for final approval.

The Dean receives the recommendation and either makes the offer to the top candidate or seeks additional information from the search committee chair.

The offer of employment is made by the Dean. At that time, issues of salary, start-up funds (if relevant), and moving expenses are addressed. Typically, candidates are allowed to take 7-10 days to respond to the offer. Once the initial offer has been made, the Dean will notify the

Department/Program Chair/Search Committee Chair and, unless the offer has already been rejected (which is rare), then the Department/Program Chair/Search Committee Chair is free to contact the candidate to answer questions, provide information, and convey the department/program's enthusiasm for the candidate.

Candidates, who accept our offer of employment, receive a "Letter of Intent." This letter includes the following information specific to their offer: salary, tenure timeline, moving expenses, library allocation, computer request information, and start-up package (if relevant). Candidates must sign and return the letter within 10 days of receipt.

When Butler hires a candidate who has not completed their terminal degree, that person receives a contract that indicates the salary and rank if the dissertation is successfully defended by October 1 of their first year, and the lower salary and rank if there has not been a successful defense by that date. The contract and the degree deadline are explained to ABD candidates at the time the offer is made by the Dean.

**Notifying Candidates No Longer Under Consideration:** There are three points at which such notification may take place:

1. **After an initial screening:** Departments/programs that receive a large number of applications (+80) and/or conduct formal conference interviews, may notify the candidates who are no longer being considered for the position after the initial screening. It is appropriate to notify applicants who are not well-suited to the position that they are no longer being considered for the position. Below is a sample letter:

*Dear (Name)*

*Thank you for your interest in the position of (fill in) here at Butler University.*

*After careful consideration of all candidates, interviews have been scheduled for only those whose education and experience most closely relates to the requirements of the position. We regret that the Committee has not included your name in the list of final candidates.*

*Your interest in Butler University is appreciated. We wish you much success in your future endeavors.*

*Sincerely,*

*(name)*

*Search Committee Chair*

2. **After the conference or telephone interview:** Typically, candidates who are invited to participate in a formal conference interview or telephone interview do not receive notification that they will not be offered the position until after the position has been accepted another candidate. Below is a sample letter:

*Dear (Name)*

*It was a pleasure to speak with you recently to discuss the position of \_\_\_\_\_ here at Butler.*

*Several fine applicants for the position were interviewed and the background and qualifications of each applicant were carefully reviewed. The committee determined that another candidate's experience and educational preparation more closely matched the requirements of this position.*

*The opportunity to meet with you has been appreciated.*

*Sincerely,*

*(name)*

*Search Committee Chair*

3. **After the campus interview:** The Search Committee Chair should contact candidates who were invited to campus but not offered the position, by telephone to express thanks for her/his interest in Butler, explain that another candidate has accepted the position, and offer best wishes in the job search process. Please follow up with a written letter.

### **PREPARING FOR THE NEW FACULTY MEMBER**

During the year in which a new tenure-line faculty member is hired, departments/programs need to be sure that the teaching schedule submitted for the incoming faculty member allows her/him to attend the academic year's New Faculty Orientation sessions. These sessions take place on Wednesdays from noon to 1 p.m. in both fall and spring semesters – please do not schedule the new faculty's classes at this time so that he/she is available to attend. Prior to the start of the fall semester, all faculty new to Butler are expected to participate in a two-day orientation program; correspondence for orientation is sent from the Provost's Office during the spring semester.

Prior to the start of the new faculty member's arrival, department/program chairs should be sure that a computer, telephone, and office space is readied. The Provost's office begins corresponding with new incoming faculty in the late spring and continues correspondence throughout the summer to alert them to new faculty orientation in August, as well as to complete the hiring paperwork for new faculty.

As part of their faculty development, the Colleges assign a mentor—an experienced faculty member in the College--to each new tenure-line or full-time, long-term instructional faculty. At the University level, on-going orientation for all new faculty is provided through the academic year.

### **RETENTION OF RECORDS**

Federal regulations require that all applications be retained for at least one year from the date that the final decision on the position was made. If storage space permits, the University may retain them for a longer period. This does not mean that we must revert to the files when positions become vacant, although they may be available. It simply means that the records

must be retained in order to defend hiring decisions, if necessary. Records may also be needed to support a Permanent Work Authorization petition for a foreign born faculty member.

Among the records that should be retained are:

- A copy of the position description
- A copy of all advertisements or list-serve announcements used to announce the position, as well as a listing of where the position was posted
- A record of the efforts made to develop the applicant pool
- Copies of the sample letters used in the process
- Copies of the evaluations used in the process
- The core questions asked of the references and the candidates in the process

### **SPECIAL (FIXED-TERM) APPOINTMENTS**

Procedures for making special (fixed-term) appointments, e.g., sabbatical replacements and emergency situations, include the following differences from the tenure-track or full-time continuing faculty search:

- *Search Committee:* The search committee can be a subset of department/program members. The decision to include an outside the department/program representative is made by the Department/program Chair and the Dean of the College.
- *Advertising:* All position announcements will be posted on the Butler website and the two on-line services to which the University subscribes. A letter or email should be sent to key graduate programs. The decision to submit an announcement in discipline-specific journals is made by the Department/program Chair and the Dean of the College.
- *Position announcements should indicate the teaching load.*
- *Sending Files to the Dean's Office:* The files of the top three candidates should be sent to the Dean of the College before an invitation for a campus visit is extended. After reading the files, the Dean of the College will consult with the Department/Program Chair. Normally, only one candidate is brought in for a fixed-term appointment. A second candidate is brought in if the first candidate is not acceptable or does not accept the offer.
- *Campus Visit:* The visit must include a meeting with the department/program search committee, a meeting with the department/program chair, a meeting with the Dean and Associate Dean, and a teaching demonstration or research presentation.

## APPENDIX

1. [Request for Position form, Position Review Request form](#)
2. [Sample position descriptions](#)
3. [Search process and record](#)
4. [Reference call protocol](#)
5. [Search committee interview questions](#)
6. [Candidate telephone interview questions](#)
7. [Interview questions](#)
8. [Approval form to invite candidates to campus for tenure-line openings](#)
9. [Sample campus interview schedule](#)
10. [Student Feedback form](#)
11. [Applicable Laws](#)

**Butler University**  
**Request for Position**

Faculty  Staff

Position Number: \_\_\_\_\_

**Position Information (complete for all positions)\***

Date: \_\_\_\_\_ Department: \_\_\_\_\_ Date Needed: \_\_\_\_\_

Position title: \_\_\_\_\_ Position reports to: \_\_\_\_\_

Requested by: \_\_\_\_\_

**Full-time** \_\_\_\_ **Part-time\*\*** \_\_\_\_ **9 mo.\*\*** \_\_ **10 mo.\*\*** \_\_ **11 mo.\*\*** \_\_ **Emergency/Temporary\*\*** \_\_\_\_

**\*\*Typical work schedule or length of assignment:** \_\_\_\_\_

Replacement: \_\_\_\_\_ Who replacing: \_\_\_\_\_ Salary of terminating employee: \_\_\_\_\_

New position: \_\_\_\_\_ Justification for new position: *(attach any pertinent documentation)*

**\*Please include 'Position Review Request' form.**

**Staff Information (complete only if requesting a staff position)**

Responsibilities: *(attach separate sheet if necessary)*

Requirements:

Comments:

**Budget Information (complete for all positions)**

Budget year for request: \_\_\_\_\_ FTE: \_\_\_\_\_ Account #: \_\_\_\_\_

Salary range: \$ \_\_\_\_\_

Additional funds required for salary budget: \$ \_\_\_\_\_

- *If new position, full salary must be added to budget.*
- *If replacement, and new salary is higher, the difference in salaries must be added*

Funding Source (if position has not already been included in current year's budget): \_\_\_\_\_

Additional impact on adjunct budget (faculty position only) \$ \_\_\_\_\_

Special considerations: *(furniture or equipment needs for positions, i.e., computer, start up costs, etc.)*

### Academic Approvals

Positions, regardless of funding sources, may not be filled, and no commitment may be made to any current or prospective employee until all appropriate approvals are secured.

1. \_\_\_\_\_  
Vice President/Dean
2. \_\_\_\_\_  
Vice President of Finance
3. \_\_\_\_\_  
Provost

### Non-Academic Approvals

Positions, regardless of funding sources, may not be filled, and no commitment may be made to any current or prospective employee until all appropriate approvals are secured.

1. \_\_\_\_\_  
Vice President/Dean
2. \_\_\_\_\_  
Vice President of Finance
3. \_\_\_\_\_  
Human Resources

For Office Use Only:    Vacancy #: \_\_\_\_\_  
                                  Salary budget amount: \_\_\_\_\_  
                                  Date Posted: \_\_\_\_\_

## **POSITION REVIEW REQUEST**

Position Title:

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Area/Function (Operations, Student Affairs, etc.)

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Position Reports To:

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Salary Range:

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In order to assist the Position Review Committee in making an informed decision regarding your position, please respond to the following:

1. What is the strategic or operational significance of this position? Will this position save or generate money?

2. What results could be expected if the position is not filled?

3. Indicate what consideration has been given for other ways of doing the job (outsourcing, student workers, combining responsibilities with other jobs, etc.)

4. Support all justifications with applicable and current data.

5. Provide a current job description and any other documents deemed pertinent.

Please submit this request and the accompanying information/attachments, including the 'Request for Position' form, to Jonathan Small, Human Resources, JH 108.

1/20/2010

## **SAMPLE POSITION DESCRIPTIONS**

### **INSTRUCTOR - GRAPHIC DESIGN**

The Strategic Communication Program in the College of Communication, Butler University, is searching for an outstanding teacher in graphic design for a one-year instructor position, beginning August 2011.

The teaching focus for this position is beginning to advanced levels of graphic design, 2D design publishing, motion graphics, advertising and related industry software for print and online publishing, and all digital media. We are seeking an accomplished professional who has a passion for teaching and for design, and would bring that passion and energy into a college classroom.

Qualifications: MFA or MA in Communication Design, Advertising, Digital Art, Art & Design Education, or related area is required. Minimum 3 years professional experience in graphic design-related field is preferred. College teaching experience is a definite plus. The ideal candidate possesses excellent communication skills and an eye for great concept and design, as well as the ability to work with a diverse student population to help them achieve their educational goals. The teaching load for this position is fulltime: 4 courses per semester with class sizes of approximately 16 students. These courses emphasize the application of design and production principles to advertising and public relations materials.

Interested candidates should send a letter of application, *curriculum vitae*, copies of all college transcripts, current teaching evaluations (if applicable), and a list of three references and their contact information to:

Rose Campbell, Ph.D., Associate Professor  
Re: Graphic Design Instructor Position  
Butler University  
4600 Sunset Avenue  
Indianapolis, IN 46208-3485

Review of applications will begin May 5 and continue until the position is filled. Consideration will be given only to complete applications. \*\*Please note applicants must be able to provide official transcripts for degree(s) confirmation upon employment\*\*

Butler University is a comprehensive, liberal-arts based private university located in the vibrant and culturally diverse city of Indianapolis, and is committed to undergraduate teaching excellence. The university supports six colleges and 4400 students.

Butler University is committed to enhancing the diversity of the student body and our faculty and staff. In addition hiring and other employment-related decisions are made on the basis of an individual's qualifications, past experience, overall performance and other employment-related criteria. It is the policy of the University to provide equal opportunities for employment and advancement for all individuals, regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally protected category.

**ASSISTANT OR ASSOCIATE PROFESSOR OF VOICE, TENURE TRACK, AUGUST 2011**

Butler University School of Music is accepting applications for an Assistant/Associate Professor, tenure-track faculty position to begin August 2011. Duties include: teaching of voice students, recruiting, and possible instruction in the lyric theatre program (direction, production, and/or literature); evidence of and commitment to advising and mentoring undergraduate music majors. Serve on School of Music, the college and university-wide committees. Additional duties may be assigned by the Chair. Secondary areas of expertise will be considered.

**QUALIFICATIONS:** Master's degree or equivalent professional experience required with terminal degree preferred. Candidate should have extensive concert or stage experience in the field of opera and/or musical theatre, a demonstrated record of successful teaching experience with diverse populations of college-age students and a documented history of substantial professional activity at the national and international levels.

**APPLICATION:** Applications should include a cover letter, current curriculum vitae, a recent recording (CD, DVD, or electronic file), and contact information for four references. Send supporting materials to:

Professor Henry Leck  
Chair, Voice Search Committee  
School of Music, Jordan College of Fine Arts  
Butler University  
4600 Sunset Avenue, Indianapolis, IN 46208

Printed materials may be submitted electronically in a PDF format to:  
[jcfavoicesearch@butler.edu](mailto:jcfavoicesearch@butler.edu)

Submitted materials will not be returned.

Butler University is committed to enhancing the diversity of the student body and our faculty and staff. Hiring and other employment-related decisions are made on the basis of an individual's qualifications, past experience, overall performance and other employment-related criteria. It is the policy of the University to provide equal opportunities for employment and advancement for all individuals, regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally protected category.

### **DEPARTMENT CHAIR – DEPARTMENT OF MATHEMATICS AND ACTUARIAL SCIENCE**

Butler University seeks a visionary chair at the associate or full professor level to lead the Department of Mathematics and Actuarial Science. Butler University is a comprehensive, liberal arts-based institution with roughly 4400 students, located in a residential area of Indianapolis. The department has twelve full-time faculty. It offers bachelor's degrees in both mathematics and actuarial science, and supports the mathematics component of most of the university's programs, including the university's core curriculum. For more information about the department, see <http://www.butler.edu/math-actuarial>.

The teaching load for the chair is 12 hours per year. The successful candidate must have excellent leadership, communication, interpersonal, and organizational skills and must be skilled at and committed to teaching at all levels of mathematics. Experience with a variety of teaching methods, diverse student populations, and curricular perspectives, as well as a commitment to undergraduate research is desirable. Applicants must have a Ph.D. in mathematics, statistics, or actuarial science. Send cover letter, curriculum vita, official transcripts of graduate work, teaching evaluations or other evidence of teaching excellence, as well as a statement of research plans, teaching philosophy, and administrative philosophy, and three to five letters of recommendation to:

Dr. Stuart Glennan  
Associate Dean, College of Liberal Arts and Sciences  
Butler University  
4600 Sunset Ave.  
Indianapolis, IN 46208

Review of applications will begin November 12, 2010.

Butler University is committed to enhancing the diversity of the student body and our faculty and staff. In addition, hiring and other employment-related decisions are made on the basis of an individual's qualifications, past experience, overall performance and other employment-related criteria. It is the policy of the university to provide equal opportunities for employment and advancement for all individuals regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin or any other legally protected category.

## SEARCH PROCESS AND RECORD

Department/program: \_\_\_\_\_

Position/Field: \_\_\_\_\_

### 1. Request to fill a position

*Initiated by department/program chair*

\_\_\_/\_\_\_/\_\_\_ Date of approval of Position Request Form

### 2. Position Description

\_\_\_/\_\_\_/\_\_\_ The department/program chairperson with consultation with search committee chair and committee members developed a position description and forwarded it to the Dean.

### 3. Diversity Recruitment Strategies

*Consultation between Dean, Department/program Chair, search committee and Human Resources.*

\_\_\_/\_\_\_/\_\_\_ Plan outlining the specific approaches to be used in the recruitment of underrepresented groups.

\_\_\_/\_\_\_/\_\_\_ Contacted Human Resources for information helpful in identifying minorities and women with terminal degrees, and to discuss search procedures.

### 4. Advertising

*All advertising must be reviewed and approved by the Dean of the college and Human Resources.*

\_\_\_/\_\_\_/\_\_\_ Dates and locations of advertising (attach copies with dates of all postings).

### 5. The Search

\_\_\_/\_\_\_/\_\_\_ The search committee chair acknowledged receipt of applications (this may occur on several dates, depending on the size of the applicant pool.)

### 6. Screening

\_\_\_/\_\_\_/\_\_\_ Each member of the search committee reviewed all credentials of each applicant who met the advertised qualifications.

\_\_\_/\_\_\_/\_\_\_ The search committee conducted telephone interviews in an effort to narrow and select qualified candidates for campus interviews. If phone interviews were not conducted, please explain.

**7. Prior to inviting Candidates for interview**

\_\_\_/\_\_\_/\_\_\_ The search committee chair submitted, in writing, to the Dean the names of those candidates selected for interview approval, as well as a narrative explaining their qualifications. Candidates are not to be invited to campus without approval from the Dean.

\_\_\_/\_\_\_/\_\_\_ Minority candidates who met the qualifications stated in the ad were interviewed (if applicable).

\_\_\_/\_\_\_/\_\_\_ Qualified women, particularly if women are underrepresented within the department/program were interviewed. (If there are several women and minority candidates who met the qualifications, the top two candidates were interviewed (if applicable).

\_\_\_/\_\_\_/\_\_\_ Before any candidate was invited to campus for an interview, a written detailed explanation was provided detailing why highest ranked, qualified women or minority candidate was not recommended for on-campus interview.

**8. Interviews**

\_\_\_/\_\_\_/\_\_\_ All members of the search committee, department/program chairperson and Dean interviewed selected candidates. (Provost will only interview candidates for tenure-track positions.)

**9. Recommendation for Appointment**

*A conditional official offer of employment will be made by the Dean.*

\_\_\_/\_\_\_/\_\_\_ The search committee forwarded the names(s) of the recommended candidates(s) for employment to the Dean. Documentation (including files) indicating relative qualifications of the recommended candidate(s) was included, as well as a statement that the majority of the search committee recommended the candidates(s).

\_\_\_/\_\_\_/\_\_\_ A detailed explanation was provided, in writing, regarding minorities and women interviewed but **not** recommended for appointment (Stating “was not qualified” is insufficient.)

**10. Follow-up**

\_\_\_/\_\_\_/\_\_\_ The search committee chairperson sent letters of rejection to all rejected applicants interviewed.

The undersigned verifies that the above listed procedures have been followed:

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

## REFERENCE CALL PROTOCOL

Introduction: (After you introduce yourself) “I’m calling to follow-up on the reference you provided for X who is a candidate for the tenure-track position in our department/program. The search committee has read the material X sent us and we’ve conducted a telephone interview with him. He’s now a finalist for the position.”

“I have a few questions I’d like to ask you about X but first let me tell you a little bit about the position.” (At this point, you might describe the area of focus for teaching and research, provide a brief description of tenure criteria [balanced among teaching, scholarship, and service], and one or two other items that you consider key to this hire such as supervising undergraduate research or the connection between this position and of areas of teaching/research in your department/program or an interdisciplinary program.)

### Questions:

1. “What are the special talents or abilities you think X will bring to this position?”

(Follow-up to make sure that this reference provides more detail regarding teaching, research or both depending on the person’s relationship to the candidate. Probes might include asking the reference to describe the candidate’s work on a specific project or in a particular course if the reference has observed the candidate in a teaching situation.)

2. If your notes from the telephone interview suggest a significant difference between the candidate’s self-perception and the description provided by the reference, you should follow up and ask about the discrepancy (e.g., “In our phone conversation, X described himself as a generalist, your description seems to indicate that his focus is more narrow. Could you talk about that a bit more?”)
3. “In what ways does X need to grow or improve in his professional life?”
4. At this point, you might ask questions specific to your candidate based on your telephone interviews—anything that would satisfy any lingering doubts or concerns you have and anything that you thought seemed particularly special and positive. (e.g., “We’re very interested in the type of research that X has been engaged in but he does not yet have much independent teaching experience. Could you say a bit about why a position with a significant teaching load would best suit him?” or “We were very intrigued by the outreach program X participated in as a graduate student. How do you think that prepared him for our position?”)
5. “Butler has a strong commitment to diversity. How do you think X will be able to contribute to diversity initiatives?”
6. How well does the candidate match the qualifications of the position?
7. “Is there anything else you’d like to tell me about X?”

## SEARCH COMMITTEE INTERVIEW QUESTIONS

In addition to questions specifically developed for your discipline and the needs of the department/program/program or college, here are some general questions:

1. What interests you about teaching at Butler University?
2. In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
3. What classes have you enjoyed teaching the most?
4. How would you describe your teaching goals and strategies?
5. With what kinds of methods or pedagogies have you had success?
6. You've seen our catalogue. What parts of the curriculum would you be most interested in teaching?
7. Tell us a little bit about your current research project, scholarship, or creative work.
8. What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines?
9. What ideas do you have about what you might want to teach in the Core Curriculum? In the first Year Seminar program?
10. After seeing our catalogue and browsing on our web site, what kinds of questions do you have for us about teaching at Butler or living in Indiana?

**CANDIDATE TELEPHONE INTERVIEW QUESTIONS**

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

(We will start with introductions, and an overview of the position and the process.)

- 1. Tell us about your background and experiences? Why are you applying for this position? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 2. Why Butler? What is it that interests you about Butler? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 3. What is your philosophy of teaching and learning? Describe a typical lesson you would teach at the college level? What would you like your college students to take away from your course? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 4. How do you help students understand the complexities of your discipline? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 5. Tell us about how you have developed collegial relationships and collaboration. (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 6. What else would you like us to know about you? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

- 7. What questions would you have of us? (Assigned to committee members.)

\_\_\_\_\_  
\_\_\_\_\_

## **INTERVIEW QUESTIONS**

### **General Rules of Thumb:**

- STAR (Situation, Task, Action, Results): Focus questions on what the applicant has done, not what the applicant would do. Obtain clear, specific and relevant information about the applicant's experiences.

### **Possible Questions to Ask:**

1. Tell us about some of the toughest groups that you have had to get cooperation from. What did you do? What happened?
2. What are some of the most difficult one-to-one meetings you've had? What resulted from the meeting(s)?
3. What is an idea you have recently implemented which was considerably different from the standard procedure?
4. Specifically, what do you do in your work that sets an example for others?
5. What would your colleagues say about your style?
6. How do you go about setting goals/objectives for yourself?
7. What goals have you set recently? What were the results?
8. How do you prioritize multiple tasks that need to be accomplished in a short amount of time?
9. What is your personal command of technology?
10. Tell us about particular opportunities and challenges that come with the increased use of technology.
11. Tell us about decisions you have made that have benefit to the students you have taught.
12. How have you resolved conflict in the work place?
13. Can you please share your views on how you perceive the uniqueness of Butler University?
14. What do you consider your finest accomplishment?
15. Describe ways in which you have helped students prepare to move as human beings and citizens across multiple cultural boundaries and communities.
16. How do you maintain your energy level? Describe your most tiring duties or circumstances.

17. What do you do to relax and unwind?
18. Describe a situation where you wish you had interacted differently with someone at work.  
What happened?
19. How do you motivate students to do excellent work?
20. Describe a teaching situation you have been in recently that describes you at your best?  
Your worst?
21. What is your research, scholarship, or creative agenda?
22. What are your best strategies for working with students in fieldwork or clinical settings?
23. What are your responses to controversial topics within your disciplinary field? Can you provide an example of how you have responded when faced with disagreement?



## **SAMPLE CAMPUS INTERVIEW SCHEDULE**

This schedule is provided as a suggestion; please check with offices prior to finalizing the interview schedule about availability and preference of timing on the schedule. Best practices indicate that candidates should not meet separately with each faculty member in a department or program; instead, arrange one or more times (depending on the size of the department/program) for candidates to interact with current faculty.

### **Day 1**

Airport pickup and dinner, with department/program/college faculty / Flight # and times and Hotel

### **Day 2**

8 a.m.	Conversation/Breakfast with chair/search committee/faculty
9 to 10 a.m.	Conversation with faculty (*it is helpful to candidates to provide names of who they will be meeting with during these meetings)
10:30 a.m.	Meet with Human Resources
11:15 a.m.	Meeting with Dean
12:30 p.m.	Lunch with students
1:30 to 2:20 p.m.	Break to prepare for research or teaching demonstration
2:30 to 3:20 p.m.	Research or Teaching Demonstration
3:30 to 4:30 p.m.	Conversation with faculty in department/program
4:30 to 5:30 p.m.	Open Time
5:30 p.m.	Tour of area, followed by dinner with faculty

### **Day 3**

8 a.m.	Conversation/Breakfast with faculty or faculty in affiliated programs
9 a.m.	Meeting with Provost/representative
9:30 a.m.	Break to prepare for Research or Teaching Presentation
10 a.m.	Teaching or Research Presentation
11:30 a.m.	Meeting with Associate/Assistant Dean or other department/program chairs
Noon to 1 p.m.	Lunch with search committee/return travel

**STUDENT FEEDBACK (can be collected in written or electronic form)**

Candidate \_\_\_\_\_

Student Name \_\_\_\_\_

1. What did you learn about the candidate that made you interested in learning more about them and their work?
  
2. What was engaging about the candidate's teaching?
  
3. What did you learn or what did you think about in a new way?
  
4. What did you learn about the candidate that raised concerns for you?
  
5. Would you want to take a class with this professor?
  
6. Describe your overall impressions of the candidate and their potential for working in the (DEPARTMENT/PROGRAM/COLLEGE) at Butler University.

Please share student feedback with all members of the search committee to help colleagues make a more thoroughly informed decision.

**APPLICABLE LAWS: Federal and state laws prohibit discrimination based on the following:**

**Race/ethnicity:** Race refers to ancestry, cultural, or physical characteristics (such as skin color, hair texture, certain facial features and hair color) associated with individuals of a certain race such as Blacks, Asians, Arabs, Native Americans, Native Hawaiians and Pacific Islanders, multi-racial individuals, or persons of any other race, color or ethnicity. Individuals of Hispanic or Latino ethnicity, or any ethnicity, may belong to one or more racial group. Race may be related to color, but is not synonymous with color. It also should be noted that race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color.

Equal Employment Opportunity Commission revised definitions of race and ethnic categories are as follows:

**Ethnicity**

- **Hispanic or Latino, Regardless of Race:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

**Race**

- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- **Black or African American:** A person having origins in any of the Black racial groups of Africa
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- **Asian:** Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment
- **Two or More Races:** All persons who identify with more than one of the above five races

**Color:** Shade or hue of skin. A variety of hues exist in every ethnic and racial group.

**Religion:** Religious or spiritual beliefs and practices

**National Origin:** Place of birth, ethnic background, e.g., accent, culture

**Disability:** A person who (1) has a physical or mental impairment that substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. "Life activities" are defined as those that affect employability. "Substantially limits" means the degree that the impairment affects employability.

**Age:** The law prohibits discrimination against individuals who are 40 and older.

**Gender:** The law prohibits discrimination on the basis of gender. This includes discrimination based on pregnancy. In addition, Marion County has adopted a local ordinance prohibiting sexual orientation/gender identity discrimination.

**Genetic Information:** Genetic information includes information about any disease, disorder, or condition of an individual's family member (i.e., an individual's family medical history).

**Veteran of the Vietnam-Era:** Is a person who served on active duty for more than 180 days, any part of which occurred between August 5, 1964, through May 7, 1975; and (i) was discharged or released with other than a dishonorable discharge; or (ii) was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964, through May 7, 1975. It also includes a veteran who served for more than 180 days, part of which was served in Vietnam between February 28, 1961 and May 7, 1975.

**Special Disabled Veteran:** (i) A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Department of Veteran Affairs for a disability (a) rated at 30 percent or more; or (b) rated at 10 or 20 percent if it has been determined that the individual has a serious employment disability; or (ii) a veteran who was discharged or released from active duty because of a service-connected disability.

**Other Disabled Veteran:** A disabled veteran who does not fall in the special disabled veteran category.