

FACULTY HIRING

**Administrative Guidelines
for Academic Deans, Department Chairs, Program Directors
and Search Committee Chairs**

Butler University

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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. 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 revitalizes our entire University community.

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 do not hire, to have a positive experience. Therefore, we should strive to have all aspects of a search conducted in an informed, professional manner that brings us the best possible colleagues, and treats all applicants legally, ethically, and courteously.

This document intends to guide deans, department chairs, program directors, search committee chairs, administrative support, search committee members, and inclusion advocates with expectations and best practices in the hiring process of full-time faculty; tenure-track, non-tenure-track continuing, lecturers and visiting faculty. This document should be reviewed by all participants in the faculty search process prior to the initiation of a search. Guidelines for hiring non-tenure-track and part-time or adjunct faculty can be found in the final section.

Faculty hiring is the responsibility of the Office of the Provost. This document will be monitored and updated to reflect changes in policy or process. Questions should be directed to the Provost's office or through submission to the address below.

INITIATION OF A TENURE-TRACK or FULL-TIME CONTINUING APPOINTMENT SEARCH

When a faculty position within a college is vacated or a new position initiated, the dean of the college consults with the provost to determine if replacement or a new position is appropriate. If approved, the dean of the college, in consultation with the department chair or program director, oversees the preparation of documentation to initiate a search for any tenure-track, full-time continuing, or visiting faculty appointments, which include the Faculty Position Request and Faculty Position Justification. The documents can be found at <https://www.butler.edu/human-resources/forms/> under "Recruiting." When finalized, the documents are submitted to the provost who will officially authorize positions after consultation with the Position Review Committee (PRC), and the president. Once authorized by the PRC, the dean and/or department chair/program director will be notified of approval by Human Resources. Following notification, the dean of the college will consult with the department chair/program director to plan the search process and identify [the search committee](#). In consultation with the department chair, the dean of the college appoints the search committee chair.

Most faculty search final interviews occur with candidates on campus and in-person interacting with students, faculty, staff and administration. There may be justified cause to host a virtual interview for candidates in certain disciplines or for specific reasons. The dean of the college and the provost approves the modality choice for all searches.

The provost's office will provide up to \$3,500 for in-person searches costs accrued by the department/program including travel for interview candidates, hosting candidates on campus, office supplies related to the job search, and other search-related expenses. Search costs beyond the funding provided will be the responsibility of the college hosting the search. Funding will not be provided for virtual searches.

THE SEARCH COMMITTEE

Identifying Members of the Search Committee: The dean of the college, in collaboration with the department chair/program director, determines the members of the search committee which includes an inclusion advocate. Once membership is finalized, the dean of the college will appoint the chair of the search committee.

The search committee should comprise no fewer than three tenured, tenure-line and full-time continuing faculty and/or lecturers from a department or program. An [Inclusion Advocate](#) (IA; follow link and see below) will be identified and appointed to search committees by the dean of the college. All members of the search committee need to have completed the “[Online DEI Training for Hiring and Onboarding](#)” before the job ad is placed. In order to have as broad participation as possible, all full-time faculty are encouraged to complete this training so as to be eligible to serve on the search committee. One faculty member from outside the department/program may be appointed to the search committee and if appropriate, a member from outside of the University such as personnel from a graduate or clinical program or school, or a professional artist from a discipline, as dictated by the search. All members of the search committee should be present for all committee deliberations. If circumstances prohibit attendance, the committee member should arrange with the chair for virtual participation in the committee deliberation.

- *Tenured and Tenure-Track Faculty Members, Full-Time Continuing Faculty and Lecturers*
All tenured, tenure-track, full-time continuing faculty and lecturers in the department or program are eligible to participate in the search as appointed by the dean in collaboration with the chair. Members serving on the committee from outside the department or program should have full-time faculty status.

A faculty member on sabbatical may choose not to participate. In the case of a replacement position for a retiring or resigning faculty member, the department/program needs to make clear at the outset of the search the role that person will play in the search process. Retiring or resigning faculty are not members of the search committee.

In mid-size to large departments/programs or in departments/programs that receive large numbers of applications, the department/program may choose to form a screening committee that conducts some aspects of the search prior to consultation with the search committee. The inclusion advocate should be involved in this process.

- *Inclusion Advocate*
The Office of the Provost established an Inclusion Advocate Program, which is a crucial addition to our efforts to recruit more diverse faculty candidate pools and to enhance the diversity of faculty.

Effective summer 2019, all search committees for full-time faculty members will include a trained inclusion advocate. The inclusion advocate will be identified and appointed to search committees by the dean of the college. The inclusion advocate is a regular member of the search committee, with full voting rights on the committee. The [inclusion advocate responsibilities](#) include integrating diversity, equity and inclusion (DEI) through the interview and search process. The inclusion advocate must be full-time faculty with continuing employment (i.e., tenure-line faculty, continuously renewable faculty, lecturers, or senior lecturers) and have completed training offered through the Office of the Provost and Human Resources. The IA should be involved with the drafting of the language for the position announcement and therefore should be identified early in the process.

- *Faculty with Special Appointments*

If the department/program wants to include a faculty member with a special appointment (i.e. any appointment other than tenured, tenure-track, full-time continuing or lecturer) as a member of the search committee, the dean needs to be notified in advance and a rationale provided.

- *Students*

Students should be present for teaching demonstrations or public research presentations by candidates. Student feedback can be informative and beneficial. It is recommended to share student responses with the search committee. If the department invites 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.

Confidentiality: All applications submitted by candidates are confidential and should only be shared with those who 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 and inquiries should be directed to the posted position's listed contact information, 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 assist with the search process.

RESPONSIBILITIES OF THE SEARCH COMMITTEE CHAIR

Search committee processes may vary according to college and needs of the discipline. Subsequently, tasks completed to ensure a successful search may also differ. The following serves as an overview of general responsibilities to be completed by the search committee chair in collaboration with the search committee, inclusion advocate, department chair or program director, and the dean of the college. The search committee chair may choose to delegate some tasks to members of the committee. Regardless of the college, however, search committees should set deadlines for receipt of application materials, review of candidates, interview dates, and other key events early in the search process in order to maximize efficiency and minimize scheduling conflicts (e.g., for meetings with the dean or provost).

- Meet with the dean of the college and the chair of the department or program to discuss overall search needs and procedures, timeline, and the dean's expectations from the committee as soon as the position is approved. A timeline should identify dates for campus interviews that aligns with the dean's availability. The remainder of the timeline should work backwards from the interview dates and should be finalized early in the search process. Once established, the chair has the responsibility to adhering to the timeline.
- In collaboration with the inclusion advocate, write the position announcement and advertisement for the open position for national or international (as appropriate) postings, mailings, websites and additional online job search locations. Advertisements that appear in discipline specific publications and websites should be considered and written. Review with the search committee.
- The committee chair and inclusion advocate should work with HR to get demographic data on racial/ethnic/gendered diversity within the discipline for the purpose of setting a target for a representative candidate pool.
- Submit the position announcement and advertisement to the dean of the college for approval.
- In collaboration, the dean of the college, the search committee chair, the inclusion advocate, and the department chair/program director compile the publication list for posting. Following the dean's approval, contact Human Resources to share the position announcement and advertisements, the approved list for posting and discuss timeline for posting. Human Resources will post the position to requested sites and will notify the search chair when the posting is live.
- In collaboration with the committee, establish rubrics for use by all committee members during review of applications. For further information, refer to [Review of Applications](#).
- To comply with federal law and provide equal opportunity to qualified people with disabilities, a survey will be sent to all candidates by Human Resources. Once the preferred date to begin review of applications passes, the search committee chair or delegate will send a list of all candidates' names and email addresses to buhriwd@butler.edu, Human Resources.
- The search chair and committee members will determine the process for review of applications and the procedure for discussions to share review outcomes. Dependent on the size of the application pool, the review process may vary (i.e., sub-committee of the search committee to complete the initial screening). The chair will document all findings and

committee deliberations will determine the first set of candidates to be eliminated from consideration.

- Depending on the size of the pool and process, the search committee members and chair review all or the remaining applications (and any subsequent materials that may be requested from candidates) and participate in discussion to identify candidates for telephone/virtual interviews. For further detail, refer to [Review of Applications](#).
- Arrange and conduct telephone/virtual interviews of the first identified group of eligible candidates for the position.
- Following the virtual interviews, lead the discussion to identify the top three to five candidates. Once identified, candidates' applications are forwarded to the dean's office.
- The dean of the college and the search committee chair will collaborate to determine no more than three candidates for invitations to campus. The committee chair will invite approved candidates for a campus or virtual interview approved prior by the dean and provost. Other top candidates submitted to the dean will be held until the hiring process is complete.
- Should an international candidate be identified, contact Human Resources for assistance to collect necessary documentation and prepare for visa acquisition, if needed. For details, refer to [International Candidates](#).
- The chair may confer with the committee and consider notifying candidates who have been eliminated from consideration. Search committees may choose to notify all candidates after the position has been filled.
- Notify designated college staff to initiate background check and acquire transcripts of top candidates. For details, refer to [Background Checks](#).
- It is an expectation that the provost meets all tenure-line candidates. When scheduling campus interviews, contact the provost's office to begin the scheduling process. Work with designated college staff to determine logistics and arrange for interviews.
- Verify credentials. For details, refer to [Credential Review](#).
- Notify candidates of the campus or virtual interview schedule. For details, refer to [Organizing the Campus Interview](#).
- Oversee and participate in the interviews.
- Check references of the interview candidates. This process and timing may vary by college.
- Lead and document the discussion of the final review of candidates with the committee.
- Submit a written document to the dean, prepared in the dean's requested format, highlighting the committee's endorsements and/or apprehensions for each final candidate. After meeting with the search chair, the dean makes the offer of employment or if/when necessary, determines the search has been unsuccessful in identifying a suitable candidate.

- Notify all candidates who have not been contacted earlier, when the search is complete.
- Once the position is filled, provide the dean's office with documentation for the new faculty member to include a CV, contact information and estimated date of arrival on campus. A status form for the new faculty member will be completed by the dean's assistant and sent to Human Resources. Request Human Resources removes the position announcement from the website.
- All search records should be retained and stored in a location accessible to the dean's office and search committee chair. For further information refer to [Retention of Records](#).

RESPONSIBILITIES OF THE INCLUSION ADVOCATE

The dean of the college will work with the search committee chair to identify a trained inclusion advocate to serve as a voting member on each search committee. The advocate is responsible for integrating diversity, equity, and inclusion through the interview and search process. All trained inclusion advocates have access to the Inclusion Advocate Canvas page, which contains additional information and resources about inclusive and equitable search processes.

The following list identifies inclusion advocate responsibilities:

- Work with search committee chair to ensure the dean or the DEI director from the relevant college will meet with the search committee to identify and discuss how to avoid biases, and establish a fair and equitable interview process at the beginning of the search process.
- Work with search committee chair to craft a position description that has wide appeal, adds commitment to promoting a diverse, inclusive, and equitable campus environment as a job requirement, and assist in screening the final position description for stereotype-priming language.
- Assist the search committee chair in identifying outlets for advertising the job posting that would reach diverse audiences, such as identity based professional groups within the discipline. All Butler faculty positions will be advertised in *The Chronicle of Higher Education*, *Inside Higher Education*, *HigherEdJobs*, and *Diverse Issues in Higher Education*, as well as in relevant disciplinary outlets.
- Work with the search committee chair to develop an assessment tool for the initial screening of all applicants. The assessment tool will ensure that the committee members are evaluating all applicants fairly, according to the essential criteria from the advertisement.
- Hold the search committee accountable by double-checking any applicants that were determined to be unacceptable to confirm that they are eliminated because they are not qualified for the position.
- Work with the search committee chair to develop an assessment tool for each component of the finalists' interview process. Questions related to candidates' commitment to promoting a diverse, inclusive, and equitable campus environment should be included.

- Consider whether there are any colleagues outside the department, and of potential interest to the finalist with whom candidates should meet for a holistic experience.
- Make suggestions to the search chair and/or the dean's office and/or search chair regarding specific information to include in an informational packet to be sent to finalists about the Indianapolis/Marion County and beyond community – visitor guides, links to key websites for arts and cultural venues. The inclusion advocate should ask the candidates if there is anything in particular that they want to learn about the community.
- Assist the search committee chair in the completion of a report to the dean of their college on the search process to include issues of inclusivity and equity, and provide evidence of how the search committee ensured that each stage of the search process was fair.

RESPONSIBILITIES OF THE SEARCH COMMITTEE MEMBERS

- Complete the required “Online DEI Training for Hiring and Onboarding” Canvas course at the initiation of the search.
- Use agreed upon rubrics to evaluate applicant materials.
- Work with other committee members to compile a shortlist of candidates for initial interviews via telephone, video call, or at a professional conference.
- Help plan and participate in on-campus interviews.

POSITION ANNOUNCEMENT AND ADVERTISEMENT

Writing the Position Announcement: Departments and programs provide most of the information contained in the announcement when the faculty position request form is submitted to the dean. Once the search has been authorized, the search committee chair and the inclusion advocate write the formal position announcement. The announcement is reviewed by the search committee and submitted to the dean for review and final approval.

Considerations Before Writing the Job Announcement:

- How is a high caliber candidate defined, given the discipline, and the teaching, scholarship, and service responsibilities within the college and the University?
- Will the department/program seek a candidate at the associate professor level? This question should be addressed with the dean and provost and within the position request form.
- Will the department/program consider candidates who are ABD?
- A department/program may choose to ask for materials such as transcripts, letters of recommendation, or sample creative work after the initial review of files. However, these additions must be in the files of the top candidates that are sent to the dean's office prior to the authorization of on-campus interviews.
- What will the department/program request as evidence of teaching effectiveness?
- What will the department/program request as evidence of scholarship, research, or creative work?
- Will the department/program request a statement of teaching philosophy and/or research?

Position Announcements Must Include:

- Position title.
- Succinct description of duties and responsibilities, including teaching load.
- Required qualifications (i.e., education, years of experience, areas of expertise required for the position, etc.).
- Requested materials should include a letter of application, curriculum vitae, and a list of 3-5 references including name, title and contact information.
- Additional materials for review may include writing samples or excerpts of creative work.
- Position descriptions must include an expectation of "contributing to building an inclusive learning environment for an increasingly diverse student population" or an equivalent approved by the dean. Additionally, the ad should also contain the following: "Inclusive and evidence-based pedagogy is expected at Butler University. Please indicate your previous experience with and commitment to inclusive and evidence-based pedagogies in your cover letter." For further details, refer to the section on [Developing a Diverse Applicant Pool](#).
- Anticipated start date.
- Approved, standard institutional description as follows:

Founded by abolitionist Ovid Butler in 1855 on the principles of diversity, equity and inclusion, Butler University is a private, nationally recognized comprehensive university consisting of the College of Liberal Arts and Sciences, the College of Education, the Lacy School of Business, College of Pharmacy & Health Sciences, Jordan College of the Arts, and College of Communication. Approximately 4,500 undergraduate and 1,000 graduate and doctoral students are enrolled at Butler, representing 46 states and 24 countries. Ranked #1 in the Midwest region by U.S. News and World Report and recognized for "best undergraduate teaching" and "most innovative schools," Butler is located just five miles from downtown Indianapolis, a cultural center of both the state and the country (<https://www.visitindy.com>).

- Application procedures, including name, address and contact information of the search chair or search contact, i.e., department administrative specialist.
- Date by which completed application should be received. Best practices suggest deadlines should not be absolute. A statement indicating review may be used such as “Review of applications will begin [*add date*] and will continue until the position is filled.” This allows for applicants whose materials are accidentally delayed.
- Butler University’s [commitment to diversity and inclusion](#).

Writing the Position Advertisement: Utilizing the approved language from the announcement, the search committee and its chair, write the advertisements for print, listserv, and/or website postings. Advertisements are generally shorter than the position announcement by condensing appropriate information and highlighting specific needs for the discipline into an online or print version of the position announcement. Some posting sites for advertisements have limitations or restrictions. All advertisements should include a link to the formal position announcement. The position advertisements are submitted to the dean for approval.

Following approval, contact Human Resources and arrange to send the announcement and advertisement(s) for posting of the open position along with the finalized publication list. For posting details, refer to [Advertising for the Position](#). The search committee and committee chair begin to actively recruit candidates and participate in each aspect of the decision-making process that leads to the final recommendations to the dean and provost.

DEVELOPING A DIVERSE APPLICANT POOL

Butler University faculty are distinguished by their high caliber, as evidenced in their commitment to effective teaching, scholarly engagement, practice in their discipline, and desire to enhance the community. Furthermore, as outlined in the strategic direction, 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 faculty, it is crucial to act positively, pro-actively, and affirmatively.

While position announcements are written and advertisement created, it is essential to guard against any written materials that could automatically exclude or “define out” candidates who have diverse experiences, including experiences that may not be traditional routes into academia. Search committees, departments, and programs developing position descriptions should craft job descriptions that will be of interest to a diverse range of applicants and that require commitment to and competence in contributing to an inclusive and equitable environment on campus.

All position descriptions must include an expectation of “contributing to building an inclusive learning environment for an increasingly diverse student population” (or an equivalent approved by the dean). The following is recommended:

Butler University strongly values diversity, equity and inclusion in the student experience and the workplace. Cultivating an environment that embraces and promotes diversity, equity & inclusion is foundational to our mission and fundamental to the success of our students, our employees, and our community.

This language is more than a required statement to be included. There is an expectation that search committees will solicit information related to the candidate’s commitment to inclusion and equity as a part of their application materials, include assessment of this commitment in interview protocols, and consider this information in the evaluation of candidates and in final recommendations to deans regarding hiring decisions.

In finalizing the position description, signal commitment to diverse perspectives by including one or more of the following examples:

- Conducts scholarship in areas related to diversity
- 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

All job postings must include the following official language regarding institutional commitment to diversity and inclusion, non-discrimination, and being an equal opportunity employer:

Butler University is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive and equitable environment for all employees. We welcome applications from all individuals, regardless of age, gender, gender identity, sex, race, religion, color, disability, protected veteran status, sexual orientation, national origin, or any other legally protected category.

Additional language may be included in the position description as follows:

We seek candidates whose previous work and life experiences prepare them to contribute to our commitment to engagement and inclusion of culturally diverse students, faculty and staff. Successful candidates will have a demonstrated

commitment to promoting diversity, inclusion and intercultural development in a work environment and be eager to contribute to inclusion efforts on campus.

For further information regarding equal employment opportunities and legally protected categories, refer to www.butler.edu/hr/policies and/or www.eeoc.gov.

During the phone/virtual interview process, ask each candidate about their commitment to diversity. If appropriate, ask the candidate to describe strategies that will manifest this commitment at Butler (teaching, advising/mentoring, recruiting, etc.). Examples of appropriate questions to ask:

- Describe your commitment to diversity, equity and inclusion and give specific examples how you have manifested that in your professional life.
- Describe an effective strategy to introduce diversity to individuals who may have experienced a limited number of cultures.
- Explain what you believe to be an effective strategy to diversify curricula.
- Have you developed and implemented courses, programs, events, or learning objectives that incorporate diversity and inclusivity? If so, please describe.
- How would you encourage more underrepresented students to consider a career in xx?
- Please discuss advising tactics for differing subsets of students.
- How would you promote/model acceptance and inclusivity on campus outside the classroom?
- 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 or virtual interview. Document the search committee's efforts to recruit a qualified and diverse candidate pool and prior to issuing on-campus interview invitations, meet with the dean to demonstrate that efforts to recruit diverse candidates were made. If necessary, determine next steps to continue recruiting or discontinue the search.

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 consult with their inclusion advocate to ensure that all efforts were taken to maximize the number of minority applicants and to ensure that all candidates have received careful attention.
- The search committee chair should contact selected universities, departments or programs to seek information about potential minority applicants. National lists of minority faculty, who have academic credentials appropriate for a discipline, can be researched online and are generally used as part of the search strategy.
- Personal contact by letter, email, 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, 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), and ask about others who might know

about such potential applicants. Note: Asking for potential candidates does not guarantee priority and does not authorize further contact regarding the review process unless the contact is listed as a reference.

- Use listservs to send position announcements directly to appropriate professional organizations and associates, and relevant departments at universities who are members of Historically Black Colleges and Universities (e.g., Spelman College, Howard University, Morehouse College, <http://www.thehundred-seven.org/hbculist.html>), institutions known to have significant Hispanic populations (e.g., California State Universities, Florida International University, St. Mary's University of San Antonio), Tribal Colleges and University Programs (<https://sites.ed.gov/whiaiane/tribes-tcus/tribal-colleges-and-universities/>), and to leading PhD institutions.
- Make numerous word-of-mouth contacts, especially with potential applicants from underrepresented populations.
- Provide encouragement to colleagues from underrepresented populations to apply to Butler and contribute to a welcoming and affirming on-campus experience.

In summary, all position descriptions must include an expectation of “contributing to building an inclusive learning environment for an increasingly diverse student population.”

ADVERTISING FOR THE POSITION

The dean of the college in consultation with the department chair will determine the professionally relevant outlets for advertising the open position. The dean and the search committee chair will finalize the list for posting the position advertisement that best provides national audience and appropriate location in professional journals and websites for the discipline. The search committee chair meets with Human Resources to share the position announcement and advertisements, determine timeline and provide the approved list of locations for posting.

Human Resources will post all open faculty positions in *The Chronicle of Higher Education*. In addition to the *Chronicle*, Human Resources will post the position announcement and advertisements in *Inside Higher Education*, *HigherEdJobs*, and *Diverse Issues in Higher Education*, as well as relevant disciplinary outlets provided by the search committee chair, and other places approved by the dean. Postings will also be included on the Human Resources website, <https://www.butler.edu/hr/faculty-openings>.

All publications will vary timing and length of listing depending on location, outlet, journal or listserv, and advertising format may need adjustment. All advertisements require approval from the dean's office prior to publication.

The search committee chair or delegate should 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 diverse graduates.

Consult with Human Resources for assistance will likely be required when an international candidate is identified in the candidate pool of finalists and especially when the acquisition of a visa is necessary. International advertising should seek candidates for tenure-stream faculty only. For details, refer to [International Candidates](#).

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 considered essential and allows a department or 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. When the department/program chair and the dean of the college meet to discuss the department or 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 announcement. A common understanding and consistent interpretation of the position's required qualifications and clarifying the duties and responsibilities by the search committee members, the department or program chair, and department faculty (i.e., an application screening committee) is essential.

The search committee chair should develop shared electronic rubrics specific to the position description to allow for analogous review of applications by each committee member; one rubric should be designed for the review of application materials and another for interviews. The rubrics should be specific to the position and be used by all committee members in their evaluations to ensure that all applicants are considered under the same criteria.

Search committees should always guard against biases that may interfere with the evaluation of a candidate such as where or what type of college or university an applicant attended, unknown referees of published work, or scholarly focus within the field being searched.

Organization of Application Materials: All search documents, including applications, can be electronically shared with the search committee in one file in Teams or a Google Shared File. The search committee chair or delegate may construct a spreadsheet to document receipt of all required materials for each applicant. The spreadsheet can serve as a guide for committee members' use while reviewing applications. Typically, the spreadsheet includes the applicant's name, degree status and location, courses taught, research area, and items deemed relevant to the particular position. Further, the rubrics used for review of applications can be shared in the same location. Access to the file should be limited to the search committee chair, committee members and designated administrative staff for the search.

Acknowledgement of Application Materials: As a courtesy to all candidates, the search committee chair should send an acknowledgement upon receipt of applications; such acknowledgement may be sent on the chair's behalf from administrative specialists. Email is an acceptable means of communication. A sample acknowledgement letter follows.

Dear (Name):

Thank you for your interest in Butler University and your application for the position of (fill in) in the College of (fill in college name).

Your application will receive careful consideration by the search committee. If further information is needed, we will be in touch with you.

(Timetable inclusion if desired)

Sincerely,

(Name)

Search Committee Chair

Relevant Questions for Discussion by the Search Committee:

- 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 their degrees?
- What type of diversity experience is important?

Ranking Candidates during Review: There are a number of systems search committees employ to rank candidates. A system that asks committee members to provide a score of one (great candidate), two (acceptable candidate) or three (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 candidates who do not meet the required qualifications and remove them from consideration. Simultaneously, the goal allows any acceptable candidate to be given full and fair consideration. It is possible 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): Search committees 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 may contact candidates still in contention and request additional materials. This might include writing samples, teaching evaluations or videos, performance or production video, creative production samples, formal letters of reference, and/or transcripts. The request to individual candidates for additional application materials may be completed electronically.

Conducting Telephone or Virtual Interviews: In the absence of a national conference interview, telephone or virtual interviews provide search committees the opportunity to refine the list of top candidates. Telephone/virtual interviews are usually 20-30 minutes in length and should include an opportunity for the candidate to ask questions. Whether telephone or virtual, follow the same format for all candidates to ensure consistency. The interview should conclude with a question regarding availability/preference for on-campus interviews, the dates of which should be set at that time. It should be clear, however, that this inquiry does not guarantee an on-campus interview. This step simply makes scheduling the on-campus interview easier.

Conducting National Conference Interviews: In addition to the information provided, consider the following 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. Just as with a telephone/virtual interview, allow time for the candidate to ask questions. In addition to discipline-based teaching and scholarship questions, it is also 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. Always request permission before contacting references.

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

Conducting Reference Checks: Prior to or immediately following an on-campus interview, references should be checked for each candidate. Reference checks can verify information the candidate provided, present additional information about the candidate, offer confidence for a successful hire, or protect against claims in the hiring process. Some colleges prefer to review letters of recommendations while others prefer to contact references submitted by candidates. Regardless of method, it is essential that references be handled in the same manner for each candidate in a search.

Should a search committee prefer calling references, the search committee chair generally distributes this task among its members so that more than one person participates in reference calls for each candidate. Each reference should be asked the same questions which may lead to further discussion about the candidate. Outcomes of the reference calls are reported to the search committee.

Sample Reference Call Questions:

- What are the special talents or abilities you think (*Candidate's Name*) 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. Questions may 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.

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, (*Candidate's Name*) described themselves as a generalist, your description seems to indicate that their focus is narrower. Could you talk about that a bit more?")

- In what ways does (*Candidate's Name*) need to grow or improve in their professional life?

At this point, you might ask questions specific to your candidate that would satisfy lingering doubts or concerns, and/or anything you thought seemed particularly special and positive (e.g., "We're very interested in the candidate's type of research, but they do not have much independent teaching experience. Could you address why a position with a significant teaching load would be suitable for them?" or "We were very intrigued by the outreach program (*Candidate's Name*) participated in as a graduate student. How do you think that prepared them for our position?").

- Butler has a strong commitment to diversity, equity and inclusion (DEI). How do you think (*Candidate's Name*) will be able to contribute to the DEI inclusion initiatives of Butler University?
- How well do you think this candidate matches the qualifications of our position at Butler?
- Is there anything else you would like to tell me about (*Candidate's Name*)?

Submitting Files to the Dean: After the search committee has identified the top three to five candidates in the pool, the search committee chair will submit copies of the application materials of those candidates to the dean of the college, together with a copy of the position announcement to use as a reference. Upon completion of review, the dean will meet with the search committee chair to discuss and finalize the candidates who will be invited to an on-campus interview. Typically, three candidates are brought to campus.

Search committee chairs may have turnaround of time of approximately 48 hours while the dean reviews the submitted files. Before a candidate may be approved for an on-campus interview, the following must be received:

- Letter of application
- Curriculum vita

- Copies or originals of transcripts
- Additional materials for review if requested
- Reference as requested in the position announcement

The dean of the college determines the final slate of candidates for interviews. Search committee chairs should not contact candidates whose files have been sent to the dean's office until after approval and the dean shares the slate of candidates with the chair of the committee. If the chair is contacted by a candidate, offer information that highlights the timeline of the search.

While the dean's office is reviewing the files, the search committee chair can begin the process of constructing the interview schedule by working with the department, provost's office, and the dean's office to identify dates for on-campus visits. When dates are identified for tenure-line candidates, it is essential to contact the provost's office first to schedule appointments for tenure-track candidates, and prior to finalizing the interview schedule.

Departments or programs may choose to include internal candidates among their finalists. Internal candidates should not receive special treatment or be expected 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. For additional information, refer to [Internal Candidates](#) for further details.

INTERNATIONAL CANDIDATES

During the search process, international advertising should seek tenure-stream faculty only. The University will support H1B Visas for tenure-stream faculty but will not support H1B Visas for instructors. For lecturers, support would be given in highly specialized and unusual situations such as a native language speaker being hired for a foreign language role, or if international or global is a key function of the role. Consult with Human Resources when an international candidate is identified for hire and request support for the process of application for an H1B Visa.

Human Resources will request required documentation from the search committee to assist the candidate with formalizing the application to acquire an H1B Visa. Further, the search committee will provide documentation that clarifies why the international candidate is more qualified than any US citizen candidate.

The current Department of Labor (DOL) requirement for a faculty opening posting to be used in a Permanent Labor Certification Program (PERM) foreign labor certification application is posting with a national professional journal in print or online, for 30 full-calendar days. As mentioned earlier, Human Resources posts all faculty position in *The Chronicle of Higher Education* which serves to comply with DOL and PERM requirements. In addition, the advertisement must state the job title, duties, and requirements. A copy of published advertisements must be retained as part of the search file.

The International Search Required Documentation for H1B Visa Application:

Recruitment Files: Copies of all advertisements placed by the University for the offered position, including at least one national journal advertisement (print or electronic).

- The national journal ad must state the job title, duties, and requirements.
- If print, provide a copy of full-page tear sheet of the ad, showing the name and date of the publication.
- If electronic, the national journal advertisement must be posted for at least 30 calendar days. Include evidence of the posting period (both start and end dates), web address, and full text for each advertisement.
- Copy of the University website posting, including start and end dates of posting.
- Evidence of all other recruitment.

Search and Selection Process: The search committee chair will retain and if requested, provide copies of all search committee records including:

- Listing and total number of applicants for the position, identifying all applicants with reasons for non-selection, if available.
- Copy of request to fill a tenure-track faculty position form (PRC documentation).
- Copy of request(s) to interview (or similar documentation) and/or all minutes of search committee meetings, phone screening records, voting records, and any other records regarding selection of candidates for on-campus interviews.
- CVs/degrees of interviewed applicants.
- Documentation of on-campus interviews, including any memos prepared prior to, during, and following on-campus interviews.
- ****Important**** Be sure to provide all information and/or details regarding applicants, and how/why an international candidate was determined to be more qualified than all other applicants.

Applications can be collected in either hard copy or electronic format. All applications must be kept in a secure location. The search committee chair should acknowledge electronic receipt of all applications in a timely manner.

Should international adjunct faculty be considered for hire, refer to the [Adjunct Faculty](#) section of this document for additional information.

BACKGROUND CHECK

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, directly or through the dean's office, of the procedures to be followed to complete the background check. All information gathered from the background check will be held in confidence by the provost's office.

All prospective employees of the University, including faculty members, must undergo a criminal background check, and be checked against a registry of sexual offenders before they are offered a position. In the case of faculty searches, this background check must be completed before a finalist is offered a position.

For adjunct or other temporary faculty hired intermittently during and after the 2009-2010 academic year, background checks will be redone if more than three academic years have passed since the last date of hire.

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 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 based on information acquired through the background check.

Background Check Process

The search committee chair forwards finalists for the position to the dean and upon the dean's approval of the list for interview; a background check is initiated by the college for the top 3 candidate who continue the interview process. A communication from the provost, sent by the dean's office, directs candidates to a link to complete the process. Candidates' submissions are sent directly to an independent contractor. The background check must be in process prior to arriving for an on-campus interview. (Note: colleges are responsible for completing these credential checks.) Candidates who refuse to agree to a background check may not remain in the finalist pool.

The background check for faculty should take about 3-5 days to complete; for international candidates, expect the check to take significantly longer (timing depends on the country). Once the background check request has been sent to the candidates, forward the names of the candidates to the provost's office.

The third party to the provost's office will send results of the checks. The provost's office will inform the college of the results. Should there prove no concerns, the provost's office will inform the colleges to proceed. The provost, dean, and Human Resources will confer should the results uncover a concern related to the position.

A candidate who may not continue in the process due to something found in their background check will receive a letter to that effect, along with a copy of the background check and other legally required information 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, determined by the dean in consult with the provost, to respond to the concern. 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 hired will be kept confidentially in the provost's office. The background check for candidates who are not hired will be shredded. The background check report for any candidate not considered because of an item(s) in the background check must be kept for two years.

The hiring department or program or college will cover all costs of the background check associated with each candidate.

(Background check policy presented by the Faculty Senate Academic Affairs Committee to the Board of Trustees who approved the policy, May 15, 2009)

CREDENTIALS REVIEW

Once the search committee has recommended a finalist(s), the search committee chair will oversee a systematic check of the candidates' credentials. The process may vary by college and the search committee chair may delegate this responsibility to a committee member, department chair, or program director.

The candidate will provide transcripts of all advanced degrees claimed on their curriculum vitae, and the reviewer will check the vita against the transcripts to confirm that the degrees have been earned as reported.

If the candidate has claimed publications on their 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, concentrating on the most important.

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.

When conducting reference checks, the committee will review findings in reference letters or interviews with references. The findings will be discussed and documented by the committee. In either case, the committee should consider the following:

- Is the testimonial offered by the references consistent with other information available about the candidate from their letter of application, transcripts, and curriculum vitae?
- Do the references provide sufficient testimonial about the candidate's abilities as a teacher and scholar (or performer)?
- Do the references provide sufficient testimonial about the probity and professionalism of the candidate?

If the candidate currently holds a full-time academic appointment, the candidate must provide a letter from a colleague or supervisor at their institution that verifies the appointment. 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 reference has sufficient knowledge of the candidate to provide a testimonial.

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

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 essential that internal candidates be treated fairly and that their application process is identical to that used for external candidates. The following list intends to clarify management of the process for ensuring fairness for internal candidates.

- 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.
- Under no circumstances should an internal candidate be discouraged from applying for a position.
- Internal candidates must make a formal submission of materials as requested in the position announcement and as expected of all candidates. The department or program may not recycle the materials submitted from previous applications.
- If the department or 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 or program offers to accommodate external candidates who are not attending the conference, the same offer can be made to the internal candidate.
- Out of fairness to all candidates, telephone or virtual interviews with internal candidates are necessary, if the internal candidate advances to that round during the search process.
- 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 as those for external candidates including accommodations and local travel. In some cases, the internal candidate may choose to decline hotel accommodations and/or local travel arrangements that were extended to match the offer to external candidates. Whether accepted or declined, the offer should be made to ensure equality of process for each candidate's on-campus interview.
- Internal candidates must conduct a teaching demonstration under the same circumstances as an external candidate. Specifically, the demonstration cannot be held in a current section of the course taught by the candidate. An external candidate should not be asked to conduct a teaching demonstration in the class of the internal candidate.
- Feedback from interview interactions with students should be solicited in the same manner for both internal and external candidates. Students who view teaching demonstrations should be asked for feedback from all candidates in the same manner. All candidates may be invited to provide evidence of teaching effectiveness, and all candidates may ask students to write letters of recommendation.
- 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 them to keep limited hours in the department or program during the visit.
- Care should be taken to ensure that internal and external candidates are treated fairly throughout the search process. It is the responsibility of the chair of the department or

program to clarify with faculty that inappropriate and unfair behavior threatens the integrity of the search process.

- Internal candidates should receive notification of their place in the search pool within the same general 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 or email which contains the same information.

ORGANIZING THE CAMPUS or VIRTUAL INTERVIEW

Most faculty search final interviews occur with candidates on campus and in-person interacting with students, faculty, staff and administration. There may be justified cause to host a virtual interview for candidates in certain disciplines or for specific reasons. The dean of the college and the provost approves the modality choice for all searches.

After the dean has approved the candidates for an on-campus or virtual interview, the search committee chair contacts each candidate to ascertain continued interest in the position and schedule the campus visit or virtual interview. As the search committee chair begins to schedule campus visits, meeting with the provost or provost designee for tenure-track candidates is essential and takes scheduling priority over others. It is recommended to contact the provost's office prior to finalizing the visit. Once the dates are established, details of the visit may be completed by the dean's administration or the department or program's administrative assistant.

When sending a written invitation or confirmation of the interview expectations, the following language may be useful and welcoming.

We view faculty diversity as crucial to building a campus community that fosters demographic and intellectual diversity. During your visit, we may be able to arrange an opportunity for you to interact with a particular group of students, faculty, and/or staff to gain an additional understanding of our campus community. Please contact XX to offer details regarding the desired meetings and we will make every effort to facilitate them. Please indicate any accessibility, dietary, or further accommodations needed for your visit. For example, if you are a nursing parent, please let us know so we can schedule breaks during your visit near one of our lactation rooms on campus.

When arranging flights, the candidate may book their own ticket, but departments should provide parameters about arrival time and price of ticket. The staff or committee member making the arrangements 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.

The campus visit will vary in length and design according to the college and discipline. Some visits are designed to take place for one-half day while other visits may encompass one and-a-half to two days. Campus visits should provide adequate time for the interview schedule and engagement with faculty and students as determined by the department or program and the dean of the college.

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 and/or research presentation. This can be done via telephone initially, and then followed up with written confirmation via email.

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

The chair of the search committee is responsible for arranging and circulating the schedule of a candidate's visit. Invitations for the presentation portion of the on-campus interview should be communicated at the earliest convenience to relevant faculty, staff, and students to enable participation. On the schedule, 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 or 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 emails relevant information to each candidate who has been selected for a campus interview, including employee benefit information provided by Human Resources. The communication contains information about the University, college or library, and the department or program who initiated the search. If candidates have benefit questions, the search committee chair will arrange a meeting with Human Resources during the on-campus interview or the candidate may contact HR directly following the interview.

Interview Questions: The search committee and the chair should prepare questions for the on-campus interview that will serve to evaluate all candidates. To be equitable, the same questions should be asked of all candidates. In addition to questions developed specifically for the discipline, the department or program, college and diversity, additional general questions may be helpful.

Examples of General Questions:

- What interests you about teaching at Butler University?
- In your current teaching situation, what kinds of interactions have you had with students, other than in class and office hours?
- What classes have you enjoyed teaching the most?
- How would you describe your teaching goals and strategies?
- With what kinds of methods or pedagogies have you had success.
- Explain your understanding of diversity and inclusivity.
- Please describe your commitment to diversity and inclusivity and give an example of how you have manifested this in your professional life.
- Have you experienced a situation when a colleague was unreceptive to the diversity of others and how did you handle it?
- Please explain what you believe is an effective strategy to introduce diversity to individuals who may have experienced a limited number of cultures.
- Please explain your strategy to diversify curricula.
- You have seen our online bulletin. In what areas of the curriculum would you be most interested in teaching?
- Tell us a little bit about your current research project, scholarship, or creative work.
- What are your other academic and intellectual interests? Do you have ways of connecting with other disciplines?
- What ideas do you have about what you might want to teach in the Core Curriculum? In the First Year Seminar (FYS) program?

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.

Examples of Focused Questions:

- Tell us about some of the most difficult times with students you have experienced. What did you do? What was the outcome?
- What are some of the most difficult 1:1 meetings you have had? What resulted?

- What is an idea you have recently implemented which was considerably different from the standard procedure?
- Specifically, what do you do in your work that sets an example for others?
- Tell us about how you work with students to create or foster a diverse and inclusive environment?
- How do you go about setting goals/objectives for yourself?
- What goals have you set recently? What were the results?
- How do you prioritize multiple tasks that need to be accomplished in a short amount of time?
- What is your personal command of technology?
- Tell us about particular opportunities and challenges that come with the increased use of technology.
- Tell us about decisions you have made that benefit the students you have taught.
- Can you please share your views on how you perceive the uniqueness of Butler University?
- What do you consider your finest accomplishment?
- Describe ways in which you have helped students prepare to navigate as citizens across multiple cultural boundaries and communities.
- How do you maintain your energy level? Describe your most tiring duties or circumstances.
- Describe a situation where you wish you had interacted differently with someone at work. What happened?
- How do you motivate students to do excellent work?
- Describe a situation that highlights you teaching at your best? Your worst?
- What is your research, scholarship, or creative agenda?
- What are your best strategies for working with students in fieldwork or clinical settings?
- 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?

Interview Schedule: The interview schedule may include the following items:

- A meeting with the provost is required for tenure-track candidates. If the provost is unavailable, the associate provost or designee may be identified by the provost to provide the candidate with information about the larger functioning of the University, including faculty development opportunities. (30 minutes)
- A meeting with the department or program chair to provide an overview of the interview schedule, the department or program, the teaching assignment, the search timeline, etc. (30 minutes)
- A meeting with the full search committee. (60 minutes)
- A meeting with the dean of the college. At the discretion of the dean, discussion may include specific expectations of the college, faculty development, tenure criteria and process, salary range, start-up package, if appropriate. (60 minutes)
- Meeting with associate dean, if appropriate. (30 minutes)
- Office of Sponsored Programs, meet with the director, if appropriate. (30 minutes)
- An opportunity to speak with students, department or 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 or program.
- Meals with students or department or program members. Meals may be used to fulfill the required meeting opportunities from above such as the meeting with students or the department or program chair.
- Meetings off-campus with school-based or clinical faculty, if appropriate.
- At least 30 minutes of free time prior to the teaching demonstration or other presentation.
- A meeting with the department or program faculty.

If you will be inviting members of the Butler Community (such as through Butler Today), write the announcement for a generalist audience of faculty and staff.

The interview schedule may vary by modality and by college and department. Department chairs may wish to meet with candidates more than once during interview process and the college dean may request a thirty-minute meeting. The schedule may be adjusted to meet the needs of the department and college.

Departments or programs may organize the campus/virtual interview around individual meetings with department or program colleagues; however, this is highly discouraged. It exhausts candidates to be interviewed repeatedly. A series of individual interviews undermines the decision-making process because faculty members do not have a shared experience of listening to a candidate's responses and questions. Meeting with department or program faculty as a whole, rather than individually, may be more beneficial to the search process.

Sample Interview Schedule: The following schedule is provided as a suggestion for in-person interviews. The virtual interview may vary according to the college or department. Starting with the provost's office, check with offices prior to finalizing the interview schedule about availability and preference of timing on the schedule. As best practices indicate that candidates should not meet separately with each faculty member in departments/programs, arrangements for one or more sessions (depending on the size of the department or program) for candidates to interact with current faculty. Escort arrangements between meeting sessions may create positive interaction between faculty and the candidates. Timely breaks during the day or between virtual sessions will be

necessary. The final schedule should include names of the escorts between sessions, or clearly identify breaks for the virtual interview, drivers to and from the hotel, meals and the airport, and names of committee members attending meals, or specific meeting sessions.

Search Candidate Information:

Name of Candidate, Candidate for the Position of (fill in title of open position)

- Flight arrangements (travel arrangements): airline, flight number, arrival and departure time
- Hotel: name and contact information if appropriate
- Dinner arrangements: department/program/college faculty/ search committee members who are attending (note: spouses/partners/children and other non-Butler employees can not participate in interview meals)
- Airport/travel arrangement: airport pick-up and return

Day 1

8 am	Conversation/breakfast with chair/search committee/faculty (*It is helpful to candidates if names are provided of those participating in these meetings.)
10:00 am	Meeting with dean
11:30 am	Meeting as requested by candidate
12:30 pm	Lunch with students
1:30 - 2:20 pm	Break to prepare for research or teaching demonstration
2:30 - 3:20 pm	Research or teaching demonstration
3:30 - 4:30 pm	Conversation with faculty in department or program
4:30 - 5:00 pm	Office of Sponsored Programs, meet with director, if appropriate
5:00 - 5:30 pm	Free time
5:30 pm	Tour of college, followed by dinner with faculty or search committee

Day 2

8 am	Conversation/breakfast with faculty or faculty in affiliated programs
9 am	Meeting with provost or designee
9:30 am	Break to prepare for research or teaching presentation
10 am	Teaching or research presentation
11:30 am	Meeting with associate/assistant dean or other department or program chairs
Noon - 1 pm	Lunch with search committee

1:00 - 1:30 pm	Meeting as requested by candidate, if needed
1:30 pm	Travel to Airport

Additional Ideas for the Campus Interview:

- Attend a campus event with department/program faculty.
- 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 or program faculty member that includes several faculty members from other departments or programs.

Expenditures for meals should follow the standards of the Butler University procurement policy. In order to facilitate conversation with the candidate, try to schedule 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. 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 or program may ask candidates to teach a specific item from a course syllabus, more specifically, to fit their demonstration into the midst of an on-going course.
- A department or program may ask each candidate to prepare the same lesson.
- A department or 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 detail of a candidate’s professional interests. Faculty, staff and students should be invited to the presentation and all candidates should be given the same direction, time limit, and audience expectations.

The search committee chair should have a very clear conversation with each candidate to ensure that candidates understand the search committee’s expectations of the demonstration and the context for the demonstration or presentation. Each candidate should be given the same expectations, time frame, and type of demonstration for his or her presentation.

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.

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 Faculty and Staff Feedback: Search committees may find faculty and staff feedback useful during the deliberation process. Ideally, a survey can be created in Qualtrics, among others, and sent to those who attended the demonstration or presentation. Results of the survey can be shared with the search committee by the committee chair or delegate.

Soliciting Student Feedback: Student feedback is very useful to the committee during the deliberation process following a teaching demonstration or interaction with the candidate. A feedback survey can be created and designed specifically for student engagement and sent to all students who participated. The results should be shared with all members of the committee by the student committee member, if applicable, the search committee chair or delegate.

TRAVEL ARRANGEMENTS AND EXPENSES

The search committee chair or the department or program administrative assistant makes travel arrangements after the dean authorizes specific candidates for campus visits. Once authorized by the dean, the search committee chair will contact each candidate to issue the invitation and begin to establish dates for the campus visit.

With acceptance of the invitation from the candidate, travel arrangements and accommodations can be made by the search chair or delegated to the department or the dean's assistant. As the arrangements are prepared for the campus visit, consider for the following expenses.

- *Air travel:* 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.
- *Lodging:* Campus visits should include an overnight stay. Refer to Butler's hotel partner list to receive Butler's reduced rates.
- *Meals:* During the course of a campus visit, it is helpful 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 or 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 than three people in addition to the candidate. A detailed itemized receipt (not just the credit card receipt) must be obtained, and the names of those in attendance at the meal must be written on the receipt before it is turned in to the dean's office.
- *Other Expenses:* Should there be search related costs beyond transportation, lodging, and meals, it is important to clear these in advance with the dean of the college.
- The University's procurement policy must be observed for all search related expenses, including meal allowances.

AFTER THE INTERVIEWS

After the final interview is completed, the search committee should convene as soon as possible to compile a narrative evaluation of the candidates. At the start of the search, the dean will inform the search committee chair of expectations for evaluation of the candidates from the committee. The committee's evaluations are submitted to the dean as soon as possible.

The dean receives and reviews the report from the chair of the search committee. The dean may decide to offer the position to the top candidate or may seek additional information from the search committee chair.

The dean makes the offer of employment. At that time, issues of rank, salary, start-up funds (if relevant), and moving expenses (see below) are addressed.

If the dean makes an offer to a final candidate for a tenure-track position who is in the process of completing a required terminal degree, the following guidelines apply:

If the terminal degree is not completed when a contract is issued, the contract will include the following language:

Because your [insert relevant terminal degree] has not yet been conferred, your position will begin at the level of lecturer with a salary of \$X, and will be changed to assistant professor with a salary of \$Y (pro-rated by month if you complete your degree at any point during your first year of employment at Butler) once I hear from the Graduate School at X that all degree requirements have been completed. The length of your initial contract will be for two years. An additional year will be added if you complete your degree by August 15, 202X (12 months after start date). If you do not complete your degree by August 15, 202X, your contract will be terminated at the end of the 202X-202X academic year and you will not be eligible for reappointment. The tenure-clock begins when the initial contract is issued, regardless of your title or salary.

Typically, candidates are allowed 7-10 days to respond to the offer. Once the initial offer has been made, the dean will notify the search committee chair and department/program chair. Unless the offer has already been rejected, the department or program chair and search committee chair are free to contact the candidate to answer questions, provide information, and convey the department or program's enthusiasm for the candidate. If all offers are rejected, and the pool of candidates is no longer acceptable, the dean will determine that the search has been unsuccessful.

Candidates who accept the offer of employment receive a contract. The contract includes the following information specific to their offer: salary, start date, and tenure and review timeline. Candidates must sign and return the contract as soon as possible.

New Faculty Hiring Moving Expenses: The University offers the benefit of reimbursement for moving expenses as found in the Faculty Handbook, 20.30.10F. As of January 1, 2018, reimbursement for moving expenses, and/or house hunting financial support is taxable income. The offer for reimbursement and process continues, but the University must report these expenses as taxable income. New faculty hires should be informed of this taxable income federal mandate for clear understanding of tax implications.

Notifying Candidates No Longer Under Consideration: There are three points where notifications may take place:

1. *After an initial screening.* The search committee and the chair may decide to notify candidates who are no longer being considered for the position after the initial screening. A sample letter follows:

Dear (Name),

Thank you for your interest in the position of (fill in) at Butler University. We regret that the committee has not included you in the list of final candidates still under consideration.

Thank you again for your interest in Butler University. We wish you success in your future endeavors.

Sincerely,

(Name)

Search Committee Chair

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

Dear (Name),

It was a pleasure to speak with you recently to discuss the position of (fill in) at Butler University.

Several fine applicants for the position were interviewed, and the background and qualifications of each applicant were carefully reviewed. We regret that you have not been included to continue in the interview process for this position.

Thank you for your application and your interest in Butler University. I wish you success in your future endeavors.

Sincerely,

(Name)

Search Committee Chair

3. *After the campus interview.* By telephone, the search committee chair should contact candidates who were invited to campus but not offered the position, to express thanks for their interest in Butler, to explain that another candidate has accepted the position, and offer best wishes in the job search process.

PREPARING FOR THE NEW FACULTY MEMBER

After the search is complete, a welcome committee should be established to support the new hire during the first year of employment. The inclusion advocate will assist the welcome committee in the completion of a plan of success for the new hire within the first semester of employment. The plan will be submitted to the dean of the college and should detail the expectations of the department/program and college, professional goals and benchmarks, and the resources available to the new hire to meet those expectations and goals. The dean should engage the new hire to articulate the performance review processes, promotion criteria, and to answer any questions.

All full-time faculty new to Butler are expected to participate in a two-and-a-half-day orientation program which occurs prior to the start of the fall semester. New part-time faculty should always be invited to the program, but they are not required to attend. Correspondence for the New Faculty Orientation is sent from the provost's office during the summer.

Prior to the new faculty member's arrival, department or program chairs should be sure that a computer, telephone number, and office space is readied. The provost and dean's offices begin corresponding with new incoming faculty in the late spring, to alert them of New Faculty Orientation in August. New faculty should complete all hiring paperwork prior to New Faculty Orientation and as directed by the provost's and dean's offices. Elements of on-boarding which colleges/departments are responsible for include a welcome gift and an introductory interaction with students.

As part of their faculty development, the college/library assigns a faculty mentor, an experienced faculty member in the college or librarian, to each new tenure-line or full-time long-term instructional faculty. Department chairs or program directors, in consultation with the faculty mentor, will provide information, establish a meeting, and make the initial introductions. At the University level, on-going orientation and faculty development for all new faculty is provided throughout 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. Electronic storage may permit access to the dean's office as well as the search chair, if needed. Retained records are helpful to defend hiring decisions, if necessary, with particular regard for searches with international candidates.

Search records that should be retained:

- A copy of the position announcement and description
- A copy of all advertisements or listserv announcements used to announce the position, and a list of where the position was posted
- A record of the efforts made to develop the applicant pool
- Copies or sample letters and electronic communications used in the process
- Applications and materials of all candidates, including the letter of application, CV, references, and any additionally requested materials
- Copies of evaluations used in the process
- The core questions asked of the references and the candidates in the process
- Documentation needed to support an H1B Visa application, refer to [International Candidates](#) for details.

NON-TENURE-TRACK FACULTY

In addition to its tenure-track faculty members, the faculty comprises a number of full-time faculty members whose contracts do not include provisions for tenure. These faculty members play a vital role in delivering courses and in allowing the University to respond to special needs and to fluctuations in enrollment. There are several categories of full-time non-tenure-track faculty.

Full-time, Continually Renewable, Non-Tenure-Track Faculty:

Several academic units have faculty positions that are considered “full-time, continually renewable, non-tenure-track” faculty at the rank of assistant, associate or full professor. Such faculty are eligible for promotion through the faculty ranks, and the pay increases associated with such promotion. The process for consideration of promotion to the rank of associate professor, and then professor, is the same as for tenure-track faculty, and entails submission of a dossier for consideration by the department/program, college professional standards committee, dean, provost, and president. The Board of Trustees ultimately confers rank. Full-time, continually renewable non-tenure-track faculty are reviewed on an annual basis using the Faculty180 activity report. They are also reviewed on a periodic basis in accordance with college/library bylaws.

When hiring faculty in this category, a national search will occur as described earlier in this document.

Full-time Non-Tenure-Track Faculty Who Do Not Hold Professorial Titles:

Lecturer:

Lecturer is a faculty title for ongoing contractual positions that are in the recurring budget. The role of lecturer may or may not require a terminal degree. In some circumstances, lecturers who meet specific requirements (e.g., terminal degree, specific disciplinary distinctions) may be appointed special titles, such as artist-in-residence, scholar-in-residence, clinical faculty, etc. Lecturers are not eligible for tenure, nor do they occupy professorial ranks. However, lecturers may become eligible for appointment as senior lecturer. Senior lecturer is a renewable appointment for which lecturers may apply during or after eight years of continuous full-time faculty service.

When hiring lecturers, the dean will convene a search committee made of faculty members in the academic unit to which the appointment will be made. A search will occur and the committee will make recommendations to the dean. In cases where an existing instructor line is transitioned to a lecturer line, the dean will consult with the faculty in the relevant department/program to determine whether a search is necessary or whether the incumbent in the instructor line may be hired into the lecturer line. The University may support H1B Visa for hire of international lecturers with specific intention. Refer to [International Candidates](#) for further detail.

Appointment as Senior Lecturer:

Those holding lecturer status may be eligible for appointment as senior lecturer. This designation is reserved for individuals who have served Butler for eight or more years in a full-time capacity and whose performance demonstrates excellence in teaching *and* significant contributions to the department, college, and/or university in an area other than teaching. In rare occasions, an individual might be hired as senior lecturer as recognition of the level of experience or expertise that person brings with them to Butler.

Any lecturer who has worked at Butler in a full-time faculty capacity may apply for consideration for appointment as senior lecturer during their eighth year of full-time faculty service. Documentation of excellence in the area of teaching and significant contributions to the department, college, and/or

university will be provided to the department or academic program in which the lecturer teaches. A committee of at least 3 departmental/program faculty colleagues will review the materials and make a recommendation to the dean. If the dean determines the lecturer has demonstrated such excellence, the lecturer will be appointed as senior lecturer and will receive a new contract for a five-year period. In addition to the new title and longer contract term, the senior lecturer will receive an increase of \$2,000 per academic year over their base pay for the duration in which they occupy the senior lecturer role. If at any subsequent point in time (annual review or reappointment review), the dean determines that faculty member no longer demonstrates the excellence necessary for the senior lecturer appointment, the title and associated pay increase will cease.

Note: As of the 2018-19 academic year, the appointment of senior lecturer is new, and will be phased in over a period of three years before the general process above takes place.

Instructor:

Instructor is a faculty title reserved for faculty who occupy a position that is temporary and has term limits for no longer than two years. Such positions may be used for sabbatical replacements, “emergency” appointments designed to address an unexpected surge in the size of the student body, or time limited replacements for faculty serving in time limited administrative roles, etc. Instructor positions may or may not require a terminal degree. In some circumstances, an instructor who has a terminal degree may be appointed to the title of visiting (assistant, associate) professor. In addition, there may be other special titles for faculty who are in temporary positions (e.g., visiting artist, master practitioner). Any faculty member with a visitor title should be a visitor—this title should not be used for faculty roles that extend beyond a two-year period and are not eligible for renewal. Instructor roles do not recur at the end of the contract period, nor are instructors eligible for advancement in rank or title.

When hiring instructors, the dean will work with the department chair or program director to identify and hire qualified candidates. Although instructor positions do not require a national search, deans and department chairs/program directors should respond appropriately to consult with faculty in that department/program before an appointment is made. The University does not support H1B Visas for instructors.

Conversion of Faculty Positions to Tenure-Stream positions:

The university should take care to evaluate whether non-tenure-track faculty positions should be converted into tenure-track positions. When such a conversion occurs, a national search is ordinarily required to fill a tenure-track position.

If an occupied non-tenure-track line is transitioned to a tenure-track line, the conversion should be announced by December 15, such that the faculty member occupying the non-tenure-track role has appropriate time to find another position, should they decide not to apply for the tenure-track role or should they apply and not be selected.

In very rare circumstances (e.g., extremely limited ability to recruit/retain faculty in a particular discipline), a dean may advocate to the provost for the ability to appoint an incumbent non-tenure-track faculty member to an approved tenure-track role without a search. Such a highly unusual appointment would only be considered if the incumbent in a non-tenure-track role has demonstrated a consistent record of success in teaching and scholarship at the level expected of a tenure-track faculty member, and with evidence of overwhelming support by the tenure-stream faculty in the department or program and the dean.

Adjunct Faculty:

Adjunct faculty is a title for part-time employees who are contractually hired in a particular college or the core curriculum each semester of each academic year. Adjunct faculty are hired by the dean of a college or by the core curriculum administration in consultation with relevant faculty prior to making an offer.

When hiring international adjunct faculty who may be enrolled as doctoral candidates, consult with Human Resources for assistance to identify documentation needed to work in accordance to their visa. Documentation for employment may include a certificate to work, permission from the candidates' advisor/institution, and the acquisition of a social security number, which in certain cases, might be problematic in terms of timing. The University does not support H1B Visas for adjunct faculty.

Hiring of Adjunct Instructors for Post-Baccalaureate Programs:

Butler University strives to recruit and retain a faculty made of individuals who have earned appropriate academic credentials for their area of instruction. However, we recognize that in certain circumstances, individuals without earned academic credentials may bring unique strengths to our curriculum. Therefore, 10 years of tested experience may substitute for an earned academic credential. This approach is consistent with that of the Higher Learning Commission, which defines tested experience as "a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching" (http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf).

In addition to 10 years of tested experience in lieu of academic credentials, candidates for adjunct instruction in post-baccalaureate programs should bring expertise not typically offered by an individual with an advanced degree. A dean who wishes to hire an adjunct candidate shall verify that the candidate has 10 years of tested experience and shall consult with faculty in relevant disciplines before making an offer of employment to said candidate. Any exceptions to the 10-year rule must be approved by the provost.

Targeted Hires: Butler University realizes that opportunity to hire quality faculty may be found in unusual circumstances and in rare situations. In some cases, the provost and president may approve a targeted search and appropriate search processes.

Faculty Appointments:

All non-tenure-track faculty members will hold contracts which specify:

- Position title and rank
- Salary
- Start date and term of appointment
- Reporting lines
- Responsibilities

Non-Renewal:

Faculty members holding ongoing full-time, non-tenure-track positions (full-time continually renewable non-tenure-track or lecturer/senior lecturer) should be given timely notice if their contracts are not to be renewed. At the very least, these faculty should be told by December 15 if their contract is not to be renewed for the following academic year.

Rights and Responsibilities:

Per the Faculty Handbook, full-time, non-tenure-track faculty members generally have the same rights as tenure-track faculty members, except in areas involving tenure and the particular nature of

their duties. This means, for example, that they receive the same employment benefits as tenure-track faculty members, and they are represented through the Faculty Senate. They are invited to participate in New Faculty Orientation, the Fall Academic Workshop, and a host of activities offered by our faculty development program. Instructors and lecturers/senior lecturers may apply for select funds within our Holcomb Awards and Butler Awards programs, including travel-to-present grants, faculty development short course grants, instructional development grants and mini grants.

