MARYLAND INSTITUTE COLLEGE OF ART

The Faculty Search Guidelines

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The Full-Time Faculty Search Process

Commitment to the search process

The process of searching for and hiring new full-time continuing contract faculty is one of the most important things we do as part of the long-term development of the College, its faculty and our academic programs. By establishing processes for searches that are clear and grounded in our shared values and ethics as an academic community we seek to ensure success in recruiting and retaining the highest quality faculty. Among the most critical elements of any search is the need to assure equity in our hiring practices with respect to racial, ethnic, gender, physical ability, and other considerations that ensure a diversity of candidates in our selection pool and a diversity of knowledge and experience that successful candidates will bring to our community. A 21st century faculty must able to address the most complex and relevant questions of our time and must also represent the breadth of experience and ways of knowing that are critical to our ability to better understand and educate increasingly diverse generations of students. This guide is intended to provide faculty with the tools they need to conduct searches that are inclusive, equitable, and consistent with these values and aspirations.

The Faculty Search Guidelines are a supplement to *Faculty Handbook* section 3.4. Please consult this language carefully.

Phase I: Organizing the Search

<u>Crafting the Description</u>

A job description introduces candidates to the College's and department's mission, values, and priorities while articulating key information about the job posted. A successful job description yields a wide and inclusive candidate pool that is representative of the racial, ethnic and gender diversity necessary to meet our ambitious academic and institutional goals.

Department Chairs, Program Directors, and Search Committees should plan to utilize the institutional job description template to help ensure consistent messaging of the College's mission and values to potential applicants and external institutions. Many core qualifications often translate across faculty positions. Core qualifications included in the template have been created by MICA faculty and academic leadership.

This template should be modified by departments to speak to the capacities necessary for each respective search, while maintaining the spirit of the document.

Using this institutional template, Department Chairs or Program Directors should submit a draft of the job description to their respective Associate Dean and/or Vice Provost for input, review, and final approval before the established deadline. Academic Affairs will send the final position description to the Department Chair or Program Director for their records and to Human Resources for posting.

Elements of the Job Description

Position (Summary)

The scope of the position should be articulated in the broadest terms. It should include responsibilities that reflect the College's priorities around diversity, inclusion, and globalization. Examples may include reviewing the curriculum to reflect numerous theoretical approaches and non-Western cultural references and perspectives; advising students of various racial, ethnic, gender, class, and cultural backgrounds, etc.

Job Description

An effective job description explicitly conveys the College's and Department's goals and includes statements that endorse the relationship between a diverse faculty that reflects an evermore diverse society and academic excellence. It should also state the importance of differing approaches to research, curricula, teaching, and service.

Hyperlinks are encouraged as an effective tool to provide additional context or information while maintaining a succinct announcement.

Qualifications

The qualifications are the most critical portion of the job description. Applicants use the qualifications to curate their application materials. Qualifications also guide the Search Committee's evaluation and quantification process and serve as the foundation for interview questions.

Qualifications should be clear yet flexible and categorized as minimum or preferred. Be aware of possibly arbitrary numeric measures such as years of experience (i.e. a minimum of 3 years of teaching experience) and using qualifications such as a terminal degree as a minimum qualification. Desirable and diverse candidates may have experienced a different career path or uncommon academic trajectory than current faculty or what has been traditionally understood as ideal in previous searches. As an example, Committees could consider candidates with experience outside of academia such as community and government agencies, industry, community-based or entrepreneurial ventures.

A proven "best practice" toward diversifying a faculty is to invite qualified applicants through the use of preferred qualifications. Although these may vary in some cases, examples of preferred qualifications include:

- Ability to contribute through experience, teaching, research and/or service to the diversity and excellence of the academic community.
- Research questions and practical approaches that center on questions of social justice and equity.
- Experience incorporating diverse perspectives in research.
- Ability to teach courses that center sources and content from non-Western perspectives inclusive of people of color and other underrepresented groups.

<u>Crafting the Announcement</u>

The search announcement, a shorter version of the job description, is utilized to communicate through professional networks that this position is open and available. Any member of the search committee or community is able to share the announcement.

The announcement is organized as "talking points" regarding the job and should include:

- Title of position and a sentence or two about the role. This is an ideal place to highlight important aspects of the position. Examples include administrative appointments, Department Chair or Program Director appointment, or if the hiring program is new.
- Link to the full job description.
- Summary of the commitment to the search process, with the intention of encouraging a wide range of candidates to apply.
- A sentence or two establishing that MICA values a diverse and inclusive faculty. This can be achieved by including information about MICA's diversity, inclusion, equity, and globalization initiatives and our unique role as an art community in Baltimore.
- Please include a link to the Presidential TaskForce and the Power and Equity Forum's web pages and include an introductory statement such as: "To learn more about MICA's renewed commitment to equity, diversity, inclusion, and

globalization initiatives, please visit …. "
- Statement of where to apply.

Advertising the Position

The Office of Academic Affairs is responsible for sending a list of approved faculty openings, job descriptions, and announcements to Human Resources for posting. Search Chairs are responsible for documenting the steps the committee took to yield a wide and inclusive candidate pool. A report summarizing the Committee's efforts should be provided to the responsible Associate Dean or Vice Provost and Human Resources before proceeding to each step of the process.

Generally, positions will be announced through the *Chronicle of Higher Education*, MICA, *Inside Higher Ed*, *Higher Ed Jobs*, and AICAD through their respective websites. Announcements may also be posted on other platforms, as approved. Search Chairs should notify Human Resources via email should they want the position posted on any additional platforms. A budget is provided for posting jobs. Additional funds may be available for international searches.

Search Committees should implement one or more of these strategies should they need to increase their applicant pool:

- Solicit applicants through their own professional networks. Be mindful that homogenous networks may yield homogenous applicants. Diverse networks, diverse pools, and diverse finalist groups are more likely to yield diverse hires.
- Connect and personally invite potential applicants to apply by calling them, sending personalized emails or letters, or visiting them in person.
- Connect with experts in the field who have made an impact on diversifying research, practice, and leadership in their fields.
- Consult with diverse faculty to obtain nominations or suggestions for recruiting.
- Announce openings in journals and periodicals that reach faculty and students of color.
- Review conference papers and presentations to target individuals whose research or practice may contribute to diversifying the field or curriculum.

Selecting the Search Committee

The Search Committee is charged with creating a diverse applicant pool, assessing qualifications of applicants, and identifying 2 to 3 candidates for hire by adhering to an equitable search process as established in these Guidelines.

The Department Chair or Program Director works with their Associate Dean or Vice Provost to create a committee and should achieve a consensus on the committee composition before committee members are invited to serve. Any search for a full-time continuing contract faculty position should be conducted through a search committee. The committee should reflect racial, ethnic and gender diversity and a mix of members who hold local knowledge of departmental needs and general knowledge of the faculty role at MICA.

The Search Committee Chair is responsible for ensuring the integrity of the search process and following through with all steps of the search until the process is completed. The Department Chair or Program Director often fills the role of Search Chair, but may select another faculty member to serve in this capacity. In the event that the Department Chair or Program Director role is vacant, the Associate Dean or Vice Provost may serve as the Search Chair or assign a designee.

The search committee should ideally be an odd number, with around five members. The committee should also include a faculty member who is not within the program and could include non-faculty members such as staff or students.

Committee membership should be visibly diverse and represent a range of different perspectives and approaches. The Committee Chair should be mindful of potential power dynamics among any particular group. Chairs and other search leaders should also be sensitive to the potential cultural taxation of women, LGBT or faculty of color; in other words, the over-reliance on certain faculty to assist with service to the institution. The Chair should work with their Associate Dean or Vice Provost to address these matters as part of the conceptualization of the committee. The Associate Dean and Vice Provost should ensure that faculty on the committee are not over-utilized, as extensive service may have an adverse impact on their career.

The College is committed to providing support and resources to ensure a diverse Search Committee. If the committee is not visibly diverse and representative of a wide range of perspectives, the Chair should work with the Associate Dean/Vice Provost and consider these strategies to produce a more diverse committee:

- Include a faculty emeritus, an alumna/-us, staff member, and/or an administrator in the Committee.
- Ask a colleague with subject matter expertise from another institution.

When finalizing the committee membership, the Chair should ensure that the following criteria are fulfilled:

- Subject matter expertise.
- A faculty member from another program.
- Visible diversity including race and gender.

The Search Chair should also identify a Search Coordinator to assist with facilitating the logistics of the search. Responsibilities include managing the search budget, maintaining documents, scheduling search committee meetings, and arranging logistics for on campus visits. This role can be filled by any faculty or staff member, however, it is generally a departmental Administrative Assistant.

The responsible Associate Dean or Vice Provost should notify the Executive Assistant for Undergraduate Studies, Human Resources, and the Search Coordinator of the members of the Search Committee. The Search Coordinator will be responsible for scheduling all committee meetings.

The Search Committee should begin meeting as soon as possible to begin planning the search. The Search Chair, the Search Committee, and the Search Coordinator will be required to attend all relevant training and meetings, thus scheduling the sequence of various meetings and interviews should be done as far in advance as possible to ensure equity and full participation.

A member of Human Resources will attend all search committee meetings as an observer to serve as resource to the Search Committee in implementing the faculty search process.

Role of Human Resources

MICA is committed to a respectful and equitable process for all applicants, while ensuring and upholding legal standards for Equal Opportunity and Affirmative Action as required by law. The Associate Vice President for Human Resources, as the Equal Opportunity Officer, is responsible for upholding this charge by serving as a resource to all search committees. The Associate Vice President may also assign another member of Human Resources as their designee.

Specifically, Human Resources provides guidance by:

- Serving as a liaison for advertising plans and budgets.
- Providing internal consultation to the committee members, individually or collectively on matters of process and policy.
- Sharing resources and national best practices related to faculty searches.

- Helping ensure an equitable and consistent search.
- Supporting the committee in developing interview questions that directly correspond with the position qualifications and support College's initiative to diversify the faculty.
- Retaining necessary documentation based on statutory retention requirements.

A member of Human Resources will attend all Committee meetings and be copied in all Committee communications.

Developing Recruitment Plans

Recruitment plans are a tool to facilitate committees in thinking about how to leverage their contacts and connections to activate a more diverse pool. They also assist the College in exploring the development of more diverse networks as an institution.

The Search Committee should commit to developing a rigorous, extensive, and comprehensive recruitment plan. At a minimum, the plan should identify 3 to 5 actions that the Committee will take in order to create a more diverse pool of applicants. The plan should also identify what resources the Committee will need in order to achieve their commitments.

The Committee may choose to explore the following questions as they create their recruitment plan:

- What organizations/institutions/peer programs/departments, etc. will we network around this position? How will we invest in accomplishing this?
- What individuals in our network are connected to faculty of color or up-and-coming faculty of color? How will we meaningfully engage with these individuals?
- What resources (i.e. advertisement funding, administrative support, etc) are needed? Who will we connect with to actualize this support?

Budget

Search Committees will have a budget to cover all expenses associated with the search. Academic Affairs will cover expenses such as travel, lodging arrangements, and meals for the candidate. The Provost will determine the budget each year before Search Committees begin the search process. The budget for AY18 searches is $3,000. Committees with international candidates may request additional funds for these purposes.

Human Resources will cover the costs of advertisements up to $1,000 per search. Departments may work with Human Resources to advertise in additional venues, but they normally will be responsible for any expenses that exceed the budget provided by Human Resources.

The Search Coordinator should keep track of all expenses and monitor the budget throughout the process. They will also be responsible for ensuring that all reimbursements are processed.

Phase II: Implementing the Search

Organizing the Search Meetings

The Search Meetings should be organized in order to maximize the time in which the Committee is together. The Committee should review this entire section and relevant resources prior to starting the assessment process. Should the Committee have any questions or need additional support, they should contact Human Resources and/or their Associate Dean or Vice Provost. The Office of the Provost, or its designee, also serves as a resource to the Committee.

Overview of Search Meetings

This overview summarizes the steps that are described more thoroughly within this section of the Guidelines in order to provide the Committee with a high level view of the process. Throughout this stage the committee should expect to work closely with their Associate Dean or Vice Provost and Human Resources, which will provide guidance on policy, best practices and support the committee processes.

As the Committee implements the search, it will face difficult conversations, disagreements, and tensions. The Committee will also have to address biases and issues surrounding privilege and structuralized racism. A key objective of the committee is to present a diverse set of viable applicants to move forward through the search process. Considering that people of color have been historically underrepresented and sometimes, excluded in faculty positions across higher education, committee members are expected to address the potential impact of implicit bias and institutional racism throughout every stage of the process. It is crucial that the Committee orient themselves to how they will address these matters before they arise. For more tools for navigating these matters, please refer to the "Faculty Leadership for Equity and Diversity in the Faculty Search."

The Search Coordinator should coordinate, schedule, and confirm search meetings well in advance and in a timely manner ensuring all members can be present. They should work with the Chair to ensure that an agenda is shared with the Committee prior to the meeting and minutes and relevant documents are disseminated promptly. Another critical task that may be necessary is providing committee members with reminders and progress updates on follow up tasks on behalf of the Search Chair.

Summary of Meetings and Objectives
The Committee may choose to meet more often than described below.

All Meetings – The Committee should address the following areas during each meeting.

- Reserve time at the top of the agenda for general check-ins on how committee members are finding the process, logistical questions and to review and amend meeting agendas.
- Discuss how bias may be showing up at this point in the process.
- Identify any tensions and decide on how to address it (i.e. let it play out or work to resolve it).
- Determine what resources or support could be helpful as the Committee continues.

Initial Meeting

- Establish rapport among the committee in order to create an environment where members can voice their opinions and respectfully challenge each other.
- Decide on how the committee will manage conflict, disagreements, or tensions.
- Review Search Guidelines and supplemental materials.
- Create recruitment plans.
- Discuss the criteria by which candidates will be rated.
- Establish the future meetings dates.

Applicant Review

- Discuss the applications to determine which applicants meet the minimum qualifications per the published job description. These candidates will be scheduled for video interviews.
- HR will evaluate the pool to determine if the decision has a disparate impact (it adversely impacted a group of people more than another). If there is

disparate impact, the Committee will need to revisit the applicant pool and the recruitment plan to support an increase of racial and gender diversity. Human Resources will support the Committee in addressing this matter.
- Prepare for video interviews.
- Determine the questions to ask each candidate. These questions will be used consistently throughout each interview.
- Determine the dates for the interviews. The Search Coordinator will schedule the interviews and manage logistics.
- Review evaluation metric/criteria and edit if necessary. This step assures that the metrics are equitable and applied consistently to all applicants.
- Review best practices for Skype interviews.
- Conduct video interviews (on platforms such as Skype or Zoom).
- Assess candidates based on the criteria.

Video Interview Deliberation/Prepare for Campus Visit

- Discuss the candidate's qualifications and determine who will be invited for a campus visit or discuss an additional round of Skype interviews, if necessary.
- Identify the dates for campus visits or second round of video interviews.
- Create criteria for rating candidates throughout the various stages of the campus visit.
- Create questions for the panel interview.
- Evaluate meeting.

Campus Visits

- Assess candidates based on the criteria.
- Discuss the campus visits, and review the feedback received from stakeholders. Allow plenty of time for discussion.
- Check in for bias/tensions. Decide how to address them.
- Decide on recommendations and provide them, using the standard recommendation form, to the responsible Associate Dean or Vice Provost.
- Return all materials to Search Coordinator.

Meeting Structure

Each meeting should have an agenda, with appropriate time dedicated to each item. In addition, the Chair should be prepared to lead the Committee through a meeting check in. The purpose of this process is to check in for bias/tensions and to decide how to address them. If left unchecked and unresolved, unintended bias and conflicts can greatly impact the effectiveness of the committee.

The Search Coordinator or member of the Committee should provide an email summary of the meeting to the group. These should include any decisions made during the meeting but does not need to be a transcript.

Confidentiality

The search, applicant interviews, details of individual applicants, and all deliberations should be considered confidential and should be not discussed outside of the committee. Committee members should follow screening process outlined in these guidelines and refrain from conducting informal research or reference checking on any applicant or candidate.

Discussions outside of the Committee could jeopardize the integrity of the search and risks violation of legal provisions protecting the applicants and committee members.

Notes

Search Committee members may wish to maintain notes throughout the process in addition to completing the candidate assessment forms provided. These notes should be relevant to the search and the candidate's qualifications as they relate to the job description. While these notes will not be reviewed by anyone else as part of the regular process, they do become an official record of this search and may be subpoenaed.

Collection of Applications

Applicants will upload all necessary documents to SlideRoom, an online applicant tracking system. The Search Committee will use SlideRoom to organize, manage, and track all submissions. SlideRoom will allow committee members to view all submitted materials, rank applicants based on their qualifications, and post comments for other committee members to see. Human Resources will provide all members of the search committee process with appropriate access to the system.

For more information on how to use SlideRoom, please refer to the SlideRoom User Guide[1].

Reviewing the Applicant Pool

The Search Committee should strive to create and maintain a diverse candidate pool. Racial, gender and geographical diversity in the pool generally comes as a result of superb recruitment, facilitated by the College, but driven by the committee members and fellow faculty. It is possible for a candidate pool to become homogeneous without any overtly known reason. As a result, it is important to evaluate the demographics of the pool before and after each phase of the screening process.

Human Resources will evaluate the demographics of the pool and will provide a report to the responsible Associate Dean/Vice Provost and the Search Chair. The report will include the progressive composition of the applicant pool. Before the Committee begins to review applications, the pool will be evaluated based on the following demographics: racial, ethnic, gender, and veteran status. Ideally, the pool is reflective of national and local demographics based on the most recent national census. If the pool does not reflect those demographics, the committee's Recruitment Plan will be revised by the committee in partnership with HR to support greater diversity in all phases of the search.

The Recruitment Plan should demonstrate meaningful steps to attract the most racially and otherwise diverse pool possible. Different recruitment strategies and tactics outside of traditional posting and advertisement are essential to success. The Committee will work with the Associate Dean/Vice Provost and Human Resources to identify additional steps to increase the diversity of the pool. The Committee should strive to produce a rigorous, comprehensive, and exhaustive list of options. Should the Associate Dean/Vice Provost, Human Resources, and the Committee agree that they have availed all resources and have taken all steps available to them in good faith, the Committee will be able to review the applications.

Should the Committee not engage in this process in good faith, the search may be postponed or canceled pending review and possible modification of the job description.

Creating Assessment Rubrics

Assessment rubrics ensure that all candidates are evaluated consistently. Prior to evaluating the applications or candidates, the Committee should agree on the criteria and develop rubrics that are based on the qualifications and responsibilities outlined in the job description.

Examples include:

- Professional experience and/or significant educational training.
- Engaged, public and active approaches to research or practice.
- Evidence of strong engagement and accountability to groups most adversely impacted by social inequities.
- Evidence of strong professional experience and/or significant training that

promotes critical engagement with issues of race, class, gender, and issues of structural inequity.
- Engaged, public and active approaches to research.

All rubrics and documents associated with the assessments should be kept throughout the search. The Search Coordinator should collect all materials from the search committee at the end of the process and submit it to Human Resources. Search Committee Members may maintain personal notes relevant to the candidate's qualifications and screening process. Personal notes are not collected as part of the official record of the search. In the spirit of confidentiality and maintaining legal standards, the Search Committee members should shred all personal notes regarding the search once the process has concluded or provide them to the Search Coordinator for shredding.

The Committee has the opportunity to determine the criteria for evaluation and the scale by which it will be rated. The Committee should identify clear guidance for applying the rubric for each criteria, so that all Committee members have a mutual understanding on how to evaluate each criterion.

The rubric should also identify definitions for each rating, especially when using numeric ratings. An example might be:

1= Not addressed in application
2= Little or weak evidence in application
3= Satisfactory evidence in application
4= Above average evidence in application
5= Outstanding evidence in application

Assessment rubrics should be developed for all points of evaluation, including the review of application, video interview, and each part of the campus visit. The template should be modified during each phase reflect the qualifications that the committee is evaluating the applicant on at that time.

Developing Questions for the Candidate

Interview questions are the key vehicle for soliciting the data the Committee needs to inform their decisions. In order to conduct an equitable assessment, the Committee must use predetermined questions consistently with all candidates during each round of interviews. Unstructured ("free flow") interviews are vulnerable to the impact of bias and will prevent the Committee from making an impartial and reliable assessment.

Look to these best practices:

- Create open ended questions based on the qualifications outlined in the job description. The questions should allow the candidate to expand on the depth and breadth of their experience, knowledge, and skills relative to those qualifications.
- Provide the candidates with opportunities to speak specifically to the importance of equity, social justice, and/or diversity. Focus at least one question on these topics relative to research, teaching and/or practice and draft and draft additional questions that allude to related topics.
- Ask questions based on the candidate's experience. The best predictor of how a candidate will respond once they are hired is the manner in which they navigated a similar situation in the past.
- Ensure the questions are clear. The committee should consider candidates that are not American or non-native English speakers when developing questions and be mindful that some questions do not easily translate across international/global contexts.
- Scrutinize each question to improve their strength and effectiveness. It is important that the Committee maximize the time with each candidate.
- The Committee should consider the responses each question is likely to elicit to ensure that they will have the data or information necessary to make a decision. If the question is not aligned to the assessment matrix, the Committee should reconsider the question.

Reviewing Applications

The Search Committee will thoughtfully and thoroughly assess each application against the established rubric in order to identify the candidates that meet all of the minimum qualifications. While the initial review of applications may be completed individually, the Committee should reserve plenty of time to review and discuss applications with non-traditional experience, skills, training, or education that may actually meet the minimum qualifications.

The assessment rubric for this stage is located in SlideRoom. The Committee should share the criteria with Human Resources, so that it can be imported into SlideRoom. The Search Chair should notify the Associate Dean/Vice Provost and Human Resources of the candidates that meet the minimum qualifications and will be interviewed.

The Committee should be prepared to interview all candidates that meet the minimum qualifications as outlined in the job description. Generally, interviews should be 30 to 45 minutes long with time for the candidate to ask questions.

Should the pool contain a large number of qualified candidates, the Committee may choose to conduct two rounds of video interviews. Candidates may be asked to respond to three questions during a 20 minute video interview. This first round may provide the Committee with information to better narrow the pool. The second round may be slightly longer and allow the Committee to invest more time with candidates. Alternatively, the Committee may also divide the pool and begin interviewing the candidates that meet the preferred qualifications first, then refer back to the pool if necessary.

For more information, please refer to the Video Interview section of these Guidelines.

Reviewing the Candidate Pool

Before the applicants are scheduled for the first round of video interview, the Committee needs expressed acknowledgement from responsible Associate Dean/Vice Provost and Human Resources that a disparate impact analysis was conducted on the pool and that the Committee is approved to move forward.

Disparate impact occurs when the process has a disproportionate impact on a protected group. Human Resources will evaluate the demographics of the applicants the Committee recommends for the first round of video interviews and will provide a report to the Associate Dean/Vice Provost and the Search Chair. The report will include the progressive composition of the applicant pool.

Should the pool of recommended applicants reflect the diversity of the applicant pool, the Committee will receive approval to begin the next phase in the process.

Should the pool of recommended applicants not reflect the diversity of the applicant pool, the Committee will have to submit the rationale for disqualifying each applicant. The rationale will be reviewed by the Associate Dean/Vice Provost, Human Resources and the Search Chair. Recommendations regarding the rationale will be provided. These recommendations will be based on the Phase I section of these Guidelines. The Committee will have the opportunity to revisit the applications and revise their recommendations. Human Resources will evaluate the demographics of the pool the Committee has recommended for the next phase of the process.

The Committee will work with the Associate Dean/Vice Provost and Human Resources to identify and implement additional steps to preserve the diversity of the candidate pool. Should the Associate Dean/Vice Provost, Human Resources, and the Committee agree that they have availed all resources and have taken all steps available to them in good faith, the Committee will be able to begin the next phase in the process.

Should the Committee not engage in this process in good faith, the search may be postponed or canceled pending review and possible modification of the job description.

Video Conference Interviews

Once the committee has identified qualified applicants, it should prepare to conduct video conference interviews using a platform such as Zoom or Skype. Video interviews provide the Committee an efficient vehicle for meeting with multiple candidates to learn more about their qualifications and understanding of the role. It also provides the Committee an opportunity to clarify questions about their application.

A video conference reduces time lapses and awkward pauses that come with phone interviews and provides the committee with the benefit of body language. It also gives the candidate an opportunity to learn more about MICA.

The Committee should make all efforts to ensure that all the interviews are conducted under similar conditions and format, maintaining equity and mitigating bias. Search Committees should review "Tips and Best Practices: Video Interviews" for ideas on video interviewing.

Should the candidate experience technical difficulties or not have the access to video conference due to travel, the Committee may conduct a telephone interview.

The Search Committee will interview all applicants that have progressed to this phase in the process through video conference interviews, even if the applicant is a current member of the MICA community.

Before any interview is conducted, the Committee should identify a list of questions to ask all candidates. The questions should be directly related to the job description and the responses to the questions should inform the assessment rubric for this stage of the process. The questions should prompt the candidate to share their experiences. As the questions are developed, the Committee will need to curate a list that will fit the time frame (generally 30 to 45 minutes). The Committee should also plan for and allow time for the candidate to ask follow up questions.

During the interview, the Committee should ask all candidates the same questions in the same order. If necessary, the Committee may ask follow up questions based on the candidate's response and may ask the candidates to elaborate or to provide examples.

At the end, the Committee should provide the candidate with an explanation of the process and anticipated timeline. The Committee should never commit to a follow-up interview. Simply state that you will be in touch soon, even if the interview exceeded expectations.

After each interview, the Committee members should complete the assessment rubric. It is important to take notes as promptly and thoroughly as possible. Research shows that a processes are susceptible to prejudice when decision makers are asked to recall a past experience or event (Frazer & Wiersma, 2011).

The Committee is welcome to discuss the process, amongst themselves, and with the responsible Department Chair/Program Director, Associate Dean/Vice Provost, Provost, and/or Human Resources. If adjustments are made, the Committee should be mindful of the impact it may have on their assessments of candidates. The Committee should refrain from deliberating about the candidates until all candidates have been interviewed.

<u>Deliberation</u>

Once the Committee has completed all the video conference interviews, it should meet to discuss the assessments and identify the candidates they would recommend for campus interviews. The Committee should refrain from deliberating over email or technologic platforms.

The Committee deliberation is confidential and specifics should only be discussed with the responsible Associate Dean/Vice Provost, Human Resources, and Department Chair/Program Director. All other discussions may compromise the integrity of the search.

The Committee should be vigilant about bias at this stage of the process. The Committee should focus the discussion on the candidate's qualifications and topics specifically related to the job. Other topics, such as demographic characteristics, marital status, or other non-job related information or rumors should not be discussed and may risk violating legal standards. Additionally, the Committee should consider how the process itself may have impacted a candidate's interview and take that into consideration during deliberation.

The Committee should prepare to thoughtfully and thoroughly discuss candidates. It should allow plenty of time for review and discussion. If the Committee is pressured by time, another meeting should be scheduled. The Committee may also wish to coordinate with their Associate Dean or Vice Provost to revise the timeline.

Reviewing the Applicant Pool

Before the candidates are schedule for campus visits, the Committee needs expressed acknowledgement from their Associate Dean/Vice Provost and Human Resources that a disparate impact analysis was conducted on the pool and that the Committee is approved to move forward. The process it outlined in the Reviewing the Applicant Pool and Diversity Standards section.

Campus Visits

Campus visits are an essential element in the screening process. It provides the MICA community an opportunity to more thoroughly assess the candidate and provides the candidate an opportunity to evaluate the factors that may lead them to joining MICA. The Committee should take time to thoughtful plan a visit that ensures that the College and the candidate have an opportunity to gather the information they need to make a decision.

The Committee should plan for the candidates to visit for 1 or 2 days to ensure that there is consistency in face time for each candidate. At a minimum, the candidates should meet with:

- Search Committee
- Faculty in Department of Locus
- Students
- Associate Dean or Vice Provost

As they prepare the agenda, the Committee should be open to stakeholders beyond those that have been traditionally included in the past. It is important that careful consideration is taken when assembling representative groups. All stakeholders should be notified about the campus visit as soon as possible so that they can prepare to attend. Assessment rubrics should be provided to all stakeholders in order for the Committee to evaluate feedback in a uniform and consistent manner.

The Committee should also consider adding opportunities for the candidates to learn about the campus and community cultures. For example, provide opportunities for the candidate to interface with someone on the Task Force on MICA's DEIG initiative, faculty of color, and Baltimore residents. These opportunities should be independent from the assessment process and are most effective when there are no members of the Search Committee present.

The Search Chair, Search Coordinator, and Search Committee will also arrange for candidate meals with members of the Search Committee. Meals are first and foremost for the candidate as part of the interview and recruiting process. Meals can be an opportunity for the committee to impress a candidate with what Baltimore has to offer and with MICA as a collegial, professional, community-oriented College. Care should be taken so that the guest lists for these meals are small, and the choice of restaurant and/or menu is reasonable and nice but not lavish.

The Search Coordinator should work with the Search Committee, candidates, and campus community to coordinate the logistics for the campus visit.

- All candidates should meet with each stakeholder in the same order and time of day.
- Build a schedule that allows the candidates breaks and time to prepare. These visits may be taxing, so maintain a steady pace to the day.
- Schedule a campus tour with additional time dedicated to tour the department of locus.
- Provide informational packages in a timely manner. A best practice is 30 days before the visit and no later than 14 days before the visit. Suggested materials include:
    - Link to *Faculty Handbook*
    - Copies of *Velocity* and *Commotion*
    - Benefit synopsis including "Live Near Your Work" information
    - Link to Department Website
    - Link to "About MICA"
    - Detailed itinerary with names and titles of people they will be meeting
    - Airport pick up information, hotel information
    - Reimbursement policy
    - City and neighborhood maps

- Request for special accommodations or dietary restrictions
- Contact information for host(s)

Recommendations for Hire

The Search Committee members should review the data collected thus far in the process and follow the Deliberation section of these guidelines. The College requires the Search Committee to follow Section 3.4.4 of the *Faculty Handbook*, which states that the Search Chair should submit one or more recommendations for hire to the Associate Dean or Vice Provost for consideration. The recommendations may be listed in order of preference and should only include candidates that are acceptable for hire. The decision to hire will be exercised by the Vice President for Academic Affairs and Provost, as designated by the President. Please refer to the *Faculty Handbook* section 3.4.1.

In some circumstances, the Committee may determine that no finalist is suitable for a recommendation for hire. Should this circumstance arise, the Committee should consult with their Associate Dean or Vice Provost to review their recruitment plan, extending the search and advertise again, or suspend the search until the following academic year.

Phase III: Closing the Search

Selecting a Candidate--Next Steps

The Search Committee members should review the data collected thus far in the process and revisit the Deliberation section of these guidelines. The related policy is outlined in Section 3.4.4 of the *Faculty Handbook*. The Search Committee Chair should submit the ranked slate using the FT Faculty Search Finalist Form. Rank order will include the degree to which each of the candidates is qualified or not.

Once the Associate Dean or Vice Provost reviews the slate, they will forward the slate and the recommended finalist to the Provost. The Provost reviews and either accepts or rejects the recommendation. The Provost's recommendation is subject to the final approval of the President.

Making an Offer

Once a recommendation has been made by the Search Committee and approved by the Administration, the Vice Provost or Associate Dean will communicate with the finalist and make an offer of appointment, and work with the candidate to place him/her on MICA's Faculty Salary Scale. This may require having the candidate submit an updated CV, and/or additional information so that the placement can be as accurate as possible.

Faculty Salary Scale Placement

The Associate Dean or Vice Provost will work with the Faculty Contract Committee to complete the placement worksheet and identify the appropriate placement for the new faculty on the full-time salary scale. The placement form is signed by the Faculty Contract Committee and the Associate Dean or Vice Provost and filed. This process is strictly governed by the *Faculty Handbook* and all parties must ensure a salary placement that is as accurate as possible.

The candidate will then be sent a packet containing information from Academic Affairs and Human Resources, a conditional letter of appointment and a conditional salary offer pending satisfactory results of background, employment, and education checks.

While negotiations are in process with the finalist candidate, the Office of Academic Affairs will maintain contact with the 2^{nd} and 3^{rd} choice candidates letting them know the status of the search.

Eligibility to Work in the United States/Visas

If the selected candidate is not eligible to work in the United States, it is imperative that the responsible Associate Dean/Vice Provost contact Human Resources immediately. Appropriate visa applications will be filled out and submitted at this time. *Visa forms must be submitted by April in order to allow for candidates to begin teaching for the Fall semester.* NO exceptions will be allowed. Candidates submitting their visa forms after April may be eligible to begin work in the Spring semester. Please see MICA's Sponsorship policy for details.

Moving Expense Reimbursement

All new full-time faculty hires qualify for relocation reimbursement. The specific details are out lined in MICA's Moving Expense Reimbursement Policy, to be included in the initial hire packet. No reimbursements can be made without a properly completed Moving Expense Reimbursement Form, and all applicable receipts.

Faculty Housing and Travel

With the exception of Graduate Director appointments, MICA does not grant housing or travel reimbursement as a benefit to new FT continuing faculty.

Issuing a Contract
Once the candidate returns all forms, they will generally take about two-weeks to process. International background, employment, and education checks will take significantly longer to process. If the results of the background, employment and education verifications are satisfactory, the candidate will be issued a formal contract which they must sign and return before they begin teaching.

Next Steps
Once the selected finalist has accepted the job offer, conditional salary offer, and signed and returned the conditional appointment letter and all other pertinent forms, Search Chairs and Search Coordinators should send all finalist portfolios to the Communications Office to copy for their records, and work with Human Resources to make sure all search materials have been properly collected, archived or destroyed. Human Resources will notify all other search candidates that the search is now closed. Search Chairs and Search Coordinators should make sure all expenses are properly recorded, receipts collected, and appropriate budget forms forwarded to Academic Affairs.

Onboarding

The Search Chair, Search Coordinator, Department Chair/Program Director, and Associate Dean/Vice Provost will work together to properly "onboard" the new hire. Onboarding includes procuring a MICA email address for the new hire, a MICA ID, office or work space, business cards, other professional materials and, if eligible, information on MICA's Faculty Laptop Initiative. Department Chairs/Program Directors will need to work with new hires on courses and scheduling, and introduce them to department/program and college-wide service requirements. Search Committee members and department/program faculty should also consider advising the new hire on matters pertaining to living and working in the Baltimore area, when applicable, and generally welcome the new hire into the MICA community.

Assigning a Faculty Mentor
The Department Chair/Program Director will work with the responsible Associate Dean or Vice Provost to identify and invite a faculty member in the department, program or aligned area to serve as a sounding board and support for the new faculty hire during their first contract term. Faculty mentoring might include

meeting with the new hire on a periodic basis to provide advice and support, visiting classes to make teaching observations, and helping the new hire acclimate to MICA's unique working environment. Faculty Mentors should also advise new FT continuing faculty on MICA's Faculty Evaluation process, as outlined in the *Faculty Handbook,* as new full-time hires prepare for their first review.

The success of new full-time continuing faculty hires is of primary concern to MICA faculty, administration, support staff, Department Chairs and Program Directors, and Human Resources; a holistic search, hire and support process reflective of the College's commitment to excellence and equity is the best way to assure this success.

Bibliography

Frazer, R. A., & Wiersma, U.J. (2001). Prejudice versus discrimination in the employment interview: We may hire equally, but our memories harbour prejudice. *Human Relations. 54*(2), 173-191.