

Faculty Recruitment Procedures and Recommended Strategies for Expanding and Retaining a Diverse Faculty

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Introduction

James Madison University is an equal opportunity employer committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation, or veteran status.

We promote access, inclusion, and diversity for all students, faculty, staff, constituents, and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The university is interested in candidates whose experience and qualifications support an ongoing commitment to this core quality.

The enhancement of diversity is a core value for James Madison University. This document is a companion to the [mandatory training program](#) for Academic Unit Heads and Faculty Search Committee chairs and members. It can be used as a reference during the 13 stages of the faculty recruitment process which begins before a search commences and continues as departments work to retain excellent faculty.

It is critical to consider the following five principles as we strive to enhance faculty diversity. We must:

1. Create a climate in which faculty diversity is valued; there must be a shared understanding of how faculty diversity helps us to achieve our specific educational goals.
2. Develop a diverse applicant pool.
3. Appreciate diversity when screening applicants; gather and use information that is relevant while working within the boundaries of employment law.
4. Encourage candidates who will enhance our diversity to accept our employment offers.
5. Retain excellent faculty.

Every position is unique. The recruitment steps and diversity enhancement strategies that are employed for a particular search can be customized for the particular circumstances. When variation from these steps seem appropriate, search committee members, search chairs, academic unit heads and deans are encouraged to discuss the specific recruitment steps and diversity enhancement strategies that may be most appropriate for particular positions and circumstances and conduct the search to optimize success.

Step I: Before the Search Begins

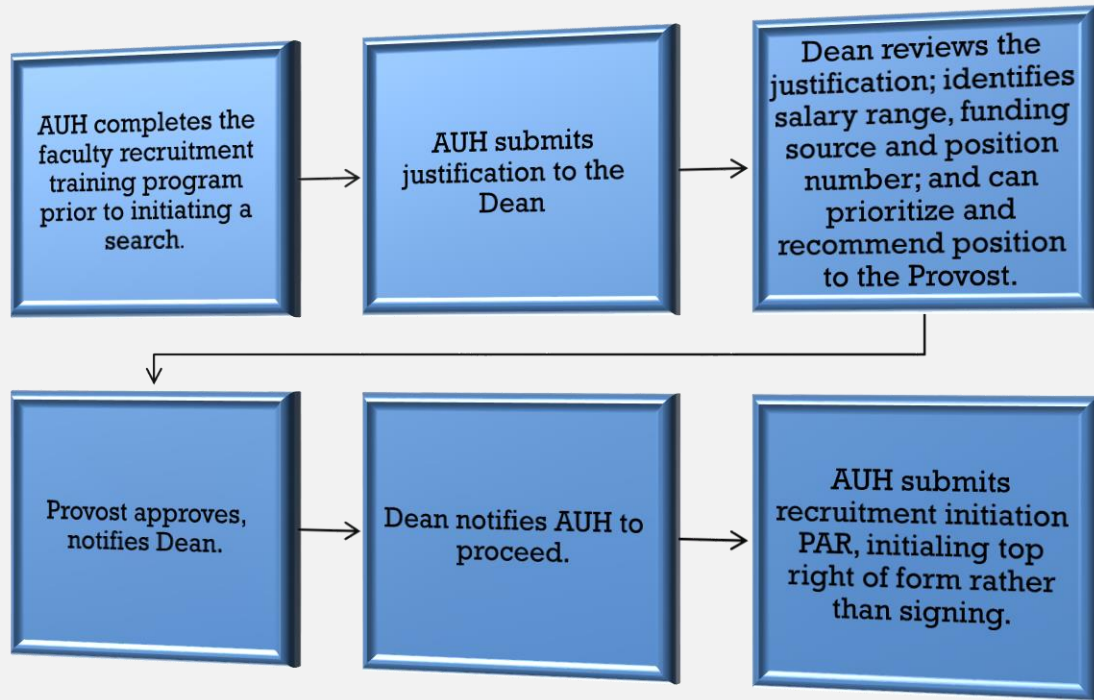
- A. Long before a search begins the Dean, AUH and current faculty members should contribute to the development of future faculty members.
- a. For example lateral moves: The AUH should have conversations with current department members about current teaching interests which may redefine the vacant position.

Diversity Enhancement Strategies

- Assess your departmental diversity climate. Are you prepared to genuinely welcome individuals who are different from the majority of your faculty?
- Cultivate the pipeline to the professoriate by supporting [Preparing Future Faculty](#) (PFF), CVPA Cultural Connections Program and comparable programs. These programs help to prepare faculty in your discipline and can significantly contribute to their decision to apply for future positions at JMU.
- When a significant number of individuals with backgrounds that are appropriate for academic positions work in business, industry or government, build contacts and relationships with professional communities that might include graduate students and individuals with credentials appropriate for them to serve as faculty. Individually encourage potential applicants to consider joining us at JMU when future positions become available.
- Before the search begins, the academic unit head should initiate a conversation among members of the department, during which they discuss the value and importance of enhancing faculty diversity. When relevant, they should clarify specific diversity-related needs of the department and explain how faculty diversity will help the department meet some key educational objectives.
 - The Office of Access and Inclusion is available to assist academic departments with facilitating diversity conversations.
 - Kim Moubray, Administrative Assistant, 568-4506, delinkl@jmu.edu

- B. Introduce the campus to non-traditional candidates. Engage in activities that develop connections between the university and business, industry and government.

Step II: Obtain Permission to Recruit



Step III: Prepare for the Search

A. AUH selects Search Chair and establishes a search committee, with the consultation of the Search Chair.

- a. The recommended size of a search committee is 3-5 people.
- b. Small academic units may choose to conduct the faculty recruitment process as a committee comprised of the entire department. This practice is not recommended for larger departments because it tends to promote the formation of factions within the department.
- c. An administrative support person may be identified to assist with the search process.

Diversity Enhancement Strategies

Search committees should include members with different perspectives and expertise, and with a demonstrated commitment to diversity. Since search committees are small it is impossible to assure that every group will be represented; however, committees should include individuals of different genders and races or ethnicities whenever possible, and other types of diversity should be considered when selecting individuals for search committees. Consider inviting a student or an individual from an underrepresented group to serve on the committee.

B. The Chair and all members of the search committee must complete the faculty recruitment training program before beginning their work. All participating members of the department must complete the faculty recruitment training program if the entire department has access to all candidate materials, and/or when candidates are selected for interviews and/or finalists are selected by a vote of all members of a department.

C. The AUH identifies funding sources for the search process.

- a. Costs vary by discipline and typically include advertising, candidate travel expenses, and the cost of faculty and student meals with candidates.
- b. Funding can be derived from the Office of the Dean and Departmental Funds.

D. Conduct a thorough review of the position description.

- a. Fully describe the position and make sure the description accurately describes the current role and responsibilities.
- b. Prepare draft advertising materials that include a clear description of the position.
- c. Prepare a long version of the announcement (for the JMU website), a shorter version (for JobLink), and a very brief version (for listservs and classified ads).
- d. Short versions of the announcement should cross reference the long version and JobLink.
- e. Submit the announcements to the Dean for approval.

- E. Develop an advertising strategy for the specific position (beyond the minimum standards implemented by HR). This may include the departmental website, discipline-specific publications and databases, professional organization listservs, [diversity advertising sources](#), etc.

TIP: Seek input from relevant stakeholders (such as program directors, faculty at large, and the Dean) as the position description, advertising materials, and advertising strategy are developed.

- F. Position announcements should include the fundamental characteristics of acceptable candidates and the required job functions for the role. Announcements often include: the required graduate degree; necessary supplemental training, experience, and expertise domain(s); course(s) that will be taught; scholarship and service expectations, etc.

TIP: When possible, make key decisions in advance. For example: What is the approximate timeline for the search process? How many candidates can be brought in for campus interviews? Will the search committee be expected to rank top candidates or simply identify all qualified candidates? Will internal candidates require any special consideration? Discuss the confidentiality of Search Committee conversations.

Diversity Enhancement Strategies for Creating an Effective Advertisement

Identify the interests, skills, and experiences relevant to diversity concerns and include these in position announcements and selection criteria. Ask applicants to describe their experience with diversity issues, working with diverse students, and/or working in multicultural environments. For example, when recruiting faculty for education, health, or mental health faculty roles, consider asking faculty to describe their experiences working with ethnic under-represented individuals and/or ask them to describe how they might help our students understand how they might work effectively with these populations. Similarly, when recruiting faculty for fields that are dominated by either women or men, ask candidates to describe ways in which the university might attract more students from the under-represented gender to that field.

To attract the largest candidate pool, define positions as broadly as reasonable given the departmental needs. Decide when a qualification is “preferred” rather than “required”:

- Limit your use of the terms “must” and “required” to characteristics that are truly essential.
- Be flexible with numerical measures (such as required years of experience).

Offer applicants the opportunity to demonstrate different types of skills and experiences. In addition to a cover letter and CV, request or allow the submission of supplemental materials.

Diversity Enhancement Strategies for Creating an Effective Advertisement (continued)

Include the following diversity statement in advertisements:

James Madison University is an equal opportunity employer committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation, or veteran status.

We promote access, inclusion, and diversity for all students, faculty, staff, constituents, and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The University is interested in candidates whose experience and qualifications support an ongoing commitment to this core quality.

Anyone having questions concerning discrimination should contact the Office for Equal Opportunity: (540) 568-6991.

It is not sufficient to welcome all applicants. Departments that effectively recruit diverse faculty make it very clear to candidates that eligible under-represented candidates will be considered valued departmental assets who will quickly be integrated into the faculty.

Go beyond the required EEO statement and make clear that the department values diversity (broadly defined) and expertise regarding diversity concerns within the context of the subject-matter domain. Consider asking applicants to describe their experience with diversity issues, working with diverse students, and working in multicultural environments.

Follow the Lead of the University of Michigan (U of Michigan Academic Affairs Hiring Manual, 2014), use proactive language in job descriptions to indicate a department's commitment to diversity. That manual suggests examples comparable to the following:

- “The department is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”
- “We seek to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Virginia, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning.”
- “The department is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching research or service toward building an equitable and diverse scholarly environment.”

Use JMU's [Employee Resource Groups](#) (ERG's) as a resource when planning search strategies.

Step IV: Advertise the Position

- A. Designate an individual (usually the AUH or Search Chair) to work with the Administrative Support person and HR to finalize text for advertisements, to enter the position announcement on JobLink, and to ensure that the position is advertised as planned.
- B. Designated departmental representative(s) enters the position announcement on JobLink.
- a. Faculty positions must be advertised on JobLink for 30 days before applicant screening can begin.
 - b. Additional advertising materials and proposed additional advertising strategies are sent by e-mail to HR. HR reviews the recruitment request and works with designated departmental representative(s) to edit the JobLink posting and place for-fee advertisements.

Diversity Enhancement Strategies

Tips on where to advertise:

- National advertising
- Professional organization newsletters and listservs.
- Diversity-special-interest newsletters and listservs.
- Personal contacts with colleagues.
- Conference recruiting
- [Diversity Advertising Sources](#)

Consult with under-represented faculty of your department and under-represented faculty in the discipline for which you are recruiting regarding recruitment strategies they consider most effective.

Employing multiple recruitment strategies should increase the diversity of the applicant pool. In addition to advertising on JobLink and in national publications or job-listing databases appropriate for your discipline, consider:

- Publications that are read by under-represented candidates.
- Listservs that are followed by under-represented candidates.
- Personalized letters or e-mails to potential applicants or to colleagues who might refer potential applicants.
- Attend conferences within your field associated with underrepresented groups. Example: Asian American Psychological Association.
- Consult with under-represented faculty on campus about the type of outreach they would find most effective. (JMU's [Employee Resource Groups](#) (ERG's) may be a resource for this process when planning search strategies.)

When a significant number of individuals with backgrounds that are appropriate for academic positions work in business, industry or government, special efforts may be needed to encourage applications. These might include advertising in trade publications, taking advantage of listservs, and making direct person-to-person contact with potential prospects to encourage applications. To recruit individuals not currently in academia, a discussion of the advantages and rewards of the faculty role might be necessary to encourage these potential applicants to consider entering the professoriate.

Postings often require conversations among HR, the Administrative Support person, and the person responsible for the search; expect a dialogue and allow two business days from the time you submit the announcement to HR for completion of this process.

- C. If the position announcement is also to be posted on the departmental website, this is the responsibility of a departmental representative.
- D. If the position is to be advertised on listservs or other no-fee vehicles, this is the responsibility of a departmental representative.
- E. If a position is to be advertised in a database that requires the text of the announcement to be adjusted, HR should review the revised announcement to ensure consistency with other versions and compliance with university policy.

TIP: Be sure that all versions of the announcement are consistent.

- F. Announce the posting of positions to departmental faculty and encourage them to announce the position to colleagues by directing them to a formal listing such as JobLink or an approved version of the advertisement on the department's website.

TIP: Make direct contact with colleagues and prospects at professional meetings, by e-mail, or by telephone. Encourage them to look at your formal position announcement and to apply for your position.

- G. As part of the official record of the search, the Administrative Support person should develop and maintain a list of advertising vehicles used (paid advertisements, free listings on organization websites, departmental website, listservs, etc.). Individual, colleague-to-colleague announcements regarding positions need not be tracked.

Step V: Screen Candidates

- A. From the onset of the screening process it is essential that the Dean, the AUH, and the Search Committee are in agreement on the fundamental characteristics of ideal candidates and the role of the faculty member who will be in the position.

The methodology for achieving this shared understanding may vary among departments, but it is essential that consensus is reached at the onset of the process.

- a. It is recommended that the Search Committee meet with the AUH (and, optionally, other key stakeholders) to discuss the role of this faculty member and the key characteristics expected among top candidates. During this meeting it is appropriate for the AUH to present her/his expectations for the committee.

Diversity Enhancement Strategies

Ensure that hiring criteria are directly related to the requirements of the position, clearly understood, and accepted by all members of the committee.

Consider multiple dimensions when identifying top applicants, and identify specific evidence for rating each candidate on each dimension.

Ensure that the criteria for evaluation of candidates does not exclude people with non-traditional career paths. (For example, do not permit career gaps that could be attributable to periods when an individual raised children or dealt with a medical concern to negatively impact a candidate's evaluation.)

Consider alternate career paths. Top candidates may be individuals with unusual experiences and highly transferrable skills.

Consider including as an important selection criteria for all candidates (regardless of their own demographic characteristics), their ability to add intellectual diversity to the department, to work successfully with diverse students and colleagues, and to mentor diverse students.

Discuss the potential for "dysconscious racism" (King, 1991), a predisposition of search committees to favor candidates who are like themselves in terms of educational background, social experience, values, and behavior. (See [Diversifying the Faculty](#), p 20-21.)

The committee should decide what, if any role, Internet or social media searches will play in the selection process. The accuracy of information on the Internet may be questionable, and the Internet may reveal personal information that may not be considered when selecting candidates. Search committee members may have difficulty disregarding information once it is discovered.

If a candidate is not appropriate for the position being recruited by a search committee, but that individual might be a valuable contributor to the university that expands our diversity, the committee should forward information about that individual to the appropriate Department Head and/or Dean. Consider personally inviting these candidates to apply for other positions when they become available.

- b. Develop a selection criteria document and screening matrix. Key stakeholders (such as program directors and faculty not on the search committee) may be consulted as criteria are developed. Criteria should give maximum weight to the most essential duties of the position.
 - c. Candidate screening documents should be shared and discussed with the AUH. Departments may require the AUH to approve screening documents.
 - d. Develop a strategy for screening applicants. For small pools, all search committee members may review all candidates. For large pools, at least two committee members should review materials submitted by each candidate.
 - e. Recommendations from individual committee members should be considered by the committee as a whole as a short list of candidates is developed for further consideration.
 - f. The committee's short list of recommended candidates for further consideration should be submitted to the AUH. Colleges may require this list to be shared with the Dean.
 - g. The AUH or Dean may ask the committee to justify the inclusion of particular individuals on the list and may ask the committee to reconsider applicants not on the initial list.
- B. Applicants who meet the State definitions for veteran status must be given preferential treatment during the selection process relative to other candidates with equivalent qualifications. In accordance with state policy, all applicants are asked five veteran related questions as part of the Faculty Profile in JobLink. If an applicant answers yes to any of these questions please contact your Recruitment Specialist for additional guidance regarding this process.
- C. If no appropriate candidates are identified, after consultation with the AUH and the Dean the position can be re-advertised, the search may be postponed, or other recruitment strategies may be considered.

Step VI: Telephone/Skype Interviews

- A. A list of questions that will be asked of all candidates should be developed.
- All candidates should be asked the same questions in the same order.
 - It is appropriate to vary the conversation to follow up on a candidate response or to gather relevant information about a particular candidate that was not clear from the candidate's submitted materials.
 - Candidates are typically afforded the opportunity to ask questions near the end of the phone interview, and conversations will vary depending on the questions asked by the candidate.
- B. Committees should decide whether they will conduct preliminary interviews by telephone, skype, or through some other technology. All candidates should be interviewed using the same technology. This will reduce the likelihood of candidates having an advantage or disadvantage because of the mode of communication or technology employed.
- C. Candidates should be contacted in advance to schedule telephone or Skype interviews at a time that is convenient for the candidate, when most committee members can be present. If the committee chooses to record these interviews, all candidates should be told the rationale for recording, and should be asked for permission to record their phone or Skype interview.

Diversity Enhancement Strategies

Ask only appropriate, position-relevant questions.

Don't ask personal questions that are not relevant to the position, and do not ask questions that are prohibited/illegal.

See pages 14 and 15 for a list of items that you can and cannot ask during candidate interviews.

Notes

If practical, telephone interviews should not be recorded, however, it is permissible to record interviews as long as there is a consistent policy and all interviews are recorded.

If interviews are recorded, at the start of the conversation candidates should be reminded of this fact and their consent should be repeated. Recordings must be retained as part of the official search process record for a period of three years.

If a candidate asks about salary, direct the question to the AUH. It is not inappropriate for the AUH and a candidate to have a conversation about compensation prior to extending an invitation for a campus visit, especially when a candidate's prior experience makes it likely that they may expect a salary that greatly exceeds the salary available for the position.

General Interviewing Guidelines

Questions asked of a candidate must be legal, and appropriate to duties and skills directly related to the position.

Category	Acceptable	Unacceptable
Name	Name, including pronunciation	Questions seeking the origin of a name
Age	Only if the applicant must meet a minimum age requirement	Questions to determine applicant's age (i.e. date of high school graduation)
Birth Place	Don't Ask	Place of birth and national origin are not relevant to the selection process
Race or Color	Don't Ask	Race and color are not relevant to the selection process
Gender	Don't Ask	Gender is not relevant to the selection process
Religion	Don't Ask	Religious beliefs and church affiliation are not relevant to the selection process
Sexual Orientation	Don't Ask	Sexual orientation is not relevant to the selection process
Disability	Only ask if applicant is able to perform essential job duties with or without accommodations	Any further questions are not relevant to the selection process
Citizenship	Only ask if authorized to work in the US – must ask every candidate or none	Any questions about whether the applicant is a natural-born citizen or a naturalized citizen or about the citizenship of spouse are not relevant to the selection process
Arrests and Convictions	Questions about convictions specific to the qualifications of the position are acceptable	No inquiry may be made into arrests that did not result in convictions

Continued

General Interviewing Guidelines (continued)

Category	Acceptable	Unacceptable
Education	It is acceptable to ask about degrees and the nature and extent of academic, professional or vocational training	Don't ask questions that would reveal nationality or religious affiliation of the schools where training occurred
Relatives	May ask if any relatives are JMU employees (for nepotism policy)	The applicant's relatives are not relevant to the selection process
Organizations	Questions may be asked about memberships and offices held by the applicant if relevant to position qualifications.	Don't ask questions about memberships, office or organizations that would reveal race, color, religion, sex, nationality, disability, age, sexual orientation, parental status, genetic information or ancestry of the applicant
Military Service	When military service is relevant to the job qualifications, questions concerning the service may be asked; if an applicant indicates an affirmative Veteran status – HR will work to obtain appropriate documents to support credit for preferred qualifications.	Avoid questions about military service in any country other than the United States. Do not request military records. Do not ask questions concerning military discharge
Work Schedule	Questions about the applicant's willingness to work the required job schedule may be asked	Don't ask about things that might interfere with the applicant's willingness to work, such as parental status

TIP: If a candidate shares personal information it does not give us permission to ask more probing questions.

- D. After conducting the telephone or Skype interviews, the committee may choose to retain all candidates, to discontinue consideration of some candidates, or to return to the candidate pool to consider additional individuals. It is appropriate for the search committee to consult with the AUH as they decide how to proceed.
- E. If no appropriate candidates are identified, after consultation with the AUH and the Dean the position can be re-advertised, the search may be postponed, or other recruitment strategies may be considered.

Regarding candidate recommendations:

- To diversify input to the search committee and to avoid the appearance of impropriety in the decision process, formal letters of recommendation should be written by individuals who are not decision makers regarding the search.
- Decision makers can and should use their knowledge of candidates to inform their decisions during the search process.
- Later during the search process, after top candidates are identified, advise candidates that JMU will seek information from individuals who are familiar with their work in addition to the individuals who prepared their formal letters of recommendation.

Regarding relevant information from other sources:

During the screening process, Search Committee members can use, and are encouraged to share with other committee members, information about candidates that they believe are from reliable sources and are valid indicators of job-relevant performance. For example, direct observations and interactions with candidates by committee members and information about the performance of internal candidates can and should be considered during the screening process. Rumor, reputation, and hearsay information should not be considered during candidate screening.

Step VII: Reference Checks

- A. Candidates must have at least three job-related references before being invited for campus interviews. The primary purpose of these checks is to gather additional information that might influence the committee decision to continue or discontinue a candidate. Information that is relevant for the selection process that is difficult to assess with self-submitted materials (such as the faculty member's expertise, rapport with students, and collegiality) may not be included in the written letters that have been received. This information may also be gleaned from telephone reference checks.
- B. Prior to beginning the process of telephone reference checks, candidates should be notified that they are among the applicants being seriously considered, and that references will be contacted by telephone.
- If the search committee intends to call individuals in addition to those who prepared written recommendation letters, it is good practice to inform candidates that this will be done.
 - It is not unusual for candidates to ask that particular individuals not be called by the search committee; search committee members should consider the stated rationale for call-limitation requests to be potentially relevant to the candidate selection process.
- C. Search committees should develop a script for reference checks; however, calls will vary based on the conversation that ensues.
- The fundamental reason for the call is to confirm that the candidate is known by the individual and that the candidate has the qualifications and experiences that were described in candidate-provided materials and/or discussed with the candidate during the telephone/Skype interview.
 - When calling an individual who submitted a letter of recommendation, confirm that the individual prepared the letter that was received. Ask if the individual would like to add anything that was not included in their letter.
 - Briefly describe the position and ask the individual to evaluate the candidate's skills and readiness to assume the responsibilities of the position.
 - Use these calls as an opportunity to confirm a candidate's capabilities and skills.
- D. Committee members may choose to deliberate again after reference checks and adjust their recommendations regarding candidates for campus interviews.

The Search Chair or administrative assistant should retain documentation for reference checks. Include the name of the individual making the call, the name of the person called, the date and time of the call, and some notes regarding what was discussed.

Step VIII: On-campus Interview

- A. The Search Chair should submit a list of candidates recommended for campus interviews to the AUH along with each candidate's vita.
- B. The AUH reviews the candidate list, and if approved, forwards this list with vitae to the Dean, requesting that campus interviews be scheduled. It is not unusual for the Dean to request additional information or justifications at this point in the process.
- C. In consultation with the Dean, the Search Committee and AUH develop a list of planned events for campus interviews. Events typically include meetings with the Dean, AUH, Program Director(s), Search Committee, departmental faculty, and students, as well as a colloquium and/or teaching demonstration, campus and community tours, etc. Sample itineraries and a hospitality checklist are available on the [Faculty Recruitment Training](#) website.
- D. With the approval of the Dean and AUH, the Search Committee Chair contacts the candidate and identifies possible dates for an interview.

Applicants may self-identify that they have a need for accommodation due to disability. Contact Human Resources for assistance if an applicant inquires about accommodations.

Diversity Enhancement Strategies

Prepare faculty and students who will be interviewing candidates about what is appropriate and inappropriate to ask during interviews.

Provide information about candidates (such as their vitae and letters of interest) to all individuals who will meet candidates, prior to their visit. Interviewers who are better prepared ask more informed questions and make a better impression on candidates.

RECOMMENDATION: Candidates should be permitted/invited to bring a guest to visit Harrisonburg during the campus interview. (You may ask "if another person's opinion will be particularly important in your decision to join us at JMU, please consider having this person visit Harrisonburg during your interview.") JMU will typically not pay most travel expenses for a guest, but often an economical visit is possible, and the opinion of the guest may be vital when the candidate is deciding whether to accept a position offer. Guests may be invited to social events (such as dinners and area tours). It is appropriate to refer candidates and/or their guests to HR's [C3](#) program to help make connections that may be important to them during the decision process, that may include, but not be limited to other professional contacts, tours by real estate agents, conversations with individuals familiar with the local schools or places of worship, etc.

If a candidate asks questions related to immigration or sponsorship please contact Delo Blough, Office of International Programs at 568-6336.

- E. The administrative support person designated for the search develops a detailed schedule for each candidate that includes all events planned for the visit, optimizing times when the largest number of individuals will be available for each event. Rooms are reserved for meetings and participants are notified.

- F. Once the date for the visit is approved, the candidate works with the Administrative Assistant and Search Chair to develop travel and accommodation plans.

- G. Prior to the visit, candidates should receive a description of their interview itinerary.
 - a. Candidates expected to give one or more presentations should be provided with a uniform statement of expectations for presentations, with information about the composition of the audience to expect (e.g.-faculty, graduate students, undergraduate students, etc.)
 - b. If presentations will be recorded, prior to the visit candidates should be notified and should indicate their consent (contact your Recruitment Specialist for a copy of the Video Release Form).

NOTE: If practical, candidate presentations should *not* be recorded, however, it is permissible to record presentations as long as there is a consistent policy and all candidate presentations are recorded.

Recordings must be retained as part of the official search process record for a period of three years.

**Diversity Enhancement Strategies
(continued)**

The Search Committee Chair should care for each candidate during her or his entire stay in Harrisonburg. Specific tasks may be delegated. If candidates arrive by plane, make arrangements for them to be picked up at the airport. If they arrive by their own vehicle, greet them shortly after they arrive. (A telephone call may be sufficient.) Make sure they arrived safely, that their fundamental needs are met, and that they are aware of the itinerary. Include a community tour as part of their visit. If possible, include some social time after regular business hours to allow them to meet and interact with faculty. At the end of the visit, consider escorting them to the airport. Before they leave, reinforce to the candidates that if they have any questions once they return home, they should feel free to contact the search chair. Continue the dialog with candidates after their visit, conveying positive affect (how glad you and others in your department were to meet them, or how interested people were in some aspect of the individual's work), but not making promises regarding employment until decisions are made.

Remind interviewers that all time spent with an applicant, including social functions, is considered part of the interview process. Do not initiate conversations about topics that must be avoided during an interview. However, if a candidate raises an issue or ask questions, these questions may be answered.

See pages 14 & 15 for a list of items that you cannot ask during candidate interviews.

Ask interviewers to provide feedback about each candidate after their visit. Request information about specific position-relevant facets of the candidate's potential, in addition to their overall recommendation.

- H. During the campus visit, the Search Chair and Search Committee are responsible for assuring that the candidate is escorted from event-to-event.

Connecting your potential new hire with campus and community resources that may facilitate their move to our area or acculturation may be very welcome by new hires.

The [C3 – Career, Community, Connection](#) program offered by the Office of Human Resources provides essential support to new and prospective faculty, staff, and their families.

C3 offers services and information focused on two key components: Career Services and Community Connection. Career Services are available to help jumpstart a new employees spouse/partner’s local job search. Community Connection is a gateway to campus and community that will help to make the transition to our area as smooth as possible for both the new employee and their families.

Search committees may request folders with campus and community information that can be personalized and given out during the interviewing process or upon hire. The Employment Outreach Specialist is also available to meet with candidates and their spouse/partner during their on-campus visit.

Consultation and support are offered by JMU’s Employment Outreach Specialist in the Office of Human Resources.

- I. During and shortly after each candidate visit, the Search Committee gathers feedback from individuals who interacted with each candidate (except for the Dean and AUH)

Step: IX: Select and Recommend Candidate(s)

- A. The Search Committee reviews all feedback received regarding all candidates, considers their own impressions, and makes recommendations to the AUH. Recommendation options may include identifying one or several qualified applicants, or recommending that none of the interviewed candidates should be further considered.
- B. It is appropriate for the AUH to have conversations with the Search Chair or Search Committee regarding their recommendations and rationale.
 - a. It is not unusual for Search Committees to revise their recommendations after these conversations.
 - b. Conversations are particularly important when the AUH and Search Committee do not agree upon their recommendations.
- C. The AUH presents recommendations to the Dean. When an AUH does not fully support the Search Committee recommendations, the Dean should be presented with the recommendations of the committee and the AUH.
- D. The Dean may consult with the Provost before discussing candidate selection with the AUH. The Dean can support a hiring recommendation or send a recommendation back to the AUH and Search Committee for further consideration.
- E. When the Dean agrees that an offer should be made to a candidate, the Dean and AUH discuss the salary to be offered as well as other considerations such as position expectations (such as course assignment and load), faculty rank, tenure and promotion timeline, space and equipment allocations, moving expenses, and other elements of the offer.

The Dean must approve the plan before an offer is made.

Step X: Make Offer

- A. The AUH should make the offer and conduct negotiations with candidates.

Permission of the Dean is required before future resources not under the control of the AUH are promised.

- B. During the negotiation process, the AUH asks the candidate if he or she will require immigration sponsorship. Contact the Director of [International Student and Scholar Services](#) immediately if offers are made to foreign nationals to begin the process of securing Visa assistance.
- C. To ensure that both the candidate and AUH understand and remember their agreement, the AUH should draft an e-mail or letter to the candidate that describes the fundamental position expectations and candidate-specific elements of the offer.
- These e-mails or letters usually include information about start date, salary, employment term, and promotion and tenure timeline.
 - The email or letter may also include departmental expectations for teaching or other duties, and faculty-specific considerations such as moving expenses, office and laboratory space, equipment, supplies, professional travel, summer teaching, etc.
 - The Dean should review this e-mail or letter to ensure that promises made can be fulfilled.

Diversity Enhancement Strategies

The manner in which an offer is presented and discussed can have a huge impact on a candidate's decision to join us and the likelihood that they will stay. Candidates who feel that university leaders (such as Department Heads and Deans) are honest and open during contract negotiations, even if all requests are not granted, will be much more comfortable accepting an offer.

When making an offer, the AUH should provide a timeframe by which the candidate must respond (generally 7-10 days).

Once an offer has been made to a candidate, no additional candidates should be invited for campus interviews until the candidate declines the offer or the offer is withdrawn.

The failure of a candidate to accept an offer within the timeframe specified by the AUH is sufficient basis for notifying a candidate that the offer has been withdrawn.

- D. The AUH discusses the offer with the candidate by telephone, and optionally sends the offer to the candidate by e-mail and obtains the candidate's verbal or e-mail agreement to accept the position as described.
- E. The AUH must send a written offer letter and ask that the candidate sign and return the letter and send JMU certified copies of all graduate transcripts.
- F. After the signed offer letter is returned, the department processes the formal contract and ePAR.

Step XI: Closing the Search

- A. After the candidate returns the offer letter, the Search Chair should individually contact all individuals who were interviewed by telephone or in person for the position to notify them that the position has been filled.
- B. The Search Chair updates the applicant's statuses accordingly and the position status to Filled on JobLink. JobLink notifies each applicant not interviewed for the position that the position has been filled.
- C. The AUH reviews the [contract document](#) and ensures that all signatures have been obtained and that a PAR form is sent to HR.

All information from a search and selection process must be retained by the hiring authority for a minimum of three years in a manner that the complete recruiting effort for any position can be reconstructed, if necessary, for review by the Office of Equal Opportunity, the Equal Employment Opportunity Commission, the Department of Labor or any other regulatory agency. A file of documents of the selected and non-selected candidates for the position, and all other pertinent information, must be retained. After three years, the records are subject to the regular records retention schedule for the university, see [Policy 1109](#).

Step XII: Orientation

- A. The AUH maintains contact with the newly hired faculty member and ensures that he or she is aware of expectations and that his or her office and other resources are prepared in advance of the start date.
- For faculty starting in August, the AUH ensures that the new faculty member is aware of university-wide orientations and relevant upcoming events.
 - The AUH informs new faculty about the programs and services of the [Center for Faculty Innovation](#) and [Center for Instructional Technology](#).
- B. The AUH identifies faculty who may be helpful for newly hired faculty and connects new hires with these faculty. These might include faculty familiar with the courses the new hire will teach, faculty who can assist with the initiation of anticipated laboratory or research needs, and a faculty member who can serve as a general mentor for the newly hired individual.
- C. Upon the arrival of the new faculty member the AUH or a designee should ensure that the new faculty member has the resources needed to initiate his or her position, including an orientation to basic needs such as how to obtain keys, get mail, use the copier, etc.

Diversity Enhancement Strategies

The first few days and weeks is a difficult time for all new employees. New employees are likely to have to endure time-consuming and sometimes frustrating experiences. It is a time when individuals are likely to feel isolated and alone, and they may question their decision to join us. Providing sufficient support and assistance during this time is critical for mitigating difficulties that new faculty will face. When it is clear to a new employee that colleagues and staff members are available to assist with a wide range of possible concerns, this will facilitate the new employee's transition and promote faculty retention.

Step XIII: Retention

- A. It is important to provide the support necessary to retain competent and effective faculty.
- B. Remind new faculty that the AUH is required to evaluate all new hires shortly after the start of their second semester.
 - a. Provide support to new faculty to ensure a successful beginning to their employment at JMU.
 - b. Detailed information is available in the [Faculty Handbook](#).

Diversity Enhancement Strategies

During the search process alternate candidates are considered and some faculty may favor the hiring of candidates other than the individual who is hired. To promote faculty retention it is vital that all faculty accept decisions that are made and fully welcome new hires. Treat the person who is hired as if he or she was the only person considered for the position.

Follow-through on all hiring promises.

Clearly state procedures and standards for annual evaluation and advancement.

Develop a mentoring system.

Combat the following potential challenges to retention of under-represented faculty:

- Having under-represented status receive more attention than credentials and professional accomplishments
- Isolation
- Tokenism
- Lack of professional respect
- Occupational stress (including the perception that under-represented faculty need to work harder than majority faculty to “prove themselves”)
- Being expected to handle all underrepresented affairs
- Institutional power and privilege dynamics

Implement strategies that promote retention:

- Develop critical mass (e.g.- through cluster hiring)
- Follow through on hiring promises
- Mentoring
- Clarify standards and procedures for advancement
- Showcase talents
- Develop policies that promote a family-friendly environment and work-life balance.

Additional Resources

[Access & Inclusion at James Madison University](#)

[C3 – Career, Community, Connection \(Dual Career Program\)](#)

[Diversity Advertising Sources](#)

[Employee Resource Groups](#)

[Faculty Handbook](#)

[Faculty Recruitment Diversity Strategies](#)

[Faculty Search Audit Process & Checklist Form](#)

[Office of the Provost Diversity Website](#)

Related Policies

[Policy 1109: Records Management](#)

[Policy 1302: Equal Opportunity](#)

[Policy 1320: Providing and Obtaining Employment Reference Information](#)

[Policy 2101: Faculty Hiring Procedures](#)

Assistance with the recruitment process is available from the Office of Human Resources:

- Jennifer Kester, Assistant Director – Recruitment and Employment, 568-6728, kesterjm@jmu.edu

This document was developed by a committee charged by the Office of the Special Assistant to the President (Arthur Dean and David Owusu-Ansah) with the task of developing recruitment procedures and strategies for expanding and retaining a diverse faculty:

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