UNT Department of History

Faculty Hiring Procedures, Processes, and Suggested Best Practices

The opportunity to hire new faculty is one of the most important and exciting tasks that we engage in as a department. Because our chances to search for faculty are relatively limited, we must prioritize fields based upon departmental needs. The first purpose of the guide is to set up a shared framework that can give us some tools that will allow us to think analytically and productively together. The second purpose of this guide is to establish some general guidelines outlining how we prioritize hiring lines, how we manage the interview process, and how we make the best possible decision about whom to hire. Inevitably, unique circumstances will arise, which will require deviations from what is outlined here. Nonetheless, beginning with a shared set of guidelines will help ensure consistency, good communication, and transparency as we embrace the exciting work of searching for new colleagues.

Section 1: Making Hiring Priorities

The frequency with which we make hiring priority lists will depend upon instructions from the college and the available opportunities to request hiring lines. Periodically, we will work together to create a list of hiring preferences, which may be amended, if needed, using the results of online surveys of the faculty.

When creating a new list of hiring preferences the procedure will be as follows:

-Anyone who wishes to propose a hiring line for consideration should write up a one-page proposal, which should engage with a number of the critical questions listed below and provide evidence to support their recommendation.

-Hiring proposals will be circulated before the department meeting when we discuss hires.

-Positions may be modified based upon the discussions at the meeting, but no positions beyond those outlined in the pre-circulated proposals will be discussed.

-After the meeting, faculty will have the opportunity to vote for their top desired hires in rank order. Points will be assigned according to rank order, and the position with the most points will become our first hiring priority and so on. We will follow the absentee voting policy in the departmental charter when distributing ballots.

Critical Questions for Hiring Proposals and Hiring Discussions

When deciding on a list of priorities, we should consider the following questions and use data, rather than anecdotal evidence, to answer them whenever possible. For each issue we discuss, we should ask: *What data do we have to help answer this, or what data do we need?*

1. How would this position serve our students, both undergraduate and graduate, including preparing them for careers? Is the need more significant at the undergraduate or graduate level?

2. Does existing enrollment data demonstrate a need for a search in this area? Or is this a potential new growth area? If so, what evidence do we have to support the idea of hiring in a new area?

3. How would this position fit into the larger framework of the department? Would a hire in this area help us further develop existing areas of strength or help us build new ones?

4. Could we frame this hire in a way that could serve multiple areas of need and interest?

5. What departmental, college, or university initiatives could a hire in this area contribute to?

6. How can we connect a request for a hire in this area to the Executive Dean's priorities?

7. How does this position relate to trends in the discipline? Are we framing our hiring priorities to keep up with current and emerging developments?

8. Would hiring in this area help us fill a gap in our current curriculum or allow us to develop new courses?

9. Would a position in this area help us meet existing expectations for an R1 department, or does it give us an opportunity to innovate and lead?

10. Would a hire in this area situate us to attract new majors and new graduate students?

11. Would a position in a certain area help with advancement (fundraising) goals and/ or connecting to the community beyond UNT?

12. How does this position relate to our status as an MSI/ HSI? How could a faculty hire in this particular area meet the needs and interests of our student body? Are there particular MSI/ HSI-relevant research areas or funding streams that a hire in a particular area could contribute to?

Section 2: The Logistics of the Search

The American Historical Association and the *Chronicle of Higher Education* have many resources designed to help aid the hiring process. Advice from the AHA includes:

Best Practices for Interviewers

Guidelines for First-Round Interviews

Practical Advice for Treating Job Candidates

Important information about the process for hiring faculty at UNT is available on the website for the Office of the Provost.

Furthermore, the Office of the Vice Provost for Faculty Success has created a helpful guide for search committees. [Provide link when revised version is available.]

The Department Chair is responsible for advocating for new hiring lines and for completing the initial paperwork to launch a faculty search once permission to hire has been granted.

The Search Committee

*The Department Chair appoints search committees, including selecting a chair for the committee, in consultation with the DAC.

*The chair of the search committee must complete training managed by the UNT Equal Opportunity and Title IX Office.

*Search committees hiring tenure-system faculty must consist of only tenure-system members.

*Professional faculty may chair and serve on search committees when hiring professional faculty.

*Search committees must have one outside member from another UNT department who shares equal decision-making responsibility with the rest of the committee.

*Search committees should include one graduate student member who serves as an advisor to the committee.

*Search committees are required to have diverse membership in terms of gender, age, and racial identity.

*CLASS recommends that search committees consist of five faculty members.

*The Department Chair is required to keep in close contact with the committee, generally communicating through the search committee chair.

*Search committee members should actively circulate and solicit applications for the position. The search committee chair should ask the department at large to send the job listing to their professional networks. The search committee chair and/ or the Department Chair may wish to consider writing to department chairs at other institutions who, like UNT, have HSI or MSI status as well as doctoral programs in history and ask them to circulate the advertisement to their advanced students and recent graduates. It is also wise to send out the job listing to doctoral programs with strengths related to the field we are hiring in.

Creating the Job Description

The Department Chair and/ or the search committee chair will create a position description and job advertisement. When crafting the description, they will draw upon decisions made during hiring discussions and will consult with the DAC and/ or search committee as needed.

When crafting the description, care must be taken to differentiate between "requirements" for the position, which must be followed, and "preferences" which should be given serious consideration, but can be dispensed with when there are more desirable candidates.

When writing a job description, it is important to become familiar with other job advertisements in the field and to make sure that the keywords in the description will be relevant and decipherable to others in the field. Although innovative, creatively worded position descriptions may make a job stand out, we have to be sure that potential candidates will be able to connect their qualifications with the advertisement. Furthermore, outdated language and position descriptions may signal that we are not in touch with trends in the field, sending a problematic message to potential applicants. The best way to avoid either scenario is to familiarize ourselves with recent job advertisements in our field.

An example of a position advertisement that a search committee chair might use as a starting point:

Assistant Professor, Texas and/ or Texas and Southwest borderlands

The Department of History at the University of North Texas invites applications for a tenure-track assistant professorship in the history of Texas and/ or Texas and Southwest borderlands to begin Fall 2024.

A Ph.D. in history or a closely related field by the time of appointment is required. Responsibilities will include pursuing a research agenda appropriate for an R1 institution, teaching courses at both the undergraduate and graduate levels, working closely with graduate students, and providing service to the department, college, and university.

The ideal candidate will join a vibrant history department comprised of engaged faculty with a strong research profile and a commitment to student-centered learning and community engagement. The department hosts the university's minor in Mexican American Studies, as well as its minor and certificate in Africana Studies and the undergraduate certificate program in Food Studies. The UNT Department of History is home to the UNT Military History Center, to UNT's Oral History Program, and to a number of digital scholarship projects.

The Department of History has 33 full-time faculty, more than 500 undergraduate majors, and 100 graduate students. It awards the Ph.D. in United States history, European history, Military history, and "Body, Place, Identity" history. Additional information about the department is available at: http://history.unt.edu.

UNT is an R-1 institution located in Denton, Texas about 40 miles north of both Dallas and Fort Worth. UNT Denton, the flagship research campus of the UNT System, has over 44,000 students and over 5,000 graduate students, and is one of the top choices in the nation for transfer students. UNT has a highly diverse campus with a wide range of languages spoken in addition to English. We welcome candidates who have experience with HSI/MSIs and/or who speak Spanish, Vietnamese, American Sign Language, Chinese (Cantonese, Mandarin and other variations), Arabic, Tagalog, Farsi, French, or/and Yoruba.

All applications must be submitted electronically via the UNT faculty career site at: https://jobs.untsystem.edu/postings/78635 (Applications and/or application materials not submitted through this website will not be considered). Applicants should submit a cover letter, a CV, a chapter-length sample of their research, and the names and contact information for three references.

The search committee will begin reading applications on January 16, 2024.

The University of North Texas System and its component institutions are committed to equal opportunity and comply with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of North Texas System and its component institutions do not discriminate on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, national origin, age, disability, genetic information, or veteran status in its application and admission processes, educational programs and activities, and employment practices.

Questions may be directed to XXX, search committee chair, at XXX@unt.edu

First Round Interview Assessments

Depending on the scope of a job ad and the state of the subfield being hired, committees might receive many, many applications. This is exciting, but also presents challenges. To fairly process so much information, committees should meet ahead of reading applications to discuss the key goals of a search, and what committee members should pay special attention to as they read applications. It is a best practice to invite the Department Chair and, if appropriate, other departmental leadership, to attend part of the first meeting to make sure that the committee has as much relevant information as possible about the needs and priorities of the department and of the college before they begin reading applications.

Search committee chairs must use a form or rubric to help the committee manage applications while remembering the key goals of a search. These records, and any other written records related to the search, must be retained and should be given to the department's Administrative Coordinator at the conclusion of the hiring process. Committee chairs should modify any form or rubric they select to fit the goals of the search, since not all sample categories will fit all searches. Search chairs should be sure to distribute the ranking tool that will be used to committee members ahead of the review of applications. Samples of a ranking form and a ranking rubric are available below. The sample rubric is in Word here, but search committee chairs might prefer to use Excel for this task.

When reviewing applications, it is important to keep the career stage of each candidate in mind. Things such as publications, awards, and grants are important evidence of scholarly achievement, but it is also unsurprising when candidates who have had more time or opportunity than others have more formal accomplishments. In addition to the lens of past accomplishments, we must also consider future potential. Hiring someone who already has many achievements has merits, but hiring someone who makes a name for themselves while working on our faculty is also valuable in terms of enhancing our reputation. The search committee chair should help the committee develop a holistic process for selecting candidates, which considers multiple hiring criteria and strategic priorities as well as both immediate and long-term departmental needs.

> Questions to consider when evaluating the potential of junior candidates include:
>
> -Do they make a case for the significance and/ or innovativeness of their research?
>
> -Do they seem to have clear ideas about how to advance and develop their research and teaching profiles?
>
> -How would you evaluate their potential for future publications and/ or grants?
>
> -Could they contribute to departmental initiatives, to our curriculum, or our research profile in unique ways that would make investing in their long-term career development beneficial to the department?

Typically, committees decide to interview approximately 10 candidates on Zoom for the first round for about 25 minutes each, though there may be compelling reasons to interview slightly fewer or slightly more candidates.

An example of a form that could be used for evaluating applications:

CRITERIA FOR EVALUATION OF CANDIDATES

General Information:

Candidate's name: ___________________________________

PhD granting institution: ______________________________

Current position: ____________________________________

Has the candidate taught a course on [subject being hired] or a similar subject? Yes. No.

Minimum Qualifications:

PhD in hand by hire date? Yes, No. If "no," expected date: ______________________

PhD in history or closely related field? If not history, what field? _________________

Primary research field on [subject being hired]? Yes. No.

Application complete? Circle one: Yes, No. If "no," what's missing? __________________

Job ad items:

High-quality cover letter that demonstrates commitment to research, teaching, (and service?):

CV indicating evidence of the same:

Potential Bonuses:

Potential to contribute to departmental initiatives and programs (Mexican American history minor, Africana Studies Minor, OHP, Military History Center, Food Studies certificate, digital humanities, medical humanities, etc.).

Previous high-quality teaching experience:

Publications in the field of [hiring]:

Digital/oral/public history experience:

An example of a rubric that could be used for evaluating applications:

TENURE TRACK

	Minimum Requirements (yes/no)				From Job Ad: Rate 1-10 (Lowest to highest)			Potential bonuses: Rate 1-5 (lowest to highest)				
Name	PhD in hand by [date]	PhD in history or related field	Primary research area is [subfield being hired]	Application complete?	Research agenda – innovation and potential impact	Record of academic success and/ or potential – publications, grants, etc.	Teaching excellence	Potential to contribute to department initiatives and programs	Potential to connect with UNT students	High-quality research publications	Digital scholarship or public history	Course offerings would fill gaps or meet departmental needs

PROFESSIONAL FACULTY

	Minimum Requirements (yes/no)				From Job Ad: Rate 1-10 (Lowest to highest)			Potential bonuses: Rate 1-5 (lowest to highest)				
Name	PhD in hand by [date]	PhD in history or related field	Preparation to teach [subfield being hired]	Application complete?	Teaching experience	Evidence of pedagogical innovation	Teaching experience/ preparation for upper levels	Potential to contribute to department initiatives and programs	Potential to connect with UNT students	Upper levels would fill gaps or meet departmental needs	Quality of sample syllabus provided	Service or advising experience

First Round Interview Questions

When developing a set of questions for a first-round Zoom interview, committees should think about both evaluating the candidate's accomplishments and their potential contributions to the strategic aims of the department. We encourage committees to ask at least one question related to the candidate's ability to serve UNT's student body.

Committees should develop a list of 6-8 questions, drawing from the ones listed below and modifying and adding to reflect the search's specific goals. Once you have chosen a question list, all candidates for that position who reach the interview stage must be asked the exact same questions.

Sample zoom opening:

Hi ______, thank you for meeting with us today. We look forward to asking you some questions and learning more about you regarding our position in [specialization]. To give you an idea of the format for today, this interview will consist of [X] questions in [X] minutes (so roughly 2-3 minutes per question).

Before we dive into the questions, I'll have our search committee members briefly introduce themselves.

Sample questions for a tenure-track position:

- What is new and innovative about your current research, and how does it fit into the larger arguments of the field?
- What other research project or projects do you anticipate taking on, and what is the long-term vision you have for your research agenda?
- Teaching and advising graduate students at both the MA and PhD levels is a core responsibility of this position. What is your philosophy of graduate education and mentorship?
- Another responsibility of this position is to design and deliver innovative courses at the undergraduate level. What distinguishes your teaching philosophy, and what undergraduate courses would you like to teach?
- UNT welcomes many first-generation students, students with caregiving responsibilities, students with full-time jobs, students with disabilities, and students with neurological differences, such as ADHD. What is your approach to supporting these students?
- Can you tell us about some of your favorite department service roles and your overall approach to contributing toward your faculty's shared administrative workload?
- What questions do you have for us?

Sample questions for a professional faculty position:

- We are searching for a lecturer of U.S. history who is a creative, dynamic, and adaptable educator. Can you describe your teaching philosophy, and discuss how it has evolved over your career?
- Teaching large sections of the U.S. history survey is a core responsibility of this position. How would you engage students in high-enrollment face-to-face classrooms, and how would you engage students in high-enrollment online sections?
- Another responsibility of this position is to design and deliver innovative courses at the upper level. What upper-level undergraduate courses would you like to teach?

- UNT welcomes many first-generation students, students with caregiving responsibilities, students with full-time jobs, students with disabilities, and students with neurological differences, such as ADHD. What is your approach to supporting these students?
- Our university has tasked faculty with preparing students for their future careers. How do you connect historical study to students' various career paths?
- Can you tell us about some of your favorite department service roles and your overall approach to contributing toward your faculty's shared administrative workload?
- What questions do you have for us?

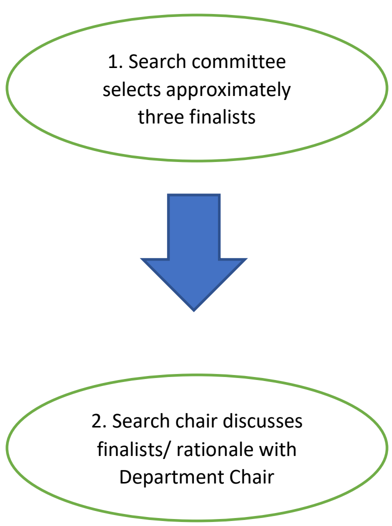
Selecting Finalists

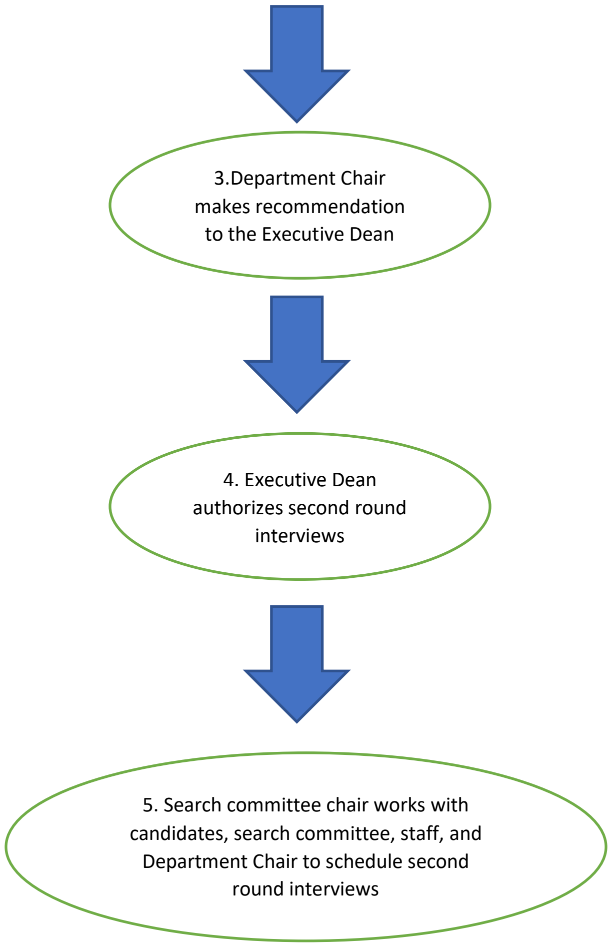
After the first-round interviews are completed, the committee should meet to select finalists. Committees may choose to rank the candidates after Zoom interviews numerically, in which case the search committee chair can start the conversation by adding up total scores. While numerical ranking can be a useful starting place, it is no substitute for a conversation about the finalists. Committees should do their best to come to as close to a consensus as possible and listen and consider all arguments in favor or against different candidates and allow time for committee members to reevaluate their initial impressions because of the conversation.

Typically, committees will choose three finalists for a position. If there are compelling reasons to invite more or fewer finalists, the search committee chair should discuss the specific scenario with the Department Chair.

UNT periodically changes the hiring software that they use to accept applications and manage interview and hiring approvals. Both search committee chairs and the Department Chair will have access to the system. Specific instructions for how to use the website are available here. Applicant status must be changed each time someone is eliminated or selected. However, search committee chairs should not formally request permission to invite finalists for second round interviews via the hiring software until the Department Chair has been consulted.

Regardless of the particular hiring software we use, the general process for inviting candidates to campus is as follows:





Atypical Circumstances

Our processes for making hiring decisions will differ under some circumstances, including the following:

-If a faculty member whose line is deemed essential resigns or retires, with the permission of the Executive Dean, we may place hiring a replacement at the top of the list of our hiring priorities.

-If a faculty member is working for the department full-time in a visiting position, and we are hiring a permanent position in that same field, our usual practice will be to interview the visiting faculty member for the permanent position, at least for the first-round interview. The DAC may recommend that we do not extend a courtesy interview to a visiting faculty member if circumstances warrant a change to our default operating procedure.

In the case of the campus interview, the search committee will have the opportunity to interview the visiting faculty member *in addition to* the three finalists we generally invite to campus, not in the place of one of the usual three final candidates. If , after careful deliberation, the committee decides not to interview the visiting faculty member, this decision should be communicated directly and with respect for the visiting colleague's contributions to the department. Generally, the chair of the search committee should speak to the visiting faculty member in person before a decision is sent in writing.

When a visiting faculty member is a candidate for a permanent position, the department must exercise care to make the process as professional, equitable, and harmonious as possible. Faculty should exercise care when discussing the search with the candidate, and avoid sharing any information they would not share with external candidates. The candidate must not be included in any meetings or emails about the search, and the candidate is not to attend any of the other job candidates' on campus events. In general, care should be taken both to manage the search using high professional standards and to maintain a productive working relationship with the visiting faculty member whatever the search outcome.

-If we have the opportunity to hire someone as part of a negotiated spousal hiring accommodation, the DAC will either serve as or will appoint a separate ad hoc committee to look closely at the candidate's record and make a recommendation. The DAC and/ or the ad hoc committee will decide how to proceed with the decision-making process, based largely upon whatever restrictions and timetable we have to make such a decision. Whatever the process, there will be a forum, whether in person or digitally, where the entire faculty can weigh in on the decision. After gathering feedback, the DAC or the ad hoc committee will make a recommendation to the Department Chair who will then make a recommendation to the Executive Dean.

Second Round Interviews

Once finalists are selected, it is time to solicit recommendation letters. In keeping with AHA best practices, we *only* ask finalists to submit these letters. Tenure-system second round interviews take place on campus and *must* contain the following elements. One hour should be allowed for each:

1. Research Talk
2. Teaching Demonstration
3. Interview with the Department Chair
4. Interview with Associate Dean (60 minutes)*
5. An opportunity for graduate students to meet the candidate (generally over lunch)

*Special circumstances: Anyone who would be hired *with tenure* must be interviewed by the Executive Dean.

Professional faculty interviews may take place on Zoom or in person, depending upon the timeline, budget, and geographical proximity of the finalists. At a minimum, second round interviews *must* contain the following elements:

1. Teaching Demonstration and second round interview questions, including specific teaching scenarios
2. Interview with Associate Dean (30 minutes)

Research Talk – Tenure Track Position

The research talk is a standard feature of tenure track job visits that allows a candidate to showcase their past and present research, contextualize their work within the field and their subfields, and help explain the significance of their contributions. The recommended structure is a 35–40-minute talk with 10-15 minutes of Q&A.

An example of what candidates should be told:

The research talk is aimed at our department faculty and graduate students. There are roughly 55 total minutes for this event. We recommend a talk of 35-40 minutes, which will be followed with about 15 minutes of Q&A. You are welcome to bring a PowerPoint to accompany your talk. Please give us an overview of your larger research agenda, and then present something from your current research project(s). We are especially interested in your driving research questions, the major contributions you are making to your subfield, and your innovative sources and methods.

Teaching Demonstration – Tenure Track Position

The teaching demonstration for tenure track positions allows us to think about a candidate's classroom presence, structure, and pedagogical choices. The audience of faculty posing as students means it is an imperfect window into their teaching capacity, but we believe it provides a meaningful opportunity to learn about their approach to the classroom and learning. The recommended structure is a 15-minute overview of the course, 30 minutes of simulated instructional time, and 10-15 minutes of open Q&A.

An example of what candidates should be told:

The teaching demonstration will be attended by department faculty and some graduate students. It is not a real class with undergraduate students. There are roughly 55 total minutes for this event. We recommend that you spend about 5-10 minutes providing an overview of your teaching range and pedagogical approach, and then spend another 25-30 minutes on a lesson intended for an upper-level undergraduate course on [specialization being hired]. You are welcome to bring a PowerPoint to accompany your presentation and lesson. We ask you to provide a syllabus for the course the sample lesson comes from, so we can better fit it into the big picture of the course. You should treat the audience as if we are undergraduates during the sample lesson part of the presentation. You might introduce primary sources, lecture, or show how you like to generate discussion in a class like this. You have the flexibility to structure the short lesson in whatever way best shows off your teaching skills. I'd be glad to make copies of anything that you would like passed out in the session.

During the Q&A, we encourage faculty and graduate students in attendance to ask broadly about the candidate's teaching experience, specialization, assignments, and pedagogical strategies. In rare cases you might ask specifically about the lesson content, but the primary aim should be better understanding the candidate as a teacher.

Teaching Demonstration – Professional Faculty Position

The teaching demonstration for our professional faculty positions includes a short presentation of a syllabus (typically a HIST 2610 or 2620 survey), followed by structured questions about pedagogy posed by the search committee. It then concludes with an open Q&A.

An example of what candidates should be told:

For this second round, we will ask that you bring a syllabus for your US Survey course (either half). We will have you walk us through the syllabus for the first 10-15 minutes of the interview. We will ask you to *share the syllabus on your screen during this walk through. You can highlight any portions of the syllabus you please, but we find discussions of assignments and pedagogical strategies you employ are often especially fruitful. After those 15 minutes, we will transition to a series of classroom specific questions from the search committee. Then we will end with an open Q&A from faculty and graduate students in attendance.*

The teaching demonstration for professional faculty positions may be held on Zoom or in person. In the case of an in-person interview, candidates would be instructed to email their sample syllabus ahead of time so it can be projected, rather than to share their screen. The meeting structure is the same whether in person or on Zoom, but all candidates must be interviewed in the same manner.

After the 10–15-minute syllabus walk-through, the search committee will ask a series of teaching specific questions. The committee can modify the questions, but all finalists for the same position must be asked the same series of questions.

A suggested series of questions :

Over the next 10 minutes, we would like to discuss your approach to handling challenging situations with students. We have written two such scenarios and would like for you to tell us what you would do if one of these situations occurred in your class.

- SCENARIO 1:

  A first-year student plagiarizes their first assignment, quoting unattributed sentences from the textbook in their first discussion posting. They tell you that this is how they learned to complete history assignments in high school, and that they didn't know this was wrong. The student was visibly upset and crying on a Zoom call you scheduled with them, and told you they are a first-generation college student who has been trying really hard to do well in their classes. How do you handle this situation?

- SCENARIO 2:

  A sophomore Music major in your U.S. survey class turned in a 2,500-word essay for a book review assignment in which you specified a *maximum* word count of 750 words. Your teaching assistant only read the first 750 words and gave them a "D" on the assignment. Now, the student, who is angry and frustrated, has written you an email complaining about their low grade. They tell you that they are an "A" student, and that they plan to go to graduate school in an interdisciplinary field related to the book you assigned. They also tell you that they really loved the book, and they were expecting to get a good grade for going "above and beyond" on the assignment. What do you do?

- Thank you for responding to our scenarios. Now, can you give us an example of a real-life challenging situation in the classroom and tell us how you handled it?

- One final question—Can you tell us about one thing you've done to make history education more engaging for a wide range of students, either inside or outside of the classroom?

Best Practices for Campus Visits

Departmental Recommendations:

-Be sure to provide all finalists with identical instructions on how to prepare for the interview.

-Finalists should be provided with a complete itinerary before their visit, including the names of anyone who will be interviewing them or dining with them.

-Interview schedules should be the same for each candidate. Exceptions to this rule may be made if travel schedules mean that a particular candidate spends more time in Denton and/ or if candidates or search committee chairs request an opportunity for candidates to meet with potential collaborators in other departments, affinity groups on campus that may be of interest to them, and/ or other meetings that may be of particular interest to only a limited number of candidates. These meetings should generally not be attended by search committee members and should not be considered part of the formal interview.

-Prior to each campus interview, search committee chairs should send the CV for each finalist and the times and locations of the research and teaching demonstrations out to the departmental email list. This email would be a good time to offer a friendly reminder that we may not ask questions about disability status, marital status, children or pregnancy plans, nationality, or age. Furthermore, search committee chairs may wish to offer the reminder that not only are we evaluating candidates, they are also evaluating us.

-Search committee chairs should carefully plan who attends meals and who drives candidates or escorts them around campus rather than simply asking for volunteers. We want candidates to meet a variety of people from different ranks and with different specializations and perspectives. Furthermore, every effort should be made to make sure candidates meet colleagues who have any overlapping research and teaching interests.

-Past search committee chairs recommend Avesta as a good place to have candidates meet with graduate students over lunch. Instead of asking for volunteers among our students, we have found that attendance is better and the audience is more receptive if we directly invite students who have intersecting research interests with the candidate.

-Department funds subsidize the cost of the search, so search committee chairs should be in regular contact with the Department Chair, the Administrative Coordinator, and/ or the Events Planner about budget constraints when planning meals.

-Past search committee chairs recommend eating at restaurants near the Square so that candidates can get a greater sense of what Denton is like away from campus. They have received positive feedback from candidates about Barley and Board, Komodo Loco, and 940.

-It is always a best practice to ask visitors about dietary restrictions before scheduling meals.

-Alcohol should be paid for on a separate ticket, and search committee members should limit themselves to one alcoholic drink at meals.

-Faculty should strongly encourage graduate students to attend the teaching demonstrations and research presentations, both to solicit graduate student input and to help prepare our own students for the job market.

CLASS Recommendations:

-Think carefully about when and if you use a car service to transport candidates to and from the airport. CLASS recommends that a faculty member pick up the candidate from the airport, using that opportunity to make a positive first impression. CLASS suggests that the trip to the airport for the return flight may be a good time to use a car service.

-Allow time to walk to different buildings for appointments and be sure to assign a faculty member to escort them to appointments and pick them up when they are over.

-Remember to give breaks during the day, and give the candidate time to gather their thoughts before their presentations.

-Be mindful about how long the interview day lasts. Scheduling a breakfast at 7am and ending with a dinner at 7pm may be too much.

-If possible, schedule some rest time before dinner.

-Keep dinners small enough that the entire table can be engaged in conversation. CLASS suggests that dinners be kept to 4 or less.

-Be sure to give candidates time to eat during meals instead of peppering them with constant questions.

Sample Second Round Interview Schedules

Interviews may be held over the course of one long day or two shorter days. See the sample schedules below for each variation.

SAMPLE ONE-DAY SCHEDULE

CANDIDATE 1: XXX
Thursday, February 29
XXX arrives at Love Field at 2:45pm. Picked up by XXX and will be driven to hotel (Best Western Premier, 2450 Brinker Road, Denton, Texas 76208)

5:40pm XXX picks up XXX from Best Western Premier; brings to 940s.

6:00pm Dinner with XXX, XXX, and XXX at 940s. Reservation for 4 under XXX. XXX will take XXX back to hotel.

Friday, March 1
8:00am XXX picks up XXX from Best Western Premier and brings them to campus and History Department Library.

9:00-10:00am -- Research talk in History Department Library.

10:00-11:00am – XXX walks XXX to GAB for meeting with Steve Cobb, Associate Dean for Administrative Affairs. XXX picks up for campus tour.

11:00-12:00pm -- Campus tour with XXX. Deliver to Avesta.

12:15-1:15pm -- Lunch with grad students at Avesta. Table for X reserved under XXX. XXX leads (needs departmental dining card, which they can get from Bria or Miranda); delivers candidate to XXX's office.

1:30-2:30pm -- Meeting with department chair, XXX. XXX picks up for prep for teaching demo.

2:30-3:30pm -- Break at the history department WWII Room.

3:30-4:30pm -- Teaching demo in History Department Library.

4:30-6:15pm – XXX takes XXX back to hotel for downtime. (Or XXX has the option to spend time on the Square with XXX before dinner.)

6:15pm – XXX picks up XXX at hotel for dinner.

6:30pm -- Dinner at Komodo Loco with XXX, XXX, XXX, XXX. Reservation for 5 under XXX.

Saturday, March 2: Car service picks up XXX at hotel and brings to airport for 12:50pm return flight.

SAMPLE TWO-DAY SCHEDULE

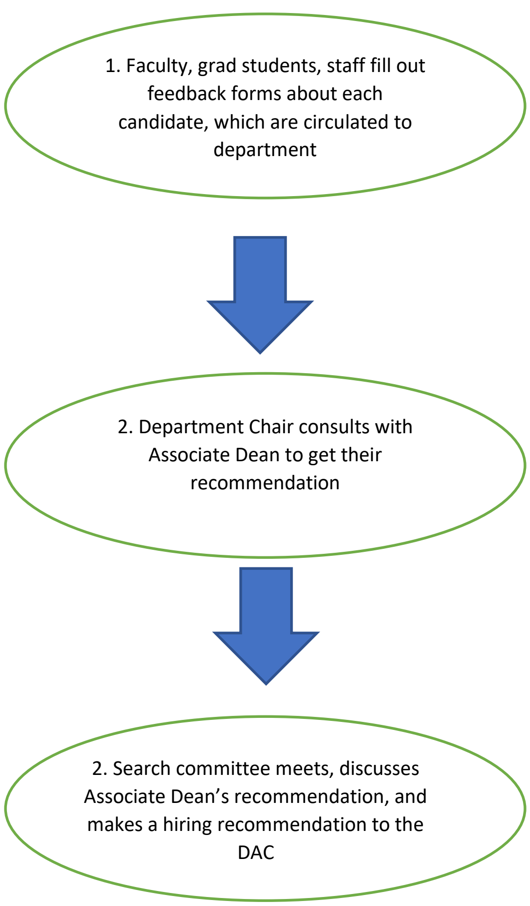
CANDIDATE 1: XXX

Sunday, January 26
-Arrives at DFW (Time; Flight)
-Airport pickup XXX, drops at hotel.
-Dinner

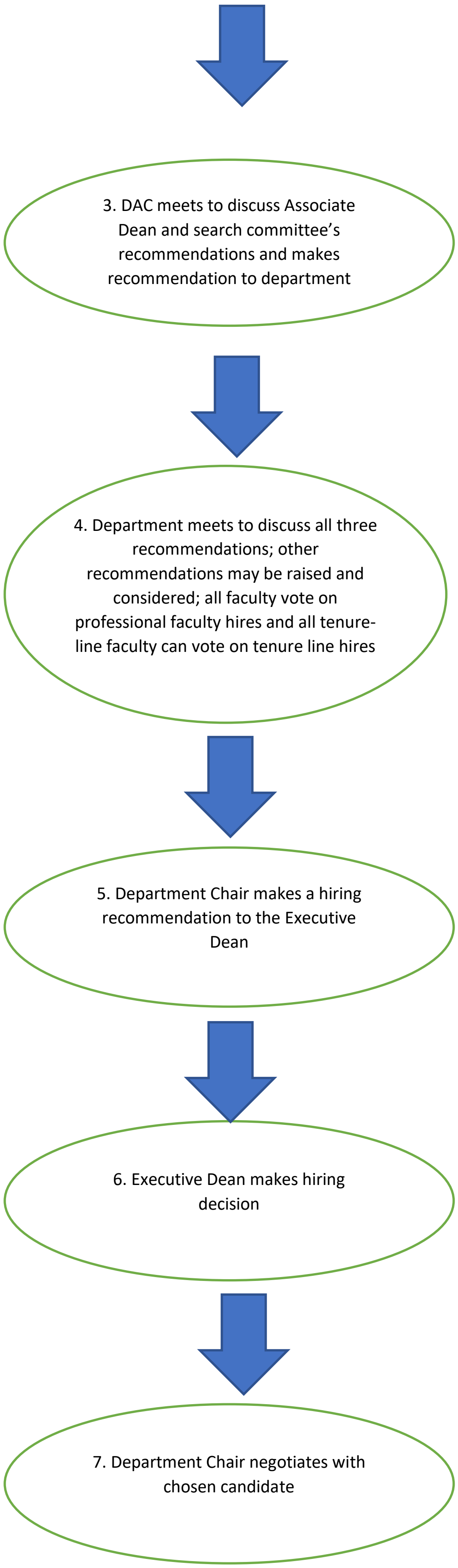
Monday, January 27
Pick up from hotel XXX
10:00-11:00am – meet with HIST Chair, XXX
11:15-12:15 am – meet with CLASS Assoc. Dean Cobb
12:30-1:30pm – lunch with grad students
1:30-2:30pm – campus tour, library visit, coffee break
2:00-3:00pm – down time
3:15-4:15 pm – Research presentation and Q&A (WH 267/Library)
4:30-5:30--rest at hotel
6:00pm – dinner

Tuesday, January 28
Pick up from hotel XXX
10:00-11:00am: teaching demo and Q&A
12pm – take to lunch and airport XXX

Selecting a Finalist



This process is the same for professional faculty who do not attend campus interviews; although typically graduate student feedback is not solicited when hiring professional faculty.


3. DAC meets to discuss Associate Dean and search committee’s recommendations and makes recommendation to department
4. Department meets to discuss all three recommendations; other recommendations may be raised and considered; all faculty vote on professional faculty hires and all tenure-line faculty can vote on tenure line hires
5. Department Chair makes a hiring recommendation to the Executive Dean
6. Executive Dean makes hiring decision
7. Department Chair negotiates with chosen candidate

Collecting Feedback about Candidates

The department events coordinator will solicit feedback about each candidate from faculty, staff, and graduate students who have participated in the hiring events. The event coordinator will collect and collate this feedback, and circulate it to the whole faculty. These forms are anonymous, and feedback should be respectful and professional in tone, follow legal guidelines, and be as candid and specific as possible. If there are sensitive concerns that need to be expressed outside of the form, please contact the search committee chair and department chair. All feedback is critical to helping us find the best fit for the position and our department.

SAMPLE FEEDBACK FORM

UNT Department of History, [Insert name of position here] Candidate Feedback Form

Candidate [Insert candidate's name here]

Please give feedback form to Department Event Coordinator or email to history@unt.edu by XXXX

I am (check one):

Faculty

Graduate student

Staff

Basis for Recommendation (check all that apply):

Research Talk

Teaching Demonstration

Other interactions with the candidate

Written materials

Is this candidate an acceptable candidate? Please answer yes or no.

Please use this space to explain your answer and to provide any feedback that you think will help the search committee and the DAC make their recommendations.

How do you envision this candidate contributing to departmental strengths, initiatives, programs, or potentially expanding our capacities in areas we do not currently address?

Guidelines for Hiring Discussions and Decision Making

-We will embrace the idea that we all want what is best for our department even if we might disagree about what that is.

-Hiring discussions are confidential, and we must create a space where all can speak freely.

-We will practice empathy and respect viewpoints (and emotions) that differ from our own.

-We will evaluate candidates holistically, keeping in mind not only their performance during the campus interview but also their entire portfolio of experience and potential.

-We will ground discussions and decision making within larger conversations about strategic goals for the department.

-If emotions run high, we will pause and will refocus our conversation around our critical hiring questions (pp. 2-3).

-We will keep in mind that although we make hiring recommendations, the Executive Dean makes hiring decisions. We will keep CLASS goals in mind during our discussion.

-We will endeavor to reach consensus, or as close to a consensus as we can. When there are disagreements, we will be patient, deliberative, and slow to come to a decision.

-Once a decision has been made, we will embrace our new colleague and put disagreements behind us.