

## **Manual for Faculty Hiring: Tenure-Track, One-Year Visitors, and Block Visitors**

This document includes basic guidelines for conducting searches and hiring tenure-track faculty, one-year visiting faculty, Riley Scholars-In-Residence, and block visitors. It contains materials that may be useful to departments and programs during their recruitment process. For brevity, the document will use “department” to refer to all academic units (departments and programs).

The version linked through the chair’s teams page is always the most updated version. The version linked on Canvas is static and may lag in minor updates.

This is best viewed downloaded as a file rather than through the browser as a cloud document. The web formatting can hamper readability.

Appendix VI is an editable “checklist” that can be a helpful tool for chairs and administrative assistants to customize for each search.

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## I. Securing Approval for a Search

Prior to the year of an actual search—the application for the line and the approval to launch a search—there are strategies and practices that faculty can use to recruit compositionally diverse applicant pools. Chairs and departments can request a meeting with the Dean of the Faculty to discuss recruitment strategies and the development of a 2- to 5-year outreach plan.

The Dean of the Faculty, after consultation with the Faculty Executive Committee and the President, approves all **tenure-track searches**. Departments submit applications for tenure lines in the spring semester, with decisions announced typically by the end of June, prior to the start of the new fiscal year on July 1. Vacated lines go back into the faculty pool and are not held for the department in which the vacancies occur. Please see the current year's call for tenure-track search applications for instructions (Dean of the Faculty Canvas page).

A call for applications for Riley Scholar-in-Residence positions (new positions) is sent out early fall, with department expressions of interest due mid-fall and decisions for authorization to conduct interviews made in late fall. This is done in alignment with the overall planning of visiting faculty for the following academic year. Some years might not have a call for new positions when funding is committed for continuing second year scholars.

**One-year visiting faculty positions and block visitor** call for departmental application opens in mid fall with decisions for authorization to hire made in late fall.

**Special Note: Hiring retirees to be a visitor:** When retirees are brought back to work for the college (e.g., to teach a course), they are hired through an employment agency rather than directly as a CC employee. This arrangement is required for compliance. Due to the limitation of liability and worker's compensation coverage, we are unable to hire a CC retiree to teach or support courses that are international and outside of the contiguous United States. They are also not allowed to drive CC vehicles.

## II. ADEI Development Program for Faculty Searches

All tenure-track search committees must complete the Antiracism, Diversity, Equity, and Inclusion (ADEI) Development Program, which supports the use ADEI practices and strategies, for the four major steps of a faculty search process: 1) developing the job description and advertisement, 2) reviewing applicant materials, 3) conducting interviews, and 4) onboarding the new faculty and promoting a healthy department climate.

The program involves self-paced review of program materials (video/sideshow) on the [ADEI Development for Hiring](#) program website, topics to discuss and decide within each committee, chair's report to the dean on progress through the program, as well as in person meeting with the dean or associate dean of the faculty.

If the department has completed the program in the previous 3 academic years, the committee does not have to participate in it for its current search. Committee chairs should work with the Office of the Dean of the Faculty and the Associate Dean of the Faculty through the stages of the search ([deanofthefaculty@coloradocollege.edu](mailto:deanofthefaculty@coloradocollege.edu)) and submit questions and interim reports or materials for approval. Not all stages will require in person meetings with the deans.

### Step 1: Setting the stage and posting

- complete by the final submission of the job posting to the Dean's Office

### Step 2: Receiving the applications and beginning review

- complete before beginning reviewing of candidate materials

### Step 3: Effective Interview Process

- complete before beginning zoom/phone (semi-finalists) interviews; this is typically done around the same time as the submission of the zoom interview roster for approval

### Step 4: Debriefing the search and preparing to welcome and onboard the new faculty

- in the month after the offer is accepted or the search officially declared ended without a hire.

### III. Search Committee Composition

#### **Tenure-track**

After securing official approval to hire, the department composes a search committee. The proposed committee roster should be approved by the Dean of the Faculty. According to the Faculty Handbook, each committee includes **two non-departmental cognate members**. The department selects the first member, and the Dean of the Faculty selects the second member. Please contact the Dean to discuss cognate members.

Each search committee should also identify **two members** to take on the responsibility of being **diversity representatives**. Any member of the search committee (departmental or cognate) may serve as a diversity representative, and at least one of the representatives must be tenured. See Section IV for details about the diversity representatives' responsibilities.

If a department has fewer than four members, the requirement regarding two cognate members may be waived with the approval of the Dean. The hiring department must propose their desired committee composition and the rationale for this composition to the Dean of the Faculty for discussion and approval. If only one cognate is on the hiring committee, the department will suggest someone for this role. If the Dean of the Faculty does not accept the suggestion, the department will submit another name. The Dean makes the final decision.

#### **One-year visitor, block visitor, Riley Scholar**

There are no formal requirements for the composition for the search committee for these short-term positions. Departments may have the entire department, a subgroup, or just the chair review applications. All are responsible for equity and diversity matters.

## IV. Diversity Representatives' Roles and Responsibilities

Tenure-Track search committee diversity representatives have the following primary responsibilities:

1. To use their awareness and knowledge about best practices for an anti-oppressive, inclusive, and equitable search process and pointing out when committee members may have engaged in bias, whether intentionally or unintentionally, during all phases of the search process.
2. To hold the search committee accountable for using recommended strategies and practices to promote ADEI throughout the search process, including but not limited to: asking clarifying questions about the position description, qualifications and expectations of candidates; making sure that the rubric tightly tracks with the job description; ensuring that all candidates are treated equitably.
3. To appraise candidates' commitment to ADEI in higher education contexts.

Resources for the representative are the same materials prepared in the ADEI hiring program. To prepare for this role, representatives are encouraged to (1) review the ADEI hiring program materials, even if you have done it recently and (2) read these two resources (first one is short op-ed, second one is the book that is the basis of the op-ed).

\* Bray, S., Stewart, A. J. & Valian, V. (2018). [Recruiting Diverse and Excellent New Faculty. InsideHigherEd.com](#)

\* Stewart, A. J., & Valian, V. (2018). *An inclusive academy: achieving diversity and excellence*. The MIT Press. (This resource is [available as an e-book from Tutt Library](#)). [Chapter 6 "Evaluating Job Candidates: Choosing the Short List and Treating Interviewees Equitably"](#) may be especially helpful.

## V. Job Description: Approval, Content, and Posting/Advertisement

The Dean of the Faculty approves all tenure-track job descriptions. The Associate Dean of the Faculty approves job descriptions for one-year visiting positions and block visitor positions. Block visitor positions may be filled without a posting given their short-term nature. All job postings should be submitted via [this online form](#) that will automatically put the posting in the right format to be reviewed for approval, and in a format ready for the HR website.

*June 2024 note: CC in preparation to switch to a new HR application portal called “Page-Up,” with estimated launch sometime between August and October 2024. This may lead some searches to need to switch system. We apologize for the inconvenience will share updates regarding the new system as soon as it is ready.*

### A. Job Description Content

See the job description ADEI checklist in Appendix I and a job description sample in Appdx II.

1. State that the search is for an assistant professor (or other rank, if appropriate) “in the Department/Program of \_\_\_\_\_,” not the specialty or field. For example, the search is for an “Assistant Professor in the Department of Mathematics and Computer Science,” not for an “Assistant Professor of Machine Learning.”
2. Description of the College and your department/program.
3. Summary description of the teaching responsibilities and other job expectations of the position. Tenure-track faculty are expected to teach 6 blocks in their full-time appointment, including whether or not one of the blocks involves these supervision. First year tenure-track faculty have an extra development block and thus in their first year they have a 5-block teaching responsibility. Tenure-track faculty job duties also include service and scholarship.

One-year visiting faculty have a 6-block teaching expectation. One-year visitors and block visitors should *not* have substantial service duties. They should participate in regular teaching related work (e.g., complete assessment tasks for their courses, implement department-recommended inclusive pedagogy in their courses). However, visitors should not be asked to lead or carry departmental service duties that one would expect of tenure-track, tenured, or other permanent faculty and staff (e.g., to lead and coordinate the department’s assessment program, to revamp a first-year curriculum, to implement the antiracism plan, to write up any departmental reports).

4. Include minimum and preferred qualifications. CC expects tenure-track faculty to hold a terminal degree in their field (e.g., PhD). ABD (All But Dissertation) applicants can be candidates and they can be offered the job but they are expected to have all PhD requirements and successful dissertation defense completed by the time they begin their appointment as assistant professors at CC.
5. Additional relevant information about the college, the department’s distinctive characteristics, the college’s antiracism commitment (including a link to CC’s antiracist commitment webpage), and our Equal Employment Opportunity Statement. Here are some examples for reference:



- We seek an individual with demonstrated potential for excellence in undergraduate teaching, which includes fostering equitable learning environments where all students can thrive. Colorado College is [committed to becoming an anti-racist institution](#) in our policies, practices, and pedagogies.
  - Colorado College is a private, undergraduate, selective liberal arts institution enrolling approximately 2,200 students. The college uses the Block Plan calendar in which students take one class at a time, allowing unique learning and teaching strategies.
  - Colorado College is an *equal opportunity employer* that welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, national origin, gender, age, religion, caste, gender identity or expression, disability, or sexual orientation in its educational programs, activities, and employment practices. Colorado College is committed to increasing the diversity of the college community and to becoming an antiracist institution. We actively promote a dynamic and inclusive environment in which students and employees of diverse backgrounds, cultures, and perspectives can learn and work. The department believes the College grows stronger by recruiting and retaining a diverse faculty committed to building an inclusive community. Candidates who can contribute to this goal are particularly encouraged to apply.
6. All job ads must conform to Colorado's Equal Pay Act, which means that for tenure-track, one-year, and block visitor positions, we post the salary range by linking to the [Human Resources page](#).

## B. Job Description Posting and Advertising

1. All job postings (for tenure-track, one-year, Riley Scholar, and block visitor positions) should be submitted via [this online form](#) that will automatically put the posting in the right format to be added to the HR website.
2. After incorporating any required edits and the job description receives final approval from the Dean of the Faculty (tenure-track positions), or the Associate Dean of the Faculty (one-year and block visitor positions), the approved posting will be sent to HR for inclusion on the website.
3. Hiring/search aggregator sites (e.g., Indeed.com, HigherEdJobs) increasingly combine institutional posting sites and further amplify the search posting.
4. The College places combined advertisements in *The Chronicle of Higher Education* for multiple positions. Therefore, departments should not purchase single ads in the Chronicle. The combined ad lists the department and field being sought and refers people to the CC faculty employment website for details of each position.
5. While departments will, of course, place their ads in venues appropriate to the discipline, it is important to include venues within and outside of the discipline that are likely to be seen by potential candidates who are not well represented in the discipline.
6. Remember that ads are expensive; please be concise, precise and judicious about the number of ads you place and think strategically about where you place them. The Dean of the Faculty's Office will pay up to \$1,000 for ads for each tenure-track search, and up to \$500 for each one-year visitor search. Amounts above these figures will not be covered by the Dean's Office.
7. Consider posting the link to the job posting on social media such as Facebook, Twitter, Instagram, and LinkedIn, which are free.

All materials in connection with the hiring of faculty are available from the Chairs' and Directors' Teams page. The file folder of the Hiring channel contains the Hiring Manual, and links to online forms are included in posts in that channel.

## VI. Receiving and Evaluating Applications

With the launching of the new portal for applications, these step by step instructions will change sometime in late summer early fall 2024. The instructions here are for PeopleAdmin, and HR will be adopting Page-Up

### Sign into CC/Information for Staff & Faculty



### A. Receiving Applications

All tenure-track and one-year searches must use PeopleAdmin, accessed through the Single Sign On “Employment Portal” to collect applications and manage their search.

Riley Scholar applications are collected by the Consortium for Faculty Development and do not need to go through PeopleAdmin. Block Visitor searches, at the department’s discretion, may choose to use PeopleAdmin if there is a need for broad recruitment of candidates.

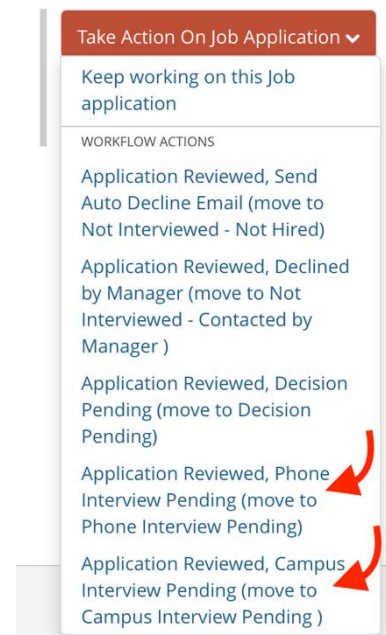
PeopleAdmin allows search chairs and administrative staff to indicate if candidates have progressed from one stage to another. Departments are required to update the status of their candidates in PeopleAdmin at two specific stages to ensure that the end-of-search report generates accurate data.

Please update individual candidate statuses at these two steps of the search:

1. Once the phone/zoom interview list is approved, change the status of these applicants to “Application Reviewed, phone interview pending”
2. Once the campus interview list is approved, change the status of these finalists in PeopleAdmin to “Application Reviewed, campus interview pending.”

The [HR PeopleAdmin Resources page](#) has instructions and videos to help you learn how to use the portal.

Contact HR for further support [hr@coloradocollege.edu](mailto:hr@coloradocollege.edu).



## **B. Using Rubrics to Evaluate Applications**

The search committee should develop a rubric that maps to the criteria in the job posting and use the rubric to evaluate applications and interviews.

Support for this aspect of the search process is covered in [Step 2 of the ADEI Development Program for Faculty Searches](#).

Tenure-track searches should submit their rubrics to the Dean of the Faculty for review and approval.

## VII. Candidate Interviews

### A. Semi-finalist Phone/Zoom Interviews

After the committee discussion, for tenure-track searches, departments should submit the list of semi-finalist candidates they plan to zoom/phone interview to the dean of the faculty for review. Include brief explanation of the rationale for the selection of the candidates.

Departments and programs should interview semi-finalists virtually or by phone, rather than at professional meetings. Additional expenses for conference interviews will not be supported. Support for this aspect of the search process is covered in [Step 3 of the ADEI Development Program for Faculty Searches](#).

All committee members should review the guidance from the U.S. Equal Employment Opportunity Commission on allowed vs prohibited interviewing practices <https://www.eeoc.gov/prohibited-employment-policiespractices>.

### B. Seeking approval to bring candidates for on-campus interviews

- a. After the first-round video or phone interview, the committee should discuss which candidates to propose to bring to campus for finalist interviews based on predetermined criteria.
  - i. **Tenure-track searches** may have three candidates for finalist interviews
  - ii. **One-year visitor or Riley scholar searches** may only bring one candidate for campus interviews. Search committee chairs fill in [this online form](#) to seek approval to invite the top candidate for an on-campus interview from the Associate Dean of the Faculty. In the rare circumstance when the first candidate does not work out, the Associate Dean of the Faculty may approve bringing in a second candidate. If the department prefers, a remote/online interview process may be used for one-year positions. If a zoom/phone interview process is used, there is no “make up visit after making the offer” to bring a candidate in for a visit to the city and campus.
  - iii. **Block visitors** are not brought to campus for an in-person interview, due to the high cost of campus interviews. Please continue reading in Section VIII.B.
- b. **For tenure-track finalists**, the chair of the search committee presents the list of proposed finalists to the Dean of the Faculty for approval to move forward to the campus interview stage.  
 The **proposal for campus interview for tenure track positions** should be sent via email and should include:
  - i. Cover letters, CVs, statements of the proposed finalist(s).
  - ii. PeopleAdmin coversheet for the proposed finalist(s) (this page has the standard questions asked by PeopleAdmin, with questions such as name, address, relation to the college, employment authorization status).
  - iii. Cover letters, CVs, statements of the other semi-finalists (those selected for phone/zoom interview).
  - iv. Rationale for the selection of the proposed finalist(s) for campus interview.

- c. **For one-year visitors**, requests for approval of finalist on-campus interviews will be reviewed by the Associate Dean of the Faculty. Chairs should request approval via the [form linked here](#).
- d. If the proposed finalist list is not approved, the chair and the dean will discuss options, which may include reviewing other candidates, the postponement of the search, or other strategies.
- e. **For ALL--Tenure-Track, One-Year Visiting Faculty, Block Visiting Faculty: Employment eligibility check before confirming finalists.**

After the narrowing down of the finalist list, the dean and the chair should review the **employment authorization questions** (see Appendix III) and determine if an informational interview with the college's immigration legal counsel is needed for candidates to determine employment eligibility and if they will potentially need visa sponsorship from the college.

See Appendix III for guidelines on how to interpret the employment authorization questions presented in PeopleAdmin.

**For tenure-track faculty with potential visa needs, the Dean of the Faculty will contact the chair to facilitate connecting the candidate with the college's immigration lawyers.**

**For visiting faculty with potential visa needs, the chair will be prompted via email to fill in an English Language Proficiency form (ELP form). Donna Beziou (International Student and Scholar Services) will share with the candidate via email information regarding visa sponsorship, health insurance requirements, and taxation.**

The college supports and values the hiring of international faculty. Due to immigration and labor regulations, there are important record keeping and employment eligibility visa or immigration status related processes unique to tenure-track (Appendix IV) and visiting faculty (Appendix V).

If, at this stage of the search, it is known that one of the top candidates will need college action on immigration/employment matters, it is important for the hiring chair and the administrative assistant to become familiar with the additional processes involved. Please closely read the appendices.

### C. Finalist On-Campus Interviews

After receiving approval, the department should arrange the on-campus interview schedules for tenure-track, one-year visitors, and Riley searches.

If you have not yet done so, please update the statuses of candidates to “Application Reviewed, campus interview pending” on the PeopleAdmin employment portal.

Important checklist for planning on-campus visits:

1. For on-campus interviews, **tenure-track candidates** will usually visit for two interview days (two or three nights lodging). **One-year visitor and Riley candidates** will have one interview day (two nights lodging).
2. Departments arrange schedules and all logistics for campus visits.
  - a. Ground transportation: Anyone transporting candidates should be on the Colorado College Certified Driver’s list. Learn about how to become a certified driver or if someone is already a certified driver by visiting the [Facilities-Transportation webpage](#).
  - b. If a faculty member uses their own vehicle to transport the candidate during the visit, the faculty person’s personal insurance provides coverage in case of an adverse event.
  - c. Lodging: all search candidates who need lodging should stay at a hotel with negotiated rates with the college. Please see [the Finance and Administration page for the special college rates](#) (log in required) and book at the hotels with the lower rates (\$120-140).
3. **Budget for the search.**
  - a. Please use the [hiring budget tracking worksheet](#) to prepare for submitting the expenses in step e.
  - b. For the purpose of good stewardship of college resources as well as equity across departments, each **tenure-track search** has the same budget allowance of \$5,000. No more than approximately \$2,000 can be spent on food and meals. Each **one-year visitor or Riley search** (single campus visit candidate) has a total budget allowance of \$1,500 with a cap of \$500 for meals.
  - c. Although it is important to treat candidates well, please act as good stewards of the College’s funds in meals with candidates.
    - i. Do not purchase alcohol at interview meals.
    - ii. Not every committee member or department/program member needs to be at a meal/dinner with the candidate.
    - iii. Partners of employees or the candidates should not join interview meals.
  - d. The search committee chair (or designee) and the candidates must keep all receipts for the charges made to the College for the search.
  - e. Administrative matters: All faculty recruitment expenses should be initially paid by the department’s operating budget, using account 773531 “recruiting/interviews” (instead of using accounts for meals, lodging, airfare, etc.) At the conclusion of the search, please submit electronic copies of receipts and an [itemized expense inventory](#) to the [Executive Assistant to the Dean of the Faculty](#). The Dean’s Office will transfer funds into the department operating fund (account 773531) to cover the approved expenses.

4. Candidates typically make a public presentation open to the college community.
5. **Tenure-Track: Meetings**
  - a. Informational meetings: When planning itineraries, please schedule a few additional information meetings. These meetings are not intended primarily as “evaluative interviews” but are informational for the candidates. Please communicate this to the candidate and the people with whom they are meeting. For example, these 30-minute meetings could include:
    - i. the Assistant Dean of the Faculty and Director of the Crown Center (Ryan Bañagale) to discuss faculty development opportunities and ADEI work
    - ii. the Director of Faculty Research Support (Tess Powers) to discuss research and scholarship support and grant seeking opportunities,
    - iii. other relevant informational meetings with faculty and staff outside of your department
    - iv. Please schedule a 30 minute with HR to discuss benefits. Please include a link to the college’s benefits page for the candidate when you send them the schedule and include contact info for Human Resources [hr@coloradocollege.edu](mailto:hr@coloradocollege.edu). This allows them to reach out proactively with HR if they have questions about college benefits. <https://www.coloradocollege.edu/offices/humanresources/benefits/index.html>
    - v. There is no need to schedule with the college president.
  - b. Evaluative and informational dual-purpose meetings:
    - i. Please schedule a 30-minute interview with the Dean of the Faculty.
    - ii. Departments and programs often have meetings between the candidates and students where the candidate learns about CC and also the students share feedback with the search committee.
6. **One-year Visitor and Riley Scholars:** Please include a 30-minute interview with the Associate Dean of the Faculty (Andrea Bruder).
7. Candidates may find it useful to visit classes, the library, the fitness center, and other locations, on campus; as well as downtown, and other areas and neighborhoods of Colorado Springs. When organizing itineraries, ask candidates if there are places they would like to visit or particular individuals with whom they would like to meet.
8. **For tenure-track candidates:** If timing allows and the candidate has interest, **a realtor from [The Arms Team](#)** is happy to take the candidate for a tour around the city. They cannot accommodate schedule without advanced notice, so please contact Gina Arms [gina@thearmsteam.com](mailto:gina@thearmsteam.com) as soon as you have the names of the finalists. Check to see if the finalist has interest to meet with a realtor and if so share the candidate’s contact information so that the realtor team, the department, and the candidate can make plans about scheduling. Even if you don’t have candidate names yet, but anticipate the date ranges, you could let the Gina know so they can prep for setting time aside.

## VIII. Hiring Recommendations

### A. Approving the hiring recommendation



**For tenure-track searches**, after candidates have been interviewed, the search committee chair solicits comments from those who met with the candidates, arranges and facilitates discussions among the search committee. After the hiring committee decides on a candidate, the chair shares the recommendation with the Dean of the Faculty.

The chair or program director provides the following information in the hiring recommendation document/email:

1. An overview of the search committee timeline, meeting, processes.
2. (Previously submitted at an earlier step, please cut and paste in final recommendation) The reasons why the semi-finalist candidates were chosen or not.
3. The committee's assessment of the strengths, concerns, questions about each finalist and why the committee made this hiring recommendation. Describe the level of support within the department/program for the recommended candidate (the results of each round of voting, for example).

The Dean of the Faculty shares the search committee's recommendation and their own recommendation to the President. Official tenure-track offers cannot be made without the President's approval. Once the President's approval is secured, the Dean will notify the search committee chair, who may then contact the candidate to inform the candidate that the College is interested in making a job offer.

**For one-year visitor and Riley searches**, after the campus visit, the chair seeks input from others involved in the search. If the committee wishes to make an offer to the finalist candidate, the chair fills in an [online form](#) to seek approval to make an offer from the Associate Dean of the Faculty.

## **B. Making the Offer and Negotiating the Terms**

**For tenure-track positions**, after confirming that the candidate is interested in learning about CC's offer, the Dean of the Faculty will contact the candidate and offer an appointment on behalf of the College. An employment background check will be conducted by HR. When the terms of the appointment are accepted, the Dean of the Faculty Office sends the candidate a letter of appointment.

**For one-year visiting faculty positions, including Riley Scholar positions**, upon receiving the chair's request to make an offer, the Associate Dean of the Faculty, in consultation with the Dean and the published salary ranges on the college website, finalizes the salary and moving allowance and conveys the terms of appointment to the chair. The chair contacts the candidate and offers the position and communicates the terms of appointment.

When the candidate has accepted the terms of employment, the chair fills in the [Appointment Letter Request form](#) for one-year visitors. An employment background check will be conducted by HR. The Office of the Dean of the Faculty will issue an official appointment letter for the new colleague to electronically sign.

**For a Block Visitor hire**, the chair communicates the salary brackets to the candidate according to the [block visitor salary brackets](#) published on the website. Please note that the Office of the Dean of the Faculty covers up to \$6,250 per block (upper visiting assistant professor bracket) for approved DoF funded blocks. For block visitors with higher salaries/ranks, departments/programs are expected to contribute the difference to \$6,250 and should

provide a FOAP when they submit the appointment letter request form.

When the candidate has accepted the terms of appointment, the chair fills in the [Appointment Letter Request form](#) for block visitors. The Office of the Dean of the Faculty will issue an official appointment letter for the block visitor to electronically sign. An employment background check will be conducted by HR. For visiting faculty with potential visa needs, the chair will be prompted via email to fill in an English Language Proficiency form (ELP form). Donna Beziou (International Student and Scholar Services) will share with the candidate via email information regarding visa sponsorship, health insurance requirements, and taxation.

For department funded blocks, chairs should refer to the [block visitor salary brackets](#) published on the website. Occasionally, distinguished block visitors may be offered a higher salary funded by departmental endowment and gift funds. In this case, chairs should communicate with the Associate Dean of the Faculty prior to making an offer.

A limited amount of on-campus faculty housing for block visitors may be available from the Office of Housing and Residential Experience. Chairs should contact Kim Taylor ([ktaylor@coloradocollege.edu](mailto:ktaylor@coloradocollege.edu)) for additional information.

All materials in connection with the hiring of faculty are available from the Chairs' and Directors' Teams page. The file folder of the Hiring channel contains the Hiring Manual, and links to online forms are included in posts in that channel.

## IX. Evaluating the Search through an ADEI Lens

At the end of the search, after the appointment letter has been signed and the background check is complete and passed, or after the search has failed, the search committee chair, in consultation with the diversity representatives, submits a brief written report with answers to the following questions.

1. What worked well in the search that fostered an inclusive, antiracist, and equitable process and experience?
2. What were the active recruitment strategies you employed to broaden your applicant pool?
3. What tips and suggestions do you have to share for future searches to support inclusive and equitable hiring processes and outcomes?

## X. Preparing for the New Colleague

As soon as the search is concluded, the onboarding and welcoming begins. [Part 4 of the ADEI Development Program](#) is designed to support departments to create and enhance an inclusive and welcoming climate for new colleagues.

If the hire involves pre-approved renovation and other capital projects, the chair should initiate the project by writing to the Dean of the Faculty, who will work with Facilities to coordinate the planning and start of the project.

You might also find the [New Faculty Guidebook \(updated every summer\)](#) to be a helpful resource to share with the new colleague. The [New Faculty Information website](#) is another helpful resource. The [Department Administrative Checklist for Onboarding New Tenure Track Faculty](#) (also applicable to one-year visiting faculty, with minor modifications) and [Department Checklist for Onboarding Block Visitors](#) provide a timeline for important tasks to prepare for the arrival of a new faculty colleague, whether they are block visitors joining CC for a few weeks or a tenure-track who will be here for a long time.

## Appendices

### Appendix I: ADEI Checklist for Job Postings

- Is the description both broad enough so people can see themselves in the position, but narrow enough to provide people with a clear sense of the expertise and skills necessary to be a viable candidate?
- Does the position description clearly convey the expected qualifications for the position so that criteria can be delineated for evaluation rubrics?
- Is the language gender-neutral? (e.g., a successful candidate vs. strong candidate)
- Is the language welcoming and inviting? (e.g., will or should vs. must)
- Did you remember to ask applicants to indicate their commitment and approach to ADEI in the cover letter and/or a separate statement and/or in the teaching and research statements?
- Has a link to CC's ADEI information been included?  
(<https://www.coloradocollege.edu/offices/adei/index.html>)
- Does the description include a statement about the department's, program's, or office's commitment to diverse perspectives and inclusive and equitable practices and policies to support the institution's ADEI values?

*Sample statements:*

The college actively promotes a dynamic and inclusive environment in which students and employees of diverse backgrounds, cultures, and perspectives can learn and work. We are also committed to becoming an anti-racist institution in all of our policies, practices, and pedagogies. Applicants should describe the ways in which they can contribute to these goals in their cover letter.

Colorado College strives to be an ADEI community supportive of diverse perspectives and identities through equitable institutional practices, policies, and processes. We actively promote a dynamic and inclusive environment in which students and employees of diverse backgrounds, cultures, and perspectives can learn and work. Information about CC's ADEI commitment can be found at: <https://www.coloradocollege.edu/offices/adei/index.html>

## **Appendix II: Sample Job Posting**

### **Assistant Professor of Environmental Science**

#### **Position Summary:**

Colorado College is hiring a tenure track assistant professor of environmental science to join the College's interdisciplinary Environmental Studies & Science Program in August 2025. We are seeking a climate scientist who focuses on meteorology, extreme events, climate risk, forecasting, and/or regional downscaling of climate models. We are looking for candidates with a demonstrated interest in teaching and conducting research with undergraduate students. The successful candidate will teach Introduction to Global Climate Change, Analysis of Environmental Data, and advanced electives in their area of expertise.

Colorado College is a private, undergraduate, selective liberal arts institution enrolling approximately 2,200 students. One distinguishing feature of Colorado College is the Block Plan, in which professors teach, and students take, one course at a time. Each block is three and a half weeks long, allowing for unique teaching and learning strategies. Professors teach six of the eight blocks in an academic year, including one block dedicated to supervising senior theses. Applicants must be committed to high quality, innovative undergraduate teaching and to mentoring undergraduate student research. The Block Plan lends itself to field and project-based teaching, and funds and logistical support for such projects are available through the College and through the Environmental Studies & Science program.

The College actively promotes a dynamic and inclusive environment in which students and employees of diverse backgrounds, cultures, and perspectives can learn and work. We are committed to becoming an antiracist institution in all of our policies, practices, and pedagogies (please see <https://www.coloradocollege.edu/other/antiracism-commitment/>). Applicants should include a statement that describes ways they can contribute to these goals and their understanding of how issues of environmental and social justice can be incorporated into natural science courses.

Colorado College is an equal opportunity employer that welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, national origin, gender, age, religion, caste, gender identity or expression, disability, or sexual orientation in its educational programs, activities, and employment practices. The Environmental Studies & Science Program believes the College grows stronger by recruiting and retaining a diverse faculty committed to building an inclusive community. Candidates who can contribute to this goal are particularly encouraged to apply.

We seek a colleague with expertise in special education, broadly construed. The position requires teaching six courses each academic year across our undergraduate Education major and Teacher Preparation Programs. Specific courses include Introduction to the K-12 Classroom (includes school practicum), Data Driven Instruction for Diverse Learners in the 21st Century (graduate course with school practicum), Classroom Management, a course related to the sociocultural/sociopolitical context of disability, and a course that is broadly situated within a framework of multicultural education and/or diversity. The successful candidate will also be expected to advise undergraduate and graduate theses, and help expand the curriculum through a concentration in special education.

#### **Preferred Qualifications:**

A Ph.D. in a field of environmental science by the start of employment and expertise in climate science and/or meteorology is required. Teaching experience; a demonstrated commitment to undergraduate teaching and research; and a commitment to diversity, equity, inclusion, and antiracism in environmental science are also priorities.

**Minimum Qualifications:**

Ph.D. in a field of environmental science by the start of employment and expertise in climate science and/or meteorology.

**Job Open Date:** 06/07/2024

**Application Deadline (at 11:59 PM Mountain Time):** 09/01/2024

**Open Until Filled** No

**Special Instructions to Applicants:**

Applicants should submit: 1) a cover letter (1 page max); 2) a curriculum vitae; 3) a statement demonstrating commitment to diversity, equity, inclusion, and antiracism in environmental science (2 pages maximum); 4) a statement of teaching principles (3 pages maximum); 5) a research statement (3 pages maximum); and 6) graduate transcripts. As part of the application process, all candidates must provide contact information for at least three references who can submit a confidential letter of recommendation; however, only the references of short-listed candidates (those invited to a phone/Zoom interview) will be asked to submit a letter.

All application materials should be posted by Sunday, September 1 at 11:59 pm MDT.

You must meet the minimum qualifications to be considered for this position.

**When will references be contacted to provide a letter of recommendation?** When candidate is invited to phone interview

**Optional & Required Documents**

**Required Documents**

- Cover Letter
- Curriculum Vitae
- Teaching Statement
- Research Statement
- Unofficial Graduate Transcript
- Antiracism, Diversity, Equity & Inclusion Statement

**Appendix III: Work Authorization Question Response Guide**

| These are questions from the application form   |              | 1. If hired, can you furnish proof that you are eligible to work in the U.S.?  |   |
|---|--------------|--|---|
|   |              | If yes to #1   | If no to #1   |
| 2. Will you now or in the future require visa sponsorship for employment at Colorado College? | If yes to #2 | <p>The college is allowed to ask further questions about immigration status.</p> <p>Additional questions may include:</p> <ul style="list-style-type: none"> <li>• What is the basis of your current work authorization?</li> <li>• When does that work authorization expire?</li> <li>• Have you ever been on a J-1?</li> </ul> <p>This allows the college to arrange appropriate follow up to provide info to the candidate, and ensures the right process is followed to support the start and continuation of employment and immigration status.</p> | <p>The college is allowed to ask further questions about immigration status. Additional questions may include:</p> <ul style="list-style-type: none"> <li>• What is your current immigration status?</li> <li>• When does that status expire?</li> </ul> <p>This allows the college to arrange appropriate follow up to provide info to the candidate, and ensures the right process is followed for the start and continuation of employment and immigration status.</p> |
|   | If no to #2  | <p>The college is not allowed to ask further questions about immigration status.</p> <p>Asking further questions risks a discrimination charge.</p>  | Follow-up may be needed.  |

## Appendix IV: Guidelines for International Faculty Hires and Record Keeping

An international faculty member who is **not** a Permanent Resident of the U.S. (“green card” holder) will need a visa to work in the United States. There are many visa types with which a foreign national can come to Colorado College to work, the most common types being the H-1B or J-1 visa.

If the hire is for a **tenure-track** faculty position, typically the appropriate visa for the College to Sponsor is typically the H-1B (Temporary Worker), followed promptly by an application for Permanent Residency (“green card”).

If the hire is for a **visiting faculty** position, the J-1 (Exchange Visitor) visa is typically sponsored, not the H-1B visa. Depending on the citizenship and the nature of the hire, occasionally other visa types might be appropriate (e.g., TN Canadian and Mexican citizens, E-2 Australian citizen, H-1B1 Singaporean or Chilean citizens, J-1 Academic Training, F-1 Optional Practical Training). International Student and Scholar Services or the college’s immigration legal counsel will help identify the appropriate visa or status.

### Before Campus Interviews

Potential for visa needs is determined based on a candidate’s answers to the two employment authorization questions on the application in PeopleAdmin, see also Appendix III. If the hiring process did not use PeopleAdmin (e.g., block visitor hire), then **the chair should ask the two employment authorization questions shown in the chart in Appendix III. Please note that legally these questions are the only questions permissible to be asked.** For example, it is *not* permissible to ask a candidate about their citizenship etc. Working with the Associate Dean, legal counsel, and/or the International Student and Scholar Services team at this stage in the hiring will ensure that documentation of the hiring process is appropriately detailed and allow ample time for the collection of relevant information to make a preliminary determination of employment eligibility while the department continues to proceed with interviews.

### Before Making the Job Offer

The Office of the Dean of the Faculty, in consultation with the International Student and Scholar Services team and/or legal counsel, will advise the candidate and hiring departments regarding the appropriate and approved visa status for work authorization. A job offer **should not** be made to any individual until the Dean's Office has determined if the individual is legally eligible to work in the United States, and the type of visa sponsorship (if any) is available and required.

Also, no department or individual should promise candidates that the College will sponsor an application for permanent residency or a specific type of visa. A chair should not “promise to advocate” for specific immigration statuses.

### Processes Initiated Soon After Hiring

When an international faculty member is hired into a tenure-track position, the College will often initiate an H-1B visa application (an employment-based visa category), and within 18 months of the formal job offer (date of issuing the appointment letter), the College typically initiates the process necessary for filing a petition for employment-based permanent residency for the faculty member, if eligible. If CC fails to submit the petition of permanent residency on time, the



College may be obliged to conduct a test of the labor market or a new search before we can sponsor the individual for permanent residency.

There are some questions that need to be addressed before the college can determine if an individual is eligible for H-1B status:

- Has this individual been in J-1 status before?
  - If yes, is this person subject to Section 212(e) of the Immigration and Nationality Act, and if so has this person fulfilled the 212(e) requirement or received a waiver for 212(e)?
  - If the person has not received a waiver or a “no objection letter,” or fulfilled the requirement, they are not eligible for the H-1B category. They might be subjected to the J visa requirement to return to the citizenship country for two years. In rare situations, there might be other visa categories that can be used instead.
- Can the immigration process be completed in time for the required start date?
- Does this individual have a long-term intention to stay in the U.S.? The H-1B visa only allows the person to work in the U.S. continuously for up to 6 years total and therefore the College must initiate the permanent residency petition process for tenure-track positions.

**Only after the Dean of the Faculty Office, in collaboration with legal counsel or the International Student and Scholar Services team, confirms the individual is legally eligible to work, identifies the appropriate visa category, and confirms that any immigration process can be completed in time, will an official offer letter be drafted and extended.**

### **Visa processing (H-1B) details for tenure-track hires**

The college applies for, sponsors, and finances the H-1B visa. This process should start immediately upon the acceptance of the job offer, but no later than **five months** before the faculty member is expected to begin work on campus. The College determines which immigration lawyer to use for this purpose. The faculty member must agree to cooperate with college staff and legal counsel throughout the application process.

If the faculty member is accompanied by dependents, they are eligible for the H-4 visa. The faculty member is responsible for the cost of securing visas for the faculty's dependents. Persons on H-4 visas are not eligible to work in the United States. Department chairs should therefore not make any spousal hire promises until they have confirmed if the spouse is eligible to work in the U.S. The Associate Dean of the Faculty can assist the department in making the determination.

The H-1B visa is employer specific. If a new hire holds an H-1B status with another employer, the College will still need to petition for H-1B status for this individual. If H-1B based employment with the other employer ends before the start date of the appointment at the College, the period between employers is considered a “gap in employment.” Gaps in employment are not allowed, and this may mean the individual must leave the U.S. until the new appointment starts at the College. International Student and Scholar Services/CC’s legal counsel will offer visa compliance advice to the new hire.

Not every individual applying for a U.S. visa is approved and allowed to enter the United States. Common grounds of inadmissibility include having been convicted of a crime prior to entering the U.S., having unlawfully distributed or sold drugs, having unlawfully stayed in the U.S., or not having fulfilled the foreign residence requirement [212(e)] or obtained a waiver as a J-1 Exchange visitor.

If the employment is terminated for reasons other than voluntary resignation, the employer is liable for the reasonable cost of return transportation of the individual to their last place of residence prior to entry into the United States.

### **Permanent residency for tenure-track hires**

Tenure-track international faculty need permanent residency status to continue their employment at the College and CC will typically sponsor the petition for the individual to acquire permanent resident status. The faculty member will work with the Office of the Dean of the Faculty and their department to initiate the application process. The College determines which immigration lawyer to use for this purpose. Within 18 months of the job offer the College petitions for Labor Certification with the Department of Labor. Once the Labor Certification has been approved, the college files a petition through USCIS on behalf of the faculty member for permanent residency. The faculty member is responsible for the costs associated with the filing for permanent residency for any dependents.

Once the permanent residency is approved, the faculty member is not required to apply for U.S. citizenship. Permanent residency means that an individual can live and work in the U.S. as long as the permanent residency status is maintained. The college will not provide assistance to the faculty or dependents with obtaining citizenship.

### **Record-Keeping for Tenure-Track Hires**

All tenure-track searches could result in the hiring of an international faculty. Therefore, it is imperative that all steps during the hire are well documented so that the college can sponsor the petition for H-1B visa and permanent residency when needed.

The following records will need to be maintained for all tenure-track faculty searches:

- Job description (includes minimum educational requirement).
- Printed and digital copies of position advertisements, including start and end dates of the posting, the title of the journal(s), newspaper(s), and websites where the posting was advertised.
  - Ensure that copies of the advertisements are maintained, including printouts of any online postings and originals of any print advertisements, for proof that the advertisements were run for a given time.
- Invoices for job posting
- A search committee report (the search chair should already have all this information from the search process)
  - detailed description of recruitment procedures undertaken
  - total number of applicants for the

- a list of all applicants, including the reason(s) why each candidate was rejected (e.g., no Ph.D.)
  - a list of applicants selected for preliminary interviews (e.g., phone or zoom interview), including the reason(s) why each candidate did not advance to on-campus interview
  - a list of applicants selected for on-campus interviews
  - an explanation about why the selected candidate was chosen over other finalists (why the selected candidate was most qualified than all others) listing the qualifications and achievements of the selected candidate and how these match the required and preferred criteria in the job description.
  - Documentation as to why certain individuals were rejected outright, why some were not considered finalists, and the details of any interviews conducted.
- Copies of the selected candidate's CV, diploma, transcript, and other related professional credentials
  - Copies of the CVs of all other applicants.

The Dean of the Faculty Office will keep a record of the faculty's appointment offer letter that is signed by both the Dean of the Faculty and the faculty member.

## **Appendix V: Guidelines for Hiring International Faculty as Block or One-Year Visitors**

When hiring for a yearlong visitor or block visitor, an international person who is *not* a permanent resident (“green card” holder) will need a visa to work in the United States, typically the J-1 (Exchange Visitor) visa.

The college will not sponsor a visiting faculty who is coming to the end of their J-1 Practical Training status eligibility. CC will not sponsor an H-1B for one-year or block visitors.

### **After identifying the finalists or top candidates for a visiting position**

When hiring departments have identified the top candidates for a **visitor position**, they should review the answers to the two employment authorization questions the candidates provided on PeopleAdmin and contact Donna Beziou (only for visiting faculty, not tenure track) when appropriate, based on the answer chart in Appendix III.

If the hiring process did not use PeopleAdmin (e.g., for block visitor searches), then the chair should ask the two work eligibility questions described in appendix III (1. “If hired, will you be legally eligible to work in the U.S.?” and 2. “Will you now or in the future require the College to sponsor a work authorization visa?”).

### **Before Making the Job Offer**

The Office of the Dean of the Faculty, in consultation with the International Student and Scholar Services team and legal counsel, will advise hiring departments on which is the appropriate and approved visa status for hiring a particular visiting faculty offer.

A job offer should **not** be made to any individual until the Dean's Office has determined if the individual is legally eligible to work in the U.S., and type of visa sponsorship (if any) required.

No department or individual should promise candidates that the college will sponsor an H1-B, a specific visas, or permanent residency for visiting faculty. A chair should not “promise to advocate” for specific immigration statuses.

### **The F-1 Visa OPT**

International faculty hired into a visiting faculty position could utilize the F-1 International Student Optional Practical Training (OPT) status to work for 12-24 months after the completion of studies. Ph.D. candidates who have completed all coursework but have not completed the dissertation may be eligible for OPT. The candidate is responsible for working with the university that issued their F-1 visa to initiate and secure OPT work approval.

### **The J-1 Visa**

The College's J-1 Exchange Visitor Program sponsors visiting professors and scholars to engage in teaching, research, and other academic activities. Individuals hired to permanent employment positions (e.g., tenure-track faculty) are not eligible for participation in the J-1 Exchange Visitor Program. An individual in J-1 visa status (in the categories professor or research scholar) is typically not a viable candidate for a tenure-track position because of restrictions in converting J-1 visas to the other types of visas needed for employment in permanent positions.

There are multiple categories under the J-1 Visa Program and the most commonly used at the college for visiting faculty are:

**Visiting Professor:** This status is suitable for international professor who enters the U.S. for the primary purpose of teaching. The visa is available for a duration of three weeks to five years.

**Short Term Scholar:** This status is suitable for block-visitor faculty who will be employed at the college for six months or less.

**Research Scholar:** This status is suitable for an international scholar who enters the U.S. for the primary purpose of conducting research. A J-1 research scholar may also teach.

**Only after the Dean of the Faculty in consultation with the International Student and Scholar Services team confirms that a candidate is legally eligible to work as a visiting faculty, identifies the appropriate visa category, and confirms that any immigration process can be completed in time, will an official offer letter be drafted and extended.**

#### *Visa processing details for J-1 visiting faculty*

For visiting faculty to be hired in the J-1 status, the college issues a DS-2019 Certificate of Eligibility for Exchange Visitors to the hired individual, who is responsible for applying for a visa to enter the U.S. in J-1 status. Canadian citizens need a DS-2019 but do not need a visa.

The individual may not enter the U.S. more than 30 days prior to the program start date on the DS-2019 form, and must leave the U.S. no later than 30 days after the program end date.

*Insurance requirements.* The U.S. Department of State requires that J-1 exchange visitors (and accompanying J-2 dependents) maintain adequate health insurance that meets the requirements of the exchange visitor visa. However, the college's Cigna health insurance coverage does not fulfill the requirements that the State Department mandates for J-1 visitors. J-1 exchange visitors will be required to purchase and maintain health insurance throughout the duration of their program. Visitors must select one of the [approved insurance plans outlined here](#) and purchase and maintain coverage for the entire duration of their program (dates indicated on the form DS-2019). Visitors must show proof of enrollment and dates of coverage at their immigration check-in upon arrival to campus.

*Dependent employment.* J-2 dependents are eligible to apply for employment authorization from U.S. Citizenship and Immigration Services.

*Two-year home residency requirement.* Under specific circumstances, a J-1 exchange visitor may incur a two-year foreign residency requirement [212(e)]. J-2 dependents are also subject to this requirement if the J-1 visa holder is subject. This means that neither the J-1 or J-2 may change immigration status to H, L, or Permanent Residency without first returning to his/her home country for two years or obtaining a waiver of this requirement.

## Appendix VI: Editable Checklist for the Search -- Milestones and Tasks

| Common milestones and tasks in the search |   |
|---|---|
|   | Receive approval to hire memo   |
|   | Compose search committee<br>-identify cognates<br>-identify diversity representative  |
|   | Confirm feasibility of the timeline for all committee members and for the hiring seasonality of the field   |
|   | Job description: Use instructions in hiring handbook, use template, seek approval.  |
|   | Job posting activated on the CC webpage and application portal  |
|   | Department shares the job description widely (advertising, professional listservs, social media) to broaden pool. Targeted outreach to graduate programs and professional societies   |
|   | Prepare rubric for evaluation of candidates. See Dean of the Faculty approval for rubric.   |
|   | Evaluate applicants using rubrics, identify candidates for phone/zoom interview   |
|   | Determine zoom interview questions. Consider sharing some or all of the interview questions with candidates.  |
|   | All committee members should review the guidance from the U.S. Equal Employment Opportunity Commission on allowed vs prohibited interviewing practices<br><a href="https://www.eeoc.gov/prohibited-employment-policiespractices">https://www.eeoc.gov/prohibited-employment-policiespractices</a> |
|   | Seek approval for phone/zoom interview list   |
|   | Zoom interview, and committee discussion to decide who to bring to campus for finalist campus interviews  |
|   | Update decision rubric for campus interview if needed   |
|   | Seek approval for campus interview list   |
|   | Arrange and conduct campus interviews   |
|   | Committee meets, chair makes hiring recommendation to the Dean  |
|   | Dean makes official offer and discuss job terms with candidate; HR conducts background check  |
|   | If relevant, initiate immigration and visa processes  |
|   | Department begin to plan onboarding and welcome plan for hire<br>Prepare lab/studio if relevant. <a href="#">See onboarding resources online.</a>   |

## Appendix VII: Past call for authorization to hire

To: Chairs and Directors  
 From: Dean of the Faculty, Emily Chan  
 Re: Applications for Tenure-Track Positions (to hire in 2024-2025)  
 Date: March 5, 2024

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### Applications for Tenure Track Positions (to Hire in 2024-25)

This is a call for applications from departments and programs interested in hiring for a tenure-track (assistant professor) position in Academic Year 2024-25, with a Fall 2025 start date. According to longstanding college policy, existing lines opened by departures return to the general pool of positions.

Please submit applications online (upload a word document or pdf on the [online submission portal](#)) by **April 15, 2024**.

**Requests should address the importance of the position to the College as a whole and to the department/program. In doing so, all following questions should be addressed. Please use the bulleting system (e.g., 1, 2a, 2b... etc).**

- 1) **Description of the proposed position.** How does it support and enhance the current and/or future curricular goals, course offerings, and research expertise in the department and/or interdisciplinary programs? Where does your department/program want to be in 10 or 20 years? What new fields are emerging in your discipline? What perspectives and experiences are you missing, and how will the department adjust to accommodate them? If appropriate, refer to your most recent external review.
- 2) **Liberal arts and the proposed position.** How does this position support the liberal arts mission at Colorado College? Please describe how many general education courses your department/program is typically able to offer per year in recent years, if they are taught by visitors or regular faculty, and how the proposed position will impact (increase) your offerings.
  - a) First Year Program (CC100 and CC120)
  - b) Critical Learning across the Liberal Arts (Equity and Power, Critical Engagement through Language, Analysis and Interpretation of Meaning, Creative Process, Formal Reasoning and Logic, Historical Perspectives, Scientific Analysis, Societies and Human Behavior)
  - c) How might a new hire participate in multi- and inter-disciplinary programs and enhance the department's relationship with other departments and programs?
- 3) **Antiracism, diversity, equity, and inclusion.** How will this position contribute to the department/program's ADEI work? What specific efforts is your department or program making to diversify its curriculum and to enhance inclusion and equity? How will the position contribute to intellectual diversity in the curriculum, compositional faculty diversity, and/or a broader range and variety of inclusive pedagogies and learning experiences for students?

- 4) **Enrollment and staffing data**
  - a) If you are requesting a new position to replace a retirement or departure:
    - i) How long has it existed and who has held it?
    - ii) Which courses in the past five years have been taught by the person previously in this position? What have the enrollments been for these courses? **Please include actual enrollment data from Banner records for the last five years.**
  - b) In the past five years, what have been the enrollment patterns for the department (if there are different tracks/concentrations, please describe separately)?
  - c) Would a proposed hire reduce the need for one-year positions or block visitors? If so, how?
  - d) If desired, please feel free to provide further reflection and analysis of enrollment and staffing data (optional).
  
- 5) **Equipment, space, start-up and continuing budgetary needs.** What major equipment, space, and other capital needs would the start-up costs of this position require? Does the department have office space and other required space (e.g., lab/studio) for this position? Will renovations be needed (if so, please describe)? What on-going major budget implications will this position have (e.g., teaching, and research/creative expenses) and are there current resources that will support these expenses? Departments are encouraged to use endowment funds and gift funds to support these expenses.
  
- 6) **Additional information** (optional). Each department and program will have unique factors that warrant consideration. Please add any information you believe is important (e.g., number of faculty required for faculty-student research/thesis-supervision; trends in this position's field/discipline regarding research, enrollment, and published "forward-looking data"; state of the job market regarding hiring and retaining positions.)



## Appendix VIII: Onboarding checklist for tenure track faculty

Additional resources:

Link to [New Faculty Guidebook](#)

Link to [onboarding checklist for block visitors](#)

Link to this document: [onboarding checklist for tenure track faculty](#)

### **New Tenure-Track Faculty -- Departmental Logistics Checklist**

This document provides a checklist of tasks to review and accomplish to welcome a new faculty member. Some of the items are relevant to all faculty members (tenure-track and visiting faculty), while some are more pertinent for tenure-track faculty. [The New Faculty Information Page on the Dean of the Faculty website](#) is also a helpful online resource.

(Last updated June 29, 2024)

#### **Spring semester (after new hire has accepted offer)**

- If the new faculty's office and/or lab require(s) renovation, painting, furnishing, contact Facilities Services to discuss the needs, timeline of work and expenses. Contact Administrative Services [purchasing@coloradocollege.edu](mailto:purchasing@coloradocollege.edu) for approved furniture purchases. The general departmental plan for renovation should have already been previously worked out and approved by the Dean of the Faculty.
- Find out when the new faculty may be searching for housing, and subsequently moving from their current location. Make sure someone can provide information about housing, child care, etc
  - A realtor regularly used by new hires at the college is Gina Arms, [Gina@TheArmsTeam.com](mailto:Gina@TheArmsTeam.com) .
- **For faculty transferring in sponsored research**
  - Contact Tess Powers to provide support to transfer grants and sub-awards
  - Review equipment transfer needs, moving, buyouts/transfers, and accommodation of equipment upon arrival at CC
  - If new staff/post-docs will be hired from the grant, begin processing their paperwork with HR

□ **International Faculty:**

- If the college needs to sponsor work and immigration visas for the new faculty member, ask to be informed about the progress of the visa applications and make adjustments to the faculty member’s teaching schedule if visa approval is delayed.
- Travel outside the US sometimes impact visa processing and approval. The college’s legal counsel will have discussed these details with the new hire. However, sometimes emergencies happen or details get forgotten. Be aware that sometimes travel impact visa processing, and ask questions if they arise.
- If new faculty are arriving internationally or have not lived previously and extensively in the US, be sure that they pay attention to important practical matters such as obtaining an international driver’s license, bringing schooling, health, and personal records for themselves and family members, understanding US tax obligations and health insurance policies.
- EAP (Employee Assistance Program) is a part of our employee benefits, and they have advice for relocation. They have a hotline – encourage new faculty (once benefits start on July 1) to make use of EAP confidential resources.

Provider: Guidance Resources  
 Member Service: (800) 272-7255  
 Website: <http://www.guidanceresources.com>  
 Company Name: Colorado College  
 Web ID: COM589

**ComPsych® GuidanceResources®**

Wellness Relationships Work & Education Financial Legal Lifestyle Home & Auto Working Abroad

**Ask a GuidanceConsultant**

Do you have a question to ask our guidance consultants? Complete the form below and we will contact you within one business day.

To what subject does your question most closely relate?

- Emotional or mental well-being
- Child care and elder care issues
- Money, debt or personal finance
- The law or legal issues
- Housing, vacation planning, scholarships and other consumer matters

**Please Note:** If your situation is urgent and you need immediate assistance, please contact your local emergency services. This service is not intended to provide emergency assistance with issues that may put you, or someone you know, at risk to harm yourself and/or others. ComPsych® is not able to provide any information that relates in whole or in part to an employment situation, including, without limitation, discrimination, sexual harassment, or worker's compensation. If your question is employment related, we apologize for any inconvenience this may cause you.

**June-July**

**General**

- Review the information provided to new faculty members in the New Faculty Guidebook (sent in June) and answer any questions that may arise.

**Workspace**

- Confirm with new faculty when the office and/or lab will be ready for move in. This date typically occurs in the week before Fall Conference week, which is also when New Faculty Orientation takes place. A department can agree with the new faculty member on an earlier move-in date in the summer if that is convenient and feasible for the department.
- If another faculty member needs to move out of the office/lab to make space for the new faculty, work with the former to finalize a move-out date that will leave enough time for the department to prepare the vacated office for the new faculty.
  - If there are items (e.g., books, documents, office decoration, equipment) left behind in the office from the previous occupant, please check with the previous occupant and/or chair before throwing and repurposing them.
- Request office cleaning and maintenance repairs if needed.
- Arrange for a clean work area and desk.
- Update office nameplate and other way-finding signs.
- Order keys and card access for the office and other rooms.

**Employment logistics**

- Confirm faculty member's teaching schedule. Share the academic calendar with the new faculty. Preview Banner enrollment data for courses.
- Check to see if the faculty member has questions about parking, dress code (daily and for special events), start of academic year events (new faculty orientation, fall conference, faculty forum, opening convocation, faculty meeting, and departmental meeting and events).
- Refer benefits questions to HR.
- Find out the faculty member's research account number from the Dean's Office.
- Update departmental webpage in general and to include new faculty.

## **August through to the end of Fall Conference/NSO/NFO week**

### **General**

- Schedule uninterrupted time to meet with the new faculty member to welcome and orient them to CC, your department, and colleagues. Include roles and responsibilities of colleagues.
- Arrange opportunities for the new faculty member to meet departmental colleagues. Ensure departmental colleagues have a plan to reach out and make regular contact at work, but also coordinate with departmental colleagues to avoid overwhelming a new person within the first few weeks of the block.
- All new faculty members attend [New Faculty Orientation](#) and HR onboarding events.
- The chair should become the new faculty's departmental orientation point-person, but they could alternatively identify a departmental colleague to serve in this role, as long as there is one person responsible for ensuring that onboarding tasks are carried out and for proactively and regularly reaching out to the new hire.
- Arrange for a campus tour with a departmental colleague if the new faculty member has not already toured the campus during the hiring visit or orientation) and wants one.
- Order name badge and business cards if desired.
- Remind the new faculty to get their Gold Card.

### **Final Check on Technology Matters**

- Make sure someone contacts ITS to order and set-up new faculty's computer.
- Ensure phone is set up. Point out how to find voicemail set-up information on the ITS website.
- Supervisor will receive an email from ITS, usually on the day following the employee's start date. Contact HR if an account needs immediate set-up.
- Ensure the new hire has department drive access, Banner access, and access to other programs, email.
- Refer new faculty member to online resources about printing and other departmental printing and administrative resources.

**Block 1**

- Officially welcome the new faculty member to the full department if not already done.
- Especially in the first week, check in as frequently as needed to make sure the faculty member is not experiencing challenges and frustrations that can be easily remedied and need to be remedied to get off to a good start.
- Take new faculty to lunch; if possible, include other faculty and staff members.
- Preparation for teaching:
  - Orient new faculty to key student support resources such as the Colket Center (Writing Center, Quantitative Reasoning Center), research librarians, Honor Council, registrar, ITS, Advising Hub, Student Life Office, Counseling Center, Sexual Assault Response Coordinator.
  - See if they have questions about ordering textbooks, using Canvas, Office 365, and CC's online student course evaluations.
  - Provide sample syllabi and assignments.
  - Make sure they have a classroom assignment for their block(s) of teaching and that the classroom meets their needs.
- New faculty member will join the Mentoring Alliance Program (MAP) and be a part of the college-wide mentoring program.
- Logistical matters:
  - Review access to rooms and buildings.
  - Show location of office supplies and how to order.
  - Discuss what the Administrative Assistant, paraprofessionals and/or student worker are expected and not expected to do. Explain any departmental procedures by which faculty make requests of the Administrative Assistant and other staff.
  - Ensure faculty member knows how to use the Banner tab for employment information and to update banner personal information if relevant.
  - Provide other budget/finance information to faculty (e.g., whom to ask for funds for class snacks and field trips, how to request conference funds, how to apply for summer funds, departmental process for funding guest speakers and events, record keeping expectations, P-card, etc.)
  - Assist with hiring student and purchasing research equipment/supplies, if either or both are needed and supported by a budget.
- Policy matters:
  - Review relevant academic and department policies and procedures.
  - Discuss handling of confidential information.
  - Explain departmental social media practices, if any.
  - Explain how to keep track of expenses and apply for a p-card, if necessary.

**Block 1-Block 3**

- Introduce the new faculty member to the personnel process, with a focus on annual salary review and 3<sup>rd</sup> year review processes. Refer to the faculty handbook as a resource. Communicate unambiguous departmental expectations for professional success.

- Create a supportive environment to ask questions and share feedback.
- Share department's cultural nuances, traditions, and norms regarding office hours, presence, division of labor, how members communicate, when the department meets and how often, how to be included on an agenda; what kinds of issues are discussed, how decisions are made.
- Plan some classroom observation opportunities for new faculty so they can see how other faculty members make use of the block plan for impactful teaching.
- Begin providing informal feedback:
  - Continue to check-in weekly, more frequently if the new faculty is teaching.
  - Review teaching evaluations and engage in conversations on teaching.
  - Review issues, goals, and priorities. Identify how to resolve challenges.
  - Review departmental scholarship statement/expectations.
- Introduce new faculty to outside-of-department staff and faculty colleagues with whom they are likely to work or share common interest.
- Logistical matters:
  - Ensure faculty member knows how to access and read research account information on Banner.
  - Explain conference/meeting room, equipment, and other shared resource reservation process.

#### **Towards the end of the first semester**

- Engage in substantive end of semester discussion to discuss goals, progress, challenges, new ideas, and questions.
- Explain expectations of the content and process for annual salary review.