

CAMPUS VISITS

Once you have selected a short list of candidates to invite to campus for interviews, make sure you pause to reflect on whether this is the best list of candidates to invite to campus (see *Essential Questions* below). Once the interview/campus visit phase has begun, it's important to remember that we are not only selecting but recruiting outstanding employees. This phase also needs to be carefully designed and implemented. The goal is to learn how each candidate can enrich our institution and what will be needed to ensure success for them at Whitworth. Additionally, the campus visit and interview process ought to demonstrate to the candidate why they would want to work at Whitworth.

Essential Questions (for the committee to consider before the list of candidates to invite on campus is finalized):

What facts support our decisions to include or exclude a candidate?

Where might we be speculating?

How do the demographics of our shortlist compare with our qualified pool and with the regional pool of potential employees?

Have we generated an interview list with more than one minority finalist? If a high percentage of underrepresented candidates were removed from consideration, do we know why?

Can we reconsider our pool with a more inclusive lens or extend the search? (*Gillies, 2016*)

Best Practices:

1. Aim to facilitate an interview process and on-campus environment that are inclusive and welcoming. The goal is for every candidate to leave Whitworth University with positive regard for the institution whether or not they are a finalist for the position opening (University of Iowa, 2017).
2. Craft an experience that will showcase Whitworth University and reflect departmental/unit priorities, highlighting the communal and departmental/unit strengths of the institution and providing ample opportunities for candidates to interact with Whitworth University community members.
3. Create a standard protocol for every campus visit to ensure equity and consistency in the review and evaluation process for each candidate.
4. If a candidate would be moving to Spokane from a different location, offer a tour of Spokane and a list of resources and information about the city. Contact the office of human resources if you need help with this.

5. As you prepare the schedule for their visit, ask candidates if there are people, positions or offices that they would like to meet with during their visit. If there are specific people or groups that the candidate desires to meet, do your best to accommodate those specific requests in the itinerary. Share with candidates any existing employee resource groups and ask if they would like to meet with any of them during their visit.
6. If the candidate is from an underrepresented group, ask them if they would be interested in meeting with other members of the Whitworth community from underrepresented groups to learn about their experiences in our community (e.g., employee resource groups). Ask if they are interested in any other resources about the inclusiveness of the Spokane community. If you are not sure how to ask this or do not feel comfortable asking, please contact the Office of Diversity, Equity & Inclusion. The vice president of DEI can provide support in this area. If the candidate would like these opportunities, make sure they are included in the schedule for their visit. This should not be a formal part of the interview.
7. Consider providing a variety of ways (formal and informal) for candidates to showcase their strengths (e.g., conversations with students and with colleagues inside and outside the unit) in addition to the formal interview process (Columbia, 2016).
8. The visit protocol should include individual appointments (or small group appointments if necessary) with a variety of individuals across the institution. In general, campus visits ought to include most of the following elements:
 - a. Meetings with direct supervisors (i.e., program directors, department chairs, deans or unit supervisors).
 - b. Meetings with colleagues as well as those whom the candidate may supervise (i.e., other employees in the corresponding area, students, and other employees they may supervise as part of their responsibilities).
 - c. Candidates should have an opportunity (either formally or informally) to speak to employees outside of the department/area they are applying for. It is important that they learn about how the institution collaborates and how the department/area is perceived by others on campus.
 - d. There should be opportunities for candidates to demonstrate their skills and knowledge in ways that are appropriate for the field and specific position.
 - e. The schedule should include time to attend chapel or visit the chapel and connect with chapel staff if available.
 - f. Faculty and director-level positions should include time for an interview with the dean of spiritual life and the vice president of DEI.
 - g. Provide a campus tour, including any offices or staff that the candidate may interact with on a daily basis if they were selected for the position.

- h. Meeting with human resources to discuss benefits. Candidates should have information about the benefits offered by the institution so that they too can make the best decision for themselves.
- i. For some staff positions it may be important for the candidates to meet individually (or in small groups if needed) with colleagues in their department/unit (often 15-30 minutes). This is an important part of the interview as it provides a space to learn about the experience of the candidate to ensure success in the position. These meetings can be free-flowing but should encompass professional information (e.g., skills and professional expertise, approach to teamwork, leadership style, etc.).
- j. Any additional meetings the candidate requests (e.g., with employee resource groups or a tour of Spokane).

Ensure that all committee members as well as all university personnel interacting with each candidate are aware of discriminatory themes and appropriate questions to ask.

In every meeting that is set up for the candidate, be clear to all involved about the purpose of the meeting and whether attendees will be giving feedback for the committee to consider for their evaluation. If groups will be providing feedback, then they should be briefed on the qualifications that are being screened and the kinds of evidence they need to be paying attention to.