

TO PREVENT COMPLAINTS:

If you expect **an internal candidate** (e.g. a lecturer or researcher) to apply, be sure to tell them they need to do a complete application, and not to assume that the search committee will have any information about their current employment at UCSC. Be sure not to say anything that might be interpreted as a promise or prediction that they will have an advantage in applying for the job.

Don't make **exceptions to the deadline** for filing applications, unless you make an exception for everyone. If you make any calls to request missing or additional information from one applicant, do it for all applicants.

When you schedule interviews with candidates, be sure to ask if they will need you to provide anything for their interview. This provides candidates an opportunity to request **accommodation for a disability**, but does not ask them to disclose that they have a disability. (Call the Academic Personnel Office for assistance arranging for accommodations.)

Take the time to describe the activities the candidate will be involved in during the interview, and describe the topography of the campus. If candidates are traveling around campus on foot, this information allows them the opportunity to dress appropriately. People who are new to the academic world may not be familiar with academic norms; **giving them a clear set of expectations** helps to level the playing field.

Ask whether the candidate would **like to meet** with any particular person or group during their visit. In addition to the usual interests in housing in Santa Cruz, women candidates with feminist interests might like to meet with Women Studies faculty, and faculty of color might want to meet with other faculty of color on campus. Invite colleagues with related interests to colloquia.

Don't give candidates positive feedback on their colloquia **if you really weren't impressed**. A candidate who believes s/he was a great success may have a hard time accepting that a later rejection was really due to his/her interview performance.

If a candidate's colloquium convinces you that they are not a viable candidate for the job, be sure faculty stay involved throughout the rest of the visit. Candidates can tell **when they're not being seriously evaluated**, and may conclude that the interview is a sham. Faculty who are not familiar with the candidate's area (more likely with an interdisciplinary department or search committee) and don't know what else to talk about also may run the risk of seeming not to be taking the candidate seriously.

Be careful not to *initiate inquiries* about a candidate's spouse, partner, or family, even while chatting over dinner; a candidate may wonder why you're interested in that information and suspect unfairness. It's fine to respond to a candidate's initiation of such discussions, but don't put candidates in the position of having to answer an inappropriate question.

If you include students on your search committee, they may not have access to confidential letters of recommendation. Also, make sure that students who meet with the candidates are informed about what kinds of questions are appropriate and inappropriate.

Beware the candidate grapevine, especially if you're negotiating with your top candidate and trying to keep your second-place candidate interested. Anything you say to one candidate may well find its way to other candidates.

Be sure to **keep candidates informed** about the timeline and progress of your decision-making, and inform them promptly if they are not to be given an offer.

If rejected candidates ask why they are not selected, you may **give them feedback** about the Department's evaluation of *their* abilities in comparison with your needs, but it's not a good idea to talk with them about *other candidates* for the job. In particular, candidates' sex and ethnicity and personal information and may not be released to anyone.