



HOBART AND WILLIAM SMITH COLLEGES

Hobart and William Smith Colleges

Faculty Recruiting and Hiring

Handbook 2019



The entire Hobart and William Smith Colleges community appreciates the investment of time and energy that faculty, departments, and programs put into the search process. Finding and hiring quality faculty members to contribute to the diversity, rigor, and excellence of our liberal arts curriculum is essential to the growth and development of the Colleges. As the American Council on Education stated in 2012, “We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.”¹ Our campus is and must remain an inclusive and welcoming community for a variety of campus populations to come together for educational advancement.

Predictable, consistent, and fair recruiting and selection procedures are thus critical to fulfilling the Colleges’ commitment to diversity and equal opportunity, and to ensuring that the Colleges operate efficiently, transparently, and equitably to all.² While some of the procedures and requirements discussed in this Handbook may seem burdensome, they all contribute to a well-documented, fair, and thorough process of recruitment, selection, and employment. The purpose of any one component may be unclear, but taken as a whole, the process delineated here achieves our goals of clarity, consistency, and fairness, while simultaneously pursuing our objectives for diversity and equal opportunity consistent with applicable laws. As the Provost and Dean of Faculty is ultimately responsible for faculty hiring decisions, the Office of Academic and Faculty Affairs is committed to a recruitment and selection process that values the input and contribution of all those involved, that seeks the best qualified candidates for our academic needs, and that embodies our vision of a liberal arts institution in the 21st century.

In working to create an intellectual environment that benefits students, faculty, and staff, the Colleges must build an educational arena that addresses the needs of a pluralistic world. It is critical for us to establish a campus community that reflects the diverse society in which we live. Our campus must acknowledge and understand the impact of race, religion, gender, ethnicity, sexual orientation, and abilities in our recruitment practices and this Handbook moves us in that direction.

--Provost and Dean of Faculty

¹ Board of Directors of the American Council on Education. June 2012. *On the Importance of Diversity in Higher Education*. Available at <http://www.acenet.edu/news-room/Documents/BoardDiversityStatement-June2012.pdf>. The full statement is in Appendix A.

² The contents of this Handbook draw heavily from material created by various individuals and committees associated with HWS. Special thanks are extended to Terri Conroy, Esq. and the members of the Subcommittee on Diversity, Equity, and Social Justice for their contributions.

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Overview: The Search Process at HWS and its Goals

At HWS, the responsibility for faculty hiring is shared by faculty search committees and the Provost and Dean of Faculty (hereafter the Provost), with ultimate and final decision-making responsibility resting in the hands of the Provost. Based on conversations with the Committee on the Faculty's Diversity, Equity, and Social Justice (DESJ) Subcommittee,³ the Office of Academic and Faculty Affairs has created this Handbook to assist search committees in carrying out their duties in a manner that is both efficient and consistent with the Colleges' policies. Each step in this process is designed to address one or more essential aspects of the Colleges' policies and legal requirements that relate to hiring practices. These policies are not intended to dictate who should be hired for any given position; rather, they provide procedures to ensure that the ultimate hiring decision is consistent with the Colleges' aims for excellence, diversity, and equity.⁴

The pillars of the Colleges' hiring policies can be summarized as follows:

Fairness: The process ensures that all applicants are treated the same to the extent possible and applicants with similar qualifications are given the same opportunity to compete. By ensuring that all applicants are held to the same standards and expectations, we are able to safeguard the integrity of our final decision and our confidence in that decision.

Consistency and efficiency: By implementing a predictable and regular process, search committee members, candidates, and the Colleges community as a whole will be able to follow the process with a minimum of confusion. Standardized procedures will focus participants' attention on those aspects of the process that are most related to their function, thereby facilitating the best hiring decision.

Managing legal risk: All search committees and all interviewers act on behalf of the Colleges. Thus, what members of such committees say and do in this capacity may have negative ramifications on the Colleges. The morass of legal requirements and prohibitions in the area of employment can be overwhelming even for seasoned practitioners of the law. For non-lawyers especially, legal liability "traps" seem to arise at every step of the hiring process and can feel extremely constricting. For example, the Colleges and individual faculty might be held legally liable if interviewers ask certain questions; interviewers invade applicants' privacy rights; relevant facts are misrepresented; or a hire turns out to be a threat to others ("negligent hiring"). A key objective of this Handbook is to provide search committees

³ The faculty Committee on Diversity, Equity, and Social Justice was important in the initial conversations around streamlining the hiring process prior to 2014. This document however has been amended since then.

⁴ While the phrase "affirmative action" may appear in various other documents, Hobart and William Smith Colleges are not "affirmative action" employers, as the term is used in the law. Rather, the Colleges pursue a policy of equal opportunity and seek to achieve academic and educational quality and diversity in the faculty, staffs, and student body.

with clear guidelines by which to reduce the legal risks associated with hiring decisions.

To this end, accurate and thorough record-keeping, and consistent and transparent processes used by *all* search committees help the Colleges to ensure that a fair, efficient, and equitable hiring decision is made. Procedures have been constructed to facilitate the best hiring decisions while managing the attendant legal risks. Identification and ranking of key qualifications, consistent scoring of applicants, and summations of committee deliberations on interview forms (see Appendix C) provide required documented support to ultimate hiring decisions, even years later when the people who participated in the decision-making process may no longer be with the Colleges. They also help us to ensure that the same standards are applied to every applicant.

Keeping full and accurate records of the hiring process is particularly crucial in cases where the successful applicant is a foreign national. Such records are necessary to expedite the candidate's application for permanent residency in a timely and effective manner.

Increasing faculty diversity: The Colleges are committed to the goal of achieving academic and educational excellence through, among other avenues, cultivating and retaining a diverse faculty. Achieving faculty diversity, however, does not happen by chance or luck. Rather, it is the result of a concerted effort from search committee members to the Provost to identify qualified minority candidates and to create an inclusive and welcoming environment that is attractive to all candidates.

Procedural oversight: All search committees devote substantial time and energy to the hiring process. The procedures described here seek to streamline the hiring process, and thereby minimize the investment of time required for search committee members, while, at the same time, providing clear and easily accessible guidance and documentation of that process. Without centralized monitoring of hiring committees' progress through a standardized set of steps, the Provost cannot accurately implement this responsibility nor make appropriate decisions at critical steps. The reporting requirements contained in the Colleges' procedures provide an efficient way to ensure that the Office of Academic and Faculty Affairs is informed about the progress of each search, and they allow for intervention and action in that process early to ensure compliance with the Colleges' policy. Additionally, this process helps the Colleges to review hiring histories and trends to measure their success in advancing faculty diversity.

Budgetary clarity: Many of the procedures here also relate to the financial costs of conducting searches (e.g., search authorization, recruiting plan and advertising approval, etc.). A clear and consistent policy on the financial aspects of a search (who will pay what and for how much) is essential to effectively and equitably managing the budgetary aspects of a search.

Image of the Colleges: Finally, a first impression that shows the Colleges as organized, clear,

consistent, and fair in the hiring process helps to attract high quality candidates who may see these qualities as reflective of our commitment to diversity and academic excellence. If the search process is carried out effectively and consistently, the Colleges will benefit from stronger applicants, clearly supportable hiring decisions, and a richer faculty environment.

Roles and Responsibilities

The Colleges' Commitment to Diversity and Equal Opportunity

Hobart and William Smith Colleges value diversity. We are committed to attracting and supporting faculty that fully represent the racial, ethnic, and cultural diversity of the nation. We actively seek applications from all groups and do not discriminate on the grounds of race, color, religion, sex, marital status, national origin, age, disability, veteran status, sexual orientation, gender identity and expression, or any other protected status. Numerous aspects of the procedures delineated here are aimed at ensuring that these goals are kept in mind as an integral part of the recruiting, selecting, and hiring process for faculty at HWS. All participants in the search process are expected to uphold this commitment to diversity.

We are also committed to providing a non-discriminatory and harassment-free educational, living, and working environment for all members of the HWS community, including students, faculty, staff, volunteers, and visitors. HWS prohibits discrimination and harassment in their programs and activities on the basis of age, color, disability, domestic violence victim status, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other status protected under the law. Discrimination on the basis of sex includes sexual harassment, sexual violence, sexual assault, and other forms of sexual misconduct including stalking and intimate partner violence, and gender-based harassment that does not involve conduct of a sexual nature.

The Search Committee and the Office of Academic and Faculty Affairs

Ultimate authority and responsibility for recruitment and hiring decisions rests with the Provost and Dean of Faculty. Search committees are composed of faculty, students, and other members of the HWS community, as approved by the Provost, to gather and narrow a large and diverse pool of applicants

to a selected group of candidates. The membership of any given search committee should form a representative and knowledgeable group, while not being so large as to become unwieldy and inefficient. The selection of search committee members by a department or program and/or its Chair should be an inclusive process that reflects the specialties of the particular search and the diversity of the department or program, and the campus. To achieve the goal of reflecting the diversity of the campus community as a whole, it is important to include members from other departments, students, or other constituencies to reflect as much as possible our inclusive nature.

Normally, a search committee, whether for a visiting or tenure-track line, includes at least three members of the department or program, and a faculty member from outside the department or program. The entire department or program may participate in the search committee, if they desire, or only a few members who reflect the interests of the department or program may serve. Every search committee should also have a non-voting process observer—a Diversity Liaison. Search committees are also strongly encouraged to have at least two student majors, one from each college.

The activities of the search committee must be undertaken only with the approval of and in consultation with the Search Committee Chair. Chosen or appointed by their respective department or program, the Chairs of each search committee is charged with keeping complete records, documenting the significant aspects of the search process, and ensuring that all procedural and documentary requirements of the process are met. The Chair is also responsible for ensuring that members of the search committee have reviewed the relevant portions of this Handbook and that all interviewers have read it prior to their contact with any candidate. By the end of the search, the Committee Chair must ensure that the Office of Academic and Faculty Affairs has all relevant documentation related to the search process, including all completed forms in Appendix C, and that all applications, files, and documents are securely stored for at least three years.

As the person ultimately responsible for hiring decisions, at each stage of the recruiting and hiring process, the Provost has the authority to ensure that all requirements have been met with regard to the search process. If at any time the Provost determines that necessary steps have not been taken, or that the goal(s) of the search are not being adequately addressed, the Provost may require that the search committee re-initiate some individual step, restart the entire process, or discontinue the search altogether. The Provost nonetheless is committed to working closely with search committees to identify, recruit, and select candidates who will enrich the HWS campus through their professional and personal excellence.

Additionally, the Office of Academic and Faculty Affairs is responsible for all reasonable search

expenses, including the cost of advertising; interviewing; candidate travel, food and lodging; and campus hospitality. Prior authorization from the Office of Academic and Faculty Affairs is required ***before*** incurring any of these expenses. Faculty traveling to conferences and other related events ***solely*** for interviewing purposes should must be authorized by the Provost and must follow the same guidelines that govern conference travel; any exceptions will require written justification and approval. Search committees likewise are encouraged to use preliminary screening methods, such as phone or Skype interviews, whenever possible, to narrow their list of candidates. Search committees are expected to show good judgment and restraint with regard to campus hospitality costs, such as using Harris House for accommodations when available, and the Common Room, Café, and the Colleges' catering services when possible and appropriate. There also should only be a reasonable number of search committee members at such meals.

Diversity Liaisons

The Provost and the Subcommittee on Diversity, Equity, and Social Justice (DESJ) see the role of the Diversity Liaison on search committees as critical and essential to enhancing the diversity of the faculty. In addition to assisting in identifying qualified minority candidates (based on application materials), Diversity Liaisons also serve as process observers. They help to ensure that search committee deliberations and procedures follow the guidelines and spirit of this Handbook and that committees conduct searches in an equitable and fair manner—equitable and fair to candidates being considered for a position and to committee members participating in the search process. Diversity Liaisons do not vote nor are they involved directly with interviews. The following responsibilities help to define their role.

Before posting job advertisements

1. The Diversity Liaison is attentive to the language of the job announcement in ensuring that they are inclusive and inviting to all potential applicants. The Diversity Liaison works to ensure that any restrictions in announcements are reasonable and rational to the goals of the search.
2. The Diversity Liaison works with the Chair and the Office of Academic and Faculty Affairs to ensure that job announcements are posted on appropriate job recruitment media. This may include national educational and discipline-specific organizations as well as r organizations

within a discipline focused on minority interests (see Appendix B for a non-exhaustive list of examples).

Before screening applications

3. The Diversity Liaison is attentive to the use of the screening instrument for all applicants regarding diversity criteria. The Diversity Liaison ensures that such screening instruments are designed to fairly identify candidates being searched and to be inclusive in nature (See sample initial screening checklist Form #2).
4. The Diversity Liaison reviews the demographic profile of the academic discipline with the Search Committee Chair. The Diversity Liaison also assesses the Anonymous and Voluntary Self-Identification Forms and/or Equal Employment Opportunity Report (EEO Form Report on Interfolio) from the applicant pool and assists the committee in its evaluation of the pool compared to the national one.
5. The Diversity Liaison suggests and recommends to the Search Committee Chair and/or the Provost ways of expanding the applicant pool, if the pool does not seem adequately diverse or reflective of the discipline and the position. With the Search Committee Chair, the Diversity Liaison may work with the Office of Academic and Faculty Affairs to identify and target institutions with a record of producing quality minority candidates, conferences and events that would expand the pool of applicants, and other social media groups that minority candidates may utilize.

Screening applications and interviews

6. The Diversity Liaison participates in all formal search committee conversations narrowing the applicant pool, selecting candidates to invite to campus, and making recommendations to the Provost. In these conversations, the Diversity Liaison ensures that the deliberations proceed in a fair and equitable manner and that discriminatory issues are avoided. While Diversity Liaisons do not have a vote in any of the decisions of the search committee, they should participate in and observe all formal deliberations that occur.

7. As search committees may be overly focused on identifying candidates that fit a particular academic niche, the Diversity Liaison should encourage search committees to recognize qualified candidates that may be a part of an underrepresented group. Diversity Liaisons should review applications for ways in which candidates help to diversify the department, program, or campus; offer new training, thoughts, or approaches; and engage with students, faculty, and colleagues in interesting and varied ways. With an eye towards identifying underrepresented candidates, Diversity Liaisons should screen qualified applicants in the following areas:
 - Institutions where candidates received their degrees (BA/BS, MA/MS, MFA/Ph.D.);
 - Places where they have taught or done research;
 - Membership organizations, such as affinity groups of the national organization, and organizations that support diverse populations within a discipline;
 - Conference papers and presentations; and
 - Academic and student groups they may advise, participate in, or associate with.
8. The Diversity Liaison reports to the search committee and the Provost on compliance with hiring procedures and the comparative status of the pool and the discipline (self-identification and demographic information) in reflecting a diverse group of applicants and candidates.
9. The Diversity Liaison reports to the Provost that the process has been a fair and equitable one and that minority candidates were given appropriate consideration. The Diversity Liaison may also provide to the Provost her/his perception on the qualifications and potential challenges of candidates from under-represented groups.

On behalf of and in consultation with the search committee, the Chair of the search committee invites a Diversity Liaison to serve on the search committee. The selection of this person for tenure-track and visiting searches should be made prior to the posting of the advertisement for the position and the Diversity Liaison should be involved in the finalization of the advertisement. Search chairs should inform the Office of Academic and Faculty Affairs of the selection of the Diversity Liaison before the

advertisement is placed. A list of Diversity Liaisons is maintained by the Office of Academic and Faculty Affairs on its [webpage](#).

Initiating the Search

Authorization to Conduct a Search

Preparing for a search provides an opportunity for the department or program to reflect upon its curriculum, the expertise of current faculty, its future direction, the needs of students and majors within the curriculum, and the potential for increasing not only the professional breadth, but also the intellectual and social diversity of its faculty. Additional relevant questions for departments and programs include: How well does the department or program reflect not only the diversity of the subject matter in the discipline, but also the diversity of the society within which the Colleges exist and for which the Colleges seek to prepare their students? Are there substantive academic and research areas that the current curriculum and faculty do not address?

Before the search process can begin, the Provost must authorize the hiring of the new faculty position or line. All faculty searches for tenure-track and visiting positions must be approved in writing *first* by the Provost. This normally requires a formal request that lays out the rationale, utility, and schedule for a new faculty member to be hired, as well as a recruitment plan and proposed teaching schedule for the new hire.

Tenure-track position requests are requested by and submitted to the Office of Academic and Faculty Affairs normally in January with authorization to search expected in the middle of the spring semester. (The actual search normally takes place in the following academic year.) These requests are reviewed by the Provost in consultation with the Committee on Academic Affairs and the Committee on the Faculty. (The Subcommittee on Diversity, Equity, and Social Justice also reviews these proposals in their advisory role to CoFac.) The Committee on Academic Affairs and the Committee on the Faculty should make recommendations to the Provost on all of the position requests; the Provost however retains the responsibility for making the final decision to authorize a search or not.

All tenure-track position requests must be accompanied by, amongst other things:

1. A curricular and academic rationale and a workload justification for the creation, renewal, conversion, or reinstatement of the position;

2. A profile of current majors and minors, course sizes and enrollment trends, and other relevant indicators of student demand;
3. An assessment of the department's or program's contributions to the general curriculum, including First Year Seminars and other interdisciplinary and disciplinary programs;
4. A statement of the department's or program's efforts to recruit and retain faculty from under-represented groups in its previous searches as well as opportunities available through the proposed position; and
5. A search plan which includes (a) a proposed position announcement/advertisement, (b) a list of publications, organizations, and other resources through which the department or program plans to circulate the position announcement; and (c) a description of the steps to be taken to maximize the identification and recruitment of qualified candidates for the position from under-represented groups. This aspect of the search plan will also be reviewed by the Subcommittee on Diversity, Equity, and Social Justice. DESJ may recommend rejecting a proposal with a sufficiently strong plan for recruiting candidates from under-represented groups.

Visiting and short-term positions are also authorized by the Provost without a formal position request. Requests for these positions are made either in the department's or program's October staffing plan for the next academic year or in a special request from the department or program chair to the Provost. While formal statements and search plans are not required for these requests, the department or program should demonstrate a curricular need for the position in their request as well as a plan for recruiting minority candidates as part of the search.

After receiving authorization for a search from the Provost, the Search Committee Chair should consult with the Diversity Liaison and the Provost (or her designee) to review the search plan with regard to the search, the language of the position announcement, and the strategies to be used to identify and recruit a qualified and diverse applicant pool.

Announcing the Position and Implementing an Advertising Plan

Hiring qualified faculty members begins long before an offer is made. It requires an intentionality on the part of the search committee to find the best-qualified person to meet the needs and expectations of

the department or program and a deliberate effort to reach multiple areas within a discipline. In writing a position announcement, it is important therefore to consider how to reach and attract not only traditional candidates, but also underrepresented groups who might normally be overlooked in a traditional search. To be successful, the position announcement should be clear to applicants and interviewers about its expectations, be inviting and accessible to all potential candidates, and be reliable in defining the objectives of the search.

Prior to placement, all position announcements must be approved by the Office of Academic and Faculty Affairs. Form #1, Advertising and Recruiting Plan (found below in Appendix C and on the Provost's webpage) is designed to help search committees identify and articulate the relevant aspects of the committee's advertising and recruiting plan.

Form #1 asks for the *position description* and announcement, as well as the identification of required and preferred qualifications. The position description is extremely useful in developing the job advertisement, clarifying the objectives of the position, guiding the search committee in its deliberations, and providing information to candidates. Once thought of only as a good management practice, a written job description is also an effective decision-making and legal tool. It "provides legal protection by defining, *ahead of time*, the job requirements and essential functions of the job, as required by the [Americans with Disabilities Act], making it more likely that the selection will be based on job-related criteria,"⁵ and providing guidance if a request for accommodation is made. While creating a job description can be time consuming, it is a crucial aspect of any search as it helps to identify the relevant aspects of the position. Moreover, starting with a clear description of the type of candidate the search committee is seeking is an effective recruitment strategy.

The basic parameters of each position description admittedly have already been set by the Faculty Bylaws, the Provost, and the department or program (e.g., an assistant professor in a discipline that teaches five courses, produces quality research, and engages in community service). The search committee should use the position description to articulate more specific expectations particular to its discipline (e.g., expertise within a particular subfield, experience teaching a specific number/type of introductory or advanced courses, knowledge in specific type of research, a record/potential of excellent teaching, a commitment to diversity...). Clarity in the expectations and description of the position is essential to write effectively the position announcement and to hire a qualified candidate. It may also help to minimize conflicts at later stages in the selection process (by hopefully leading to conversations about the

⁵ Vander Waerdt, Lois. 1997. *Affirmative Action in Higher Education: A Sourcebook*. The Employment Partnership. But see also: Turner, Caroline Sotello Viernes. 2002. *Diversifying the Faculty: A Guidebook for Search Committees*. Association of American Colleges & Universities.

skills desired for the position rather than the appeal of a particular candidate). Ideally, the position description was formed in the initial position request and Form #1 will help in articulating the specifics of the advertising and recruiting plans.

Minimum Required Qualifications: How does the department or program determine what the “essential job functions” of a position are? Essential job functions are those that must be performed in the position, *with* or *without* reasonable accommodation. Jeffrey L. Buller in *The Essential Department Chair: A Comprehensive Desk Reference* writes, “In the long run, it’s better for the search committee to develop a compelling reason at the beginning of their discussions about the type of qualifications and experience they regard as absolutely essential for the position.”⁶ He continues with “Moreover, the process of developing a position description can guide the search committee itself to reflect more carefully on what it is trying to achieve through the current hire, what its goals for the future should be, and how it can best build on its past successes.”⁷ Choosing a new person to join a department or program, for a year or more, is an important decision for the campus and beginning the process with a clearly articulated profile for that person, based on essential job responsibilities, is an imperative step.

The job description thus should identify the expectations of candidates at time of hire. As many expectations (e.g., excellence in teaching) will naturally develop over time, the position description should describe the expectations of the position and identify the type of evidence that would show readiness to achieve those expectations (previously taught classes in particular subject as a teaching assistant or instructor of record, positive teaching evaluations, teaching awards, sample syllabi...). Note that departments and programs vary in their expectations and needs for a new hire and identifying those expectations early will help in hiring the most qualified candidate. It will also help in asking candidates for pertinent evidence to provide to the search committee for their deliberations.

The following questions are especially germane to developing academic job descriptions:

- How is the position intended to meet teaching, research, and community service responsibilities of the department or program as well as the hire? Is this position intended to balance teaching and research obligations equally, to cover a specific set of needed courses, or to support continuing or new research endeavors?

⁶ Buller, Jeffrey L. 2012. *The Essential Department Chair: A Comprehensive Desk Reference*. Jossey-Bass: San Francisco, pg.162.

⁷ Buller, Jeffrey L. 2012. *The Essential Department Chair: A Comprehensive Desk Reference*. Jossey-Bass: San Francisco, pg.166.

- Which areas/subfields of expertise are *needed* in this position? Which are *desirable*?
- What are the specific courses (or types of courses) that are necessary to be offered by this position? What courses would be complementary to that list and could be reasonably provided by the hire in that position? What and how many courses are to be taught at the introductory or advanced level?
- What teaching skills, backgrounds, and experiences are essential to the function of the position now? Are there additional talents/attributes that would set a candidate ahead (e.g., skills that are nice to have but not a must)? What level of teaching experience is necessary?
- How might the position contribute to the general curriculum and other related disciplinary or interdisciplinary academic programs?
- What level and type of research and publications are required for the position at this juncture? What areas of research would be a desired addition to the department or program?
- What expectations are there for service to the department or program? The institution? Leadership in the discipline?
- Is previous teaching experience at time of hire a desired or required skill? Is having a completed Ph.D. at time of hire a necessity? What evidence of scholarship is expected/appropriate at time of hire?

Those qualifications and skills that are essential, needed, and expected should be identified as “Required,” while secondary and desired qualifications and skills should be acknowledged as “Preferred.” The minimum required qualifications in other words are the must-haves of the position and candidates without those qualifications should not be considered furthered. Preferred qualifications may also be listed in the position announcement, but as optional attributes for the applicant. These qualifications and skills should be noted on the appropriate line in Form #1 and given their appropriate weights in the screening process.

Once the essential job functions have been identified, they should be incorporated into the job description for inclusion in the position announcement. The final position announcement should capture the essence of the position description succinctly, yet completely. Moreover, a clear position description would also help in identifying the appropriate application materials to request in the position announcement.

The Position Announcement: The position announcement should be written to attract a broad group of applicants who would fit the position description. It should communicate the expectations and preferences of the search committee for the position and indicate the type of candidate that would be a successful fit. Ideally, it becomes a mechanism for applicants to see their fit into the position and for the search committee to identify top candidates.

The position announcement should reflect the position description, including length of employment and the start date, the minimum and preferred qualifications written as succinctly as possible and additional information about the department or program and the Colleges. Creating interest in the position is extremely important and, while writing to the interests of the discipline is important, it is beneficial to attract a broad group of applicants within the discipline. Most announcements have space limitations (due to where they are posted) and brevity in writing complete position announcements is important. At times, it may be beneficial to have two versions—an abbreviated and a full—of the position announcement. The full position announcement could be posted on the HWS website and on Interfolio in and referenced within the abbreviated announcement. The abbreviated version may be posted on other job advertisement sites that have page limitations or financial constraints. The two however must match in the basic details.

Additionally, the announcement should reflect the Colleges' commitment to equity and diversity in the hiring procedures. The Colleges' statement of nondiscrimination must be included:

“Hobart and William Smith Colleges are committed to providing a non-discriminatory and harassment-free educational, living, and working environment for all members of the HWS community, including students, faculty, staff, volunteers, and visitors. HWS prohibits discrimination and harassment in their programs and activities on the basis of age, color, disability, domestic violence victim status, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other status protected under the law. Discrimination on the basis of sex includes sexual harassment, sexual violence, sexual assault, and other forms of sexual misconduct including stalking and intimate partner violence, and gender-based harassment that does not involve conduct of a sexual nature.”

The search committee may also include other statements to convey its commitment to

inclusiveness, subject to the approval of the Provost.⁸ For example, search committees are strongly encouraged to include such phrases as “demonstrated commitment to diversity,” “potential to work with a culturally and socially diverse population,” and/or “experience working effectively in diverse environments” as a required/minimum qualification for the position. Examples of position announcements that can serve as guides may be viewed on the Colleges’ Human Resources web page: <http://www.hws.edu/offices/hr/employment/Faculty.aspx>. If the search committee, after reviewing these materials, still has questions or difficulties, the Chair is encouraged to confer with the Office of Academic and Faculty Affairs.

Recruiting: Form #1 also should be used both to facilitate the search committee’s development of the search plan and to document its efforts to the Office of Academic and Faculty Affairs. The Form asks about recruitment resources the committee will use to disseminate and advertise its position announcement, and focuses attention on ways to ensure that this information is distributed to a diverse pool of potential applicants. A list of suggested resources for this purpose is also included in Appendix B, but is not exhaustive.

Search committees should think deliberately about ways to communicate the position announcement to a diverse population. Professional involvement on the part of the faculty and search committee members, including participation in national organizations and attendance at professional conferences and other gatherings, are important ways of identifying qualified candidates.⁹ Similarly, graduate schools and alma maters offer rich pools of quality candidates that can be tapped by the search committee. Other more traditional sources, such as national educational organizations (e.g., the *Chronicle of Higher Education*, and a discipline’s national organization), are also tried and true mechanisms for advertising, but should not be the only ones used. A common tendency in searches is to rely exclusively on these traditional avenues for recruitment and to unintentionally ignore or underutilize recruitment boards, discussion groups, and conferences that may cater to diverse groups within the discipline. Search committees should take steps to reach out to different populations within their discipline that they may not normally use.

Graduate schools also provide a direct link to qualified and diverse candidates who are

⁸ Note that the Provost may designate another member of the Office of Academic and Faculty Affairs (usually the Associate Dean of Faculty) to oversee specific searches, particularly for visiting lines. In those cases, the designee fulfills the responsibilities (approves advertisements, reviews and approves campus visits, meets with candidates, and makes offers of employment) of the Provost described below. For simplicity, Provost here and below includes the designee.

⁹ Smith, Daryl G. 1996. *Achieving Faculty Diversity: Debunking the Myths*. Association of American Colleges. Moody, Joann. 2012. *Faculty Diversity: Removing the Barriers*. Routledge: New York.

completing their education; of special focus however should be those schools that have historically served underrepresented and minority groups. While “elite” graduate programs regularly produce among the best candidates within the field, other graduate programs also produce high-quality graduates within a particular subfield, with a certain interest or perspective that matches or complements the department or program, or with needed qualifications that the department or program is seeking. Search committees are strongly urged to work with the Office of Academic and Faculty Affairs to identify graduate programs with a record of producing quality candidates from under-represented groups and to design a plan for contacting potential candidates at those institutions. The Office of Academic and Faculty Affairs is also a member of consortium groups, such as the [Consortium for Faculty Diversity](#), which may help in identifying strong candidates.

Lastly, searches of today can be dramatically differently than searches when tenured faculty members entered into the academic job market. Reaching out to the discipline’s national organization, Human Resources Offices, chairs of neighboring institutions—with and without a formal graduate program, and other campus entities may be extremely important in identifying advertising avenues that academics are using today to search for positions. Likewise, identifying organizations, listserves, and other venues within your discipline that focus and affiliate with under-represented members also provide a useful tool for contacting those members.

Once the position announcement has been approved by the Office of Academic and Faculty Affairs, the announcement will be placed on the HWS Human Resources’ website and other advertising sites identified in Appendix B. The Search Committee Chair should ensure that the announcement is placed in additional outlets identified in Form #1, that department and program members are aware of and circulate the announcement, and that efforts to recruit a broad applicant pool are followed.

Screening at the Application Stage

Once the approved position has been advertised, the search committee should review its procedures and plan for receiving and screening applications. Committee members should be reminded that all information, conversations, and discussions about a search are **confidential** and should not be held in public areas or discussed with anyone who is not on the search committee.

The Chair should create procedures for submission of applications. If the search committee plans to use [Interfolio](#) in their search, an account will be established by the Office of Human Resources when

the announcement is approved. Interfolio provides an environmentally-friendly, easy-to-use, secure, and readily accessible electronic means of collecting, coordinating, and reviewing applications. Applicants can upload completed applications electronically including anonymous references, check the progress of their application, and receive electronic communications from the Chair about their status in the search. Search committee members will have electronic access to applications throughout the process, the ability to collect and share notes on applications, and a central location to store and access applications at their convenience. Members of the Office of Academic and Faculty Affairs and the Office of Human Resources are available to assist search committees with using Interfolio. Both Offices also have complete access to the Interfolio accounts. Interfolio provides a user's guide for chairs and search committee members at <http://product-help.interfolio.com/m/27443>.

Search committees may opt to have candidates submit their applications by mail or e-mail instead or to use an alternative discipline-specific application system. The Chair should develop protocols for receiving, storing and accessing these files in a central and secure location available to members of the search committee. Normally, the Academic Department Coordinator can assist the Chair with this by receiving applications, providing a secure location for storing files, and helping to monitor access to the files. The Chair should coordinate with the Academic Department Coordinator on this process to ensure the confidentiality of the application process.

Applicants for faculty positions at HWS will also be asked to submit an anonymous and voluntary self-identification form, which is intended to inform both the search committee and the Office of Academic and Faculty Affairs, in summary format, of the demographic profile of the applicant pool. Interfolio provides a form for applicants to complete online as part of the application process and restricts access to that information. Chairs not using Interfolio should ensure that a confidential process is established for relying this information to either the Office of Academic and Faculty Affairs or the Human Resources Office. These documents should be maintained in a file separate from the application materials and only the Diversity Liaison of the search, the Human Resources Office, and the Office of Academic and Faculty Affairs will have access to individual responses. Individual responses may not be used to advance or hinder a candidate in the process by the search committee.

Before the screening of applications process begins, the Search Committee Chair and the Diversity Liaison should review the composition of the applicant pool, comparing the composition of that pool with data regarding the generally available candidate pool for the discipline, and sharing that information with the Office of Academic and Faculty Affairs, if the pool is not sufficiently representative of the field. If the Provost determines that the applicant pool is not sufficiently diverse given the

demographics of the discipline, the search committee may be required to re-open the application process and to take additional steps to increase the number of qualified candidates from underrepresented groups for the position. In such circumstances, the search will be suspended until the Provost is satisfied that reasonable steps have been made by the committee to identify and reach a diverse pool of applicants.

Each committee must design a screening instrument to be used for all applicants, which is tailored to include the required and preferred qualifications stated in the position description. All screening checklists must be approved by the Provost (or her designee) prior to use. A Sample Initial Screening Checklist is included in Form #2 of Appendix C and committees should alter the form to their search. The checklist should be completed prior to review of the applications. The screening checklist should highlight the required and preferred qualifications of each application, in terms of the position description, and should be used to help the committee identify candidates that meet their needs. **At least one Screening Checklist should be completed for each applicant**, but it is advisable that all members use the checklist to ensure that the same standards are being applied to each applicant. By using standard and comprehensive procedures for screening, everyone involved in the process, from committee members to applicants, knows that the process is being carried out fairly, predictably and consistently. Further, as mentioned before, keeping full and accurate records of the hiring process is particularly crucial in cases where the successful applicant is a foreign national. Such records are necessary to expedite the candidate's application for permanent residence or a visa in a timely and effective manner. Lastly, the search committee's agreement on the qualifications for the search aids in the effective use of the Checklist to identify candidates that meet the minimum requirements of the position and those that do not.

During the screening process, hard copies of candidate files should be kept in a confidential and secure manner. When used, downloaded copies from Interfolio or other electronic formats should also be secured or destroyed by committee members.

At the end of the initial screening process, the applicants should be grouped into three categories:

- (1) Applicants found to possess the required minimum qualifications and who are recommended for additional consideration in the search process;
- (2) Applicants found to possess the required minimum qualifications but who are not recommended for advancement in the process (Note: in such cases, the Search Committee Chair must ensure that the reason for the recommendation to not advance the candidate be clearly documented on the Initial Screening Form); and
- (3) Applicants who do not meet the minimum required qualifications.

The search committee must complete Form #3, Table of All Candidates, for all applicants in the pool.

This form provides a listing of specific attributes of the pool and the search committee's assessment of their qualifications for the position. This form may be completed by the Chair alone or by the entire committee, however only one copy of the form is necessary. Form #3 should be submitted to the Provost, along with Form #4, in the next step.

The Interview Process

Bringing a Candidate to Campus

After the search committee has reviewed all of the applicants, the committee should meet to discuss and identify the top ten candidates in the applicant pool. (Note that *ten* is a recommended/ideal number. Committees may go above or below that number based on their particular search.) Searches with a large number of applicants may find it beneficial to do preliminary—phone, Skype, or conference—interviews of candidates and to narrow a large short-list (twenty or more candidates) down to a short-list of ten. Search committees may also find it beneficial to conduct preliminary interviews of their shortlist of ten. However, such interviews should be done in a consistent and fair manner and should not penalize candidates simply for not being able to participate.

The search committee should discuss the ten candidates and agree on a recommendation for the Provost of the three candidates that they will like to invite for on-campus interviews. Form #4, Top Ten Qualified Candidates with Strengths and Weaknesses, should be completed by the Chair, reporting the committee's interests in and assessment of each of the ten candidates. The Chair must submit Forms #3 and #4 to the Provost for authorization to conduct **on-campus** visits and interviews. If not using Interfolio, the Chair should also provide the Provost with copies of the hardcopy files of the top ten list or access to an online site. The Office of Academic and Faculty Affairs has Interfolio access to the files and does not require copies for these searches. **No on-campus interviews can be scheduled without prior authorization from the Provost.**

After the Provost has had an opportunity to review Forms #3 and #4 and candidate applications, the Search Committee Chair will meet with the Provost about the committee's recommendation for on-campus interviews. The Provost will normally authorize the on-campus visits in this meeting. Among other things, the Provost may consider the number, quality, and strengths of the applicants, the expense of bringing candidates to campus, and the status of the recruiting budget in making this determination.

If, in consultation with the Diversity Liaison or representatives of the DESJ Subcommittee, the Provost determines that the applicant pool is not adequately representative of the discipline, then the Provost may require the search committee to re-open the application process or take other steps to increase the number of qualified candidates from underrepresented groups. The search will be suspended until the Provost is satisfied that reasonable efforts have been made to identify and recruit a qualified and diverse interview pool.

After the candidates to be interviewed are identified and approved, the Chair should notify those candidates. All applicants who did not meet the minimum qualifications (category 3 above) may be told that they have not advanced in the search. Any internal candidates not identified for an on-campus interview should also be told that they would not be interviewed prior to those applicants being brought to campus. The remaining applicants—those that have met the minimum qualifications but are not being invited for a campus visit—should not be formally notified at this time.

Checking References and Credentials

The Search Committee Chair should confirm references and credentials prior to the campus interview, and telephone calls should be made to confirm employment and attendance at educational institutions. References are important not only to determine whether the applicant is qualified for the position, but also as a screening tool for applicants who might misrepresent their qualifications, experiences, and scholarship and those who might pose a threat to others if hired. An incomplete history may result in hiring a faculty member who is not a good fit, who is unqualified, or who may engage in conduct for which the Colleges could be held liable. References should include people well situated to evaluate the applicant's past performance and/or their potential. Even if they are not listed as individual references, an applicant's previous employer(s) may be contacted to collect additional information.

Search committees should keep in mind, however, that some organizations have policies prohibiting professional references beyond dates of employment. These policies are typically based upon risk management decisions by the particular entity, and such a response should not necessarily be taken as a negative reference regarding the applicant. If the committee feels that it has not received adequate information from the references provided, it may ask the candidate for additional references.

In the event, that the Chair determines that a reference check may have disqualified a candidate,

the Chair should notify the search committee and the Provost about the disqualification before removing the applicant from the search.

Creating an Interview Schedule

The Search Committee Chair initiates all interviews and arranges for candidates to meet with both committee and non-committee interviewers. Prior to scheduling any campus visits, the Search Committee Chair should coordinate with the Provost to make sure the proposed visit dates work for the Provost's (or her designee's) schedule. All on-campus candidates should also have a meeting with the Provost or her designee (typically 45-60 minutes) to discuss salary, benefits, and campus policy.

Prior to the on-campus visits, the search committee should decide expectations of candidates during their visits (e.g., to teach a class, present their scholarship, meet the entire department or program, etc.) and advise all candidates of these expectations with adequate time before their visit to prepare. The committee should ensure that the candidates spend sufficient time with individuals with whom they would work. Additionally, arranging for candidates to meet with multiple campus constituencies is strongly encouraged so that candidates can experience the HWS community as a whole, rather than just the individuals within a department or program. As noted above, consistency is crucial, and all candidates should have similar interview schedules and meet with comparable individuals and/or groups during their on-campus visit.

Search committees should keep in mind that, while the committee is seeking to identify the best candidate for the position, candidates are also assessing the HWS campus and community to determine whether they are interested in the position. Thus, interviews are also recruiting efforts, and such things as tours of the campus, driving tours of the Geneva/Finger Lakes area, and meetings with members of the HWS community who are not associated with the hiring process can be extremely useful at this stage. A clearly outlined schedule for the visit is important to guide the candidate and to convey to them that the Colleges are both professional and collegial. Candidates should receive information about their schedules in order to prepare for their meetings. Candidates may also express interest in meeting with certain individuals or groups, or may request information about the Colleges and/or the Geneva area, in order to gather more information for their own employment decision process. Such requests should be provided if reasonably possible and practicable.

Guide for Interviewing (what to ask and what not to ask)

A majority of committee members must interview each candidate, and, ideally, all committee members should interview all candidates. During interviews, including candidate presentations, all interviewers should record their comments regarding all candidates in writing. Keeping an accurate and complete set of reflections and thoughts on candidates during the interview process can be just as important as assessing them in comparison to one another after the interviews.

During any individual or group interviews, it is important to temper the desire to obtain a complete picture of the candidate with a respect for the limitations of interviewing that are imposed by law and practicality. The following are examples of acceptable and unacceptable inquiries for candidates. In general, questions about the ability of a candidate to meet the expectations of a position are acceptable, while questions about their social, political, and economic status or views should be avoided. Questions that seek to determine a candidate's work eligibility should only be asked by a member of the Office of Academic and Faculty Affairs—the employer in faculty hiring. If committee members have any doubts about appropriate areas of inquiry, they should consult with the Office of Academic and Faculty Affairs.

1. **Age:** It is acceptable to determine whether candidates meet any relevant age requirements of the position, but not for other purposes. Note though that such age requirements should have been identified earlier in the process and must be directly connected to the position description. Committees cannot require that an applicant provide proof of age before hiring. Interviewers should not ask questions that may tend to identify an applicant's age.
2. **Birthplace:** To determine citizenship and work eligibility, it is acceptable for the Provost to ask about birthplace, but not for other purposes or pertaining to the candidate's spouse, parents, and other relatives. Interviewers should not ask about birthplace or citizenship.
3. **Citizenship:** It is acceptable to ask about citizenship to determine work eligibility, but not for other purposes or to determine whether the applicant is or intends to become a citizen. Interviewers may ask whether a candidate is eligible to work in the US, but cannot ask about whether they are a US citizen. Normally, only the Provost should ask about citizenship and work eligibility during the interview process.
4. **Color, race, or physical characteristics:** Interviewers should not inquire or record information about a candidate's race, skin or eye color, hair color, or other physical characteristics, such as height or weight, unless these are directly relevant to the essential functions of the job.

5. **Disabilities:** Interviewers may ask questions about the candidate’s ability to perform specific job-related functions (work eligibility) so long as the questions are not intended to elicit information about any specific disabilities or the type of disabilities the candidate may have. Interviewers can ask candidates about how they would perform particular tasks related to the position (lead a class discussion), and about whether a reasonable accommodation (smart classroom) would be needed.

As an example, an interviewer may ask, “This position would require you to teach in an elevator-less building. Would you need an accommodation to fulfill this task?” An interviewer may also ask a candidate to demonstrate physical abilities if such activities are essential job functions.

Conversely, interviewers cannot ask “Are you disabled?” or other questions that would tend to reveal disabilities or the extent of any disability or health conditions that do not relate to fitness to perform the job. Examples of other unacceptable questions include:

“Do you ever get ill from stress?”

“Have you ever been unable to cope with work related stress?”

“How much alcohol do you drink?”

“How many days were you sick last year?”

“What medications are you taking?”

“Have you ever received counseling or medical treatment for depression?”

Also, an interviewer cannot ask questions about prior job related injuries or past worker’s compensation claims.

6. **Education:** Interviewers may ask about the candidate’s vocational or professional education, as well as any schools attended. The Office of Academic and Faculty Affairs regardless will require written confirmation of degrees received once an offer is accepted.
7. **Ethnicity, nationality, and residence:** It is acceptable to ask about where the candidate currently resides and the length of that residency, but inquiries about the national origin/nationality of candidates or their spouses and relatives are not permissible. It is not acceptable to ask if the candidate rents or owns their home.
8. **Gender and sexual identity:** Interviewers cannot inquire about the gender or sexual identity of an applicant. Gender should not be used as an indication of whether the candidate will be

“satisfied” with the position, whether the candidate will remain in the position for any length of time, or whether the applicant is more or less likely to take/request leaves of absence (e.g., pregnancy or family medical leave).

9. **Judicial records:** Interviewers may ask about actual convictions (not arrests) that reasonably relate to the candidate’s fitness to perform the particular job. They may not ask about arrests, court records, or convictions if not substantially related to responsibilities of the position.
10. **Marital status, family status, sexual orientation:** It is not acceptable to ask about the candidate’s marital status; sexual orientation; the anticipation, existence, or number of children; or the identity or occupation of a spouse, domestic partner, or other family member.
11. **Names:** If the candidate worked under other names, it is acceptable to ask for those names in order to check work and educational records.
12. **Photographs:** Photographs can only be required after hiring and for employment purposes.
13. **Religion:** Interviewers may not ask about the candidate’s religious denominations or affiliation, parish, religious leader, observed customs, or religious holidays.
14. **Stereotypical language:** Interviewers should be aware of the language used and the messages word choices can convey. Stereotypical language can be offensive and should be avoided.
15. **Work experience or military service:** Interviewers may ask about a candidate’s work experience, including the names and addresses of prior employers, dates of employment and reasons for leaving. Interviewers may ask about the type of military discharge.

The U.S. Equal Employment Opportunity Commission provides additional advice on prohibitive employment practices at <https://www.eeoc.gov/laws/practices>. The Office of Academic and Faculty Affairs and the Human Resources Office are also available to assist search committees.

The Hiring Decision

Making a Recommendation: Role of the Search Committee and Chair

Once on-campus interviews have concluded, the search committee will meet to discuss the

candidates' comparative strengths and weaknesses and to make hiring recommendations to the Provost. Members of the search committee should only discuss the candidates, their qualifications, and the search process with other members of the department or program and Colleges administrators directly involved in the search. The committee should include in their deliberations responses from individuals who interacted with the candidates through interviews, meals, or campus presentations. The search committee should agree on a ranking of various options, which may include preferences for candidates, returning to the applicant pool, recommending none of the candidates, or failing the search to start anew.

The Search Committee Chair will report the committee's final recommendations to the Provost in their meeting regarding the final hiring decision. Prior to that meeting, the committee should summarize its assessment of the candidates on Form #5, Finalist Assessment Report. This form should be completed only for the candidates that participated in the final round of interviews. Once submitted to the Office of Academic and Faculty Affairs, the Chair should meet with the Provost to discuss the committee's final recommendations. Candidates should **not** be informed of the search committee's recommendation by the search committee or any of its members.

Making an Offer: Role of the Dean of Faculty and Provost

Upon receipt of the search committee's recommendation for a hire, the Provost shall make the final hiring decision. Ultimate authority in this area rests with the Provost, who is free to reach a different decision from that of the search committee, and can decide that the search should be reopened, restarted, or re-advertised. It is the sole responsibility and authority of the Provost to make offers of employment and to negotiate salary and other benefits consistent with the Faculty ByLaws. The Provost will update the Search Committee Chair on the progress in finalizing the hire and notify the Chair when the position has been filled.

Closing a Search: The Search Committee Chair

Once the hire has been finalized, the Chair (1) should notify all remaining candidates that the position has been filled, thus closing the search, and (2) should submit to the Provost and to the DESJ Subcommittee a report on the final applicant pool and candidates. This report should include a narrative description and assessment of the search committee's efforts to identify and recruit candidates from underrepresented groups, as well as copies of the position announcement and advertisements. Form #6,

Diversity and Equal Opportunity Search Report, is provided for this report. The Form can be found below in Appendix C and on the Provost's webpage (Recruiting/Recruiting Forms).

The Search Committee Chair should also take care to ensure the continued confidentiality of search-related records. Interfolio is set up to archive records for the institution in this manner. The Chair should ensure that all members have destroyed any copies of applications that may have made and that, if Interfolio is not used, search files are secured for three years.

Once an individual has been hired, departmental or program faculty are encouraged to welcome the new member to the HWS community, to ensure that they are introduced to new colleagues, and to assist in their smooth transition to the Colleges.

Appendix A:

ON THE IMPORTANCE OF DIVERSITY IN HIGHER EDUCATION

Available at <http://www.acenet.edu/news-room/Documents/BoardDiversityStatement-June2012.pdf>

The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and to the advancement of equal educational opportunity. This commitment is reflected in ACE's positions on public policy, its programmatic activities, and its employment practices. It has been expressed repeatedly in resolutions by the ACE Board of Directors regarding affirmative action, nondiscrimination, equity, equal opportunity, and admission standards.

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, and still others are small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 4,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society and of the increasingly global scope of the economy.

Similarly, many colleges and universities share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

It promotes personal growth-and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.

It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of students

from underrepresented minority groups, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

Diversity on college campuses is not achieved through quotas. Nor does diversity justify or warrant admission of unqualified applicants. However, the diversity we seek and the future of the nation do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments that are appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

ACE Board of Directors, June 2012

Appendix B:

ADVERTISING CONTACT RESOURCE LISTINGS

The Office of Academic and Faculty Affairs advertises systematically in the following outlets:

Chronicle of Higher Education
HigherEd Jobs
Insider Higher Ed
UpstateNYherc.org
Black Issues in Higher Education
Hispanic Outlook
INSIGHT Into Diversity
SACNAS

Departments and programs who want to advertise to another specific diversity link (for reasons pertaining to their field) can do so. The following list provides additional sources available to search committees:

Job/candidate posting sites:

Black Issues in Higher Education	http://diversejobs.net
The Black Collegian Online	http://www.blackcollegian.com
Chronicle of Higher Education	https://chroniclevitae.com/job_search/new?cid=chenav
Diverse: Issues in Higher Education	https://diverseeducation.com/
HigherEdJobs	https://www.higheredjobs.com/
Higher Education Resource Services	http://hersnet.org/
Hispanic Outlook in Higher Education	https://www.hispanicoutlookjobs.com/
Inside Higher Education	https://careers.insidehighered.com
INSIGHT Into Diversity	http://careers.insightintodiversity.com
Journal of Blacks in Higher Education	http://www.jbhe.com/jobs/faculty-jobs/
Latinos in Higher Education	https://www.latinosinhighered.com/

Society for Advancement of Hispanics/
Chicanos and Native Americans in Science

<http://sacnas.org/>

The National Registry of Diverse and
Strategic Faculty

<https://www.theregistry.ttu.edu/Default.aspx>

Tribal College of the American
Indian Higher Education

<http://www.tribalcollegejournal.org/jobs>

Women in Higher Education

<http://www.wihe.com>

Informational Resources: Additional informational resources on conducting searches and expanding the pool of applicants can also be found at these sites:

American Association of University Women

<http://www.aauw.org/what-we-do/>

American Council on Education's Campus Diversity and Inclusion

<http://www.acenet.edu/higher-education/Pages/Campus-Diversity-and-Inclusion.aspx>

American Psychological Association Office of Ethnic Minority Affairs

<http://www.apa.org/pi/oema/>

Association of American Colleges and Universities

<http://www.aacu.org/resources/diversity/index.cfm>

Association of Women in Science

<http://www.awis.org/>

Carnegie Mellon University's Diversity & Inclusion

<http://www.cmu.edu/diversity-guide/recruiting/recruiting-faculty/index.html>

Ford Foundation Postdoctoral Fellowships for Minorities

<http://sites.nationalacademies.org/pga/fordfellowships/index.htm>

Higher Education Recruitment Consortium (HERC)

http://www.hercjobs.org/jobseeker_tools/diversity_resources/

UCLA Searching for Excellence: Evidence-Based Strategies for Equitable and Inclusive Faculty Hiring

https://equity.ucla.edu/wp-content/uploads/2016/09/searching-for-excellence-v1_0-2016_09_29.pdf

Appendix C:
RECRUITMENT AND HIRING FORMS

FORM #1: Advertising and Recruiting Plan

Department: _____ Search Committee Chair: _____

Position: _____ Appointment: ___ Tenure Track **or** ___ Temporary

List the members of the search committee, including Diversity Liaison and outside faculty members:

Insert the position description (duties and responsibilities, including subfield specialties and academic attributes that are highly desirable for the position) for this position:

List minimum required qualifications for the position:

List preferred qualifications/skills for the position:

Insert the language for the final position announcement for this position:

Describe how you plan to advertise the position for candidates in general and for underrepresented candidates in particular:

List publications, websites, agencies, organizations, institutions, and other resources to be used to advertise the search:

Total number of tenure track faculty in the department: _____

Number of minority faculty currently on tenure track in the department:

Women: _____ Faculty of color: _____ LGBT: _____

Assessment of Department's position relative to Colleges' diversity and equal opportunity plan:

What is the estimated availability of minority and female candidates for this position?

What specific efforts will be made to obtain a diverse applicant pool and to recruit qualified women and minority applicants?

FORM #2: Sample Initial Screening Checklist

(Note: This is a sample format only. Each search committee should identify the “Required” and “Preferred” qualifications for each position.)

Department: _____

Position: _____

Name of Candidate: _____

Name of Reviewer: _____

Date of Review: _____

I. REQUIRED QUALIFICATIONS/MINIMUM REQUIREMENTS

- | | | |
|---|---------|--------|
| 1. Master’s degree | Yes ___ | No ___ |
| 2. PhD | Yes ___ | No ___ |
| 3. Teaching experience of desired courses | Yes ___ | No ___ |
| 4. Articles under review for publications | Yes ___ | No ___ |
| 5. Teaching/research in the subfield | Yes ___ | No ___ |
| 6. Others as determined by search committee | | |

Does candidate meet all minimum qualifications? Yes ___ No ___

IF ANSWER IS NO TO ANY OF THE REQUIRED QUALIFICATIONS, RATE CANDIDATE AS “DOES NOT MEET MINIMUM QUALIFICATIONS” AND DO NOT PROCEED TO SECTION II.

II. PREFERRED QUALIFICATIONS

- | | | |
|---|---------|--------|
| 1. Administrative experience | Yes ___ | No ___ |
| 2. Grant writing experience | Yes ___ | No ___ |
| 3. Student advising experience | Yes ___ | No ___ |
| 4. Service history | Yes ___ | No ___ |
| 5. Commitment to diversity | Yes ___ | No ___ |
| 6. Others as determined by search committee | | |

APPLICANT EVALUATION:

____: Candidate meets minimum qualifications and recommended for interview

____: Candidate meets minimum qualifications but is NOT recommended for interview

FORM #3: Table of All Candidates

(An Excel version of this document is available through the Provost Office.)

<Search, Department> Candidates for 2017-18. <i>Please list all applicants, sorted alphabetically by last name.</i>							
Candidate Name: Last, First	Highest Degree, Year, and Institution	Current Institutional Affiliation and Role	Years of Post-PhD Full-time Teaching Experience	Was the candidate identified as a member of an underrepresented group in academia?	Of the submitted checklists, how many indicated the following:		
					Candidate met all of the minimum qualifications	Candidate met at least half of the preferred qualifications	Candidate was recommended to advance in the search.

FORM #4: List of Top Ten Qualified Candidates with Strengths and Weaknesses

(A Word version of this document is available through the Provost Office.)

List the top ten qualified candidates in alphabetical order by last name. If you have more or less than 10 candidates in your top tier, list all that are qualified.

For each candidate, briefly summarize the most significant strengths and the most significant weaknesses or concerns. A bulleted list of brief phrases is adequate.

Name: Last, First	Strengths	Weaknesses or Concerns
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

FORM #5: Finalists Assessment Report

(A Word version of this document is available through the Provost Office.)

Summaries of Three Candidates after their On-campus Interviews

List the three candidates you interviewed in alphabetical order by last name.

For each candidate, summarize the goodness of his or her fit with the department and with HWS, including the most significant strengths and concerns.

Name: Last, First	Fit with department and HWS.

FORM #6: Diversity and Equal Opportunity Search Report

Department: _____ Position: _____

Appointment: Temporary _____ Tenure Track _____ Other _____

Search chair: _____ Diversity Liaison: : _____

Search start date: ___/___/___ Candidate hire date: ___/___/___

List of committee members: _____

List of publications and resources where job announcement was posted (note any that were exceptionally useful):

Provide an overview/narrative of the efforts to identify and recruit candidates from underrepresented groups: _____

Profile of Applicant Pool:

Total number of applications received: ___

Number who self-identified as an ethnic, racial, gender, sexual, or other minority: ___

Profile of self-identifying applications (total number, number of males, number of females):

	Total	Males	Females
American Indian or Alaska Native	_____	_____	_____
Asian	_____	_____	_____
Black or African-American	_____	_____	_____
Caucasian or White	_____	_____	_____

	Total	Males	Females
Hispanic or Latino	_____	_____	_____
Native Hawaiian or Other Pacific Islander	_____	_____	_____
Multi-racial	_____	_____	_____
Lesbian, Gay, Transgender	_____	_____	_____
Non-US Citizens/ Permanent Residents	_____	_____	_____
Applicants that did not self-identify to above	_____	_____	_____
Other:			

Profile of Campus Interviewee Pool

Number of candidates interviewed on campus: ____

List candidates in order of preference by search committee (do not provide name):

	Ethnicity	Gender	Key strengths in the search
(1)			
(2)			
(3)			

Circle the number of the candidate that was hired for the position. If the hired candidate was not the first choice of the committee, please explain below.

Comments:

Appendix D

RESOURCES AND REFERENCES ON BEST PRACTICES IN FACULTY HIRING

American Association of University Professors. 2006. *How to Diversify the Faculty (2006)*.

<https://www.aaup.org/issues/diversity-affirmative-action/diversify-faculty>.

American Association of University Professors. 2015. *AAUP Policy Documents and Repots*. Eleventh edition. John Hopkins University Press: Baltimore.

- Statement on *The Ethics of Recruitment and Faculty Appointments*. (155-156).
- Statement on *Affirmative Action Plans: Recommended Procedures for Increasing the Number of Minority Person and Women on College and University Faculties*. (157-163)
- See the AAUP's Resources on Hiring and Promotions website at <https://www.aaup.org/issues/appointments-promotions-discipline/resources-appointments-promotions-discipline/>
- See also the AAUP's Legal Primer for New & Not-So-New Administrators at <https://www.aaup.org/issues/diversity-affirmative-action/resources-diversity-and-affirmative-action/legal-primer-new-not-so-new-administrators>.
- See also the AAUP's Women in the Academic Profession website at <https://www.aaup.org/issues/women-academic-profession>.

Buller, Jeffrey L. 2012. *The Essential Department Chair: A Comprehensive Desk Reference*. Jossey-Bass: San Francisco.

Chronicle of Higher Education. 2014. Letter to the Editor: Colleges' Hiring Practices Are 'Amateur, Inconsiderate, and Unprofessional.'" <http://chronicle.com/blogs/letters/colleges-hiring-practices-are-amateur-inconsiderate-and-unprofessional/>.

Kaplin, William A. and Barbara Lee. 2007. *The Law of Higher Education*. John Wiley & Sons: San Francisco.

Moody, Joann. 2012. *Faculty Diversity: Removing the Barriers*. Routledge: New York.

Sanders, Bernice R et. al. 1988. *It's All in What You Ask: Questions for Search Committees to Use*.
Association of American Colleges: Washington DC.

Turner, Caroline Sotello Viernes. 2002. *Diversifying the Faculty: A Guidebook for Search Committees*.
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U.S. Equal Employment Opportunity Commission. *Prohibited Employment Policies/Practices*.
<https://www.eeoc.gov/laws/practices>.

U.S. Equal Employment Opportunity Commission. *Best Practices of Private Sector Employers*.
https://www.eeoc.gov/eeoc/task_reports/best_practices.cfm .