Guidelines for Faculty Searches
Union College
2015-2016

Office of the Dean of Academic Departments and Programs
Overview

These guidelines are provided to assist search committees at all stages of the hiring process. Adherence to these guidelines ensures that all searches are conducted fairly and in alignment with the College’s hiring policies, and that appropriate attention is paid to the College’s strategic priorities. In particular, these guidelines emphasize the opportunities inherent in each faculty hiring search to enhance the diversity of the Union College community, and to strengthen the interdisciplinary programs that exist at the intersections among disciplinary perspectives.

1. Preliminaries

1.1 Authorization to hire a new faculty member must be obtained in writing/email from the Dean of Academic Departments & Programs (DADP). In the case of visiting faculty, appointments may be for one-, two-, or three-years and permission to hire must be supported by a request that includes up-to-date departmental staffing projections covering all the years of the requested appointment. Lecturer appointments must be justified on the basis of the critical need for co-curricular activities (typically, technical, laboratory, or performing arts related support), and a long term (i.e., greater than five-year) need for the position.

1.2 National searches must be conducted to fill tenure-track/tenured, Lecturer, and full-time Visitor positions (but not part-time Visitor positions). However, Visitor searches initiated late in the hiring season do not require all the components of a full-scale national search. For example, preliminary screening interviews at national professional meetings or by phone are not necessary. In addition, an offer can be made to an interviewed candidate without first having completed interviews with two additional candidates, unless of course they have already been invited. Procedures for late-season Visitor searches should be discussed with the DADP and Chief Diversity Officer. In exceptional circumstances, and with the approval of the DADP, visiting positions that were filled by a national search have been converted to tenure-track appointments without another national search.

1.3 Approval of a request for a faculty line may depend on whether the position can support existing needs for one or more of our Interdisciplinary Studies Programs. In some cases, the DADP, in consultation with the Director of Interdisciplinary Programs, will request that departments include in their position description support for a specific interdisciplinary program. Requests for such arrangements may initiate with the Department, the Program, or the DADP.
1.4 Plans for providing an office and other essential space, such as a research laboratory, must be described in writing/email to the DADP and approved before ads are sent out. 

Since working out such arrangements sometimes takes considerable time it is important to start this discussion early.

1.5 All records related to each faculty search must be preserved for 3 years as measured from the beginning of the appointment, including email communications. Please store records with a note indicating the date to be discarded.

2. The Search Committee:

2.1 The department chair normally creates the search committee. To the extent possible, the committee should be diverse with respect to gender, race, and ethnicity or cultural heritage. The Chair should communicate the search committee composition to the Dean of Academic Departments and Programs.

2.2 One of the goals of the College’s Strategic Plan is to create a faculty composed of individuals of diverse experiences and perspectives. To facilitate the diversification of the faculty, the Search Committee shall designate a member of the committee to serve as Diversity Liaison, in consultation with the Chief Diversity Officer (CDO). This person should understand the importance of diversity, equity and inclusion, and support the College’s commitment to enhance the diversity of the Union community. They will work with the CDO to identify avenues of finding candidates from historically underrepresented populations including women and domestic people-of-color. They will try to recruit from Historically Black Colleges and Universities, institutions affiliated with the Hispanic Association of Colleges and Universities and diversity committees within professional membership organizations. They, along with the search committee members, should be familiar with the concepts racial and gender bias and watch for the existence of bias in search discussions.

2.3 When the position description includes explicit support for a particular interdisciplinary program (ISP), the Director of that program or another program faculty member should be invited to serve on the search committee. Depending on the nature of the position’s contributions to the ISP, the program director may be appointed as a voting or a non-voting member of the committee. The committee structure should be discussed with the DADP and the Director of Interdisciplinary Programs prior to the search.

2.4 The intersection of a promising candidate’s interests with a particular ISP may become apparent during the process of application review. In such cases, the relevant ISP Director should be informed about the potential contribution such a hire could provide to
the program. Faculty members involved in that ISP should be invited to candidate talks, and if appropriate, meet with the candidate during the campus visit. Faculty members who interact with the candidate should be asked to provide feedback to the search committee.

2.5 Because Lecturers and Visitors may have a (real or perceived) conflict of interest, they should not be put in a position of making decisions about position descriptions or hiring. They may, however, take an advisory role, meeting candidates and providing comments to the department. Any further involvement on their part in the hiring process must be approved by the DADP.

2.6 When retiring (or otherwise departing) faculty members serve on the search committee, it may be awkward to explore new directions that the Department may wish to take with the new hire. Therefore, outgoing faculty members should not normally be included on the search committees for their replacements. Under certain circumstances, the Department may wish to include the outgoing faculty member in the search for his or her replacement. In such cases, the Department Chair should consult with the DADP on the matter.

3. Inclusive Hiring Practices

3.1 In order to work towards the College’s Strategic priority to create a campus population composed of individuals of diverse backgrounds, the Chief Diversity Officer (CDO) will consult with Department Chairs prior to embarking on a search to review Union’s procedures for searches, and to create a short Diversity Recruitment Plan. The Diversity Recruitment Plan describes explicit steps the search committee will take to increase the diversity of its applicant pool through recruitment and outreach measures and to ensure a positive experience for candidates from underrepresented groups (from submission of advertisement through the campus visit and potential offer). This plan must be received and approved by the CDO prior to approval of an advertisement of the position.

3.2 The CDO must be invited to the first meeting of the search committee, and must attend any meeting at which candidates are eliminated from the pool. If the CDO is not available, the DADP or DOF may substitute. The CDO can be invited to other search meetings as determined by the CDO, Search Chair, or the DADP.

Please see Appendix A, Section I., Inclusive Hiring Practices, for further information about this topic, and Appendix B for a copy of the Diversity Recruitment Plan.
4. Preparation, approval and submission of the search advertisement

4.1 The search committee in consultation with the department Chair prepares the ad, which should be sent to the DADP and the CDO for approval. The DADP will also seek the advice of the Director of Interdisciplinary Programs. The ad should contain a statement highlighting the College’s commitment to supporting a diverse workforce and should explicitly state the attributes on which the College does not discriminate. Additional examples and guidance regarding the search advertisement are provided in Appendix A. Section I, Inclusive Hiring Practices.

4.2 Ads should highlight the College’s commitment to interdisciplinary learning opportunities for students and teaching opportunities for faculty. Suggested language:

*Union College recognizes the rich possibilities of interdisciplinary studies by offering many opportunities for both faculty and students to engage with multiple disciplines - and each other - in collaborative classroom settings, innovative majors, and unique research initiatives. The successful hire can develop courses in their area of expertise that may contribute to X program.*

4.3 Once approved, the DADP’s office will send the ad to *The Chronicle of Higher Education, Diverse Issues in Higher Education, Journal of Blacks in Higher Education,* and *Hispanic Outlook.* The submission to *The Chronicle of Higher Education* will contain the full text of the ad in line format (not a display ad). The submission to *Diverse Issues in Higher Education* will be a small (2 5/16” x 1 ½”) display ad containing a brief description of the position and a reference (URL) to the Human Resources website for the full text of the ad. A copy of the ad will also be sent to Union’s Human Resources Department who will place it on their website and send it to HigherEdJobs.com. Any additional advertising that supports the Diversity Recruitment Plan should first be requested and approved by the DADP.

4.4 The department should inform DADP the disciplinary venue the ad will be sent to, and the duration of time the ad will appear, and the format of the ad (e.g., line/text, display, size) and the approximate cost. *Normally, the department places the disciplinary ads.* Payment for all ads will come from the budget of the DADP.

5. Processing applications and phone and conference screening interviews

5.1 Acknowledge receipt of each application immediately after it arrives. An e-mail is sufficient. Your department Administrative Assistant should request from the Chief Diversity Officer the “Voluntary Self-Identification Form” and then forward a copy of it to each applicant. Before the target date for receipt of applications, consider (this is
optional) sending a communication to each applicant indicating whether their application packet is complete and, if not, which materials are missing.

5.2 Preliminary screening interviews are standard practice. These may be by phone, Skype and/or in-person at professional meetings. **All interviews, including those at conferences, should be done with at least two faculty members present.** The DADP will pay the full cost of attendance at a conference for two faculty members per search. For more than two faculty members, approval must be obtained beforehand from the DADP. In certain instances, conference interviews have the added advantage of allowing departments to identify and encourage people to apply who can contribute to campus diversity but who might not otherwise consider Union.

6. **The campus visit**

6.1 The Chief Diversity Officer must be present when the department prepares its short list of high priority candidates and, after this, its final list of candidates to invite to campus for an interview. If the CDO is not available, the DADP or VPAA/DOF may substitute.

6.2 Normally, three candidates may be invited to Union for interviews. Their travel, lodging and meal expenses will be paid by the DADP. Under special circumstances, and with the prior approval of the DADP, a fourth person may be interviewed.

6.3 Internal candidates should be treated in the same way as external candidates. If they make it to the final round, they should be given an on-campus interview just like the other finalists. Internal candidates should not participate in any departmental discussions or evaluations of the other candidates.

6.4 Candidates are expected to travel by reasonably economical means and **departments should monitor that this in fact occurs. Airline flight times should be chosen that avoid exorbitant ticket prices.** Tickets should be purchased by the candidate, who will then be promptly reimbursed after their visit to campus. They should not be purchased by the department, unless there are extenuating circumstances.

6.5 The cost of dinners will be reimbursed by the Dean up to $150/meal. If the cost exceeds this amount, either the department should pay the excess from its own restricted accounts or the faculty members attending the dinner should do so out-of-pocket.

6.6 During the campus visit, a 30-minute interview with the **Dean of the Faculty** should be scheduled for each candidate for a **tenure-track** position. The Dean of the Faculty does **not** interview candidates for **visiting** appointments. Please send a copy of each candidate’s CV and cover letter to the Dean of the Faculty and the Dean of Academic
Departments and Programs at least 2 days before the interview. If neither the DADP nor the DOF is available, then one of the other academic Deans should be asked to do the interview instead. The Deans conducting the interviews will send their written evaluations of the interviewed candidates to the department Chair.

6.7 The DADP interviews candidates for both tenure track and visiting positions. Tenure track candidates should be scheduled for a 45-min interview; candidates for visiting positions should be scheduled for a 30-min interview.

6.8 Candidates may only be asked questions that are directly related to assessing their qualifications to do the job you are seeking to fill. Questions of a personal nature may not be asked unless the candidate brings the subject up first. See Appendix A. Section II. for acceptable and unacceptable questions.

6.9 For tenure-track searches only, a half-hour interview should be scheduled with two faculty members from the Union Coalition for Inclusiveness and Diversity (UCID) to discuss, in complete confidence, any topics on the candidate’s mind. This might include sensitive issues (such as the availability of child care, employment possibilities for spouses, or how welcoming the campus is to diversity), but could also be a time to learn about life as a Union faculty member from the perspective of faculty outside the department doing the search. The search committee may contact the UCID membership at UCID@union.edu to set up this interview. This meeting should take place at a neutral location, not in close proximity to the offices of the hiring department.

6.10 For candidates applying for an explicitly advertised Interdisciplinary Studies Program position or who have a serious interest in contributing to one of Union’s IS programs, arrangements should be made for them to meet with the Director of Interdisciplinary Programs and the director and other faculty involved with the individual program in question (consult with the Director of Interdisciplinary Programs for guidance). Such faculty should also be encouraged to attend the candidate’s talk. Faculty who meet with candidates should be invited to send comments on each candidate to the department Chair.

7. Making the job offer

7.1 The Chief Diversity Officer must be present when the department meets to discuss the finalists after the interviews have taken place. If the CDO is not available for the entirety of the deliberations, the DADP or the VPAA/DOF can substitute. If the CDO has concerns or reservations about the process used to come to a recommendation, the Department Chair and the DADP will be notified. No offer can be made until such concerns are resolved. Before an offer to hire, the department must have the approval of
the CDO and the DADP. If the first (or subsequent) offer is turned down, the search committee chair must notify the CDO and DADP.

7.2 After the final deliberation meeting, but before the job offer is made, the Chair of the department should send a summary to the DADP of the committee’s assessment of each candidate, indicating strengths and weaknesses of each candidate, and the department’s opinion on the suitability of each candidate for the position. If there is difference of opinion in the Department, please report on the Department vote (without names attached). Comments from any member of an ISP who has provided information to the search committee should also be provided to the DADP. The DADP must approve the choice of candidate(s) before any offer is made.

7.3 After the Dean approves of the choice, the DADP will decide upon the salary offer (and, if appropriate, the offer of start-up funds as well) in consultation with the chair and, as appropriate, the Dean of the Faculty. The Chair should phone or e-mail the candidate to make the offer. If the candidate has any questions or concerns about the offer, the chair should direct the candidate to contact the DADP to discuss it further. The Chair should defer all negotiations to the DADP, and should not engage in any negotiations with the candidate. Requests to shorten the time to Reappointment Review to less than the normal 8 terms must be made at this time.

7.4 Once the candidate and Chair/DADP have reached a verbal agreement, the DADP will arrange for a letter of appointment to be mailed to the new faculty member. At this time, the appropriate paperwork for obtaining permission for conducting the background check will be shared with the candidate. (See document, Background Checks in Faculty Searches, for more information on this procedure).

7.5 The appointment letter serves as an official contract, and will be generated by the VPAA/DOF upon request from the DADP (usually after a verbal acceptance has been reached but may be generated earlier upon request by the candidate or search chair). A summary of the terms of the offer can be provided to the candidate in email by the Chair or DADP, but these should not be presented as an official contract. The contract letter will specify all relevant terms of the appointment, including typical annual contribution to a particular ISP in such cases when the position is configured to provide support to a particular program.

7.6 Questions about obtaining proper visas for international faculty members and about payment of visa expenses should be directed to the DADP or to HR.
8. **After the offer has been accepted**

8.1 Once the appointment letter is signed and returned, the Search Chair may send a brief letter/e-mail to each unsuccessful applicant. A form letter is fine. A more personal note (or phone call) should be provided to each of the interviewed candidates who did not receive an offer.

8.2 The search committee Chair should complete the *Diversity and Equity Report*, which can be obtained from and returned to the Chief Diversity Officer.

8.3 Finally, keep in contact with the person you have just hired before they arrive on campus. Offer to answer any questions they might have and look for ways to make them feel welcome both before and after they arrive.

9. **Confidentiality**

9.1 Treat all search committee’s deliberations, as well as all information related to the work of the search committee, whether verbal or written, as confidential.

9.2 Maintain confidentiality during the search and afterwards.

9.3 Within 30 days of the conclusion of the work of the search committee, transfer all related files and confidential information to the appropriate staff member for retention as required by College policy.
Appendix A.

This addendum lays out some important steps to help ensure that all involved in the search and selection process are furthering the College’s strategic goal to create a campus population composed of individuals of diverse backgrounds. It is divided into 3 sections; Inclusive Hiring Practices; Interviewing candidates; Final Diversity Report

I. Inclusive Hiring Practices

A. The Diversity Liaison

The role of the Diversity Liaison on search committees is to help advance the college’s commitment to establish and maintain an increasingly diverse and inclusive community. The Diversity Liaison position should be discussed and decided by the committee and is a vital member of the department search process. This individual should have a thorough understanding of the diversity commitment of the college and embrace the notion of equity and inclusion for the department, the division and our campus. If a Diversity Liaison cannot be appointed from within the department, the search Chair or DADP may assign a person outside of the department to be a full member of the search process. A Diversity Liaison is also committed to the college’s mission to embrace diversity, in all of its forms, for our campus community. The identified Diversity Liaison will meet with the CDO to receive additional training on the recruitment and retention of a diverse faculty.

Guidelines:

- The Diversity Liaison works with the Chief Diversity Officer to identify avenues to increase the diversity in the pool of applicants.
- On behalf of the search committee, the Diversity Liaison will contact colleagues at other institutions of higher learning, Historically Black Colleges and Universities, Historically Hispanic Colleges and Universities and professional membership organizations announcing the opening of a position at Union College and share our mission to ensure that we have a diverse pool of qualified applicants.
- Bring to the CDO’s attention any obstacles towards achieving a diverse pool of candidates in order to remedy the situation.
- Review all candidates’ dossiers with specific focus on identifying diverse candidates. Bring these candidates to the attention of the search committee for discussion.

B. Constructing the Ad

The recruitment plan (Appendix B.) will be used to help develop the search advertisement for the position. It must include a statement about the College’s commitment to diversity and its status
as an “equal opportunity employer” that does not discriminate against applicants on the basis of race, religion, disability, ethnicity, sexual orientation, gender, gender identity, national origin, and veteran status.

Union College is an equal opportunity employer and strongly committed to student and workforce diversity. Union provides a blend of intellectual, social and cultural opportunities to facilitate the integrated academic, social and personal development of a diverse community. We value and are committed to a host of diverse populations and cultures including, but not limited to, those based on race, religion, disability, ethnicity, sexual orientation, gender, gender identity, national origin and veteran status.

In addition to this statement, search ads should be written in such a way as to convey to the applicant pool the College’s enhanced efforts to diversify the Union faculty. Such a statement should be incorporated into the body of the advertisement, and can take on a variety of forms, depending on the nature of the position.

Some examples to consider:

- Include language from the College’s strategic plan that highlights the College’s commitment to diversity. Ex. Increasing diversity on campus is a critical priority for Union, one that is integral to our mission of preparing students for a globally interconnected world. Our goal is not only to increase diversity, but to support a diverse environment in which people from varied backgrounds can succeed and thrive.

- Include “evidence of teaching or mentoring a diverse student body” as a preferred job qualification.

- Ask applicants to comment in their cover letter on the ways in which their candidacy represents an increase in the diversity of the faculty, or a commitment to the ideals of joining a community of diverse faculty, students, and staff.

- Ask applicants to describe how multicultural issues have been or will be brought into their courses.

Some examples from other institutions:

1. Reed College is a community that values cultural and intellectual pluralism as essential to the excellence of our academic program. In your cover letter, please also convey how your teaching, scholarship, mentorship and/or community service might support the commitment to diversity and inclusion articulated in the College’s diversity statement (http://www.reed.edu/diversity).
2. (Williams College): We welcome applications from members of groups traditionally underrepresented in the field, and applicants are encouraged to state in their cover letter how they will enhance the diversity of offerings and educational experiences if hired.

3. Skidmore seeks to attract an academically and culturally diverse faculty, especially those who can contribute to the growing diversity and excellence of the community through their teaching, scholarship, and service. Enthusiasm for advising, teaching, and mentoring a diverse population of students is essential. We seek candidates who are firmly committed to undergraduate education, including the involvement of undergraduates in research programs that are theoretically and methodologically sophisticated and of nationally recognized quality. Excellent teaching and research facilities support many opportunities for faculty/student collaborative work in the classroom, lab and field.

Applicants are requested to address in their cover letter how they will enhance the diversity of offerings and educational experiences in the department and college with respect to their teaching, research, and/or service.

4. (Amherst) The successful candidate will be expected to establish a vigorous research program in experimental organic chemistry in which undergraduates can substantively participate. Additionally, he or she will demonstrate competence and sensitivity in working in a department in which students are broadly diverse with regard to gender, race, ethnicity, nationality, sexual orientation, and religion.

5. Haverford has a long-standing commitment to diversity rooted in values of inclusion and social justice, a commitment reflected in the curriculum, classrooms, and communal composition of the College. All candidates are invited to describe explicitly the nature of the their commitment and experience with underrepresented groups, and their ability to teach and retain a broadly diverse student body including, but not limited to, women and minorities, persons with disabilities, and other groups underrepresented in computer science.

6. Grinnell College is a highly selective undergraduate liberal arts college. The Sociology Department has demonstrated success in developing diverse faculty, prides itself on excelling in a variety of pedagogical styles and strengths, and in training diverse student populations to understand and contribute to social justice. The College’s curriculum is founded on a strong advising system and close student-faculty interaction, with few college-wide requirements beyond the completion of a major.

**C. “Advertising vs. Recruiting”**

Placing a well-constructed job search ad is only the first step in recruiting a diverse pool of candidates, and is often not sufficient to effectively diversify your pool of applicants. Using
multiple, simultaneous recruitment strategies increases the likelihood of diversifying the applicant pool. Successful strategies utilize professional and personal networks connected to faculty diversity and/or personally recruiting potential applicants. Establish and enlarge your professional networks to include colleagues and institutions known for excellent scholarship in curricular areas sought by the College. Contact faculty members and departments with potential candidates from underrepresented groups. Actively engage with untenured faculty who may be looking for a change.

II. Interviewing Candidates

The CDO will provide information on the search process at the initial meeting of the search committee. Through the support of the Diversity Liaison, the committee will be made aware of illegal and inappropriate questions or discussions during the selection process with regard to:

1. Disabilities: Qualified persons with disabilities are protected;
2. Age: Persons between the ages of 40-70 years old are protected;
3. National Origin: Permanent residents and legal aliens are protected.
4. Gender: Women are protected
5. Sexual Orientation: Lesbian, Gay, Bisexual, Transsexual, are protected in NYS.
6. Race, culture, ethnicity: “Minority” persons are protected.
7. All Veterans

Any questions regarding the appropriateness of questions or discussions with the candidate should be taken to the search committee’s Diversity Liaison or the CDO.

The “Racial and Gender Bias in the Academic Search Process” given below must be read by the full search committee prior to the first round of application reviews and referred to throughout the process if necessary. All department or program faculty members meeting the candidate or involved with the hiring decisions should be directed to “Racial and Gender Bias in the Academic Search Process” prior to the campus visit.

Racial and Gender Bias in the Academic Search Process
Potential Influences of Unconscious Assumptions and Biases

- Women and underrepresented populations may be subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with a committee member.
- Candidates from institutions other than the major research universities (we used to use the term pedigree) may be undervalued. There are qualified candidates from historically black universities, government or private sector that may offer innovative, diverse and valuable perspectives on research and teaching.
• The work, ideas and findings of women and underrepresented populations may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of references. There are biases in evaluations of written descriptions of job performance and the attribution of success to ‘luck’ rather than skill.
• The ability of women and underrepresented populations to run a research group, raise funds and supervise students may be underestimated. Assumptions may be made about their leadership abilities.
• Assumptions about possible family responsibilities and their effect on the candidate’s career path may negatively influence evaluation of merit, despite evidence of productivity.
• Negative assumptions about whether women and underrepresented populations will ‘fit in’ to the existing environment can influence evaluation.
• The professional experience candidates may have acquired through an alternative career path may be undervalued. For example: Latecomers to a field may be more determined and committed, industrial or other nonacademic experience may be more valuable for a particular position than a postdoctoral experience.
• Other possible biases, assumptions or unwritten criteria may influence the evaluation of a candidate. For example: Holding a degree from a prestigious research university; recognizing the names of the candidates; recognizing the name of or knowing the references provided by the candidates. Be sure that these factors do not serve to disadvantage highly qualified candidates, especially candidates from diverse backgrounds.

Source: Wiseli – Women in Science and Engineering Leadership Institute, University of Wisconsin – Madison 2005

Below are specific examples of acceptable or unacceptable questions or inquires of the candidate. Note that in some cases there may be legal consequences if inappropriate questions are asked.

**Applicant’s Name**

<table>
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<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>• “Have you ever used another name?”</td>
<td>• “What is your maiden name?”</td>
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<tr>
<td>• “Is any additional information necessary relative to a change of name, use of an assumed name, or nickname, to enable a check on your work and educational record? If yes, please explain.”</td>
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p.6
### Applicant’s Age

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<th>Unacceptable</th>
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<tr>
<td>● Statement that being hired is subject to verification that applicant meets legal age requirements</td>
<td>● “What is your date of birth?”</td>
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<tr>
<td>● “If hired, can you show proof of age?”</td>
<td>● “What is your age?”</td>
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<tr>
<td>● “Are you over 18 years of age?”</td>
<td>● “When were you born?”</td>
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<tr>
<td>● “If under 18, can you submit a work permit after employment?”</td>
<td>● “When did you attend/ complete elementary school?”</td>
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<td>● “When did you attend/ complete high school?”</td>
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### Applicant’s Gender and Family

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<tr>
<td>● Name and address of parent or guardian if applicant is a minor</td>
<td>● Questions that indicate applicant’s gender or gender identity</td>
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<tr>
<td>● Statement of company policy regarding work assignments of related employees</td>
<td>● Inquiring what is the applicant’s gender identity</td>
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<tr>
<td>● “Do you have any relatives already employed here? If so, give me names and positions held.”</td>
<td>● Name &amp; number and/or ages of children or dependents</td>
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<td></td>
<td>● Questions regarding pregnancy, childbearing, birth control, or childcare</td>
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<td>● Name or Gender of spouse</td>
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### Relatives

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<td>● Names of applicant’s relatives already employed by this company</td>
<td>● Name or address of any relative of adult applicant, other than those employed by Union College</td>
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<td>● Name and addresses of parents or guardian of minor applicant</td>
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### Applicant’s Race and Color

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<tr>
<td>● Statement that photograph may be required after employment</td>
<td>● Questions as to applicant’s race, language accent or color</td>
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<td>● Questions regarding applicant’s complexion or color of skin, eyes, or hair</td>
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<td>● Requirement that applicant affix a photograph to application</td>
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<td>● Request that applicant, at his or her option, submit a photograph</td>
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<td>● Requirement that applicant submit a photograph after interview, but before employment</td>
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### Applicant’s References

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<tr>
<td>● “By whom were you referred for a position here?”</td>
<td>● Questions put to applicant’s former employers or acquaintances that elicit information specifying the applicant’s race, religion, national origin, sexual orientation, disability, age or gender</td>
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<tr>
<td>● “Please list the names of persons who are willing to provide professional and/or character references for your application.”</td>
<td>● Request reference from applicant’s pastor or spiritual advisor</td>
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## Notice in Case of Emergency

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<tr>
<td>● Name and address of person to be notified in case of accident or emergency</td>
<td>● Name and address of relative to be notified in case of accident or emergency</td>
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## Disabilities

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| ● For employers subject to the provisions of the Rehabilitation Act of 1973, applicants may be “invited” to indicate how and to what extent they are disabled. The employer must indicate that:  
  ● Compliance with the invitation is voluntary  
  ● The information is being sought only to remedy discrimination or provide opportunities for the handicapped  
  ● The information will be kept confidential  
  ● Refusing to provide the information will not result in adverse treatment  
  ● All applicants may be asked whether they are able to carry out all necessary job assignments and perform those assignments in a safe manner | ● The Rehabilitation Act of 1973 forbids employers from asking job applicants general questions about whether they are disabled or asking them about the nature and severity of their disabilities. An employer must be prepared to prove that any physical and mental requirements for a job are due to “business necessity” and the safe performance of the job.  
  ● Except in cases where undue hardship can be proven, employers must make “reasonable accommodations” for the physical and mental limitations of an employee or applicant. “Reasonable accommodations” include alteration of duties, alteration of physical setting, and provision of aids. |

## Address or Duration of Residence

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<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>● Applicant’s address</td>
<td>● Specific inquiry into foreign addresses that would indicate national origin</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Unacceptable</td>
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<tr>
<td>Inquiry to place and length of current and previous addresses, e.g., “how long have you been a resident of this city or state?”</td>
<td>Names or relationships of persons with whom applicant resides</td>
</tr>
<tr>
<td></td>
<td>Whether applicant owns or rents home</td>
</tr>
</tbody>
</table>

**Religion**

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>An applicant may be advised concerning normal hours and days of work required by the job to avoid possible conflict with religious or other personal convictions</td>
<td>Applicant’s religious denomination or affiliation, church, parish, pastor, or religious holidays observed</td>
</tr>
<tr>
<td></td>
<td>Applicants may not be told that any particular religious groups are required to work on their religious holidays</td>
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<tr>
<td></td>
<td>Any inquiry to indicate or identify religious denomination or custom</td>
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**Military Record**

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<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Type of education and experience in service as it relates to a particular job</td>
<td>Type of discharge</td>
</tr>
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</table>

**Sexual Orientation**

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<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Use the same terminology that the candidate uses when discussing spouse or partner</td>
<td>Try not to assume that the candidate’s spouse/partner is of the opposite gender</td>
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</table>

**Education**

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<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
</table>
- Applicant’s academic, vocational, or professional education: school attended
- Inquiry into language skills such as reading, speaking, and writing foreign languages
- Any inquiry demanding specifically the nationality, racial affiliations, or religious affiliation of a school
- Inquiry as to how foreign language ability was required

### Conviction, Arrest, and Court Record

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<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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</table>
| - Inquiry into actual convictions that relate reasonably to fitness to perform a particular job<br>
(A conviction is a court ruling where the party was found guilty as charged. An arrest is merely the apprehending or detaining of the person to answer the alleged crime.) | - An inquiry relating to arrests<br><br>- Asking or checking into a person’s arrest, court, or conviction record if not substantially related to functions and responsibilities of the particular job in question |

### Organization

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>- Inquiry into the organization of which an applicant is a member, providing that the name or charter of the organization does not reveal the race, religion, color or ancestry of the membership&lt;br&gt;&lt;br&gt;“List all professional organizations to which you belong.”&lt;br&gt;&lt;br&gt;“What offices are held?”</td>
<td>- “List all organizations, clubs, societies, and lodges to which you belong.”&lt;br&gt;&lt;br&gt;The names of organizations to which the applicant belongs if such information would indicate through character or name the race, religion, color, or ancestry of the membership</td>
</tr>
</tbody>
</table>

Inquiry should be avoided that, although not specifically listed among the above, is designed to elicit information as to race, color, ancestry, age, gender, sexual orientation, religion, disability, or arrest/court record.
III. Diversity and Equity Report

At the conclusion of the search, the Search Committee chair should provide the CDO the Diversity and Equity Report, documenting the steps that were taken to adhere to the College’s inclusive hiring policies and compliance with College guidelines on acceptable hiring practices.

The report should make use of the following list of reasons for non-selection of candidates:

Candidate’s Choice
A-1 Would not relocate
A-2 Accepted another job
A-3 Offered the position but declined
A-4 Asked not to be considered
A-5 Accepted another position with the University
A-6 Not available for interview
A-7 No job opportunity for spouse/partner
A-8 Candidate requires a higher salary than authorized
A-9 Not available for full-time employment at the start of the project period or term
A-10 Failed to submit transcript/letters of recommendation required
A-11 Failed to respond to requests for additional information
A-12 Recommendations (or slides or publications) not submitted in time to be processed and considered for the position
A-13 Advertised position was at the junior level; this candidate was unavailable for a job except at the senior level

Degree
B-1 Did not possess academic qualifications advertised
B-2 Did not possess a terminal degree
B-3 Not making satisfactory and timely progress toward a terminal degree
B-4 Degree in a field not compatible with the needs of the department as advertised
B-5 Dissertation not completed and insufficient evidence that it will be by the end of the year

Teaching/Seminar
C-1 Area of specialization or interest overlaps significantly with those of current members of the department and hence does not fit with the needs of the department as advertised.
C-2 Area of secondary competence not compatible with the needs of the department as advertised
C-3 Candidate’s teaching or performing experience was not suitable for this position
C-4 Insufficient teaching experience or candidate selected had more teaching experience
C-5 Interview revealed that this candidate was not interested in the teaching assignment required by this position
C-6 Did not have sufficient technical competence in the primary area
C-7 Seminar/lecture failed to demonstrate scholarly substance
Research, Scholarship, and Publications
D-1 Candidate acceptable, but candidate selected has more and/or better publications
D-2 Insufficient publication, composition, or exhibition record
D-3 Creative artwork or musical composition judged inadequate by the research committee on the basis of submitted slides or tapes
D-4 Lack of demonstrated research skills
D-5 Research/publications not appropriate to position as advertised
D-6 Has done insufficient research or had not published adequately
D-7 Research does not support teaching assignment

Miscellaneous
E-1 History of difficult inter-personal relationships. (Use only in rare instances when a history truly exists and can be documented. Use cautiously, as racism and sexism are sometimes related to this difficulty.)
E-2 Potential conflict of interest with campus interests
E-3 Candidate well qualified for the position, but quality of teaching and research was higher in the candidate selected. This candidate would be considered for the position if the first choice declines. (This reason should not be used as a “catch-all.” It should be used only for candidates on the short list or interview list; departments may be required to offer the position to such a candidate if the first choice declines.)

Academic Administrators*
F-1 Candidate did not possess the degree(s) advertised
F-2 Candidate’s experience was outside the primary responsibilities of the position as advertised
F-3 Candidate not interested in the teaching component of the position
F-4 Candidate well qualified for the position and would be considered for the position if the first choice declined. (Should be used only for the very top 2-3 candidates; departments may be required to offer the position to such a candidate if the first choice declines.)
F-5 Candidate’s contributions in the service area were insufficient. (Includes lack of participation in state or national organizations, as well as a lack of participation in departmental or university committees.)
F-6 Candidate did not have a demonstrated record of obtaining external funding. (Use only when the person selected has such a record and when it is specifically mentioned as a job responsibility.)
F-7 Candidate has insufficient or inappropriate administrative experience

*Reasons for non-selection for administrative positions may be similar to those for faculty positions. If so, use the codes that best describe the reason for non-selection. For example:
A-3 Offered the position but declined
A-8 Candidate requires a higher salary than authorized
B-3 Not making satisfactory and timely progress toward a terminal degree
D-6 Has done insufficient research or has not published adequately
Appendix B. Diversity Recruitment Plan

Diversity Recruitment Plan

Prepared by: ________________________________ Date: ______________

Position Official Title: ________________________________
Department: ________________________________
Salary Rank/Grade: ________________________________
Existing Position ____ New Position ____

Targeted Recruitment: Local ____ Regional ____ National ____ International ____

Current Composition of Hiring Department: Review the diversity of your department

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian/Pacific Islander</th>
<th>Native American</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>White</th>
<th>Total</th>
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<tbody>
<tr>
<td>Female</td>
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<td>Male</td>
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Areas of Under-representation (check)
Race ______
Gender ______

Search committee – Review the diversity of your committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Race</th>
<th>Gender</th>
<th>U.S. Veteran Status y/n</th>
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Recruitment Sources: (Utilize the Recruitment Packet)
1. Justify any particular research or teaching focus the department is looking for:

2. What steps will you take to expand the diversity of your applicant pool:

Screening Process: How will your committee enhance your screening process to ensure that the department has a diverse and qualified pool of applicants to consider?

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Committee Reviews: How will resumes be reviewed to insure that all well qualified candidates are strongly considered?

Campus Visit:
1. What will you do to ensure that each candidate has an informed and welcoming campus visit?

2. The following additional procedures apply to this search (ex. touring a laboratory):

Signature – Search Committee Chair
__________________________  Date

Signature – Department Chair
__________________________  Date

Signature – Dean of Academic Dept.
__________________________  Date

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Please submit this form along with a job description to:
Office of Campus Diversity and Inclusion
Feigenbaum Hall
Campus Mail
Any questions please email: Gretchen Hathaway  hathawag@union.edu