

# **Guidelines for Inclusive Faculty Searches at Union College**

**2023-24**

Office of the Dean of Academic Departments and Programs

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## **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. Inclusive hiring practices aim to reduce opportunities for bias and discrimination at all stages of the search process: the search committee formation, job ad, recruitment plan, initial screening, interviews, selection of finalists, the campus visits, and subsequent final deliberations. Adhering to such practices will help ensure Union's commitment to equity.

You may be working with the following administrators at various stages of the search process:

Michele Angrist, Dean of the Faculty and VPAA (VPAA)

Kara Doyle, Dean of Academic Departments and Programs (DADP)

Greta Donato, Assistant VP for Academic Planning and Operations (AVP-APO)

Jennifer Mitchell, Assistant Dean for Diversity, Equity, and Inclusion (AD-DEI)

Nicole Marshall, Assistant VP for Academic Advancement and Research, and Director of the Grants Office

Emily Tong, Administrative Assistant to the DADP

Carol Mangano, Administrative Assistant to the VPAA

## **Confidentiality**

Maintain the highest standards of confidentiality during the search and afterwards.

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

Within 30 days of the conclusion of the work of the search committee, transfer all related files and confidential information to the department administrative assistant for retention as required by College policy (three years following the search). Electronic files generated as part of the search (such as a search Nexus site) should only be maintained for 3 years. After three years, the department administrative assistant should contact ITS for permanent removal of the files.

## 1. Before the Search Begins: Allocation, Preparation, Scope, and Permission

**Allocation of tenure lines** vacated by resignation or retirement follows the two-step process outlined by the “Proposal for Revision to the AAC’s Procedures regarding the Filling of Vacated Tenure Lines” in 2021, which can be found in the Chairs and Directors Nexus site: first, the Tenure Line Retention Request (TLRR) stage, usually in winter term, and then the Competitive Tenure Line Proposal (CTLP) stage, usually in spring term. Hiring for a retained or newly allocated line takes place in the following academic year. After the salary and preliminary space allocation plans have been approved by the AVP-APO, the DADP will indicate to the department that the search process can begin.

**Allocation of visiting faculty lines** usually takes place in the fall term of the year in which the visitor search will take place. Departments submit a request to the DADP with supporting information that includes up-to-date departmental staffing projections covering all the years of the requested appointment. After the salary and space allocation plans have been approved by the AVP-APO, the DADP will indicate to the department that the search process can begin.

**Allocation of lecturer lines** in the event of a resignation or retirement takes place on a rolling basis. Departments must support retention or allocation of lecturer appointments on the basis of the critical need for co-curricular activities (typically technical, laboratory, or performing arts-related support that are normally outside of the scope of a tenure-track faculty member or visiting faculty member) and a long-term (i.e., greater than five-year) need for continuity in the position. After the salary and space allocation plans have been approved by the AVP-APO, the DADP will indicate to the department that the search process can begin. The Faculty Manual caps the allowable number of lecturer appointments.

**Salaries:** Salaries are determined by the AVP-APO in conjunction with Human Resources, based on budget allowances and market conditions. Beginning in Fall 2023, in accordance with New York state law, salary ranges must be communicated in faculty job ads.

**Space planning:** Preliminary plans for providing an office and other essential space, such as a research laboratory, must be described in writing/email to the AVP-APO and approved before the DADP can grant formal permission for the search to begin. **Since working out such arrangements sometimes takes considerable time, it is important to start this discussion early.**

**Search scope and timing:** National searches must be conducted to fill tenure-track/tenured, lecturer, and full-time visitor positions (but not part-time visitor positions). Normally tenure-track searches begin in the fall term, and visitor searches are conducted in winter and spring.

Note: On occasion, we conduct visitor searches initiated very late in the spring term. Such searches must still follow the inclusive hiring practices outlined in this document, including approval of the job ad and the Faculty Recruitment Plan by the DADP and the AD-DEI. Clear and comprehensive communication with the department throughout the search, and participation in final voting by all eligible department members, are still also necessary. However, the process may be shortened in other ways. First-round screening interviews in person or by phone are not necessary; departments can proceed directly to creating a list of finalists. In addition, departments may conduct campus visits for finalist candidates one at a time and consider whether to make an offer after each visit, rather than waiting until after all finalists have visited. Procedures for late-season visitor searches must be discussed with and approved by the DADP.

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

## **2. Forming and Training the Search Committee**

### **Forming the Committee**

**Diversity:** The department chair normally chairs and creates the search committee. The committee is usually comprised of three faculty and should be as diverse as possible (with respect to gender, sexuality, ability, race, ethnicity, and academic rank: lecturers, assistant and associate professors, and full professors – except for those faculty who are vacating a position). The chair should consult with the DADP on the composition of the search committee prior to beginning the search. If committee diversity is difficult to achieve, the DADP can recruit a committee member from outside the department.

**Limitations:** Because visitors may have a (real or perceived) conflict of interest, they should not serve on the search committee, or be put in a position of making decisions about position descriptions or hiring. However, they may take an advisory role in the search process, meeting candidates and providing comments to the department. Any further involvement on their part in the process must be approved by the DADP.

Similarly, outgoing faculty members should not be included on search committees, especially if the search will fill a line they are vacating. Under certain circumstances, the department may wish to include the outgoing faculty member on a search. In such cases, the search committee chair must consult with the DADP.

**Interdisciplinary members:** For positions that include explicit support for an interdisciplinary program (ISP), the Director of Interdisciplinary Studies, the director of the relevant ISP, or another faculty member from the ISP outside of the home department should be invited to serve as a voting member on the search committee. In the case that the position will interact with more than one ISP, the Director of Interdisciplinary Studies should be invited to serve on the committee as a voting member rather than having multiple additional members represent separate IS programs. For searches that will be housed in interdisciplinary programs, representation from the primary disciplines linked to the search should be included on the committee, to the extent possible. The committee structure should be discussed with the DADP prior to the search.

**Diversity Liaison:** One of the College's strategic priorities is to create a faculty composed of individuals of diverse backgrounds, experiences, and perspectives. To help facilitate this goal, the department shall designate a member of the search committee to serve as a Diversity Liaison. The Diversity Liaison works with the AD-DEI to identify avenues to increase diversity in the pool of applicants, and should bring to the AD-DEI's attention any obstacles encountered towards that goal. Both the search committee chair and the Diversity Liaison will attend the AD-DEI training for faculty searches, and ensure that the search follows inclusive hiring practices (see section 3, below). As needed, the Diversity Liaison and/or search chair can also consult with the AD-DEI on any diversity-related issues that arise during the search.

## Training

The search chairs and the Diversity Liaisons from all search committees (tenure-track, visiting, and lecturer) are required to attend the inclusive hiring workshop run by the AD-DEI. The inclusive hiring workshop will explore how to consider issues of diversity and identity as you craft your Faculty Recruitment Plan (see Appendix 2) and all rubrics (see section 3) that will guide your screening, interview, and final deliberation processes. The more members of the search committee that are up to date with inclusive hiring training, the better. Anyone who attended a workshop in previous years should still plan to attend a workshop in the year of the search but are not required to do so. If all members of a search committee attend this year's training, the AD-DEI does not need to attend the first committee meeting; however, the AD-DEI is still available for consultation throughout the search process.

### 3. The Search Process

#### Preparing the search advertisement

For tenure-track lines, the department should use as its initial draft the job ad text submitted with the TLRR or CTLP. For visiting and lecturer lines, the department should use as its initial draft the job ad text submitted with the request to run the search. The general expectation is that the position description in the ad will reflect the case the department made when it requested the position. If your needs and/or the department's thinking have changed significantly in the interim, and the ad needs to be substantially revised, consult with the DADP.

#### 3.1 Components of the ad

As you edit towards the final draft, make sure that your ad has the following components:

**A.** The ad should include a paragraph describing the department's attractive attributes. What would make a candidate want to work with your faculty, students, and/or research facilities? What new curricular initiatives, or special qualities of your department, can you highlight?

**B.** The ad 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 based on race, religion, disability, ethnicity, sexual orientation, gender, gender identity, national origin, and veteran status. If you do not put this language into your job ad, Human Resources will add it to your PageUp listing.

*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. We expect all faculty members to contribute to a thriving, diverse, and inclusive learning community, while promoting a sense of belonging among students, other faculty, and staff colleagues.*

**C.** In addition to this statement, search ads should contain language about the department's commitment to DEI. You might develop or use existing language about diversity from your department's mission statement, or adapt the following language to fit your department:

*Creating and maintaining a welcoming and diverse environment is central to developing a rigorous and informed education in X department. We acknowledge that improving the diversity, equity, inclusion, and sense of belonging within the department and across campus is necessarily an ongoing process of growth. Accordingly, department members attend professional development workshops related to DEIB on and off campus, support and mentor diverse students and faculty members, and produce scholarship and teach courses related to DEIB.*

**D.** When relevant, ads should also highlight the College's and the department's interdisciplinary learning opportunities for students and interdisciplinary teaching opportunities for faculty. Here is some suggested language, which you could edit to fit the position:

*Union College offers 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. We encourage applications from candidates who can develop courses that may contribute to [X] program.*

**E.** Although it is typical for new tenure-track hires to be appointed at the assistant professor level, it is possible to appoint at an advanced rank (or with a shortened tenure clock) in exceptional situations. This must be agreed on in advance of the search and approved by the DADP and VPAA. Ads should reflect that possibility.

**F.** The ad should clearly explain the expected teaching load and any other relevant components of the position (such as co-curriculars for lecturers).

**G.** The ad should indicate the salary range for the position. The DADP will supply this information for the ad.

**H.** The ad should clearly outline the materials you expect candidates to submit. Your search committee should be mindful of disciplinary standards as well as the need for equitable and ethical search practices. Keep in mind that excessively cumbersome applications often discourage diverse candidates, and that letters of recommendation are sometimes conduits of implicit bias (see Appendix 2). As a result, search committees may request materials, like letters of recommendation, at different stages of the hiring process in order to reduce the opportunities for bias to interfere. If you wish to delay letters of recommendation, indicate that in your recruitment plan so that the appropriate PageUp template for the job ad can be used.

Once the final ad text has been approved by the department (and, when relevant, any interdisciplinary program directors), it must be submitted with the Faculty Recruitment Plan (see Appendix 2) for approval by the AD-DEI and the DADP.

## **3.2 Listing and disseminating the search advertisement**

Once approved, the ad will be listed via PageUp on Union College's website. All applications must be submitted via PageUp. The DADP's office will create the job listing in PageUp.

PageUp automatically sends every job ad to both HigherEdJobs.com and InsightsIntoDiversity.com. The DADP's office also sends every ad to *The Chronicle of Higher Education*, *Journal of Blacks in Higher Education*, and *Hispanic Outlook*. These are all web-based versions of the ad.

If your discipline or professional association has a special website where jobs are advertised, include the link to the job on the Union College website. The department is responsible for placing ads and then getting reimbursed by the DADP's budget. If your department plans to take these steps, include that in your Faculty Recruitment Plan (see Appendix 2).

In certain instances, professional conferences serve as venues for departments to identify and encourage applications from candidates who can contribute to campus diversity but who might not otherwise consider Union. If your department plans to recruit at such a conference, include that in your Faculty Recruitment Plan (see Appendix 2).

As part of your Faculty Recruitment Plan, your search committee or department chair should consider doing targeted outreach by notifying chairs at historically black colleges and universities, institutions affiliated with the Hispanic Association of Colleges and Universities, diversity committees within professional membership organizations, or by contacting faculty members and departments with potential candidates from underrepresented groups. If your department plans to take these steps, include that in your Faculty Recruitment Plan (see Appendix 2).

As part of your Faculty Recruitment Plan, create a rubric of criteria for assessing candidates. You may want to put together a rubric for each stage of the search. If you would like to see examples of rubrics, contact the AD-DEI.

## **3.3 Reviewing applications and selecting first-round interviews**

All applications will be submitted through PageUp, the College's online job portal, unless given prior approval from the DADP to submit through a department/interdisciplinary portal. Applicants who submit through PageUp will receive an immediate acknowledgement of receipt once they successfully submit their application.



Search committee members will be able to access, view, and download applications through PageUp. The search committee and the departmental administrative assistant will also be able to mark candidates in PageUp with various statuses, and attach documents (e.g., ratings sheets). While PageUp enables each reviewer to make notes, faculty searches are not required to use this function, as long as they keep clear records of their assessments in some other fashion.

Refer back to your Faculty Recruitment Plan as you review applications and compile the list of candidates for first-round interviews. If you discover that your rubric for assessing candidates is inadequate in some way, and feel you need to revise it substantially, feel free to consult the AD-DEI with any questions. Keep notes about your reasons for selection and non-selection; it will be most efficient to use the reasons listed in Appendix 1.

Before extending any invitations for first-round interviews, the chair of the search committee must ask the AD-DEI **and** either the VPAA (for tenure track) or the DADP (for visitors and lecturers) to review the list of candidates for first-round interviews. The list of candidates should include explanations for selection. Should the deans conclude that the list of suggested candidates for interviews is not sufficiently diverse in comparison to the candidate pool, they may ask the chair to reconsider the list.

**Notifying unsuccessful candidates:** At this early stage, only notify candidates eliminated because they are fundamentally unqualified. If you use PageUp's function to indicate candidates eliminated before the first round of interviews, PageUp will send an automatic email informing them that they are no longer under consideration. If you do **not** use PageUp's function for this, the search committee chair should send a brief email to each candidate not chosen for the first round of interviews.

### 3.4 First-Round Interviews

Preliminary screening interviews are standard practice. They may be conducted by phone, zoom, and/or in-person at professional meetings. All interviews, including those at conferences, must be conducted with at least two search committee members present.

In cases where a professional meeting might host the first round of interviews, financial or other personal circumstances might make attendance at that meeting particularly challenging for candidates. In order to ensure that all qualified candidates can attend first round interviews, you should provide candidates with interviewing options, such as various dates/times or modes of interaction (in person, zoom, or phone).

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.

## **Designing the interview**

First-round interviews are an opportunity to learn about the candidates you have shortlisted. They are also an opportunity to showcase the strengths of your department to the candidates you're interviewing.

As you design the interview process and questions, decide how you will take notes. If not all committee members will meet with each candidate, plan a follow up meeting in which you standardize the way this information will be discussed among the committee before it is presented to the department.

Best practices for the first-round interview process include the following:

1. All first-round interviews should be standardized; ask the same key questions of each candidate, including internal candidates, to establish a basis for comparison. To that end, you should be strategic and intentional as you develop the list of interview questions; instead of asking specific questions based upon details in individual applications, design questions that enable all candidates to speak to their individual qualifications and experiences. For example, ask all candidates “What experience do you have leading students abroad?” instead of asking one candidate “How was your experience taking students to Peru in 2019?” Follow-up questions may differ from interview to interview, but your foundational questions should remain consistent across all candidate interviews.
2. Share the interview topics/questions with all candidates in advance of the interview; this is especially important for diverse faculty. Although you might imagine that this could lead to stilted interview experiences, all of the searches that provided this information to candidates in advance in recent years have been surprised by how informative, useful, and engaging the conversations turned out to be.
3. If your first round of interviews is zoom, you should make every effort to paste the questions in the chat, both as a way to address technical difficulties and as a way to ensure equity related to neurodiversity and/or any hearing impairment.
4. You can ask candidates about potential contributions to diversity—including working with diverse students, diversifying your curriculum, or pedagogical approaches. It is still *never* okay to ask candidates about their own identity unprompted (see italicized text below).
5. Your interview questions should align with the materials you asked for, with the job description, and with the rubric your department approved as part of the recruitment plan.

The search committee training facilitated by the AD-DEI will go over this in more detail, but you should refrain from asking any questions regarding the following legally protected classes:

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 and transgender folks are protected.
5. Sexuality: Lesbian, gay, and bisexual people are protected in NYS.
6. Race, culture, ethnicity: “Minority” persons are protected.
7. All Veterans are protected.

Any questions regarding the appropriateness of questions or discussions with the candidate should be taken to the search committee’s Diversity Liaison and/or the AD-DEI.

*Avoid asking questions that would force a candidate to disclose any part of their identity. Avoid asking questions that are designed to elicit information as to race, ethnicity, disability, age, gender, sexuality, religion, citizenship or immigration status, military service. Avoid making any of those identity categories a reason to eliminate a candidate from consideration. Additionally, always avoid making presumptions about a candidate’s identity.*

*However, if a candidate voluntarily discloses or discusses any of these topics at any stage of the recruitment process, that information can factor appropriately into your deliberations, especially if DEI contributions to the department are a part of your search rubric. In some cases, a candidate may disclose information in conversation – for instance, “I am a first-generation college graduate.” In this example, you cannot ask questions about the candidate’s own immigration status or that of their family; however, you can ask about how that influences the way that they teach, their approach to advising students, or their service interests.*

*Sometimes a candidate may disclose that their partner or spouse is also an academic – “My partner has a PhD in X.” You are welcome to continue the conversation about that partner’s area of specialty but you should refrain both from making assumptions about whether that partner is also looking for employment and from making explicit or implicit promises about the possibility of a position for that person. Moreover, the partner’s employment situation should never be a factor in your deliberations. If the candidate specifically asks about this, refer them to the DADP and the Dean of Faculty/VPAA.*

*If questions about any of this arise during the search process, reach out to the AD-DEI for clarification.*

### **3.5 Selecting Finalists**

In some departments, the search committee selects the finalists after the interviews and presents the list to the department for approval. In other departments, the search committee reports the interview results to the department and the entire department selects the finalists. Whatever your procedure is, it should be reviewed and explained beforehand to all department members.

As the committee/department conducts its deliberations, here are some things to keep in mind:

1. Use your rubrics to help select finalists from the first-round interviews. Again, keep notes about why people were and were not selected.
2. Avoid evaluations of candidates that rely on language related to personality, like “collegiality,” or ambiguous concepts, like “fit” or “instinct.” Additionally, avoid other types of presumptions that are similarly vague, like “our students just wouldn’t connect with them.” Such language can often hide implicit bias.

Once you have selected the finalists, submit the list of names, along with the reasons for selection, to the AD-DEI **and** either the VPAA (for tenure track) or the DADP (for visitors and lecturers) and for approval. After approval has been given, begin to make arrangements for the campus visits.

**Notifying unsuccessful candidates:** If some of the unselected first-round candidates may be in the running as alternates, you may choose to let them know that the department is still deliberating and give them a general sense of the timeline for the department’s decision (without revealing any specifics about who the finalists are). If some first-round candidates have no chance of being invited to campus, you may notify them at this stage.

### 3.6 The Campus Visit

Like first-round interviews, campus visits are an opportunity to learn more about the finalists. They are also an opportunity to showcase the strengths of your department, which may be only one of several strong opportunities each candidate is considering. Hiring is increasingly competitive. Keep that in mind as you plan and conduct the visits.

**Number of finalists:** Normally, three finalists should be invited to Union for interviews. Their travel, lodging and meal expenses will be paid by the DADP, including for candidates currently located outside the U.S. Under special circumstances, and with the prior approval of the DADP, a fourth person may be interviewed. In exceptional and rare circumstances, a campus visit may be conducted over Zoom with the permission of the DADP.

**Internal candidates:** To the extent that it is possible, internal candidates should have the same interview schedule, the same meeting opportunities, the same teaching demonstration/job talk responsibilities, and the same meal arrangements as external candidates. During the search, please allow the internal candidate to do their job: it is not necessary to pretend you don't know the candidate during the interview, or to ask them to avoid their office or other campus spaces while another candidate is visiting. However, be careful not to allow them to see the job materials of other candidates, and when advertising the talks of external candidates, make sure the internal candidate is not also notified. Internal candidates should not attend the job talks of external candidates. Students and faculty who attend any teaching demonstration or job talk should be asked the same questions about internal and external candidates, in order to minimize bias in favor of a familiar instructor. Internal candidates should not participate in any departmental discussions or evaluations of the other candidates.

**Travel:** Departments are expected to make all travel arrangements for candidates. The specific language provided by Human Resources is "We are happy to make travel arrangements for you, but if you would prefer to book your own travel arrangements and provide receipts, we will reimburse you promptly."

**Meals:** The cost of *any* meal (lunch, dinner) will be reimbursed by the DADP up to \$200/meal including gratuity. 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.

**Hosting:** Make sure to ask ahead of time whether the candidate has any particular dietary needs or preferences. Try to allow the candidate a couple of breaks during the visit. Candidates should be escorted between meetings by members of the search committee, another faculty member from the department, or the department administrative assistant.

### **Required interviews:**

**Deans:** The DADP must interview all faculty candidates; schedule a 30-minute interview for each tenure track candidate and a 45-minute interview for each visitor and lecturer candidate. For a **tenure-track searches only**, schedule a 45-minute interview with the Dean of the Faculty and Vice President for Academic Affairs (VPAA) for each candidate. For tenure-track searches only, please also schedule a 30-min interview with the Assistant VP for Academic Advancement and Research and Director of the Grants Office (Nicole Marshall). Offer tenure-track candidates and lecturer candidates the option of a 30-minute meeting with the AD-DEI.

Please send a copy of each candidate's resume, cover letter, and letters of recommendation to the interviewing dean(s) at least 2 days before the interview.

Before scheduling a campus visit, please check to make sure that the DADP and VPAA are both available for that date. It is very helpful to lock in interview times with the deans as early as possible in the scheduling process. If the VPAA is unavailable due to scheduling difficulties, schedule a one-hour meeting with the DADP. In the unlikely event that it is not possible to schedule an interview because both the DADP and VPAA are not on campus, the Dean of Studies (DOS) should be asked to do the interview instead.

**UCID:** For tenure-track and lecturer searches only, please ask HR to invite finalists to participate in an optional 30-min conversation with two members from the Union Coalition for Inclusiveness and Diversity (UCID). Any questions regarding the role of UCID in the campus visit process can be directed to [hr@union.edu](mailto:hr@union.edu). UCID no longer schedules interviews directly.

**Interview questions:** 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.

**ISP directors:** For candidates applying for an Interdisciplinary Studies Program position, or who have a serious interest in contributing to one of Union's IS programs, arrange a meeting with the Director of Interdisciplinary Programs and/or the director and other faculty involved with the individual program in question (consult with the Director of Interdisciplinary Programs for guidance). Relevant IS program 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.

### 3.7 Deliberations

After the final candidates have concluded the campus visit and before the department meets to discuss the candidates, the department chair or the search chair speaks with the VPAA (for tenure-track searches) or DADP (for visitors and lecturers) to hear the dean's assessment of the relative strengths and weaknesses of each candidate and any questions or concerns related to each candidate. The chair should bring this feedback to the department meeting and must report back on these discussions to the dean for all searches.

As you consider your finalists, follow the outline you submitted in your recruitment plan about how you will deliberate and who can vote. During your deliberations, refer to the rubric you designed for this search. Ensure that conversations about the search are open to all voting members of the department. Again, avoid evaluations of candidates that rely on language related to personality, like "collegiality," or ambiguous concepts, like "fit" or "instinct." Such language can often hide implicit bias.

After the final deliberation meeting, but before the job offer is made, the search chair should share with the dean the department's assessment of each candidate, indicating their relative strengths and weaknesses, and the department's opinion on the suitability of each candidate for the position. If there is a difference of opinion in the department, please report on the department vote (without attributing names). Comments from any member of an ISP who has provided information to the search committee should also be provided to the dean. **VPAA (for tenure track searches) or DADP (for visitor and lecturer searches) must approve the choice of candidate(s) before any job offer is made.**

### **3.8 Making the job offer**

**Deciding terms:** After the VPAA or DADP (as appropriate) approves of the choice, the dean will decide upon the salary offer (and, if appropriate, the offer of start-up funds as well) and communicate that to the chair. The chair should phone the candidate to make the offer. Offers should be made verbally, although you are welcome to summarize the terms of the offer in an email. Only the VPAA can issue an official appointment letter. If the candidate wishes to see an appointment letter before negotiations are complete, please let the dean know.

**Negotiation:** If the candidate has any questions or concerns about the offer, the chair should direct the candidate to contact the DADP (for visitors and lecturers) or the VPAA (for tenure track searches) for further discussion. The chair should defer all negotiations to the appropriate dean, 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.

**Appointment Letter:** Once the candidate and the dean have reached a verbal agreement, a letter of appointment will be sent 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. Again, only the VPAA can issue an official appointment letter.

The hire is not official until the candidate has signed and returned the appointment letter.

**Visas:** Questions about obtaining proper visas for international faculty members and payment of visa expenses should be directed to the DADP and to HR.

### **3.9 After the offer has been accepted**

**Notify unsuccessful candidates:** Those who did not make it into the first or second round of interviews should already have been notified (see sections 3.3 and 3.5). Once the appointment

letter is signed and returned, the search committee chair should notify each unsuccessful first-round applicant who was an alternate. A more personal note or phone call should be provided to each of the finalists who did not receive an offer.

**Final diversity reporting:** The search committee chair should mark up the EEO report, which can be obtained from contacting the AD-DEI ([deanofdei@union.edu](mailto:deanofdei@union.edu)). (See Appendix 1)

**Welcome and support:** Finally, please keep in contact with the person you have hired during the period before they arrive on campus. Encourage other faculty members from the department and/or program to reach out as well. The department chair should offer to answer any questions they might have and look for ways to make them feel welcome both before and after they arrive. Inform them about new faculty orientation dates, and about book ordering and course approval processes; work with the AVP-APO to finalize office space arrangements; check with ITS to help arrange computer and email access; put the new hire in touch with HR to determine what needs to be done before they arrive.



# Appendix 1: Final Diversity Reporting

At the conclusion of the search, the search committee chair should ask the AD-DEI for PageUp's EEO report. The chair of the search committee should then mark up the report by choosing from 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 college
- 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 2: Faculty Recruitment Plan

For each search, departments will create and submit a Faculty Recruitment Plan via Formstack. Contact the AD-DEI for the Formstack link. Once submitted, the form will automatically be sent for approval first to the department chair, then to the AD\_DEI, and finally to the DADP. When the ad and plan have been approved by all parties, you will receive a confirmation email.

The form asks you to provide information about the demographics of your department and the search committee, to upload the job ad and your rubric of criteria for assessing candidates, and to respond to the following questions:

### Recruitment Sources:

1. Please explain the particular research or teaching focus the department is looking for.
2. What steps will you take to expand the diversity of your applicant pool?

### Application Materials:

1. At what point will you request letters of recommendation: with the initial application or later in the process?
2. What materials are you asking for that specifically address diversity?

Application Reviews: How will the committee review applications to ensure that all qualified candidates are strongly considered?

**Please upload a copy of your finalized job ad and your rubric(s) for assessing applications and candidates. If you would like examples of rubrics, contact the AD-DEI.**

### First-Round Interviews:

What will you do to ensure that your first-round interviews are equitable and welcoming (e.g. sharing specific interview questions/topics in advance; pasting interview questions into zoom chat, etc.)?

### Selection of Finalists:

1. What steps will you take to ensure that you are evaluating first-round interviews transparently and equitably?
2. Please explain your department's process for selecting the final candidates.

### On-Campus Visit:

1. What will you do to ensure that each candidate has an informed and welcoming campus visit?
2. What additional procedures apply to this search that should factor into campus visits (e.g. touring a laboratory, meeting with faculty and staff outside of department: ISP directors, librarians, etc.)?
3. If this visit could include a conversation with a UCID member (for lecturer and tenure track searches), please reach out to [hr@union.edu](mailto:hr@union.edu) to initiate.

Discussion and Ranking of Finalists:

1. How will you ensure that all candidates and all department participants are treated equitably during the departmental conversations about which finalist to hire?
2. What is your usual departmental voting procedure? In the case of a split decision, how will you navigate those tensions?