

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Office of Institutional Diversity and  
Inclusion

*Guidelines  
for  
Recruiting  
and  
Retaining  
a Diverse  
Workforce*



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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

# Guidelines for Recruiting and Retaining A Diverse Workforce

*(Embracing Diversity, Inclusion and Compliance)*

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**Special Thanks to the Following Contributors:**

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Office of Human Resources

Office of Equal Opportunity and Access

PRIME

Office of the Provost for Policy

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June 25, 2014

# Table of Contents

Letter from SIUE Chancellor Julie Furst-Bowe.....	1
Letter from SIUE Interim Provost Ann Boyle .....	2
Mission, Vision, Values.....	3
Definitions: EEO, Affirmative Action, Diversity, Inclusion, Minority and Underrepresented.....	4
SIUE Statement on Diversity.....	5
Conducting an Effective and Efficient Search Committee.....	6
Preparation .....	6
Tips and Guidelines .....	6
Search Committee “Code of Ethics”.....	7
Developing the Position Description .....	8
Recruitment Efforts.....	8-10
Advertising and Searching Agressively.....	10
Language for the Advertising .....	10
Places to Advertise Position Openings .....	11
Public Relations for the University.....	11
Proactive Informational Outreach.....	12
Discussing Diversity .....	12
Statement on Diversity in Searches .....	12-14
Tips and Guidelines for Building a Diverse Pool of Candidates.....	14
How to Building a Diverse Pool of Candidates .....	14
Raising Awareness of Unconscious Assumptions and Their Influence on Evaluation of Candidates.....	15
Examples of Common Social Assumptions/Expectations.....	15
Examples of Assumptions that can Influence the Evaluation of Candidates.....	16
Potential Influence of Unconscious Assumptions and Biases on Your Search.....	17
Overcoming the Influence of Unconscious Biases and Assumptions .....	17
Evaluating the Applicant Pool .....	18
Communicating with the Applicants .....	18
Ensuring a Fair and Thorough Review of Candidates .....	19
Discuss and Develop Criteria for Evaluation.....	19
Conduct the Review in Stages .....	19
Stage 1: Creating the “long short list” .....	19
Stage 2: Selecting a “short list” of candidates to interview .....	20
Resources .....	21-23

Starting the Interview Process .....	23
Developing and Implementing an Effective Interview Process.....	23
Before: Planning for an Effective Interview Process.....	23
During: Guidelines for Interviewing.....	24
Additional Information for Interviewing .....	25
Additional Information to Consider.....	26
Is it permissible to tape record telephone interviews or videotape face-to-face	
Interviews .....	26
Videotaping Interviews.....	27
Public Posting of Candidates’ Information.....	27
Use of Social Media in the Evaluation Process .....	27
Keep Your Candidate Research Legal.....	28
Use Social Media Info Legally .....	28
Give Job Applicants Fair Notice.....	28
Treat “Bad” Social Media Information Delicately .....	29
Candidate’s Qualifications for Teaching or Working in a Diverse Environment .....	30
After: Follow-Up and Selection.....	31-33
Making the Offer.....	34
Spousal/Partner Hire Information.....	34
After the Search .....	34
Retention of Search Records.....	34
Retention Strategies .....	34
Mentoring Junior Faculty.....	35
Faculty Development Programs.....	35
Accommodating Special Needs .....	35
Veterans’ Preference.....	36
Informing the Campus Community .....	36
Enforcing the Nondiscrimination Policy .....	37
Creating a Welcoming Campus Climate.....	37
Developing Curricular Diversity.....	38
For Further Assistance .....	38
References.....	39-40
Appendices.....	41
Appendix A: Resources .....	42-47
Appendix B: .....	48
Appendix C: .....	49
Appendix D: Sample Forms.....	50-58
Appendix E: School Search Procedures .....	59-60



June 2014

To the SIUE Community:

Southern Illinois University Edwardsville is dedicated to the promotion of diversity and inclusion within society. Starting at home, diversifying our campus community is central to the University's mission, values and strategic goals. It is the right thing to do, but it is also the smart thing to do as we prepare for our global future. In order to adhere to our values and remain a viable institution for the 21st century, SIUE must maintain, expand and promote a commitment to diversity and inclusion. This commitment must be at all levels and within both the academic and administrative areas of the University.

*The Guidebook for Recruiting and Retaining a Diverse Workforce* is intended to assist in your search for quality employees who exemplify the excellence found at SIUE. While this guidebook is not exhaustive, it does contain a listing of resources that will help to ensure diverse search efforts. I am extremely pleased to support its goals, objectives and suggestions, highlighting SIUE's formal commitment to diverse searches and a diverse and inclusive campus community.

At SIUE, we live our values and this guidebook is an important way in which we enhance our recruitment and retention efforts. Thank you in advance for your commitment to making SIUE a place where all are welcome. Every effort we make to be inclusive in our searches is a step forward in strengthening our University locally, regionally, nationally and around the world.

Sincerely,

A handwritten signature in black ink that reads "Julie Furst-Bowe". The signature is written in a cursive style.

Julie Furst-Bowe  
Chancellor



To The SIUE Community:

SIUE is an institution with a set of values that clearly express our expectations for our faculty, staff and our students. Particularly important to us is creating a campus environment where inclusion, respect, and civility are integral parts of our community culture both inside and outside of the classroom. Therefore, I am both pleased and proud to invite you to embrace our first Guidelines for Recruiting and Retaining a Diverse Workforce Manual, which provides guidance, strategies, goals and helpful resources for us as we continue to cultivate a welcoming, supportive campus community through the successful recruitment of a diverse workforce. Going forward this is essential to our success as an educational institution.

When we can work together in our classrooms, research labs, the field school, clinical experiences, or service learning projects with individuals of different races, ethnicities, socioeconomic status, gender identities, physical capabilities and beliefs, then learning, discovery, understanding, and empathy are all enhanced. Different and more creative solutions to problems can be fostered and supported by the diversity of thought that can occur in an inclusive environment. Diversity becomes an asset that supports academic excellence and prepares our students to be productive and successful in a future where converging cultures can foster innovation, prosperity and quality of life for the communities we serve.

The Guidelines for Recruiting and Retaining and Diverse Workforce Manual will be instrumental in insuring we make every effort to achieve and sustain a diverse workforce.

Sincerely,

A handwritten signature in black ink that reads "Ann M. Boyle". The signature is written in a cursive style.

Ann M. Boyle, Interim Provost and  
Vice Chancellor for Academic Affairs

# **SOUTHERN ILLINOIS UNIVERISTY EDWARDSVILLE**

## **MISSION**

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

## **VISION**

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

## **VALUES**

Recognizing public education as the cornerstone of a democracy, SIUE fulfills its mission based on certain fundamental, shared values. We value:

### **Citizenship**

- Social, civic and political responsibility--globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practices in environmental, financial and social endeavors

### **Excellence**

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

### **Inclusion**

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

### **Integrity**

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

### **Wisdom**

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

## INTRODUCTION

**S**outhern Illinois University Edwardsville's commitment to affirmative action, equal opportunity and the diversity of its workforce and student body is reflected in the University's mission, vision, and value statements. The following guidelines will assist hiring personnel including deans, department chairs and search committee members in conducting effective culturally sensitive searches that are consistent with this commitment and applicable laws and regulations. These guidelines are also available online at: <https://www.siu.edu/institutionaldiversityandinclusion/> and <http://www.siu.edu/oic/>.

### Definitions

The University defines the following terms associated with its commitment to diversity, inclusion and compliance:

**Affirmative Action** refers to efforts made to expand employment opportunity for members of a particular race, gender, or ethnicity group previously excluded from employment opportunities. These efforts are made consistent with applicable laws and regulations.

**Diversity** is a commitment to the understanding that each individual is unique, and recognizing their individual differences. These dimensions include, but are not limited to, race, ethnicity, sex, gender identity, sexual orientation, socio-economic status, age, ability, religious beliefs, political beliefs, and other ideologies.

**Equal Employment Opportunity (EEO)** is the right of all persons to be considered on their ability to meet the requirements of the job.

**Inclusion** refers to engaging differences to create a culture of belonging in which people are valued and honored to improve our society and world.

**Minority** refers to racial/ethnic minority groups consistent with legal definitions (African American, Latino/a, Asian American, etc.), Sex, Gender Identity, Persons with Disabilities, and Sexual Orientation (e.g. Gay, Lesbian, Bisexual).

**Underrepresented** refers to racial/ethnic minority groups consistent with legal definitions (African American, Latino/a, Asian American, etc.), Sex, Gender Identity, Persons with Disabilities, Sexual Orientation (e.g. Gay, Lesbian, Bisexual), and Military Veterans.



## **SIUE STATEMENT ON DIVERSITY**

In April 2013, SIUE adopted the following statement on diversity which replaces an earlier version from January 2002 and is considered an expansion of the SIUE value of Openness:

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity and inclusion.

- Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.
- Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.
- Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

## **GETTING STARTED**

### **Conducting an Effective and Efficient Search Committee**

#### **A. Preparation: Before you meet with your Search Committee**

1. Review relevant data concerning representation in your department and nationally. Contact the Office of Equal Opportunity and Access if you are not familiar with how to access this information.
2. Review the candidate pool data: You can use the Survey of Earned Doctorates at: <http://www.norc.org/projects/Survey+of+Earned+Doctorates.htm>.
3. Define expectations of the search by detailing the position description, preferred and minimum qualifications, advertising and outreach sources and developing selection criteria to include an assessment of the candidate's qualifications for the applicable position within a diverse environment.
4. Review the department's goals and consideration of under-representation of women and racial/ethnic minorities, as well as other issues as they relate to conducting an affirmative action/equal employment opportunity focused search.
5. Diversify your search committee. The search committee membership should reflect diversity including individuals with broad perspectives and a commitment to diversity. An essential role of the search committee is to ensure that all applicants are considered equitably throughout the process.
6. Hold your first meeting. This will allow you to develop and implement an effective recruitment plan, publish the advertisement early, and provide the time needed to discuss and establish criteria for evaluating applicants.
7. Request Mandatory Search Committee Training by calling the Office of Equal Opportunity and Access at 618-650-2333. For all faculty and staff searches, we strongly encourage all committees to include at least one member who has completed SIUE's newly developed PRIME training. In the future, refresher and alternative training will be provided via an online format and in-person options.
8. Remember if it is a "goal related" position you will receive a letter from the Office of Equity and Access prior to beginning your search.

#### **B. Tips and Guidelines: Running an Effective and Efficient Search Committee**

1. Build rapport among committee members.
  - a. Gain support of your committee members.
  - b. Actively involve all committee members in discussion and search procedures.
  - c. Run efficient meetings.
2. Tasks to accomplish in your initial meetings.
  - a. Discuss and develop goals for the search and use the agreed upon goals to develop recruitment strategies and criteria for evaluation of candidates.
  - b. Discuss and establish ground rules for the committee, such as:
    - i. Attendance
    - ii. Decision-making

- iii. Other ground rules you wish to establish including turning off cell phones, being on time, treating other members with respect even if there is a disagreement.
    - iv. Code of Ethics: See below for further suggestions.
  - c. Discuss roles and expectations of the search committee members.
  - d. Discuss the search process timeline.
  - e. Raise and discuss issues of diversity. If you need someone from the Office of Institutional Diversity and Inclusion to attend this meeting be sure and call them and invite them to the meeting.
  - f. Talk about confidentiality which shall be maintained throughout the process with all inquiries being referred to the chairperson.
3. Anticipating Problems.
  - a. Resistance to efforts to enhance diversity.
  - b. When one member dominates the meeting, review and refer to the ground rules you established for the search committee meetings.
  - c. Power dynamics of the group prevent some members from fully participating.
4. Concluding your meetings.
  - a. Assign specific tasks to committee members.
  - b. Remind committee members of their assigned tasks.
  - c. Hold committee members accountable.

This information was adapted from Boston University. For further details, go to [http://www.bu.edu/apfd/recruitment/fsm/run\\_comittee/](http://www.bu.edu/apfd/recruitment/fsm/run_comittee/).

### **Search Committee “Code of Ethics”**

Searches are an opportunity for the University to demonstrate high ethical standards. Searches that are done well win the respect and praise of candidates who are drawn from across the nation, and sometimes the world. In addition, an effective search is an opportunity for the university to show itself favorably to many groups and individuals (e.g., national references, professional colleagues). To attract the best candidates, and to fulfill a responsibility to treat candidates confidentially and ethically, the search committee should commit itself to:

- Creating a search environment that respects the rights and dignity of all persons.
- Maintain in strict confidence:
  - All information about candidates secured during the search process (e.g., names, written materials, references).
  - All search committee conversations and deliberations.
- Put aside personal agendas, biases or political positions so that each candidate has an honest and fair evaluation.
- Disclose all conflicts of interest to the chair of the committee or the entire committee.
- Represent the institution as a whole rather than individuals or group stakeholders.
- Ensure that no member of the committee intends to become a candidate for the position.
- Receive candidate permission prior to reference checking.

- Establish accuracy of information on candidates prior to disclosure to the committee.
- Ensure the safety and confidentiality of records after the search is completed. Retain search records in compliance with institutional, state, and federal guidelines and dispose of records in a manner which retains candidate confidentiality.
- Follow all policies and procedures of the institution and laws of the state and nation.
- Affirm that only the chair of the committee speaks for the committee, and only an authorized administrator speaks for the institution.

### **C. Developing the Position Description**

Prior to initiating a search for a faculty or staff position, the position description should be carefully reviewed by the search committee, the department faculty (if applicable), and the administration. Every effort should be made to ensure that the position description reflects the needs of the department and is drafted as broadly as possible for faculty positions (for staff positions consult the Office of Human Resources) to attract the largest available pool of potential qualified applicants. At the same time, the job description should be an accurate reflection of the position and specific to the functions performed. In addition, Civil service positions have specific minimal acceptable qualifications that must be included in the job description. These minimal qualifications cannot be altered during the recruitment and selection process.

Position descriptions and job announcements may contain additional language reflecting the department's interest in attracting applicants whose teaching, research, or service activities may contribute to the academic diversity of the campus. For example, a department interested in increasing the participation and success rate of women or minority students in their fields may include language in its job descriptions if such language is pertinent to the job or tied to the job analysis. Language such as, "The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students" or "candidates should describe previous activities mentoring women, minorities, students with disabilities, or other under-represented groups."

### **D. Recruitment Efforts**

Affirmative or inclusive recruiting efforts are essential to maintaining a diverse campus climate. Expanded recruitment efforts continue to be required for all positions in which women and minorities are underutilized. When the job group is underutilized or the department is underrepresented, positions are identified as "goal related," and search committees are required by the Office of Equal Opportunity and Access to take extra measures to identify, recruit, and hire women and/or racial/ethnic minorities.

#### **If a Position is "Goal Related" How Will We Know?**

The Office of Equal Opportunity and Access informs the hiring unit when positions are "goal related," and this decision is based on the annual workforce analysis which

generates areas in which women and minorities are underutilized in job titles throughout the University.

### **Inclusive Recruitment Resources**

All University search committees should engage in inclusive recruitment activities that are consistent with University policy and effective for increasing the numbers of women and minority applicants for academic appointments. An inclusive search ensures that positions are advertised with organizations and in publications targeted to women and minorities, including nationally known publications such as *Diverse Issues in Higher Education* or *The Hispanic Outlook in Higher Education*, or in specialized publications for women in higher education. Each department should develop and maintain a list of publications, by field, where academic and non-academic positions could be advertised, that includes publications targeted to specific groups in addition to publications used for general distribution. See Appendix A for additional resources.

Personal contacts through professional organizations, training facilities, and colleagues at other institutions are usually the most effective networking resources. You are encouraged to personally contact professional organizations in your field to request that the position announcement be shared with members, especially with any women or minority caucuses.

The Civil Service Statute and Rules may allow use of the Intern Program to enhance diversity. These rules have specific conditions and limitations and may not apply to all civil service positions. Prior to the start of the recruitment process, the Office of Human Resources can assist departments in determining if the Intern Program is applicable for some Civil service positions. The Intern Program applies to civil service jobs:

- Intern Programs may be utilized for any classification, except craft and trade classes for which the Apprentice program is applicable. Employers may seek approval of an Intern Program based on one of the following factors:
  - Candidate(s) lacks one or more of the minimum qualifications for the class.
  - Recruitment efforts have failed to attract qualified candidates. Intern Programs may be established whenever the examining instrument has not produced a representative cross-section of candidates from all sex, ethnic, racial, and cultural backgrounds, or when fully qualified applicants for the class cannot easily be recruited.
  - Operating needs warrant ongoing training to supplement staffing recruitment efforts. Intern Programs may be established to handle circumstances where critical 24/7 positions have been difficult to fill, such as in the Police Officer Series, and Intern Programs would assist in ensuring proper staffing levels are maintained.

- There is a recognized need for specialized training appointments in technical or professional fields. Intern Programs may be established for specialized technical or professional positions, such as in the IT or health care positions, which are unique and may require special, extraordinary recruiting activities.<sup>1</sup>

#### **E. Advertising for an Excellent and Diverse Pool of Candidates**

Every effort should be made to conduct a thorough search and advertise widely before filling any faculty or staff position. Search efforts should include available avenues for publicizing the position, including national publications, personal contacts, listserves, mailing lists, professional and academic conferences, and websites. All advertisements should state that the University is an “Equal Opportunity/Affirmative Action Employer” (41 C.F.R. 60-1.41). It also is consistent with University policy and obligations as a Federal contractor for advertisements to state that “all qualified applicants are encouraged to apply, including minorities, women, persons with disabilities and protected veterans.”

#### **Language for the Advertisements**

National advertisement for all vacant underutilized/underrepresented administrative and faculty positions at SIUE is highly recommended. All advertisements **must** include the following statements:

Southern Illinois University Edwardsville is an equal opportunity/affirmative action employer.

Southern Illinois University Edwardsville is an equal opportunity employer and will not discriminate against any person on the basis of race, national origin, religion, disability, age, marital or civil union status, sex, sexual orientation or veteran status pursuant to state and federal law.

Individuals with disabilities desiring accommodations in the application process should contact the Office of Equal Opportunity and Access at 618-650-2333 or by email at kelhamp@siue.edu.

Another suggested statement which may be included in recruitment advertisements is:

Southern Illinois University Edwardsville is especially interested in qualified candidates who can contribute, through their experience, research, teaching and/or service, to the diversity and excellence of the academic community.

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<sup>1</sup> [http://www.sucss.illinois.gov/ProcMan/manuals\\_results.aspx?ID=51&kw=intern&osm=c40](http://www.sucss.illinois.gov/ProcMan/manuals_results.aspx?ID=51&kw=intern&osm=c40)

### **Places to Advertise Position Openings**

Search committees should develop a recruitment plan for advertising and outreach to produce the desired results. This includes advertising widely and going beyond the traditional methods of identifying applicants. SIUE requires that vacant underutilized/ underrepresented positions be advertised for at least 20 days before the application deadline.

Departments are encouraged to use electronic job-posting services targeted at diverse groups such as minority organizations in specific disciplines. Many professional organizations maintain directories of minority professionals. The Office of Equal Opportunity and Access, Office of Human Resources and the Office of Institutional Diversity and Inclusion maintain a listing of recruitment resources. See Appendix A for current resources.

It is very important that recruitment be a continuous process. It is also recommended that search committees develop clear evaluation criteria, rubrics and/or other tools as soon as the position description is finalized and approved. There are numerous other strategies to assist departments in “casting a wide net” when recruiting for vacant positions:

- Make personal contacts with minorities and women at professional conferences and invite them to apply.
- Contact colleagues at other institutions to seek nominations of students nearing graduation, recipients of fellowships and awards or others interested in moving laterally, making sure to request inclusion of qualified women and minorities.
- Identify suitable junior or mid-level faculty and staff at other institutions and send job announcements. Telephone calls and letters to nominees and applicants can send a strong message of openness and welcome.
- Place announcements in newspapers, journals, and publications aimed specifically at under-represented groups.
- Send announcements and request nominations from departments in Historically Black Colleges and Universities (HBCU) and Hispanic, American Indian and Asian serving institutions. For a list of minority serving institutions visit <http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>.
- Request names of prospective applicants from the directories of Ph.D. recipients on file in the Office of Equal Opportunity and Access and the Office of Institutional Diversity and Inclusion.
- Consult with faculty/staff of color, women, and others already on campus for outreach strategies.

### **Public Relations for the University**

The process of advertising for positions provides a public relations opportunity for the University, and other individual units on campus. The search committee, in conjunction

with the Director/ Dean's office, should consider preparing an information packet to be sent to all candidates who respond to the advertisement upon receipt of their application. All search committees are encouraged to present final candidates with an information packet that is tailored to the school/college or unit that is conducting the search.

### **Proactive Informational Outreach**

In addition to broad advertising, search committees may engage in other types of proactive informational outreach to increase the numbers of outstanding applicants for faculty and staff positions, including women and minorities. As search committee members attend conferences or other academic meetings for the purpose of recruiting or networking with potential candidates, they may also make a specific effort to attend conferences or meetings attended primarily by women and minorities in the field. Search committees should ensure that female and minority members of the campus community are not excluded from consultations regarding their knowledge of potential candidates, and should actively encourage all faculty and staff to refer potential candidates. All academic disciplines have professional organizations and most of these have subcommittees for women and/or specific minority groups. Search committees may broaden the pool by utilizing the resources of these specialized academic and professional organizations and also by making efforts to identify individuals who have achieved excellence outside academy.

## **F. Discussing Diversity**

### **Statement on Diversity in Searches**

Diversity is an issue that inevitably surfaces in every search. The diversity of the University's faculty and staff influences its strength and intellectual personality. At the campus level as well as at the departmental level, we need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitutes a dynamic intellectual community. Diversity of experience, age, physical ability, religion, ethnicity, and gender contributes to the richness of the environment for teaching and research and provides students and the public with a university that reflects the society it serves.<sup>2</sup> In order to build a diverse pool of candidates, it is necessary to consciously strive to do so as it may not happen by simply advertising an open position. The time to discuss diversity is at the beginning of the search. **It is too late to address the issue when you are asked, "Why are there no women or minorities on your**

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<sup>2</sup>A valuable literature review and an extensive annotated bibliography of research on the impact of diversity on college campuses can be found in Daryl G. Smith, et al., *Diversity Works: The Emerging Picture of How Students Benefit* (Washington, D.C.: Association of American Colleges and Universities, 1997). See also Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology (CAWMSET), *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology* (Arlington, VA: National Science Foundation, September 2000), 1, 9–13; and Caroline Sotello Viernes Turner, *Diversifying the Faculty: A Guidebook for Search Committees* (Washington, D.C.: Association of American Colleges and Universities, 2002), 1–2.



**finalist list?”** Frequently, search committees answer such questions by claiming that “there weren’t any women or minority applicants,” or “there weren’t any good ones.”<sup>3</sup>

One goal of your search should be to ensure that there are outstanding women and minorities in your pool of candidates. Think broadly and creatively about recruiting candidates. The typical route of placing an ad and waiting for applications is no longer sufficient. In this competitive hiring market, some of the best candidates may not see your ad or may not see themselves in your advertised position without some encouragement. Finally, it is important to emphasize that every person hired at Southern Illinois University Edwardsville should know that they were hired because they were the best person for the job.<sup>4</sup>

### **Common Views On Diversity In Hiring – And Some Responses**

Previous search committee chairs have sometimes heard the following, or similar, statements from their search committee members and other faculty in their departments. These views may be raised during your discussions of diversity. Some suggestions for responding to such statements are provided below:

- **“I am fully in favor of diversity, but I don’t want to sacrifice quality for diversity.”** No one wants to or recommends sacrificing quality for diversity; indeed, no qualified minority/female candidate wants to be considered on the basis of diversity alone. The search committee should be responsible not only for finding and including highly qualified minority and female candidates, **but also for ensuring** that the candidates and the department/university in general know that they were selected on the basis of merit.
- **“We have to focus on hiring the ‘best.’”** True. But what is the best? If we do not actively recruit a diverse pool of candidates, how will we know we have attracted the best possible candidates to apply? What are the criteria for the “best?” What is “best” for the department? The University? The students? Diverse faculty and staff members will bring new and different perspectives, interest, and research questions that can enhance knowledge, understanding, and academic excellence in any field. Diverse and excellent faculty and staff members can help attract and retain students

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<sup>3</sup> Daryl G. Smith, et al., *Achieving Faculty Diversity: Debunking the Myths* (Washington, D.C.: Association of American Colleges and Universities, 1996).

<sup>4</sup> For a discussion of the potential negative consequences of “affirmative action” and how these can be eliminated by focusing on the centrality of merit in the decision-making process see: Madeline E. Heilman, Michael C. Simon, and David R. Repper, “Intentionally favored, unintentionally harmed? The impact of sex-based preferential selection on self-perceptions and self-evaluations,” *Journal of Applied Psychology* 72 (1987): 62–68 and Madeline E. Heilman, “Type of affirmative action policy: A determinant of reactions to sex-based preferential selection?” *Journal of Applied Psychology* 83 (1998): 190–205. See also Virginia Brown and Florence L. Geis, “Turning lead into gold: Leadership by men and women and the alchemy of social consensus,” *Journal of Personality and Social Psychology* 46 (1984): 811–824.

from underrepresented groups. Diverse faculty and staff members can enhance the educational experience of all students—minority and majority, alike. Interacting with diverse faculty and staff offers all students valuable lessons about the increasingly diverse world in which we live, and lessons about society, cultural differences, value systems, etc.

- **“There are no women/minorities in our field, or no qualified women/minorities.”** Though women and minorities may be scarce in some fields or professions, it is rarely or never the case that there are none. The search committee, as part of its efforts to build its pool, must actively seek out qualified women and minority candidates.
- **“Minority candidates would not want to come to our campus.”** The search committee should not make such decisions for the candidates, but should let the candidates decide if the campus and/or community are a good match for them. The search committee should show potential candidates how they might fit into our campus, provide them with resources for finding out more about our campus and community, and help them make connections to individuals and groups who may share their interests, race, ethnicity, etc.
- **“The scarcity of faculty of color in the sciences means that few are available, those who are available are in high demand, and we can’t compete.”** In a recent study of the recipients of prestigious Ford Fellowships, all of whom are minorities, the majority, 54%, were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years after finishing their degrees.<sup>5</sup> Only 11% of scholars of color were simultaneously recruited by several institutions, thus, the remaining 89% were not involved in “competitive bidding wars.”<sup>6</sup>

## G. Tips and Guidelines For Building A Diverse Pool of Candidates

### How To Build A Diverse Pool Of Candidates

- Develop a broad position description, to attract a larger pool of qualified candidates.
- Use the resources listed in *Appendix A* or other resources that you may have.
- Consider including “experience working with/teaching diverse groups/diverse students” as one of your preferred criteria.
- Make calls or send emails or letters.
- Make an effort to identify contacts that have diverse backgrounds or experiences.
- Make lists of professional meetings, professional societies.
- Call potential candidates directly to encourage them to apply.
- Remember to actively involve your search committee members and delegate specific tasks to them.
- Above all, remember that at this point your goal is to EXPAND your pool.

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<sup>5</sup> Smith, *Achieving Faculty Diversity*, 4, 95.

<sup>6</sup> Turner, *Diversifying the Faculty*, 16.

- Finally, don't lose sight of the "Equal Opportunity" half of the Affirmative Action assurance. All candidates deserve an equal opportunity to be considered, and may emerge as the candidate of choice in a search process.<sup>7</sup>

## **H. Raising Awareness of Unconscious Assumptions and Their Influence on Evaluation of Candidates**

Although we all like to think that we are objective scholars who judge people based entirely on merit and on the quality of their work and the nature of their achievements, copious research shows that every one of us brings a lifetime of experience and cultural history that shapes our evaluations of others.

Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways (Dovidio 2001). A first step toward ensuring fairness in the search and screening process is to recognize that unconscious biases, attitudes, and other influences not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations, **even if we are committed to egalitarian principles.**

The results from controlled research studies in which people were asked to make judgments about human subjects demonstrate the potentially prejudicial nature of our many implicit or unconscious assumptions. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions.

It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation (15–20 minutes per application) can also reduce the influence of assumptions.<sup>8</sup> For further explanations of techniques that reduce the influence of assumptions go to [http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_2ndEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf).

### **Examples of Common Social Assumptions/Expectations**

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat and Manis 1991).

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<sup>7</sup> This information is based on *Searching for Excellence & Diversity: A Guide for Search Committee Chairs*, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin Madison.

<sup>8</sup> [http://www.bu.edu/apfd/recruitment/fsm/run\\_comittee/](http://www.bu.edu/apfd/recruitment/fsm/run_comittee/)

- When shown photographs of men with similar athletic abilities, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis 1991).
- Students asked to choose counselors from among a group of applicants with marginal qualifications more often chose white candidates than African American candidates with identical qualifications (Dovidio and Gaertner 2000).

These studies show how generalizations that may or may not be valid can be applied to the evaluation of individuals (Bielby and Baron 1986). In the study on height, evaluators applied the statistically accurate generalization that men are usually taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If we can inaccurately apply generalizations to characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when, as in the studies of athletic ability and choice of counselor, the generalization is not valid? What happens when such generalizations unconsciously influence the ways we evaluate other people?

#### **Examples of Assumptions that can Influence the Evaluation of Candidates**

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis 1991).
- When asked to assess the contribution of skill and luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females performed the task equally well (Deaux and Emswiller 1974).
- Evaluators, who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they gave ample time and attention to their judgments, which rarely occurs in actual work settings. This study indicates that evaluators are more likely to rely upon underlying assumptions and biases when they cannot/do not give sufficient time and attention to their evaluations (Martell 1991).
- Evidence suggests that perceived incongruities between the female gender role and leadership roles create two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently impede women's rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female leaders than male leaders (Eagly and Karau 2002; Ridgeway 2001).
- A study of the nonverbal responses of white interviewers to African American and white interviewees showed that white interviewers maintained (1) higher levels of visual contact, reflecting greater attraction, intimacy, and respect when talking with whites, and (2) higher rates of blinking, indicating greater negative arousal and tension, when talking with African Americans (Dovidio, et al. 1997).

### **Potential Influence of Unconscious Assumptions and Biases on Your Search**

- Women and minorities 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 that have trained most of our faculty may be undervalued. (*Qualified candidates from institutions such as historically black universities, four-year colleges, government, or the private sector might offer innovative, diverse, and valuable perspectives on research and teaching.*)
- The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (*Recall the biases seen in evaluations of written descriptions of job performance and the attribution of success to luck rather than skill.*)
- The ability of women or minorities to run a research group, raise funds, and supervise students and staff may be underestimated. (*Recall assumptions about leadership abilities.*)
- Assumptions about possible family responsibilities and their effect on the female candidate's career path may negatively influence evaluation of merit, despite evidence of productivity. (*Recall studies of the influence of population generalizations on evaluation of an individual.*)
- Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation. (*Recall students' choice of counselor.*)
- The professional experience candidates may have acquired through an alternative career path may be undervalued. (*As examples, latecomers to a field may be more determined and committed; industrial or other nonacademic experience may be more valuable for a particular position than postdoctoral experience.*)
- Other possible biases, assumptions, or unwritten criteria may influence your evaluation. (*Some examples include holding a degree from a prestigious research university, recognizing the names of the candidates, and/or recognizing the name of or knowing the references provided by the candidates. Such candidates are not necessarily the most qualified. Be sure that such factors don't serve to disadvantage highly qualified candidates, especially candidates from diverse backgrounds.*)<sup>9</sup>

### **Overcoming the Influence of Unconscious Biases and Assumptions**

- Learn about research on biases and assumptions.
- Discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Spend sufficient time (15–20 minutes) evaluating each applicant.

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<sup>9</sup> [http://www.bu.edu/apfd/recruitment/fsm/run\\_comittee/](http://www.bu.edu/apfd/recruitment/fsm/run_comittee/)

- Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation or the prestige of the degree-granting institution or postdoctoral program.
- Be able to defend every decision for rejecting or retaining a candidate.
- Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.<sup>10</sup>

Please refer to *Reviewing Applications: Research on Bias and Assumptions*, [http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_2ndEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf), for additional information concerning unconscious bias.

If you are interested in receiving training or participating in workshops regarding unconscious bias, please contact Dr. Denise Cobb, Chair of SIUE's PRIME Committee (Promising Recruitment and Retention Initiatives Mark Excellence) at [pcobb@siue.edu](mailto:pcobb@siue.edu).

## **I. Evaluating the Applicant Pool**

The search committee evaluates the applicants' resumes and other application materials based on the advertised minimum and preferred qualifications. The committee is cautioned to be mindful of biases in the screening process that could inadvertently screen out well-qualified applicants with non-traditional career paths, with non-traditional research interest or publications, and from Historically Black Colleges and Universities (HBCUs) or other minority-serving institutions.

It is important to recognize that diverse paths and experiences can make positive contributions to a candidate's qualifications. Acknowledge the value of candidates who are "less like us" and consider their contribution to our students who are increasingly more diverse. As a search committee, you are encouraged to think carefully about your definition of "merit," taking care to evaluate the achievements and promise of each applicant rather than relying on stereotypical judgments. Make sure the process allows each member of the group to contribute to the evaluation of all applicants.

### **Communicating with Applicants**

At a minimum, each applicant should receive a letter acknowledging receipt of their initial application. Be courteous and responsive to applicants who seek information about the position, the school, department, institution and university community. Keep applicants informed on the progress of the search (especially if it is taking longer than expected). We make friends for the University by treating applicants with thoughtfulness no matter how ill-suited an applicant may be for your particular position.

A notification letter should be sent to each applicant when the individual is no longer under consideration for the position rather than at the end of the process.

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<sup>10</sup> Ibid.

## J. Ensuring a Fair and Thorough Review of Candidates

### 1. Discuss and Develop Criteria For Evaluation

Meet with your search committee to discuss and agree in advance on the criteria to be used in evaluating candidates. Note that:

- Relatively broad criteria not tied to specific experience or narrow specialty will generally lead to a more interesting “long short list” and leave room for “targets of opportunity.”
- A candidate might bring interesting strengths or attributes to the department other than those originally sought. If such cases appear, it is advisable to reevaluate and possibly modify the review criteria, being careful not to modify the qualifications or requirements for a position during the search process.
- It is also advisable to periodically evaluate your criteria and their implementation. Are you consistently relying on the criteria developed for the position? Are you inadvertently relying on unwritten or unrecognized criteria? Are you inadvertently, but systematically, screening out women or underrepresented minorities?

### 2. Conduct The Review In Stages

Conduct the review in stages, with the first stage confined to the construction of a “long short list.” This should retain **all potentially interesting candidates** and not just those regarded initially as the top candidates.

#### **Stage 1: Creating the “long short list”**

If you have a large pool of candidates, it may be difficult for all members of the search committee to thoroughly review all the candidates. In such a situation, consider assigning specific review responsibilities to members of the committee, consistent with the sizes of the committee and the pool of candidates. To generate the “long short list:”

- Ask all the members of the committee to review, even if briefly, all applications as they come in to get a sense of the possibilities. *(Some search committee chairs recommend including a sign-in sheet in each candidate’s file on which search committee members can indicate that they have briefly reviewed the file. Others also keep a checklist in each file to track receipt of required application materials. Some prefer to keep a master checklist for all candidates.)*
- Divide the task of thoroughly evaluating the qualifications of each candidate amongst the search committee. Try to make sure that each candidate receives a thorough and in-depth review from at least two, and preferably more, members of the committee, and that each committee member is responsible for thoroughly evaluating the qualifications of a manageable group of candidates.
- Warn your committee about how much time reading and evaluating the candidates’ files will take. Inexperienced or busy committee members may otherwise put off reading the files until it is too late to do a thorough

evaluation. **Most search committee chairs recommend devoting at least 15–20 minutes per applicant.** (Some search committee chairs find it helpful to provide a form that committee members can use to keep track of their evaluations; others prefer to let committee members devise their own methods for evaluating and comparing candidates. See sample form on page 59.)

- Advise your reviewers to concentrate on selecting **all potentially strong candidates** in their review group regardless of their personal preferences. In cases of doubt, advise the reviewer to retain a candidate for review by the entire committee.
- At subsequent meetings decide how long the “long short list” should be and construct the “long short list” by having the reviewers present their conclusions.
- Evaluate your “long short list” before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions have influenced your ratings.
- The selection of the “short list” of candidates for interviews should be conducted at a later meeting, scheduled to allow committee members sufficient time to thoroughly review the strengths of the candidates on the longer list.

### **Stage 2: Selecting a “short list” of candidates to interview**

This is likely to be the most difficult part of the review process since committee members will inevitably have different perspectives or preferences with respect to the open position. Search committee chairs should think of ways to handle the delicate issues that can arise. Many successful search committee chairs recommend the following:

- a. **To get the review off to a good start, the entire committee should consider all candidates objectively:**
  - Review your objectives, criteria, and procedures.
  - Emphasize that the committee represents the interests of the department as a whole and, in a broader context, the interests of the entire university.
  - Remind the committee that the dean or director will expect the search committee chair to make a convincing case that the review was thorough and handled fairly. Some committee members may otherwise want to start with only their favorite candidates and to argue against others without considering them objectively.
  - Remind the committee that increasing the diversity of the faculty and staff is an important criterion to consider in choosing among otherwise comparable candidates.
- b. **To make sure that diversity is considered seriously:**
  - Remind the committee of possible inadvertent biases or assumptions before starting. Require uniform application of standards in retaining or dropping candidates on the original list.



**c. To handle the mechanics of selecting the short list efficiently and systematically:**

- Have all members of the search committee thoroughly review and evaluate the applications of those selected for the “long short list.”
- Remind your committee members to devote at least 15–20 minutes to the evaluation of each applicant.
- Consider evaluating applicants on several different rating scales—one for teaching ability, one for research potential, one for mentoring potential, etc. Discuss the relative importance of different criteria. There is a sample form that can be used in the Resources Section.
- Schedule subsequent meetings to allow search committee members sufficient time to conduct thorough evaluations.
- After search committee members present initial evaluations, review the ratings a second time. Opinions expressed early in the process can change after many candidates are considered and comparisons become clear.
- Consider including the top candidates from various separate rating scales in your “short list.”
- Decide on the “short list” and possible alternates only after the entire committee has had a chance to review the longer list in depth.
- Do not allow individuals to dominate the process or to push for dropping or retaining candidates without defending their reasons.
- Ask quieter members of the committee for their opinions.
- Be sure that standards are being applied uniformly. Be able to defend every decision for rejecting or retaining a candidate.
- Do not allow personal preferences or narrow views of the review to dominate the process.
- Evaluate each candidate’s entire application; don’t depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
- Evaluate your short list before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions may be influencing your ratings.
- Keep sufficiently detailed notes so that the reasons for decisions will still be clear later.

**3. Resources**

**Sample Forms to Help Keep Track Of and Communicate With Applicants**

Please note that the forms below are intended only as samples. You may choose to use, modify, or ignore these forms according to your needs or preferences. (See Appendix D for all sample forms.) These forms were adapted from the following sources:

Pribbenow, Dean. 2002. *Improving the interview and selection process*. Madison, WI: Office of Quality Improvement, UW–Madison.

Bensimon, Estela M.; Ward, Kelly; and Sanders, Karla. 2000. *The Department Chair's Role in Developing New Faculty into Teachers and Scholars*. Bolton, MA: Ankar Publishing Co.

**SAMPLE FORM 1. *Checklist for application materials for individual applicants***

Some search committee chairs recommend including a form such as this one in a folder created for each applicant. Most search chairs recommend that a single form to track the application materials for all candidates supplement or replace this form for individual applicants.

**SAMPLE FORM 2. *Checklist for ALL applicants***

Most search committee chairs recommend using a single form to track the application materials for all candidates. A thank-you letter along with an information packet should be sent promptly to all applicants upon receipt of their materials. This letter should state that unless confidentiality is requested in writing, information regarding the applicants and nominees must be released upon request; finalists cannot be guaranteed confidentiality. It may also contain information about the search committee's time frame, since candidates will undoubtedly be anxious to know when they will be hearing about possible interviews. Additional information, e.g., papers or publications or a statement on his or her philosophy of education, may also be requested at this time. In addition, applicants should be asked to complete the anonymous Affirmative Action Data Questionnaire provided by the Office of Equal Opportunity and Access and return it to that Office.

**SAMPLE FORM 3. *Checklist for communicating with applicants***

**SAMPLE FORM 4. *Sign-in sheet for evaluation of applicants***

Search committee chairs who use this type of form recommend keeping one in each applicant's folder. At least two search committee members should perform a thorough and complete evaluation of each candidate.

**SAMPLE FORM 5. *Sign-in sheet for evaluation of candidates on the long short list***

Search committee chairs who use such a form recommend keeping it in each applicant's folder. All search committee members should perform a thorough evaluation of every candidate on the "long short list."

**SAMPLE FORM 6. *Checklist for developing the "long short list"***

**SAMPLE FORM 7. *Evaluation of candidates for short list***

Although evaluation procedures vary, the search committee may want to either develop a rating form based on job-related criteria or keep the notes that the search committee generates. A rating form may consist of a series of job-related questions or issues that the committee believes are crucial to the position. Written comments reflecting the judgment of each member of the committee should be made for each candidate. Not only will this allow the search committee to determine which candidates are to be interviewed, it will also save time if it becomes necessary to return to the applicant pool at a later date. The sample form here can be used for the entire faculty or staff evaluation of a candidate after an interview.

*This document is based on Searching for Excellence & Diversity: A Guide for Search Committee Chairs, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin Madison.*

## **K. Starting the Interview Process**

### **Developing and Implementing an Effective Interview Process**

#### **1. BEFORE: PLANNING FOR AN EFFECTIVE INTERVIEW PROCESS**

- a. Together with your committee, articulate your interview goals.
- b. Develop a set of core questions to be asked of each candidate.
- c. Even though search committees are encouraged to use a standard set of questions, you are still free to ask probing questions that are specific to each candidate or triggered by the candidate's response. There may be something in an applicant's background that will be unique and may warrant other questions, e.g., different kinds of research or other kinds of experiences. Such questions are appropriate as long they are job related.
- d. Circulate the candidate's resume to all who will participate in the interview.
- e. Be sure all interviewers are aware of what questions are appropriate.
- f. Consider who will lead the interview.
- g. Determine the interview structure and schedule.
- h. Consider preliminary interviews.
  - These may occur by phone, at a conference (for some disciplines), via Skype, etc., as an intermediate screening step to determine who will be invited for an on-campus interview. If the search committee elects to conduct telephone interviews, make sure that they are handled consistently and professionally. Even though you are talking on the phone, your questions should be uniform. Thus, it would be helpful to follow a structured plan by establishing a core set of questions ahead of time. This will help achieve fairness, equity, and

consistency during the interview process. Discriminatory behavior in the search and screening process is improper even if it occurs inadvertently. Appearance is as important as reality to the applicant, especially women and persons of color.

- In preparation for the telephone interviews, committee members should review the position description and the vacancy notice for specific knowledge, skills, and abilities required for the position. Review the applicant's resume, cover letter, and any other pertinent material. Note areas that may need clarification or further inquiry.
- To avoid unlawful inquiries, everyone participating in the interview process should be acquainted with the interview guidelines provided by the Office of Equal Opportunity and Access concerning pre-employment inquiries.

## **2. DURING: GUIDELINES FOR INTERVIEWING**

### **(Telephone)**

- a. Follow the plan established before the interview process and allow enough time for the interviews.
- b. Remind the interviewers of what questions are inappropriate. Also, remind them that the same questions that are inappropriate for formal interviews are also inappropriate at meals, social events, and other informal gatherings.
- c. The chair (or committee member) begins by introducing her/himself to the applicant.
- d. Other committee members present should also be introduced.
- e. Explain to the applicant the purpose, format, and agenda of the interview.
- f. If the telephone interview is being recorded for some reason, ensure that notice of such recording is provided to the candidate at the beginning of the interview and obtain the candidate's permission to record.
- g. Briefly review the position and, in general, what will be expected of the successful applicant. Visit <http://jobsearch.about.com/od/phoneinterviews/a/telephoneinterviews.htm> for Do's and Don'ts of phone interviews.
- h. Give the applicant a moment to become comfortable and have an idea of what will be happening.
- i. Note taking by committee members is encouraged as an aid to recall and to ensure accuracy.
- j. As the interview proceeds, listen carefully and allow the applicant sufficient time to respond to inquiries. If the applicant tends to answer excessively, the chair should interrupt and move on to the next area of inquiry. The key is to combine good listening with good use of questions. Don't rush through the process and be sure to take time to answer the applicant's questions.

- k. Conclude the interview by thanking the applicant for taking the time to speak with the committee and explain what will happen next, i.e., the rest of the selection process. However, do not make commitments you can't keep (i.e., scheduling an on-campus interview at this time).
- l. Documentation of all telephone interviews (including recordings, if any are made) should be maintained in the search records.

**(Campus visit)**

- a. Personalize the visit for each candidate.
- b. Provide opportunities for women and minority members of the department to meet all candidates-not just women and minority candidates.
- c. Provide candidates with the opportunities to seek information about campus and resources from knowledgeable sources not directly involved in the search.
- d. Provide candidates with a detailed schedule that identifies by name and affiliation each person who will interview them and a brief explanation of why this person is interviewing them (if it is not apparent from the affiliation/title).
- e. Develop an information packet to share with all final candidates.
- f. Make candidates feel welcome and comfortable. It is critical to treat all candidates fairly and with respect.
- g. Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation or veteran status. *Federal and/or state laws prohibit discrimination on the basis of an applicant's race, color, national origin, religion, sex, age, disability, marital or civil union status, sexual orientation or veteran status.*
- h. Encourage all faculty members and staff to attend candidates' talk/lecture. This is an important part of making candidates feel welcome and respected.
- i. Allow sufficient time for follow-up questions, candidate questions, and breaks.
- j. Provide an opportunity for the candidate to discuss any special requirements or circumstances such as the need to find a position for a partner.
- k. Remind interviewers to complete evaluations.

**3. ADDITIONAL INFORMATION FOR INTERVIEWING**

- a. Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed.
- b. If a job candidate reveals information that you are not allowed to ask, do not pursue the topic further.

c. Some questions could result in claims of discrimination. To avoid the appearance of discrimination during interviews, **do not ask the following 25 (or similar) questions:**

- Are you married? Divorced?
- If you're single, are you living with anyone?
- How old are you?
- Do you have children? If so, how many and how old are they?
- Do you own or rent your home?
- What church do you attend?
- Do you have any debts?
- Do you belong to any social or political groups?
- How much and what kinds of insurance do you have?
- Do you suffer from an illness or disability?
- Have you ever had or been treated for any of these conditions or diseases? (followed by a checklist)
- Have you been hospitalized? What for?
- Have you ever been treated by a psychiatrist or psychologist?
- Have you had a major illness recently?
- How many days of work did you miss last year because of illness?
- Do you have any disabilities or impairments that might affect your performance in this job?
- Are you taking any prescribed drugs?
- Have you ever been treated for drug addiction or alcoholism?
- Do you plan to get married?
- Do you intend to start a family?
- What are your day care plans?
- Are you comfortable supervising men?
- What would you do if your husband were transferred?
- Do you think you could perform the job as well as a man?
- Are you likely to take time off under the Family and Medical Leave Act?

#### **4. ADDITIONAL INFORMATION TO CONSIDER**

##### **Is it permissible to tape record telephone interviews or videotape face-to-face interviews?**

Yes, it is permissible to record telephone interviews or videotape face-to-face interviews, although recording interviews is not required. If recording is to be conducted, the candidate should be given notice of the recording, and consent to being recorded. If recordings are made, care must be taken with respect to the usage and storage of the recordings. University policies and state laws must be adhered to regarding record retention. If you have questions, you are encouraged to call the Office of General Counsel at ext. 2514.

### **Videotaping Interviews**

Videotaping of candidates during employment interviews can create an intimidating environment and add unnecessary discomfort and stress for the candidates who, even if they are asked for permission, do not feel they are in a position to refuse to be taped. Where possible, candidates should be informed of the decision to videotape their interview(s) in the letter confirming their invitation to campus.

On those occasions (e.g., the absence of one or more search committee members), where after having arranged a personal interview, the search committee seeks to tape record interviewees, it is recommended that the search committee chair contact the Office of General Counsel for advice and guidance. When used properly video recordings can be a powerful and persuasive factor in the selection process. Like audio tape recordings, videotape recordings of employment interviews must be retained as a part of the search record and maintained in accordance with University policies and state law.

### **Public Posting of Candidate's Information**

Candidate CVs/résumés and cover letters are confidential and cannot be released publicly, without the consent of the candidate. Such documents may only be shared with persons outside of the search process, with the express permission of the candidate. Only if the candidate agrees in writing to release the CV/résumé and cover letter should they be released to anyone outside of the search committee (and the search committee does not include the entire departmental faculty or divisional staff) and hiring official.

### **The Use of Social Media in the Evaluation Process**

The phenomenal growth of online social networks is altering the way people communicate, share ideas, and disseminate information. Thanks to social media networks such as Google, Facebook, Twitter, YouTube and MySpace, employers can now access personal details about many job applicants with just a few computer clicks. The use of social media networks to recruit and research the backgrounds of job applicants sends red flags to the Equal Employment Opportunity Commission (EEOC) for two reasons. First, it may reveal a person's race, religion, age or other protected characteristics.

Second, because the typical user of social media is more likely to be affluent and young, using these media as recruiting tools could have a "disparate impact" on certain "protected groups," such as racial minorities and people over 40. The EEOC has warned about the potential for making biased decisions after checking social media websites. Thus, employers need to understand the legalities surrounding the use of social media networks in the hiring process. Using a bit of

common sense never hurts either. Contact the Office of General Counsel for advice and guidance on the use of social media in the search process.

### **Keep your Candidate Research Legal**

One of the easiest ways to use social media web sites is for recruiting purposes, e.g., to review an applicant's own public postings and accounts, providing a better picture of him or her as a potential employee. Be aware, though, that some of the information you find (such as a person's age, race, gender, religion, marital status or disability) should not be used to influence your hiring decision and laws prohibiting discriminatory hiring practices are still very much in place when recruiting online. Once you review a candidate's online profile, a court will assume you are aware of that person's "protected characteristics" that are often part of their online postings.

Experts suggest that if you choose to review social media sites as part of your hiring practices, it's a better practice to wait until after you've met a candidate face to face. By using social media in this more targeted way, you are less likely to be accused of making snap selection decisions or of relying on protected characteristics evident from a social network profile.

### **Use Social Media/Internet Information Legally**

There is plenty of lawful information to be had from social media, though. Does your candidate have a Twitter account that is regularly updated with thoughtful "tweets?" Does the candidate's social media presence demonstrate a deeper interest in the type of job s/he is pursuing? While social media should not be used to make final employment decisions, it can be used as an extension of the résumé, a conversation starter that gives the interviewer a deeper understanding of the candidate. This is particularly true if familiarity with social media is needed for the position in question. A candidate for a marketing position that knows how to market himself/herself via LinkedIn should stand out among otherwise equally-qualified job seekers.

### **Give Job Applicants Fair Notice**

It's not necessary to have an applicant sign a waiver that allows you to review his or her public social media accounts or internet information; however, it is a best practice to give them a "heads up" that you will be reviewing any and all "publicly posted social media accounts." Chances are, if a candidate uses social media as an effective job-hunting tool or has interesting things to say via social media, he or she is likely going to publicize their online presence anyway.



Following are some “best practices” to consider, if conducting social media or internet research of candidates:

- Notify candidates that you will be conducting a comprehensive internet search that includes social media sites.
- Provide candidates with an opportunity to address issues related to identity and negative information. There is more than one of the same name on Facebook or other places on the internet. Make sure you have the right person before making judgments.
- Invite candidates to let you know about internet content that may be inaccurate.
- Consider the nexus between the information you uncover and its relationship to the job. Is the information reliable? Accurate? Job-related? Does it really help in formulating an employment decision?
- Be ethical. “Friending” a candidate or one of the candidate’s friends in order to access personal information on Facebook or other sites is unacceptable and potentially illegal.
- Be consistent and treat everyone the same. To avoid claims of disparate treatment, you should put all job seekers through the same process and apply the same selection criteria.

#### **Treat “Bad” Social Media/Internet Information Delicately**

What about negative information that reflects poorly on the job candidate’s professional image--such as pictures of a job applicant getting drunk and acting inappropriate or comments that reveal ignorance or bigotry? Treat it the same way you would if you had gained the knowledge via the interview or in a résumé, if you are certain that the information pertains to the candidate in question.

In Illinois, it is unlawful to request the social media password of an applicant or candidate or to require a candidate to log into his/her social media account so that a potential employer may view the content. This law went into effect on January 1, 2013 and aims to tackle potential discrimination arising from such online snooping. (See Appendix B for Public Act 097-0875.)

But remember, a candidate may not control every image posted on a social media site, so consider the overall context. If you have lingering questions, consider consulting the Office of Equal Opportunity and Access or Human Resources before relying on negative information to justify an employment decision.

Finally, don't just rely on the internet to evaluate potential hires. Especially if you're looking to fill a leadership role, put the most stock in what you see offline. In other words, your candidate could have the best web presence ever, but if s/he's rude to the waiter in the interview, it might be time to look elsewhere.

### **Candidate's Qualifications for Teaching or Working in a Diverse Environment**

- Incorporate inquiries throughout the interview process and raise them in varied contexts along with exploring other qualifications regarding effective teaching, scholarship, and teamwork.
- Ensure that various members of the search committee ask questions so that diversity issues will be raised regardless of the gender and racial make-up of the group.
- Solicit information about the candidate's work in the areas of diversity. For example - experience or opportunity to recruit, retain and promote women and minorities in previous position and, if so, success at these efforts; information about programs, committee memberships and diversity initiatives in previous position.
- The following are examples of an opening statement and appropriate open-ended interview questions and assessment tools to assist you.  
Suggested opening remarks:
  - Our college (division or department) values diversity among its students, faculty and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity.
  - What do you see as the most challenging aspects of an increasingly diverse academic community?
  - What have you done, formally or informally, to meet such challenges?
  - How do you view diversity course requirements for students?
  - How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, in the department?
  - How have you mentored, supported or encouraged students on your campus? What about minority students, women, or international students?
  - In what ways have you integrated multicultural issues as part of your professional development?

***How to assess what you heard - What to look for:***

1. Is the candidate at ease discussing diversity related issues and their significance to the position, or is the candidate reluctant to discuss diversity issues?
2. Does the candidate use gender-neutral language or are “males” used for examples and answers?
3. Does the candidate address all the members of the interview committee?
4. How does the candidate show experience, concern, commitment or willingness to advance the University’s diversity efforts?

**5. AFTER: FOLLOW-UP AND SELECTION**

The search committee should select the best-qualified candidate(s) for referral to the department head based on advertised position requirements, candidates’ qualifications, and goals of excellence and diversity. The committee should select and refer the candidate(s) who will contribute to the diversity of the department or unit, when two or more candidates possess equivalent qualifications. Here are a few guidelines on how to proceed after the interviews:

- a. Meet with your search committee as soon as possible after the completion of the interviews. Review the faculty and staff evaluations.
- b. Follow the agreed-upon process for making recommendations.
- c. Evaluate candidates for their strengths and weaknesses on specific attributes.
- d. Raise awareness of unconscious assumptions and their influence on evaluation of candidates. Consider whether any such assumptions are influencing your evaluation of final candidates.
- e. Check references following an agreed-upon format. If phone calls are made, draw up a common set of questions to ask in all reference checks (**see Sample Forms 8 and 9 in Appendix D**).
  - The search committee should check references and review letters of recommendation. Remember that all questions asked and issues raised from references must be job related and similar for all candidates. Some inquiries are not permitted because they request or allow use of information that may lead to an unfair (and illegal) biased decision.
  - Reference checks are a critical part of the selection process. There are two primary reasons to conduct reference checks:
    - Employers need to be able to demonstrate that they have made reasonable efforts to find out about a future employee’s previous work performance. Employers who don’t do their best to check references can be held liable if the candidate hired has known violent tendencies or other tendencies that could have been discovered through reasonable efforts, especially if those tendencies result in threats or injuries to others in the new workplace.

- Employers can minimize the risk of hiring an employee who won't be able to succeed in the new job if they take the time to try to find out about previous job performance. The best predictor of future performance is past performance. Even if it proves difficult to obtain information from previous employers, the prospective employer can still demonstrate that a good faith effort to check references was made.
- Reference checks may be conducted relatively early in the hiring process to assist in identifying a smaller group of finalists, or at a later stage, to help select one candidate from among finalists, or after a final selection has been made, but before an offer of employment as a means of verifying job-related information.
- Don't just rely on letters of reference or personal references provided by the job applicant. A telephone reference check takes less time than a written reference check and usually more information is gained. Forms rarely uncover negative information. Employers hesitate to put into writing what they may say in a conversation.
- Try to contact the same number of references for all candidates. Ask the candidate if there is anyone you should not contact and why you should not contact this person.
- Ensure that all references are individuals who have worked with the candidate in a professional capacity or who have knowledge of the candidate's skills, abilities and performance record. When calling an applicant's reference: identify yourself immediately; tell the reference about the position for which the applicant is being considered. Verify dates of employment, titles, educational credentials and licenses. Ask only job-related questions and document all answers. Avoid questions that can be answered with only a "yes" or "no." Instead, ask open-ended questions such as "Describe the applicant's ability to..."
- Develop a standard set of questions to be asked of all references, based on the requirements for the job. Job-related questions are the key to a good reference check. Follow-up questions may be asked, but must be job-related. Remember that the inappropriate questions used for interviewing also pertain to reference checks.
- The most important question to ask is whether the previous employer would rehire the applicant you are considering. If you get no other response, try to get this question answered.
- Search committees and/or hiring officials should check the references of an internal candidate in the same manner as any other applicant, including contacting current and former supervisors.
- Needless to say, always check more than one reference. It is permissible to contact references other than those provided by the applicant, but again, applicants should be so informed.

- f. Evaluating the “Best Qualified” Candidate: To assist you in identifying the “best qualified” candidate, consider the following questions. Does the candidate:
  - Satisfy advertised requirements for the position?
  - Have the skills needed to perform the essential functions of the position?
  - Demonstrate the potential to be successful in the promotion and tenure review, if applicable?
  - Have experience with diverse populations?
  - Have scholarly expertise related to diversity in the discipline, if applicable?
  - Add intellectual diversity to the University community?
  - Bring interesting life experiences that will benefit diverse students?
  - Enlarge the cultural richness available within the University community?
  - Alleviate under-representation in a discipline or within the University?
  - Demonstrate special talents and knowledge needed to serve as a mentor and role model for students in under-represented groups?
  - Enhance other factors valued on the campus?
- g. Selecting a candidate to recommend to the Dean or Director:
  - Efforts to include qualified women and minorities in the final pool are especially required for job categories, titles, or for departments/units with historical under-representation of certain groups.
  - The search committee should consider re-opening or intensifying the search if the pool does not reflect the availability estimate for the job category.
  - See University, School/College and Departmental papers on how to notify the full faculty and staff of your decision.
- h. Examine the role of the Dean or Director in the process.
- i. Review the material sent to you from the Office of Human Resources for civil service positions.
- j. Make sure you know the role of the Office of Human Resources in the pre-employment investigation process.
- k. Make sure you know the role of the Provost and/or respective Vice-Chancellor in the process.
- l. Review the Office of Equal Opportunity and Access website (<http://www.siue.edu/oic/hiringforms.shtml>) so that you are clear about the role of the Office of Equal Opportunity and Access.
- m. Communicate with both successful and unsuccessful candidates in a timely manner.
- n. Decide how to proceed if your recommended candidate is not accepted by the faculty or staff, department chair, dean, director, vice chancellor, Office of Equal Opportunity and Access, or if the candidate turns you down.

## **L. Making the Offer (Excludes Civil Service Positions)**

At the conclusion of the entire interview process, the search committee should meet to reach agreement on a recommended list of finalists for the position. Depending on the instructions provided by the hiring official, the list may be either ranked or unranked. The hiring official also specifies the number of candidates, usually three, to be considered. Rather than using strict numerical rankings, the Office of Equal Opportunity and Access suggests utilizing qualitative statements based on job-related criteria in conveying selection recommendations.

- a. The committee should reflect the rationale for all recommendations made. The committee's decision, with supporting documentation, should then be transmitted via memorandum to the appropriate administrator or authorized hiring official.
- b. In turn, the appropriate administrator or authorized hiring official should advise the search committee of the final selection decision. The search committee chair or designee should notify, in writing, all applicants who were interviewed that another candidate was selected.
- c. The dean, department chair or administrator will make the offer to the candidate. Be sure that the proposed pay level, rank, and academic and/or administrative support for a woman or minority are no less than they would be for a comparable majority appointment.
- d. In addition, the dean or administrator should make sure unsuccessful candidates have been notified prior to public announcements of appointment. Official, timely notification to internal candidates is especially important.
- e. **NOTE: Spousal/Partner Hire Information:** Increasingly, a candidate's acceptance of employment is contingent upon the availability of employment for his or her spouse or partner. While SIUE does not have a spousal/partner hire policy, we recognize the importance of dual career families and seeks to make opportunities available for 'accompanying spouses/partners' when possible. . Although the University cannot guarantee employment, inquiries regarding partners of prospective faculty and staff should be made to the search committee chair as soon as possible, preferably prior to an offer being made.

## **M. After the Search**

### **a. Retention of Search Records**

Remember that information received including all correspondence, itineraries, notes and advertised position announcements remain a part of the search record for a period of no less than two years.

### **b. Retention Strategies**

The hiring department should be deliberate in welcoming new hires by providing assistance to secure a smooth transition and enhance the probability of success in the new position. The department chair should identify someone who will be

willing to serve as a mentor and participate in other professional development activities. Networking along gender and ethnic lines is an effective way to deal with problems of isolation and should be valued and supported. Placing additional “diversity” demands or expectations on minorities or women should be avoided (e.g., extra advising or committee work).

**c. Mentoring Junior Faculty (Specific to Faculty)**

Mentoring is an important part of an effective campus retention program. In addition to informal mentoring, departments may organize formal mentoring programs and conduct workshops for junior faculty to assist with the tenure process. These programs will contribute to the success of all junior faculty, but may be especially important to women and minority junior faculty who may not otherwise be a part of informal campus support networks.

Departments also may consider permitting junior faculty to participate *ex officio* in academic personnel processes such as file review, ad hoc committees, and discussion of personnel cases. Access to information about personnel reviews will demystify the process and may contribute to the retention of junior faculty (See departmental papers for further clarification). For mentoring contact the SIUE Peer Mentoring and Consultant Program at <http://www.siue.edu/institutionaldiversityandinclusion/peerconsultant/>.

**d. Faculty Development Programs (Specific to Faculty)**

The Office of Academic Innovation and Effectiveness offers a faculty development program for all faculty. These programs provide financial support and/or release time to support teaching and research. University policy prohibits the consideration of race or gender as a factor in determining eligibility for these programs. Such programs also may reward faculty who have exhibited leadership in developing pedagogical techniques designed to accommodate all learners and promote welcoming classroom environments for students from culturally diverse groups, and/or faculty who have made exceptional contributions to campus diversity through their departmental service. For faculty development opportunities go to <https://www.siue.edu/innovation/teaching/>.

**e. Accommodating Special Needs**

Providing faculty and staff with necessary flexibility to accommodate special needs will contribute to faculty productivity and retention. Deans and department heads must understand the University’s policies concerning leave and modified duties to accommodate faculty and staff with parenting or disability-related needs. Departments may explore permanent or temporary part-time appointments for faculty and staff that need such arrangements. Faculty and staff should be informed of their options under University policies and encouraged to request leaves, modified work schedules, or other accommodations as needed. Departments also

should consider parental and medical needs of faculty and staff in scheduling department meetings and service assignments. For example:

1. *Tenure Clock Policies:* (<http://www.siu.edu/provost/fhb/7-16-7.shtml>) (*for Faculty only*).
2. *Family Leave Policy:* <http://www.siu.edu/humanresources/benefits/leaves/fmla/>

**f. Veterans' Preference**

For civil service positions, the Office of Human Resources abides by the Civil Service Statutes and Rules regarding Veteran's Preference. Upon submission of an application, the candidate will be required to submit a certified copy of their DD214/DD215 as proof of service. With this information, the Veteran can have the appropriate additional points added to their examination score.

For all other positions, veterans may have preferences to other employment events including subsequent appointments, promotions, reassignments, lateral transfers and reduction-in-force situations. For further information, please review the State of Illinois website on veteran programs at <http://work.illinois.gov/vetsopgm.htm>.

**g. Informing the Campus Community**

Developing an effective faculty and staff program to recruit and retain a diverse workforce requires involving divisions, departments, staff and faculty at all levels. Departments may promote effective faculty and staff involvement by providing faculty and staff on a regular basis with statistical data regarding the number of minorities and women on the faculty, staff and among new appointments.

- It is particularly important that data regarding faculty and staff demographic profiles and availability figures be provided to faculty, staff, search committees, department chairs, deans, and administrators involved in recruitment and retention activities. This information will serve to inform the campus community about the status and progress of recruiting and retaining a diverse work force and also will promote widespread discussion of issues relating to equal opportunity and diversity in faculty and staff hiring.
- The Office of Institutional Research and the Office of Equal Opportunity and Access currently compile an annual statistical report. In addition, departments may compile and distribute their own data sets with more detailed breakdowns reflecting the status of women and minorities in faculty and staff appointments.
- In addition to demographic data, all administrators, deans, department chairs, directors, staff and faculty involved in personnel matters should receive information on an annual basis regarding the components of the campus recruitment and retention plan and the placement goals in their fields or organizational units. This information is important for identifying potential



equal opportunity problems and implementing action-oriented programs to address such problems.

- Information regarding affirmative action requirements and campus-specific affirmative action data should be provided to all department chairs, directors and deans on an annual basis and should be discussed in orientation and training programs for department chairs, directors and deans.

#### **h. Enforcing the Non-Discrimination Policy**

Each department should demonstrate its commitment to equal opportunity and diversity by taking active steps to disseminate and enforce the University's policy prohibiting discrimination. University policy, consistent with state and federal laws, prohibits discrimination, including harassment, on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition, ancestry, marital or civil union status, age, sexual orientation, citizenship, or status as a protected veteran. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

Departments can promote enforcement of the University Non-Discrimination Policy by having knowledgeable persons available to facilitate resolution of complaints, by providing ready access to informal and formal channels for bringing grievances, and by conducting training for all staff and faculty regarding the requirements of the Policy. Training programs regarding sexual harassment and cross-cultural sensitivity are examples of educational programs that may help prevent behavior that could lead to discrimination complaints and provide a more productive employment experience for all employees.

#### **i. Creating a Welcoming Campus Climate**

- Each department may promote faculty and staff diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, sexual orientation, disability or gender.
- Annual statements from the Chancellor regarding the campus commitment to principles of equal opportunity in education and employment are an important element of positive and welcoming campus climate. Such statements may be distributed widely to publicize the campus position regarding affirmative action and compliance with Federal regulations. Campus leaders can make similar public statements declaring their support for the value of diversity in the educational community.
- Department faculty, staff and academic administrators can encourage and support interested groups that wish to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity.

- Maintaining an ongoing and civil dialogue at the department level will provide a welcoming academic environment for women and minority faculty and staff. Such dialogue also will provide opportunities for input from a wide variety of persons including the campus leadership, faculty, staff, students, and community members. Such discussions also may be effectively introduced on the campus via the curriculum in a broad array of disciplines.
- Exploring and implementing diversity in approaches to teaching and research can support educational diversity in the classroom and can assist departments in diversifying and strengthening their faculty.
- Departments may provide public and academic recognition to faculty and staff who make exceptional contributions to academic and educational diversity through their research, teaching, or service activities.

#### **j. Developing Curricular Diversity**

Increasing faculty diversity is one of the valuable consequences of a commitment to a broad and diverse academic curriculum. It is within the academic discretion of the University to encourage faculty to conduct research that contributes to the overall breadth of the curriculum and to consider contributions to this breadth in making faculty appointments. Departments may develop organized research units to pursue scholarly exploration of topics such as race, ethnicity, gender, and multiculturalism.

Departments may consider developing joint appointments with ethnic and women studies programs in pursuit of a curriculum that encompasses a broad and deep range of programs and interests. Departments may commit resources toward developing interdepartmental curriculum initiatives to address issues such as gender and race within the traditional disciplines. Such initiatives may support cluster hiring and other academic personnel practices that will contribute to the diversity and intellectual vitality of the campus community.

#### **k. For Further Assistance**

The following offices are available to assist you at any point in the search process. Please contact:

- Office of Equal Opportunity and Access at 618.650.2333
- Office of Institutional Diversity and Inclusion at 618.650.5382
- Office of Human Resources at 618.650.2190
- Office of General Counsel at 618.650.2514 (for legal questions)

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## **APPENDICES**

## APPENDIX A

### RESOURCES

The following directories and websites are designed to aid in recruitment of a diverse campus community. You are encouraged to list your position announcement on websites and list-serves specific to your department or position which potential applicants are likely to read because of their interest in the subject. In addition, the following are some general electronic resources that have been useful in other searches:

SIUE has an Institutional Unlimited Job web postings contract in **Diverse Issues in Higher Education** [www.diverseeducation.com](http://www.diverseeducation.com). Once your position is approved it will automatically be placed in the online version of this magazine.

### ADDITIONAL RESOURCES FOR POSTINGS

The Minority and Women Doctoral Directory

<https://sites.google.com/site/gsirdo/gradstudents/theminoritywomendoctoraldirectory>

Directory of Ford Fellows: The foundation sponsors pre-doctoral, doctoral and postdoctoral recipients through the National Research Council. For more information visit their website at

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

Chicanos and Native Americans in Science <http://www.sacnas.org>

Historically Hispanic Colleges and Universities <http://www.hacu.net>

National Black MBA Association, Inc. [www.nbmbaa.org](http://www.nbmbaa.org)

National Physical Science Consortium (NPSC) [www.npsc.org](http://www.npsc.org)

National Society of Hispanic MBA's [www.nshmba.org](http://www.nshmba.org)

The Academic Position Network [www.apnjobs.com](http://www.apnjobs.com)

The Spencer Foundation [www.spencer.org](http://www.spencer.org)

University Faculty Voice [www.facultyvoice.com](http://www.facultyvoice.com)

Historically Black Colleges & Universities

<http://www.ed.gov/edblogs/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>

### ADDITIONAL DISCIPLINE SPECIFIC RESOURCES

#### General Diversity Recruitment Links

Academic Diversity Search [www.academicdiversitysearch.com](http://www.academicdiversitysearch.com)

Affirmative Action Register [www.aar-eeo.com](http://www.aar-eeo.com)

American Association of University Women [ads@aauw.org](mailto:ads@aauw.org)

American College Personnel Association <http://www.acpa.nche.edu>

American Indian Science and Engineering Society <http://www.aises.org>

Association for Asian Studies <http://www.aasianst.org>

Black Perspective [www.blackperspective.com/](http://www.blackperspective.com/)

Careers and the Disabled <http://www.eop.com/cd.html>

Committee on Institutional Cooperation [www.cic.net/Home.aspx](http://www.cic.net/Home.aspx)  
Diverse Issues in Higher Education [www.diverseeducation.com](http://www.diverseeducation.com)  
Diversity Career Fair [www.spanishmarketing.com](http://www.spanishmarketing.com)  
Diversity Directory [www.mindexchange.com](http://www.mindexchange.com)  
Diversity Expo [www.diversityexpo.com](http://www.diversityexpo.com)  
Diversity Search [www.diversitysearch.com](http://www.diversitysearch.com)  
Diversity Web [www.diversityweb.org](http://www.diversityweb.org)  
DiversityJobFairs.com [www.diversityjobfairs.com](http://www.diversityjobfairs.com)  
Equal Opportunity Publications, Inc. [www.eop.com](http://www.eop.com)  
GoldSea - Asian American Daily [www.goldsea.com](http://www.goldsea.com)  
Higher Ed Jobs Online [www.higheredjobs.com](http://www.higheredjobs.com)  
Hire Diversity [www.hirediversity.com](http://www.hirediversity.com)  
Hispanic Outlook in Higher Ed [www.hispanicoutlook.com](http://www.hispanicoutlook.com)  
Hispanic Today [www.hispanic-today.com](http://www.hispanic-today.com)  
Historically Black Colleges and Universities [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
IM Diversity [www.imdiversity.com](http://www.imdiversity.com)  
Journal of Blacks in Higher Education [www.jbhe.com/](http://www.jbhe.com/)  
National Minority Faculty Identification Program [www.southwestern.edu/natfacid](http://www.southwestern.edu/natfacid)  
NationJob Education Jobs Page [www.nationjob.com/education](http://www.nationjob.com/education)  
Native Jobs [www.nativejobs.com](http://www.nativejobs.com)  
PSI Job Fair [www.psijobfair.com](http://www.psijobfair.com)  
The Black Collegian Online [www.black-collegian.com](http://www.black-collegian.com)  
The Black E.O.E. Journal [www.blackoejournal.com](http://www.blackoejournal.com)  
The American Educational Research Association <http://www.aera.net>  
University Jobs [www.universityjobs.com](http://www.universityjobs.com)  
Women for Hire [www.womenforhire.com](http://www.womenforhire.com)  
Women in Higher Education [www.wihe.com](http://www.wihe.com)  
Workplace Diversity [www.workplacediversity.com](http://www.workplacediversity.com)

### **Biology Diversity Recruitment Links**

American Indian Science and Engineering Society [www.aises.org](http://www.aises.org)  
American Society for Biochemistry and Molecular Biology [www.asbmb.org](http://www.asbmb.org)  
HBCU's with Advanced Degrees in Biology [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
Society for Advancement of Native Americans & Chicanos in Science [www.sacnas.org](http://www.sacnas.org)  
The American Society for Cell Biology [www.ascb.org](http://www.ascb.org)  
The GEM Consortium [www.gemfellowship.org](http://www.gemfellowship.org)

### **Business Administration Diversity Recruitment Links**

American Assembly of Collegiate Schools of Business [www.aacsb.edu](http://www.aacsb.edu)  
American Marketing Association [www.ama.org](http://www.ama.org)  
Association of Latino Professionals in Finance and Accounting [www.alpfa.org](http://www.alpfa.org)  
Consortium for Graduate Study in Management [www.cgsm.org](http://www.cgsm.org)  
HBCU's with Advanced Degrees in Business [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
Indiana University Kelley School of Business [www.kelley.iu.edu](http://www.kelley.iu.edu)  
National Association of Black Accountants, Inc. [www.nabainc.org](http://www.nabainc.org)  
National Black MBA Association [www.nbmbaa.org](http://www.nbmbaa.org)

National Economic Association [www.neaecon.org/](http://www.neaecon.org/)  
The Center for Advancement of Minority Accountants [www.nabainc.org](http://www.nabainc.org)  
The Ph.D. Project [www.phdproject.com/index.html](http://www.phdproject.com/index.html)

### **Chemistry Diversity Recruitment Links**

American Association for Clinical Chemistry [www.aacc.org](http://www.aacc.org)  
American Chemical Society Committee on Minority Affairs [www.acs.org](http://www.acs.org)  
American Indian Science and Engineering Society [www.aises.org](http://www.aises.org)  
C&E News: Diversity <http://pubs.acs.org/cen/education/7923/7923education2.html>  
Chemical and Engineering News <http://pubs.acs.org/cen/index.html>  
HBCU's with Advanced Degrees in Chemistry [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
National Academy of Clinical Biochemistry [www.nacb.org](http://www.nacb.org)  
National Organization for the Professional Advancement of Black Chemists and Chemical Engineers [www.nobcche.org](http://www.nobcche.org)  
Society for Advancement of Native Americans and Chicanos in Science [www.sacnas.org](http://www.sacnas.org)

### **Clinical Science/Medicine Diversity Recruitment Links**

American Association of Respiratory Care [www.aarc.org](http://www.aarc.org)  
HBCU's with Advanced Degrees in Health Care Fields [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
Health Care Careers and Jobs [www.healthcarejobs.org](http://www.healthcarejobs.org)  
Institute for Diversity in Health Management [www.diversityconnection.org](http://www.diversityconnection.org)  
Medical Career Resource Center [www.medbulletin.com](http://www.medbulletin.com)  
National Association of Health Services Executives [www.nahse.org](http://www.nahse.org)  
National Medical Association [www.nmanet.org](http://www.nmanet.org)  
Nuclear Medicine Jobs [www.nuclearmedicinejobs.com](http://www.nuclearmedicinejobs.com)  
Society of Nuclear Medicine [www.snm.org](http://www.snm.org)

### **Computer Science & IT Diversity Recruitment Links**

African American Women in Technology [www.aawit.net](http://www.aawit.net)  
Black Data Processing Associates [www.bdpa.org](http://www.bdpa.org)  
Computer Scientists of the African Diaspora  
<http://www.math.buffalo.edu/mad/computer-science/index.html>  
HBCU's with Advanced Degrees in Computer Science [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
NAACP Diversity and High Tech Career Fair [www.naacpjobfair.com](http://www.naacpjobfair.com)  
Society for Advancement of Native Americans and Chicanos in Science  
[www.sacnas.org](http://www.sacnas.org)  
The Association for Women in Computing [www.awc-hq.org](http://www.awc-hq.org)  
The Multicultural Advantage [www.tmaonline.net](http://www.tmaonline.net)

### **Criminal Justice Diversity Recruitment Links**

Academy of Criminal Justice Sciences [www.acjs.org](http://www.acjs.org)  
ACJS: Minorities and Women Division <http://members.tripod.com/ACJSMWS/>  
National Association of Blacks in Criminal Justice [www.nabcj.org](http://www.nabcj.org)  
National Criminal Justice Association [www.ncja.org](http://www.ncja.org)  
HBCU's with Advanced Degrees in Criminal Justice [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)



### **Engineering Diversity Recruitment Links**

American Indian Science and Engineering Society [www.aises.org](http://www.aises.org)  
BlackEngineer.com [www.blackengineer.com](http://www.blackengineer.com)  
Career Communications Group [www.ccmag.com](http://www.ccmag.com)  
Diversity/Careers in Engineering and Info Technology [www.diversitycareers.com](http://www.diversitycareers.com)  
HBCU's with Advanced Degrees in Engineering [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
National Action Council for Minorities in Engineering, Inc. [www.nacme.org](http://www.nacme.org)  
National Association of Hispanic Journalists [www.nahj.org](http://www.nahj.org)  
National Society of Black Engineers [www.nsbe.org](http://www.nsbe.org)  
Society of Women Engineers [www.swe.org](http://www.swe.org)  
The Society of Hispanic Professional Engineers [www.shpe.org](http://www.shpe.org)

### **English/Writing Diversity Recruitment Links**

Accrediting Council on Education in Journalism and Mass Communications  
<http://www2.ku.edu/~acejmc/>  
African American Literature and Culture Society [www.atomicage.com/aalcs](http://www.atomicage.com/aalcs)  
Asian American Journalists Association [www.aaaja.org/](http://www.aaaja.org/)  
Association for Education in Journalism and Mass Communication [www.aejmc.org](http://www.aejmc.org)  
Association of LGBT Journalists [www.nlgja.org/](http://www.nlgja.org/)  
Association of Teachers of Technical Writing [www.attw.org](http://www.attw.org)  
Association for Women in Communications [www.womcom.org/](http://www.womcom.org/)  
HBCU's with Advanced Degrees in English/Writing [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
Journalism Education Association [www.jea.org](http://www.jea.org)  
Linguistic Programs [www.linguistlist.org](http://www.linguistlist.org)  
National Association for Multi-Ethnicity in Communications [www.namic.com](http://www.namic.com)  
National Diversity Newspaper Job Bank  
[http://www.artistsresourceguide.org/National\\_diversity\\_newspaper\\_job\\_bank\\_the](http://www.artistsresourceguide.org/National_diversity_newspaper_job_bank_the)  
National Hispanic Media Coalition [www.nhmc.org](http://www.nhmc.org)  
Native American Journalists Association Job Bank [www.naja.com](http://www.naja.com)  
New York Women in Communication [www.nywici.org/](http://www.nywici.org/)

### **Fine/Theater Arts Diversity Recruitment Links**

Arts Council of the African Studies Association <http://acasaonline.org/>  
Association for Latin American Art [www.arts.arizona.edu/alaa](http://www.arts.arizona.edu/alaa)  
Association of Academic Museums and Galleries [www.acumg.org](http://www.acumg.org)  
College Art Association [www.collegeart.org](http://www.collegeart.org)  
HBCU's with Advanced Degrees in Arts Fields [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
National Art Education Association [www.naea-reston.org](http://www.naea-reston.org)  
National Conference of Artists - MI Chapter <http://ncamich.org>  
National Conference of Artists - NY Chapter <http://ncanewyork.com>  
Women's Caucus for Art <http://nationalwca.com>

### **History Diversity Recruitment Links**

American Historical Association [www.historians.org](http://www.historians.org)  
HBCU's with Advanced Degrees in History [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)  
National Council for History Education [www.history.org/nche](http://www.history.org/nche)

OAH Committee on the Status of Minority Historians and Minority History

[www.oah.org/about/cmte/cmte.html](http://www.oah.org/about/cmte/cmte.html)

### **Mathematics Diversity Recruitment Links**

American Mathematical Society [www.ams.org](http://www.ams.org)

Black Women in Mathematics [www.math.buffalo.edu/mad/wmad0.html](http://www.math.buffalo.edu/mad/wmad0.html)

Conference for African American Researchers in the Mathematical Sciences (CAARMS)

[www.math.buffalo.edu/mad/CAARMS/CAARMS-index.html](http://www.math.buffalo.edu/mad/CAARMS/CAARMS-index.html)

HBCU Mathematics Departments Online [www.math.buffalo.edu/mad/mad\\_HBCU.html](http://www.math.buffalo.edu/mad/mad_HBCU.html)

HBCU's with Advanced Degrees in Mathematics [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

Mathematicians of the African American Diaspora

[www.math.buffalo.edu/mad/00.INDEXmad.html](http://www.math.buffalo.edu/mad/00.INDEXmad.html)

National Association of Mathematics <http://www.math.buffalo.edu/mad/NAM/>

Society of Industrial and Applied Mathematics [www.siam.org](http://www.siam.org)

Strengthening Underrepresented Minority Mathematics Achievement (SUMMA)

[www.maa.org/summa/archive/summa\\_wl.htm](http://www.maa.org/summa/archive/summa_wl.htm)

The MAA Committee of Minority Participation in Mathematics

[www.maa.org/summa/archive/commtt.htm](http://www.maa.org/summa/archive/commtt.htm)

The Mathematical Association of America [www.maa.org](http://www.maa.org)

### **Nursing Diversity Recruitment Links**

American Academy of Nursing [www.nursingworld.org](http://www.nursingworld.org)

American Association of Colleges of Nursing [www.aacn.nche.edu](http://www.aacn.nche.edu)

American Nurses Association [www.nursingworld.org](http://www.nursingworld.org)

HBCU's with Advanced Degrees in Nursing/Medical Sciences [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

MinorityNurse.com [www.minoritynurse.com](http://www.minoritynurse.com)

National Association of Hispanic Nurses [www.thehispanicnurses.org](http://www.thehispanicnurses.org)

National Black Nurses Association [www.nbna.org](http://www.nbna.org)

Nursing Center [www.nursingcenter.com](http://www.nursingcenter.com)

### **Philosophy Diversity Recruitment Links**

African Philosophy Resources <http://pegasus.cc.ucf.edu/~janzb/afphil>

American Association of Philosophy Teachers <http://philosophyteachers.org>

American Philosophical Association [www.apa.org](http://www.apa.org)

HBCU's with Advanced Degrees in Philosophy [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

Society for Women in Philosophy [www.uh.edu/~cfreelan/SWIP](http://www.uh.edu/~cfreelan/SWIP)

### **Physical Therapy Diversity Recruitment Links**

American Occupational Therapy Association [www.aota.org](http://www.aota.org)

American Physical Therapy Association [www.apta.org](http://www.apta.org)

HBCU's with Advanced Degrees in Physical Therapy [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

### **Physics Diversity Recruitment Links**

American Association of Physics Teachers [www.aapt.org](http://www.aapt.org)

American Institute of Physics [www.aip.org](http://www.aip.org)

American Physical Society [www.aps.org](http://www.aps.org)

APS Education and Outreach on Minorities

<http://www.aps.org/programs/minorities/index.cfm>

HBCU's with Advanced Degrees in Physics [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

National Society of Black Physicists [www.nsbp.org](http://www.nsbp.org)

Society for Advancement of Native Americans and Chicanos in Science [www.sacnas.org](http://www.sacnas.org)

### **Political Science Diversity Recruitment Links**

American Political Science Association [www.apsanet.org](http://www.apsanet.org)

HBCU's with Advanced Degrees in Political Science [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

Latino Caucus in Political Science [www.csulb.edu/depts/posc/latinocaucus](http://www.csulb.edu/depts/posc/latinocaucus)

Race, Ethnicity and Politics of the APSA [www.apsanet.org/~rep](http://www.apsanet.org/~rep)

### **Psychology Diversity Recruitment Links**

American Psychological Association [www.apa.org](http://www.apa.org)

Association for Psychological Science [www.psychologicalscience.org](http://www.psychologicalscience.org)

Asian American Psychological Association [www.aapaonline.org](http://www.aapaonline.org)

Association of Black Psychologists [www.abpsi.org](http://www.abpsi.org)

HBCU's with Advanced Degrees in Psychology [www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

International Association for Cross-Cultural Psychology [www.iaccp.org](http://www.iaccp.org)

Society for the Teaching of Psychology [www.teachpsych.org](http://www.teachpsych.org)

Society of Indian Psychologists [www.aiansip.org](http://www.aiansip.org)

### **Student Affairs Diversity Recruitment Links**

American Academics for Higher Education [www.aahe.org](http://www.aahe.org)

American Association of University Women [www.aauw.org](http://www.aauw.org)

American College Personnel Association [www.myacpa.org](http://www.myacpa.org)

Association on Higher Education and Disability [www.ahead.org](http://www.ahead.org)

National Association of Student Affairs Professionals [www.nasap.net](http://www.nasap.net)

StudentAffairs.com [www.studentaffairs.com](http://www.studentaffairs.com)

### **Theology and Religious Studies Diversity Recruitment Links**

American Academy of Religion [www.aarweb.org](http://www.aarweb.org)

Association of Theological Schools [www.ats.edu](http://www.ats.edu)

HBCU's with Advanced Degrees in Theology/Religious Studies

[www.edonline.com/cq/hbcu](http://www.edonline.com/cq/hbcu)

**APPENDIX B – PUBLIC ACT 097-0875**

**Public Act 097-0875**

HB3782 Enrolled

LRB097 12051 AEK 55813 b

AN ACT concerning employment.

**Be it enacted by the People of the State of Illinois,  
represented in the General Assembly:**

Section 5. The Right to Privacy in the Workplace Act is amended by changing Section 10 as follows:

(820 ILCS 55/10) (from Ch. 48, par. 2860)

Sec. 10. Prohibited inquiries.

(a) It shall be unlawful for any employer to inquire, in a written application or in any other manner, of any prospective employee or of the prospective employee's previous employers, whether that prospective employee has ever filed a claim for benefits under the Workers' Compensation Act or Workers' Occupational Diseases Act or received benefits under these Acts.

(b) (1) It shall be unlawful for any employer to request or require any employee or prospective employee to provide any password or other related account information in order to gain access to the employee's or prospective employee's account or profile on a social networking website or to demand access in any manner to an employee's or prospective employee's account or profile on a social networking website.

(2) Nothing in this subsection shall limit an employer's right to:

(A) promulgate and maintain lawful workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and

(B) monitor usage of the employer's electronic equipment and the employer's electronic mail without requesting or requiring any employee or prospective employee to provide any password or other related account information in order to gain access to the employee's or prospective employee's account or profile on a social networking website.

(3) Nothing in this subsection shall prohibit an employer from obtaining about a prospective employee or an employee information that is in the public domain or that is otherwise obtained in compliance with this amendatory Act of the 97th General Assembly.

(4) For the purposes of this subsection, "social networking website" means an Internet-based service that allows individuals to:

(A) construct a public or semi-public profile within a bounded system, created by the service;

(B) create a list of other users with whom they share a connection within the system; and

(C) view and navigate their list of connections and those made by others within the system.

"Social networking website" shall not include electronic mail.

(Source: P.A. 87-807.)

**Effective Date: 1/1/2013**

## APPENDIX C - ADDITIONAL TIPS

Interview Logistics; consider these elements:

- Clarity as to whether candidate's expenses will be reimbursed and/or whether direct billing will be used.
- Airline tickets?
- Hotel reservations? (state rates)
- Transportation between airport, hotel and campus?
- Campus parking?
- Individual and group meals and hospitality?
- Ask the candidate if there are specific people or groups they would like to meet.
- Who will greet the candidate?
- Clarification to candidate about the type of presentation that is expected.
- How do we ensure that candidates don't run into each other?
- Tour of the department, office, campus?
- Refreshments for candidates and committees?
- What printed information do we wish to furnish regarding the campus, city, state?
- What do we need to tell the candidate about the interview activities, schedule, settings, and types of presentations required?
- Providing all members of the interview team(s) or search committee with pertinent information about the candidates, rating forms, and interview schedule.
- Room reservations for interviews including AV equipment, flip charts, etc. needed for candidate presentations.
- Consulting the Office of Disability Services for advice regarding visits to campus by candidates with disabilities.

*This document is based on Searching for Excellence & Diversity: A Guide for Search Committee Chairs, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin Madison.*

**APPENDIX D - SAMPLE FORMS**

Notation: These forms are based on resources provided in *Searching for Excellence and Diversity*, see page 1 for full citation and permission

**SAMPLE FORM 1**

Checklist for application materials for individual applicants

Some search committee chairs recommend including a form such as this one in a folder created for each applicant. Most search chairs recommend that a single form to track the application materials for all candidates supplement or replace this form for individual applicants.

**Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.**

**Applicant name** \_\_\_\_\_

**Evaluator/s** \_\_\_\_\_

**The applicant has submitted the following materials by the due date:**

Cover letter addressing qualifications \_\_\_\_\_

Curriculum vita/résumé \_\_\_\_\_

Three letters of reference \_\_\_\_\_

University transcripts \_\_\_\_\_

Other \_\_\_\_\_

## SAMPLE FORM 2

Checklist for ALL applicants

Most search committee chairs recommend using a single form to track the application materials for all candidates.

A thank-you letter along with an information packet should be sent promptly to all applicants upon receipt of their materials. This letter should state that unless confidentiality is requested in writing, information regarding the applicants and nominees must be released upon request; finalists cannot be guaranteed confidentiality. It may also contain information about the search committee’s time frame, since candidates will undoubtedly be anxious to know when they will be hearing about possible interviews. Additional information, e.g., papers or publications or a statement on his or her philosophy of education, may also be requested at this time. In addition, applicants should be asked to complete the anonymous Affirmative Action Data Questionnaire (provided by the Office of Equal Opportunity and Access) and return it to the same office.

**Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.**

Applicant Name	Cover Letter Addressing Qualifications	Curriculum Vita or Résumé	3 Letters of Reference			University Transcripts	Info packet sent/date

### SAMPLE FORM 3

Checklist for communicating with applicants

Applicant Name	Date Application Received	Date Letter of Receipt and Packet Sent	<u>Decision on Status</u>			Date of Letter of Status Sent	Interview Scheduled	<u>Final Decision</u>		Date Letter of Final Decision
			Not Qualified	Qualified but not selected as finalist	Selected as finalist			Hire	Do Not Hire	



## SAMPLE FORM 4

Sign-in sheet for evaluation of applicants

Search committee chairs who use this type of form recommend keeping one in each applicant's folder.

Applicant's name \_\_\_\_\_

Search Committee Member Name	Brief Evaluation: Signature and Date	Complete Evaluation: Signature and Date

**At least two search committee members should perform a thorough and complete evaluation of each candidate.**

### SAMPLE FORM 5

**Sign-in sheet for evaluation of candidates on the long short list**

Search committee chairs who use such a form recommend keeping it in each applicant's folder.

<b>Search Committee Member Name</b>	<b>Complete Evaluation: Signature and Date</b>

**All search committee members should perform a thorough evaluation of every candidate on the “long short list.”**

## SAMPLE FORM 6

### Checklist for developing the “long short list” (For Faculty)

I = Inadequate    A = Adequate    G = Good    E = Excellent

	I	A	G	E
Education: PHD in relevant area of study				
Postdoctoral experience				
Teaching experience				
Research experience				
Publication history				
Service				
Experience working with/teaching diverse groups including women and underrepresented minorities				
Recommendation letters				

Particular strengths this candidate offers:

Concerns this candidate presents:

## SAMPLE FORM 7

### Evaluation of candidates for short list

Although evaluation procedures vary, the search committee may want to either develop a rating form based on job-related criteria or keep the notes that the search committee generates. A rating form may consist of a series of job-related questions or issues that the committee believes are crucial to the position. Written comments reflecting the judgment of each member of the committee should be made for each candidate. Not only will this allow the search committee to determine which candidates are to be interviewed, it will also save time if it becomes necessary to return to the applicant pool at a later date.

The sample form here can be used for the entire faculty/staff evaluation of a candidate after an interview.

### Candidate Evaluation

**Candidate Name:** \_\_\_\_\_ **Date of Interview:** \_\_\_\_\_

**Reviewer Name:** \_\_\_\_\_

Please indicate the basis for your evaluation (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> CV _____                       | <input type="checkbox"/> Attended job talk _____              |
| <input type="checkbox"/> Personal meeting _____         | <input type="checkbox"/> Read articles or book chapters _____ |
| <input type="checkbox"/> Group meeting _____            | <input type="checkbox"/> Know professionally _____            |
| <input type="checkbox"/> Attended lunch or dinner _____ | <input type="checkbox"/> Seen at conferences _____            |

Please comment on the scholarly and professional activities of the candidate:

Please comment on the potential of the candidate for being an effective teacher:

Please rate the candidate on each of the following for evidence of (or potential for):

	Excellent	Good	Fair	Poor	No Comment
Scholarly impact					
Research productivity					
Research funding					
Match to department priorities					
Collegiality/Collaborative activities					
Recruitment and supervision of graduate students					
Department and college service activities					
Advising and teaching of undergraduates					

Additional comments:

## SAMPLE FORM 8

### Reference Checking Form

Explain that you are calling to obtain a professional reference.

**Candidate Name:** \_\_\_\_\_

**Reference Name:** \_\_\_\_\_

**Reference Institution Name:** \_\_\_\_\_

**Reference Position:** \_\_\_\_\_

Ask the reference to verify the following:

Company Name		Yes	No
Dates of Employment		Yes	No
Position Held		Yes	No
Salary		Yes	No
Reason for Leaving		Yes	No

1. Please describe the type of work for which the candidate was responsible.
2. How would you describe the candidate's relationships with coworkers, subordinates (if applicable, and with superiors)?
3. How would you describe the candidate's attitude towards their work?
4. How would you describe the quality and quantity of the candidate's work?
5. What were his/her strengths on the job?
6. What were his/her weaknesses on the job?
7. Did the candidate have any unexcused attendance issues (frequent absences, tardiness, etc.)?
8. How did the candidate deal with conflicts?
9. Did the candidate supervise others? If yes: If I spoke to those employees, how do you think they would describe his/her management style?
10. This individual has applied for a position as a \_\_\_\_\_ with our University, would you recommend him/her for this position? Why or why not?
11. Is there anything else I need to know about this candidate as they are being considered for this position?
12. What is your overall assessment of the candidate?
13. Would this individual be eligible for rehire? Why or why not?

"I appreciate your taking the time to share our perceptions about \_\_\_\_\_.

Thank you and goodbye."

*NOTE: Adapted from Stanford University.*

## SAMPLE FORM 9

### REFERENCE CHECK FORM

Pre-employment references from a candidate's former supervisors can verify information, allow you to follow up on points of concern and get another opinion of the candidate's abilities. Human Resources recommend that you conduct three pre-employment reference checks with present and former supervisors. You may want to begin by introducing yourself and giving a brief description of the position.

Instructions: the following suggested format and questions may be used for each applicant. Please complete a separate form for each reference interview. Review the questions and arrange them in a consistent order prior to contacting the reference. Be prepared to omit less important questions if the interviewee shows signs of impatient. Questions may vary depending on the nature of the position to be filled. If the reference says it is the policy of their company not to give information, suggest that you fax a copy of the signed authorization to release information.

When an *internal employee* is a candidate, the hiring manager should notify the employee that they will be contacting the candidate's current supervisor to obtain a reference. Hiring managers may contact the Human Resources Department to obtain information regarding the employee's performance as contained in the personnel file.

*Disregard any comments relating to ethnic background, age, disability, and any characteristic not related to the completion of the job under consideration.*

<b>Name of Applicant:</b>	<b>Position:</b>	
<b>Reference Name:</b>	<b>Phone #:</b>	<b>Date:</b>
<b>Relationship of Reference to Applicant:</b>		

1. In what capacity have you know the applicant, and for how long? \_\_\_\_\_
2. Applicant states he/she worked for your company from \_\_\_\_\_ to \_\_\_\_\_  
Is this correct? YES \_\_\_\_\_ NO \_\_\_\_\_ Correct dates from \_\_\_\_\_ to \_\_\_\_\_
3. How would you describe the applicant's duties in this position? \_\_\_\_\_  
\_\_\_\_\_
4. How would you describe the applicant's style of relating to people? \_\_\_\_\_  
\_\_\_\_\_
5. How well did the applicant follow directions/perform assignments? \_\_\_\_\_  
\_\_\_\_\_
6. Did the applicant follow-through on assignments in a timely manner? Please describe. \_\_\_\_\_  
\_\_\_\_\_
7. How was the applicant's decision-making ability and ability to work independently? \_\_\_\_\_  
\_\_\_\_\_
8. What are the applicant's strongest job skills? \_\_\_\_\_  
\_\_\_\_\_
9. What was the reason for leaving? \_\_\_\_\_
10. Would the applicant be eligible for rehire? \_\_\_\_\_ YES \_\_\_\_\_ NO (If not, why?) \_\_\_\_\_
11. Is there anything else I should know about the applicant's work performance or behavior? \_\_\_\_\_  
\_\_\_\_\_

**Conclusion: Thank the reference; ask if there is someone else having direct knowledge of the applicant's work to whom you might speak.**

Checker's Comments: \_\_\_\_\_

Reference Check by:  
 Print Name: \_\_\_\_\_ Dept.: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Southern Illinois University Edwardsville is an Equal Opportunity/Affirmative Action employer committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation or covered veteran's status consistent with application federal and state l

**APPENDIX E –  
SCHOOL/COLLEGE SEARCH PROCEDURES**

**SIUE- SCHOOL OF ENGINEERING FACULTY SEARCH POLICY**

**PURPOSE OF SEARCH COMMITTEE POLICY**

This policy was developed to assist search committees in carrying out their search and selection responsibilities and to ensure compliance with the School of Engineering's and University's policies and procedures.

**FORMATION OF THE SEARCH COMMITTEE**

1. The Department Chair appoints Search Committee members after consulting with the Dean.
2. The Search Committee members select the Search Committee Chair in their first meeting.

**COMPOSITION OF THE SEARCH COMMITTEE**

1. The Search Committee must have at least one member from outside the department (preferably from within the School of Engineering). The Search Committee should be formed with careful consideration to diversity, especially in terms of minority and female representation.
2. The Search Committee should have at least three members (two internal, one external). The recommended committee size is at most five members to facilitate scheduling of meetings and effective functioning. The external member should not chair the Search Committee. The Chair of the external member should be consulted before extending an offer to the external member to serve on the committee.

**THE SEARCH PROCESS**

1. The search process starts right after the composition of the job description by the Chair of the program in consultation with the departmental faculty and subsequently posting that job description on the University Human Resources website.
2. The Search Committee decides on the method to be used to review the incoming applications; that is, all members review all applications, each member reviews a certain number of applications, Department Faculty participation, etc. The documents submitted by the applicants must be accessible to all Department Faculty members.
3. The Search Committee decides on the number of phone interviews to be conducted. The phone interview list and application packages are shared with the Department Faculty members and their input is requested. The phone interviews are conducted by the entire Search Committee as a team to the extent that is logistically possible. A common set of questions must be asked to all phone interviewees. Any member of the Department Faculty should be welcomed to attend the scheduled phone interviews.

4. After the phone interviews, the Search Committee reduces the size of the potential candidates and contacts the references of the candidates who are promising for campus interviews. The Search Committee then seeks the assessment of the Department faculty members before deciding on a short list of candidates. The Search Committee Chair provides application packages of the short-listed candidates to the Department Chair and presents the views of the Committee.
5. The application packages of the short list of candidates are provided to the Dean. The Search Committee Chair, the Department Chair, and the Dean meet to discuss the short list of candidates and select the candidates to be invited for campus interview.
6. The Search Committee carefully composes the itinerary for the candidate so that members of the department and the candidate have reasonable time and opportunity to learn about each other. The Search Committee also develops qualitative and quantitative matrices for the evaluation of the candidates.
7. Immediately after the campus interviews, the Search Committee seeks feedback from all parties involved in the search process including the Department Faculty Members, Department Chair, and Associate Deans.

## **THE OFFER**

1. After considering the feedback received from all constituents, the search committee provides to the Department Chair the names of the candidates who are acceptable. A justification for each candidate with quantitative/qualitative explanation must accompany the names. The Search Committee may provide additional information by ranking the candidates with the understanding that the provided ranking is not binding in the offer process.
2. The Department Chair and Search Committee Chair jointly present the names to the dean. In consultation with both, the dean makes a selection among the candidates, starting with the candidate with the highest potential to contribute to the mission and vision of the School and Department, and extends an offer.
3. In case the candidate to whom the offer is extended declines or is no longer available, the Dean selects the next candidate with the highest potential to contribute to the mission and vision of the School and Department, and extends an offer. This process is repeated until the position is filled or the list of all acceptable candidates is exhausted.
4. If the position remains unfilled, the Dean may ask the Search Committee to find another set of acceptable candidates in the applicant pool or cancel the search.

## **CONFIDENTIALITY**

Confidentiality is the foundation of a credible search committee and trustworthy search process. Information received, reviewed and discussed during the search and selection process may be privileged and/or confidential. A breach of confidentiality threatens the search process. In short, confidentiality must be understood and honored by every member of the search committee throughout the entire search and selection process.





SOUTHERN ILLINOIS UNIVERSITY  
SCHOOL OF DENTAL MEDICINE

Date:

TO: \_\_\_\_\_, Department Chair

Department of: \_\_\_\_\_

FROM: Dr. Bruce Rotter, Dean

SUBJECT: Faculty Search Position : \_\_\_\_\_

**Charge to the Department Chair:**

1. Develop a position advertisement in consultation with the SDM Administration.
  - a. *Position descriptions, duties, and selection criteria shall be job related. Consideration shall also be given to the unit's affirmative action goals and timetables.*
  - b. *Recruitment processes shall be conducted in a manner to attract diverse pool of qualified applicants.*
2. Select appropriate advertising media in consultation with the SDM Administration and insure timely submission of these materials, including media designed to reach minority candidates.
  - a. *Faculty vacancies shall be advertised openly for a length of time sufficient to allow individual applicants to apply. Hiring units shall also take steps to identify qualified members of protected groups and inform them of available positions and the University's commitment to affirmative action and equal employment opportunity.*
  - b. *Part-time faculty positions shall be advertised locally or regionally for a length of time sufficient to allow interested individuals to apply. Position announcements shall be readily available to members of the protected groups.*
  - c. *Employment advertising contains no sex or gender bias and contains the words "SIUE is an equal opportunity employer"*
  - d. *At least one advertisement must be published in a national publication (in print) in order for foreign faculty to acquire immigration papers.*
3. Develop a letter to send to other dental schools, where applicable, and decide who should receive the letter (Deans, Chairs, Program Directors, etc.)
4. Select members of the Search Committee in consultation with the SDM Administration. Serve as a member (or ex-officio member) of the Search Committee, as appropriate.
  - a. *Hiring units shall affirmatively seek participation and suggestions from members of protected groups during the recruitment/selection process. Every reasonable effort shall be made to diversify the composition of the search and interview committees.*
5. Makeup of the Search Committee:
  - a. Clinical Positions (4 to 7 members)
    - i. Section Faculty – up to three members
    - ii. One or two members from another section within the Department
    - iii. One member from another Department

- iv. One Departmental Biomedical Sciences faculty member
- b. Biomedical Positions (4 to 7 members)
  - i. Section Faculty – all current members
  - ii. Two to three biomedical faculty from other sections, including at least one from another Department.
  - iii. One clinical faculty member of a related discipline
- c. Designate a Search Committee Chair.
- 6. Arrange a meeting with the Search Committee and charge the Committee.
- 7. Provide a response to the Office of Equal Opportunity and Access for all Goal Related Positions (example enclosed). This response is required prior to beginning a formal search.
- 8. Assist the Committee in such areas as scheduling, interviewing techniques, etc.
- 9. Insure that the Committee acts in a timely fashion.
- 10. Insure that the Committee follows the requirements and recommendations of the School of Dental Medicine and the Office of Equal Opportunity and Access in their actions.
- 11. Insure that candidate interview related expenses are appropriate, follow University guidelines, and are within budget (enclosure).
- 12. Make sure the Background Check form is completed by all candidates who are interviewed on campus.
- 13. Provide clear information to prospective candidates regarding their responsibilities in the areas of teaching, research (if tenure track), and service.
- 14. Act as a liaison to the Dean/Associate Dean in the interview and hiring process.
- 15. Upon a candidate's acceptance of a contract:
  - a. Provide local area information, including real estate information.
  - b. Assist candidate in their transition as a new faculty member (Hiring New Employees – attached)
  - c. Arrange attendance at New Faculty Orientation in Edwardsville.
  - d. Insure completion of appropriate Human Resources hiring process forms ([http://www.siu.edu/humanresources/employment/faculty\\_hiring\\_process\\_forms.shtml](http://www.siu.edu/humanresources/employment/faculty_hiring_process_forms.shtml))
  - e. Educate new faculty member regarding:
    - i. Faculty Handbook; New Faculty Handbook
    - ii. Syllabus and Test Bank requirements
    - iii. IT requirements and needs
    - iv. Review faculty's agreed responsibilities (teaching, research, service)
    - v. Faculty evaluation process
  - f. Provide senior faculty member(s) to act as teaching/research mentor(s).

*All information presented in italics represents the hiring mandates of the SIUE Office of Equal Opportunity and Access . Please refer to the Affirmative Action Plan for complete compliance guidelines. All selection procedures shall be conducted according to law and this Plan.*



SOUTHERN ILLINOIS UNIVERSITY  
SCHOOL OF DENTAL MEDICINE

Date:

TO: Members of the \_\_\_\_\_ Search Committee

FROM: \_\_\_\_\_, Department Chair

Department of \_\_\_\_\_

SUBJECT: Committee Charge

- Committee Membership
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
- Committee Chair
  - \_\_\_\_\_
  
- Advertisement – attached (Developed by the Department Chair in consultation with the SDM Administration)
  
- Advertising Media – attached (Developed by the Department Chair in consultation with the SDM Administration)

**Charge to the Committee:**

1. Although advertisements have been published (attached), the Committee should develop a plan including a list of recruiting initiatives and contacts. The Committee should also actively recruit applicants either directly or through mutual acquaintances. The most effective recruiting is through personal contacts. Please make every attempt to identify potential candidates and contact them personally.
  - a. *Recruitment processes shall be conducted in a manner to attract a diverse pool of qualified applicants.*
2. Select a timetable:
  - a. Ads submitted between the 1<sup>st</sup> and 15<sup>th</sup> of the month generally run in the next month's journals.

- b. Select a date to begin review of applications.
  - c. Select possible interview dates that will work for the Committee; check these dates against the Administration's calendar to insure that the Dean and/or Associate Dean are available to meet the candidate.
3. Review all current and future applications (those submitted within a workable time frame) looking not only at job related criteria but with consideration to compliance obligations as an equal opportunity employer to include women and/or minority applicants.
4. If letters of reference are not forthcoming, request them from the applicant.
5. Be sure to check the references provided by the applicant. Respect confidentiality, however. Before the interview, you should not seek outside opinion from others not on the reference list unless you have obtained permission from the applicant. Once the applicant comes on campus for an interview you may freely contact others.
6. Prepare a grid containing information on all candidates reviewed by the Committee. The grid is to be submitted to the Dean/Associate Dean before candidates are invited for interviews, as approval to interview must be obtained from Edwardsville.
7. Use phone interviews to pre-screen applicants. This is often a good means to aid selection for on-site interviews. For such interviews, use a set of open-ended, standardized questions that every candidate is asked.
8. Determine which candidates meet qualifications for the position and select a group of candidates for on-site interviews. If there is no specific deadline to fill a position, qualified candidates can be interviewed as they apply. Our goal is to fill the position before \_\_\_\_\_.
  - a. *A minimum of three qualified applicants generally shall be identified for each full-time faculty position unless, for compelling reasons, an exception is granted by the Office of Equal Opportunity and Access. If three qualified applicants are not identified, the Office of Equal Opportunity and Access may recommend further affirmative action efforts, as appropriate.*
9. Before extending invitations for on-site interviews, the Committee Chair (and Department Chair, if not the same) should meet with the Dean/Associate Dean to discuss the Committee's selection of interviewees and to obtain approval to proceed with interviews. University policy is to interview a minimum of three and generally no more than three qualified candidates. If three qualified candidates do not apply for the position, permission can be sought to waive this requirement.
10. The Committee Chair shall send a letter of regret to all candidates not selected for the interview process.
11. Send a background check form to each candidate and insure they are completed and returned prior to the interview or have the candidate complete the form at the time of the interview.
12. Set up interview dates with each candidate. Plan on using two days, either Monday and Tuesday or Thursday and Friday to conduct on-site interviews. Consider overnight stays on Saturday nights when it can save us a great deal in airfare if the candidate comes a great distance by plane. Verify that the planned dates are cleared by the Administration. Department staff can assist with hotel reservations. You should advise the candidate regarding transportation to and from the airport, including the possibility of a Search Committee member providing rides each way.
13. Create an interview schedule. During each interview, you should arrange for the candidates to meet, at a minimum, with the SDM and SIUE administration, the department faculty, your committee members, other department chairs, SDM researchers (for tenure track) and the department staff. A tour of the East St. Louis clinic should be included in the schedule. Schedule a meeting with the Dean both at the beginning of the interview schedule and for a final exit interview. The schedule should clarify who is accompanying the candidates from one appointment to the next. Due to State budgetary constraints, the cost of one escort for breakfast and two escorts for lunch and dinner with the candidates will be covered. Additional faculty members are welcome to attend at their own expense.

- a. To enable comparison between candidates, the Committee should prepare a standard list of pertinent questions which all candidates can answer during the interview process.
  - b. Develop an interview questionnaire that:
    - i. Is job-related, and
    - ii. Solicits information useful in selecting candidates
14. A formal presentation by each candidate to the SDM faculty is also required. The Committee Chair should discuss the nature and length of the presentation with the candidate.
15. When all interviews have been completed and the Committee is prepared to make a hiring recommendation, complete the grid to include all applicants. Indicate which applicants have met the search criteria and make Committee recommendations regarding selection of a candidate. If you feel more than one candidate could be recommended, you should prioritize. Forward your recommendation and grid to the Department Chair who will send a hiring recommendation to the Dean in writing. This recommendation should include a proposed rank and start date.
- a. *Provide specific reasons why candidates are selected or rejected, focusing on applicants' education, experience, and background.*
  - b. *Reasonable Accommodation and Undue Hardship - A reasonable accommodation is defined as a modification or adjustment to a job or the work environment that enables a qualified person with a disability to be considered for a position, perform the essential functions of a position, or enjoy the same benefits and privileges of employment as are enjoyed by similarly situated employees without disabilities.*
    - i. *Reasonable accommodation is a critical component of the University's assurance of nondiscrimination. Reasonable accommodation is any change in the work environment or in the way things are usually done that result in equal employment opportunity for an individual with a disability.*
    - ii. *The University may make a reasonable accommodation to the known physical or mental limitations of an employee with a disability unless it can be shown that the accommodation would cause an undue hardship on the operation of the unit involved.*
    - iii. *The University is not required to lower quality or quantity standards to make an accommodation.*
16. If only one candidate can be identified, the Committee shall meet with the Dean/Associate Dean to discuss options for continuation of the search.
17. When the selection process has been completed, either with the hire of a candidate or suspension of the current search, the Committee Chair shall send a letter of regret to all non-selected candidates.
18. Keep minutes and document all Committee activities (samples included).
- a. *Complete records of all recruitment/selection activities (e.g.: copies of advertisements, letters of application, curriculum vitae, replies to applicants, recommendations, interview questionnaire notes, priority lists, letters offering appointment and other pre-employment records) shall be maintained by the hiring unit for a period of not less than three years. These materials are made available to the Office of Equal Opportunity and Access upon request.*

*All information presented in italics represents the hiring mandates of the SIUE Office of Equal Opportunity and Access. Please refer to the Affirmative Action Plan for complete compliance guidelines. All selection procedures shall be conducted according to law and this Plan.*

Please review these documents carefully and advise if you have any questions.

cc: Dr. Bruce Rotter, Dean

**SCHOOL OF EDUCATION FACULTY SEARCH  
STEP ONE: RECRUITMAN PLAN**

Department \_\_\_\_\_ Date \_\_\_\_\_

Position Rank/Title \_\_\_\_\_

Application deadline \_\_\_\_\_ Requested Start Date \_\_\_\_\_

**A. SEARCH COMMITTEE**

List all members of the search committee below. One member of the search committee should be designated as **Diversity Advocate**. This member is responsible for evaluating all steps of the search process to ensure that all possible steps are taken to recruit diverse candidates, including seeing to it that the committee itself is diverse in gender, race/ethnicity, and rank; the position is widely advertised; and that the search committee does not unconsciously engage in discriminatory practices.

*NOTE: Please indicate outside member, when applicable for search committee, and that member's responsibilities.*

<b>Name</b>	<b>Gender</b>	<b>Ethnicity</b>
Chair:		
Diversity Advocate:		

Contact person responsible for gathering, logging, and sorting materials:

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Extension: \_\_\_\_\_

Where application materials will be stored: \_\_\_\_\_

**B. RECRUITMENT EFFORTS**

1. Human Resources will post ads in the following on-line outlets with no cost to the Department:

- Chronicle Careers
- Academic Careers on line
- Higher Ed Jobs
- Higher Education Recruiting Consortium

In addition, advertisements will be placed in the following media (including possible dates). *Indicate media sources that are particularly oriented toward underrepresented candidates. Ads to be paid through SOE accounts must be authorized by the Dean.*

Name of Publication/internet source	Cost	Print or Online?	Dean or Dept. Account?

2. A letter seeking candidates will be sent to the following organizations/persons. *Indicate organizations or persons who have contact with underrepresented candidates.*

Person/Organization

3. Recruitment activities to be conducted at the following conferences by whom?

Name of Publication/internet source	Date	School Representative

4. Other networking activities that might be conducted. *Indicate special efforts that will be made to locate and recruit underrepresented candidates.*

**Attach the job description exactly as it will appear in the advertisement.**

Signature of Chair of Search Committee \_\_\_\_\_ Date: \_\_\_\_\_

Approved by:

1. Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

2. Associate Dean \_\_\_\_\_ Date: \_\_\_\_\_

**SCHOOL OF EDUCATION FACULTY SEARCH**  
**STEP TWO: Results of Recruitment Activities**

Department: \_\_\_\_\_ Position number: \_\_\_\_\_

Position Rank/Title: \_\_\_\_\_

Was an **Applicant Data Request** forms mailed to all applicants: YES \_\_\_\_\_ NO \_\_\_\_\_

1. Recruitment Efforts

- Advertisements appeared in the following media (include dates). *\*Indicate media sources that are particularly oriented toward underrepresented candidates. **Attach copies of actual ads.***

Name of Publication/Listserve

- A letter seeking candidates was sent to the following organizations/persons. *\*Indicate organizations or persons who have contact with underrepresented candidates. **Attach copies of letters***

Person/Organization

- Recruitment activities were conducted at the following conferences: ***Attach log of contacts made***

Conference		School Representative

- Other networking activities that were conducted. *Indicate special efforts that were made to locate and recruit underrepresented candidates.*



2. IDENTIFYING ACCEPTABLE APPLICANTS

- a. Screening of Applicants:
  - i. Materials for the applicant's folder were logged in upon arrival and kept in a central location in \_\_\_\_\_.
  - ii. A follow-up contact was made with **all** candidates having incomplete files  
YES      NO
  - iii. Closing or initial review date for applications was \_\_\_\_\_.
  - iv. All applications received no later than the closing or initial review date were reviewed and evaluated: YES              NO (if not, explain)
- b. Selection of Acceptable Applicants:
  - i. Committee members made independent evaluations of the applicants' credentials with respect to the **required qualifications** as listed in the advertised position description.  
YES      NO (if not, explain)
- c. Following independent evaluations, the search committee members met on and discussed the relative merits of the candidates, arriving at the names of the applicants who meet required qualifications.

3. SUMMARY OF APPLICANT POOL

Attach a table with an alphabetical list indicating **all individuals who submitted application materials for the position** advertisement(s) or written announcements.

Provide the results of the committee's evaluation of those candidates using **Acceptable or Not Acceptable** based on **required/minimal qualifications** and give **specific reasons** for your selections **using the position announcement as your guideline.** (*Attach position announcement.*) Examples might include but are not limited to: (1) *candidate lacked minimum qualifications (specify, e.g.: lacked required degree; no evidence of experience in \_\_\_\_\_, no evidence of knowledge of \_\_\_\_\_ [if listed as a required qualification]);* (2) *incomplete application; withdrew (indicate when); candidate indicated not being interested in position; sent a photocopied form cover letter; weak example of writing skills; other.)*

1. Signature of Search Committee Chair: _____	(Date)
<b>Approved by:</b> 2. Department Chair _____	(Date)
3. Associate Dean _____	(Date)

**SCHOOL OF EDUCATION FACULTY SEARCH**  
**STEP THREE: REQUEST TO INTERVIEW**

Department: \_\_\_\_\_ Position number: \_\_\_\_\_

Position Rank/Title: \_\_\_\_\_

1. Selection of Interviewees:

- a. Committee members made independent evaluations of the applicants' credentials with respect to the qualifications, both required and preferred, as listed in the advertised position description.  YES  NO (explain)
  
- c. Committee members made phone interviews with **all final candidates. Attach the following along with the list of questions used:**
  - 1. name of search committee members doing the phone interview;
  - 2. date of contact;
  - 3. name of candidate interviewed;
  - 4. summary of responses to interview questions.
  
- d. Reference checks were made about the candidates considered for interviews. **Attach the following information along with the questions used:**
  - 1. name of search committee members doing the reference check;
  - 2. date of contact;
  - 3. name of reference contacted, title, location;
  - 4. listed or unlisted reference?
  - 5. brief summary of reference source statements.
  
- e. Committee members met on \_\_\_\_\_ to discuss candidates' qualifications based on an evaluation/rating process. **Attach evaluation form/rating sheet used by the committee.**
  
- f. Following independent evaluations, the search committee members met and discussed the relative merits of the candidates. A consensus was reached indicating that the following candidates are highly qualified and should be invited to campus for interviews:
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  
- g. Consensus was also reached that the following candidates should be treated as alternates to be considered for a possible interview if any of the above candidates are

no longer interested in the position or are found to be unqualified during the course of their interviews. Candidates are listed in priority order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. SUMMARY OF APPLICANT/INTERVIEWEE POOL

Attach a table including an alphabetical list of **all applicants who were considered initially acceptable by meeting required/minimal qualifications.**

Provide the results of the committee's evaluation of these applicants using **Finalist, Alternate, or Not Acceptable** and give **specific reasons** for your selections **using the position announcement as your guideline.** (*Attach position announcement.*) Examples might include but are not limited to:

- (1) No/less evidence of knowledge of \_\_\_\_\_ [if listed as a required/preferred qualification] no/less evidence of skill in \_\_\_\_\_ [if listed as a required/preferred qualification];
- (2) withdrew (indicate when); candidate indicated not being interested in position; sent a photocopied form cover letter; weak example of writing skills;
- (3) weak or no evidence of potential for scholarship;
- (4) Poor interpersonal skills/communication skills; other.

1. Search Committee Chair _____ Date: _____
2. Department Chair _____ Date: _____
<b>Comments:</b>
3. Associate Dean (initials indicate form is complete) _____
4. Dean _____ Date: _____

## ARTICLE II: ADMINISTRATION OF LIBRARY AND INFORMATION SERVICES

The Administrators of LIS shall consist of the Dean, the Associate Dean, and the Directors.

### Section 1: Dean

The Dean shall be the chief administrative officer of LIS. The Dean shall have faculty status.

#### A. Selection

1. Selection of the Dean shall follow the procedures outlined in SIUE's "Procedures for Dean Selection," 2B1. <http://www.siu.edu/provost/fhb/pdf/FacultyPersonnelPoliciesOct2011.pdf> The Provost and Vice Chancellor for Academic Affairs shall initiate the selection of a Dean when a vacancy occurs in that office.
2. The Provost shall be assisted by a search committee made up of six LIS Faculty elected by the LIS Faculty; one faculty member chosen by the Provost; one faculty member chosen by the Faculty Senate President in consultation with the Provost; a non-academic LIS staff member elected by the permanent, full-time, non-academic staff of LIS; a non-academic staff member selected by the Staff Senate; and a student selected by the Student Senate.
3. The search committee shall submit its recommendations to the Provost.

### Section 2: Associate Dean

The Associate Dean reports to the Dean. He/She advises and assists the Dean in the overall management of LIS and serves as chief administrative officer in the absence of the Dean.

#### A. Selection

1. Altering, transferring, or abolishing the Associate Dean position shall be the function of the Dean in consultation with the LIS Faculty.
2. Recommendations for filling a vacant Associate Dean position shall be made by an *ad hoc* search committee appointed by the Dean in consultation with the LIS Faculty. The search committee shall consist of no fewer than five faculty members, at least four of whom shall be from LIS. Two non-academic LIS staff members shall also be appointed to the committee.

### Section 3: Department Directors

Department Directors report to the Dean and manage all aspects of Library and Information Services departments, including the following:

#### A. Selection

1. Creating, altering, transferring, or abolishing Department Director positions shall be the function of the Dean in consultation with the LIS Faculty.
2. Recommendations for filling new or vacant Department Director positions shall be made by an *ad hoc* search committee appointed by the Dean in consultation with the LIS Faculty. The search committee shall consist of no fewer than five faculty members, at least four of whom shall be from LIS. Two non-academic LIS staff members shall also be appointed to the committee.

### **ARTICLE III: FACULTY OF LIS**

The Library and Information Services Faculty shall participate in the formulation, modification, and implementation of the policies, procedures and practices of LIS which govern the professional activities, welfare, and such other matters as might pertain to the common professional goals of its membership.

#### Section 2: Selection

- A. Creating, altering, transferring, or abolishing a Faculty position shall be the function of the Dean in consultation with the Director, the immediate supervisor (where applicable), and the LIS Faculty.
- B. Recommendations for filling a new or vacant Faculty position shall be made by an *ad hoc* search committee appointed by the Dean in consultation with the LIS Faculty. The search committee shall consist of not less than five Faculty members, at least four of whom shall be from LIS. Two non-academic LIS staff members shall also be appointed to the committee.

### **ARTICLE IV: PROFESSIONAL STAFF**

Professional staff are all those employees who hold an administrative staff contract and function in such areas as academic support, research, consulting, and general management. Professional staff do not hold faculty rank other than adjunct, and are exempt from civil service classification.

#### Section 2: Selection

- A. Establishment of a professional staff position requires the approval of the Dean of LIS and of the Provost and Vice Chancellor for Academic Affairs. University policy is followed.

### **ARTICLE V: CIVIL SERVICE STAFF**

Civil service staff are those employees who are part of the State Universities Civil Service System

#### Section 2: Selection

- A. Establishment of a civil service staff position requires the approval of the Dean of LIS and of the Provost and Vice Chancellor for Academic Affairs.
- B. Selection of Civil service Staff is done according to the *Personnel Policies and Procedures Manual* of the University.