Vassar College

Faculty Recruitment and Hiring Manual
2017 - 2018
Vassar College
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2017-2018

Office of the Dean of the Faculty
# Table of Contents

I. **OVERVIEW** | 1  
   A. Vassar’s Commitment to Diversity, Affirmative Action, and Equal Opportunity | 3

II. **ROLES AND RESPONSIBILITIES** | 6  
   A. Dean of the Faculty | 6  
   B. Faculty Director of Affirmative Action | 6  
   C. Department Chair / Program Director | 6  
   D. Search Committee | 7  
   E. Faculty Appointments and Salary Committee | 8  
   F. Equity Advisor | 8

III. **TIMELINE** | 11

IV. **SEARCH COMMITTEE CHECKLIST** | 16

V. **PREPARING FOR THE SEARCH** | 18  
   A. Initiating a Search | 18  
   B. Crafting the Position Description | 19  
      1. Candidate Diversity Statement | 23  
   C. Forming the Search Committee | 24  
   D. Reviewing the Position Description | 24  
   E. Proactive Recruitment Strategy | 25  
      1. Placing the Ad | 25  
      2. Proactive Recruiting | 27  
      3. Composition of the Applicant Pool | 29  
      4. Authorizations | 29

VI. **EVALUATING APPLICANTS** | 31  
   A. Developing Evaluation Criteria | 31
B. Preliminary Interviews | 34
C. Creating a Candidate Longlist | 35
   1. Authorizations | 36
D. Creating a Candidate Shortlist | 36
   1. Authorizations | 37
E. On-Campus Interviews | 38
   1. Scheduling Interviews | 38
   2. Visit Expenses | 38
   3. On-Campus Interview Policies | 39
F. Guide for Interviewing | 41
G. Documenting the Search | 44
H. Internal Candidates | 45

VII. SELECTING A CANDIDATE | 47
   A. The Hiring Recommendation | 47
   B. References and Credentials | 47
   C. Making an Offer | 48
      1. Reimbursement of Moving Expenses for New Appointees | 49

VIII. AFTER THE SEARCH | 51
   A. Evaluating the Search | 51

IX. OTHER CONSIDERATIONS AND SPECIAL CIRCUMSTANCES | 52
   A. Exempt Faculty Searches | 52
      1. Opportunity Hires | 53
   B. Appointment at the Rank of Associate Professor or Professor | 54
I. OVERVIEW

Vassar College is committed to attracting and recruiting an outstanding and diverse faculty, both in support of academic excellence and to reflect the diversity of our student population and the larger community in which we are located. Your service as a search committee member is instrumental to this commitment. Achieving faculty diversity does not happen by chance or good luck. Rather it is the result of a concerted effort to identify diverse pools of qualified faculty candidates and the creation of an inclusive environment that is attractive to a diverse faculty. The quality of a search’s candidate pool is a direct result of efforts made by the search committee to reach out to as large and diverse a group of potential candidates as possible. For this reason, it is important to be thoughtful, comprehensive, and strategic in each stage of the search. This Faculty Recruitment and Hiring Manual provides guidance to ensure that a fair and effective standardized process is followed as you recruit our future colleagues.

As you begin the recruitment and hiring process, it is useful to remember that diversity is not an end in and of itself; it is an essential means of achieving the College’s educational and institutional goals. As articulated in its mission statement, Vassar College “strives to pursue diversity, inclusion, and equity as essential components of a rich intellectual and cultural environment in which all members, including those from underrepresented and marginalized groups, are valued and empowered to thrive.” Diversity, academic excellence, and enhanced student learning are closely linked. At the very core of Vassar’s excellence is the College’s longstanding commitment to build and nurture a community characterized by a diversity of people, heritage, experience, academic disciplines, and scholarly pursuits. To achieve this diversity, Vassar is committed to identifying, recruiting and retaining outstanding scholars who are broadly experienced, intellectually skilled, and committed to preparing our students to function effectively as global citizens.
A predictable, transparent, and fair faculty recruitment and hiring process is essential to fulfill the College’s mission and policies. The process that meets our need for excellence also addresses our desire for inclusiveness. This manual outlines the multiple steps of the process. The manual includes evidence-based and high-impact practices for recruiting a diverse pool of highly qualified candidates. It is designed to assist search committees in carrying out their duties in this regard, ensure greater consistency across departments and programs during the search process, and lead to a more diverse faculty over time. The recruitment process outlined here is designed as a collaborative one with the result being general concurrence regarding the best qualified candidate for a position. Likewise, the procedures described here provide guidance to ensure that the ultimate hiring decision is in line with the College’s goals of excellence, diversity, and equity.

This manual includes the Proactive and Inclusive Recruitment (PaIR) pilot program, which consists of two primary hiring practices: 1) requiring all applicants for faculty positions to submit a diversity statement, and 2) the addition of an Equity Advisor, a non-voting search committee member from outside the searching department(s) or program(s), who is responsible for promoting evidence-based and high-impact inclusive hiring practices. The PaIR program was presented at the March 2017 Chairs and Directors Meeting, where it was decided that all departments and programs would participate in the pilot for 2016-2017. The PaIR program will be assessed at the end of the 2017-2018 academic year and considered for permanent inclusion in the College’s faculty search procedures.

A full list of references that support the ideas and practices found in this manual is given in Appendix A.

For additional information, refer to the Vassar College Governance “Part 5. The Educational Organization of the College: B. The Faculty” and the Vassar College Faculty Handbook “C. Appointment, Extension, Reappointment, and Promotion, II. New Appointments.” Language quoted directly from the Governance, the Faculty Handbook, and
A. Vassar’s Commitment to Diversity, Affirmative Action, and Equal Opportunity

The Vassar College Board of Trustees has affirmed the commitment of the College to nondiscrimination and to active efforts to provide equal employment opportunities:

Vassar College states that it has been, and continues to be, its policy to provide equal employment opportunity for all applicants in all job classifications without regard for race, color, religious belief, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, or age. Additionally, should state or federal law be enacted during the period this policy is extant which prohibits discrimination or harassment based upon a group’s protected status not listed in the above categories, this policy will be deemed amended to afford protection to such groups. It is and continues to be the policy of Vassar College that all applicants for employment are recruited, hired and assigned on the basis of personal merit without discrimination because of race, color, religious belief, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, or age. Furthermore, it is the practice of Vassar College to ensure that all its employees are treated equally and that no distinctions are made in compensation, promotion, and transfer because of the employee’s race, color, religious belief, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, or age.

Vassar College states that its policy of equal employment opportunity will continue to be maintained. It fully recognizes, however, that the passive avoidance of overt discrimination is not sufficient to further employment opportunity for qualified members of groups formerly underrepresented. Therefore, it is and will be the practice of
Vassar College to seek out qualified candidates for appointment and promotion among minority group members and women for positions where they have been inadequately represented in the past."

Fundamental to these statements of institutional policy is the affirmation that the presence on the faculty of women and members of ethnic and racial minorities and other traditionally underrepresented groups is needed if the College is to fulfill its educational mission. The intent of the policy is that affirmative action at Vassar be not simply formal compliance with the law but a vigorous program of recruitment and appointment.

A statement on the importance of diversity in higher education adopted by the Board of Directors of the American Council on Education (ACE) can be found in Appendix B of this manual. Diversity in a group of people refers to differences in their demographic characteristics and cultural identities. It should be noted that there is no such thing as a “diverse candidate.” Diversity refers to aspects of a group, and an individual candidate can increase or decrease the group’s level of diversity. Inclusion refers to the creation of an environment that fosters acceptance and involvement of a diverse group of people with multiple perspectives, experiences, and values.

In considering the diversity of a department or program, search committee members should consider the extent to which the current faculty members do or do not reflect the desired level of diversity. Since women are nationally underrepresented in many disciplines (especially in science, mathematics, and economics) and individuals from other underrepresented groups are less numerous in most disciplines, this manual offers specific suggestions and advice for recruiting and ensuring fair evaluation of candidates from these groups. The term “underrepresented,” in this context, means that a particular group’s proportionate representation in the academy, or in a field of study, is smaller than its representation in the population at large.

It is important to recognize that considerable diversity exists within
the categories “women” and “underrepresented groups.” “Women” includes not only white, heterosexual, cis-gender women but also women of different sexual orientations, physical abilities, religions, ethnicities, and more. Members of underrepresented groups include people from all genders of varying sexual orientations, physical abilities, religions, and ethnicities – particularly those who are Native American Indian/Alaska Native, Black/African American, Mexican American/Chicana/Chicano and Puerto Rican, or Asian American/Native Pacific Islander (Hawaiian/Polynesian/Micronesian). In some areas of the country, individuals from other groups, such as the Hmong, may be underrepresented. In some academic disciplines, individuals from some groups may be underrepresented. For example, Asian Americans are not underrepresented in the academy in general, but may be underrepresented in leadership positions and within some fields in the social sciences and humanities.
II. ROLES AND RESPONSIBILITIES

A. Dean of the Faculty

The Dean of the Faculty – hereafter, the Dean – is the primary authorizer for each stage of the search process. The Dean’s recommendation, endorsed by the President, is required before any search can be initiated. Approval from the Dean is also required to conduct preliminary interviews (either online, on the phone, or at conferences), to invite finalists to campus, and to offer an appointment. The Dean and the staff in the Office of the Dean, as delegated by the Dean, are involved in each stage of the search process. As the person ultimately responsible for hiring decisions, the Dean has the authority to ensure that all requirements have been met with regard to the search process. If at any time the Dean determines that any requirements of the search process have not been met, or that any goals of the search are not being adequately addressed, the Dean may require that the search committee re-initiate some individual step or aspect of the search, suspend the search until a later date, or discontinue the search altogether.

B. Faculty Director of Affirmative Action

The Faculty Director of Affirmative Action – hereafter, the FDAA – assists members of the faculty and administration who are responsible for hiring faculty in carrying out the College’s policies on affirmative action, non-discrimination, and equal opportunity at every stage of the hiring process.

C. Department Chair / Program Director

The chair and/or program director, in consultation with the department and/or program and in accordance with the Governance, is primarily responsible for the process of selection of candidates for new appointments.
In the case of a joint appointment, the chair(s)/director(s) of the searching department(s) and/or program(s) will share this responsibility. Chairs and directors are also charged with implementing the College’s Affirmative Action Policy and this manual, and must familiarize themselves with their provisions.

D. Search Committee

The search committee reviews the applications for the appointment. Search committees may be constituted (i) according to department or program bylaws; (ii) by agreement among the department(s) and/or program(s) in which the appointment is to be made; or (iii) of all faculty members eligible to vote on the appointment in the department(s) and/or program(s) in which the appointment is to be made. Application materials of all candidates are made available to all members of the department and/or program eligible to vote on a particular appointment.

In department or program action on matters pertaining to appointments on the tenure-track, the right to vote is restricted to members who have academic suffrage in the general faculty and who are of rank superior to that of the person under consideration, except that: professors are entitled to vote on in cases involving others of the same rank; associate professors are entitled to vote on all new appointments; and assistant professors are entitled to vote on new appointments up to and including the rank of assistant professor. All faculty members on tenure track appointments may vote on all department matters pertaining to non-tenure track appointments. Faculty members not on tenure track appointments may not vote on departmental matters pertaining to appointments.

The search committee itself should be representatively diverse. For example, the committee should reflect a range of faculty ranks, perspectives, and intellectual approaches. Care should be taken to ensure that no one is being unfairly excluded, and that the composition
of the committee is well-suited for recruiting a diverse pool of candidates.

E. Faculty Appointments and Salary Committee

Members of the Faculty Appointments and Salary Committee – hereafter, FASC – participate in the on-campus interview component of the tenure-track and lecturer search process. Based on each finalist candidate’s record and interview, FASC submits in writing a recommendation to the Dean and chair/director of the department/program involved in the hire. The recommendation is accompanied by a fuller appraisal only in cases in which FASC wishes to express concern regarding the candidate.

F. Equity Advisor

The Equity Advisor – hereafter, the EA – is a non-voting search committee member from outside the searching department(s) or program(s), appointed by the Dean, in consultation with the FDAA. The EA is responsible for promoting evidence-based inclusive practices, particularly those described in this manual, during all phases of the search.

The Dean will invite tenured members of the Faculty to participate in an EA training workshop prior to the beginning of each academic year; subsequent trainings that focus on particular stages of the search will also be provided. Workshop participants will be given a stipend to compensate for their time. Those who successfully complete the training will form a pool of EAs from which the Dean will appoint one member to each tenure-track and multiple-year visitor search committee convened during that academic year. Ordinarily, each EA will serve on only one search committee in a given year.

All members of a search committee should actively advocate for the College’s commitment to intentionally create a diverse and inclusive community. The addition of an EA advances this commitment
by allowing one person to focus on these issues. Search practices have shown that designating a person from outside the hiring unit to focus on diversity and equity concerns can help reduce implicit cognitive biases. Having a search committee member who is new to the department/program culture also leads to more effective identification and elimination of structural biases. The presence of someone from outside the discipline may also provide an opportunity for the search committee to clarify what they are looking for in a candidate by making implicit assumptions explicit so they can be questioned and, perhaps, changed. The EA position also provides an opportunity to build knowledge and connections across the campus.

General responsibilities of the EA include:

- reviewing with the search committee the key aspects of this manual dealing with diversity, inclusion, and equity
- training the search committee on high-impact practices for proactive and inclusive recruitment
- monitoring each stage of the search process to ensure an equitable and open search consistent with this manual and the goals established by the search committee at the onset of the process
- facilitating thoughtful exchanges about how faculty diversity might help the department close the gap between its current state and aspirations (e.g. attract a broader mix of majors, mentor a diverse group of students, offer different curricular or research opportunities, attract funding, etc.).
- assisting the committee in self-scrutiny about potential cognitive and structural biases that may adversely affect or undermine the search process
- encouraging search committee members to think about how innate schemas may lead to implicit and unintended bias in how members relate to individuals/events/information throughout the evaluation and selection process
- leading discussions related to strategies for developing a diverse
pool that could lead to attracting and hiring individuals from one or more of the following groups whose underrepresentation in the American professoriate has been severe and longstanding: Native American Indians/Alaska Natives, Blacks/African Americans, Mexican Americans/Chicanas/Chicanos and Puerto Ricans, Asian Americans/Native Pacific Islanders (Hawaiian/Polynesian/Micronesian), people with disabilities, first-generation college students, and lesbian, gay, bisexual, queer, and transgender individuals.

- reviewing the general demographic profile of the applicant pool provided by the FDAA
- ensuring fair and equal treatment for all candidates throughout the search process
- liaising to the FDAA and Equal Opportunity and Affirmative Action Officer(s), regarding concerns or questions raised by the search committee or irregularities in the search itself
- advocating for diversity, inclusion, and equity, and ensuring that the commitment to these ideals guides each phase of the search decision-making process.

The EA is not responsible for controlling the outcome of the search, replicating the role of the search committee chair, or assuming an understanding of others' motives, goals, or objectives. The EA monitors every step of the search committee recruitment and hiring process including the evaluation of applicants, interviews, and final hiring recommendation discussions. While the EA does not have a vote in any of the decisions, the EA observes, is present, and participates in ways appropriate to their role at all meetings and deliberations of the search committee.

Additional tools for the EA can be found in Appendix C.
III. TIMELINE

The following is a general timeline for the search process, although the timing may change depending on department/program needs.

September
- Department/Program requests visiting and/or adjunct positions as part of the staffing plan process. (The remainder of this timeline focuses on tenure-track hires, although multiple-year visiting position hires will follow a similar, shortened timeline.)

January – March:
- Department/Program meets with Faculty Director of Affirmative Action (FDAA) to identify curricular and diversity priorities and to review the process of crafting the position proposal for Tenure-Track appointments.

March
- Chairs and Directors meeting considers Department and Program staffing needs and partnership possibilities. Interested chairs/directors are invited to share their staffing needs and discuss possible partnership(s) with one or more programs or other departments, including possible joint hires or cluster hires.
- Department/Program Members meet with FDAA to review hiring goals, recruitment plan, and position description. FDAA must sign off on tenure-track allocation request prior to its being submitted for consideration.

Mid-April
- Department/Program submits tenure-track allocation request to Dean of the Faculty. [Form #1]
Late-April – May:

• Dean and Tenure-Track Advisory Committee review tenure-track allocation requests.

Late-May – Early-June:

• Dean conveys tenure-track allocation recommendations to President.

Late-Summer – Early-Fall:

• Dean notifies Departments/Programs of tenure-track allocation decisions.
• Upon approval for a tenure-track hire, Department/Program designates members of Search Committee
• Dean and FDAA appoint an Equity Advisor to the Search Committee. All further Search Committee meetings and actions include Equity Advisor.
• Search Committee, including Equity Advisor, meet* with FDAA to review the Faculty Recruitment and Hiring Manual, develop a formal strategy for proactive recruitment, and finalize the position description and language of the job posting accordingly. [Form #2] *Note: for 2017-2018, this meeting will take place at the beginning of the fall semester, and the job description may have already been finalized.
• Search Committee submits the position description and advertising locations to Dean and FDAA for approval and posting.
• Search Committee identifies and records demographic data on recent Ph.D.s (or other relevant degrees or certifications) in the field(s) of expertise being targeted in the search. These data along with the formal proactive recruitment strategy are submitted to FDAA for approval. [Form #3]
• Search Committee develops procedures and criteria for evaluating applications. Evaluating criteria should be agreed upon by and made clear to all Search Committee members, who will keep a record of

12
their assessments for each file, based upon these criteria.

**Fall-**

- Candidates begin to submit application materials, including diversity statements.
- Search Committee develops a longlist of candidates to be contacted for preliminary interviews and submits this list to Dean and FDAA for approval. [Form #4]
- Upon approval by FDAA, preliminary interviews are conducted.
- Search Committee develops a shortlist of candidates to be invited for on-campus interview and submits this list to FDAA for approval. [Form #5]
- Upon approval by FDAA, the list of candidates to be invited for on-campus interviews is submitted to Dean, along with the CVs of each candidate, for approval.
- Upon approval by Dean, Search Committee contacts shortlist candidates to set up on-campus interviews.
- Following on-campus interviews, all members with suffrage in the department and/or program in which the appointment is to be made participate in the final decision to recommend an applicant for appointment, following any relevant program or department bylaws.
- Search Committee submits to Dean the Finalist Interview Results Form [Form #8] and candidate CVs.
- Dean authorizes offer and specifies salary and other terms of offer.
- Department Chair / Program Director works with the final candidate and Dean to negotiate the hiring offer.
- Department Chair / Program Director submits to Dean the final details of the offer. [Form #9]
- Search Committee submits to FDAA final report relevant to the search and deliberations. [Form #10]
IV. SEARCH COMMITTEE CHECKLIST

- Meet with FDAA to discuss curricular and recruitment priorities
- Secure FDAA approval to submit tenure-track (TT) allocation request (TT only)
- Submit tenure-track allocation request to Dean [Form #1] (TT only)
- Secure Dean and President approval for tenure-track allocation (TT only)
- Submit position description to FDAA and Dean for approval [Form #2]
- Identify and record demographic data on recent Ph.D.s (or other relevant degrees or certification) in field(s) targeted in search [Form #3]
- Finalize strategy for proactive recruitment [Form #3—a preliminary version of this is required in the tenure track allocation request]
- Develop procedures and criteria for evaluation of applications
- Submit longlist of candidates for preliminary interviews, with rationale for selection, to FDAA for approval [Form #4]
- Submit shortlist of candidates for on-campus interview, with rationale for selection, to FDAA for approval [Form #5]
- Submit shortlist of candidates for on-campus interview, with candidate CVs, to Dean for approval
- Conduct on-campus interviews, including appropriate meetings with Dean/Associate Dean, FASC, and students
- Submit reimbursement requests to Dean [Forms #6 and 7]
- Meet with all members with suffrage in the department and/or program to decide on final recommended candidate
- Submit Finalist Interview Results Form [Form #8] and candidate CVs. to Dean [Form #8]
- Submit final details of the hiring offer to Dean [Form #9]
- Submit final report relevant to the search and deliberations to FDAA [Form #10]
V. PREPARING FOR THE SEARCH

A. Initiating a Search

Tenure-track searches for the following academic year are normally approved in Spring or early summer through the tenure-track allocations process managed by the Dean. A request for proposals will be sent out by the Dean, and departments and/or programs wishing to conduct a search will then submit a Tenure-Track Appointment Request Form (Form #1) by the indicated deadline.

Preparing for a search provides an opportunity for the department/program to reflect upon its curriculum, the expertise of current faculty, its future direction, and the potential for increasing not only the professional breadth, but also the intellectual and social diversity of its faculty and students. The department/program should reflect on how well it represents the full range of its subject matter, as well as the diversity of the College and the larger society for which it is preparing its students. Departments and programs should carefully analyze their programmatic needs and develop a relevant and up-to-date position description prior to submitting a formal application to fill any positions. This promotes long-range planning and counters the tendency of current department members to simply clone themselves and others.

Prior to requesting a position, the department or program must meet with the FDAA to review the recruitment plan and discuss hiring goals, to ensure that the description of the position is sufficiently broad to attract the widest possible range of candidates, and to review the requirements for writing a description of the position, including Vassar’s commitment to diversity and equal opportunity. Once the FDAA signs off on the request for a position, the department or program submits the request to the Dean.

The Dean reviews the requests with the Tenure-Track Advisory Committee, which consists of the elected faculty members on the
Committee on Curricular Policies (CCP), the chair of the Faculty Policy and Conference Committee (FPCC), and a recent past chair of the Faculty Appointment and Salary Committee (FASC).

Visiting and adjunct positions are typically requested of the Dean as part of the staffing plan process in Fall. Proposals for positions not on the tenure track may also be considered by the Dean whenever a need emerges.

B. Crafting the Position Description

The first step in crafting the position description should be the identification of essential responsibilities and qualifications related to the position. The following questions are especially germane to developing academic job descriptions:

- What degree is required? Preferred?
- What are the disciplinary requirements?
- What sub-discipline expertise is required? Preferred?
- What type of teaching experience is required? Preferred?
- What types of research and publication records are required? Preferred?
- Is a history of and/or potential for grant acquisition required? Preferred?
- Is a past record of service to a department and/or institution required? Preferred?
- Is a record of leadership required? Preferred?

Once the essential qualifications have been identified, they can be incorporated into the job description for inclusion in the position announcement and advertising. The description should capture the essence of the position succinctly, yet completely. Those qualifications/skills that are essential should be identified as “Required,” while secondary qualifications/skills should be acknowledged as “Preferred.”
These qualifications/skills should be noted on the Tenure-Track Appointment Request Form (Form #1) and should be used in the initial evaluation of all candidates.

The following should also be considered in writing the advertisement for the position:

Language: all position descriptions should prominently feature a statement about Vassar’s commitment to diversity and equal opportunity. The following statement conforms with the College’s educational mission and with legal requirements regarding affirmative action and equal employment opportunity. Placing this language early in the description (after the first or second sentence) serves as an important cue about the College’s commitment to diversity. All position descriptions must include the following statement:

Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply.

Transcripts: all position descriptions must require candidates to submit a graduate school transcript. An unofficial copy is acceptable for initial application. Graduate transcripts will help with degree verification. Additional transcripts can be requested in the position description as well.

Diversity Competencies: the position description should be written to attract the widest possible range of candidates, and departments/programs should think broadly about the types of experiences candidates might bring to the position. All position descriptions must require
candidates to submit a Candidate Diversity Statement. The following is suggested language for including this requirement:

Candidates should submit a letter of application, a C.V., a statement of teaching experience and philosophy, a statement of research experience, a candidate diversity statement, graduate school transcript (an unofficial copy is acceptable for initial application), and three letters of recommendation. Additional information on candidate diversity statements can be found at deanofthefaculty.vassar.edu/positions/candidate-diversity-statement.

Application Deadlines: the outreach efforts necessary to obtain a large and diverse candidate pool will require adequate time. Therefore, rather than setting a particular deadline for submitting applications, the following wording is suggested: “review of applications will begin on [date] and will continue until the position has been filled.” This approach allows search committees to solicit and accept applications throughout the hiring process until an appointment is made. It does, however, require the search committee to consider all applications that arrive even after the review process begins until an offer is accepted.

The position announcement and/or advertisement should also provide potential applicants with a view of the College and department/program beyond simply listing the position-specific information. A full example position description is given below:

The Department of Anthropology at Vassar College invites applications for a tenure-track assistant professor position in cultural anthropology or related field beginning Fall 2017.

Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences
in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply.

A commitment to excellence in undergraduate research and teaching is required. Teaching responsibilities will include introductory, intermediate, and upper level courses, so evidence of successful college-level teaching should be demonstrated. A Ph.D. is required for this position; ABD applicants should supply documentation of expected completion date. Regional focus is open but expertise in symbolic anthropology, visual anthropology, or gender and sexuality is preferred.

Vassar faculty are committed teacher/scholars who bring research and creative discovery to life for students in classrooms, labs, and studios, and in individually mentored projects. They teach broadly in the curricula of their departments, advise students, and serve on college-wide and departmental committees. The College maintains a generous leave policy, provides strong support for research, and encourages multidisciplinary approaches to teaching.

Vassar is a highly selective, coeducational liberal arts college of about 2450 undergraduates located in the Hudson River Valley seventy-five miles north of New York City. The City of Poughkeepsie benefits from rich cultural diversity and from convenient commuter rail access to New York City.

Candidates should submit a letter of application, a C.V., a statement of teaching experience and philosophy, a statement of research experience, a candidate diversity statement, graduate school transcript (an unofficial copy is acceptable for initial application), and three letters of recommendation. Additional information on candidate diversity statements can be found at deanofthefaculty.vassar.edu/positions/candidate-diversity-statement.

To apply, please visit <insert link>. Review of applications will begin on October 20, 2017 and will continue until the position has been filled.
1. Candidate Diversity Statement

All position descriptions must require candidates to submit a diversity statement. This statement provides the candidate’s unique perspective on their past and present contributions to and future aspirations for promoting diversity, inclusion, and social justice in their professional careers. The purpose of the diversity statement is to help departments and programs identify candidates who have professional experience, intellectual commitments, and/or willingness to engage in activities that could help the College contribute to its mission in these areas. Search committees must consider the candidates’ diversity statements as part of the overall evaluation process, and candidates who do not submit a diversity statement should be considered to have an incomplete application package.

In line with the College’s Affirmative Action Policy, there is no requirement or expectation that a candidate disclose their identity or membership in any protected class or group, either in the diversity statement or in other application documents submitted to the search committee. Demographic information is solicited through the application process; however, those data are confidential (i.e., not linked to specific names) and are not provided to members of the search committee.

A diversity statement can take a variety of forms. For example, it can address how the candidate engages with a diverse range of students in the classroom. It can address how the candidate incorporates diversity into their teaching materials and methods. It can discuss how a candidate can administratively support diversity among students, staff, and faculty. It can consider how a candidate addresses diversity in their research or artistic activity. It can describe past experience working with members of groups that are traditionally underrepresented or marginalized. It can discuss past diversity-related activities in teaching, research, mentoring, committee service, and community service. Some faculty candidates may not have substantial past activities in these areas, so they may focus on future plans in their statement or on the relevance
of their field to issues of diversity and inclusion.

Additional information for candidates on diversity statements can be found at: deanofthefaculty.vassar.edu/positions/candidate-diversity-statement.

C. Forming the Search Committee

The membership of each search committee should form a representative and knowledgeable group, while not being so large as to become unwieldy and inefficient. The selection of search committee members by a department/program should be an inclusive process that reflects the specialties of the particular search and the diversity of the department/program and College.

Upon approval for a hire, the Dean and FDAA appoint an EA to the search committee. All search committee meetings and actions must include the EA.

A search committee chair should be selected according to department or program procedures and bylaws. In the case where the search committee chair and the department chair or program director are not the same person, these two individuals should be in close communication throughout the search process.

All members of the search committee must agree that all information, conversations, etc. regarding the search are confidential and should not be held in public areas or discussed with anyone who is not on the search committee. Members of the search committee may only discuss candidates, their qualifications, and the search process with other members of the department/program and College administrators directly involved in the search.
D. Reviewing the Position Description

Upon receiving approval for the hire, and after a search committee has been formed, the search committee (including the EA appointed to the search) must meet with the FDAA to review the original request for the position, with specific focus on the position description and the department’s/program’s plans for recruiting a large and diverse applicant pool. During this meeting, the FDAA will review with the search committee the timing and sequence of steps in the recruitment and hiring process and the procedures attendant to each step. The FDAA will also explain the role of the EA. During this meeting, the search committee chair and the EA will review this manual with the committee.

At this time, the search committee should begin to accumulate data on the demographic profile of recent Ph.D.s (or other relevant degrees or certifications) in the field for which a candidate is being sought. Refer to the next section of this manual for additional details. These data will be submitted at the time that a longlist of candidates for preliminary interviews is submitted.

E. Proactive Recruitment Strategy

Hiring outstanding faculty members begins long before an offer is made. Professional involvement on the part of the faculty and search committee members, including participation in professional organizations and other gatherings, can be important sources of information useful in faculty searches and may offer connections to a variety of qualified candidates. Similarly, graduate schools offer rich pools of qualified candidates. It is important to consider how to reach not only traditional candidates, but also candidates from underrepresented groups who might be left out of populations reached by the “usual” methods by which positions are announced and advertised.

Search committees should think creatively about how to communicate
the position announcement to a diverse population. Personal and professional contacts can be extremely effective in exploring avenues for reaching diverse applicant populations. Contacting affinity organizations within or related to the discipline can also be effective. Beyond print media, electronic bulletin boards, organizational web sites, professional newsletters, and conferences should be used for this purpose. Graduate schools can also provide a direct link to qualified and diverse candidates who are completing their education; of special focus should be those schools that have historically served and currently serve underrepresented groups. A list of historically Black colleges and universities can be found at hbcuconnect.com/colleges/. A list of Hispanic-serving institutions can be found at www.hacu.net/hacu/HSIs.asp. Search committee members should be aware that their own networks may not be sufficient for identifying and encouraging applicants from underrepresented groups. Broad representation on search committees, as well as efforts to advertise beyond personal networks, can help in navigating this challenge.

1. Placing the Ad

Research and experience show that effective searches are aggressive, are advertised broadly, and employ both creative networking and innovative search strategies. Search committees should look beyond the standard vehicles for job announcements in the field, and should include the various professional journals and websites that serve underrepresented graduate students and scholars.

The Dean will place all position descriptions on-line in The Chronicle of Higher Education <careers.chronicle.com>, Diverse Jobs <diversejobs.net>, HigherEdJobs <www.higheredjobs.com>, and Metro New York & Southern Connecticut HERC <www.hercjobs.org/metro_ny_southern_ct/>. The Dean will also allow the search committee to post the description in two additional field-specific journals/ websites. Additional postings to affinity groups within disciplines may be allowed, on a case-by-case basis. In these cases, the EA can make a request to the
Dean on behalf of the search committee, including the rationale for the additional posting(s). The chosen posting locations, including submission information and deadlines, should be included on the Position Advertising Form (Form #2) and submitted to the Dean. It is imperative that this form be submitted with sufficient time to meet publishing deadlines.

2. Proactive Recruiting

All efforts made by the search committee to identify and disseminate information to a broad and diverse candidate pool should be documented on the Proactive Recruitment Form (Form #3). The EA will populate this form, in consultation with the search committee chair, and submit it to the FDAA before a longlist of candidates can be approved for preliminary interviews. For a list of organizations that can be contacted to help in recruiting a diverse candidate pool, see Appendix D.

The search committee should make every effort to reach all potential candidates, being mindful that qualified candidates may be found with degrees from academic institutions of varied prominence. Committee members should also be aware of recent faculty members on visiting, adjunct, or tenure-track positions at other schools who may be interested in coming to Vassar. In addition to placing job announcements in professional venues, the search committee is expected to aggressively pursue the following proactive recruiting procedures as early as possible in the search process:

- utilize professional networks and contacts, including affinity organizations within or related to the discipline, and graduate programs of schools that serve underrepresented groups
- identify the offices and/or people who have recently been involved in efforts to increase the diversity of students with advanced degrees in the field. For example, the American Economic Association runs a summer program for undergraduates from diverse backgrounds to help them develop mathematical skills and encourage them to attend graduate school. The National Science Foundation runs
programs to help diversify the Ph.D. pool in the sciences, including “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers” and “Research in Disabilities Education,” to help recruit and retain women and people with disabilities. The people running such programs will have the names of many top candidates in the pipeline. Send the job description to these people and ask for nominations and/or that they pass the description along to possible candidates.

• explore job advertising opportunities in web listings or newsletters of diverse organizations.

• contact leading minority scholars in the field and heads of departments at institutions with diverse populations in their graduate programs.

• note that the diversity of programs is often regional - for example, universities in the southwest often have larger Native American and Latino populations than do eastern schools

• contact Vassar alumnae/i who are in graduate school, recently granted advanced degrees, or currently in faculty positions. Send them the job description and ask for nominations or request that they convey the description to others who could help broaden and diversify the applicant pool. Stress the department’s/program’s commitment to increasing faculty diversity.

• contact minority fellowship associations or consortiums such as the Ford Foundation Diversity Fellowship and the Consortium for Faculty Diversity (CFD). The Dean’s office can provide an up to date list of CFD scholars and their academic fields. Contact these candidates and encourage them to apply.

• search for national or university-specific graduate student organizations or conferences for students from diverse backgrounds (e.g. the minority student organization at the UC Berkeley Chemistry Department; the Native American graduate student organizations at Universities of Michigan, Illinois, and Oklahoma). Write to officers or contact persons and send the position description.

• if a response to emails is not received, follow up with a telephone call.
This will provide an opportunity to share more information about the position and personally convey Vassar’s and the department/program’s commitment to diversity and the critical importance of achieving a diverse applicant pool.

Even if these outreach efforts do not result in an appointment that significantly enhances diversity at Vassar, these efforts help communicate that the College is serious about recruiting and retaining a diverse faculty, which can be helpful for future searches.

3. Composition of the Applicant Pool

All applicants for faculty positions are asked to submit a voluntary self-identification form, which is intended to enable both the search committee and the Dean to gauge the demographics of the applicant pool. These documents are maintained in a file separate from the application materials, accessible by the FDAA.

Before the candidate evaluation process begins, the search committee must accumulate data on the demographic profile of recent Ph.D.s (or other relevant degrees or certifications) in the field for which a candidate is being sought. Two possible resources for these data are www.nsf.gov/statistics/srvydoctorates/ and www.humanitiesindicators.org/. These data must be included on the Proactive Recruitment Form (Form #3) submitted to the Dean and FDAA at the same time as the longlist of candidates for preliminary interviews. The EA reviews these data and compares them to the demographic profile of the applicant pool provided by the FDAA. The EA will assist the search committee to identify additional actions if the demographic profile of the applicant pool is significantly different from the national pool.

4. Authorizations

If the Dean, in consultation with the FDAA, determines that the applicant pool is not sufficiently diverse, the Dean may require that
the application process be reopened and appropriate steps taken to increase the number of qualified candidates from underrepresented groups. In such circumstances, the search may be suspended until such time as the Dean is satisfied that reasonable efforts have been made by the search committee to identify and reach a qualified and diverse set of candidates for recruitment into the applicant pool.
VI. EVALUATING APPLICANTS

A. Developing Evaluation Criteria

Once the position has been approved and advertised, the search committee will meet to establish its procedures and plan for receiving and evaluating applications. Each committee should design an evaluation instrument to be used for all applicants. By using standard, comprehensive procedures for evaluation, everyone involved in the process, from committee members to applicants, will know that the process is being carried out fairly, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement and advertising. The EA is responsible for ensuring that the evaluation instrument is designed to fairly evaluate candidates and is inclusive in nature. It may be useful to have three separate evaluation forms, one for initial evaluation to determine the longlist, one to determine the shortlist after the preliminary interviews, and one to determine the final recommendation after the on-campus interviews. A sample initial candidate evaluation sheet is included in Appendix E of this manual.

In considering the qualifications of candidates, and in the interest of meeting the goal of building a diverse and inclusive community, search committees should be mindful of the following high-impact practices:

- Examine applications from students and graduates of programs with a track record of producing candidates from underrepresented groups. It may also be necessary to carefully consider candidates who hold degrees from institutions that may not be traditionally top-rated in the field, since they may have been historically more successful in attracting the best and brightest graduate students from underrepresented groups.

- In defining what constitutes “best,” consider what a candidate could bring to the department/program, its curriculum, and the College as a whole in a wide variety of ways, including diversity.
• If the position has been approved because a department/program faculty member has recently retired or left, the search committee should not be hiring to “replace” this person. Instead, the committee should view this as an opportunity to seriously consider how the new faculty member can realize multiple missions, including meeting the curricular interests of current students.

• Resist the impulse to label one or more of the candidates as the “most promising” as this may make it difficult for other candidates to be fully considered.

• Avoid assumptions that a woman or a member of a particular ethnic group would not feel welcome in the community or would not be able to relate well to others of different groups. These types of assumptions are damaging and will work against diversity efforts. Other assumptions to avoid include candidate's willingness to move, willingness to stay long-term, partner/spouse’s willingness, etc. Search committees should let candidates decide these issues for themselves. Unless a candidate offers other reasons, the committee should operate with the understanding that professional interests motivate the application.

• Continually examine whether judgments on a person’s character, types of experiences, or accomplishments are being affected by subjective factors, stereotypes, or other biases and assumptions.

• Refrain from evaluating candidates based on the criteria of “good fit.” Candidate “fit” into the department/program and into the community generally leads to finding a person who will blend in easily with the existing structures and who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds than the majority may be presumed not to “fit” as well into the professoriate as white candidates. Beware of these sorts of presumptions and make every effort to show candidates that they WILL fit, and then let them decide for themselves whether or not that is true.

• Beware of the trap of measuring everything against a restrictive
standard. Candidates, for example, who earned their degrees later in life or from historically Black institutions, candidates who worked part-time when their children were young, or those whose experience is off the beaten path may be excellent candidates who could bring rich experience and diverse backgrounds to the campus.

The initial evaluation of candidates should be designed to INCLUDE candidates. Screening with the primary purpose of narrowing the pool may result in overlooking excellent candidates. Search committee members should review all candidate files thoroughly before offering opinions. Some candidates from underrepresented groups may not appear as strong on paper as they are in person. Evidence suggests that such scholars face a variety of greater challenges than their majority counterparts. Therefore, whenever possible, search committees should keep qualified potential candidates in the pool throughout the interview process. The committee should strive for diversity in the pool of interview candidates, since an interview often reveals qualities not easily visible in an application.

The search committee should follow these additional high-impact practices when evaluating candidates.

• Determine, prioritize, and document search criteria based on position duties. Using a standard form will keep committee members focused on the agreed-upon criteria and provide documentation of the process.

• Discuss the range of evidence that will be considered as relevant to each criterion.

• Develop a mechanism for evaluating applications that includes recording why the applicant was or was not selected. Search committees will need to justify their final recommendations based upon the position description. Such information will be required for visa purposes if the search leads to an appointment of someone without long-term authorization to work in the U.S.

• Notice that different criteria may produce different top candidates.
Be sure to consider all criteria that are pertinent to the department’s/program’s goals. Discuss the relative weight of the different criteria, and the likelihood that no or few candidates will rate highly on all of them.

- Identify essential or threshold qualifications without which a candidate will not be selected, no matter how impressive in other areas, then rank other skills or competencies in order of importance.
- Consider including criteria not directly related to the specific discipline if they are nonetheless important to the ability to succeed in the job in the department or program, such as an unusual combination of skills/perspectives.
- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., a candidate who worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began their career at an institution that was not research-intensive, or individuals with disabilities whose careers have been interrupted).
- Consider highly successful people with transferable skill sets.
- Ensure an equitable search by treating all candidates in the same manner. This includes asking the same questions under the same conditions, and evaluating candidates using consistent criteria.

B. Preliminary Interviews

A search committee may choose to interview a preliminary list (“longlist”) of applicants before selecting candidates to invite to campus. These preliminary interviews are highly recommended and may take the form of phone, video, or conference interviews. For tenure-track searches, when authorized in advance by the Dean, the College reimburses travel expenses for up to two members of the search committee (normally the department chair or program director and one other person) to travel to a professional conference or meeting to conduct preliminary interviews (“conference interviews”). The College does not reimburse for off-site interviews for non-tenure track
positions. Preliminary interviews may be conducted by phone or video for all positions.

C. Creating a Candidate Longlist

The search committee chair will submit to the Dean a longlist of 10-12 candidates for preliminary interviews using the Longlist Form (Form #4). The Proactive and Inclusive Recruitment Form (Form #3), including the data regarding the demographic profile of recent Ph.D.s (or relevant degree or certification) in the discipline must also be submitted at this time. The longlist must be approved by the FDAA prior to inviting any candidates to interview. The longlist should reflect the search committee’s consensus on the multiple criteria used to choose candidates for interview, including the job description and the needs of the department and students with respect to diversity. In developing the list, search committees should follow the high-impact practices listed below.

- Develop a preliminary list before creating the longlist and check to see that it includes women or individuals from other underrepresented populations.

- Consider developing preliminary lists based upon different criteria, such as teaching, research potential, mentoring experience or capacity, or scholarly promise. This can be a way to avoid the “halo effect” that result from reliance on overall impressions rather than evidence-based judgments of particular criteria.

- Be mindful of evaluations that might have inadvertently screened out candidates from institutions that serve underrepresented populations.

- Check for implicit bias against non-traditional career paths, unusual undergraduate degrees, or different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such experiences, while evaluations of women with similar experiences go down.

- Keep in mind the experiences and needs of Vassar’s diverse student
population.

- Review the top female candidates and/or candidates from underrepresented populations to determine whether evaluations of them might have been influenced by implicit bias.

- Attempt to include multiple women and candidates from underrepresented populations on the longlist. Evaluation bias can be minimized if search committees interview more than one woman or individual from an underrepresented population. Research indicates that interviewers evaluate such candidates more fairly when there is more than one in the interview pool.

- Be mindful that there are many ways to assess a candidate’s skills and abilities, and each assessment tool produces different kinds of information.

1. Authorizations

The FDAA will review the longlist against the available demographic summary data to ensure that the list reflects the overall profile of the qualified candidate pool. Should there be major discrepancies between data of the national profile and the longlist, the FDAA, together with the EA, will identify from the pool of applicants additional qualified candidates for review. The longlist must be approved by the FDAA prior to inviting any candidates to interview.

Should review of these additional candidates not yield a list of qualified candidates that satisfactorily reflects the overall profile of the qualified candidate pool, the Dean, in consultation with the FDAA, may require that the search committee re-initiate some individual step or aspect of the search, or discontinue the search altogether.

D. Creating a Candidate Shortlist

After preliminary interviews are complete, the search committee submits to the FDAA a shortlist of candidates it wishes to invite to
visit campus using the Shortlist Form (Form #5). Upon approval of the FDAA, the shortlist of candidates along with their C.V.s is submitted by the search committee chair to the Dean for approval. The number of shortlist candidates is limited to three (3) for tenure-track searches, or two (2) for visiting positions.

In constructing the shortlist, the search committee should follow the same high-impact practices for developing the longlist. The Dean, in consultation with the FDAA, must approve this list of finalists before any invitation to visit campus can be extended.

In case the search committee did not conduct preliminary interviews, the Proactive and Inclusive Recruitment Form (Form #3), including the data regarding the demographic profile of recent Ph.D.s (or relevant degree or certification) in the discipline, must be submitted with the Shortlist Form.

1. Authorizations

The EA works with the FDAA on compliance with equal opportunity and affirmative action procedures, and status of the applicant pool diversity. The EA confirms that the process has been a fair and equitable one and that applicants from underrepresented groups were given appropriate consideration.

As with the longlist, the FDAA will review the shortlist against the available demographic summary data to ensure that the list reflects the overall profile of the qualified candidate pool. Should there be major discrepancies between data of the overall profile and the shortlist, the FDAA will identify from the longlist of applicants additional qualified candidates for consideration. Upon approval of the FDAA, the shortlist of candidates along with their C.V.s is submitted by the search committee chair to the Dean for approval.

Should the FDAA determine that the shortlist does not satisfactorily
reflect the overall profile of the qualified candidate pool, the Dean, in consultation with the FDAA, may require that the search committee re-initiate some individual step or aspect of the search, or discontinue the search altogether.

E. On-Campus Interviews

1. Scheduling Interviews

Interviews of finalist candidates are normal practice and usually take place during a visit to the campus. The department/program is responsible for scheduling these campus visits. For short-term appointments, the Dean or the President may occasionally authorize a chair/director or their deputy to interview a candidate off campus and make a recommendation on the basis of such an interview. The chair/director or a person designated by them, is responsible for escorting the applicant to and from scheduled meetings on campus during the interview.

All on-campus interviews must be approved in advance by the Dean (or the Associate Dean, in cases of visiting, adjunct, and post-doc positions). Any interviews that involve a meeting with the Dean or Associate Dean must be scheduled in consultation with the Dean’s office before any plans are solidified.

Students should participate in the on-campus interviews of all candidates and provide written input to the search committee.

2. Visit Expenses

Chairs/directors or department/program administrative assistants make the necessary travel arrangements and lodging reservations if the candidate must stay overnight. Lodging should be billed directly to the Dean’s office through the Alumnae House. Expenses of spouses are not covered by the College. Hooker Avenue Travel has been authorized
as the College travel agent for these visits, or candidates may prefer to make arrangements on their own.

The Dean reimburses the department/program for the cost of hospitality with specific maximums for each type of position, as described below. The department/program may spend these funds in any way they choose, e.g. dinner in a restaurant, dinner at the department/program chair/director’s home, a reception, lunch on campus, etc. Except in cases authorized by the Dean, any entertainment expense beyond the maximum allowance will not be covered. Receipts for reimbursement of hospitality expenses should be directed to the Dean’s office along with the Hospitality Reimbursement Form (Form #6). Only itemized receipts with the list of attendees on the back will be accepted for reimbursement.

The search committee chair should ask the applicant to submit the Candidate Travel Expense Form (Form #7) with original receipts for the following: coach airfare or railroad fare, or the current mileage rate plus tolls for travel by private automobile. Incidental expenses such as taxi fare, etc., may also be included.

3. On-Campus Interview Policies

Tenure-Track and Lecturer Positions

- Candidates must meet with Dean
- Candidates must meet with two senior faculty outside the department/program, including one member of FASC
- 3 candidates per position are allowed
- $200 per candidate maximum reimbursed for hospitality during on-campus interview
- 1-night stay covered by Dean (2 nights for candidates from the west coast)
3-Year Visiting Positions

- Meeting with Dean or Associate Dean is optional and at the discretion of the department/program
- Candidates do not meet with FASC
- 2 candidates per position are allowed
- $150 per candidate maximum reimbursed for hospitality during on-campus interview
- 1-night stay covered by Dean (2 nights for candidates from the west coast)

2-Year Visiting Positions

- Same as 3-Year Visiting Positions (above), except that a $125 maximum per candidate is reimbursed for hospitality during on-campus interview

Post-Doctoral Positions (2-Year)

- Same as 2-Year Visiting Positions (above), except that meeting with the Associate Dean is required

1-Year Visiting Positions

- (normally carried out as regional rather than national searches; no reimbursement of airfare, no overnight stay, and no moving expense reimbursement)
- Candidates do not meet with Dean, Associate Dean, or FASC
- 2 candidates per position are allowed, but may choose the first candidate without interviewing the second
- $100 per candidate maximum reimbursed for hospitality during on-campus interview
Adjunct (Part-Time Positions)

- Same as 1-Year Visiting Positions (above), except that a $50 maximum per candidate is reimbursed for hospitality during on-campus interview

Exceptions to the above policies may be granted by the Dean when circumstances warrant.

F. Guide for Interviewing

In interviewing both the longlist and shortlist of candidates, it is crucial that all candidates be treated in the same manner. The search committee must use the same format (e.g. phone, video, conference) to interview all candidates from the longlist, including internal candidates. Likewise, the same questions should be asked of all candidates, preferably in the same order and by the same interviewer; questions specific to each candidate’s area of expertise and experience should also be framed similarly. Search committees should also use a common evaluation rubric for the questions asked of each candidate in addition to notes regarding the substance of candidates’ responses.

The interview is also an opportunity for candidates to get a sense of the Vassar community, to discuss intellectual, research, and pedagogical interests, and to gauge the seriousness of the department/program's commitment to diversity. It is important that the search committee establish a welcoming and supportive tone. Subtle messages from a search committee to a candidate can have devastating effects. Consequently, judgments about a candidate’s performance may be biased as much by the effect the committee had on the candidate as by the candidate’s performance in and of itself. A search committee that is viewed by a candidate as “going through the motions,” being hostile to certain candidates, or being generally cold and uncaring is very likely to discourage any good candidates. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates.
A majority of committee members must interview each candidate, and, whenever possible, all committee members should interview all candidates. During interviews, including candidate presentations, all interviewers must record their comments regarding all candidates in writing.

The following are examples of acceptable and unacceptable inquiries for candidates. Many of these inquiries will not typically arise during a normal faculty position interview. If the committee has any doubts about areas of inquiry, it is strongly encouraged to consult with the FDAA, who may in turn consult with the College’s attorney. It is important to note that questions that seek to determine a candidate’s work eligibility should only be asked by the Dean or Associate Dean.

- Age: it is acceptable, but not typical, to determine whether candidates meet any relevant age requirements of the position, but not for other purposes. Committees cannot require that an applicant provide proof of age before hiring. Committees cannot ask questions that may tend to identify applicants over 40 years of age.
- Birthplace and Citizenship: it is acceptable to determine whether candidates are currently authorized to work in the U.S., but not to inquire about their birthplace and citizenship.
- Conviction, arrest, and court records: it is acceptable, but not typical, to ask about actual convictions (not arrests) that reasonably relate to the applicant’s fitness to perform the particular job. It is not acceptable to ask about arrests, court records, or convictions if not substantially related to functions and responsibilities of the particular job.
- Disabilities: it is acceptable to ask questions about the applicant’s ability to perform job-related functions (work eligibility), so long as the questions are not phrased in terms that seek to elicit information as to whether the candidate has any disability. It is acceptable to ask an applicant to inform the employer of any
reasonable accommodation needed to take a pre-offer examination, interview, or job demonstration. It is acceptable, but not typical, to ask, for example: “How many days were you absent from work last year (without asking the reason for the absence)?” “Are you currently using, or within the past six months have you used, illegal drugs?” “This job requires an employee to prepare written reports containing detailed analysis, often within tight timeframes. Can you perform this function with reasonable accommodation?” It is acceptable, but not typical, to ask an applicant to demonstrate physical abilities if such activities are essential job functions. Conversely, interviewers cannot ask “Are you disabled?” or other questions that would tend to reveal disabilities, the extent of any disability or health conditions that do not relate to fitness to perform the job. Unacceptable questions include: “Do you ever get ill from stress?” “Have you ever been unable to cope with work related stress?” “How much alcohol do you drink?” “How many days were you sick last year?” “What medications are you taking?” “Have you ever received counseling or medical treatment for mental illness or depression?” Also, interviewers cannot ask questions about prior job related injuries or past worker’s compensation claims.

- Education: it is acceptable to ask about the applicant’s vocational or professional education, as well as any schools attended.

- Marital status, family status, and sexual orientation: it is acceptable to ask whether the applicant can meet specific work schedules. It is not acceptable to ask about the applicant’s marital status; the existence or number of children; identity of spouse, domestic partner, family or children; or sexual identity or orientation.

- Names: if the applicant worked under other names, it is acceptable to ask for those names in order to check work and educational records.

- Photographs: photographs can only be required after hiring.

- Race, ethnicity, or physical characteristics: interviewers may not inquire regarding applicant’s race, skin color, eye color, hair color, or otherwise about applicant’s physical characteristics, such as height or weight unless these are directly relevant to the essential
functions of the job.

- Religion: it is not acceptable to ask about the applicant’s religious denominations or affiliation, religious leader, or observed customs or religious holidays.

- Residence and nationality: it is acceptable to ask about where the applicant currently resides and the length of that residency, but inquiries about the national origin/nationality of an applicant or applicant’s spouse or relatives are not permissible. It is not acceptable to ask if the applicant rents or owns their home. It is acceptable to ask “Are you currently authorized to work in the United States?”

- Sex or gender: it is not acceptable to inquire regarding gender of an applicant, and gender cannot be used as an indication of whether the applicant will be “satisfied” with the position, whether the applicant will remain in the position for any length of time, or whether the applicant is more or less likely to take/request leave(s) of absence (e.g., pregnancy or family medical leave).

- Stereotypical language: search committee members should be aware of the language used and the messages word choices can convey. Stereotypical language can be illegal and/or offensive to many candidates and should be avoided.

- Work experience or military service: it is acceptable to ask about an applicant’s work experience, including the names and addresses of prior employers, dates of employment, and reasons for leaving. It is acceptable to ask about the type of military discharge.

G. Documenting the Search

It is important to document all interactions with applicants. Not only is this helpful to the search committee during the search, but it also creates a record that may be useful in the future. The committee should summarize each candidate’s progress through all stages of the search, e.g., reviewed, failed to meet minimal criteria, long-listed, short-listed, interviewed, eliminated, etc. The search committee chair should create a file (physical or electronic) for each candidate who
meets the criteria as described in the job posting. This should be where interview notes and quantitative scores, records or communications, recommendations, etc. are kept. In particular, communications sent out as part of the effort to recruit a broad and diverse candidate pool should be kept in this file. Copies of standard questions asked during the course of reviewing files and during interviews should be kept in this file as well. To ensure confidentiality throughout the search process, the files should be password protected if electronic or kept in a secure location if physical.

The committee must document all rationales for its recommendations and decisions so that the search process can be shown to be fair and legal. This may be as extensive as notes on each candidate’s file or limited to notes in the search committee meeting minutes, e.g., “the committee decided to limit the longlist to candidates with two previous years of teaching experience.” In either form, the documentation should indicate a specific, job-related rationale for each selection or non-selection. Detailed information on why candidates were rejected will be required for the work visa application process if the appointee does not have long-term authorization to work in the U.S.

H. Internal Candidates

On occasion, an internal candidate may apply for a position. In such cases, the internal candidate must be treated the same as any other candidate, to ensure adherence to fair labor practices. For all candidates to be treated equitably throughout the search, it is useful to follow certain guidelines.

The review of the internal candidate’s application materials should be conducted in the same manner as all other candidates’ materials, with no anecdotal or extraneous information or impressions brought to the interviews or deliberations. Members of the search committee should avoid conversations with the candidate, and with other members of the College, related to the position for which the candidate is applying.
during and after the search process.

Every effort should be made to ensure the internal candidate has an experience as close as possible to all other candidates. For example, if other candidates are being interviewed by phone or video, the internal candidate should be interviewed using the same format. On the other hand, the internal candidate should not be disadvantaged such as by conducting the interview at the end of a long and arduous day of work, or before preparing for class, since the other candidates may have had a very different sort of day. Search committees should remember that the internal candidate has knowledge about Vassar students, the strengths and weaknesses of the department or program and of the curriculum, the rhythm of the semester, the culture of the academic community, etc. Questions that would give the internal candidate an unfair advantage, given this knowledge and experience, should be avoided.

All questions should be developed based on the materials that are available from the candidate’s application materials. Any other knowledge that the search committee may have, directly or anecdotally, about an internal candidate, should not be used in developing and asking questions or in making final assessments.

It is best to interview the internal candidate before the external candidates, simply so that the internal candidate has no extra advantage should the nature of the questions being asked in interviews become known. It is also usually easiest to schedule an internal candidate’s visit expeditiously, since no travel is involved.
VII. SELECTING A CANDIDATE

A. The Hiring Recommendation

For tenure-track and lecturer positions, two senior faculty outside the department/program, including one member of FASC, participate in the on-campus interview component of the search process as described above. Based on each finalist candidate’s record and interview, FASC submits in writing a short recommendation to the Dean and chair/director of the department/program involved in the hire. The recommendation is accompanied by a fuller appraisal only in cases in which FASC wishes to express concern regarding the candidate.

As soon as possible after receiving FASC’s feedback and receiving input from the students involved in the candidate’s interview, the search committee meets to discuss the finalist candidates’ comparative strengths and weaknesses and to determine what recommendation to make regarding the hiring decision. All members with suffrage in the department and/or program in which the appointment is to be made must participate in the final decision to recommend an applicant for appointment, following any relevant program or department bylaws. The search committee chair summarizes the committee’s review of the candidates that participated in on-campus interviews and submits this summary to the Dean using the Finalist Interview Results Form (Form #8).

B. References and Credentials

References can help determine whether an applicant is qualified for the position, and can be used as a screening tool for applicants who might misrepresent their experiences, qualifications, and scholarship and those who might pose a threat to others if hired. References can help prevent hiring a candidate who is unqualified or who may engage in conduct for which the College could be held liable. The people
providing references should be well-situated to evaluate the applicant’s past performance and/or future potential. If the committee feels that it has not received adequate information from the references provided, it may ask the candidate for additional references.

Even if they are not listed as individual references, an applicant’s previous employer(s) may be contacted to collect additional information. However, it should be noted that many organizations have policies prohibiting the transfer of information beyond dates of employment. These policies are typically based upon risk management decisions, and such a response should not necessarily be taken as a negative reference regarding the applicant.

It is difficult to maintain an equitable process if the search committee uses the internet to gather additional information about the candidates, beyond visiting URLs provided in the candidates’ materials. Some candidates may gain unfair advantage because of their relative presence on the web; others may be disadvantaged by incorrect information. Internet searches might also reveal personal details, such as marital status or age, which should not be considered by search committee members. Because it is difficult to disregard this and other information an internet search may yield, search committees are strongly urged to avoid internet searches.

C. Making an Offer

The Dean, in consultation with the FDAA, must approve the recommendation to hire and specify the terms of an offer before any formal or informal offer may be extended. No offer of employment, formal or informal, can be made without the authorization by the Dean.

The Dean provides the details of the offer to the chair/director, who makes the offer. During the period of negotiation, the Dean and the chair/director are in close consultation regarding the exact terms of the offer and special efforts to attract the candidate. Chairs/directors
should be particularly careful to confirm any special details of the offer such as moving expenses, start-up funds, computer equipment, etc., with the Dean before offering them to the candidate. The chair/director informs the Dean of the candidate’s response to the offer. Further negotiation of the terms of the offer should be discussed with the Dean.

If the response from the candidate is favorable, the chair/director submits to the Dean a Request for Appointment Form (Form #9). It should indicate the particulars of the offer with regard to moving expenses, start-up funds, computer equipment, etc. One copy should be submitted to the Dean and one copy kept for department records.

The Dean emails the appointment letter and contract to the candidate, who returns the signed contract to the Dean via post or email.

1. Reimbursement of Moving Expenses for New Appointees on Tenure-Track or Multi-Year Visiting Appointments

Chairs/directors, after confirmation with the Dean, should make sure that an understanding about moving expenses is arrived at with all candidates hired into tenure-track appointments and visiting appointments of more than one year.

The College will reimburse appointee moving expenses as follows:

- up to 750 miles = $1,500
- 751 to 2,000 miles = $2,500
- over 2,000 miles = $4,000

Payments will be made on a reimbursement basis only. Receipted invoices covering the cost of moving household possessions, personal effects, books, and the candidate’s travel expenses must be submitted to the Dean’s office. Non-taxable expenses will be paid through
Accounts Payable. Any reimbursement subject to taxes will be paid through Payroll and taxed accordingly. For reimbursement through Payroll, receipts received by the 10th of the month will be included in the next paycheck. Receipts received after the 10th of the month will be reimbursed in the following month’s paycheck. Arrangements with regard to any exceptional moving expenses should be settled at the time contracts are negotiated.
VIII. AFTER THE SEARCH

After a hire has been made (an offer has both been extended and accepted), the search committee chair must collect and store all search files and evaluations. The search committee chair and members should take care to ensure the continued confidentiality of search-related records.

Departmental/program faculty are encouraged to welcome the new member of the Vassar community to ensure that they are introduced to new colleagues and smoothly introduced to the procedures and practices of the College. Faculty in half-time or more contracts will be introduced by the chair/director or designated representative at the first faculty meeting of the year.

All unsuccessful candidates should be notified of the decision either by a standardized letter, email, or phone call.

A. Evaluating the Search

As soon as possible after the hire, the search committee must submit to the Dean and FDAA a Final Search Report Form (Form #10) containing a numeric analysis of the final applicant pool and candidates. This report will also contain a narrative description of and assessment of the search committee’s efforts to identify and recruit candidates from underrepresented groups.
IX. OTHER CONSIDERATIONS AND SPECIAL CIRCUMSTANCES

A. Exempt Faculty Searches

Although the majority of faculty positions are filled through a formal, national search process, under special limited circumstances, a faculty position may be filled through an exemption. In these instances, the Dean in consultation with the FDAA will review the exemption request to determine if an exemption from the standard search process is warranted.

An exemption may be requested for the following reasons:

- part-time teaching appointments of up to 50 percent
- acting or interim appointment made in an exigency (an acting or interim appointment may not be changed to a permanent appointment without a search and is limited to one year, unless authorized by the Dean).
- principal investigator or co-principal investigator on an approved research grant that specifically designates extramural salary support
- post-doctoral fellowship appointment for less than two years
- unique qualifications and/or situations that make a search counterproductive

All requests for an exemption from the standard faculty search process should sent to the Dean, and must be accompanied with a letter of justification, position description, and candidate’s CV/resume. Exemption periods will be extended only in exceptional circumstances.
1. Opportunity Hires

When a faculty line becomes available, it is expected that a national search will be conducted consistent with established faculty hiring policies and procedures, including Vassar’s affirmative action policy. Under exceptional and limited circumstances, a national search may be forgone when a special opportunity presents itself to bring to the College scholars and teachers of exceptional achievement or promise who will help to fulfill the College’s academic mission, as reflected in the Mission Statement of Vassar College.

There are two categories of such appointments, which in some cases may overlap. In the first, the opportunity hire will strengthen the College’s academic mission by increasing the overall diversity of the faculty, where diversity is understood broadly and considers such characteristics as experience, background, research agendas, and pedagogical approaches, in addition to race, ethnicity, gender, or national origin. In the second, the opportunity hire will strengthen the College’s academic mission by bringing to the College an individual of exceptional achievement in the areas of teaching and scholarship, or one who offers the extraordinary possibility of strengthening the College’s educational mission in significant ways. In either case, such appointments can only be made where the candidate for an opportunity hire has demonstrated clear achievement or promise such that it is probable that they would have emerged as a candidate of choice in a conventional search, if such had been undertaken, and the College sees the hiring of this particular person as being in its strategic interests.

To request an opportunity hire, the department chair or program director must secure authorization from the Dean by submitting a proposal describing how the potential opportunity hire will support the College’s priorities for new or replacement faculty positions and fulfill the College’s academic mission either by diversifying the faculty or by bringing to the College a person of exceptional achievement in their field. The department or program undertakes all such procedures
normally a part of the hiring process except for the national search.

The Dean consults with the FDAA prior to recommending to the President an opportunity hire appointment. The FDAA must certify that an appointment meets the College’s goals and conforms to the College’s equal opportunity and affirmative action policies. The President has the final authority to decide whether to make a special opportunity hire. This policy is subject to annual review by the Dean, in consultation with the FDAA and FASC. This policy will be enacted as long as its effectiveness in fulfilling the academic mission of the College is clear.

B. Appointment at the Rank of Associate Professor or Professor

Appointment of a faculty member at the rank of associate professor or professor ordinarily includes tenure at the time of appointment. The circumstances of hiring must be agreed to by the department or program, the faculty appointment and salary committee (FASC), the Dean, and the President.

The President, the Dean, FASC, and the department/program interview candidates for senior appointments after reviewing the candidate’s application materials. Assistant professors and lecturers in the department/program interview candidates for a position at the rank of associate professor or professor and submit individual or joint confidential reports to FASC on their interviews.

After receiving FASC’s written report and consulting with the students involved in the interview of candidates, the chair/director informs the Dean of the department/program’s decision in writing, addressing issues of past and projected teaching, scholarship, and academic leadership. The chair and two members of the department or program then meet with FASC. The chair and two members of the department or program together with FASC then meet with the Dean. FASC and the Dean
confer throughout the process. The President may meet with members of the department/program, with FASC, or with the Dean. No offer of employment may be made without authorization by the Dean and the President.

C. Joint Appointments on the Tenure-Track

When a joint appointment is under consideration, the department(s)/program(s) work together to determine the qualifications for the position to be filled. All involved department(s)/program(s) participate in reviewing candidates’ application materials and in conducting interviews. Efforts should be made to include students from all involved department(s)/program(s) in the on-campus interviews of all candidates.

In the program’s review of candidates, the program director acts in the capacity of a department chair and participating members of the program act in the capacity of department members. Faculty members who are eligible to vote on a candidate for appointment vote in the home department, not in the program, unless they are the director of that program. In that case, they may choose to vote either in the department or in the program. All involved department/program chair(s)/director(s) must jointly submit all required forms to the Dean and FDAA.

D. Departmental Appointments for External Candidates for Dean of the Faculty, Dean of Strategic Planning and Academic Resources, and Dean of the College

At least one week prior to inviting external candidates to campus to meet with the faculty and other members of the campus community, search committees involved in the hire of a new Dean of the Faculty, Dean of Strategic Planning and Academic Resources, and Dean of the College must submit the dossiers of candidates to the department/
program that the candidates would be joining as tenured members if they were to be selected. If tenured members of the department have concerns about offering a candidate a tenured appointment, they communicate those concerns to the search committee in writing within one week of receiving the dossier.

E. Contingency Contracts

Contracts at the Instructor rank provide for contingent promotion to Assistant Professor. If the Ph.D. degree requirements are satisfied by October 1 of the first year of appointment, the person shall be promoted to the rank of Assistant Professor, retroactive to July 1 of the first year, and will be issued a new contract for a total of three years. A salary adjustment may be made. If the Ph.D. degree requirements are satisfied after October 1 of the first year and before October 1 of the second year, the person will be promoted to the rank of Assistant Professor effective July 1 of the second year. A salary adjustment may be made. A new contract will be issued, bringing the first contract to a total of three years. The person will be reviewed for extension of contract in the second year. Failure to meet the October 1 date of the second year does not preclude a departmental or Dean's recommendation in exceptional cases for a final one-year contract at the Instructor rank with a new October 1 deadline for completion of the Ph.D. requirements. If these requirements are satisfied by October 1 of the third year, the individual will be promoted to Assistant Professor, retroactive to July 1 of the third year. Persons recommended for this third year must be reviewed for extension of contract (contingent upon completion of the Ph.D.) in the second year. Note: The degree must be certified by letter to the department chair by an appropriate official of the granting institution. The chair should forward a copy of the letter to the Dean.
X. ACKNOWLEDGMENTS

This manual was created in 2017 through a joint effort by Vassar’s Committee on Inclusion + Equity (CIE) and Office of Equal Opportunity and Affirmative Action through the Faculty Recruitment and Retention subcommittee of CIE. The members of the subcommittee include:

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This manual draws from meetings with deans, department chairs and program directors, administrators, and faculty members, and borrows from faculty search materials created by Bates College, Claremont College, Columbia University, George Washington University, Hamilton College, Harvard University, Hobart and William Smith Colleges, Johns Hopkins University, Lehman College of The City University of New York, Massachusetts Institute of Technology, Pennsylvania State University, Pomona College, University of Chicago, University of Michigan, University of Pennsylvania, University of Texas at San Antonio, University of Virginia, University of Washington, Western Washington University, and Williams College.

Typesetting and formatting of print version by David T. Carreon Bradley. Cover by George Laws (Office of Communications).
XI. APPENDICES
Appendix A:
Faculty Diversity, Hiring, and Recruitment Resources

Articles and Books


Institutional Documents


• “Active and Inclusive Search Plan” Bates College. 2014.

• “Best Practices for Faculty Searches” University of Washington Office for Faculty Advancement. 2016.


• “Claremont Graduate University Procedure for Faculty Searches” Claremont Office of the Provost and Vice President for Academic Affairs. 2007.


• “Diversity Advocates” Hamilton College Dean of Faculty Office. 2015.
• “Diversity Plan for Recruitment and Retention of Faculty, Graduate Students and Undergraduate Students in the College of Education” University of Florida.


• “Handbook for Faculty Searches and Hiring” University of Michigan Office of the Provost. 2014.

• “Faculty Diversity Initiative- Management and Implementation Plan” John Hopkins University. 2015.

• “Faculty Search PROCESS Check List” Rochester Institute of Technology Office of Faculty Recruitment. 2015.


• “Faculty Recruitment Manual: Hiring Top-Tier Faculty for a Top-Tier University” University of Texas at San Antonio. 2016.

• “Faculty Recruitment Plan” Emory University Office of Equity and Inclusion.


• “Guide to Best Practices in Faculty Search and Hiring” Columbia
University Office of the Provost. 2016.
• “Guidelines for Recruiting a Diverse Workforce” Penn State University Affirmative Action Office.
• “GW Faculty Diversity Advocates Responsibilities and Guidelines” The George Washington University Faculty Recruitment and Personnel Relations.
• “Interview Question and Inquiry Guide” Georgetown University Office of Institutional Diversity, Equity, and Affirmative Action.
• “Online Search Committee Informational Module for Faculty, Department Chairs, and Deans” Rutgers State University of New Jersey Office of Institutional Diversity and Equity. 2015.
• “Operating Guidelines for the Recruitment and Hiring of Faculty” Trinity College. 2015.
• “Pre-Employment Inquires Face Sheet” Massachusetts Commission Against Discrimination. 2005.
• “New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process” Notes from training, University of Rhode Island, 2007.
• “Recruit: Diversify Your Pool of Applicants” Williams College Office of Institutional Diversity and Equity.
• “Recruiting and Hiring Tenured and Tenure-Track Faculty” University of Miami. 2015.
• “Recruiting Faculty” Pomona College. 2004.
• Reif, L. Rafael. “Report of the Initiative for Faculty Race and Diversity” Massachusetts Institute of Technology.
• Robinson-Armstrong, Abbie and Caro, Robert V. “Moving Beyond Traditional Recruitment Strategies: Recruiting and Hiring Faculty for Mission” Loyola Marymount University. 2008.
• “Strategic Plan for Faculty Diversity” Lehman College of the City University of New York. 2013.

• “Strategies for Successfully Recruiting a Diverse Faculty” Virginia Commonwealth University.

• “Tips for Hiring and Recruiting Minorities and Women for Faculty Positions” Committee on Minorities in Physics of the American Physical Society.

Appendix B:
Statement on the Importance of Diversity in Higher Education Adopted by the Board of Directors of the American Council on Education


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

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

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

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

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

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

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

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of students.
from underrepresented minority groups, reversing decades of progress in the effort to ensure that all groups in American society have an equal opportunity for access to higher education.

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

-ACE Board of Directors, June 2012
Appendix C: Tools for the Equity Advisor

Education Advisory Board
www.eab.com

Excellence and Diversity in Faculty Recruitment
www.engr.washington.edu/lead/PostedMaterials/FacRecruitmentAndRetention/ExcellenceDiversityFacultyRecruitment2008.pdf

Harvard University Project Implicit
projectimplicit.net

Implicit Association Test (IAT):
implicit.harvard.edu/implicit/

NSF Advance -- University of Michigan
advance.rackham.umich.edu/handbook.pdf

NSF Advance – University of Washington
advance.washington.edu/resources/facrecruitment.html

Ohio State’s Bias and Schemas Video:
www.youtube.com/watch?v=UZHxFU7TYo4&feature=plcp

Reviewing Applicants: Research on Bias and Assumptions
wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf

Appendix D: Outreach Resources

American Council on Education
Maintains resume banks for top administrative positions.
(202) 939-9300
www.acenet.edu

American Indians in Science and Engineering (AISES)
Magazine published quarterly plus online advertising
(505) 765-1052
www.aises.org
info@aises.org

American Society of Women Accountants
Online job listings plus chapter contacts throughout Indiana
(703) 506-3265 or (800) 326-2163
www.aswa.org
aswa@aswa.org

Association for Women in Science
Research and academic positions; published six times per year plus
online advertising
(202) 326-8940
www.awis.org
awis@awis.org

The Black Collegian Online
Targeted to recent African American B.A./B.S. graduates seeking
professional positions, month-long advertising online.
(504) 523-0154
www.black-collegian.com
Diverse Issues in Higher Education
Academic and administrative positions are published 26 times a year.
(703) 385-2981 or (800) 783-3199
www.diverseeducation.com

HigherEdJobs.com
(814) 861-3080

Hispanic Outlook in Higher Education
Published 26 times a year, it is the sole Hispanic journal on today’s college campus that reaches a broad cultural audience of educators, administrators, students, student service, and community-based organizations, plus corporations.
(201) 587-8800
www.hispanicoutlook.com
pub@hispanicoutlook.com

Insight to Diversity
National EEO recruitment publication directed to females, minorities, veterans, and individuals with disabilities.
(314) 991-1335 or (800) 537-0655
www.insightintodiversity.com

IMDiversity.com
Online advertising for professional and technology positions
(504) 523-0154
www.imdiversity.com
sales@imdiversity.com

The Journal of Blacks in Higher Education
www.jbhe.com/jobs.html

Minority On-Line Information Service (MOLIS)
Utilizing appropriate technology, MOLIS provides value-added services that promote education, research, and diversity on a national level for
minority institutions in partnership with government, industry, and other sectors.
(800) 253-3349 or (301) 975-0103
www.molis.org
molis@sciencewise.com

National Association of Black Accountants
Online job listings and placement service
(301) 474-NABA
www.nabainc.org

The Registry
National Registry of Diverse & Strategic Faculty is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions.
(806) 742-2369
www.theregistry.ttu.edu

Society for Advancement of Chicano & Native Americans in Science (SACNAS)
Published six times per year plus online advertising
(831) 459-0170
www.sacnas.org
info@sacnas.org

Society of Women Engineers
Maintains database of resumes plus listserv on jobs.
(212) 509-9577
www.swe.org
hq@swe.org

Women in Higher Education
Great resource to reach 12,000 women who have administrative careers in higher education.
(608) 251-3232
www.wihe.com
career@wihe.com

Women in Technology International
Computing, science, and technology positions
(818) 342-9746 or (800) 334-WITI
www.witi.org
info@witi.com

World Computer Society
Academic and professional positions
(714) 821-8380
www.computer.org
advertising@computers.org
Appendix E: Sample Initial Candidate Evaluation

Note: This is a sample form only; each search committee should identify the “Required” and “Preferred” qualifications for each position.

Department/Program:
Position:
Name of Candidate:
Name of Reviewer:
Date of Review:

I. Required Qualifications / Minimum Requirements

- Ph.D. in primary field or a related discipline
- Demonstrates commitment to undergraduate education
- Higher education teaching experience
- Publication/research history
- Professional service history
- Complete application package: 1) cover letter, 2) CV, 3) transcript 4) statement of teaching philosophy and experience, 5) statement of research interests and experience, 6) diversity statement, and 7) two letters of recommendation

Does candidate meet all minimum qualifications? □ yes □ no
If the answer is no, proceed to Section III and mark “Candidate does not meet minimum qualifications.”

II. Preferred Qualifications / Not Required

- Able to engage students in research
- Interest in interactive teaching methods
Commitment to diversity, inclusion, equity
Student advising experience
Grant writing experience

III. Applicant Evaluation:
- Candidate meets minimum qualifications and recommended for interview
- Candidate meets minimum qualifications but is not recommended for interview
- Candidate does not meet minimum qualifications

IV. Reviewer Notes:
Appendix F:
Faculty Recruitment and Hiring Forms

These forms are available for download in electronic format at: deannotefaculty.vassar.edu/forms/
Form #1 Tenure-Track Allocation Request Form

Department(s)/Program(s):
Requester(s) Name(s):
Courses to be taught:
  Date of mandatory department/program meeting with FDAA:

Required Qualifications:

Preferred Qualifications:

How will the visiting appointment contribute to the curricula of multidisciplinary programs, interdepartmental programs, departments, and the College as a whole (e.g., Freshman Writing Seminars, Quantitative Analysis courses, etc.)?

What are the likely special resource or facilities needs for the position (e.g., office, lab, equipment, start-up, etc.)?

What is the context for the requested position in relation to your department’s or program’s staffing history, most recent staffing plan, and emerging staffing considerations? Include information about how the position relates to retirement schedules, sabbatical leaves, and reliance on other temporary staffing, if relevant.
Form #1 Tenure-Track Allocation Request Form

How will not having this position authorized impact your program or department as well as the curricula of multidisciplinary programs, interdepartmental programs, departments, and the College as a whole?

How will this position contribute to the diversity of your program or department and the College as a whole?

What steps will your program or department take for proactive recruitment of the largest, best, and most diverse applicant pool possible and how will your program or department emphasize the need for candidates to contribute to a diverse and inclusive learning environment as a priority in attracting and evaluating candidates at each phase of the search?

Proposed advertising copy for the job description (see the example position description in the Faculty Recruitment and Hiring Manual):
Form #2 Position Advertising Form

Department(s)/Program(s):
Position Type: Visiting/Tenure-Track/Other:
Position Title:
Position Description:

Position Postings
The Dean’s Office will automatically place all position descriptions on-line in:
• The Chronicle of Higher Education <careers.chronicle.com>
• Diverse Jobs <diversejobs.net>
• HigherEdJobs <www.higheredjobs.com>
• Metro New York & Southern Connecticut HERC <www.hercjobs.org/metro_ny_southern_ct/>

Provide the details listed below for up to two additional posting locations.

Posting Location Name:
Type: Print/On-line
Posting Website:
Cost:
Deadline(s):

Posting Location Name:
Type: Print/On-line
Posting Website:
Cost:
Deadline(s):
Additional postings to affinity groups within disciplines may be allowed in special circumstances (see Faculty Recruitment and Hiring Manual for details).

Did the search committee EA receive authorization from the Dean for any affinity group postings?  

- [ ] yes  
- [x] no

If so, provide the details for these additional posting locations:
Form #3 Proactive Recruitment Form

Department(s)/Program(s):
Position:
Position Type: Visiting/Tenure-Track/Other:
Date of mandatory search committee (including EA) meeting with FDAA:

Search Committee
Search Committee Chair Name and Position:
Equity Advisor Name and Position:
List of Other Search Committee Names and Positions:

Demographic Profile of the National Pool
Field of Interest:
Total number of recent Ph.D.s (or other relevant degrees or certifications) in the field:
Time period used for these data (e.g. past 3 years, past 5 years, past 10 years):
% female:
% male:
% other gender:
% American Indian or Alaskan Native (not Hispanic or Latino):
% Asian (not Hispanic or Latino):
% Black or African American (not Hispanic or Latino):
% Hispanic or Latino:
% Native Hawaiian or Other Pacific Islander (not Hispanic or Latino):
% Two or More Races (not Hispanic or Latino):
% White (not Hispanic or Latino):
Form #3 Proactive Recruitment Form

Proactive Recruitment Plan

Describe the strategies that the search committee will use to carry out the proactive recruitment plan, as described in the Faculty Recruitment and Hiring Manual. Include information about the person(s)/group responsible for achieving each goal, assessment criteria, and deadline for completion.

List the agencies, publications, organizations, websites, and institutions to be used in the search:
Form #4 Longlist Form

Department(s)/Program(s):
Position Title:
Position Type: Visiting/Tenure-Track/Other:

Longlist
Provide a list of 10-12 candidates for preliminary interviews.

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<td>11.</td>
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<td>12.</td>
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<td>Y/N</td>
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Form #5 Shortlist Form

Department(s)/Program(s):

Position Title:

Position Type: Visiting/Tenure-Track/Other:

Longlist Reduction

Provide a list of the candidates who participated in preliminary interviews.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Shortlist</th>
<th>Reasons for shortlist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
</tbody>
</table>
Shortlist

Rank order the candidates to be invited for on-campus interview (the number of shortlist candidates is limited to three (3) for tenure-track searches, or two (2) for visiting positions. Exceptions to this policy must be approved in advance by the Dean).

1.
2.
(3.)

Rank order an equal number of back-up candidates for on-campus interview.

1.
2.
(3.)
Date:
Person to be Reimbursed:
Department/Program:
Attendees:
Candidate’s Name:
Date of Expenditure:
Position Type:
- Tenure-Track ($200 Max.)
- 3-Yr Visiting ($150 Max.)
- 2-Yr Visiting ($125 Max.)
- 1-Yr Visiting ($100 Max.)
- Part-Time ($50 Max.)

Please request reimbursement through workday by uploading this completed form and the itemized receipt(s).
Form #7 Candidate Travel Expense Form

Please submit this form with receipts electronically to Veronica Peccia: vepeccia@vassar.edu

Candidate’s Name:
Dates of Travel:
Address:
Department/Program:
Interview Date:
Position Type: Visiting/Tenure-Track/Other:
Transportation:
  car (_________miles @ 53.5 cents):
  parking fees:
  tolls:
  train (paid by Hooker Travel □yes □no):
  plane (paid by Hooker Travel □yes □no):
  taxi - subway, bus, etc.:
Hotel (Alumnae House □yes □no):
Meals (individual itemized receipts):
Other (explain):

Total:

Date Submitted:
Form #8 Finalist Interview Results Form

Rank order and summarize the search committee’s review of each candidate that participated in an on-campus interview.

**Candidate 1**
Name:
Summary:

**Candidate 2**
Name:
Summary:

**Candidate 3 (only for Tenure-Track positions)**
Name:
Summary:
Form #9 Request for Appointment Form

Candidate Name:
Address:
Email:
Phone (Home):
Phone (Mobile):
Date of Birth:
Gender:
Marital Status:
Spouse/Partner Name:

Title:
Full-Time / Part-Time:
Courses to be taught:
Total units:
Office space that has been identified for use: / No need
Academic suffrage: yes no
New position: yes no / Replacement For:
Contract dates: Year(s) / Semester(s)
Salary: $
Department Chair/Program Director Signature:

CV must be attached for new hires.

This Area for DOF Office Use Only
New hire: / Rehire:
Completed Ph.D.:
Amount:
Moving allowance: yes $ / no
Start-Up: $
Regular tenure contract: / Advanced tenure contract:
Special comments:
Approved by:
Department(s)/Program(s):
Position:
Position Type: Visiting/Tenure-Track/Other:
Search committee meeting dates:
Total number of candidates that applied:
Number of candidates who didn’t meet minimum requirements:
Reasons for ruling out candidates for interviews:

Summary of the proactive recruitment strategy of the search committee, including what worked well and what could be improved:

Description of how the search committee considered the candidate diversity statements:

Comments on the strengths and weaknesses of the PaIR (Proactive and Inclusive Recruitment) pilot program, which specifically includes the addition of an Equity Advisor to the search committee and the requirement of a candidate diversity statement from all applicants:

Additional concerns/thoughts: