



UNIVERSITY OF THE PACIFIC

A GUIDE TO FACULTY RECRUITMENT: Faculty Diversity Hiring Plan Revised September 2016

OFFICE OF THE PROVOST
DEPARTMENT OF HUMAN RESOURCES

This Faculty Hiring Guide summarizes Pacific's procedures for recruiting and selecting new faculty. It provides information regarding how to plan and execute an organized and successful search to aid in the selection of new faculty members, while simultaneously working to minimize unconscious bias in the process. Further, this document reflects the University of the Pacific's dedication to employing qualified faculty, who will support Pacific's mission, goals and pursuit of academic excellence.

This document outlines best practices for all faculty searches and must be followed for all full-time tenure-track positions.

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DIVERSITY AND INCLUSIVE EXCELLENCE AT PACIFIC

PACIFIC DEFINITION OF DIVERSITY

Diversity incorporates both individual and group differences, including, but not limited to, race, color, religion, national origin, ancestry, age, genetic information, sex/gender, marital status, veteran status, sexual orientation, medical condition, pregnancy, gender identity, gender expression or mental or physical disability, as well as cultural, political, intellectual, religious, or other affiliations.

PACIFIC DEFINITION OF INCLUSIVE EXCELLENCE

Inclusive Excellence is a framework designed to help Pacific integrate diversity and quality efforts. As a model, Inclusive Excellence helps Pacific realize the educational benefits of diversity by focusing on: Student Access, Equity and Success; Faculty and Staff Recruitment, Retention, and Success; Curriculum and Co-Curriculum; and University Climate.

PACIFIC POSITION STATEMENT ON DIVERSITY AND INCLUSIVE EXCELLENCE

The University of the Pacific community, including students, faculty, staff, administrators, and alumni, believes that diversity and inclusion are essential to the fulfillment of all aspects of our institutional mission. This includes providing a superior student-centered learning experience, and preparing individuals for responsible leadership in their careers and communities.

A superior student-centered learning experience requires diversity and inclusiveness in our curricular and co-curricular programming, University climate, recruitment, admissions, hiring and retention. Pacific acknowledges, accepts, and respects the uniqueness of each individual, despite differences in race, color, religion, national origin, ancestry, age, genetic information, sex/gender, marital status, veteran status, sexual orientation, medical condition, pregnancy, gender identity, gender expression

or mental or physical disability, as well as cultural, political, intellectual, religious, or other affiliations.

Responsible leadership demands that all members of the Pacific community become competent and ethical citizens in an increasingly multicultural society. In practice, Pacific, and each member of its community, will aspire to move beyond simple tolerance by: affirming each person's right to freedom of expression, providing a safe and nurturing environment to explore differences, and embracing and celebrating the rich dimensions of diversity in all people.

PACIFIC NONDISCRIMINATION STATEMENT

(The following long version is included in all job ads listed on Pacific's PeopleAdmin site.)

University of the Pacific is an affirmative action and equal opportunity employer dedicated to workforce diversity. In compliance with applicable law and its own policy, Pacific is committed to recruiting and retaining a diverse faculty and staff and does not discriminate in its hiring of faculty and staff, or in the provision of its employment benefits to its faculty and staff on the basis of race, color, religion, national origin, ancestry, age, genetic information, sex/gender, marital status, veteran status, sexual orientation, medical condition, pregnancy, gender identity, gender expression or mental or physical disability.

(The following shorter version is to be included in all job ads posted off of the Pacific website.)

Pacific is an AA/EOE employer and does not discriminate on the basis of any protected category.

WHY DIVERSITY AND INCLUSION?

WHAT ARE THE BENEFITS OF A MORE DIVERSE FACULTY?

In 2012, the Diversity Task Force Report lays out a strong case for increasing faculty diversity, citing a variety of sources. Please refer to this Report for more information, especially regarding how a more diverse faculty “positively impacts student learning outcomes, cognitive development, intellectual motivation, and academic skills. (p. 23)”

Additionally, the Women in Science & Engineering Leadership Institute of the University of Wisconsin, Madison compiled research on diversity in higher education into a brochure titled “Benefits and Challenges of Diversity in Academic Settings.” Below are some benefits and challenges as well as specific examples. For more information and specific citations, the brochure is available in the Assistant Provost of Diversity’s office.

- Teaching, Research, Service
 - **Benefit:** Ideas generated in a brainstorming session of ethnically diverse groups were rated as more feasible and more effective than ideas generated in similar sessions consisting of only white faculty. There was no significant difference in the number of ideas generated.
 - **Challenge:** Women and minority faculty members report less satisfaction with many aspects of their jobs than do majority male faculty members. These include: teaching assignments, committee service, Promotion and Tenure decisions, salary, and overall job satisfaction. *Data from the recent COACHE survey indicate that this is largely true at Pacific as well.*

- Students
 - **Benefit:** There is a correlation between the extent to which an institution’s environment is perceived as racially nondiscriminatory and students’ willingness to accept both diversity and intellectual challenge.
 - **Challenge:** Minority students (in terms of race, ethnicity, sexual orientation, disability status, etc.) often feel isolated and unwelcome at predominantly white institutions, and many experience discrimination.

“A diverse faculty will mean better educational outcomes for all students. To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. The more diverse college and university faculty are, the more likely all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences.”

*Faculty Recruitment in Higher Education:
Research Findings on Diversity and Affirmative Action
Debra Humphreys, AAC&U,
The Ford Foundation Campus Diversity Initiative*

BEFORE THE SEARCH

AUTHORIZING A SEARCH

Authorization to institute all faculty recruitment in the University of the Pacific is granted by the Provost or designee. No faculty position in the University of the Pacific may be filled without justification of student or program needs approved by the dean and the Provost.

The recruitment of faculty is undertaken by the members of the faculty in consultation with the dean of the school or college. The dean is responsible for assuring that the process of recruitment conforms to the procedures of this Handbook.

Section 7.2.1 of Pacific's Faculty Handbook

Once approval has been obtained for the position, the Hiring Manager/Department Chair should consult the Pacific Quick Start User Guide for PeopleAdmin, available from the Provost's Office.

ESTABLISHING A SEARCH COMMITTEE

Once a department has obtained Provost's approval to conduct a faculty search, the first step should be selecting a chair for the search committee. Consult your unit guidelines and the Faculty Handbook 7.2.2 for more information. Search Committee Chairs are often selected in consultation between the appropriate department chair(s) and the relevant dean(s).

The next step is the formulation of the search committee. According to the Faculty Handbook: *The Dean forms a Search Committee in consultation with faculty for full time, tenure-track positions. The Committee must involve students, undergraduate and/or graduate, depending on the nature of the position being filled, as well as faculty from other schools and colleges, when appropriate. (7.2.2)*

Search Committees should also be broadly representative of, and at least as diverse as, the department. Its members should be able to provide a variety of perspectives on the position in question, such as its responsibilities or opportunities in teaching, research or creative activity, service, recruitment or retention of students,

undergraduate research, experiential learning, etc. If the position is at a higher level, consider additional members to the committee. The search committee should also be mindful that each member's work is expected to support an inclusive hiring process.

Available faculty who are from diverse backgrounds should be invited to serve on the Search Committee. Keep in mind that if the department lacks diversity in some aspect (gender, race/ethnicity, etc.), or if the duties of the position cross disciplines, specialties, or administrative units, then obtain representation from beyond the hiring unit. Outside members can also be sought from Academic Council or the University Diversity Committee if desired. It is the search committee chair's responsibility to ensure diverse representation among search committee members, and to educate all committee members about the position, especially those members who are from outside the department. **Ideally, the members of the search committee should not all be of the same gender, or the same ethnicity. In addition, consideration should be given to diversity in other protected categories listed in Pacific's Non-Discrimination Statement.** Contact the Assistant Provost for Diversity if meeting these criteria would present a hardship.

AFTER THE SEARCH COMMITTEE IS FORMED

1. The Chair and the committee should develop a search plan that reflects and aligns with the goals and needs of the department, any relevant School, College, University strategic and academic plans, and this Hiring Guide.
2. All search committee chairs and members shall undergo Search Committee Training. Contact the Assistant Provost for Diversity for a schedule of when such trainings are offered.
3. All search committee chairs and members shall review this Hiring Guide.
4. The chair and committee members shall make an effort to ensure that the applicant pool is diverse and keep qualified candidates from diverse backgrounds in the pool.
5. *The Search Committee must document the attempts to promote notification of the vacancy to potential applicants from under-represented groups. -Faculty Handbook 7.2.2, #3.* (See Diversity Recruitment Plan, below).

PLANNING THE RECRUITMENT

The Search Committee should also formulate a plan for attracting a diverse pool of applicants for the position. Such strategies can include: advertising in certain locations, utilizing personal networks, and/or personally reaching out to recent postdoc and PhDs or through professional organizations.

The Search Committee Chair should complete the following Diversity Recruitment Plan and then use it as a guide to formulate the recruiting and search protocol. Please submit the completed plan to the Assistant Provost for Diversity at the beginning of the search process. The APD will share the plan with the relevant Dean and will set up times to meet regularly with the Search chair and review the applicant pool demographics. (See the section on Reviewing Applicants below.)

DIVERSITY RECRUITMENT PLAN

Position _____

School/Department: _____

Search Committee Chair: _____ Date: _____

Search Committee Members: _____

1. Please fill in the blanks with approximate demographic data on available candidates nationwide for this position. (The APD will provide federal data.)
 - a. Women: _____%; Men: _____%.
 - b. Under-represented minorities (URM – an aggregation of Black/African American, Hispanic/Latino, Native American, and Native Hawaiian/Pacific Islander): _____%.
 - c. Asian American: _____%.
 - d. White or Caucasian: _____%.
 - e. Other (unknown, international, multiethnic, etc.): _____%.
2. What is your reference for this information? (attach copies if feasible)
3. Have all search committee members undergone bias awareness training through the APD office in the last two years? If not, when will they do so?
4. What strategies will the committee employ to promote notification of this vacancy to potential applicants from under-represented groups?
5. Note any other relevant information or concerns related to search.

All search committee members will agree to follow this plan.

THE JOB ANNOUNCEMENT

The job announcement should describe the position to be filled, including primary and secondary responsibilities as well as the required or preferred preparation, qualifications, and experience. A broadly written job description will attract a diverse applicant pool. Further, the job announcement should delineate the needs of the department, and should reflect the department's interest in contributing to the academic diversity of campus, in terms of teaching, research, and service. As a result, the announcement should convey the institutional commitment to breadth and diversity that enriches the learning environment for students, and enhances both the department and the University.¹ The following items should be considered before entering the position details into PeopleAdmin. **Note:** If you are listing multiple positions, try to include them on the same job description. This may attract candidates who are looking for employment together.

1. Title

Carefully consider title and rank. Work with the Dean and the Department Chair to clarify the parameters. For instance, if the position is listed as an Assistant Professor title and the top candidate is currently an Associate or Full Professor elsewhere, is there any flexibility?

2. Proposed salary

Consult with the Department Chair and/or the Dean so that you can provide a range or at least the minimum salary.

3. Qualifications

Determine what is **required** and what is **preferred**. Be aware that any qualification listed as required must be met completely or the candidate cannot be hired. Opting instead to list more requirements as preferred may encourage a broader applicant pool.

A. Degree

Make sure you don't limit the pool artificially. The phrase "earned doctorate" gives most flexibility if that is what you require. If other terminal degrees are possible (MFA, for example), be sure to

¹ Searching for Excellence & Diversity, 2005, University of Wisconsin at Madison

include those options. You also should consider carefully what area that degree should be in, so as not to limit the pool.

B. Teaching or other school experience

Some positions, such as supervising student teachers, require a minimum number of years of school teaching experience.

C. Research

Consider including a statement such as “Evidence of potential for developing a significant research program in (field).” This may help attract more appropriate applications and will help in sorting through applications.

D. Diversity

In order to convey the message that your department values diversity, include a statement such as, “Experience in multicultural education preferred” or “Experience recruiting and/or retaining diverse student populations preferred.” And if listed, make sure that it is used as a means of evaluating the applicants.

E. Nondiscrimination Statement

This statement will be included in all Pacific jobs on PeopleAdmin. Be sure to include the abbreviated version when posting the job announcement in other locations.

University of the Pacific is an affirmative action and equal opportunity employer dedicated to workforce diversity. In compliance with applicable law and its own policy, Pacific is committed to recruiting and retaining a diverse faculty and staff and does not discriminate in its hiring of faculty and staff, or in the provision of its employment benefits to its faculty and staff on the basis of race, color, religion, national origin, ancestry, age, genetic information, sex/gender, marital status, veteran status, sexual orientation, medical condition, pregnancy, gender identity, gender expression or mental or physical disability.

(abbreviated version) Pacific is an AA/EOE employer and does not discriminate on the basis of any protected category.

4. Responsibilities

It should be clear to applicants that responsibilities may include: teaching at the undergraduate (or graduate level); advising students; service activities at local, state, and national level, as well as at the university; research and scholarly productivity of nationally recognized quality. Applicants need to understand the expectation for the position. For instance, once hired someone might refer back to the responsibilities in an announcement and point out that there is no obligation to do service because it was not listed.

5. Application Procedure

A. Application Package

Decide exactly what you want in an application package, such as C.V., transcripts of graduate work, abstract of dissertation, or samples of scholarly writing. If you are interested in writing samples only from your short list, then this should not be included in the application package.

B. Letters of Reference

Clearly state whether you want three letters of reference upon application or if you just want names and contact information for references. PeopleAdmin handles letters of recommendation confidentially so that the applicant will only provide email addresses of the recommenders. The recommenders will upload their letters to the applicant's file, and then search committee members can read them online.

C. Deadline

Choose a deadline that provides sufficient time to do the necessary advertising but does not push you too close to the end of the hiring season. State what you expect to receive by the deadline, such as the complete application package as well as letters of reference, letter of application and C.V. There is also the flexibility of stating the approximate date when the review of applications will begin, but noting that applications will be reviewed until the position is filled.

POSTING A JOB ANNOUNCEMENT

Once the position has been created in PeopleAdmin, part of the online approval process includes the APD reviewing the job announcement to ensure that it has the appropriate EEO/nondiscrimination statement. The APD will also review the search committee's Diversity Recruitment Plan.

Once the position announcement has been approved it will be placed on the University's employment website and it can then be posted in all other locations that the department/search committee has identified as a part of its recruitment strategy.

The Provost's Office will advertise in the following locations.

- Pacific's **Website**
- Higher Education Recruitment Consortium (**HERC**) and **NorCal HERC**
- **Inside Higher Ed**
- **Association of American Colleges and Universities (AAC&U)**

In addition to forwarding an approved job announcement to relevant associations and discipline specific organizations, recruitment on a national level can be enhanced through the use of the following web-based resources²:

1. Discipline-specific professional organizations
2. **Minority Postdoc**
3. **Insight into Diversity**
4. **Diversity Issues in Higher Education**
5. **Hispanic Outlook in Higher Education**
6. **American Association of University Professors' Career Center**
7. Or other places as defined in the committee's Diversity Recruitment Plan

² Pacific maintains current memberships or subscriptions to a variety of resources, therefore, it is strongly recommended that the Search Committee Chair coordinate with the Assistant Provost for Diversity should there be an interest in including additional venues that Pacific does not already utilize.

DURING THE SEARCH

REVIEWING APPLICANTS

PeopleAdmin allows Search Committee members to review the completed applications and confidential letters of reference online, eliminating the need for handling confidential, hard copy application packets.

As completed applications are received from eligible applicants, PeopleAdmin will automatically invite each applicant to complete a voluntary and confidential EEO/AA Survey Form. These data can be viewed in the aggregate (i.e. are not linked to specific applicants) by the Assistant Provost for Diversity. The APD will regularly report these data to the Search Chair and the Dean.

Should the APD, Search Chair, or Dean feel that the diversity of the applicant pool does not compare favorably with the diversity of the available applicants on the market (as indicated on the Diversity Recruitment Form), then together, they will decide if the search needs to be temporarily halted so that a more diverse applicant pool can be formed. Once a sufficiently diverse applicant pool has been formed, then the search moves to the interview phase.

Part of the training for search committee members includes strategies to minimize the prejudicial effects of unconscious bias, such as to create a rubric *before* any applicants are judged. The rubric (see Faculty Handbook, 7.2.2, #4) should be aligned with the criteria stated in the job announcement. Reasons for de-selection of candidates should be recorded at this stage and shared with the Department Chair and Dean, and should also be related to the criteria for the position as stated in the job announcement.

Candidates that show potential at this stage should now move on to the interview step. This list of candidates should be double-checked by the search committee to ensure that the rubric criteria were applied fairly.

Initial interviews can be conducted by telephone or video conferencing. Be sure to give all candidates the same interview experience (either all by telephone or all by video conferencing).

TIPS FOR CONDUCTING TELEPHONE/VIDEO INTERVIEWS

Planning and Arranging the Telephone/Video Interview

- Make the experience as consistent as possible for all candidates.
- Schedule a 20- to 30-minute call with candidate and search committee.
- Review all candidate materials.
- Prepare questions ahead of time. (See a list of sample interview questions beginning on page 20.) Ideally, the search committee will also discuss what criteria would indicate excellent, good, fair, or poor responses to each question.
- Determine the order in which the search committee will ask questions.
- Test all equipment and procedures in advance.

Conducting the Telephone/Video Interview

- Make the experience as consistent as possible for all candidates.
- Introduce the individuals participating in the interview and describe how the interview will be conducted.
- Do not ask illegal questions. (For a list of illegal questions, see Interview Questions to Avoid and Illegal Interview Questions, beginning on page 24.)
- Ask questions pertaining to the C.V. (for example, questions about gaps in employment, teaching experience, research projects, pending publications, past service experience, etc.).
- If applicable, ask why the person is interested in leaving his or her current position.
- Ask one or two technical questions about the job.
- Ask follow-up questions as appropriate.
- Ask the candidate if he or she has any questions.
- Explain to the candidate the next step in the selection process.
- Thank candidate for his or her time.

SELECTING THE FINALISTS

The search committee should meet as a group to discuss each candidate who completed a telephone/video interview. Each candidate should be evaluated on his or her own merits and rated accordingly. Ideally the search committee will reach consensus on which candidates to move forward in the process. Typically three candidates are selected to the campus interview stage.

ON-CAMPUS INTERVIEW PREPARATION CHECKLIST

- Send relevant information to interviewee: a schedule of the interview day, contact information for the Search Committee Chair and department Administrative Assistant, etc.
- Confirm travel and lodging arrangements.
- Arrange transportation from airport or other location. If a Pacific employee or student is to collect the candidate, make sure they are cleared to drive by **Risk Management**.
- Arrange campus tour
- Arrange meetings with important people as needed:
 - Dean or designee
 - Department Chair and/or department faculty
 - Appropriate standing committee or group
 - APD or Vice Provost for Faculty Affairs, if desired
 - Representative from the Center for Teaching and Learning
 - HR representative to discuss benefits
- Arrange interview by Search Committee
- Schedule candidate's presentation and/or teaching demonstration
- Schedule meals and breaks as appropriate
- Arrange tour of local community (if appropriate)
- If the candidate indicates that she or he requires special accommodations such as from a disability, or as a nursing mother traveling with her infant, etc., provide them if possible, or let them know if you are unable to accommodate them. HR can help.

TIPS FOR CONDUCTING THE ON-CAMPUS INTERVIEW

Before the Interview

- Reserve appropriate meeting room(s)
- Review the job announcement, C.V., references, and other materials
- Draft and agree upon the interview questions to be asked (see Sample Questions beginning on page 20)
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the candidate's ability to perform the job

During the Interview

- Introduce committee members.
- Describe the format of the interview.
- Ask open-ended information, situational, and behavioral questions.
- Let the candidate do most of the talking.
- Keep the interview on track.
- Observe nonverbal behavior.
- Take notes on your own paper. Remember to only include pertinent information that is relevant to candidate's potential to perform the essential job function (leave time at the end of the interview for search committee members to review/revise notes).
- Allow sufficient time for the candidate to ask questions.
- Describe the remainder of the search process and anticipated time frame.
- Thank candidate for his or her time.

After the Interview

- Give the candidate a brief overview or written synopsis of employee benefits.
- Evaluate the candidate.
- Document the interview.
- Collect feedback from anyone who met with the candidate.
- For the top choice candidate, obtain permission to check (additional) references including former supervisors.

SAMPLE INTERVIEW QUESTIONS

1. Describe your teaching style.
2. Describe your teaching philosophy.
3. What technology or software applications do you utilize in the classroom?
4. How do you engage students, particularly in a course for non-majors?
5. Please share your ideas with us about professional development.
6. In your opinion, how should the workload of a faculty member be split and into what areas?
7. What changes have you brought to the teaching of _____?
8. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
9. What courses have you created or proposed in the past five years?
10. What do you think are the most important attributes of a good instructor?
11. Where would this position fit into your career aspirations?
12. How do you define good teaching?
13. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
14. How do you feel your teaching style can serve our student population?
15. In what professional development activities have you been involved?
16. What pedagogical changes do you see on the horizon in your discipline?
17. How would your background and experiences strengthen this academic department?

18. How do you adjust your style to accommodate a variety of learning styles within the same class?
19. Have you involved undergraduate students in your research?
20. What are your current research interests/projects/studies?
21. What books or articles have you authored recently or are in the process of developing?
22. Discuss your experience with securing external funding.
23. Why did you choose your dissertation / (post-doc) topic?
24. What changes would you have made to your dissertation if you had the opportunity to rewrite it based on the experience you have gained since?
25. What contribution does your dissertation make to the field?
26. What are the possible sources of funding to support your research?
27. What facilities do you need to carry out your research?
28. Who would you collaborate with in your research project?
29. Describe your current research. Will you be continuing in this research track?
30. What are your future research plans?
31. How does your research relate to your teaching?
32. How do your community service and research intersect?
33. Where do you plan to be in your teaching and research in five years?

SAMPLE INTERVIEW QUESTIONS REGARDING DIVERSITY

1. How has your background and experience prepared you to be effective in an environment that holds this value?
2. Tell me about a time that you adapted your style in order to work effectively with those who were different from you.
3. What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
4. Can you recall a time when you gave feedback to a colleague who was not accepting of others?
5. Can you recall a time when a person's cultural background affected your approach to a professional situation?
6. Have you ever realized you had said or done something that may have been offensive to a colleague? How did you respond to that realization, and what was the outcome?
7. Give examples of times when your values and beliefs impacted your relationships with your colleagues.
8. Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspectives.
9. In your experience, what are the challenges faced by members of historically underrepresented groups in higher education? What strategies have you used to address these challenges, and how successful were those strategies?
10. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
11. Describe the climate for diversity at your present position. What impact have you had on that climate?
12. What efforts have you made, or been involved with, to foster multicultural understanding and cultural competence?
13. Have you encountered concerns about "chilly climate" raised by members of identity groups that have historically experienced discrimination? If so, how have you handled them?

14. What measures have you taken to make someone feel comfortable when some people seemed uncomfortable with his or her presence?
15. What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
16. Tell us how you work with people to create or foster diversity in the workplace.
17. In what ways have you integrated multicultural issues as part of your professional development?
18. What do you see as the most challenging aspects of an increasingly diverse academic community, and what steps have you taken to meet such challenges?
19. Suppose that you encounter a pervasive belief that diversity and excellence are somehow in conflict. How do you conceptualize the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?
20. In what ways do you feel it is appropriate to incorporate topics related to diversity and your discipline into the classes you teach? How would you do this?
21. Has diversity played a role in shaping your teaching and advising styles? If so, how?
22. What is your vision of diversity at an institution like University of the Pacific?
23. Describe a specific situation in which you worked with a diverse group of people over a period of time. Based on this experience, what did you learn?
24. Have you ever had to accommodate a student with a disability in a course that you taught? Please discuss this experience and explain how you made the appropriate or requested academic adjustments?

INTERVIEW QUESTIONS TO AVOID

When developing interview questions, consider only those questions specifically related to the position’s core competencies and focus on those questions that will be used in the hiring decision. The questions in the chart below are prohibited by legislation such as Title VII of the Civil Rights Act of 1964, Title IX, the Age Discrimination Act of 1967 and/or the Equal Opportunity Act of 1972.

Interview questions that are related to a candidate’s age, race, ethnicity, or color; gender or sex; country of national origin or birthplace; religion; disability and/or marital or family status or pregnancy are illegal. These questions should be **completely avoided**, as all time with the candidate is part of the interview.

If the candidate volunteers information that is not relevant to the job description (gender, race/ethnicity, marital status, etc.), you may respond to the candidate’s questions or concerns along those lines, or refer them to appropriate office or position. However, such statements or comments should be ignored by the search committee and by anyone else deliberating on the merits of the candidate.

Topic	Legal Questions	Discriminatory Questions
Family Status	None	<ul style="list-style-type: none"> • Are you married? • What is your spouse’s name? • Do you have children? • Are you pregnant? • What are your childcare arrangements? • What’s your maiden name? • Can you tell me if you are a Ms., Miss, or Mrs.?
Race	Indicate that Pacific is an equal opportunity employer.	<ul style="list-style-type: none"> • What is your race?
Religion	None	<ul style="list-style-type: none"> • What church do you attend? • What is your religion? • Will you be asking for any religious holidays off? • Can I get a recommendation from your pastor?
Residence	What is your address?	<ul style="list-style-type: none"> • Do you own your home or rent? • Who lives with you?
Gender	None	<ul style="list-style-type: none"> • Are you male or female?
Age	If hired, can you prove that you are at least 18 years old?	<ul style="list-style-type: none"> • How old are you? • What is your birthdate? • Can I see your birth certificate?

Citizenship or Nationality	<p>By the estimated start date, will you be able to demonstrate your eligibility to work in the United States?</p> <p><i>You may ask the next question only as it relates to the vacant position.</i></p> <p>Are you fluent in any languages other than English?</p>	<ul style="list-style-type: none"> • Are you a U.S. citizen? • Where were you born? • Where were you parents or spouse born? • How and where did you learn to speak another language? • Did you attend any schools that were affiliated with a particular race, religion, nationality, etc.?
Disability	<p>Are you able to perform the essential functions of this job with or without reasonable accommodation?</p> <p><i>Show the applicant the position description so s/he can give an informed answer.</i></p>	<ul style="list-style-type: none"> • Are you disabled? • What is the nature or severity of your disability?
Military Service	<p>What branch of the military did you serve?</p> <p>What was your ending rank?</p> <p>Do you have any military experience that relate to the vacant position?</p> <p>Do you have any military reservist obligations?</p>	<ul style="list-style-type: none"> • Can I see your military records? • Did you serve in the military for any other country besides the U.S.? • What type of discharge did you receive?
Organizations	<p>Do you belong to any professional organizations related to this position?</p>	<ul style="list-style-type: none"> • Can I see a list of all the clubs and organizations for which you are a member?
Photographs	<p>A photo can be requested after hire.</p>	<ul style="list-style-type: none"> • Can you provide a photograph for your application packet? • Can I take your picture?
Physical Data	<p>To ask applicant if s/he can perform all duties of the job or require a physical examination.</p>	<ul style="list-style-type: none"> • How tall are you? • How much do you weigh?

HIRING THE SUCCESSFUL CANDIDATE

After all candidate interviews have taken place, the search committee must meet as a group to review the finalists and make a recommendation. Ideally, the Search Committee will state which candidate is their top choice and why, as well as which other candidates would be acceptable for the position. Rationale should be based on the job criteria and the interview performance.

The search committee should gather feedback from all stakeholders when meeting to discuss the finalists and making a recommendation for hire. The Dean should consider the recommendations of the Search Committee and the department before making a recommendation to the Provost.

The process for faculty recommendation for appointment will be determined by the faculty of the unit in which the appointment will occur. The decision as to the appointment of the faculty member is made by the Provost or designee after the receipt of the recommendation of the faculty and the dean of the unit.

Faculty Handbook (7.2.5)

HIRING INTERNATIONAL CANDIDATES

If the successful candidate is not an US citizen or permanent resident, it is the responsibility of the relevant Dean(s) to pay for the additional fees and processing required to clear the individual to work in the United States. HR can help with the logistics, but the funding must come from the Dean(s).

AFTER THE SEARCH

DOCUMENTING THE SEARCH

Once the work of the search committee is done, the Search Chair should submit a brief report to the Assistant Provost for Diversity, referencing the committee's Diversity Recruitment Plan and answering the following questions:

1. Was the Diversity Recruitment Plan followed? If not, why?
2. How diverse was the applicant pool?
3. Do you believe the successful candidate has diversified the faculty?
4. What recommendations do you have to improve the process?

RECORD-KEEPING

Confidential materials received for recruitment purposes must be maintained in a confidential manner until an appropriate time for destruction. For each search, all application materials must be retained for five years.

Faculty Handbook (7.2.2, #5)

The Search Committee Chair should compile and send all records to the Provost's Office, who will store them in a secure location, and maintain copies of all search related documents for a period of five years, after which the records will be properly disposed (i.e. shredded).

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WEBSITES

- American Institute for Managing Diversity, Inc.:
<http://www.aimd.org/index.php>
- Diversity Web (AAC&U): <http://www.diversityweb.org/>
- National Coalition Building Institute: <http://www.ncbi.org/home/index.cfm>
- Campus Diversity Initiative Evaluation Project:
<http://www.aacu.org/irvinediveval/evaluationresources.cfm>