



UNIVERSITY OF THE PACIFIC

A GUIDE TO FACULTY RECRUITMENT: 2008-10 Faculty Diversity Hiring Plan

OFFICE OF THE PROVOST
DEPARTMENT OF HUMAN RESOURCES
UNIVERSITY DIVERSITY COMMITTEE

This guide summarizes practices for recruiting and selecting new faculty (and in some cases, Academic Administrators). It provides information regarding how to plan and execute an organized and successful search to aid in the selection of new faculty members. 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. These procedures apply to the searches for all full-time tenure-track faculty positions.

STATEMENT OF DIVERSITY AND INCLUSION

The University of the Pacific community – including students, faculty, staff, administrators, and alumni – believes that diversity and inclusion are essential to the fulfillment of our institutional mission. We value inclusiveness in learning, curricular and co-curricular programming, campus climate, recruitment, admissions, hiring and retention. We remain deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, we resolve to maintain a community that is respectful of all persons despite differences in age, ancestry, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, military service status, nationality, philosophical beliefs, political persuasion, race, religion, sexual orientation, or socioeconomic status.

We are committed to all members of the Pacific community becoming competent and ethical citizen leaders able to interact effectively and ethically in an increasingly multicultural society and global economy. This transformative process is accomplished through our distinctive integration of liberal arts and professional education promoting innovation, open discourse and dialogue, leadership development, experiential learning and self-reflection.

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WHY DIVERSITY AND INCLUSION?

“The university has always taught values, in one way or another...Intentional or not, teaching values occurs in the classroom everyday - in the material I ask students to read, in the dialogue that ensues...Values are implicit in everything I say, write, and do. And so it should be. We teach values by having them... [the university must] “take seriously and rigorously its role as guardian of wider civic freedoms, as interrogator of more and more complex ethical problems, as servant and preserver of deeper democratic practices.”

*Toni Morrison, Endowed Professor
Princeton University
Michigan Quarterly Review, Spring 2001*

“A diverse faculty is essential to a pluralistic campus.”

*Madeline F. Green
Minorities on Campus: A Handbook for Enhancing Diversity
American Council on Education, 1989*

“Since higher education now involves most of America, its faculty and leadership ought to look more like America. In the current higher education job market, there are many qualified minority and white women candidates seeking faculty positions.

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. It is also important that colleges and universities transform what and how they teach to better serve new students and to prepare all students for an increasingly diverse world.”

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

PACIFIC'S COMMITMENT

The University of the Pacific is actively seeking to diversify its faculty in order to provide a faculty which reflects the cultural diversity within our society and our present student body. Additionally, Pacific is committed to providing students an opportunity to think critically, from many different perspectives, about the human capacities needed to build and sustain an egalitarian, multicultural democracy.

We live our mission and values. We are dedicated to realizing our aspirations. A vision of innovation, of collaboration, and of making the most of the distinctive richness of our many disciplines brought alive in smaller, more personal learning communities emerges from our aspirations and commitments.

Cultivate diversity, intercultural competence, and global responsibility by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the "Diversity Hiring Plan for Faculty", increasing faculty and staff ethnic diversity, and increasing training.

Recruit, hire, develop, and retain excellent faculty and staff through competitive compensation; rewards for innovation, leadership, and service; and expanding training, professional development, and wellness services.

Advance faculty teaching, scholarship and research by expanding faculty development and increasing resources for scholarship and research.

“Pacific Rising, 2008-2015”

2008-10 FACULTY DIVERSITY HIRING PLAN

-  **Search Checklist**
-  **Recruitment Planning Form**
-  **Search Summary Form**

SEARCH CHECKLIST

BEFORE THE SEARCH

- Dean works with the Provost to establish approval for hiring a new faculty member (i.e. rank, etc.) as well as consults with the Academic Budget Officer regarding availability of funds associated with the position.

Dean or Department Chair obtains approval for position announcement from Assistant Provost for Diversity, including final position description and announcement to be posted externally.
- Search Committee Chair completes and submits recruitment planning form, including search committee membership, anticipated timelines and search strategies to the Assistant Provost for Diversity.
- Search committee Chair should discuss advertising with the Assistant Provost for Diversity, who will coordinate this effort with the Office of Human Resources (HR).

DURING THE SEARCH

- Maintain accurate candidate records, using Search Report Summary form.
- As completed application packets are received, the Department Chair will forward each applicant a voluntary/confidential EEO form that will be returned directly to HR. This will also serve as a confirmation of Pacific's receipt of his/her completed application. (An alternative includes emailing the applicant and directing him/her to a link on HR's website where the form can be downloaded and submitted to HR.) This confidential information will enable HR to prepare a report/profile regarding the diversity of the candidate pool at the conclusion of the search.
- Evaluate candidates based on established criteria and select semi-finalists.
- It is recommended to first conduct telephone interviews with semi-finalists. In some cases, such as at relevant conferences, this may be done face-to-face.
- Check reference information for those semi-finalists that the search committee is interested in moving on the next phase of interviewing. As a courtesy, obtain candidate permission before checking any references that are not on the list provided as part of the application packet.
- Select two to three finalists to bring to campus.

- Extend invitation to finalists for on-campus interviews.
- Arrange schedules for on-campus visits and provide finalists with an itinerary in advance of his/her campus visit.
- Conduct on-campus interviews and arrange for all candidates to meet with the Assistant Provost for Diversity (as well as other key campus officials including a representative from the Center for Teaching and Learning).
- Gather input from anyone who interviewed the candidate while on-campus or attended the presentation/teaching demonstration. The search committee should use all available feedback as part of its deliberation process to identify a candidate who is best suited to support the needs of the position as well as the goals and objectives of the department, the school or college, Pacific Rising and the Faculty Diversity Hiring Plan.
- The Dean recommends the top candidate to the Provost with contract information.
- After receiving confirmation of candidate selection from the Provost, extend verbal offer by telephone and follow-up with required faculty hiring documentation.

AFTER THE SEARCH

- Send letters to all semi-finalists and finalists notifying them of their status.
- Within a month of search conclusion, submit a completed Search Report Summary to the Assistant Provost for Diversity, include copies of each CV for applicants who are listed on the Summary.
- Write a brief statement regarding the applicant that was ultimately selected and forward to the Assistant Provost for Diversity, including a copy of the CV.
- Essential applicant records along with a copy of the search report should be retained and stored in a secure, confidential location for a period of three years.
- Work with your Dean, Department Chair as well as the Assistant Provost for Faculty Development and the Director of the Center for Teaching and Learning to prepare for your new colleague's arrival at Pacific.

RECRUITMENT PLANNING FORM

Position _____

School/Department: _____

Directions: Search Committee Chair should use this document as a guide to formulate the recruiting and search protocol. He/she may find it particularly useful to review it with the search committee during the first or second meeting.

1. List Search Committee members and identify Committee Chair:
2. Specify anticipated timeframe for search:
3. Note any questions or concerns regarding procedures outlined in the Guide to Faculty Recruitment:
4. Identify any unique aspects of the position that may impact the search (i.e. does this position have an interdisciplinary focus or dual/multiple roles such as an administrative component?):
5. Consider the strategy that the committee will employ to attract as diverse a candidate pool for this position as possible (i.e. where will the job announcement be posted, are there noted scholars in the field who can assist with identifying potential candidates, are there upcoming conferences or professional meetings that offer additional opportunities to connect with potential candidates, what on-campus resources can be utilized to help broaden recruitment efforts?):
6. Note any other relevant information or concerns related to search:

Search Committee Chair: _____ Date: _____





Note: Submit this completed form to the Assistant Provost for Diversity at the beginning of the search process, preferably after the Search Committee has met for the first or second time.

SEARCH SUMMARY FORM

Instructions: Throughout the search process, the Search Committee Chair is responsible for tracking the status of *every* completed application from eligible applicants received by using this summary form. Maintaining accurate records during the search will ensure that the information is available to respond to any questions that may arise. Forward a copy of the Search Summary Form to the Assistant Provost for Diversity at the conclusion of the search.

Name and Address (Enter every applicant who submits a completed application packet)	Search Committee Chair works with HR so that each applicant receives an EEO Survey Form	Selected as semi-finalist?	Phone Interview conducted? If yes, note the date.	Selected as finalist?	Outcome (Note whether invited to campus, withdrew candidacy, etc.)	Results of Final Interview	Appointment Offer Extended?

BEFORE THE SEARCH BEGINS

-  **Writing the Job Description**
-  **Getting An Announcement Approved for Posting**
-  **Advertising a Position Announcement**
-  **Establishing a Search Committee**

WRITING THE JOB ANNOUNCEMENT

The job announcement should describe the position to be filled, including primary and secondary responsibilities as well as the required/desired preparation, qualifications, and experience. A well-written job description will attract a diverse applicant pool. Further, the job announcement should delineate the strategic plan of a department. As a result, it should convey the institutional commitment to breadth and diversity that ultimately enriches the climate and enhances both the Department and the University.¹

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: Provide a range or at least the minimum salary; that information can be obtained from the chair, who would have consulted with the Dean.

3. Required qualifications: Determine what is **required** and what is **preferred**.

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 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, may require a minimum number of years of school teaching experience. If this is a requirement, state that. However, if it is not required, state "preferred."

C. 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.

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

D. In order to convey the message that your Department values diversity, include a statement such as, “Experience in multicultural education preferred” or “Experience working with diverse populations preferred.”

E. Include Pacific’s Equal Opportunity Statement:

"Pacific is an equal opportunity employer and is committed to broadening the diversity of its workforce. All applications and resumes are welcome."

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, samples of scholarly writing. If you are only interested in writing samples from the short list applicants, then this should not be listed in the application package.

B. Letters of reference: State clearly whether you want three letters of reference sent directly to the search committee or if you just want names of and contact information for references.

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 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.

GETTING AN ANNOUNCEMENT APPROVED FOR POSTING

The Dean, Department Chair or the Chair of the Search Committee should forward a copy of the faculty (or applicable Academic Administrator position) announcement to the Office of the Provost:

The Assistant Provost for Diversity will review the job announcement to ensure that it has the appropriate EEO statement and to offer alternative phrasing regarding the Department's statement on diversity.

Once the position announcement has been approved it will be placed on the Provost's website and it can be posted in all other locations that the department/search committee has identified as a part of its recruitment strategy. Likewise, the Assistant Provost for Diversity will work with HR to place the job announcement in appropriate venues.

ADVERTISING A POSITION ANNOUNCEMENT

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 resources:

1. Minority Faculty Applicant Database: Once a faculty ad is placed with MFAD it is forwarded directly to each of the individual registrants in addition to over 1,200 minority academic and professional organizations, minority discussion boards, academic list-serves and press release agencies.

www.minorityfacultyapplicantdatabase.com

2. The Affirmative Action Registry: AAR is a national recruitment resource for professional, managerial, technical and administrative personnel to fill positions in business, academia, healthcare, and government. AAR was originally intended to help employers comply with newly enacted equal opportunity employment legislation. Since then, AAR has grown to become a leading recruiting resource for both diversity-minded employers and employees and remains at the forefront of locating diverse candidates for organizations and businesses that embrace the necessity and understand the importance of creating a workforce that reflects the world around them. Web only postings are competitively priced and can be posted within 24-hours.

www.aarjobs.com

3. Diversity Web Position Openings: AAC&U's Diversity Web welcomes job announcements with an explicit focus on diversity, multiculturalism, area studies, global education, etc. and will post job announcements that fit this specific criterion at no cost:

www.diversityweb.org/diversity_postings/position_openings/faculty_and_admin.cfm

Recommendations for other sources to advertise or recruit*:

1. Northern California Higher Education Recruitment Consortium:
www.norcalherc.org
2. The Minority and Women Doctoral Directory: **www.mwdd.com**
3. Diversity Issues in Higher Education: **www.diverseeducation.com**
4. Hispanic Outlook in Higher Education: **www.hispanicoutlook.com**
5. American Association of University Professors' Career Center:
www.aaup.org/AAUP/career/
6. Committee on Institutional Cooperation Directory of Women in Science and Engineering:
<http://www-s.cic.net/programs/DirectoryOfWomenInScienceAndEngineering/archive/ResourceList/WiseDir/main.asp>
7. Committee on Institutional Cooperation Directory of Minority PhD, MFA, and MLS Candidates and Recipients:
<http://www-s.cic.net/programs/DirectoryOfMinorityCandidates/archive/ResourceList/MinDir/main.asp>

*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.

ESTABLISHING A SEARCH COMMITTEE

Forming a Search Committee

A search committee should be broadly representative of the University, and its members should be able to provide a variety of perspectives on the role and function of the position in question. A good committee might include individuals who will be peers of the new hire, in his or her reporting chain, and among his or her 'customers'. Ideally, the committee will be comprised of members from diverse backgrounds.

The level of the position to be filled is a good indicator of the number of people who should serve on the committee: Five to seven (no more than nine). The search committee should be mindful that part of their work includes supporting an inclusive hiring process.

Selecting committee members who have pertinent knowledge about the position to be filled is a priority. Keep in mind, however, if diversifying the search committee membership or if the duties of the position cross disciplines, specialties, or administrative units, consider representation from beyond the hiring unit. The Chair of the Search Committee should educate all the committee members about the position, especially those members who are from outside the department.

Sources for Search Committee Members:








- I. University Diversity Committee
 - a. Point(s) of Contact: Assistant Provost for Diversity; and Assistant Vice President for Diversity & Community Engagement, Co-chairs. **Diversity@pacific.edu**
- II. Staff Advisory Council
 - a. Point of Contact: Chair of Staff Advisory Council. **SAC@pacific.edu**
- III. Students who are currently taking courses in your academic unit.
- IV. Faculty and staff from departments that your unit interacts with regularly.

Once the Search Committee is formed, the Chair should:

1. Ensure diverse representation among search committee members – institutional roles, race, disability, gender, perspectives.
2. Develop a search plan that reflects and aligns with the goals and needs of the department, the School or College, PR15 and those addressed in this Guide for Faculty Recruitment.
3. Complete a Recruitment Planning Form and submit it to the Assistant Provost for Diversity.
4. Request clarification on established search procedures and the current Faculty Diversity Hiring Plan.
5. Seek out additional information about the importance of diversity and the potential for bias in the search process. This information should then be shared with the entire committee.
6. Make an effort to ensure that the applicant pool is diverse as well as to keep qualified women and candidates from diverse backgrounds in the pool
7. Understand how to properly conduct a search.
8. Document the search by completing and forwarding to the Assistant Provost for Diversity a Search Summary Form that includes information regarding each applicant.

Important note: Plan to utilize the assistance of the Assistant Provost for Diversity and the Office of Human Resources to review current policies and practices related to the search and hiring process in order to create consistent interviewing and reference checking protocols for every candidate. Inquire with Kathleen Quinn, the HR Training Manager about available training for hiring managers and search committee members on the topics outlined above.

DURING THE SEARCH

-  **Tips for Conducting Telephone Interviews**
-  **On-Campus Interview Preparation Checklist**
-  **Tips for Conducting the On-Campus Interview**
-  **Sample Interview Questions**
-  **Sample Diversity Questions**
-  **Interview Questions to Avoid**
-  **Determining the Diversity of the Candidate Pool**

TIPS FOR CONDUCTING TELEPHONE INTERVIEWS

Planning and Arranging the Telephone Interview

- Schedule a call of no more than 30 minutes with candidate and search committee.
- Review all candidate materials.
- Prepare questions (see sample interview questions beginning on page 24).
- Determine the order in which the search committee will ask questions.
- Test speaker-phone or teleconferencing equipment and procedures in advance.

Conducting the Telephone Interview

- Introduce the individuals participating in the interview and describe how the interview will be conducted.
- Ask questions pertaining to the C.V. (for example, questions about gaps in employment, research projects and pending publications, etc.).
- Ask why the person is interested in leaving his or her current position.
- Ask one or two technical questions about the job.
- Ask one or two questions that will help you determine the semi-finalist's "fit" to your campus (for example, "What is your philosophy of _____?").
- Ask follow-up questions as appropriate.
- Ask the semi-finalist if he or she has any questions.
- Explain to the semi-finalists the next step in the selection process.
- Thank candidate for his or her time.

On-Campus Interview Preparation Checklist

- Send Welcome Package to interviewee.
- Confirm travel and lodging arrangements.
- Arrange transportation from airport or other location.
- Arrange tour of local community (if appropriate).
- Arrange campus tour.
- Arrange meeting with Dean, Associate Dean or Assistant Dean as appropriate.
- Arrange meeting with Department Chair.
- Arrange meeting with any appropriate standing committee or group.
- Arrange meeting with Assistant Provost for Diversity.
- Arrange meeting with Center for Teaching and Learning.
- Arrange meeting with HR representative to discuss benefits.
- Arrange interview by search committee.
- Schedule candidate's presentation and/or teaching demonstration.
- Schedule meals and breaks as appropriate.

TIPS FOR CONDUCTING THE ON-CAMPUS INTERVIEW

Before the Interview

- Reserve appropriate meeting room(s).
- Review the job announcement.
- Draft and agree upon the interview questions to be asked (see Sample Questions beginning on page 24).
- Review the candidate's C.V., references, and other materials.
- 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 – 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.
- Obtain permission to check (additional) references including former supervisors.
- Describe the remainder of the search process and its 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 during this process.

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 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. (After drawing their attention to the value that Pacific places on diversity ask) 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

Interview questions that are related to a candidate's age; race, ethnicity, or color; gender or sex; country of national origin or birth place; religion; disability and/or marital or family status or pregnancy are illegal.

Sample interview questions to avoid:

- What arrangements are you able to make for child care while you work?
- How old are your children?
- When did you graduate from high school?
- Are you a U.S. citizen?
- What does your spouse do for a living?
- Where did you live when you were growing up?
- Are you comfortable working for a female supervisor?
- How long do you plan to work before you retire?
- Will you need personal time for particular religious holidays?

ILLEGAL INTERVIEW QUESTIONS

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.

Topic	Legal Questions	Discriminatory Questions
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements?	<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	Can you show proof that you are eligible to work in the U.S.? Are you fluent in any languages other than English? <i>You may ask the second question only as it relates to the vacant position.</i>	<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	Are you able to perform the essential functions of this job with or without reasonable accommodation? <i>Show the applicant the position description so s/he can give an informed answer.</i>	<ul style="list-style-type: none"> • Are you disabled? • What is the nature or severity of your disability?
Military Service	What branch of the military did you serve? What was your ending rank? Do you have any military experience that relate to the vacant position? Do you have any military reservist obligations?	<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	Do you belong to any professional organizations related to this position?	<ul style="list-style-type: none"> • Can I see a list of all the clubs and organizations for which you are a member?
Photographs	A photo can be requested after hire.	<ul style="list-style-type: none"> • Can you provide a photograph for your application packet? • Can I take your picture?
Physical Data	To ask applicant if s/he can perform all duties of the job or require a physical examination.	<ul style="list-style-type: none"> • How tall are you? • How much do you weigh?

DETERMINING THE DIVERSITY OF THE CANDIDATE POOL

As completed application packets are received from eligible applicants, the search committee chair is responsible for requesting that each applicant complete a voluntary and confidential EEO/AA Survey Form and return it to HR.

AFTER THE SEARCH

 **Documenting the Search**

 **Record-keeping**

DOCUMENTING THE SEARCH

Throughout the search process, the search committee chair is responsible for tracking each completed application from eligible applicants by using the Search Summary Form (see page 11). Information about each individual should be noted on the form. At the conclusion of the search, the chair should submit to the Assistant Provost for Diversity:

- A copy of the completed Search Summary Form
- Copies of the C.V. for each person on the form
- A brief explanation regarding why the finalist was ultimately selected.

RECORD-KEEPING

The Search Committee Chair should work with the Hiring Department to determine a secure location to maintain copies of all search related documents in a secure and confidential location for a period of three years. After the designated time-period has elapsed, the records should be properly disposed of (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>