

INTRODUCTION

These guidelines are designed to assist departments, schools/colleges, and the search committees they appoint to recruit and select new faculty and administrators. Among other objectives, the procedures outlined herein reflect the University's interest in locating and considering for employment a wide pool of applicants,. Our searches should communicate to the largest and most diverse group of candidates possible the merits of this institution as a place in which professional growth is promoted and in which performance and achievement are rewarded. From among this group we seek further to select individuals who will make significant contributions to our institutional goals and mission.

The Human Resources policies are available in the Human Resources policy manual, found and on the Case Human Resources web page. <http://www.case.edu/finadmin/humres/>

THE UNIVERSITY'S COMMITMENT TO EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Executive Order 11246, as issued by President Lyndon B. Johnson in 1965, established the Office of Federal Contracts Compliance Programs (OFCCP) and gave it the responsibility and authority to enforce nondiscrimination in government contracts and hiring practices. Additionally, this order has required employers to take affirmative action steps to overcome the effects of past discrimination. Case is a government contractor, and is also committed to the ideals of equal employment opportunity and affirmative action, and thus has initiated specific procedures to comply with the spirit and the letter of this order.

The University's affirmative action plan (AAP) examines the availability of women and minorities in the population from which candidates are sought with the objective of ensuring that Case's workforce reflects the demography of the pool of available candidates. Toward that end, attainment goals are established if Case is underutilizing women and/or minorities in particular job categories.

Affirmative action is not a step in the hiring process. Rather, it is the philosophy and the underlying human resources recruitment practices that drive the search process. Affirmative action measures and effective recruiting techniques are inseparable in the employment process. Our Case vision includes "Diversity of faculty, staff, students, scholarship, community partnership and outreach" in its mission; Affirmative Action procedures promote the spirit of this mission.

1. HOW TO CONDUCT A SUCCESSFUL SEARCH

The goal of these search procedures is to ensure that the best applicants are attracted to vacancies and that the University's workforce is representative of the available labor pool.

An affirmative action search goes beyond advertising an opening in *The Chronicle of Higher Education* or *Science*. Advertising may be one strategy for the committee to pursue, but we already know that this does not necessarily result in interviews and/or selection of diverse candidates. More active strategies and person-to-person contact will be required to meet our objective of diversifying the candidate pool.

1.1. Develop a recruitment plan relevant to the discipline

Personal and professional contacts, including professional associations and colleagues at other institutions and polling minority and women faculty, should be used to identify potential candidates. Departments must record on the Search Strategy Checklist (Form 2), the utilization of resources to obtain women and minority candidates.

Colleges and departments should target their efforts to be effective. Effective recruitment strategies will vary based on the necessary background and level of the position, as well as the specific groups to be reached. Targeting efforts help best maximize the use of time and resources.

1.2. Search committee membership should include women and minorities.

The Faculty Diversity Office should be involved from the outset in the search process and will be helpful in advising the committee on available sources of information and contacts. Female and minority administrators, faculty, and support groups on campus can also be helpful in identifying candidates or meeting with candidates during the interview process in order to help the candidate assess the climate.

Recruitment should be viewed as a continuous process. Faculty should be made aware that actions they take in relation to undergraduates, graduate students, and junior and senior colleagues all affect the pipeline and make it more-or-less-likely that minorities and women will pursue and succeed in academic careers.

Every search for a position vacancy should begin with appropriate planning. The recruitment process is designed to provide an adequate number of qualified candidates from which to make a selection. Following are steps necessary to conduct an effective recruitment.

1.3. Notification of Position Vacancy

The department chair or dean should notify the Faculty Diversity Officer that an opening has occurred and that a search will begin. A copy of the position description as it will be advertised, including a version of the Equal Opportunity/Affirmative Action phrase required by the university, must be submitted to the Faculty Diversity Officer with the Notification of Faculty

Opening (Form 1) and the Search Strategy Checklist (Form 2). Timely submission of forms increases the availability of Search Resources. **Ideally, the department conducting the search would have a Facilitated Review of the Search Committee Guidelines, led by the Faculty Diversity Specialist or the Faculty Diversity Officer, prior to beginning a search.**

1.4. The Search Committee

The university believes that a search committee is an integral part of an effective search for defined positions. A search committee should be established according to the type of position to be filled. Search committees are required for all faculty, chair, dean, executive and senior staff positions reporting to the president, the provost, a vice president, or a dean. In some instances, a search committee may also be appropriate for highly specialized positions or those with a high level of public exposure.

- The appointment of search committee members is made by the hiring authority (e.g. president, provost, vice president, department chair, and dean) as soon as a position vacancy is announced.
- The president appoints Dean search committees, with the committee electing its own chair.
- The department chair appoints faculty search committees. A chair for the search committee will be appointed by the department chair or elected by the committee
- The appropriate hiring authority appoints search committees for executive, senior staff, and other academic administrative positions.

The search committee normally should be composed of several members drawn from the constituencies served by the position, and women and minorities should be represented on the committee wherever possible. If your department or unit does not have women or underrepresented faculty members, or if they are overburdened with service, the Faculty Diversity Office can provide names of women and minority faculty who are willing to serve on search committees.

1.5. Committee Charge

The Committee should receive a formal written charge setting forth the expectations for the position and the search committee's role in helping to fill it. Typically, a search committee charge covers the following essentials:

1. The position to be filled with a job description attached;
2. The tasks and role of the Committee in the search;
3. The scope of the search (e.g., internal, local, national);
4. A deadline for receiving recommendations from the Committee;
5. Affirmative Action considerations;
6. Confidentiality.

1.6. Organizational Meeting of the Search Committee

Each search begins with an organizational meeting of the search committee and the hiring authority. The hiring authority officially charges the committee, reviewing affirmative action procedures, emphasizing the need for confidentiality, and informing the committee what is expected in terms of recommendations, etc. Ideally, the entire committee should review these Search Committee Guidelines. **This is most efficiently done with a facilitated review by the Faculty Diversity Specialist, or the Faculty Diversity Officer.** The first meeting of the search committee is a time to:

- review the search process,
- review the position vacancy,
- and determine the responsibilities of the individual members

The chairperson of the committee, in conjunction with the hiring authority, should prepare an agenda outlining each of these items and distribute it to the members in advance of the meeting. At its initial meeting the committee establishes:

- a timetable for the search,
- an advertising plan, (for inclusion on Form 2, the Search Strategy Checklist)
- a strategy for identifying minority and women applicants,
- and key criteria and evaluation requirements.

In a faculty search, the chair of the search committee should submit the Search Strategy Checklist (Form 2) and the wording of the advertisement (Form 1 – Notification of Faculty Opening) to the Faculty Diversity Officer for approval after this meeting.

1.7. Advertising the Position

A nationally advertised search is the first step in the hiring process for faculty anywhere in the University. The recommended method for national advertising is in a professional publication known to carry academic position advertisements in that discipline.

Advertisements should state as clearly and specifically as possible the nature of the position and the qualifications required, including the anticipated rank in a faculty announcement. Advertisements should indicate that applications are to be sent to either the chair of the department or the chair of the search committee.

All advertisements must include the equal employment opportunity statement: “In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity.”

Electronic advertisements can be used with the approval of the Faculty Diversity Officer. Care must be taken to document the posting date for the Affirmative Action file. It is permissible to submit invoices with web posting dates as documentation.

Search Committees must keep copies of all recruitment letters and advertising with the date and duration of the advertisement (included or attached), for submission with Form 3A the Advertisement Tracking Record.

1.8. Advertisement Wording Examples

Committees should note that an advertisement's wording could highlight an inviting atmosphere for women and people of color. The use of the Equal Opportunity statement alone does not necessarily make the University appear welcoming to women and minorities. Job criteria references such as "interest in developing and implementing curricula that address multicultural issues", "academic experiences and interests in culturally diverse groups", "previous experience interacting with communities of color", or "experience with a variety of teaching methods and/or curricular perspectives", can let a prospective minority applicant know that their expertise is valued by the University. Conducting the broadest possible search and allowing the area to be dictated by the pool is a successful recruiting strategy. Sample statements that request diversity qualifications are excerpted below, and can be modified and used to increase the diversity of the candidate pool. These are outlined in the article "Identifying and Articulating Diversity Qualifications" found at www.chr.wsu.edu/Diversity_Statements.xls)

1. **Does the position require diversity-related content for curriculum purposes?**
 - "Demonstrated knowledge, skills, relevant abilities and/or interest in **teaching the following courses or related topics**: [list specific diversity-related courses or topics]." – or – "...**relevant courses concerning** [list diversity-related topic and/or specific diverse population(s)]."
2. **Does the position require diversity-related content for research purposes?**
 - "Demonstrated ... and/or interest in pursuing research with respect to the following or related topics or issues: [list specific topics or issues, and/or specific diverse populations]."
3. **Does the position require diversity-related content for service, extension or community outreach purposes?**
 - "Demonstrated ... and/or interest **in engaging in** [service, extension or community outreach, etc.] with [name specific community or communities]."
 - "Demonstrated **conversational fluency in** [name specific language(s) that may be required] for [service, extension or community outreach, etc.] with [name specific diversity community or communities]."
4. **Does the position require diversity-related content to facilitate or enable working with, supervising, recruiting, counseling, teaching, training, or otherwise professionally engaging with diverse individuals or groups in or among the workforce, the student population, parents of University students, ethnic/racial/cultural minority communities in the state, alumni groups or other relevant contexts?**
 - "Demonstrated knowledge... or **abilities in** [list relevant function sought (e.g.: teaching, supervising, etc...)] [name specific diverse group, as relevant (e.g.: Latino, African American, Native American, etc...)] [name specific group (e.g.: athletes, students, laborers, alumni, etc...)]."
 - "Demonstrated **conversational fluency in** [name specific language(s)] for [list relevant function sought (e.g.: teaching, supervising, etc...)] [name specific group, as relevant (e.g.: Latino, African American, Native American, etc...)] [name specific group (e.g.: athletes, students, laborers, alumni, etc...)]."

5. Apart from substantial direct work-related considerations, does the position require that the candidate understand and be knowledgeable of certain broad diversity-related matters important to the institution?

For example, some high level administrative positions have no teaching, research or outreach responsibilities; nevertheless, it may well be important to the institution for individuals holding such positions to have broad understandings and sensitivities toward diversity issues and diverse communities. For such positions, the following diversity qualification statement could be used or modified, as appropriate:

- “Demonstrated knowledge and/or relevant abilities about diversity and diversity-related issues that are important to the success of the institution, including but not limited to [insert relevant issues; e.g.: “national, regional, and state demographic trends”, “minority communities in Cleveland”, “diversity in the workforce”, etc...].”

1.9. Developing a Diverse Applicant Pool

The search committee should advertise with organizations and publications that are most likely to yield a diverse applicant pool. These should include selected media directed to potential underrepresented minority, female, and disabled applicants. The Faculty Diversity Office has lists of web sites for minority professional organizations in various disciplines, many of which allow free advertising for positions. However, ads may not be the most effective means to build a good pool in many cases. The committee should write to colleagues and make recruitment calls. Historically Black and Hispanic Colleges and Universities can be contacted for alumni information and potential candidates. All efforts to recruit minority and women applicants should be documented and included on the Search Strategy Checklist.

To diversify your pool it is important to discuss and evaluate the criteria used in the advertising and the expectations of the committee. For example, expectations of a certain pedigree may eliminate more candidates than it includes. Requiring certain kinds of training may also eliminate women and minorities, who often have less access to high-level opportunities. Criteria should be discussed, evaluated according to value and weight, and agreed upon by all members of the committee. This is the first means of broadening your pool and helps clarify “Why” a given criteria is important to the goals of this particular search.

Requests for nominations may also be sent to appropriate organizations and solicited from faculty and staff. Please refer to the Diversify the Pool section of the Faculty Diversity website for more strategies <http://www.case.edu/president/aaction/aaseo.html>.

1.10 Search Firms

An executive search firm can be useful in helping the committee focus on the position description and a profile of the candidate; identifying women and minority candidates; expanding the candidate pool (especially in areas where the candidate pool is small); assisting in the evaluation of candidates; checking references; and bringing an objective point of view to the process. Search firms are sometimes used in searches at the level of president, provost, vice president, dean, and chair.

A search firm will only provide you with what you have requested. If you specify qualities of candidates that you could easily identify yourself, there is little for a search firm to do. Carefully consider what additional, “unusual” qualities are needed or wanted for the position (e.g. dynamic and externally focused, coalition building and communication skills), and utilize the search firm to broaden your pool from those additional criteria.

2. SELECTION

The selection process includes the review of all curriculum vitae submitted, the decision as to who will be interviewed, and the interviewing and selection of final candidates. Appropriate written records of the review process should be maintained for **two years**, including retention of all applications whether solicited or unsolicited. At this time, search committees should decide upon an evaluation process to be used with each candidate to be interviewed. (See the *Search and Recruitment Checklist for Full Time Faculty Hires* for timing.)

An acknowledgement of materials letter/email should be sent to applicants and include the link to the voluntary online affirmative action survey. A copy of the letter or email should be retained with the applicants CV. A sample letter is included in the Appendix. The survey and sample email text is found at this link <http://www.case.edu/president/aaction/aaform.html>.

2.1. Initial Review of Resumes

The search committee or a subgroup should review resumes and rate applicants based on the established selection criteria for the position. A rating form or spread sheet is useful and provides a consistent checklist for committee members to use in evaluating candidates. Search committees should be mindful of the tendency to “approve of applications that look like their own credentials.” Committees should be open to viewing the experience and education of candidates whose background is different than the majority experience.

Applicants that do not meet the minimum established criteria should be screened out immediately, and **all reasons for rejection must be documented on the All Applicant Log (Form 3B)**. Notification to candidates no longer under consideration should be sent as promptly as possible. (A sample rejection letter is found in the Appendix.)

The Faculty Diversity Officer will confirm that all of the information on each applicant and the reason for their inclusion or non-inclusion from the final candidate roster is complete. Search chairs are asked to be as specific as possible when filing this information. If it is necessary to contact these candidates, **verbal approval can be given through the Office of Equal Opportunity and Diversity**. The Faculty Diversity Officer will respond as quickly as possible, however, incomplete files will be held by the Officer until departments complete them. The final candidate who will be invited to interview should be listed in the All Applicant Log and in the rejection column simply note “Under Consideration.” The reasons for rejection for those candidates not being invited to interview should reflect the selection criteria. If teaching experience is one of the criteria for the position then “no teaching experience” is a reason for rejection. Examples of possible reasons for non-inclusion are given below:

- Under Consideration
- Withdrew candidacy
- Inadequate publications
- Inadequate research experience
- Ph.D. not complete
- References weak
- Area not applicable to search
- Not enough experience
- Inadequate research quality
- No teaching experience
- Inadequate communication skills
- Not an experimentalist

The final candidates are recorded in the Final Candidate Log and submitted to the dean for approval. The dean will evaluate their acceptable candidate pool for diversity in under-represented minorities and women. If the candidate pool is not reflective of the diversity of the field, the dean can reject the final pool and the committee will commit to continued recruitment of diverse candidates for the position before inviting individuals to campus for an interview. After the initial review of resumes, the search committee may decide to solicit additional material, including written references or publications. This process can be conducted via telephone interviews.

2.2. Interviews

After arrangements are made to bring candidates to campus, the hiring supervisor and the chair of the search committee should draw up an appropriate interview schedule. The search committee or its designee shall ensure a consistent structure for all candidates' evaluations by interviewers and take the responsibility for soliciting those evaluations. The schedule should include interviews with individuals in as many areas as possible that relate to the position and the individual's area of expertise. Asking the candidate if there is anyone that they would particularly like to meet with is an accommodating and welcoming gesture. A copy of the candidate's schedule and curriculum vitae should be provided in confidence to all individuals who will meet with the candidate. **Where appropriate, candidates should have the opportunity to meet with minority faculty and women faculty on campus.** The Faculty Diversity Office can provide introductions to underrepresented minority and women faculty who volunteer to meet with candidates. Additionally, the Faculty Diversity Specialist is a confidential resource for information that candidates may hesitate to ask members of the search committee. A meeting with the Faculty Diversity Specialist can be offered to any candidate who wishes to know more about work/life balance policies here at Case.

Information about the department and the University should be provided to candidates before the interview. Information packets provided during the campus visit might include: the most recent issue of Case Magazine and/or your school magazine; the student newspaper The Observer; University Circle brochures or information (Natural History Museum, Museum of Art, Botanical Gardens, etc.); the free weekly papers the Free Times and Scene Magazine; special interest papers that highlight the diversity of Cleveland such as The Jewish News, the Call & Post, La Prensa. This supplemental information gives the candidate, (and their partner/spouse/children who participate in the decision making process), a perspective of Cleveland and the surrounding areas that might not be apparent from twenty-four hours of whirlwind interviews and a faculty dinner.

The Committee should also let the candidates know when a decision is expected to be reached and how they will be notified. When a minority or a woman candidate is brought to campus, search committees may wish to choose venues that highlight the diversity of Cleveland and opportunities for minorities and women to thrive here. The Faculty Diversity Office can provide suggestions for ways to customize campus visits for all of your candidates.

2.3. Interviewing and Evaluating Fairly

Interviewing candidates is one of the most important stages in the search and selection process. Two very important things are taking place at this stage: the search Committee is assessing candidates, and the candidates are assessing the position and the University. The Committee should devise a list of core questions based on the job-related criteria that will be asked of all candidates. A consistent interview structure for every candidate allows the Committee to make the best comparisons, ensures that each candidate is treated fairly, and minimizes unconscious biases. Structures for interviewing might include having one committee member responsible for asking each candidate the same question or doing a group interview prior to individual interviews in order to minimize the candidate answering the same question 15 times. The subsequent individual interviews can be more in-depth and probing about the responses given in the group setting.

The questions should be aimed at discovering what the candidate can bring to the position and the University, and must be limited to issues that directly relate to the job to be performed. There are inquiries that are not permitted because they request or allow use of information that may lead to an unfair or biased decision. (See chart that follows on permissible inquiries.) If you have additional questions, please contact the Faculty Diversity Office.

2.4. Conducting a Video Interview

Some searches use video interviews as a preliminary screening tool. One of the benefits of using video interviews in a first round is that it allows a committee to start with a larger “under consideration pool” than might otherwise be possible. A longer “under consideration pool” often allows more minority and women candidates to be considered. Most departments make arrangements to pay for any associated video interview costs incurred by the candidate, much as they would for a campus visit. Search committees can arrange video conferencing by contacting Media Vision, at this link http://www.case.edu/its/itac/mediavision/big_ip_video/index.htm

The goal of any candidate interview is to draw out more information about the qualifications that appear on the CV. When conducting first round video interviews the committee should remember to ask consistent types of questions so that their assessment is based on the same criteria for all the candidates interviewed. Working within a pre-arranged format ensures the committee will be able to compare “apples to apples” when ranking the candidates.

The following sample questions should be used as a template for designing a consistent set of questions that suits your committee, position requirements and department. Both junior and senior level candidate questions are represented. Working within a pre-arranged format ensures the committee will be able to compare “apples to apples” when ranking the candidates.

2.5. Sample Video Interview Questions

Junior Candidate

The Search Chair/or designate should begin by making the introductions, explaining the time constraints and the format of interview.

- 1) Before we get started are there any questions we can answer for you?
This question allows a warm up & provides some insight as to the focus of the candidates interest in the position/department/university
- 2) What classes would you want to teach?
 - a. What classes do you have experience teaching?
 - b. And/or how/who do you like to teach?
 - c. And/or would you be interested in teaching a SAGES class? (be prepared to explain SAGES if this is a relevant question for your search)
- 3) What would graduate students learn in your lab?
 - a. What kind of experiments?
- 4) Overview of where you see your research in 5 years?
- 5) Explain ways in which you might collaborate with other departments or schools.
- 6) Direct question to clarify any questionable item on CV or research plan
 - a. Status of publications
 - b. And/or status of grants written
 - c. And/or question about research plan
 - d. And/or specific questions discipline/field/science question
- 7) Establish if the candidate did homework on Case
 - a. If we brought you in to interview is there anyone outside of our department that you would like to meet with while you are here?

Senior Candidate

Begin by making the introductions, explaining the time constraints and the format of interview.

- 1) Before we get started are there any questions we can answer for you?
Lets the candidate warm up a bit before launching into research plans. Be prepared to answer questions about SAGES; graduate student tuition & stipend; cost of living etc.
- 2) Overview of where you see your research in 5 years?
 - a. Research question follow up
- 3) Direct question to clarify item on CV or research plan
 - a. How many students have you graduated from your lab?
 - b. Status of grants or publications
- 4) Collaboration plans at Case - establish if candidate did home work on Case
 - a. Tell us about some of your past collaborations across disciplines.
 - b. And/or How did you find those collaborators?
 - c. And/or How do collaborations influence the future directions of your research?
 - d. Who do you see as a potential collaborator for you at Case?
- 5) Is the candidate moveable/serious?
 - a. Can you give us an idea of why you are looking to leave your current position?
 - b. Are you on a timeline? (to establish if offers from other universities are pending)
 - c. What are your space requirements and equipment requirements?
- 6) Would the candidate be interested in teaching a SAGES class?
 - a. What kind of classes do you want to teach?

2.6. Acceptable/Unacceptable Interview Questions

SUBJECT	ACCEPTABLE INQUIRIES	UNACCEPTABLE INQUIRIES
<i>Name</i>	Whether the applicant has worked under another name.	Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent. Inquiries about name change due to a court order, marriage, or otherwise.
<i>Birthplace</i>	See citizenship below.	Birthplace of applicant, spouse, parents, or other relatives.
<i>Citizenship</i>	Statement that employees must be eligible to work in the US	Any inquiries about citizenship or whether the applicant is or intends to become a US citizen.
<i>Residence, Nationality</i>	Place of residence. Length or residence in this city.	Specific inquiry into foreign addresses that would indicate national origin and/or nationality of applicant.
<i>Age</i>	Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring, or that hire is subject to verification of minimum age.	Cannot require applicant state age or date of birth. Cannot require that applicant submit proof of age before hiring. Any questions that may identify applicants over 40 years of age.
<i>Sex</i>	Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.	Any inquiry that would indicate sex of applicant. (Sex is not a BFOQ because a job involves physical labor, such as heavy lifting beyond the capacity of some women.) Applicant's sex cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job.
<i>Marital and Family Status, Sexual Identity</i>	Whether applicant can meet specific work schedules.	Marital status or number of dependents. Names, ages or addresses of spouse, children, or relatives. Questions about sexual identity, orientation, or preference.
<i>Race, Color, Physical Characteristics</i>	Voluntary submission of AA/EEO information is made directly to the Office of Equal Opportunity and Diversity.	Inquiry as to applicant's race, color of skin, eyes, or hair, or other questions directly or indirectly indicating race or color. Applicant's height or weight when it is not relevant to the job.

SUBJECT	ACCEPTABLE INQUIRIES	UNACCEPTABLE INQUIRIES
<i>Disability</i>	Can ask an applicant questions about his or her ability to perform job-related functions, as long as the questions are not phrased in terms which would seek to elicit whether the applicant has a disability.	General inquiries (“Are you disabled?”) that would tend to reveal disabilities or health conditions that do not relate to fitness to perform the job. Applicant’s height or weight when it is not relevant to the job. It is unlawful to ask an applicant whether he or she is disabled or about the nature or severity of his or her disability.
<i>Education</i>	Applicant’s academic, vocational attainment.	Date last attended high school (reflects age).
<i>Pregnancy</i>	No acceptable inquiry.	Any question concerning pregnancy or birth control.
<i>Arrests and Convictions</i>	Asking about conviction of a crime related to job qualification (for example, an applicant for a cashier’s position convicted of stealing).	Asking about arrests.
<i>Religion</i>	No acceptable inquiry.	Any question requesting the applicant’s religious affiliation, church, parish, pastor, or religious holidays observed.
<i>Military Experience</i>	If needed for employment history, you may ask about applicant’s military experience in US Armed Forces. Voluntary submission of veteran status may be made directly to the Office of Equal Opportunity and Diversity.	Any question into applicant’s general military experience. Any question into type of discharge.
<i>Organizations</i>	Any question into applicant’s membership in organizations which the applicant considers relevant to his or her ability to perform the job.	Asking what organizations, clubs, and societies the applicant belongs to that are not relevant to his or her ability to perform the job (political, social, religious etc.).
<i>Tests</i>	No tests of any kind should ever be administered without the prior approval of the Office of Equal Opportunity and Diversity and Human Resources.	No tests of any kind should ever be administered without the prior approval of the Office of Equal Opportunity and Diversity and Human Resources.

2.7. Reference Checking/Letters of Recommendation

References must be checked before an offer is made, including verification of degrees obtained by the applicant in faculty searches. For academic searches it is expected that letters of reference will be part of the application.

Letters of recommendation are often weighed heavily in the search process but can be systematically different depending upon the gender of the candidate and the author. Letters often show more about the skill of the letter writer than the skill of the candidate, which may prevent a diverse candidate pool from becoming a diverse faculty. The skill (or lack of skill) of the letter writer can be put into perspective when multiple letters are requested. One possible option is to suggest a structure that candidates to provide to their recommenders that helps ensure a more uniform comparison of qualifications. According to a study of recommendation letters by Triz and Psenka (*Discourse and Society*, Vol.14 (2): 191-220) letters lacking any of the first three items suggested below should be called “letters of minimal assurance” rather than “letters of recommendation.” If the search committee does not want to provide suggestions to recommenders, the information below is a useful to review before discussing the strength of the letters of recommendation.

2.8. Suggested structure to provide to letter writers:

Dear Applicant,

In an effort to obtain uniform information about all candidates for this position, we request that you forward this outline of the 5 (or 6) areas below for inclusion in their letter on your behalf.

A letter of recommendation should:

- 1) Clearly state your relationship to applicant
- 2) State the skills and abilities of the applicant, and your value judgment of those skills and abilities
- 3) State the applicant’s research record and your value judgment of that research
- 4) State the teaching record of the applicant and your assessment
- 5) Reference the applicant’s publication record and your value judgment
- 6) Additional items pertaining to this specific search as decided by the search criteria

Even without uniform items in letters of recommendation, it is helpful to review the following kinds of phrases that can unintentionally influence a reader. These phrases can sometimes be the result of poor attention to letter writing rather than deliberate red flags.

Doubt raisers or negative language - “although his/her publications are not numerous” or “while not the best student I have had, he/she”

Potentially negative language - “s/he requires only minimal supervision” or “s/he is totally intolerant of shoddy research”

Faint praise - “s/he worked hard on projects that s/he accepted” or “s/he is void of mood swings and temper tantrums” or “she has been lucky in her collaborations”

Hedges - “her health and personal life are stable” or “s/he responds well to feedback”

Irrelevancy - providing information that is not negative in itself, but lacking in academic

Characteristics such as “He is very active in church” or “She is quite close to my wife”

Using gender terms for women and titles for men - “A lovely woman, she was an asset to our department.” –vs.- “Dr. Smith was an asset to our department.”

Gendered adjectives – “Dr. Sarah Gray is a caring, compassionate physician” –vs. – Dr. Joel Gray has been very successful with his patients”

Grindstone adjectives - showing that women succeed through effort, and men succeed through abilities or talent such as “She is hardworking” vs. “He is highly motivated”, “She is dedicated” vs. “He is highly intelligent”, She is - conscientious, dependable, meticulous, thorough, diligent, dedicated, careful” (all synonymous effort adjectives) Vs. “He is - brilliant, inspired, talented, a rising star, gifted” (all synonymous talent adjectives), or “She contributed” vs. “He wrote”

Gendered skill focus - Writing more about “her teaching” (often perceived as a more female skill) and “his research” (often perceived as a more male skill). Focusing on “her training” vs. “his skills and abilities”

2.9. Candidate Recommendation

After the search committee has fully discussed the evaluations of all of the candidates interviewed, the committee will make a recommendation to the department chair, dean, or provost as appropriate. This recommendation is usually done in memo form and should include the names of candidates, ranked or unranked. The memo reviews the search process, including criteria for evaluation, and discusses the strengths of, and concerns about, each candidate. Any candidate included on the list must be acceptable to the committee.

Forms 3A, 3B, 3B-1, 3C and the candidate’s CV, must be submitted to the Faculty Diversity Officer in order for Affirmative Action approval to be generated. If any of these forms are missing or incomplete, the paperwork cannot be processed and the offer will be delayed. Form 3C provides the Affirmative Action information for government tracking, the candidate’s name, sex, race, and proposed faculty rank.

It is important to note that no offer of employment may be made without the Affirmative Action Approval of the Faculty Diversity Officer.

2.10. Offers of Employment and Elements of an Effective Offer Letter

After receiving the Affirmative Action approval letter from the Faculty Diversity Officer, and sign off from the Provost, the hiring authority will customarily extend the offer. Appointments of deans, vice presidents, and all faculty (except for special faculty appointments) require approval of the Board of Trustees.

Offers are typically made verbally, with written confirmation to follow upon acceptance. When the offer is accepted or rejected, the Affirmative Approval letter received from the Faculty Diversity Officer should be completed, signed and returned either by mail or fax.

The formal letter offering a position to a prospective new faculty member ideally represents both the culmination of the recruitment process and the launch of the new faculty member’s career. It is thus an extremely important document and great care should be exercised to ensure that it is

both effective in closing the search, and clear in terms of future employment. Adoption of these guidelines, as excerpted from *Suggested Elements of an Effective Offer Letter*. By Dr. Patricia Higgins, Dr. Eleanor Stoller, and Dr. Cyrus Taylor of the Case Resource Equity Committee, will help make the close of the search process more effective and provide clear expectations for both the new faculty member and her/his departmental administrator, thus promoting a welcoming culture while potentially reducing future problems.

Successful recruitment is a complex process that reflects expectations of faculty activity and commensurate needs for resources, both of which vary enormously across disciplines, and indeed, even within disciplines (experimental versus theoretical physics, for example). Details of start-up packages reflect an individual's negotiating skills as well as differences in research specialty, department, and/or management center. While some variation may be due to legitimate disciplinary differences, there also is the potential for disparities due to inadvertent omissions or lack of clarity in specifying essential details. A start-up package should contain the critical elements necessary for the candidate to be a successful faculty member.

Suggestions of specific language and additional detail about the study is available in the report found on the Faculty Diversity Office Reading and Resources web page <http://www.case.edu/president/aaction/read.html>

Elements of an effective offer letter:

1. Full name of person to be hired
2. Rank of the position being offered using official categories of appointments at the university
3. Tenure status of the prospective appointment
4. Management center's format and timeline for faculty evaluation
5. Details of the appointment process and signing of the offer letter
6. The period that the offer will remain open
7. If appropriate, specify that all other academic appointments must be resigned
8. Length of appointment for non-tenure faculty
9. Expectations of teaching
10. Expectations of research/scholarship and external funding
11. Expectations of service (departmental, university or external)
12. Start up package
13. Starting salary and relevant details
14. Details of salary supplements
15. Moving and relocation expenses if any
16. Provision of office and/or research space
17. Information on fringe benefits and policies
18. If appropriate, language regarding Immigration and Naturalization Services

3. INTERNAL CANDIDATES/CONDUCTING AN INTERNAL SEARCH

Internal candidates included in a search should receive the same consideration as all other candidates. Internal searches for department chair, dean, provost, or any other faculty position should adhere to the diversity strategies created by each school.

There are many circumstances where it would be appropriate to consider internal candidates exclusively or in addition to an external search. When internal candidates are included they are processed in the same manner as external candidates with respect to their being included on the candidate logs, reviewing of their CV and interviewing. A search resulting in an internal candidate being proposed for the position uses Form #7 (Internal Candidate Appointment) instead of the Form 3C because the candidate has already been hired with Affirmative Action approval.

When an internal search is under consideration it is an important opportunity for currently employed faculty to advance and expand their responsibilities within our institution. To establish the viability of an internal search for chair, dean, provost, division chief etc., start the deliberations with these three questions:

1. Can we identify highly qualified candidates internally who might fill the position?
2. How balanced is the department, school/college, provost's office in terms of percentage of representation of women, underrepresented minorities or handicapped persons?
3. Are there potential internal candidates who are women, underrepresented minorities or handicapped?

Once it has been established, by charge or by inclination, that the search committee will conduct an internal search, it is important to establish clear protocols to avoid any appearance, real or imagined, of impropriety. It is strongly suggested that the committee make decisions about the protocols for each of these steps prior to the start of the search. The steps involved include:

- Establishing job description and criteria for selection
- Soliciting nominations
- Evaluating/ranking nominees according to established criteria
- Interviewing nominees
- Selecting one or more candidates for recommendation to the hiring authority (dean, provost, president etc.)

3.1. Job description and criteria for selection

The job description is provided to the search committee by the hiring authority. The committee then uses this document, and the needs of the department, school etc., to develop selection criteria. The selection criteria should be discussed within the search committee and articulated to the stakeholders. This can be done in person, through email, or by establishing a temporary web page for the posting of information and relevant public documents. Transparency in the communication of the search timeline, criteria and process do not compromise confidentiality.

3.2. Soliciting nominations

The nominating process can function in several ways in an internal search. All nominations may be solicited from stakeholders by way of a formal letter of nomination, by anonymous nomination, and by self-nomination. Each of these choices can be appropriate to a given search and adequate discussion will tease out the correct method for your search. Soliciting initial nominations can be done by email or in information sessions where the search chair and committee members explain the timeline and process for nomination. Information can be distributed by constituency (students, staff, faculty), by large group (all constituents and multiple days/times), or by area (each department), as decided by the search committee. Nominations should be sent to the chair of the search committee or his/her designee for tracking.

A deadline for nominations should be made clear and reminder emails should be sent. Each nominated individual should receive an email notifying them of their nomination and requesting that they submit a current CV should they wish to remain in the candidate pool. This email should specify a deadline for receipt of their CV.

By the deadline for nominations, nominees should have indicated their willingness/unwillingness to remain in the candidate pool. At that time, all of the candidate CV's and recommendations should be distributed to the committee members for evaluation. If the nominees' names will remain confidential, the committee should at this time select a location for the interviews that will maintain that confidentiality.

3.3. Interviewing nominees

The committee should discuss early in the process whether or not there will be any public forum for interviewing the candidates, e.g. questions from various constituents either individually or in a public setting. If a public discussion/interview will be used, it is important to make it clear to nominees as it may cause some to be reluctant to continue the process. An alternate solution is to solicit questions from all constituents about their concerns and priorities for the candidates and incorporate these into the interview process. Faculty, staff, students, and alumni can all have differing priorities. Another method is to invite private comment to the search committee chair via email, regarding the acceptability of the slate of candidates. If this method is used, any comments received should not be distributed to the committee members until after all the interviews have been conducted so as to not influence or bias the interview process. All copies of the comments should be returned to the search chair to ensure confidentiality.

Interview questions for internal candidates can feel awkward if the candidate is a colleague that you supposedly "know" already. A good first step is to think of what questions you would ask a perfect stranger, and allow the internal candidate to answer these as well. Vision and motivation are not necessarily topics that are regularly discussed in the average faculty meeting, so it is important to allow internal candidates to articulate their ideas as you would any other candidate. To obtain "new" information, the committee might ask questions such as:

- If you were in this position, what would the indicators of success be that would let you know you were doing a good job?

- How you will promote diversity in recruitment and retention of women and underrepresented minorities.
- What is your philosophy of governance, leadership and transparency in a [department, school, college]?
- Whom do you admire (here or nationally) in a comparable position and why?
- Why did you go into academia and what contribution do you think you have made?
- How would you handle the demands of your research if you took this position?

3.4. Selecting one or more candidates for recommendation to the hiring authority

The selection process should rigorously conform to the criteria initially decided upon by the search committee. A simple method of ensuring this is to create a grid of the questions asked and the candidates and have each committee member use a grid to track their impressions of the interview process. A scale of 1 – 5 (with 5 being the most positive) will clearly demonstrate those candidates that should be eliminated from the first round. Each committee member's scoring grid should be turned in to the search chair for record keeping and as a method for ensuring confidentiality.

The remaining candidates can be ranked or not, but all should be acceptable to the committee. If further deliberation is needed to reduce the final candidate list, voting on the candidates and their ranking can be done in discussion or by secret ballot. A secret ballot often reassures members of the committee that, should confidentiality be broken, they will not be subject to potential retaliation from rejected colleagues/candidates. It can also reduce vote gathering and lobbying prior to the meeting at which the vote will be taken. Committee members participating by conference call can submit their vote by email to the search chair during the meeting.

After the final candidate(s) are selected a memo should be drafted to the hiring authority apprising them of the result of the search along with a short discussion of the process. This memo should include information on the tally of candidates as recorded on Form #7.

4. RECORD KEEPING DURING AND AFTER A SEARCH

The University is required to maintain summary information about the search process, applicants and hires. The Chair of the search committee is responsible for ensuring that complete records are kept during the search. **Search files must be kept for two years from the dates of appointment of the candidate selected.** The committee files should include the following:

- Position description with actual dated copies of announcements, advertising, and other solicitations for applications and nominations, including documentation of recruitment of women and minorities;
- Applications, nominations, correspondence, evaluations, references, and a record of verbal contacts with or about applicants or nominees;
- Minutes for all meetings to include selection criteria, decision making, voting, etc.;
- Information on function of search committee, including charge to the committee;
- Evaluations of candidates at each step of the interview process, including evaluations of candidates who are interviewed and reasons why candidates were not referred for selection, etc.

5. FORMS AND PROCEDURES FOR AFFIRMATIVE ACTION

Six important things to remember about faculty search procedures:

1. Each person hired requires a complete set of forms. You may utilize one ad for multiple hires. All incomplete files will be held by the Officer until they are completed by the departments. This may delay the generation of the offer letter to the desired candidate.
2. A search must be carried out in a manner that provides national coverage for all ranks of Instructor and above.
3. Appropriate Instructor advertisement should be discussed in advance with the Faculty Diversity Officer.
4. Advertisements must be in a public domain for a minimum of six (6) weeks before a candidate is selected.
5. All advertisements should be current (less than one year old).
6. All Advertisements should include an Equal Opportunity and Affirmative Action Employer phrase. Preferred by the University is:

“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity.”

Until August 31, 2008 – If you are a NSF fundable department your advertisement should instead state the following:

“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Case is a recipient of a National Science Foundation ADVANCE Institutional Transformation Grant to increase the participation of women in Science and Engineering.”

5.1. Forms Used in the Affirmative Action Process

Form	Timing of Submission
<i>Form 1: Notification of Faculty Opening</i>	Submit to Faculty Diversity Officer at start of search along with Form 2.
<i>Form 2: Search Strategy Checklist</i>	Submit to Faculty Diversity Officer along with Form 1 at the beginning of the search.
<i>Form 3A: Advertisement Tracking Record</i>	Submit to Faculty Diversity Officer as soon as the search has been completed and before candidates are invited to interview.
<i>3B: All Applicant Log</i>	Submit to the Dean with Form 3B-1, before candidates are invited to interview.
<i>3B-1: Final Candidate Log</i>	Submit to the Dean with Form 3B for approval before candidates are invited to interview. After dean's approval send forms to the Faculty Diversity Officer.
<i>3C: Tally of All Candidates</i>	Submit to Faculty Diversity Officer prior to offer, with candidate CV.
<i>4: Notification of Short-Term Visiting Appointment</i>	Submit to Faculty Diversity Officer prior to offer with candidate CV.
<i>5: Notification of Faculty Termination</i>	Submit to Faculty Diversity Officer as soon as termination is known.
<i>6: Notification of Research Faculty Appointment</i>	Submit to Faculty Diversity Officer as soon as the Research Faculty Appointee has been identified with candidate CV.
<i>7: Internal Candidate Appointment</i>	Submit to Faculty Diversity Officer instead of Form 3C when an internal candidate is being hired to a new position.

5.2. Step by Step Procedure for Processing Forms for Faculty Search

Step 1:

Send Forms 1 and 2 to the Faculty Diversity Officer, Adelbert 310, LOC 7001

Form #1 – As soon as a faculty opening occurs, Form 1 (Notification of Faculty Opening) must be sent to the Faculty Diversity Officer. The position description should be attached and include a brief description of the position, including rank, and contain the same information that will be used to advertise the position. It should also include the anticipated starting date and an Equal Opportunity and Affirmative Action statement. The University prefers the following phrase: **“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and World Class Diversity.”**

Form #2: - The Search Strategy Checklist form requests documentation of search strategies used to increase the number of women and underrepresented minorities in the applicant pool. It should be submitted to the Faculty Diversity Officer, along with Form 1. The Faculty Diversity Office will be active in monitoring the search strategy, especially for those departments and schools with specific hiring goals.

Step 2:

Fill out Forms 3A, 3B and 3B-1

Form 3A - Fill out Form 3A (Advertising Tracking Record) with copies of all advertisements, including date and duration of the ad, and send to the Faculty Diversity Officer.

Form 3B - The All Applicant Log should be completed before any candidates are invited to interview. List all applicants, their email, their sex if known, their race if known, and the reason for rejection. Candidates who will advance to the Final Candidate Log should be listed as “Under Consideration.” Race of a candidate, if known, must be identified according to the Glossary. Listing the name of the country or the candidate’s citizenship is not an acceptable designation of race.

Send each candidate an email with the link to the online Voluntary Affirmative Action form prior to the start of interviewing.

Form 3B-1: The Final Candidate Log should list the names of all candidates still under consideration. Multiple forms may be used if there are more than five final candidates.

Step 3:

**Submit Forms 3B and 3B-1 to the dean for approval.
Submit approved forms to the Faculty Diversity Officer**

The dean will evaluate the pool of all applicants for diversity in under-represented minorities and women. The percentages are found here <http://www.case.edu/president/aaction/guide.html> If the pool is not reflective of the diversity of the field, the dean can reject the final pool and the committee will commit to continued recruitment of diverse candidates for the position before inviting individuals to campus for an interview.

If the dean approves the final candidate pool, Forms 3B and 3B-1 are sent to the Faculty Diversity Officer.

The Faculty Diversity Officer will confirm that all of the information on each applicant and the reason for their inclusion or non-inclusion from the final candidate roster is complete. Search chairs are asked to be as specific as possible when filing this information. If it is later necessary to contact previously rejected candidates, **verbal approval can be given through the Office of Equal Opportunity and Diversity.**

Step 4:

Submit Form 3C to Faculty Diversity Officer for Affirmative Action approval

Form 3C - As soon as the search is complete and **before an offer is made to a candidate**, the Tally of All Candidates form must be sent to the Faculty Diversity Officer (Form 3C). The Faculty Diversity Officer will confirm that the search file is complete and generate a letter of approval that is sent to the department chair, the dean, and the Provost.

Step 5:

Approval of Process

When all of the components of the search satisfy the requirements, the Faculty Diversity Officer will send a letter of approval for the chosen candidate to the Department Chair. This letter, which confirms the candidate accepting or declining the offered position, must be signed by the Department Chair and sent back to the Faculty Diversity Officer who uses it for tracking purposes.

5.3. Affirmative Action and Search Requirements by Faculty Rank

For additional information about faculty Ranks, please refer to the Faculty Handbook at this link www.case.edu/president/facsen/frames/handbook.htm

5.3.1. *Ranks Requiring A **Full Search** and Affirmative Action Approval*

Professor
Associate Professor
Assistant Professor
Instructor/Senior Instructor
Lecturer

Trustee-appointed university faculty positions are full-time faculty at the rank of instructor, senior instructor, assistant professor, associate professor, or professor. Except for instructor and senior instructor, these positions are designated as with tenure, in the tenure track, or in the non-tenure track, a category of appointment used only by those faculties having a non-tenure track that has been approved by the Faculty Senate. The track status of instructors and senior instructors is undesignated; faculty titles are not differentiated by track. The Handbook states that all academic titles shall be discipline-based, which in faculties that are organized into departments, will be along departmental lines.

Lecturer is a category of special faculty (i.e., not trustee-appointed faculty) appointment intended to fill teaching needs for which there is a temporary shortage of university faculty due to unfilled faculty slots, faculty leaves, increases in class enrollment, etc. Lecturers are appointed for a defined period of time that might be one semester, two semesters, or an academic year, and may be reappointed a maximum of two times (i.e., the total appointment period may not exceed three years). No lecturer will be enrolled in university payroll without prior affirmative action approval. However, due to the unique nature of lecturer appointments, appropriate local postings will be sufficient to fulfill open search requirements.

5.3.2. *Ranks Requiring Affirmative Action Approval*

Visiting Professor
Visiting Associate Professor
Visiting Assistant Professor
Visiting Instructor
Research Faculty Appointments

Visiting faculty hold academic appointments in other academic institutions who are appointed to provide full time teaching or research for a short term. Visiting appointments for one year or longer require affirmative action approval and are time limited. Short-Term Visiting Appointments of less than one academic year, require the submission of Form #4 with the candidate's CV attached. No formal search procedures are necessary for short-term visiting

appointments. Form #4 may be signed by a designated representative of the Department Chair or Dean.

Research Faculty are a defined category of special faculty who may be appointed in faculties (currently arts and sciences and engineering) who have defined a set of policies and procedures for this category of faculty. Submit Form #6 with the Research Faculty's CV attached, to the Faculty Diversity Officer.

*5.3.3. Ranks **NOT** Requiring Affirmative Action Approval*

Part-time Lecturer

Adjunct faculty

Titled adjunct instructor, adjunct assistant professor, adjunct associate professor, adjunct professor

Clinical faculty

Titled clinical instructor, clinical assistant professor, clinical associate professor, clinical professor

These titles are used for special faculty who are appointed to teach part time at this university. The individual holds a primary position elsewhere, e.g., at another educational institution or in professional practice, business, or industry.

“Clinical” denotes teachers of clinical subjects.

6. SAMPLE LETTERS TO CANDIDATES

6.1. Letter: Receipt of Materials and Request for Confidential Affirmative Action Data

(Date)

Candidate's Name

Title

Department

Address

City, State Zip

Dear (insert candidate's full name)

The Department of (insert name) has received your materials in application for the position of (insert position title) at Case Western Reserve University. Thank you for your interest in our department.

As an equal opportunity/affirmative action employer, Case Western Reserve University is required by federal regulations to collect and retain personal information about applicants. We are requesting that you complete the voluntary and confidential online survey at this link http://eodsurvey.case.edu/aa/affirmative_action.htm. Completion of this survey is optional and will not affect the status of your application. The information collected is confidential and goes directly to the Faculty Diversity Officer, who reports aggregate data annually.

Sincerely

(Department Chair or Search Chair name)

(Department)

(Address etc.)

If you have questions about the online affirmative action survey please contact the Case Faculty Diversity Officer at (216) 368-8877.

6.2. Email: Receipt of Materials and Request for Confidential Affirmative Action Data

(Date)

Dear (insert full name of applicant),

The Department of (insert name) has received your materials in application for the position of (insert position title) at Case Western Reserve University. Thank you for your interest in our department.

As an equal opportunity/affirmative action employer, Case Western Reserve University is required by federal regulations to collect and retain personal information about applicants. We are requesting that you complete the voluntary and confidential online survey at this link http://eodsurvey.case.edu/aa/affirmative_action.htm. Completion of this survey is optional and will not affect the status of your application. The information collected is confidential and goes directly to the Faculty Diversity Officer, who reports aggregate data annually.

Sincerely

(Department Chair or Search Chair name)

(Department)

(Address etc.)

If you have questions about the online affirmative action survey please contact the Case Faculty Diversity Officer at (216) 368-8877.

6.3. Letter: Rejection to Applicant

(Date)

Candidate's Name

Title

Department

Address

City, State Zip

Dear (insert candidate's full name)

On behalf of the Search Committee, I am writing to follow-up on an earlier correspondence and inform you of the status of the search for (insert position title) in the Department of (insert Department name) at Case Western Reserve University.

The committee has reviewed the qualifications of a large number of applicants and has identified a short list of candidates whose experience we judge to be more suitable to the Department's needs at this time. We wish you continued professional success, and thank you again for your interest in the position and in Case Western Reserve University.

Sincerely,

Chair, Search Committee

(Department)

(Address etc.)

7. ONLINE RECRUITMENT RESOURCES

Specific resources should be identified based on the position vacancy. Many web sites for minority and women professionals exist and allow free advertising of positions. A list of resources is found on the Faculty Diversity website at

www.case.edu/president/aaction/diverse.html

GLCA Diversity Initiative/Recruiting
Faculty of Color: Best Practices
www.glca.org/engaging.initiatives/#diversity

Molis (Minority On-Line Information
Service)
www.lights.com/hytnet/oth/oth023.html

Education On-Line Listing of Historically
Black Colleges and Universities
www.edonline.com/cq/hbcu/

Howard University Digital Learning Lab
HBCU Gateway (links to websites of
Historically Black Colleges and
Universities)
data.dll.org/hbcus/Gateway.asp

Hispanic Association of Colleges and
Universities
www.hacu.net/

White House Initiative on Tribal Colleges
and Universities (List of Tribal Colleges and
Universities)
www.ed.gov/offices/OPE/TribalColleges/tclist.html

Affirmative Action Register Web Site:
www.aar-eeo.com

National Association of Black Accountants,
Inc. Web site:
www.nabainc.org

American Association of University Women
Web Site:
www.aauw.org

American Medical Women's Association
www.amwa-doc.org

CUPA News Web site:
www.cupa.org

Minority Engineer Web site:
www.eop.com

Minority and Women Doctoral Recruitment
Directory
www.mwdd.com

National Association of Black Accountants,
Inc.
www.nabainc.org

Hispanic Outlook in Higher Education
www.hispanicoutlook.org

8. READINGS AND RESOURCES

In depth readings and resources can be found in the Faculty Diversity web site at www.case.edu/president/aaction/read.html

Suggested Elements of an Effective Offer Letters

Patricia Higgins, Eleanor Stoller, Cyrus Taylor, Case Western Reserve University Resource Equity Committee, 2006

National Science Foundation, Division of Science Resources Statistics, Gender Differences in the Careers of Academic Scientists and Engineers: A Literature Review, NSF 03-322, Project Director, Alan I. Rapoport (Arlington, VA 2003).

NSF: Women, Minorities, and Persons with Disabilities in Science and Engineering - 2002

This report, the 11th in a series of Congressionally-mandated biennial reports, provides data on the participation of women, minorities, and persons with disabilities in science and engineering education and employment. The data and analyses presented here can be used to track progress, inform the development of policies to increase participation in science and engineering, and evaluate the effectiveness of such policies.

The Division of Science Resources Statistics (SRS) the National Science Foundation central clearinghouse for the collection, interpretation, and analysis of data on scientific and engineering resources, which provides a source of information for policy formulation by other agencies of the Federal Government.

A National Analysis of Diversity in Science and Engineering Faculties at Research Universities By Dr. Donna J. Nelson and Diana C. Rogers

Diversity Articles and Research from Academe The online version of the bimonthly magazine of the American Association of University Professors (AAUP)

Why So Slow?: The Advancement of Women, Virginia Valian.

Chosen by the National Science Foundation as recommended reading for NSF-ADVANCE grant recipients and participants. MIT Press 1999.

Tenure Denied: Cases of Sex Discrimination in Academia

Published by the American Association of University Women Educational Foundation and American Association of University Women Legal Advocacy Fund in October 2004, and edited by Susan K. Dyer. This report "...makes clear, professors-turned-litigants are spurred by significantly more than an off-color joke or an occasional slight. Plaintiffs have risked and sometimes sacrificed promising, prestigious academic careers to seek justice for themselves and other women."

The Subtle Side of Discrimination

Joan Williams, a professor of law at American University and director of its program on gender, work and family, discusses how academic women are disadvantaged in subtle ways by work and family roles. This article appeared in the Chronicle of Higher Education April 14, 2003.

White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh

Peggy McIntosh is associate director of the Wellesley College Center for Research on Women. This essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), by Peggy McIntosh. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.

The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study, Rhea E. Steinpreis, Katie A. Anders, and Dawn Ritzke Published by the University of Wisconsin-Wilwaukee in Sex Roles, Vol. 41, Numbers 7 and 8, 1999, this study shows "...some of the factors that influence outside reviewers and search committee members when they are reviewing curricula vitae, particularly with respect to the gender of the name on the vitae."

The Faculty Time Divide, Jerry A. Jacobs

Jerry Jacobs is a professor of Sociology at the University of Pennsylvania. This speech was his presidential address to the Eastern Sociological Society in Philadelphia during February 2003. Jacobs examines "the time demands of academic life."

Faculty Senate Committee on Women Faculty Summary, Kathryn B. Adams

This document presents the results of Faculty Focus Groups and the University Climate and Community Survey.

Mysterious disappearance of female investigators, Davach Watson, Anja C. Andersen, and Jens Hjørth

This letter from Davach Watson, Anja C. Andersen, and Jens Hjørth of the University of Copenhagen concerns how only three of the twenty-five recipients of the European Young Investigator (EURYI) award are women. It appeared in Volume 436 of Nature, July 14, 2005.

New Study: Revolving Door Undermines Efforts to Increase Faculty Racial/Ethnic Diversity Report Shows Only Slight Increases in Underrepresented Minority Faculty, Higher Turnover Rates, at California Independent Colleges and Universities

This document summarizes the report "The Revolving Door for Underrepresented Minority Faculty in Higher Education" from the James Irvin Foundation Campus Diversity Initiative.

The Revolving Door for Underrepresented Minority Faculty in Higher Education PDF by Jose F. Moreno, Daryl G. Smith, Alma R. Clayton-Pedersen, Sharon Parker, and Daniel Hiroyuki Teraguchi

This research brief from the Jamies Irving Foundation utilizes readily available data from twenty-seven colleges and universities to examine their efforts to enhance faculty racial/ethnic diversity between 2000 and 2004.

8.1. It's All in What You Ask - Questions for Search Committees

By Bernice R. Sandler, Jean O’Gorman Hughes, and Mary DeMouy

Here are a variety of questions that will help elicit useful information about candidates’ concern about issues that affect women and people of color. The questions, which focus mainly on women’s issues, can easily be adapted to apply to minority and disabled persons. The questions have been amended, with permission, to better suit searches at Case Western Reserve University. The original information can be found at <http://bernicesandler.com/id15.htm>

Categories of Questioning

Equity, Informal Support, Climate

Questions for Prospective Administrators

Formal Support, Staff-Related, Direct Encouragement, Other

Questions for Prospective Faculty

Women’s Studies, Campus Environment

I. Equity

1. How have you demonstrated your commitment to women’s issues in your current position?
2. Which of your achievements in the area of equity for women gives you the most satisfaction?
3. Which of your accomplishments in the area of equity for women was the hardest to achieve? Why?
4. How would you demonstrate your concern for equity if you were hired?
5. In your opinion, what are the three major obstacles to equity for women faculty and faculty of color on your campus?
6. What are some issues of importance to under represented minorities on your campus?
7. In general, how are minority women’s issues different from women’s issues and minority men’s issues?
8. How are general issues in higher education related to women’s issues? What is the link?
9. Institutions collect and analyze data but often that data is not broken down by sex. When do you think it is important to do analysis by sex?

II. Informal Support

1. In what ways have you mentored, supported, or encouraged women or minorities on your campus?
2. Have you ever worked actively on behalf of any of the following? If so, how? Possible examples:
 - women’s studies or ethnic studies program at your college/university
 - affirmative action policies, programs, or activities on behalf of women and women’s issues
 - sexual harassment policies
 - rape crisis programs, including judicial procedures, and so forth
 - support groups for women, under represented minorities, or other diversity
 - child care arrangements for faculty, staff, and students
3. Describe any activities—including articles, interviews, and speeches—in which you have demonstrated a public commitment to women’s equity.

4. What are your views about women's studies and new scholarship on women?
5. To whom do you go for advice about women's issues?
6. In your current position, have you ever seen a woman treated unfairly, or witnessed a racial or ethnic slur? How would you/did you handle it?
7. Many female graduate students face an increasingly chilly climate at a time when they are in transition between being a student and a professional. Can you describe some of the ways in which you think men and women graduate students are treated differently by faculty? By administrators, by other students?

III. Climate

1. In what ways do you think minority or women faculty and administrators are treated differently from their male counterparts? In what ways might differential treatment place the women at a relative disadvantage? What would you do to help change this situation?
2. How have you included women or minority colleagues in off-campus activities, such as professional conferences and social events?
3. What have you done to welcome new women colleagues to campus?
4. Have you ever collaborated with a woman on a research project or publication? In what way?
5. Have you ever conducted research on gender-related issues?
6. Have you ever attended any activities such as lectures or films which were sponsored by women students' organizations?

IV. Questions for Prospective Administrators

Some of these will be more appropriate to ask candidates for specific positions, such as presidents, deans, associate deans, or department chairs.

i. Formal Support

1. In your current position, what is your relationship to the affirmative action and/or diversity officer?
2. How would you work to achieve equity for women and minority scholars in terms of promotion and salary?
3. How have you supported women students' organizations on campus? For example, have you arranged for funding or office space?
4. How do you view the roles of a women's center, advisory committees on women and minorities, and a women's studies/ethnic studies program?
5. Is there a women's center at your institution? How do you feel about women's centers? What is your relationship to the women's center?

ii. Staff-Related

1. How many of the top people at your previous institution were women and underrepresented minorities? What did you do to encourage hiring more women and underrepresented minorities?

2. Of the people you have hired in your current position, what percentage are women and what percentage are underrepresented minorities? What was the highest position to which you appointed someone?
3. Have you been involved in a salary review at your current institution? If there was inequity here, how would you ensure salary equity?
4. Generally women students do not participate in class as often as men. How have you helped members of your staff or department deal with this issue?

iii. Direct Encouragement

1. Which committee at your current institution would you consider the most powerful? How many women and underrepresented minorities are on it? How many have you appointed?
2. Men and women students often have different experiences at college that affect their personal and professional development. How would you make the college environment more equitable for women?
3. What do you think of having a nonsexist language policy for university communications? Would you implement one here?
4. How would/did you address a lack of women students or faculty members in specific departments and divisions?

iv. Other

1. How serious a problem do you consider sexual harassment on your present campus? What have you done about it? Is there a grievance procedure for harassment problems? How does it work?
2. At your current institution, did you ever observe or hear of examples of sexual harassment? How would you deal with a similar instance if it happened here?
3. How did/would you deal with faculty members who say disparaging things about women?
4. Do you belong to any clubs that restrict membership by sex? (Such memberships, particularly when held by male administrators, may be a potential source of embarrassment when cited by student groups and/or the faculty senate.)

V. Questions for Prospective Faculty

i. Women's Studies

1. Do you regularly read or subscribe to any journals that deal with scholarship about women?
2. What scholarship on women have you found most related to your research or curriculum?
3. Which women or minority scholars or authors do you include in your syllabi? Reading lists?
4. Some people say that separate women's studies courses are preferable to integrating scholarship about women into the curriculum; others believe the reverse. How does one balance these points of view? What priority and emphasis would you give to generating research on the one hand, and then mainstreaming it on the other?

ii. Campus Environment

1. In most classes women students don't participate as much as men. What have you done to encourage women to participate in your classes and how has it worked?
2. Approximately how many men have you nominated for fellowships, awards, and prizes? How many women?
3. How many teaching or research assistants have you hired in the last two years? How many were women and how many were underrepresented minorities?
4. For Science Faculty:
 - a. Research shows that women in science, despite equal abilities, often have lower aspirations than their male colleagues. Have you encountered this trend in your classes and what did you do about it?
 - b. What differences have you perceived in men and women in the laboratory? Do you tend to have single-sex lab teams? Why?
5. How have you encouraged women students to enter traditionally male fields?
6. What is your experience with faculty (and student) hostility to women and women's issues? Have you seen or experienced any sort of backlash or denial, and how did you deal with it?
7. Have any students ever complained to you about sexual harassment or discrimination in any work with professors or staff? If so, how did you respond?
8. How do you feel about teaching students older than yourself?
9. For Physical Education Faculty:
 - a. What impact has Title IX had at your current institution? What do you think about that?

Used with permission and adapted from *It's All in What You Ask Questions for Search Committees* by Bernice R. Sandler, Jean O'Gorman Hughes, and Mary DeMouy. Adapted from a question prepared by the Sociologists for Women in Society's Committee on Endorsements as reproduced in *Sociologists for Women in Society*, Network News 4 (April 1, 1987), 2.

The idea for this paper originated with professional associations, particularly the American Historical Society and the American Sociological Association, that have developed their own lists of questions to ask prospective candidates for office. We wish to acknowledge the interest and support of TIAA CREF for this undertaking. In addition, the authors would like to thank Arlene K. Daniels, former Professor of Sociology, Northwestern University; Jon Fuller, National Association of Independent Colleges; Jean O'Barr, Director, Women's Studies, Duke University; and Donna Shavlik, former Director, Office of Women in Higher Education, American Council on Education, for their helpful comments and suggestions in reviewing the draft of this paper. FEBRUARY 1988

Bernice R. Sandler, Senior Scholar in Residence at the Women's Research and Education Institute, consults extensively with institutions and others about women's equity, including sexual harassment, discrimination, and the chilly climate. She has given over 2000 presentations, written many articles, and serves as an expert witness in discrimination cases. Sandler can be contacted at: Website: <http://bernicessandler.com/>

3) What are the candidate's weaknesses with respect to:

a) Research

b) Grants

c) Teaching

d) Scholarship

e) Service

f) Letters of Reference

4) Other considerations (collaborations, interdisciplinary, increases diversity):

Consider further?	Yes	No	Ranked at number _____
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NOTIFICATION OF FACULTY OPENING – Form #1
Submit this form before the search process begins along with Form #2
 If you are faxing to 368-8878, please keep the originals for your files.

TO: Beth McGee DATE: _____
 Faculty Diversity Officer
 Office of Equal Opportunity & Diversity
 Adelbert Hall 310 LC: 7048

FROM: _____
 (Please type) Department Chair, or (if no departments) Dean

Signature: _____ Department: _____

School: _____ Hospital Base (if any): _____

The following vacancy has been identified:

Professor	_____	Visiting Professor	_____
Associate Professor	_____	Visiting Associate Professor	_____
Assistant Professor	_____	Visiting Assistant Professor	_____
Instructor	_____	Visiting Instructor	_____
Lecturer	_____		
Other: _____		Open Ranks:	_____
Number of vacancies: _____		To Be Filled by date:	_____

Position Description: (Attach separate sheet)

A search must be carried out in a manner that provides national coverage for all ranks of Instructor and above. Appropriate Instructor advertisement should be discussed in advance with the Faculty Diversity Officer. Advertisements should be in a public domain for a minimum of six (6) weeks before a candidate is selected. All advertisements should be current (less than one year old). All Advertisements should include an Equal Opportunity and Affirmative Action Employer phrase. Preferred is: **“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity.”**

Until August 31, 2008 – If you are a NSF fundable department your advertisement should state the following:

“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Case is a recipient of a National Science Foundation ADVANCE Institutional Transformation Grant to increase the participation of women in Science and Engineering.”

SEARCH STRATEGY CHECKLIST – Form #2

Submit this form before the search process begins along with Form #1

If you are faxing to 368-8878, please keep the originals for your files.

TO: Beth McGee

DATE: _____

Faculty Diversity Officer
Office of Equal Opportunity & Diversity
Adelbert Hall 310 LC: 7048

FROM: _____

(Please type) Department Chair or (if no departments) Dean

Signature: _____

Department: _____

School: _____

Hospital Base (if any): _____

Contact Person: _____

Phone: _____

Position Vacancy to be filled (Faculty Rank): _____

Actions to increase female and minority candidates in the applicant pool:

_____ Advertising in specialized publications for women and minorities.

_____ Contact with women and minority caucuses in scholarly and/or professional organizations.

_____ Contact with women faculty and minority faculty colleagues at other universities.

_____ Suggestions sought from women and minorities at Case Western Reserve University.

_____ Women and minorities included on the search committee.

_____ Other measures taken. (Describe below)

_____ None

Search Committee Chair: _____

Search Committee Members:

More information about the above answers:

Search Name: _____

FACULTY SEARCH ADVERTISEMENT TRACKING RECORD – Form #3A

*Submit this form when the search is completed and before candidates are invited to interview
If you are faxing to 368-8878, please keep the originals for your files.*

Send to: Beth McGee
Faculty Diversity Officer
Office of Equal Opportunity & Diversity
Adelbert Hall 310 LC: 7048

Date: _____

From: _____
(Please type) Search Committee Chair,
Department Chair or Dean (do not list hospital division chief)

Department: _____
(of vacancy)

School: CAS SDM CSE
 Law MSASS SOM
 Nursing WSOM

Signature: _____

Phone: _____

Hospital Affiliation: NONE
 UH VA Metro Clinic

Alternate Contact Person Name and Phone: _____
(Department Assistant etc.)

Position Title/Faculty Rank(s): _____

Attach copies of all public advertising efforts, date(s), and duration of advertisement.

A search must be carried out in a manner that provides national coverage for all ranks of Instructor and above. Appropriate Instructor advertisement should be discussed in advance with the Faculty Diversity Officer.

Advertisements should be in a public domain for a minimum of six (6) weeks before a candidate is selected.

All advertisements should be current (less than one year old).

All Advertisements should include an Equal Opportunity and Affirmative Action Employer phrase. Preferred is:

“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity.”

Until August 31, 2008 – If you are a NSF fundable department your advertisement should state the following:

“In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Case is a recipient of a National Science Foundation ADVANCE Institutional Transformation Grant to increase the participation of women in Science and Engineering.”

INSTRUCTIONS for ALL APPLICANT LOG – Form #3B

*Copies of forms 3B and 3B-1 are sent to the dean for signature approval.
The approved forms are sent together to the Faculty Diversity Office.*

- 1) List all applicants in this log and reason for rejection. Make as many copies as necessary and number the pages. If you are conducting more than one search, please note the search name at the top, for example, “Chair search”, “Instructor 1”, “Instructor 2”, “Position #216”, etc.
- 2) Affirmative Action information should be included to the extent possible. Although the affirmative action information requested below may not be discussed or verbally solicited directly from a candidate at the time of application, the data can often be secured from the candidate’s curriculum vitae and personal interview.
- 3) The person receiving the applications should send all applicants a receipt of materials email and the link to the online confidential and voluntarily Affirmative Action. The form, and sample email text, is at this link. <http://www.cwru.edu/president/aaction/aaeeo.html>
- 4) A copy of this log must accompany the list of Final Candidates (form #3B-1) to be approved by the Dean before candidate interviews are scheduled.
- 5) **SAMPLE REASONS FOR REJECTION/NON-INCLUSION:** The Faculty Diversity Officer will confirm that all of the information on each applicant and the reason for their inclusion or non-inclusion from the final candidate roster is complete. Search chairs are asked to be as specific as possible when filing this information. Indicate final candidates (all applicants listed on Form 3B-1 who will be invited to interview) in this log. If it is necessary to re-contact previously excluded candidates, verbal approval for this unusual exception can be given by the Faculty Diversity Officer. The Faculty Diversity Officer will respond as quickly as possible, however, incomplete files will be held by the Officer until departments complete them.

Examples of possible reasons for non-inclusion are given below:

- Under Consideration
- Withdrew candidacy
- Inadequate publications
- Inadequate research experience
- Ph.D. not complete
- References weak
- Area not applicable to search
- Not enough experience
- Inadequate research quality
- No teaching experience
- Inadequate communication skills
- Not an experimentalist

Search Name: _____

FINAL CANDIDATE LOG – Form #3B-1

This document is CONFIDENTIAL and for use for Affirmative Action purposes only.

- 1) List all applicants you wish to interview in this log and note the search name.
- 2) The Dean should approve the efforts to diversity this candidate pool, as compared to the Diversity Application Percentages found here <http://www.case.edu/president/aaction/guide.html>
- 3) Although the affirmative action information requested below may not be discussed or verbally solicited directly from a candidate, much of the data can be secured from the candidate’s curriculum vitae and during the personal interview.

<i>Total # Candidates</i>		<i>Total # of Candidates by Race</i>	American Indian	Asian	Black	Hispanic	White	Other	Race Unknown
<i>Total # Male Candidates</i>		<i>Male Candidates by Race</i>							
<i>Total # Female Candidates</i>		<i>Female Candidates by Race</i>							

CANDIDATE NAME	CURRENT RANK	SEX	RACE

Accepted: _____ Rejected: _____

Action recommended by the Dean if rejected:

Signature of Dean: _____ **Date:** _____

From: _____
 (Please type) Search Chair or Department Chair
 (Do not list division chief)

Department: _____

School: CAS SDM CSE
 Law MSASS SOM
 NursingWSOM

Phone: _____

Hospital Affiliation: NONE
 UH VA Metro Clinic

Search Name: _____

TALLY OF ALL APPLICANTS – Form #3C

*Submit to Faculty Diversity Officer when search is completed and BEFORE offer is made to candidate
This document is CONFIDENTIAL and for use for Affirmative Action purposes only.*

From: _____
Search Chair, Department Chair, or Dean

Department: _____
(of vacancy)
School: CAS SDM CSE WSOM
 Law MSASS SOM Nursing
Hospital: None UH VA Metro Clinic

Phone: _____

Fax number: _____

Alternate Contact Phone: _____

(Data in this Tally and in the Candidate Log must agree)

Please refer to the Glossary of Terms

Total # Candidates		Total # of Candidates by Race	American Indian	Asian	Black	Hispanic	White	Other	Race Unknown
Total # Male Candidates		Male Candidates by Race							
Total # Female Candidates		Female Candidates by Race							

Candidate being recommended for the position

Candidate's CV must accompany this form

NAME OF CANDIDATE: _____ ANTICIPATED START DATE: _____

SEX: _____ RACE: _____ SOCIAL SECURITY #: _____

Professor _____ With Tenure __ Tenure Track ___ NonTenure track ___
 Associate Professor _____ With Tenure __ Tenure Track ___ NonTenure track ___
 Assistant Professor _____ With Tenure __ Tenure Track ___ NonTenure track ___
 Instructor _____ Not Applicable
 Lecturer _____ Not Applicable
 Other _____

Visiting Professor _____ Visiting Associate Professor _____
 Visiting Assistant Professor _____ Visiting Instructor _____

Also fill out Form #4 for Visiting Appointments

**NOTIFICATION OF
SHORT-TERM VISITING APPOINTMENT – Form #4
(Less than one Academic year)**

*Submit to Faculty Diversity Officer as soon as appointment is made. with Candidate CV
This document is CONFIDENTIAL and for use for Affirmative Action purposes only.
If you are faxing to 368-8878, please keep the originals for your files.*

TO: Beth McGee
Faculty Diversity Officer
Office of Equal Opportunity & Diversity
Adelbert Hall 310 LC: 7048

DATE: _____

FROM: _____
(Please type or print) Department Chair (if school departmentalized); otherwise, Dean

Signature: _____

Department: _____

School: _____

Hospital Base: _____

Contact Person: _____ Phone: _____

The following individual has been given a Short-Term Visiting appointment of less than one (1) academic year:

Full Name of Appointee: _____

Full Faculty Title: _____

Department: _____ School: _____

Effective Date of Appointment:

From: _____ To: _____

Affirmative Action Data:

Race: _____ Sex: _____ SSN: _____

NOTIFICATION OF FACULTY TERMINATION – Form #5

Submit to Faculty Diversity Officer as soon as termination is known. Notify exiting faculty that they will be receiving a confidential online exit survey from the Faculty Diversity Office.
This document is CONFIDENTIAL and for use for Affirmative Action purposes only.

TO: Beth McGee

DATE: _____

Faculty Diversity Officer
Office of Equal Opportunity & Diversity
Adelbert Hall 310 LC: 7048

FROM: _____

Department Chair (if school departmentalized); otherwise, Dean

Signature: _____

Department: _____

School: _____

Hospital Base (if any): _____

The following faculty member has terminated:

Name of Faculty Member: _____

Phone ext: _____ Case or UH email: _____

Alternate email (e.g. home or new institution): _____

Rank: _____ Tenured: _____ Tenure Track: _____ Non-Tenure Track: _____

Effective Date of Termination: _____

Reason for Termination:

_____ Resigned to take position elsewhere

_____ Retired

_____ Resigned for health reasons

_____ Completed Appointment

_____ Transferred within University. Identify departments involved.

From: _____ To: _____

Give Hospital Base change, if any

_____ Other reason. Please specify below

Affirmative Action Data:

Race: _____ Sex: _____

SSN: _____

NOTIFICATION OF RESEARCH FACULTY APPOINTMENT – Form #6

*Candidate’s CV and Affirmative Action Data of **past** Research Faculty within the appointing department **must be attached** and sent to Faculty Diversity Officer*

*This document is **CONFIDENTIAL** and for use for Affirmative Action purposes only.*

TO: Beth McGee
 Faculty Diversity Officer
 Office of Equal Opportunity & Diversity
 Adelbert Hall 310 LC: 7048

DATE: _____

FROM: _____ Department: _____
 Department Chair (if school departmentalized); otherwise, Dean

Signature: _____

School: _____ Hospital base (if any): _____

Contact Person: _____ Phone: _____

Full Name of Appointee: _____

Full Faculty Title: _____

Department: _____

Effective Date of Appointment: _____

Affirmative Action Data on Appointee:

Race: _____ Sex: _____ SSN: _____

Last Five Research Faculty

Name	Dates of Appointment	Race (if known)	Sex

Search Name: _____

INTERNAL CANDIDATE APPOINTMENT – Form #7

Submit to Faculty Diversity Officer when search is completed and BEFORE offer is made to candidate

This document is *CONFIDENTIAL* and for use for Affirmative Action purposes only.

If you are faxing to 368-8878, please keep the originals for your files.

From: _____
Search Chair, Department Chair, or Dean

Department: _____
(of vacancy)

School: CAS SDM CSE WSOM
Law MSASS SOM Nursing

Hospital: None UH VA Metro Clinic

Phone: _____

Fax number: _____

(Data in this Tally and in the Candidate Log must agree)

<i>Total # Candidates</i>		<i>Total # of Candidates by Race</i>	American Indian	Asian	Black	Hispanic	White	Other	Race Unknown
<i>Total # Male Candidates</i>		<i>Male Candidates by Race</i>							
<i>Total # Female Candidates</i>		<i>Female Candidates by Race</i>							

Candidate being recommended for the position

Full Name of Appointee: _____

Current Faculty Title: _____

Department: _____

Proposed Faculty Title: _____

Date of Appointment: _____

Affirmative Action Data on Appointee:

Race: _____ **Sex:** _____

EXAMPLE

**NOTIFICATION OF
AFFIRMATIVE ACTION APPROVAL LETTER**

An approval letter will be faxed to the department when the Faculty Diversity Officer receives all of the completed search forms and documents. The letter will note the name of the candidate, the department and school, the rank at hire, and the tenure track information, if applicable. All instructor searches that meet the national advertising requirements will be noted in the Instructor or Senior Instructor letter.

The questions below should be answered and signed by the department chair, before being faxed back to the Faculty Diversity Officer at (216) 368-8878.

DATE: _____

TO: Chair XXX
 Department XXX
 School/College Name XXX

FROM: Beth McGee, Faculty Diversity Officer
RE: Candidate XXX



Case Western Reserve University is obligated by law to report hiring activity to the Department of Labor. One item we must report is whether a candidate who is offered a position actually accepts. **Please complete one copy of this and return the memo to my office as soon as possible.** Your cooperation is greatly appreciated.

Was the Candidate offered the position?	Yes	No
Did the Candidate accept the position?	Yes	No
If the Candidate did not accept the position, is it still open?	Yes	No

Signature: _____
(Chair)

Date: _____

cc: Provost
 School/College Dean
 School/College Administrator

GLOSSARY OF TERMS FOR AFFIRMATIVE ACTION TRACKING

- AI** - American Indian or Alaskan Native A person with origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- A** - Asian or Pacific Islander A person with origins in any of the original peoples of The Far East, Southeast Asia, the Indian Sub-continent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Republic, and Samoa. In addition, this area includes Burma, Cambodia, Indonesia, Laos, Malaysia, Mongolia, Nepal, Sri Lanka, Sumatra, Taiwan, Thailand, Tibet, and Vietnam.
- B** - Black, not of Hispanic origin A person with origins in any of the black racial groups of Africa who is also not of Hispanic Origin.
- H** – Hispanic A person of Mexican, Puerto Rican, Cuban, South American, or other Spanish culture or origin, regardless of race.
- W** - White, not of Hispanic origin A person with origins in any of the original peoples of Europe, North Africa, or the Middle East who is not of Hispanic origin.
- Minorities** - All persons classified as black (not of Hispanic origin), Hispanic, Asian or Pacific Islander, American Indian or Alaskan native.

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