

**Ithaca College
Inclusive Search and Selection Procedures**

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APPENDIX A: Procedures for Faculty and Staff Searches in Educational Affairs

Introduction

Ithaca College is committed to fostering an academic environment that values and respects difference. Accordingly, the College is responsible for improving the diversity in the work force and developing an environment where students experience the multicultural society they will enter upon graduation.

A diverse and inclusive community is vital to all individuals and is essential to our academic mission and institutional excellence at Ithaca College. Therefore, the College embraces equity, inclusion, and belonging as guiding principles and is committed to promoting an environment where diverse perspectives are honored and leveraged in our student-focused curriculum contributing to a culture of innovation, scholarship and excellence.

Ithaca College's vision of becoming the standard of excellence for residential comprehensive colleges by fostering students' intellect, creativity, and character is directly related to its mission to attract a diverse body of faculty, students, and staff. Ithaca College is committed to attracting, recruiting, retaining, and supporting a diverse faculty, staff and student body and we acknowledge that commitment is crucial to our sustainability as an institution of higher education.

All members of the College community are encouraged to achieve excellence in their chosen fields and to share the responsibilities of citizenship and service in the global community. Faculty and staff serve collectively and individually as role models in many ways. All students benefit from a faculty and staff dedicated to exploring ideas and information from diverse intellectual approaches based in part on ethnic, racial or cultural differences. The creation of this academic climate will not be easy or always comfortable; however, it will lead to the strongest possible academic environment.

The responsibility of producing a campus community with such attributes is vested in the faculty and administration. Thus, faculty, administrators, and staff play multiple roles in recruiting potential faculty, administrators, and staff; and in nurturing persons who become members of the Ithaca community. To attract high quality and diverse faculty, administrators, and staff will require much more than traditional techniques. The following diversity conscious search and selection procedures are the first essential component of a multifaceted series of programs and initiatives to attract, develop, and retain diverse faculty, administrators, and staff.

Ethics and Confidentiality

The conduct of a search process has inherently opposing tensions, which relate directly to issues of ethics and confidentiality. In the interests of avoiding any notions of inequality in its conduct, the search committee should maintain accurate records and information which should be available for review and scrutiny, i.e. how each member evaluated each candidate, what information references volunteered about the candidates etc. is important to encourage open and honest dialogue in the applicant review process. Nonetheless, all deliberations and related communications are confidential, and members are not authorized to share documents, observations, or opinions about a particular candidate with any individual outside of the Committee. This prohibition applies to personal conversations as well as publications and disclosures made on community or social media websites.

Initiating the Search

The need for new or replacement positions should be identified as early as possible. Outlined further in this document are considerations that will need to be addressed in preparation for the search process. The Office of Human Resources is available to discuss issues such as position, salary administration, job description, advertisement development, scope of search, and other relevant issues. To fill a vacancy, an online requisition must be submitted. The requisition is routed for review and approval before being posted by the Office of Human Resources. Each approver/reviewer is expected to respond to the approval request within 1-2 business days.

Modification of the Search Process

Circumstances occasionally arise that cause a department to request a modification to the usual search and selection process. Internal searches are permitted only when previous experience at Ithaca College is essential or when extremely unusual or exigent circumstances arise related to the vacancy. Rationale to conduct an internal search should be entered into the appropriate field in the online Recruitment Request. For internal searches, departments should provide a list of individuals who will be involved in candidate screening and selection, a detailed plan for advertising the position, and the expected timeline for conducting interviews and concluding the search. As with all other vacancies, advertisements for internal searches may not be posted prior to receiving approval. If the internal search yields only one applicant, the search is not valid, and the position must then be posted externally.

Developing the Search Committee

Consider the perspectives that search committee members bring to the committee and select a committee with a wide breadth of perspective. Faculty search committees should include representation from different subfields and ranks and must include one faculty member from another planning unit that has some interaction with the planning unit searching to fill the position, however, this faculty member need not come from outside the given school. All administrator and salaried staff search committees must include one faculty or staff member from outside of the searching unit that has some interaction with the position for which the position is being conducted. Direct reports of the position being searched should not serve on that particular search committee. Research shows that the inclusion of an external member on the search committee is correlated with greater success in mitigating bias as insights from different perspectives can enrich the discussion of the search committee, leading to a more robust conversation that helps all search committee members. Moreover, the inclusion of an external member on the search committee shows candidates that Ithaca College is a collaborative college that works beyond departmental or programmatic silos.

Search committees and search committee chairs are selected according to the method specified in the bylaws or other governing rules of the appropriate faculty, school, or unit, as appropriate. If no method of selection is specified, the senior level administrator/department chair shall appoint the search committee and the search committee chair. Since search committees play a pivotal role in hiring our faculty and staff, they should include individuals who:

- have broad perspectives and a commitment to diversity and building abroad and inclusive candidate pool,
- have a good sense of the role, field, students, and other key stakeholders,
- have resources and/or connections to broaden recruitment outreach and the candidate pool,
- have experience in searches that have been successful in recruiting a diverse pool of candidates,
- acknowledge and take measures to combat implicit bias,
- will speak up and ask for evidence when colleagues are not honoring the agreed upon process,
- will make the process welcoming and inclusive for all candidates.

It is important to remember that search committees are critical to the future of Ithaca College as hiring decisions have long-lasting effects on our faculty, staff, and students.

Expectations of the Search Committee

The role of the search committee is to engage in an active search. To search requires proactive placement of advertisements, contacts with other institutions, attendance at professional conferences, maintaining contact with potential future candidates and networking with colleagues in order to net the broadest possible pool of applicants. The committee is also expected to actively broaden the pool, which requires an intentional commitment to using an inclusive lens at each stage of the process.

Regardless of whether the search committee is elected or appointed, the search committee should be provided with a specific charge. The President, Provost, or respective Vice President, Dean, department chair/head or their designee must provide instructions to the search committee as to the scope and nature of its responsibilities, making a clear distinction between the activities of the search committee in the earlier stages of the process and those of the hiring supervisor in the final stages of the process which culminate in the selection of a successful candidate.

Search committees must be apprised of Ithaca College's expectations for inclusion and equity in the search process as well as with federal equal opportunity guidelines. All search committee chairs are required to attend training on inclusive search procedures provided by a representative from Human Resources in order to ensure that each committee chair understands the procedures and expectations. If a search committee chair attends this training in a given academic year and chairs a search in the next academic year, they will not be required to attend the training but would be required to attend if chairing a search in subsequent years.

The search committee chair should schedule an initial search committee meeting where they and members of the committee develop a recruitment plan and establish a timeline consistent with their charge. They must also establish the selection criteria and procedures for screening, interviewing candidates, and keeping records. In order to maintain a fair, equitable and legal search process, it is important that the same evaluation criteria be applied to all candidates. Once you have formed your search committee, prior to reviewing applications, it is important to come to a consensus on what and how a candidate will be assessed and stick to it. Creating a rubric to use is helpful in this process. Attendance requirements/expectations and any additional responsibilities for search committee members should also be clarified.

Some points that need to be established early in the process are:

- Qualifications: a consensus of interpretation
- Criteria for evaluation process: evaluation tools, such as rubric
- Interview questions: weight and assessment, strategic questions to be asked
- Focus of priorities and departmental needs: ideal candidate
- Sense of preferred itinerary: this way you can engage individuals and offices early
- Outreach plan: broad focus of outreach sources and inclusive ad language
- Manner in which decisions will be made and disagreements will be handled

Creating the Advertisement

Using inclusive language can help shape your applicant pool. For example, adding language such as the "expectation of managing diversity in the classroom" or "experience working with diverse populations of students" may help widen your message. It is important to know the needs of your department, identify

areas of opportunity, and to craft ad language that will be impactful and attractive to applicants with the skills you are looking for.

Things to think about when crafting your ad in an effort to be more inclusive:

- What competencies are we including and why are they important to this search?
- Have we made the position description both clear and broad enough to attract a robust pool of candidates?
- Do you make connections to academic initiatives?
- Does the position require a degree; what is the minimum requirement and what is a preference?
- Are you using language like “strong record of scholarship” vs. “distinguished or nationally recognized?”

Examples of inclusive ad language include:

- *The College is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the excellence of the academic community.*
- *Applicants whose work incorporates a global perspective and demonstrates a strong commitment to higher education are particularly encouraged to apply.*
- *We are seeking outstanding candidates with a demonstrated commitment to supporting, empowering and retaining students of all backgrounds.*
- *Candidates who have a demonstrated commitment to embracing diversity as an integral part of the educational experience are preferred.*
- *Faculty candidates who share our pedagogy focus of Diversity, Equity and Inclusion, are encouraged to apply.*
- *Ithaca College is committed to fostering an inclusive educational environment and actively encourages applications from all qualified candidates.*
- *. The School of _____ and/or the Department of _____ are committed to enhancing their ranks and encourage all qualified candidates to apply. Successful candidates should possess specific competencies and demonstrated expertise in multicultural settings.*
- *The School of _____ and/or Department of _____ is committed to fostering diversity within the campus community and curriculum. Candidates who can contribute to this goal are encouraged to apply and to identify their strengths and experiences.*
- *Ithaca College is committed to the development of an inclusive educational environment. We seek to broaden our academic experience by valuing input from multiple viewpoints and perspectives across the college. Our goal is to create an academic community that is rich with cultural, social and intellectual diversity.*
- *Diversity is a core value of the School of _____ at the IC. We believe that the educational environment is enhanced when diverse groups of people with diverse ideas come together to learn. Applicants whose work incorporates a global perspective and a demonstrated commitment to issues of diversity in higher education are particularly encouraged to apply.*

All advertisements **MUST** include the following diversity statement: *“Ithaca College is committed to building a diverse academic community. Experience that contributes to the diversity of the College is appreciated.”*

In accordance with the College’s background check policy, <https://www.ithaca.edu/policy-manual/volume-ii-campus-community/249-background-check>, if the position meets the eligibility criteria for conducting a background check, the following language will be included: “In an effort to promote campus safety and the security of College resources, Ithaca College will, consistent with the requirements of the law and prudent practices, conduct criminal background investigations per College

policy. This position is subject to a criminal background check. All offers of employment are contingent upon review of the criminal background check.”

Following is a sample job posting as it would appear on the Ithaca College website. The same ad text could be used in online job postings that do not charge per the amount of text. A shorter abridged ad should be created for print media considering the cost of print advertising is extremely high (see the same abridged sample print ad copy below the website posting).

SAMPLE JOB POSTING (As it would appear on the Ithaca College website):

*JOB SUMMARY: Ithaca College’s Department of XYZ invites applications for a tenure-eligible Assistant Professor position from candidates with a specialty in XYZ to join a collaborative, growing department beginning July 1, YEAR. The position involves teaching undergraduate and graduate courses in XYZ; teaching courses in other areas such as XYZ appropriate for the candidate’s expertise and the department’s needs; supervising field experiences; conducting and publishing research; and participating in service to the department, campus, community, and profession. - **ADDITIONAL INCLUSIVE LANGUAGE (see examples above) SHOULD BE ADDED HERE -***

QUALIFICATIONS: PhD in XYZ or related field preferred at the time of appointment. However, ABD candidates who have made significant progress towards completion of the degree are also strongly encouraged to apply. College teaching experience and a proven record of teaching excellence also required

DEPARTMENT DESCRIPTION: The XYZ Department

COLLEGE DESCRIPTION (cannot be edited): At Ithaca College, a comprehensive residential campus community of 5,000 students, we strive to be at the forefront of the higher education landscape. We offer a distinct integrative learning experience that makes students ready for the personal, professional, and global challenges of our age.

We seek candidates who embrace integrative learning and want to be a part of this exciting time in Ithaca College history. We encourage creative collaboration and innovation in our faculty and staff, providing support and resources for them to grow in their fields and lead students to their own innovative ideas and achievements.

We welcome different ways of thinking and look for candidates with unique points of view and life experiences. We are inclusive of individuals with a wide range of cultural, personal, and professional backgrounds, talents, and skills. Our campus is a vibrant and rewarding community where diverse minds can learn, succeed, and excel.

Nestled in the heart of New York State's scenic Finger Lakes region, Ithaca College sits atop South Hill overlooking picturesque Cayuga Lake and is just minutes away from the city center. Combining small town warmth and charm with the vibrancy of a college community, the thriving and culturally diverse city of Ithaca has been rated by Kiplinger’s as one of the top 10 places to live in the United States.

To learn more about Ithaca College, visit us at ithaca.edu.

INSTRUCTIONS FOR SUBMITTING APPLICATIONS: Interested individuals should apply online at Ithaca.edu/jobs and attach a cover letter, CV/resume, one representative course syllabus, and a

list containing the contact information for five professional references (OR A VARIETY OF OTHER MATERIALS DEPENDENT UPON WHAT YOU WOULD LIKE TO REQUEST). The cover letter should include discussion of the candidate's teaching philosophy, relevant experience and scholarly interests, and how these relate to the position description above. Under separate cover, please arrange for three letters of recommendation to be sent to: Search Chair, Department of XYZ, Ithaca College, Ithaca, NY 14850. Questions about the online application may be directed to (607) 274-8000. Review of applications will begin immediately. To ensure full consideration, complete applications should be received by DATE.

*DIVERSITY STATEMENT (cannot be edited): All advertisements **MUST** include the following diversity statement: "Ithaca College is building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the College is appreciated."*

SAMPLE PRINT AD COPY:

JOB TITLE - DEPARTMENT

Tenure-eligible position available for candidates with a specialty in XYZ to join a collaborative, growing department beginning July 1, YEAR, to teach undergraduate and graduate courses in XYZ and other areas appropriate for the candidate's expertise and the departmental needs.

Interested individuals must apply online at <http://www.ithaca.edu/jobs>. Questions about the online application may be directed to the Office of Human Resources at (607) 274-8000. Review of applications will begin immediately. To ensure full consideration, complete applications should be received by DATE. Ithaca College is building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the College is appreciated.

The Office of Human Resources serves as the primary point of contact for questions regarding the online application process and this information should be included in the advertisement. Departments may provide search chair contact information in their advertisements for inquiries about the position itself.

Recruitment Outreach and Advertising Plan

The recruitment outreach plan is typically developed by the search chair, hiring supervisor, and members of the search committee. The plan should include the following items:

- a list of major professional meetings and conferences (if any) where recruitment will take place,
- a list of discipline specific journals, publications, websites, and list serves where the ad will be placed
- a list of placement services, laboratories, and programs at other institutions/organizations where the notice will be sent to attract graduates of directly related programs or passive candidates in the field of expertise,
- details regarding what specific efforts will be made to attract underrepresented groups and what additional outreach will take place,
- a list of five individuals that the search committee will personally contact/call in an effort to solicit interest and/or get nominations of candidates from underrepresented groups who meet or exceed the preferred qualifications for the advertised job,
- dates of any and all outreach.

It is imperative to have a comprehensive advertising plan that compliments the rest of your recruitment outreach plan. Countless discipline-specific websites, publications, and journals exist. Departments are expected to research and place these advertisements as appropriate, keeping in mind that the costs for

these postings are the responsibility of the hiring department. When using electronic media, a paper copy of the posting must be retained for the search file.

The Office of Human Resources has institutional subscriptions and will advertise job postings on the Chronicle of Higher Education and the Upstate New York Higher Education Recruitment Consortium (UNY-HERC.org). Departments are expected to advertise in additional discipline-specific sources to enhance and broaden the quality and diversity of the applicant pool. The Office of Human Resources also maintains a listing of recruitment resources.

The Office of Human Resources will also post to local, regional and social media resources such as the ICHR Facebook page, the IC HR LinkedIn page, and various local list serves.

Additional strategies to assist you when recruiting:

- Make personal contacts broadly at professional conferences and invite individuals within your network to apply.
- Go beyond the 'usual' range of institutions from which you recruit.
- When contacting colleagues, specifically ask for recommendations of candidates with perspectives that are underrepresented in your department, in addition to other recommendations.
- Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds (i.e. [Ford Foundation Fellowship Program](#), [American Association of University Women](#), [Minority Fellows Program of the American Sociological Association](#), [Minority Scholarship Award sponsored by the American Physical Therapy Association](#)).
- Contact faculty members from a wide range of racial, ethnic or gender groups to seek their knowledge of prospective candidates. Specifically ask your contacts, if they know any qualified candidates .
- Consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- Include Historically Black Colleges and Universities (HBCUs) and Hispanic, American Indian, and Asian serving institutions in departments from which you request nominations and to whom you send announcements.
- Place announcements in newspapers, journals, and publications aimed specifically at underrepresented groups.

Applicant Contact

Once advertisements have been posted, applicants will begin to submit applications online. Applicants will receive an acknowledgement email from the Office of Human Resources once they have completed their online application. This is the last auto-generated system communication applicants will receive until the position has been filled. Any further communication should be discussed with the Office of Human Resources for consistency.

The Office of Human Resources serves as the primary point of contact for questions regarding the online application process. Departments may provide search chair contact information in their advertisements for inquiries about the position. Responses to direct inquiries should be consistent and about the position or status of the position, not a candidate's specific application or their specific status at that point in time. Please consult with the Office of Human Resources regarding any specific candidate application questions.

Evaluating the Applicant Pool/Selecting Semi-Finalist Candidates

1. The applicant pool will consist of all persons who have completed the application process, including the attachment of any required documents, via the online application system for the advertised position. Search committee members will review application materials online.
2. The search committee evaluates the applicant pool by adhering to the specifics of the advertisement and pre-determined selection criteria. Applications from individuals who lack the minimum qualifications for the position as advertised will not be considered. The committee is cautioned to be mindful of biases in the screening process that could inadvertently screen out well-qualified applicants with non-traditional career paths, non-traditional research interests or publications, and those from Historically Black Colleges and Universities or other minority-serving institutions.

To ensure that applicants are evaluated with inclusion in mind, remember to be open minded about:

- Interruptions in degree programs or work careers; for example, to care for a parent or child because of a disability;
 - The reputation of degree-granting or employing institutions, as star employees have come out of lesser-known institutions (institutional reputation alone, however well deserved, should not preclude consideration of applicants from other solid schools);
 - Careers begun in or including government, business, voluntary service, or other non-academic settings, which are often sources of first time employment for women, minorities, veterans, and persons with disabilities, as well as necessary employment options for trailing spouses in dual career couple relocations; and
 - The value and transferability of skills and experience acquired in these varied settings.
3. Traditional selection criteria, i.e. teaching and scholarship, should be used to evaluate all candidates for faculty positions. Consideration of a potential hire's contributions may also include the ability to diversify the curriculum and pedagogy, expand the parameters of research on diversity-related topics, and attract targeted funding for diversity-related research. It is important to recognize that varied paths and experiences can make positive contributions to a candidate's qualifications. Acknowledge the value of candidates who are "less like us" and consider their contributions to our students, who are increasingly more diverse. Make sure the process allows each member of the search committee to contribute to the evaluation of all applicants.

Here are some examples of questions to consider throughout the evaluation process:

- Are any candidates subject to different expectations or standards because of their race, ethnicity, national origin, or gender?
- Are candidates from institutions other than the major research universities being undervalued?
- Have accomplishments, ideas, and findings of any candidates been undervalued or unfairly attributed to research directors or collaborators due to race, ethnicity, gender, or other protected characteristic?
- Are negative assumptions about whether candidates will "fit in" to the existing environment influencing evaluation?

Steps we can take to help eliminate or alleviate bias in the screening process:

- Learn about and discuss research on bias
- Develop evaluation criteria prior to evaluating candidates and stick to it (as outlined above, this begins at or before writing the job ad)

- Value a diversity of experiences by looking beyond traditional markers of academic excellence (e.g. unconventional career paths; articles published in specialized journals that cater to diverse audiences, applicants with undergraduate or graduate degrees from colleges or universities that attract racial/ethnic minorities, etc.)
 - Take your time with each application. The brochure “Reviewing Applicants: Research on Bias and Assumptions” suggests at least 20 minutes for each application and that the review of applications should be conducted at a time when reviewers are not busy, distracted or under time constraints. When we screen too quickly, we tend to over value candidates who are “just like us” (Bensimon2000)
 - Evaluate the candidate’s entire application (i.e. don’t depend too heavily on part of the application and try to consider the entire package). If you asked for specific documents or attachments, all requested items should be reviewed for all candidates.
 - Be able to defend every decision based on the qualifications of the candidate; be accountable to your colleagues; and periodically evaluate your judgment
4. No candidates may be eliminated from consideration prior to two weeks after the date of the posting of the final advertisement. The College expects search committees to identify candidates for interview in a manner that is consistent with the respective discipline. Evaluation of candidates should not be based on arbitrary criteria nor conducted in a manner that disparately excludes any candidates based on a protected characteristic.

Remember to:

- Include everyone in the conversation
 - Recognize it is everyone’s job to eliminate bias, so avoid asking one or two people to look out for bias
 - Avoid making up stories and assumptions. We have a tendency to make up stories about CVs and as we see from the research those stories can preference some and discriminate against others.
 - Be open to being biased. Just like it sounds. If we can’t admit we have a problem, then we will continue to make the same bias mistakes and expect different results.
5. Once the search committee has selected a “short list” of candidates, the search chair, hiring supervisor (or designee) will change the status of those selected in the online employment system to “Selected for Phone Interview” and provide rationale for their selection. Applicants who will not be considered further **at that time** (even if they are considered alternates who might be considered later) must be designated as “Rejected by Employer” in the system. After all status changes have been made, the search chair must submit this request for review via email to the appropriate parties (Associate Provost and/or Human Resources), to include rationale for selected candidates. The search chair will be notified once the list of candidates has been approved to ensure that the process has been as inclusive as possible.
6. It is expected that the approval request will be responded to within 1-2 business days. **Candidates should not be contacted without prior approval.**
7. Interviews at the semi-finalist level are expected to include at least one question related to inclusivity in the given discipline. (i.e. for faculty, this may include a question about the candidate’s teaching of a given discipline at the college level).

8. In accordance with the college's background check policy, <https://www.ithaca.edu/policy-manual/volume-ii-campus-community/249-background-check>, it is the responsibility of the hiring supervisor/search chair for notifying applicants during the search process that the position is subject to a background check.

Selecting Finalist Candidates to Interview

1. There must be at least two finalists chosen for each position. If the search does not have at least two finalists, the search committee must determine whether or not to conduct additional outreach to solicit more applications or close the search. If a department cannot come up with at least two finalists, the search must be closed and reopened with different parameters in order to bring in 2-3 finalists for each position. The typical finalist pool includes three candidates. Departments are not authorized to bring in a fourth finalist without prior approval of the appropriate Vice President who will consider requests for a fourth finalist visit as an exception to the procedure, therefore, such requests must have compelling reasons.
2. Once the search committee has selected finalists, the search chair, hiring supervisor (or designee) will change the status of those selected to “selected for finalist interview” in the online system and provide rationale for the selection. The other candidates who will not be moving forward in the process and any new applicants who will not be considered further at that time (even if they are considered alternates who might be considered later) must be designated as “rejected” in the system. A reason for non-selection must be provided for any candidate who has gone through a “selected” status (i.e. selected for further review, selected for phone interview). These candidates will be designated as “Rejected by Employer.” After all status changes have been made, the search chair must follow step 5 as outlined above under “Evaluating the Applicant Pool/Selecting Semi-Finalist Candidates.”
3. It is expected that the approval request will be responded to within 1-2 business days. **Candidates may not be invited for interviews without prior approval.**
4. It is strongly suggested that candidates are provided the opportunity to meet other members of the campus community with similar experiences, and that the committee be prepared to respond to concerns and questions that are specifically related to the candidate’s background. Such questions might relate to the numbers of underrepresented faculty/administrators on campus, opportunities for advancement, the quality of life on campus and in the community, and opportunities (professional/personal) for partners and/or children. Accordingly, when planning campus interviews the search committee should consult with the Office of Human Resources to incorporate such opportunities into their schedule.
5. Finalist interviews should take no longer than one working day unless approved in advance. The interview schedule should include the appropriate administrator and provide opportunities for informal interaction between the candidate and non-search committee members, such as faculty, staff, and students. When candidates are required to fly in for the interview, they should be scheduled to fly in the day before and ideally have dinner with the chair of the search committee or designee and up to two other members of the search committee the night before the finalist visit if that is possible. Ithaca College will provide overnight accommodations the evening before the on-campus visit and the evening after as per the needs of each candidate, depending on their geographic and other considerations. See [Procedures for Academic Affairs Faculty Searches](#) for specific parameters surrounding finalist interview schedules and costs associated with searches within the Division of Educational Affairs.
6. When departments have internal candidates as finalists, the departments must conform to these guidelines as closely as possible in order to ensure equitable treatment of all the finalists.

Inclusive Interviewing

A guide for all interview and screening questions is to make them all job-related and to ask them consistently among all candidates. Develop search criteria and interview questions based on job duties and qualifications, and use the same criteria and questions for each applicant interview. It is also important to inform all persons who may be interacting with each candidate — such as student members of the interview panel, or departmental employees who may provide assistance during the search but are not on the committee — of the Guidelines for Pre-Employment Inquiries.

Why is a diverse focus important in the interview process?

- Effective interviewing increases the likelihood of effective hiring, thus reducing the cost of turnover and employee relations issues. Identify key competencies for success for the position and criteria for evaluation, the premiere elements in structuring effective interviewing questions.

Preparing for the interview:

1. Developing Preset Interview Questions

- a. For candidates, preset questions ensure equal evaluation and fair treatment. Each candidate is given the same opportunity to demonstrate his or her knowledge, skills, and abilities. Use the following guidelines to ensure consistency during interviews of finalists:
 - i. Schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates.
 - ii. Develop a group of core questions based on the position-related criteria by which the candidates are to be evaluated.
 - iii. Use core questions with all candidates to allow comparative judgment and ensure that crucial position-related information is obtained.
- b. Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed. In addition, the following considerations will help you to develop preset interview questions:
 - i. Focus on the candidate's ability to perform the essential functions of job and avoid making assumptions based on perceived race, color, ethnic background, religion, creed, sex, marital or familial status, age, disability, national origin, citizenship, veteran status, sexual orientation, or criminal background.
 - ii. Assess the candidate's qualifications for teaching, research, and service (or other applicable qualifications) within a diverse environment.

2. Develop a list of behaviors or characteristics that would fall within each critical competency profile and/or a rubric built on the criteria a candidate will be evaluated against. A Value for Equity, Inclusion, and Belonging is a critical competency that you can align your interview questions with and can be added to your rubric or assessment tool. Once you are aware of the characteristics a candidate should possess, you will be able to formulate your interview questions more effectively. A list of characteristics that would encompass “Value for Equity, Inclusion, and Belonging” is provided below, as well as a list of sample questions to ask in the interview.

- a. Characteristics of individuals who value and support equity, inclusion and belonging display:
 - i. Manage all kinds and classes of people equitably
 - ii. Effectively leverage the contributions of all races, nationalities, cultures, disabilities, ages, and sexes.
 - iii. Support equal and fair treatment and opportunity for all
 - iv. Initiate diversity programs or activities
 - v. Discourage inappropriate language in the workplace
 - vi. Contribute to a welcoming environment for individuals regardless of their background or culture

- vii. Able to support, teach and empower all students while managing and acknowledging needs of historically underserved groups in higher education
 - viii. Able to effectively communicate with people of all races, nationalities, cultures, disabilities, ages, and sexes
 - ix. Proactively manage and promote equity, inclusion, and belonging through hiring, retention and promotion activities
 - x. Lead and positively impact equity, inclusion, and belonging in the workplace and community
- b. Potential interview questions with a diversity focus
- i. [Provide the Ithaca College Statement on Diversity] How has your experience and background prepared you to be effective in this environment with this diversity philosophy?
 - ii. In this position, how do you think you might be able to support the College's philosophy toward equity, inclusion, and belonging?
 - iii. How have you integrated multiculturalism as part of your teaching pedagogy?
 - iv. Tell me about a time when a needed to provide a student/peer of a different gender, race or ethnic background with mentoring or support.
 - v. What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
 - vi. How do you support traditionally underserved and underrepresented students in your teaching?
 - vii. What kinds of experiences have you had working with others with different backgrounds than your own?
 - viii. Tell me about a time you had to alter your work style to meet a diversity need or challenge?
 - ix. How have you handled a situation when a colleague was not accepting of others' diverse backgrounds?
 - x. What does it mean to have a commitment to equity, inclusion, and belonging, and how would you develop and apply your commitment at this institution?
 - xi. What efforts have you made, or been involved with, to foster diversity competence and understanding?
 - xii. What have you done to further your knowledge about equity, inclusion, and belonging? Have you included diversity in your professional development? How have you demonstrated what you have learned?
 - xiii. What kind of leadership efforts would you make to ensure a commitment to the equity, inclusion, and belonging initiative?
 - xiv. What strategies have you used to address diversity challenges? What were the positives and negatives?
3. Create opportunities for candidates to meet with other faculty, staff, or community members who share similar backgrounds. The Office for Human Resources can assist with these efforts.
4. Create a welcoming interview itinerary
- a. The campus interview process can be stressful for any candidate. Communication before, during and after the interview process is recommended to make the candidate feel comfortable and welcomed. This can help reduce the anxiety that interviews can cause and in turn allow you a better assessment of the candidate's interpersonal skills.

- b. Candidates should be invited to participate in an on-campus interview with advance notice as possible and allowing more notice time for any search that a candidate would need to travel a distance farther than an hour to attend. Not all positions have available funds for travel but where available and appropriate, it is encouraged to offer to cover the candidate's travel expenses.
 - c. An itinerary should be sent to the candidate within a timely manner. This itinerary should include details on who the candidate will be meeting with and what times. Candidates should be ushered throughout the process and should not be expected to find their own way. All candidates should have a consistent interview structure and we recommend that they be given opportunities to during identified schedule times to meet with various representatives of their choosing. Departments are encouraged to create a template email with a listing of departments that would be willing to speak to the candidate regarding their particular perspective of the Institution. This is particularly important for underrepresented candidates. They may have questions on services to help make informed decisions on the potential for their success and acclimation within this culture and climate.
 - d. Departments must communicate with any departments or individuals who may potentially serve as a College representative and meet with candidates to see if they would be available for this meeting. The Office of Human Resources can serve in helping departments by meeting with candidates and/or suggesting others across campus to serve in this capacity.
5. Candidates should only be assessed by individuals who have consistently interviewed all of the candidates.
 6. It is a best practice to communicate with the candidate throughout the next steps of the process, including if they have not been selected for the role. Remember, though the candidate is not your choice in this search, they may be a viable candidate in a future search and/or recommend your institution to their colleagues.

Making a Recommendation to Hire

The search committee should select the best-qualified candidate(s) for referral to the Dean or Vice President based on advertised position requirements, candidates' qualifications, and diversity objectives.

1. Upon conclusion of the evaluation process, the search chair will change the Phase of the chosen candidate to Offer in the online system. This will generate a notice to the HR Recruiter, who will generate a Rationale for Hire feedback form to the search chair/hiring manager. Any recommendation for a position that reports directly to a Vice President must be approved by the President prior to any offer of employment or issuance of an appointment form. Similarly, each Vice President or designee must approve the recommendations for all professional and faculty appointments within their respective divisions prior to an offer of employment or the issuance of an appointment form. The Recommendation for Hiring must include a detailed explanation of reasons for selection of first choice candidate(s). All other interviewed candidates must be non-selected and provided with a reason for non-selection.
2. Prior to extending an offer, the salary offer for administrative and staff positions should be discussed with Human Resources. Salary offers for faculty must be discussed and approved by the Dean and/or Provost.

3. **The Recommendation for Hire must be approved and all academic credentials verified before an offer of employment is extended or appointment form issued. Reference checks should also be conducted and satisfactory prior to extending an offer.**

Making the Offer

The hiring manager, dean, department head, or administrator makes the offer to the candidate. When a candidate accepts or declines the position the status of the candidate must be changed in the online system. If the candidate declines the position, the hiring supervisor must change the status of the second choice candidate to Offer and completed the Rationale for Hire feedback form.

If your selected candidate wants to negotiate or has questions you may not be able to answer, don't begin the process with "No"; keep in mind that at times allowances can be made through the Dean's, Provost and/or office of Human Resources. It is recommended to ask the questions of these partner offices as this makes the candidate feel valued. If the candidate is asking, we can assume this is an area of concern for them and ultimately can be a factor in retention.

Remember to communicate with the candidate throughout the negotiation. Serve as a resource for the individual and keep in mind, though monetary rewards are important, providing the candidate with a complete picture of the advantages of working at the College is key.

Keep in mind that individuals relocating from other areas may have a disadvantage in securing housing, connecting to networks and establishing themselves as part of the local community; this is especially challenging for candidates of color who come into this community that is predominantly one racial and ethnic majority.

The Office of Human Resources can provide relocation resources and assistance to all candidates. These resources can include rental listings, moving companies and area information.

The office of Human Resources also provides assistance to trailing partners seeking employment in the area through their Dual Career Program.

Unsuccessful candidates must be notified that the position has been filled immediately following confirmation that the selected candidate has accepted the position. Candidates who received a phone interview or face-to-face interview must be personally notified by the search chair or hiring supervisor by telephone PRIOR to any public announcement of the appointment. Other candidates may be notified by an automatic email sent directly from the online system. This should be coordinated with the Office of Human Resources.

Record Keeping

Rating sheets and all other interview and selection materials — derived from all sources — are important documents that should be retained in a central departmental location/file. All notes become part of the official record. Be advised that even casual comments noted in margins are grounds for written evidence of discriminatory evaluations. The College requires these materials be maintained for a period of three years plus the current search year.

After the Search

The hiring department should be deliberate in welcoming new hires by providing assistance to ensure a smooth transition and enhance the probability of the candidate's success in the new position. The department head should identify someone who will be willing to serve as a mentor and participate in

other professional development activities. Networking along gender and ethnic lines is an effective way to deal with problems of isolation and should be valued and supported. Placing additional diversity-related demands or expectations, such as extra advising or committee work, on minorities or women should be avoided.

According to studies, 90% of employees cement their opinion about a company within the first six months of employment. A comprehensive onboarding approach is key to keep employees engaged throughout their career, reduce turnover and increase employee job satisfaction.

Successful onboarding doesn't just address new hires or the first few weeks of employment, but encompasses the entire employment cycle of the employee from pre-hire to career pathing, advancement and succession.

Exceptions to Ithaca College Search and Selection Procedures

Waivers to Post

All positions at Ithaca College are filled through the posting of an advertisement, (internally and externally) and a search. However, under the following circumstances the search and selection procedures may be waived: when,

- a. The candidate was identified via a search within the past year, or
- b. The appointment is temporary, or
- c. There is an institutional necessity, or
- d. The appointment is the result of an organizational re-structuring or re-organization, or
- e. The candidate will be appointed as an Artist/Writer/Scholar-in-Residence or a Visiting Assistant, Associate or Full Professor pursuant to Sections 4.3.2 or 4.3.3 of the Faculty Handbook.
- f. Exceptional hire
- g. Internal promotion/transfer
- h. Strategic hire

A [Waiver to Posting](#) request must be submitted. The Office of Human Resources should be consulted as to matters involving compensation, benefits, and other relevant issues.

Waivers for temporary appointments

In exceptionally urgent situations, where there is insufficient time to conduct a search, units on campus have the need to make temporary appointments, in order to fill important positions quickly and with minimal disruption. Such appointments may, with the permission of the Senior Level Administrator (Dean/Vice President/President) or their designee in consultation with Human Resources, be made on a short-term basis without the benefit of a regular search and selection process. These appointments, however, have the potential to provide invaluable training and exposure for those individuals appointed, enhancing their credentials as candidates for future on-going appointments. As such, they provide unique opportunities for preparing individuals for roles of greater scope and responsibility. A temporary appointment is not to exceed one year and a formal search to fill the vacancy should commence within six months.

Units wishing to make temporary appointments must first request approval from the appropriate Senior Level Administrator (Dean/Vice President/President). In order to expedite the approval process, consultation with the Office of Human Resources is recommended.

Extensions of temporary appointments beyond one year may be made under exigent circumstances and in the smallest possible additional increments that are suitable to satisfy the needs of the unit. Units wishing to request an extension must submit a formal memorandum along with a copy of the initial Waiver To Posting form and obtain approval from the appropriate Senior Level Administrator (Dean/Vice President/President) or their designee, and the Office of Human Resources. Extensions will be granted only in urgent situations when a unit has made good faith efforts to pursue alternative remedies but are unable to achieve appropriate results.

Waivers for exceptional hires

The candidate is an emerging star in an area that would greatly enhance a program or build strategic new ties between existing programs.

Waivers for internal promotion/transfer

The candidate has the required knowledge, skills and abilities and is acutely aware of the college culture and mission and the departmental practices and processes necessary to perform the responsibilities of the position. The candidate also has excellent performance and meets and/or exceeds expectations for all of the core competencies. *Please note: Administrators or continuing faculty members who have received a written notice of non-renewal in their current position or administrators or staff members who have received a performance review rating of less than meets expectations on their most recent performance review WILL NOT be considered under this category.*

Waivers due to institutional necessity

Under certain exceptional circumstances, institutional necessity may require the departure from regular search and selection procedures. The factors to be considered are whether the safe or efficient operation of the institution is jeopardized, whether extreme adverse impact on other units may result if a search is required, or whether the requesting unit will be substantially and uniquely harmed if a search is required. Because institutional necessity hirings tend to be ongoing rather than temporary, such hirings should be rare and based on a compelling justification before being made. As a result, the President, Associate Vice President for Human Resources, and the relevant Vice President or Dean will confer whenever a departure from the normal search and selection procedures is considered. Final approval will be made by the President. Units wishing to make appointments based on institutional necessity must submit a Waiver to Posting request.

Resources

Chair for Women in Science and Engineering BC and Yukon Region. ["Unconscious Bias."](#) *Westcoast Women in Engineering Science & Technology*.

Fine, E. & Handelsman, J. (2006). ["Reviewing Applicants: Research on Bias and Assumptions"](#). Women in Science & Engineering Leadership Institute (WISELI), University of Wisconsin-Madison.

2009. ["Unconscious Bias in Faculty and Leadership Recruitment: A Literature Review."](#) *Association of American Medical Colleges* 9(2).

Goldin, C. & Rouse, C. (2000). ["Orchestrating impartiality: The impact of "blind" auditions on female musicians."](#) *The American Economic Review*, 90(4), 715-741.

Moss-Racusin, C. et al. (2012). ["Science faculty's subtle gender biases favor male students."](#) *Proceedings of the National Academy of Sciences of the United States of America*, 109(41), 16474-16479.

Network Exchange. (2012). [Unconscious Bias](#). Retrieved July 11, 2013

Steinpreis, R., Andres, K. & Ritzke, D. (1999). ["The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study."](#) *Sex Roles*, 41(7/8), 509-528.

["Benefits and Challenges of Diversity in Academic Settings"](#)

Trix, Frances and Carolyn Psenka. 2003. ["Exploring the color of glass: letters of recommendations for](#)

[female and male medical faculty.](#)” *Discourse and Society* 14(2):191-220.

Wennerås, C. & Wold, A. (1997). [Nepotism and sexism in peer-review](#). *Nature*, 387, 341-343.

For more research on the hiring process and unconscious Bias and Assumptions see WISELI [Reports and Publications](#), subject “Hiring Process” and “Unconscious Bias & Assumptions.”