

Vassar College Faculty Recruitment and Hiring Manual



I. OVERVIEW

A. Introduction

Vassar College is committed to attracting and recruiting an outstanding and diverse faculty, both in support of academic excellence and to reflect the diversity of our student population and the larger community in which we are located. Achieving faculty diversity does not happen by chance or good luck. Rather it is the result of a concerted effort to identify diverse pools of qualified candidates, and the creation of an inclusive environment that is attractive to a diverse faculty. The quality of a search's candidate pool is a direct result of efforts made by the search committee to reach out to as large and diverse a group of potential candidates as possible. For this reason, it is important to be thoughtful, comprehensive, and strategic in each stage of the search.

As you begin the recruitment and hiring process, it is useful to remember that diversity is not an end in itself; it is an essential means of achieving the College's educational and institutional goals. As articulated in its mission statement, Vassar College "strives to pursue diversity, inclusion, and equity as essential components of a rich intellectual and cultural environment in which all members, including those from underrepresented and marginalized groups, are valued and empowered to thrive." At the very core of Vassar's excellence is the College's longstanding commitment to build and nurture a community characterized by a diversity of people, heritages, experiences, academic disciplines, and scholarly pursuits. To achieve this diversity, Vassar is committed to identifying, recruiting, and retaining outstanding scholars who are broadly experienced, intellectually skilled, and committed to preparing our students to function effectively as global citizens.

A predictable, transparent, and fair faculty recruitment and hiring process is essential to fulfilling the College's mission and policies. The process that meets our need for excellence also addresses our desire for inclusiveness. This manual outlines the steps of the process, and includes evidence-based and high-impact practices for recruiting a diverse pool of highly qualified candidates. It is designed to assist search committees in carrying out their duties in this regard, ensure greater consistency across departments and programs during the search process, and lead to a more diverse faculty over time. The recruitment process outlined here is designed as a collaborative one with the result being general concurrence regarding the best qualified candidate for a position. Likewise, the procedures described here provide guidance to ensure that the ultimate hiring decision is in

line with the College's goals of excellence, diversity, and equity.

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

For additional information, refer to the [Vassar College Governance](#) "Part 5. The Educational Organization of the College: B. The Faculty" and the [Vassar College Faculty Handbook](#) "C. Appointment, Extension, Reappointment, and Promotion, II. New Appointments." Much of the language of the following section is adapted from the Governance, the Faculty Handbook, and other College policies.

B. Vassar's Commitment to Diversity, Affirmative Action, and Equal Opportunity

Vassar College's policy is to provide equal employment opportunity for all applicants in all job classifications without regard to an individual's race, color, national origin, ethnicity, citizenship status, religion, creed, age, sex (including pregnancy, childbirth and related medical conditions), gender identity, gender expression, sexual orientation, domestic violence victim status, marital status, familial status, disability, genetic information or characteristics, veteran or military status, criminal conviction, or other characteristic protected by law. Additionally, should state or federal law be enacted which covers additional groups not explicitly listed above, this policy will be deemed amended to afford protection to such groups. All applicants for employment are recruited, hired and assigned on the basis of personal merit, without discrimination on the basis of any of the above characteristics. Furthermore, it is the practice of Vassar College to ensure that all of its employees are treated equally, and that no distinctions are made in compensation, promotion, and transfer because of any of the above characteristics.

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

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

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

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

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

II. ROLES AND RESPONSIBILITIES

A. Dean of the Faculty

The Dean of the Faculty – hereafter, the Dean – grants initial approval for a job search, with the endorsement of the President. The Dean’s approval to hire,

endorsed by the President, is required before any search can be initiated. Approval from the Dean is also required to conduct preliminary interviews (either online, on the phone, or at conferences), to invite finalists to campus, and to offer an appointment for all tenure-track searches. As the person ultimately responsible for hiring decisions, the Dean will ensure that all requirements have been met with regard to the search process. If at any time the Dean determines that any requirements of the search process have not been met, or that any goals of the search are not being adequately addressed, the Dean may require that the search committee re-initiate some individual step or aspect of the search, suspend the search until a later date, or discontinue the search altogether.

B. Faculty Director of Affirmative Action

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

C. Department Chair / Program Director

The chair and/or program director, in consultation with the department and/or program and in accordance with the Governance, is primarily responsible for the process of selection of candidates for new appointments. In the case of a joint appointment, the chair(s)/director(s) of the searching department(s) and/or program(s) will share this responsibility. NOTE: On occasion, a “search chair” is appointed within the department who is separate from the department chair.

D. Search Committee

The search committee reviews the applications for the appointment. Search committees may be constituted (i) according to department or program bylaws; (ii) by agreement among the department(s) and/or program(s) in which the appointment is to be made; or (iii) of all faculty members eligible to vote on the appointment in the department(s) and/or program(s) in which the appointment is to be made. If the latter option is chosen to form the search committee, application materials of all candidates are made available to all members of the department and/or program eligible to vote on a particular appointment. More information about eligibility can be found in the [Faculty Handbook](#).

In department or program action on matters pertaining to tenure-track appointments, the right to vote is restricted to members who have academic suffrage in the general faculty and who are of rank superior to that of the person

under consideration, except that: professors are entitled to vote on cases involving others of the same rank; associate professors are entitled to vote on all new appointments; and assistant professors are entitled to vote on new appointments up to and including the rank of assistant professor. All faculty members on tenure-track appointments may vote on all department matters pertaining to non-tenure-track appointments. Faculty members not on tenure-track appointments may not vote on departmental matters pertaining to appointments.

Members of the department or program on leave of absence or sabbatical may participate in decisions concerning appointment. Before beginning the search, those members should be asked whether or not they wish to be involved in the search—and at which point they would want to be involved. There is no expectation that faculty members on leave should participate in searches, if they do not wish to.

If the search committee is composed of a smaller group of eligible members of the department or program (rather than the department or program as a whole), it should be representatively diverse. For example, the committee should reflect a range of faculty ranks, perspectives, and intellectual approaches. Care should be taken to ensure that no one is being unfairly excluded, and that the composition of the committee is well-suited for recruiting a diverse pool of candidates.

E. Faculty Appointments and Salary Committee

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

F. Equity Advisor

The Equity Advisor – hereafter, the EA – is a non-voting search committee member from outside the searching department(s) or program(s), who is involved in all tenure-track, lecturer and visiting appointments with three-year contracts. The EA is responsible for promoting evidence-based inclusive practices, particularly those described in this manual, during all phases of the search.

The Dean will invite tenured members of the Faculty to participate in an EA training workshop prior to the beginning of each academic year; subsequent

trainings that focus on particular stages of the search may also be provided. Those who successfully complete the training will form a pool of EAs from which the FDAA will appoint one member to each tenure-track and three-year visitor search committee convened during that academic year. Ordinarily, each EA will serve on only one search committee in a given year.

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

General responsibilities of the EA include:

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

Mexican Americans/Chicanas/Chicanos and Puerto Ricans, Asian Americans/Native Pacific Islanders (Hawaiian/Polynesian/Micronesian), people with disabilities, first-generation college students, veterans, LGBTQIA+ and other individuals;

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

The EA is not responsible for controlling the outcome of the search, replicating the role of the search committee chair, or assuming an understanding of others' motives, goals, or objectives. The EA monitors every step of the search committee recruitment and hiring process including the evaluation of applicants, interviews, and final hiring recommendation discussions. To maintain the integrity of the search process, members of the search committee—or the search committee as a whole—should never discuss prospective candidates or make decisions about the search process without the presence and involvement of the EA. While the EA does not vote on decisions, EAs observe and participate in ways appropriate to their role at all meetings and deliberations of the search committee.

III. TIMELINE

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

A. Spring

Late March

- Department/Program submits a tenure-track allocation request to the Dean of the Faculty.

April

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

Late-April – Early-May

- Dean conveys tenure-track allocation recommendations to the President.

B. Summer

Mid-May – August

- The Dean notifies departments/programs of tenure-track allocation decisions.
- Upon approval for a tenure-track hire, the department/program designates members of the search committee.
- The department chair/program director, search committee chair (if different), or, in some cases, the department or program as a whole meets with the FDAA to identify curricular and diversity priorities and to review the process of crafting the job ad for tenure-track appointments.
- The FDAA appoints an Equity Advisor (EA) to the Search Committee. All further Search Committee meetings and actions include the Equity Advisor.
- The search chair, including EA, may also meet with the FDAA to review the Faculty Recruitment and Hiring Manual, develop a formal strategy for proactive recruitment, and finalize the position description and language of the job posting accordingly.
- Once the committee has drafted the job ad, the search chair submits the text of the advertisement through the People Admin interface to the Dean's Office for review. The FDAA is included in this final review and approval.

C. Fall and Spring of the Following Academic Year

September-May

- The search committee identifies and records demographic data on recent Ph.D.s (or other relevant degrees or certifications) in the field(s) of expertise being targeted in the search. These data along with the formal proactive recruitment strategy are submitted to FDAA for approval. [[Proactive Recruitment Form](#)]
- The search committee develops procedures and criteria for evaluating applications. Evaluating criteria should be agreed upon and made clear to all search committee members, who will keep a record of their assessments for each file, based upon these criteria.
- Candidates begin to submit application materials via People Admin.
- The search committee develops a Long List of candidates (generally

around 10-12) to be contacted for preliminary interviews and submits this list via People Admin to the Dean and FDAA for approval. The [Long List Approval Form](#) should also be submitted separately via email.

- Upon approval by FDAA, preliminary interviews are conducted via video conference, phone or at a national professional conference.
- Following the evaluation of the long list interviews, the search Committee develops a Short List (3) of candidates to be invited for on-campus or in-depth zoom interviews and submits this list to the Dean and FDAA for approval through PeopleAdmin. The Short List candidate interviews may be conducted using zoom or via in-person visits. It is important, though, for equity that all three candidates be interviewed using the same format. *Note: the public health crisis might cause a change to the format.*
- Upon approval by the Dean and in consultation with the FDAA, the search committee contacts Short List candidates to set up in-depth interviews. These interviews include time with the Dean and with FASC. If possible, time with student majors is encouraged.
- Following the interviews of the finalists, all members with suffrage in the department and/or program in which the appointment is to be made participate in the final decision to recommend an applicant for appointment, following any relevant program or department bylaws.
- The search committee submits to the Dean a request to make an offer to one of the candidates from those interviews, along with the candidate's CV.
- The Dean authorizes the department chair/program director to make an offer, specifying salary and other terms.
- Department chair/program director works with the final candidate and Dean to negotiate the hiring offer, if necessary.
- The department chair/program director submits to the Dean the final details of the offer. Once the offer is accepted by the candidate, the chair or director should submit a Request for Appointment Form and CV to the Dean of the Faculty Office, who will draft an appointment letter and contract to be sent to the candidate. Once these signed documents are returned to the Dean of the Faculty Office, the advertisement will be removed from People Admin, the Vassar website, and all other places it is advertised on the web.

D. Fall and Spring: Visiting and Adjunct Positions

- During the Staffing Plan process, department chairs and program directors may submit requests for non-tenure-track appointments (see section IV.B for more information).
- Department/program requests visiting and/or adjunct positions as part of the staffing plan process.
- These positions are typically filled in the Spring semester.

IV. Search Checklists

A. Tenure-Track and Lecturer Positions

- Submit tenure-track allocation request to Dean (TT only) in the Spring semester.
- Secure Dean and President approval for tenure-track allocation.
- Upon approval to conduct a search, meet with FDAA to discuss curricular and recruitment priorities and job ad. An EA is assigned to the search.
- Submit a job ad for approval and posting via People Admin.
- Identify and record demographic data on recent Ph.D.s (or other relevant degrees or certification) in field(s) targeted in search.
- Finalize strategy for proactive recruitment. Submit the [Proactive Recruitment Form](#).
- Develop procedures and criteria for evaluation of applications.
- Submit the [Long List](#) of candidates for preliminary video conference interviews, with rationale for selection, to FDAA for approval through People Admin.
- Identify the short list of candidates for on-campus or in-depth zoom interviews to the Dean and FDAA for approval. This is done by changing the status of those candidates in People Admin, and sending the Dean and FDAA an email.
- The Dean reviews the Short List for approval.
- Conduct on-campus/zoom interviews, including appropriate meetings with Dean/Associate Dean, FASC, and students.
- The AA may submit reimbursement requests to the Dean of Faculty Office on behalf of the candidates and department/program. Please refer to maximum reimbursement amounts available.
- Meet with all members holding suffrage in the department and/or program to decide on the final recommended candidate or the ranking of finalists.
- Submit [Finalist Interview Results Form](#) and candidate CVs to Dean.
- Submit final details of the hiring offer to Dean, as well as a Request for Appointment form.

B. Visiting and Adjunct Positions

In general, short-term requests should be submitted through the staffing plan process in the year prior to the position being advertised; however, the Dean of the Faculty Office understands that there are sometimes extraordinary circumstances that require off-cycle requests.

Staffing Plan Process Short-Term Requests

- Position is requested by the department/program in the fall during the staffing planning process.
- If the Dean approves the position and it is fewer than 3 years, then the department/program decides whether they want to post the position, or if they have contacts with whom the department can communicate. For three-year positions, an EA and a job posting are required.
- If the department proceeds with posting the position, the advertisement needs to be created and then submitted through People Admin, where it is reviewed and approved by the Associate Dean of the Faculty, Assistant Dean for Academic Administration, and the FDAA.
- "A candidate for a visiting or adjunct position must be approved by the Associate Dean before an offer is made to the candidate.
- The length of the position determines with whom the candidate needs to meet, as well as how many candidates can be selected for a final interview:
 - 3-YEAR VISITING- Meeting with Dean or Associate Dean is optional and at the discretion of the department/program
 - NO FASC meeting
 - allowed 2 candidates per position for final interviews
 - 2-YEAR VISITING- Meeting with Dean or Associate Dean is optional and at the discretion of the department/program
 - NO FASC meeting
 - -allowed 2 candidates per position for final interviews
 - POST-DOCTORAL POSITIONS (2-YEAR) -Meeting with the Associate Dean is required.
 - NO FASC meeting
 - allowed 2 candidates per position for final interviews
 - 1-YEAR VISITING- No meeting with Dean, Associate Dean, or FASC
 - allowed 2 candidates per position for final interviews, but may hire first candidate without interviewing second
 - ADJUNCT (PART-TIME POSITIONS)- No meeting with Dean, Associate Dean, or FASC
 - allowed 2 candidates per position for final interview, but may hire first candidate without interviewing second

Once the department has made a decision about who they would like to hire, they change the status of the individual they would like to hire in the Vassar Employment site to "Short-Term Dean Review." When this status is changed, the system will ask you to choose the individual who needs to review this. Please choose Lisa Brawley,

as the Associate Dean is the reviewer for these positions. The Associate Dean needs to approve the request to hire before an offer is made.

Off-Cycle Short-Term Requests

- Position is requested by the department/program via direct email to the Associate Dean.
- The Associate Dean will then set up a meeting with the requesters to best understand the need.
- After consulting with the Dean, the Associate Dean will respond to the requesting department or program regarding whether or not the request was approved. Advertising cannot occur until the Associate Dean has responded with a formal answer.
- After receiving approval, advertising moves forward in People Admin, and final approval for hire still needs to be submitted to the Associate Dean prior to an offer being made.

Please note that all short-term 1-3 year positions must be advertised through People Admin. Post-doctoral fellowship positions do not need to be advertised in the same fashion.

V. Preparing For The Tenure-Track or Lecturer Search

A. Initiating a Search

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

Preparing for a search provides an opportunity for the department/program to reflect upon its curriculum, the expertise of current faculty, its future direction, and the potential for increasing not only the professional breadth, but also the intellectual and social diversity of its faculty and students. The department/program should reflect on how well it represents the full range of its subject matter, as well as the diversity of the College and the larger society for which it is preparing its students. Departments and programs

should carefully analyze their programmatic needs and develop a relevant and up-to-date position description prior to submitting a formal application to fill any positions. Prior to requesting a position, the department or program are encouraged to consult this manual to ensure that the description of the position is sufficiently broad to attract the widest possible range of candidates, and to review the requirements for writing a description of the position, including Vassar's commitment to diversity and equal opportunity.

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

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

B. Crafting the Position Description

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

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

Once the essential and preferred qualifications have been identified, they can be incorporated into the job description for inclusion in the position announcement and advertising. The description should capture the essence of the position succinctly, yet completely. **Those**

qualifications/skills that are essential should be identified as “Required,” while secondary qualifications/skills should be acknowledged as “Preferred.”

These qualifications/skills should be noted in the Tenure-Track Appointment Proposal and should be used in the initial evaluation of all candidates.

Please note that the following statement on affirmative action and diversity is added to and prominently placed in all ads. It should be used when distributing the ad widely:

Vassar College is deeply committed to increasing the diversity of the campus community and the curriculum, and to promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. The College is an Equal Opportunity and Affirmative Action employer, and especially welcomes applications from veterans, women, individuals with disabilities, and members of racial, ethnic, and other groups whose underrepresentation in the American professoriate has been severe and longstanding.

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

Diversity Competencies: the position description should be written to attract the widest possible range of candidates, and departments/programs should think broadly about the types of experiences candidates might bring to the position. Research suggests that job descriptions that do not include some kind of language that seeks or welcomes the kind of research and teaching interests being done by members of underrepresented groups are less effective in attracting a diverse pool. All position descriptions must require candidates to submit a Candidate Diversity Statement. The following is suggested language for including this requirement:

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

<https://offices.vassar.edu/dean-of-the-faculty/positions/candidate-diversity-statement/>

Application Deadlines: the outreach efforts necessary to obtain a large and diverse candidate pool will require adequate time. Therefore, rather than setting a particular deadline for submitting applications, the following wording is strongly suggested: *“review of applications will begin on [date] and will continue until the position has been filled.”* This approach allows search committees to solicit and accept applications throughout the hiring process until an appointment is made. For convenience, you may also include language that frees you from being obligated to review applications that arrive after the application deadline: *“There is no guarantee that applications received after this date will be reviewed.”* **Please note that for equity reasons the search committee *must* wait to begin the review of applications until the application date provided by the department or program.**

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

Vassar College Dean of the Faculty Office

Positivr. Title: Tenure-Track Assistant Professor in Cultural Anthropology

Position Introduction: The Department of Anthropology at Vassar College invites applications for a tenure-track assistant professor position in cultural anthropology or related field beginning Fall 2023.

AA Statement: Vassar College is deeply committed to increasing the diversity of the campus community and the curriculum, and to promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. The College is an Equal Opportunity and Affirmative Action employer, and especially welcomes applications from veterans, women, individuals with disabilities, and members of racial, ethnic, and other groups whose underrepresentation in the American professoriate has been severe and longstanding.

About Vassar College: Vassar is a highly selective, coeducational liberal arts college of about 2400 undergraduate

students, located in the Hudson Valley, seventy-five miles north of New York City. Vassar stands upon the [homelands of the Munsee Lenape](#). The College is located in Poughkeepsie, home to a culturally diverse community, and benefits from convenient commuter rail access to New York City. Vassar faculty are committed teachers/scholars who bring research and creative discovery to life for students in classrooms, labs, and studios and in individually-mentored projects. They teach broadly in the curricula of their departments, advise students, and serve on college-wide and departmental committees. The College maintains a generous leave policy, provides strong support for research, and encourages multidisciplinary approaches to teaching.

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

How to Apply: Candidates should submit a letter of application, a C.V., a statement of teaching experience and philosophy, a statement of research experience, a candidate diversity statement, graduate school transcript (an unofficial copy is acceptable for initial application), and three letters of recommendation. Additional information on candidate diversity statements can be found at <https://offices.vassar.edu/dean-of-the-faculty/positions/candidate-diversity-statement/> To apply, please visit <insert link>. Review of applications will begin on October 20, 2022 and will continue until the position has been filled. There is no guarantee that applications received after this date will be reviewed.

The position advertisement (job ad) is submitted for approval through the People Admin system. Please refer to [I.10.14.21.AJA Posting a Faculty Position Procedure](#) for step by step instructions on entering the advertisement.

C. Candidate Diversity Statement

All position descriptions require candidates to submit a diversity statement. This statement provides the candidate's unique perspective on their past and present contributions to, and future aspirations for, promoting diversity and inclusion in their professional careers. The purpose of the diversity statement is to help departments and programs identify candidates who have professional experience, intellectual commitments, and/or willingness to engage in activities that could help the College fulfill its mission in these areas. **Search committees *must* consider the candidates' diversity statements as part of the overall evaluation process.**

There is no requirement or expectation that a candidate disclose their identity or membership in any protected class or group, either in the diversity statement or in other application documents submitted to the search committee. Voluntary demographic information is solicited through the application process; however, those data are confidential (i.e., not linked to specific names) and are not provided to members of the search committee. Only the FDAA has access to these data.

A diversity statement can take a variety of forms. For example, it can address or discuss:

- how the candidate engages with a diverse range of students in the classroom.
- how the candidate incorporates diversity into their teaching materials and methods.
- how a candidate can administratively support diversity among students, staff, and faculty.
- how a candidate addresses diversity in their research or artistic activity.
- past experience working with members of groups that are traditionally underrepresented or marginalized (either in society or in the academy).
- past diversity-related activities in teaching, research, mentoring, committee service, and community service.

Some faculty candidates may not have substantial past activities in these areas, so they may focus on future plans in their statement or on the relevance of their field to issues of diversity and inclusion.

Additional information for candidates on diversity statements can be found at: <https://offices.vassar.edu/dean-of-the-faculty/positions/candidate-diversity-statement/>

D. Forming the Search Committee

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

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

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

All members of the search committee must agree that all information, conversations, etc. regarding the search are confidential and should not be held in public areas or discussed with anyone who is not on the search committee. Members of the search committee may only discuss candidates, their qualifications, and the search process with other members of the department/program and College administrators directly involved in the search. It is also expected that members of the search committee refrain from engaging in “sidebar discussions” with individual members or subsets of the search committee outside of regular search committee meetings since this can introduce implicit or explicit forms of bias that undermine the integrity of the search. *The EA should be present for all conversations related to the candidates and the search process.*

During the first meeting of the search committee, the committee chair and EA will review with the search committee the timing and sequence of steps in the recruitment and hiring process and the procedures attendant to each step. This meeting also provides an opportunity to explain the role of the EA, the expectations for confidentiality, and the proposed timeline. During this meeting, the search committee chair and the EA will review this manual with the committee.

E. Reviewing the Position Description

Upon receiving approval for the hire, and after a search committee has been formed, the search chair and the EA appointed to the search should meet with the FDAA to review the original request for the position, with specific focus on the position description and the department’s/program’s plans for recruiting a

large and diverse applicant pool.

At this time, the search committee should begin to accumulate data on the demographic profile of recent Ph.D.s (or other relevant degrees or certifications) in the field for which a candidate is being sought. For resources to assist with accumulating data, see I. Composition of the Applicant Pool (below). These data should be submitted around the date on which the review of applications begins, but *must* be submitted by the time that a Long List of candidates for preliminary interviews is put forward for approval.

F. Placing the Ad

Once the advertisement has been created by the search chair and/or the search committee, it will need to be uploaded into PeopleAdmin at <https://employment.vassar.edu/hr>. Please note that the "About Vassar" verbiage, as well as the Affirmative Action statement are defaulted into the template of the employment system. The task of entering the advertisement is typically performed by the departmental Administrative Assistant. When the position has been entered into the system, the Dean of the Faculty Office will be alerted via email. The Office Specialist, Melissa Rose will then forward the text of the advertisement to Lisa Brawley, Associate Dean of the Faculty, Melissa Naitza, Assistant Dean for Academic Administration, and Jeffrey Schneider, Faculty Director for Affirmative Action, for their review and approval. If the advertisement is approved, it is then posted. At this point, it will also be linked onto the [Dean of the Faculty Academic Positions page](#) and placed in the following venues: Indeed.com, metro-ny-southern-ct.hercjobs.org, Chronicle.com, DiverseEducation.com, InsideHigherEd.com and HigherEdJobs.com. Tenure-track positions will also be posted in hard copy in the Chronicle of Higher Education.

The Dean's office will also cover the expenses of placing the job description in two additional field-specific journals/websites. More than two field-specific sites may be chosen; however, the department or program should consider how these additional advertisements will be funded. Additional postings to affinity groups within disciplines may be covered, on a case-by-case basis. In these cases, the EA and chair can make a request to the Dean on behalf of the search committee, including the rationale for the additional posting(s).

G. Proactive Recruiting

Hiring outstanding faculty members begins long before an offer is made. Research and experience show that effective searches are proactive, advertise the position broadly, and employ both creative networking and innovative search strategies. Search committees should look beyond the standard vehicles for job announcements in the field, and should include the various professional journals and websites that serve underrepresented graduate students and scholars.

Professional involvement on the part of the faculty and search committee members, including participation in professional organizations and other gatherings, can be important sources of information useful in faculty searches and may offer connections to a variety of qualified candidates. Similarly, graduate schools offer rich pools of qualified candidates.

It is important, however, to consider how to reach not only traditional candidates, but also candidates from underrepresented groups who might be left out of populations reached by the “usual” methods by which positions are announced and advertised. Thus, search committees should think creatively about how to communicate the position announcement to a diverse population. Personal and professional contacts can be extremely effective in exploring avenues for reaching diverse applicant populations. Contacting affinity organizations within or related to the discipline can also yield results. Beyond print media, committee members should use electronic bulletin boards, organizational websites, professional newsletters, and conferences as well as their own social media accounts. Search committee members should be aware that their own networks may not be sufficient for identifying and encouraging applicants from underrepresented groups. Broad representation on search committees, as well as efforts to advertise beyond personal networks, can help in navigating this challenge

Graduate schools can also provide a direct link to qualified and diverse candidates who are completing their education; of special focus should be those schools that have historically served and currently serve underrepresented groups. A list of historically Black colleges and universities can be found at hbcuconnect.com/colleges/. A list of Hispanic-serving institutions can be found at www.hacu.net/hacu/HSIs.asp. A list of Native and Indigenous Serving Institutions can be found at <https://www.isepestudyabroad.org/while-you-are-abroad/resources-for-diversity-inclusion/native-and-indigenous> A list of Asian American and Native American Pacific Islander-Serving Institutions can be found here: <https://apiascholars.org/aanapisi-week-2021/>. For a list of organizations that

can be contacted to help in recruiting a diverse candidate pool, see Appendix C.

All efforts made by the search committee and other members of the department/program to identify and disseminate the job description and other relevant information to a broad and diverse candidate pool should be documented on the [Proactive Recruitment Form](#). (It may be helpful to create a Google doc on which everyone can log their outreach activities.) This form is submitted to the FDAA before a Long List of candidates can be approved for preliminary interviews. Note: Complete documentation of your outreach activities is also essential should the college need to apply for a U.S. work visa for the candidate you select.

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

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

- note that the diversity of programs is often regional - for example, universities in the southwest often have larger Native American and Latinx populations than do eastern schools.
- contact Vassar alumnae/i who are in graduate school, recently granted advanced degrees, or currently in faculty positions. Send them the job description and ask for nominations or request that they convey the description to others who could help broaden and diversify the applicant pool. Stress the department's/program's commitment to increasing faculty diversity.
- contact minority fellowship associations or consortiums such as the Ford Foundation Diversity Fellowship and the Consortium for Faculty Diversity (CFD). The Dean's office can provide an up-to-date list of CFD scholars and their academic fields. Contact these candidates and encourage them to apply.
- search for national or university-specific graduate student organizations or conferences for students from diverse backgrounds (e.g. the minority student organization at the UC Berkeley Chemistry Department; the Native American graduate student organizations at Universities of Michigan, Illinois, and Oklahoma). Write to officers or contact persons and send the position description.
- if a response to emails is not received, follow up with a telephone call. This will provide an opportunity to share more information about the position and personally convey Vassar's and the department/ program's commitment to diversity and the critical importance of achieving a diverse applicant pool.

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

I. Composition of the Applicant Pool

Ideally, the proactive recruiting efforts of the search committee and other members of the department/program will yield an applicant pool that reflects or exceeds the diversity of recent Ph.D.s (or other relevant degrees or certifications) in the field(s) or subfield(s) that is/are mentioned in the job description.

In addition to documenting the committee's outreach efforts, the [Proactive Recruitment Form](#) submitted to the Dean and FDAA (at the same time as the Long List of candidates for preliminary interviews) requires the search

committee to report the demographic profile of recent Ph.D.s (or other relevant degrees or certifications) in the area(s) for which a candidate is being sought. Often these data are already collected by the professional associations for each field, such as the American Anthropological Association, the American History Association, the Modern Language Association (Association of Departments of English and Association of Departments of Foreign Languages), etc. If your department has an institutional membership, you might just be able to write to the appropriate person in these organizations and request the data. In addition, there are also two possible resources for gathering these data on your own: The National Science Foundation (www.nsf.gov/statistics/srvydoctorates/) and the American Academy of Arts and Sciences (www.humanitiesindicators.org/). Because all applicants for faculty positions are asked to complete a voluntary self-identification form, whose data are maintained in a file separate from the application materials, the FDAA can gauge the demographics of the applicant pool and compare it to the potential pool of recent Ph.D.s.

J. Authorization

At various stages in the process, the search chair must report committee decisions in order to receive approval from the Dean to move on to the next stage. These steps include: the long list of candidates for preliminary interviews, the short list of finalists for on-campus interviews, and the final offer.

The process for reporting these steps include noting in People Admin the candidates whom the committee is requesting permission to move on to the next stage (usually completed by the departmental AA) and submitting the necessary forms via email to the Dean and FDAA.

VI. Evaluating Applicants

A. Developing Evaluation Criteria

Once the position has been approved and advertised, the search committee will meet to establish its procedures and plan for receiving and evaluating applications. Each committee should design an evaluation instrument to be used for all applicants. By using standard, comprehensive procedures for

evaluation, everyone involved in the process, from committee members to applicants, will know that the process is being carried out fairly, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement and advertising. The EA is responsible for ensuring that the evaluation instrument is designed to fairly evaluate candidates and is inclusive in nature. It may be useful to have three separate evaluation forms, one for initial evaluation to determine the Long List, one to determine the Short List after the preliminary interviews, and one to determine the final recommendation after the on-campus interviews. For ease of use, it is best to create a form that requires minimal writing or typing by members of the search committee. A sample initial candidate evaluation sheet is located [here](#). A sample electronic evaluation sheet constructed in Google Forms is available [here](#). To adapt this example for use by your own search committee, simply make a copy and edit it. (NOTE: There are several advantages to using an online instrument like Google Forms: search committee members input their data before seeing the scores of others, which can minimize implicit bias; it creates a spreadsheet that can make it easier to see the results and quickly exclude those who lacked required qualifications, as decided by multiple readers; the spreadsheet can also be easily sorted by different criteria, allowing different looks at the results; the spreadsheet also provides part of the necessary documentation that might be required for work visa applications; finally, an online form can replace paper, which can be easily lost).

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

- Examine applications from students and graduates of programs with a track record of producing candidates from underrepresented groups. It may also be necessary to carefully consider candidates who hold degrees from institutions that may not be traditionally top-rated in the field, since they may have been historically more successful in attracting the best and brightest graduate students from underrepresented groups.
- In defining what constitutes “best,” consider what a candidate could bring to the department/program, its curriculum, and the College as a whole in a wide variety of ways, including the ability to contribute to the mission of diversity, equity and inclusion.
- If the position has been approved because a department/program faculty member has recently retired or left, the search committee should not approach the search as a mission to “replace” this person. Instead, the committee should view this as an opportunity to seriously consider how the new faculty member can realize multiple missions, including meeting the curricular interests of current students.

- Resist the impulse to label one or more of the candidates as the “most promising” as this may make it difficult for other candidates to be fully considered.
- Avoid assumptions that a woman or a member of a particular ethnic group would not feel welcome in the community or would not be able to relate well to others of different groups. These types of assumptions are damaging and will work against diversity efforts. Other assumptions to avoid include a candidate’s willingness to move, willingness to stay long-term, partner/spouse’s willingness, etc. Search committees should let candidates decide these issues for themselves. Unless a candidate offers other reasons, the committee should operate with the understanding that professional interests motivate the application.
- Continually examine whether judgments on a person’s character, types of experiences, or accomplishments are being affected by subjective factors, stereotypes, or other biases and assumptions.
- Refrain from evaluating candidates based on the criteria of “good fit.” Candidate “fit” into the department/program and into the community generally leads to finding a person who will blend in easily with the existing structures and who will not alter dramatically the status quo. Women in non-traditional fields, individuals with disabilities, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds than the majority may be presumed not to “fit” as well into the professoriate as white, male, able-bodied candidates who attended prestigious schools. Beware of these sorts of presumptions and make every effort (during interviews, in written communication) to show candidates that they WILL fit, and then let them decide for themselves whether or not that is true.
- Beware of the trap of measuring everything against a restrictive standard. Candidates, for example, who earned their degrees later in life or from less prestigious institutions, candidates who currently hold positions at less prestigious institutions, candidates who worked part-time when their children were young, or those whose experience is off the beaten path may be excellent candidates who could bring rich experience and diverse backgrounds to the campus.

The initial evaluation of candidates should be designed to *include* candidates. Screening with the primary purpose of narrowing the pool may result in overlooking excellent candidates. Search committee members should review

all candidate files thoroughly using the same candidate review form (either a paper version or an online version) before engaging in discussions in which they offer opinions. Be mindful that some candidates from underrepresented groups may not appear as strong on paper as they are in person. Evidence suggests that such scholars face a variety of greater challenges than their majority counterparts. Therefore, whenever possible, search committees should keep qualified potential candidates in the pool throughout the search process. The committee should strive for diversity in the pool of interview candidates, since an interview often reveals qualities not easily visible in an application.

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

- Determine, prioritize, and document search criteria based on position duties. Using a standard form will keep committee members focused on the agreed-upon criteria and provide documentation of the process.
- Discuss the range of evidence that will be considered as relevant to each criterion.
- Develop a mechanism for evaluating applications that includes recording why the applicant was or was not selected. Search committees will need to justify their final recommendations based upon the position description. Such information will be required for visa purposes if the search leads to an appointment of someone without long-term authorization to work in the U.S.
- Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's/program's goals. Discuss the relative weight of the different criteria, and the likelihood that no or few candidates will rate highly on all of them.
- Identify essential or threshold qualifications without which a candidate will not be selected, no matter how impressive in other areas, then rank other skills or competencies in order of importance.
- Consider including criteria not directly related to the specific discipline if they are nonetheless important to the ability to succeed in the job in the department or program, such as an unusual combination of skills/perspectives.
- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., a candidate who worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began their career at an institution that was not research-intensive, or individuals with disabilities whose

- careers have been interrupted).
- Consider highly successful people with transferable skill sets.
- Ensure an equitable search by treating all candidates in the same manner. This includes asking the same questions under the same conditions, and evaluating candidates using consistent criteria.

B. Creating a Candidate Long List

Using People Admin, the search chair or departmental AA will update the statuses of the Long List candidates for review and approval by the Dean and the FDAA. Please refer to [I.10.13.21.AJA Reviewing Applications and Moving them through Workflows](#) for complete instructions. The [Proactive Recruitment Form](#), including the data regarding the demographic profile of recent Ph.D.s (or relevant degree or certification) in the discipline, must also be submitted separately to the FDAA at this time via email (preferably earlier). The [Long List Form](#) should reflect the search committee's consensus on the multiple criteria used to choose candidates to interview, including the job description and the needs of the department and students with respect to diversity. In developing the list, search committees should follow the *high-impact practices* listed outlined above as well as the additional ones below:

- Develop a preliminary list before creating the Long List and check to see that it includes women or individuals from other underrepresented populations.
- Consider developing preliminary lists based upon different criteria, such as teaching, research potential, mentoring experience or capacity, or scholarly promise. This can be a way to avoid the "halo effect" that results from reliance on overall impressions rather than evidence-based judgments of particular criteria.
- Be mindful of evaluations that might have inadvertently screened out candidates from institutions that serve underrepresented populations.
- Check for implicit bias against non-traditional career paths, unusual undergraduate degrees, or different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such experiences, while evaluations of women with similar experiences go down.
- Keep in mind the experiences and needs of Vassar's diverse student population and candidates' ability to contribute to the college's DEI mission.
- Review the top female candidates and/or candidates from underrepresented populations to determine whether evaluations of them might have been influenced by implicit bias.

- Attempt to include multiple women and candidates from underrepresented populations on the Long List. Evaluation bias can be minimized if search committees interview more than one woman or individual from an underrepresented population. Research indicates that interviewers evaluate such candidates more fairly when there is more than one in the interview pool.
- Be mindful that there are many ways to assess a candidate's skills and abilities, and each assessment tool produces different kinds of information.

C. Authorization for the Long List

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

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

D. Preliminary Interviews

A search committee may choose to interview a preliminary list ("Long List") of 10-12 applicants before selecting candidates to invite to campus. (Generally, the Long List consists of 10-12, but may be shorter or longer depending on the total number of applications, the overall quality of the applicant pool, and the competitive nature of the field or subfield.) These preliminary interviews are highly recommended and may take the form of phone, video, or conference interviews. (We encourage the use of videoconferencing (such as Zoom) because of the ease with which interviews can be scheduled and conducted, the minimal costs associated with it compared with conference interviews, and the opportunity for all search committee members to watch recordings, should they not be able to attend a candidate interview.) For tenure-track searches, when authorized in advance by the Dean, the College reimburses travel expenses for up to two members of the search committee (normally the

department chair or program director and one other person) to travel to a professional conference or meeting to conduct preliminary interviews (“conference interviews”). The College does not reimburse for off-site interviews for non-tenure track positions. On the expectations and legal issues around conducting interviews, see H. Guide for Interviewing (below).

E. Creating a Candidate Short List

After preliminary video/phone interviews have been conducted and each candidate’s qualifications have been sufficiently discussed, the search committee develops a Short List of three candidates it wishes to invite to visit campus (or the equivalent on Zoom). The search committee should decide in advance the format of these interviews (Zoom or in-person) and use this same format for all three candidates. The Short List of candidates is identified in People Admin and candidate statuses should be updated appropriately and the [Short List Form](#) sent by email. (NOTE: The Short List Form is essentially the same as the Long List Form except; here you provide details about why the three candidates were moved on and why the others were excluded. You can also list alternatives should one of the three finalists withdraw from the search.) In constructing the Short List, the search committee should follow the same high-impact practices for developing the Long List. The Dean, in consultation with the FDAA, must approve this list of finalists before any invitation to visit campus or in-depth Zoom interviews can be extended.

F. Authorization of the Short List

Throughout the search process, the EA works with the FDAA to ensure compliance with equal opportunity and affirmative action procedures. The EA confirms that the process has been a fair and equitable one and that applicants from underrepresented groups and the categories governed by affirmative action regulations were given appropriate consideration.

As with the Long List, the Dean, in consultation with the FDAA, will review the Short List against the available demographic summary data to ensure that the list reflects the overall profile of the qualified candidate pool. Should there be major discrepancies between data of the overall profile and the Short List, the FDAA will identify from the Long List of applicants additional qualified candidates for consideration. Should the FDAA determine that the Short List does not satisfactorily reflect the overall profile of the qualified candidate pool, the Dean, in consultation with the FDAA, may require that the search committee re-initiate some individual step or aspect of the search, or discontinue the search altogether.

G. On-campus or In-depth Zoom Interviews of Short List Candidates

Scheduling Interviews

Interviews of finalists are normal practice and will take place either in-person on campus or via videoconference. The department/program is responsible for scheduling these campus visits. (For short-term appointments, the Dean or the President may occasionally authorize a chair/director or their deputy to interview a candidate off campus and make a recommendation on the basis of such an interview.)

All Short List interviews must be approved in advance by the Dean (for Tenure-Track and Lecturer positions) or Associate Dean (for 3-year visitor and post-doctoral positions). Any interviews that involve a meeting with the Dean or Associate Dean must be scheduled in consultation with the Dean's office before any plans are solidified. *Please contact the Dean's Executive Assistant, Pat Turner, in order to schedule these meetings.* For non-tenure-track positions of fewer than 3 years, there is no need to seek approval for the finalist interviews. For post-doctoral position searches, the chair/director sends the CVs of the finalist interview candidates to the Associate Dean for approval.

Students should participate in the in-depth Zoom or on-campus interviews of all candidates for tenure-track positions if possible and provide input to the search committee.

Short List Interview Policies

Tenure-Track and Lecturer Positions

- Candidates must meet with Dean
- Candidates must meet with two senior faculty outside the department/ program, including one member of FASC
- 3 candidates per position are allowed
- \$300 maximum reimbursed for hospitality for on-campus interviews
- 2-nights stay covered by Dean (Ordinarily 1-night for candidates from the New York-Metro area)

3-Year Visiting Positions

- These positions follow the procedures outlined above for Tenure-Track and Lecturer positions: a national search, work with an EA and search committee, etc.
- Meeting with Dean or Associate Dean is optional and at the discretion of the department/program
- Candidates do not meet with FASC
- 2 candidates per position are allowed
- \$200 maximum reimbursed for hospitality during on-campus interviews
- 2-nights stay covered by Dean (Ordinarily 1-night for candidates from the New York-Metro area)

2-Year Visiting Positions

- Same as 3-Year Visiting Positions (above), except that there need not be an assigned EA. There is also no expectation that the department/program conduct a national search (a regional search is fine). A \$200 maximum is reimbursed for hospitality during on-campus interview

Post-Doctoral Positions (2-Year)

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

1-Year Visiting Positions

- Normally carried out as regional rather than national searches; no reimbursement of airfare, no overnight stay, and no moving expense reimbursement
- Candidates do not meet with Dean, Associate Dean, or FASC
- 2 candidates per position are allowed, but may choose the first candidate without interviewing the second
- \$150 maximum reimbursed for hospitality during on-campus interview

Adjunct (Part-Time Positions)

- Same as 1-Year Visiting Positions (above), except that a \$50 maximum is reimbursed for hospitality

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

H. Guide for Interviewing

In interviewing both the Long List and Short List of candidates, it is crucial that all candidates be treated in the same manner. The search committee must use the same format (e.g. phone, video conference) to interview all candidates from the Long List, *including internal candidates*. Likewise, the same questions should be asked of all candidates, preferably in the same order and by the same interviewer; questions specific to each candidate's area of expertise and experience should also be framed similarly. At least one question should focus on the candidates' contributions to diversity, equity, and inclusion. One or two follow-up questions to candidate answers are allowed, but only to the extent that they do not prevent the committee from asking all of the predetermined questions that are being asked of all candidates. Search committees should also use a common evaluation rubric for the questions asked of each candidate in addition to notes regarding the substance of candidates' responses.

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

Depending on the size of the search committee, it may be advisable to have the entire committee, a majority of the committee, or a smaller subset of the committee conduct the preliminary zoom interviews. If not all members of the search committee are available, these interviews should be recorded.

If the interviewing panel does not comprise the entire search committee (including the EA), following the completion of each interview the participants should refrain from voicing their initial impressions or engaging in a discussion of the candidate. Instead, all interviewers should record their comments regarding all candidates in writing for a later discussion.

The following are examples of acceptable and unacceptable inquiries for candidates. Many of these inquiries will not typically arise during a normal faculty position interview. If the committee has any doubts about areas of inquiry, it is strongly encouraged to consult with the FDAA, who may in turn

consult with the College's attorney. It is important to note that questions that seek to determine a candidate's work eligibility should only be asked by the Dean or Associate Dean.

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

compensation claims.

- Education: it is acceptable to ask about the applicant's vocational or professional education, as well as any schools attended.
- Marital status, family status, and sexual orientation: it is acceptable to ask whether the applicant can meet specific work schedules. It is not acceptable to ask about the applicant's marital status; the existence or number of children; identity of spouse, domestic partner, family or children; or sexual identity or orientation.
- Names: if the applicant worked under other names, it is acceptable to ask for those names in order to check work and educational records.
- Photographs: photographs can only be required after hiring.
- Race, ethnicity, or physical characteristics: interviewers may not inquire regarding applicant's race, skin color, eye color, hair color, or otherwise about applicant's physical characteristics, such as height or weight unless these are directly relevant to the essential functions of the job.
- Religion: it is not acceptable to ask about the applicant's religious denominations or affiliation, religious leader, or observed customs or religious holidays.
- Residence and nationality: it is acceptable to ask about where the applicant currently resides and the length of that residency, but inquiries about the national origin/nationality of an applicant or applicant's spouse or relatives are not permissible. It is not acceptable to ask if the applicant rents or owns their home. It is acceptable to ask "Are you currently authorized to work in the United States?" (this question, however, is only asked by the Dean of Faculty or Associate Dean).
- Sex or gender: it is not acceptable to inquire regarding the gender of an applicant, and gender cannot be used as an indication of whether the applicant will be "satisfied" with the position, whether the applicant will remain in the position for any length of time, or whether the applicant is more or less likely to take/request leave(s) of absence (e.g., pregnancy or family medical leave).
- Stereotypical language: search committee members should be aware of the language used and the messages word choices can convey. Stereotypical language can be illegal and/or offensive to many candidates and should be avoided.
- Work experience or military service: it is acceptable to ask about an applicant's work experience, including the names and addresses of prior employers, dates of employment, and reasons for leaving. It is acceptable to ask about the type of

military discharge.

I. Documenting the Search

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

The committee must document all rationales for its recommendations and decisions so that the search process can be shown to be fair and legal. This may be as extensive as notes on each candidate's file or limited to notes in the search committee meeting minutes, e.g., "the committee decided to limit the Long List to candidates with two previous years of teaching experience." In either form, the documentation should indicate a specific, job-related rationale for each selection or non-selection. Documenting the search is of special importance for searches that conclude in the hiring of a non-US citizen, as the documentation will be used in the visa and eventual permanent resident (green card) process. Detailed information on why US candidates were rejected will be required for the work visa application process if the appointee does not have long-term authorization to work in the U.S. This documentation is required by the federal United States Citizenship and Immigration Services (USCIS) organization.

When a tenure-track line is approved, the Dean of the Faculty Office will reach out with guidance regarding this process; however, the information is also listed below.

When hiring a non-US citizen, USCIS will request that Vassar provide the following documentation:

- Dates of online advertisement posting. The Dean of the Faculty

Office keeps information for advertisements posted through the usual advertisement channels, but if the department has posted elsewhere, or has submitted information to listservs and forums, that information should also be documented.

- A hardcopy of the advertisement. All tenure track advertisements are posted in the Chronicle of Higher Education.
- History with specific dates of the recruitment process, which will include, at minimum, the following items:
 - names of schools contacted
 - job fairs or other conventions attended as part of search
 - list of applicants considered, interviewed in any setting
 - information about visits to campus with dates of talks, etc.
 - list of all publications and websites used for recruiting and any other recruiting efforts undertaken for the position which might be unique to that department
- Statement why the candidate was identified as the "best" (this should include a list of all applicants, which should be annotated to show why each individual applicant on the list is less qualified than the international hire)
- Date the search committee recommended to the Dean that the candidate be hired

- Final report to the Dean prepared by the chair of the search committee

After this information is compiled and submitted to the Dean of the Faculty Office. The Assistant Dean for and Assistant Director of Academic Administration will work with the candidate and legal counsel for immigration to move the individual through the visa and permanent resident process.

J. Internal Candidates

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

The review of the internal candidate's application materials should be conducted in the same manner as all other candidates' materials, with no anecdotal or extraneous information or impressions brought to the interviews or deliberations. If a member(s) of the search committee has written a letter of

recommendation for the candidate, that person(s) should refrain from speaking during the committee's initial review of the internal candidate's dossier. Members of the search committee should avoid discussing the position or search process with the candidate as well as with other members of the College (who might convey that information back to the candidate).

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

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

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

VII. Selecting a Candidate

A. The Hiring Recommendation

For tenure-track and lecturer positions, two senior faculty outside the department/program, including one member of FASC, participate in the in-depth interview component of the search process as described above.

Based on each finalist's record and interview, FASC submits in writing a short recommendation to the Dean and department chair/program director involved in the hire. The recommendation is accompanied by a fuller appraisal only in cases in which FASC wishes to express concern regarding the candidate.

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

B. References, Credentials and Internet Searches

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

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

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

this and other information an Internet search may yield, search committees are strongly urged to avoid Internet searches.

C. Making an Offer

The Offer

The Dean, in consultation with the FDAA, must approve the recommendation to hire. The Dean specifies the terms of an offer before any formal or informal offer may be extended. **No offer of employment, formal or informal, can be made without the authorization by the Dean, or, in the case of Visiting, Adjunct and Post-doctoral positions, the Associate Dean.**

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

During this time, if there were no on-campus interviews and the candidate wishes to visit the campus and meet in person with the department/program, these travel arrangements can be made by the department/program AA. Please see the next section for visit expense policies.

If the response from the candidate is favorable, the chair/director completes a Request for Appointment Form. It should indicate the particulars of the offer with regard to moving expenses, start-up funds, computer equipment, etc. The Dean's Office emails the appointment letter and contract to the candidate, who returns the signed contract to the Dean via post or email.

For non-tenure track short-term appointments, the approval process occurs with the Associate Dean of the Faculty. In all cases, once an offer of hire is accepted, the Chair/Director informs the Associate Dean of the candidate's acceptance, and submits the Hiring Proposal in People Admin for processing of the appointment letter and contract.

Expenses for On-Campus Interviews

Chairs/directors or department/program administrative assistants make the necessary travel arrangements and lodging reservations (if the candidate must stay overnight). Lodging should be billed directly to the Dean's office through the Alumnae House. If the Alumnae House is unavailable, alternative arrangements at local hotels (The Inn at the Falls, for example) may be made. Expenses of spouses are not covered by the College. Hooker Avenue Travel has been authorized as the College travel agent for these visits, or candidates may prefer to make arrangements on their own.

The Dean reimburses the department/program for the cost of hospitality with specific maximums for each type of position, as described above. The department/program may spend these funds in any way they choose, e.g. dinner in a restaurant, dinner at the department/program chair/director's home, a reception, lunch on campus, etc. Except in cases authorized by the Dean, any entertainment expense beyond the maximum allowance will not be covered. Faculty members who pay for meals, etc, with candidates should submit an expense report through Workday, using the additional worktag PG200004, and being careful not to exceed the hospitality limit. If the limit is exceeded, another source of funding will have to be used to cover the overage. Please include who was in attendance in the comments of the expense report. *Please note that you must submit itemized receipts for meal*

reimbursement, and you must note in the expense report who was in attendance.

For costs incurred by the candidate for travel (e.g. mileage, or taxi fare, etc) or related expenses, the academic administrative assistant should electronically forward any receipts to Andrea Monteleone (amonteleone@vassar.edu), Dean of the Faculty Coordinator, along with the candidate's email address and mailing address. Andrea will process the reimbursement for the candidate.

VIII. AFTER THE SEARCH

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

Departmental/program faculty are encouraged to welcome the new member of the Vassar community. Faculty in half-time or more contracts will be introduced by the chair/director or designated representative at the first faculty meeting of the year.

All unsuccessful candidates should be notified of the decision either by a standardized letter, email, or phone call. It is possible to use People Admin to send an automatic email once the position has been filled. For those searches that have resulted in a Short List of candidates who either visited campus or who engaged in a second round of virtual interviews, it is recommended that the department/program send a customized letter. Suggested verbiage is available [here](#).

IX. OTHER CONSIDERATIONS AND SPECIAL CIRCUMSTANCES

A. Exempt Faculty Searches

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

An exemption may be requested for the following reasons:

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

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

B. Opportunity Hires

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

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

To request an opportunity hire, the department chair or program director must secure authorization from the Dean by submitting a proposal describing how the potential opportunity hire will support the College's priorities for new or replacement faculty positions and fulfill the College's *academic* mission either by diversifying the faculty or by bringing to the College a person of exceptional achievement in their field.

The Dean consults with the FDAA prior to recommending to the President an opportunity hire appointment. The FDAA must certify that an appointment meets the College's goals and conforms to the College's equal opportunity and affirmative action policies. The President has the final authority to decide whether to make a special opportunity hire.

Upon approval of its request, the department or program undertakes all such procedures that are normally part of the hiring process except for the national search, including asking the candidate to submit a dossier of required application materials and arranging for an on-campus visit (or its virtual equivalent, should that be necessary or advisable).

This policy is subject to annual review by the Dean, in consultation with the FDAA and FASC. This policy will be enacted as long as its effectiveness in fulfilling the academic mission of the College is clear.

C. Appointment at the Rank of Associate Professor or Professor

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

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

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

D. Joint Appointments on the Tenure-Track

When a joint appointment is under consideration, the department(s)/program(s) work together to determine the qualifications for the position to be filled. Though a search committee may be formed consisting of members from both departments/programs to review applications, assemble the long list, conduct preliminary interviews, and decide on the short list, all

involved department(s)/program(s) with suffrage participate in the on-campus interview process and the final selection. Efforts should be made to include students from all involved department(s)/program(s) in the on-campus interviews of all candidates

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

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

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

F. Contingency Contracts

Contracts at the Instructor rank provide for contingent promotion to Assistant Professor. If the Ph.D. degree requirements are satisfied by October 1 of the first year of appointment, the person shall be promoted to the rank of Assistant Professor, retroactive to July 1 of the first year, and will be issued a new contract for a total of three years. A salary adjustment may be made. If the Ph.D. degree requirements are satisfied after October 1 of the first year and before October 1 of the second year, the person will be promoted to the rank of Assistant Professor effective July 1 of the second year. A salary adjustment may be made. A new contract will be issued, bringing the first contract to a total of three years. The person will be reviewed for extension of contract in the second year. Failure to meet the October 1 date of the second year does

not preclude a departmental or Dean's recommendation in exceptional cases for a final one-year contract at the Instructor rank with a new October 1 deadline for completion of the Ph.D. requirements. If these requirements are satisfied by October 1 of the third year, the individual will be promoted to Assistant Professor, retroactive to July 1 of the third year. Persons recommended for this third year must be reviewed for extension of contract (contingent upon completion of the Ph.D.) in the second year. Note: The degree must be certified by letter to the department chair by an appropriate official of the granting institution. The chair should forward a copy of the letter to the Dean.

X. ACKNOWLEDGMENTS

This manual was created in 2017 through a joint effort by Vassar's Committee on Inclusion + Equity (CIE) and Office of Equal Opportunity and Affirmative Action through the Faculty Recruitment and Retention subcommittee of CIE. The program was instituted as Vassar faculty hiring practice in 2018, and revised in 2022.

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XI. APPENDICES

Appendix A: Faculty Diversity, Hiring, and Recruitment Resources

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

www.acenet.edu/news-room/Documents/BoardDiversityStatement-June2012.pdf

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

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

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

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

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

It strengthens communities and the workplace. Education within a diverse

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

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

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

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

-ACE Board of Directors, June 2012

Appendix C: Outreach Resources

American Council on Education

Maintains resume banks for top administrative positions.

(202) 939-9300

www.acenet.edu

American Indians in Science and Engineering (AISES)

Magazine published quarterly plus online advertising

(505) 765-1052

www.aises.org

info@aises.org

American Society of Women Accountants

Online job listings plus chapter contacts throughout Indiana

(703) 506-3265 or (800) 326-2163

www.aswa.org

aswa@aswa.org

Association for Women in Science

Research and academic positions; published six times per year plus
online advertising

(202) 326-8940

www.awis.org

awis@awis.org

The Black Collegian Online

Targeted to recent African American B.A./B.S. graduates seeking
professional positions, month-long advertising online.

(504) 523-0154

www.black-collegian.com

Diverse Issues in Higher Education

Academic and administrative positions are published 26 times a year.

(703) 385-2981 or (800) 783-3199

www.diverseeducation.com

HigherEdJobs.com

(814) 861-3080

www.HigherEdJobs.com

Hispanic Outlook in Higher Education

Published 26 times a year, it is the sole Hispanic journal on today's college campus that reaches a broad cultural audience of educators, administrators, students, student service, and community-based organizations, plus corporations.

(201) 587-8800

www.hispanicoutlook.com

pub@hispanicoutlook.com

Insight to Diversity

National EEO recruitment publication directed to females, minorities, veterans, and individuals with disabilities.

(314) 991-1335 or (800) 537-0655

www.insightintodiversity.com

IMDiversity.com

Online advertising for professional and technology positions

(504) 523-0154

www.imdiversity.com

sales@imdiversity.com

The Journal of Blacks in Higher Education

www.jbhe.com/jobs.htm

Minority On-Line Information Service (MOLIS)

Utilizing appropriate technology, MOLIS provides value-added services that promote education, research, and diversity on a national level for minority institutions in partnership with government, industry, and other sectors.

(800) 253-3349 or (301) 975-0103

www.molis.org

molis@sciencewise.com

National Association of Black Accountants

Online job listings and placement service

(301) 474-NABA

www.nabainc.org

The Registry

National Registry of Diverse & Strategic Faculty is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions.

(806) 742-2369
www.theregistry.ttu.edu

Society for Advancement of Chicano & Native Americans in Science
(SACNAS)

Published six times per year plus online advertising

(831) 459-0170

www.sacnas.org

info@sacnas.org

Society of Women Engineers

Maintains database of resumes plus listserv on jobs.

(212) 509-9577

www.swe.org

hq@swe.org

Women in Higher Education

Great resource to reach 12,000 women who have administrative
careers in higher education.

(608) 251-3232

www.wihe.com

career@wihe.com

Women in Technology International

Computing, science, and technology positions

(818) 342-9746 or (800) 334-WITI

www.witi.org

info@witi.com

World Computer Society

Academic and professional positions

(714) 821-8380

www.computer.org

advertising@computers.org

Vassar College Dean of the Faculty Office

Appendix D: Forms

Vassar College Dean of the Faculty Office

Form #1 Proactive Recruitment Form

Department(s)/Program(s):

Position:

Position Type: Visiting/Tenure-Track/Other:

Date of mandatory search committee (including EA) meeting with FDAA:

Search Committee

Search Committee Chair Name and Position:

Equity Advisor Name and Position:

List of Other Search Committee Names and Positions:

Demographic Profile of the National Pool

Field of Interest:

Total number of recent Ph.D.s (or other relevant degrees or certifications) in the field:

Time period used for these data (e.g. past 3 years, past 5 years, past 10 years):

% female:

% male:

% other gender:

% American Indian or Alaskan Native (not Hispanic or Latino):

% Asian (not Hispanic or Latino):

% Black or African American (not Hispanic or Latino):

% Hispanic or Latino:

% Native Hawaiian or Other Pacific Islander (not Hispanic or Latino):

% Two or More Races (not Hispanic or Latino):

% White (not Hispanic or Latino):

Proactive Recruitment Plan

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

List the agencies, publications, organizations, websites, and institutions to be used in the search:

Form #4 Long List Form

Department(s)/Program(s):

Position Title:

Position Type: Visiting/Tenure-Track/Other:

Long List

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

	First name	Last name	Meets Min Job Req.	Areas of Strength	Areas of Concern
1			Y/N		
2			Y/N		
3			Y/N		
4			Y/N		
5			Y/N		
6			Y/N		
7			Y/N		
8			Y/N		
9			Y/N		
10			Y/N		
11			Y/N		
12			Y/N		

Form #5 Short List Form

Department(s)/Program(s):

Position Title:

Position Type: Visiting/Tenure-Track/Other:

Long List Reduction

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

	First name	Last name	Short List?	Reason for Selection/Non-selection
1			Y/N	
2			Y/N	
3			Y/N	
4			Y/N	
5			Y/N	
6			Y/N	
7			Y/N	
8			Y/N	
9			Y/N	
10			Y/N	
11			Y/N	
12			Y/N	

Form #5 Short List Form (p.2)

Short List

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

- 1.
- 2.
- (3.)

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

- 1.
- 2.
- (3.)

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Form #8 Finalist Interview Results Form

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

~~Candidate 1~~

Name:

Summary:

~~Candidate 2~~

Name:

Summary:

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~~Candidate 3 (only for Tenure-Track positions)~~

Name:

Summary:

Sample Initial Candidate Evaluation

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

Department/Program:

Position:

Name of Candidate:

Name of Reviewer:

Date of Review:

I. Required Qualifications // Minimum Requirements

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

Does candidate meet all minimum qualifications? yes no

If the answer is no, proceed to Section III and mark “Candidate does not meet minimum qualifications.”

II. Preferred Qualifications // Not Required

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

- Grant writing experience

III. Applicant Evaluation:

- Candidate meets minimum qualifications and recommended for interview
- Candidate meets minimum qualifications but is not recommended for interview
- Candidate does not meet minimum qualifications

IV. Reviewer Notes:

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