



Recruitment and Search Guide



Office of Diversity and Compliance
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HUNTER COLLEGE RECRUITMENT AND SEARCH GUIDE

Introduction

As a public institution entrusted with the education and development of talented students from a diverse New York population, Hunter’s goal must be to attract and retain highly qualified individuals committed to serving our diverse student population and community. At Hunter, our motto “Mihi Cura Futuri” (“The care of the future is mine”) serves as a continuing reminder of our responsibility to identify and select those who will teach, train, nurture and develop current and future students turning them into knowledgeable, skilled and caring graduates ready to serve our City and its communities. This guide has been developed to assist faculty, staff and others concerned with the recruitment and selection process in conducting effective searches that attract the best candidates for available positions. The recommendations in this guide are consistent with the City University of New York (CUNY) and Hunter College Non-Discrimination, Equal Opportunity and Affirmative Action Policies, CUNY By-Laws, CUNY Guidelines applicable for each job classification, the Hunter College Governance Plan and integrates recruitment and hiring practices identified at CUNY Colleges and other public institutions as effective, practical and fair.

POLICIES

The University/College’s Non-Discrimination, Equal Employment Opportunity and Affirmative Action Policies are posted on the CUNY and Hunter websites.

Non-Discrimination Policy

It is the policy of CUNY and Hunter to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence. Sexual harassment, a form of sex discrimination, is prohibited under the University’s Policy Against Sexual Harassment. CUNY and Hunter adhere to federal, state, and city laws and regulations regarding non-discrimination and affirmative action in employment, including among others, Executive Order 11246, as amended, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1975, the New York State Human Rights Law and the New York City Human Rights

Law. The protected classes, as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans.

Equal Employment Opportunity Policy

It is the policy of CUNY and Hunter to provide equal opportunity in employment for all qualified persons without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence. The University/College does not discriminate against job applicants or employees, either intentionally or unintentionally, based on their protected group status or other non-job-related criteria in any term, condition, or privilege of employment.

Affirmative Action Policy

It is the policy of CUNY and Hunter to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covered veterans. Hunter commits itself to every good faith effort to achieve full participation of minorities and women in all segments of its workforce where inequities exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence. The “protected classes,” as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women), were expanded on December 9, 1976 by the Chancellor of The City University of New York to include Italian-Americans.

Chapter One—Preparing for and Initiating the Search

Authorization to Hire

Searches for full-time teaching positions, college laboratory technicians (CLT) and Research titles are initiated by the Department Chair or Dean and are authorized by the Provost/Vice President for Academic Affairs. Positions in the HEO title for Academic Departments require approval by the Provost/Vice President of Academic Affairs. Positions in the HEO title for non-Academic Departments require approval from the appropriate Vice President. Searches cannot commence until a written **Authorization for Search Form (Appendix 1)** has been completed by the appropriate Vice President's Office and submitted to the Budget Office. The Authorization for Search Form is then approved by the Budget Office where funding for the position is confirmed. In addition a **Personnel Vacancy Notice (PVN) (Appendix 2)** should be drafted by the Department Chair or Dean and submitted to the Office of Diversity and Compliance together with a proposed **Search Plan (Appendix 3)**.

While the Authorization for Search and PVN are the first steps of the search process, a successful search begins long before the PVN is published. Several steps can be taken early in the process that will help assure success in leveraging diversity as an educational resource. The suggestions that follow are intended to result in a broad range of qualified applicants for faculty and staff positions.

Consider the Position

1. Could the position offer an opportunity to enhance the profile and/or diversity of the department?

There is no mandate to replace faculty in kind, with the same specialty or discipline expertise. Explore the possibility of a position that might diversify the curriculum. What larger developments in society, higher education, or within the discipline might prompt different ways of thinking about the position? Consider how this hire might help the department, school or college meet the needs and goals specified in institutional planning documents.

Assess whether a new disciplinary expertise could enhance instruction, scholarship, service and engagement. Does the position require diversity-related content to facilitate or enable working with, supervising, recruiting, counseling, teaching, training, community outreach or otherwise professionally engaging with diverse individuals or groups in or among the workforce, the student population or other stakeholder groups?

2. Develop a PVN that emphasizes Hunter's desire to attract a culturally and academically diverse faculty of the highest caliber. Ensure content of the position description conveys our commitment to diversity.

Consider using phrases such as

- "We are seeking candidates who have a strong commitment to teaching undergraduate and graduate students from diverse cultural backgrounds"
- "We are strongly committed to achieving excellence through diversity"
- "Academic Experiences with Culturally Diverse Populations"
- "Interest In Developing And Implementing Curricula Related to Culturally Diverse Populations"
- "Experience With a Variety Of Teaching Methods"

3. Create clear criteria in advance for discussing candidates; explore these for gender, ethnic, and other biases. (see pg 16)

Avoid

- Recycling old PVNs
- Labeling qualifications as "required" (use *preferred*) or "must" (use *should*)
- Fixed reference to certain number of years of experience (use range)

Developing the PVN

The PVN announces the availability of the position to all interested persons. The qualification criteria listed on the PVN are used to determine qualified applicants. The information should be general to attract a diverse audience, yet specific to meet the needs of the department. It is important to separate required qualifications (based on business necessity) from desired or preferred qualifications.

The PVN must be sufficiently descriptive so that prospective applicants will understand the purpose and functions of the job they are considering. It should include the following:

- 1) Title of position:
- 2) Closing date for applications or initial review date for applications;
- 3) Date of appointment
- 4) Rank (for faculty positions);
- 5) Salary range or "salary commensurate with qualifications and experience";
- 6) Description of duties and responsibilities and reporting relationships.
- 7) Minimum and preferred/desired qualifications;
- 8) Credentials the applicant must submit [e.g., curriculum vitae, letters of reference, etc.]; and
- 9) Name and address of the person to whom applications or inquiries are to be addressed (*consider using "(Job Title) Search Committee" instead of the name of the person*)

The qualifications section of the PVN describes the education, experience, knowledge, skills and competencies that are required of potential applicants. For Instructional positions, the minimum required qualifications are specified clearly in the CUNY Bylaws. Other qualifications may be added as “preferred” qualifications provided they are consistent with the duties of the position. For Classified Civil Service positions, CUNY has standard position descriptions. These are available from Hunter’s Human Resources Office. The PVN for these positions must have the identical position description and qualifications of the standard position description. Hunter may vary the typical duties within the range of responsibility for the positions.

When determining qualifications, please consider the following: What specific experience is required to actually perform the job and what other experience would be desired or preferred? What publications or research are required (e.g., refereed journals?) What additional responsibilities are required for the position (e.g., service obligations, out of town travel for conference/conventions)?

When required qualifications have been determined, consider the following questions:

- What additional specific attributes are desired for this position (e.g., pedagogical skills, technical skills, collegiality)?
- How are the position’s responsibilities likely to change in the future and what skills would be useful in meeting these new responsibilities?

The hiring official has two options with respect to the closing date for PVNs. When a large pool of qualified applicants is anticipated, the Department may wish to identify a specific closing date to give closure to the recruitment process. In other instances, the Department may achieve greater recruiting flexibility by avoiding a specific date and using language such as “Position Open Until Filled, with a review of resumes beginning on [specific date.]”

CUNY assigns an official PVN number and posts the vacancy notice on the CUNY website. PVNs and job descriptions are **not** to be posted on websites or advertised in the media prior to review by the CUNY Central Office and assignment of a PVN number. Once the PVN is posted on the CUNY website, it may be posted on other publications identified on the search plan.

The following statement will be included at the end of all PVNs approved by CUNY: “The City University of New York is an Equal Employment Opportunity/Affirmative Action/Immigrations Reform and Control Act/American with Disabilities Act Employer.” Both the Dean for Diversity and Compliance and the Office of Human Resources have sample PVNs available.

Chapter Two—Search Plan

Hunter can no longer rely solely on its reputation as an outstanding public College to attract the most qualified candidates. In today's market, we must be both strategic and pro-active to "cast a wide net" in order to broaden the candidate pool, increasing both the quality and diversity of prospective candidates.

The Search Plan is critical to the effort to attract a broad candidate pool. The Plan must show evidence of a real commitment to ensuring that a representative pool of applicants is secured. It must set forth in detail the department's plan to bring the position to the attention of women and protected group members.

Circulating the Announcement

While there is a publication or job board specific to each academic discipline which typically posts job announcements or job opportunities for faculty positions, we should advertise as well on job boards or other places of special interest to diverse groups to ensure wide notification of the position. Here are some possibilities that you should consider as part of a thorough search plan:

- Place The PVN Announcement widely .Utilize all CUNY/Hunter websites, job boards, cluster ads. In many disciplines there are specialized newsletters for professionals in particular ethnic groups. If you are unaware of such publications, your discipline's professional association may be able to provide the relevant information; alternatively, The Dean for Diversity and Compliance maintains a list of minority publications and job boards for many academic disciplines as well as minority professional and trade organizations.
- Utilize Minority and Women's Doctoral Directory Departmental Roster (available through the Office of Diversity and Compliance) for your discipline (and similar directories) to identify viable candidates.
- Send PVN to academic discipline minority caucus and other special interest groups
- Search Committee should identify the top institutional programs in the area of hiring, and each Committee member should be assigned one or more institutions to contact regarding possible candidates.
- Committee members should personally phone leadership of diverse professional associations, academic discipline minority caucus or other special interest groups
- Consult with minority faculty about effective outreach strategies
- Conduct personal approaches to potential candidates or sources for referral while attending academic conferences or professional meeting to encourage applications (Instead of waiting, try to identify potential candidates in advance of a vacancy)
- Conduct recruiting trips to Universities that have highly diverse PhD graduates in area of academic discipline.

- Post Job Advertisement in Diverse Issues in Higher Education and Hispanic Outlook in Higher Education
- Many disciplines have listservs or other on-line discussion groups oriented toward women or minorities on which the job announcement can be posted. For example, Just Garcia Hill, <http://justgarciahill.org/jghdocs/index.asp>, maintains an e-mail network for scientists that will accept job notices.
- See List of Minority and Women Associations, Publications and Job Boards (**Appendix 3A**)
- Please note that for certain searches the Hiring Department will post the PVN on discipline specific job boards while Human Resources may post elsewhere. See **Appendix 3B** for Advertising Plan Template where responsibilities are split.

Posting the PVN

Once the Dean for Diversity approves the search plan and CUNY Central approves the PVN, Human Resources implements the Search Plan by placing advertisements on the Job Board or publication listed in the approved search plan and the internally approved search documentation along with the RED Search Folder will be sent to the hiring to the departments.

The Search Folder has a “Sign Off” Sheet attached (**Appendix 4**), which indicates the points at which the chair of the search must contact the Dean for Diversity and Compliance. The search chair should pay special attention to the checklist attached to the front of the inside cover of the Search Folder (**Appendix 5**) which lists all documents which must be collected, organized and included in the Search Folder and submitted to the Office of Diversity and Compliance at the end of the search.

Chapter Three—Appointment & Composition of Search Committee

Appointment and Composition of Search Committee

The composition of the Search Committee will vary from search to search depending upon the position to be filled and such other variables as the office, department, or school in which the position resides. Generally speaking, Search Committees serve in an advisory capacity, screen and evaluate candidates, and recommend finalists for consideration. Typically, Search Committees make recommendations, not hiring decisions. The decision to hire is made by those officials in the College authorized by the President to make hiring decisions.

A typical Search Committee should consist of between three to seven members and may include faculty, administrators, students and alumni. The College official who appoints the Chair and other members of the Search Committee must ensure that the Search Committee membership is well qualified and able to provide a variety of perspectives on the role and function of the position being filled. The Search Committee should also be balanced in terms of gender and race/ethnicity. In some instances, Search Committee membership is determined by Departmental By-Laws. The Dean for Diversity and Compliance has the authority to add additional members to a Search Committee or to dissolve a Search Committee if she or he determines that the committee acted inappropriately and/or in violation of CUNY or Hunter College's Non-Discrimination, Equal Employment Opportunity, and Affirmative Action Policies.

1. Faculty Search

For the appointment of all full-time teaching positions, CLT and Research titles, the committee shall be appointed by the Chair of the department seeking the position.

2. College-Wide Administrative Position Search:

For all College-wide administrative positions reporting to the President or Provost, the committee shall be appointed by the President and/or the Provost. It shall be representative of the appropriate constituencies set forth in the Hunter College Senate College-Wide Search Procedures.

3. Academic Dean Search:

For searches for Academic Dean or other equivalent positions reporting to the Provost, the committee shall have a majority faculty representation selected as set forth in the Hunter College Senate College-Wide Search Procedures.

Chairperson Responsibilities

1. Schedules and directs all Search Committee meetings.
2. Consults with the Office of Diversity and Compliance to review the search process and may schedule an orientation for the committee, if needed.
3. Serves as a contact person, maintains applicant data logs, and sends acknowledgment letters with a voluntary Self-ID form to all candidates early in the process.
4. Provides application materials to Search Committee members.
5. Conducts (or assists with) reference checks, including the Candidate Release Form (see **Appendix 6**).
6. Serves as liaison between Search Committee members and candidates.
7. Arranges travel accommodations for interviewees, if requested.
8. Informs all candidates of the application status within 30 days of the closing date (or short list approval date, if no closing date specified) and sends follow-up letters to avoid unnecessary suspense. (Do not use postcards, which may be viewed by anyone).
9. Submits short list criteria and short list candidates to Dean for Diversity and Compliance for approval.
10. Submits for approval selection process and proposed interview questions to Dean for Diversity and Compliance.
11. Advises the appointing Administrator/Department Head of finalists' strengths and weaknesses.
12. Organizes and schedules candidate selection process—interviews, job talk, teaching demo, symposium—and identifies faculty/staff/search committee participants to be involved in each component of the process.
13. Maintains a record of all Search Committee meetings.
14. Sends notification letters to finalists within 15 days after the offer is accepted, if requested by the Administrator/Department Head.
15. Collects all records from committee members and forwards the completed “Red Folder” to Office of Diversity and Compliance which retains such records for a minimum of three calendar years (or as otherwise required).

Search Committee Membership

The Administrator/Department Head and the Search Committee Chairperson usually confer as to who will be represented on the Search Committee. Search Committee members should have a legitimate interest in the selection process. For example, in the selection of a faculty member, it might be advantageous to include department tenured faculty. For administrative positions, persons who will be subordinates, peers, and/or superiors of the person selected may serve on the Search Committee. The composition of all Search Committees should be balanced in terms of gender and race/ethnicity. As a general rule, all members of the Search Committee are voting members, with exception of the Department Head who may serve as an ex-officio member.

On occasion, individuals outside of the College Community may be considered for appointment to the Search Committee. The Administrator/Department Head will consult with the Dean For Diversity and Compliance regarding the circumstances and qualifications of any proposed appointee who is not a member of the College Community.

The Charge to the Search Committee

The Committee should receive a formal charge by the Department Chair or Hiring Official setting forth the expectations for the position and the Search Committee's role in helping to fill it. The charge must be clear and precise; ambiguity in the charge, in the role of the Search Committee, or in the extent of the Search Committee's authority can create confusion that will hamper and delay the selection process at critical points. The Dean for Diversity and Compliance may also meet with and separately charge the Search Committee.

Committee Member's Responsibilities

1. Attends all meetings scheduled by the Chairperson.
2. Assists in establishing a timetable for each candidate.
3. May assist with writing the PVN and determining Search Plan, if requested.
4. Calls references and former employers, when assigned by the Chairperson, and reports findings to the committee.
5. Screens applications according to education, experience, and other relevant criteria defined in the PVN.

6. Assists the Chairperson with travel accommodations and interviewing schedules, if requested.
7. Assists the Chairperson in the culling of candidates to determine the short list of best qualified candidates.
8. Participates actively in all search phases--interviews, job talks, teaching demos, etc.
9. Forwards all records to the Chairperson after the search.

Developing a Timetable

The Search Committee should carefully consider a timetable to conduct a search. Periods of waiting are sometimes unavoidable due to advertisements in appropriate journals, committee members' schedules, and similar delays. An example of a timetable for a faculty search is shown below:

- | | |
|--------------|--|
| November 1 | <i>Authorization For Search</i> Form processed by appropriate Vice President and or Provost for approval, with proposed PVN. |
| November 8 | PVN and Search Plan submitted to Office for Diversity and Compliance for approval. |
| November 9 | Search Chair receives Red Search Folder from Office of Diversity and Compliance. |
| November 15 | PVN approved by CUNY HQ and Posted on CUNY/Hunter websites (No ads can be placed prior to CUNY PVN approval.) |
| November 16 | Chair and Search Committee chosen (if not prior.) |
| November 16 | Ads Placed on Job Boards & Publications specified in Search Plan. |
| December 6 | Chair acknowledges applicants and requests completion of the voluntary Self-ID Survey Card. |
| December 16- | Self-ID Cards received. |

- January 7 Chair secures approval of applicant pool from Dean for Diversity and Compliance.
- January 10 Initial Review of applications (screen for minimum qualifications).
- January 15 Chair circulates applications to committee for qualitative review.
- January 15-
January 29 Search Committee determines short list criteria and screens applicants.
- February 1 Short list determined and submitted along with brief rationale for selected candidates and proposed interview questions to Dean for Diversity and Compliance for approval.
- February 2 Short List approved and candidates invited to Campus.
- February 20 Non shortlist candidates advised of status.
- March 7-16 Short List Candidates on campus for interviews, job talks, teaching demo.
- March 17 Committee evaluates short list candidates and makes recommendations to hiring official.
- March 20 Administrator/Department Head and Search Chair confer on finalists.
- March 21 Hiring Official or Search Chair submits name of finalist to Dean for Diversity and Compliance, with rationale for selection of finalist and rejection of all short-list candidates.
- March 22 Selection rationale approved by Dean for Diversity and Compliance. Hiring Official and Human Resources to be notified by Search Chair before an offer can be made.
- March 25 Offer made by authorized person after approval

- March 31 Offer accepted or rejected in writing; Short List Candidates notified (in writing) within 15 days after the final selection.
- April 15 Red Search Folder completed and returned to Office of Diversity and Compliance.

CHAPTER FOUR—Screening Process/Initial Review

Applicant Self ID Survey Cards

All applications postmarked with a date within the advertised posting period must be considered. The Search Committee Chair should maintain an Applicant Flow Log (a sample of which is in **Appendix 7**) and mail each applicant a letter acknowledging receipt of his/her resume/CV (**Sample Letter Appendix 8**). The Search Committee Chair will also send the applicant a **Self-ID Demographic Survey Card, (Appendix 9)**. This form requests the applicant to voluntarily indicate his/her race/ethnicity and gender, as well as where s/he learned about the vacancy. Responses are tabulated by the Dean for Diversity and Compliance to assess the diversity of the applicant pool as well as the effectiveness of certain advertising media.

Prior to commencing the initial formal review of applications, the Search Committee Chair **must** contact the Office of Diversity and Compliance for approval of the applicant pool. This may not be done until after the date specified in the PVN for initial review of resumes or the closing of submissions. If the diversity of the pool is acceptable, the Search Committee may proceed with candidate screening. If it is not, the department will be directed to broaden its search efforts to ensure diversity.

After the pool has been certified by the Dean for Diversity and Compliance, an important responsibility of the Search Committee is to screen applicants—that is, to evaluate their job qualifications and to subject them to further scrutiny to determine the best qualified person for the position.

Selection Criteria/Short List Selection

The initial screening process begins with analysis of materials sent in responding to the ad or PVN. This analysis is undertaken to ensure that applicants have all the qualifications specified in the PVN.

Following the initial review, the Search Committee should conduct a qualitative review of each candidate's qualifications. The evaluation of applicant credentials should only occur when objective, job-related selection criteria have been established. There should be a consistent structure for this qualitative review. Develop a matrix or template for evaluating applications so you treat everyone fairly. Create clear criteria in advance of discussing candidates. Screen for relevancy, fairness and job-relatedness. Look beyond publication record to other measures of academic merit, such as teaching excellence, work experience, service and outreach. Discuss and be aware of potential biases (e.g., Ivy/Elite College Degrees).

Conduct a comparative assessment, evaluating candidates as good, better or best for each screening criteria or job-related requirement. Try to be as objective as possible and avoid

assumptions such as “s/he won’t be happy working here after his/her last job”. Similarly, avoid placing someone on a list based upon assumptions of who will fit in or who “sounds” likeable. The goal is not to replicate the existing faculty, but to use this opening as an opportunity to increase the quality and diversity of the faculty and to keep pace with a talent pool that will surely go to other colleges.

When you have selected your final pool for on-campus interviews, please prepare a summary of the candidates selected and a rationale for each candidate included on the short list. If the short list does not reflect significant quality or diversity, you should be prepared to justify why the search should not continue.

Applicants selected for interviews must possess the minimum qualifications for the position, and selection criteria must be applied consistently to all candidates. Remember, the paper review is, by its nature, somewhat limited. Committees are encouraged to err on the side of inclusiveness. Inviting applicants to present their qualifications in person (or in appropriate circumstances, on the telephone) can add depth to a paper resume that is not readily apparent upon first review.

Approval of Short List

Following the qualitative review of applications, the credentials of the top candidates are to be sent to the Office of Diversity and Compliance together with a written rationale for each candidate selected for interviews. In addition, a description of the components of the on-campus candidate evaluation process should be provided at this time, along with a general list of questions to be posed to all candidates interviewed. (See **Appendix 10, 11 & 12** for sample Interview Questions). Letters of rejection should be sent out at this time to those candidates not selected for interviews. (See **Appendix 13** for sample Rejection Letter.)

CHAPTER FIVE—On Campus Evaluation

Invitations to interview must not be sent until the short list is approved by the Dean for Diversity and Compliance. However, on-site interviews at Conferences or Conventions and telephone screening interviews may be conducted prior to the development of a short list, provided the proposed interview questions are uniform and approved in advance by the Dean For Diversity and Compliance. (See **Appendix 14** for a sample Invitation to Interview Letter.)

It is very important that internal candidates experience the same kind and number of communications and interview days that external candidates experience. Err on the side of conformity to the itinerary used for external candidates. A casual tone or ad hoc scheduling may incorrectly send the wrong signal, either that their candidacy is being treated preferentially, or, in contrast, that they are being taken less seriously.

Campus Visit and Interview

The Candidate's visit to our Campus and the Search Committee's interview of the candidate represents an opportunity for the Candidate and the Committee each to assess the other and determine whether a longer term relationship would be mutually beneficial. To that end, all interactions with the candidate are "on the record" in the sense that any comment we make may well influence a decision that the candidate makes about Hunter. So it is important to be mindful about the potential messages we send with our words and our action

Before the interview

- Create a welcoming environment; put the candidate at ease. Highlight Hunter's historic and on-going diverse student body and faculty.
- Offer to introduce candidates to those in other departments with similar interests or situations and to potential colleagues/research partners. Follow up as appropriate.
- Ask the candidates if s/he wants to see particular facilities or meet specific people.
- Ask the candidate if there are other questions or other things s/he wants to see or hear. (You may anticipate some questions regarding culture/climate, service/governance, responsibilities/opportunities and departmental relations based on the concerns listed in **Appendix 15**.)
- Provide a detailed interview schedule to department members and the candidates before they arrive on campus.
- Out of town candidates must be informed if the College will reimburse them for their travel. If the College is unable to cover the cost for travel, consider alternative ways to conduct the interview. Travel expenses are usually paid by the hiring department but consult with the hiring official before agreeing to reimburse an out of town candidate.

In preparation for the Interview

- Develop a list of uniform interview questions to be asked of all candidates (subject to approval by the Dean for Diversity and Compliance.)
- Make sure uniform questions appropriately examine knowledge, skills, experience and temperament in a variety of settings
- Include questions that allow candidates to speak to their diversity-related experience and expertise. (For example: How would your teaching style serve the diverse student population of Hunter? Or How would your background and experiences strengthen this academic department?)
 - Avoid questions based on assumptions about the candidate's ethnicity or other aspects of his or her identity.
- Use a common Interview Evaluation Form (see **Appendix 16**) and consider developing a rubric for potential responses that identify where appropriate the criteria which would support a good, better or best response to the various interview questions.
- Meet with all Search Committee members before the interview to ensure that everyone is prepared to participate.
 - All participants should study each candidate's submission, know which of the uniform questions they will ask and which question in the post-interview debrief they will take the lead in discussing.

After the visit

- Follow up with the candidates with responses to unanswered questions.
- Encourage colleagues to contact the successful candidate during the interim between accepting the offer and moving to campus.

Job Talk, Teaching Demonstration, Seminar

It is common for prospective faculty members to conduct a colloquium or teach a demonstration lesson to a class. The colloquium should be attended by all interested parties, and the teaching demo class session could be observed by members of the Search Committee and evaluated by students and members of the faculty. It can be argued that a teaching demo given under such circumstances is highly artificial. However, even under these circumstances, it is possible for a candidate to be at his/her best. Observers have an opportunity to see how well the prospective instructor handles organization of material, interacts with students, utilizes instructional materials, and employs any non-traditional teaching strategies.

The teaching demo or class session should be arranged well in advance of the on-campus visit. Preferably, a regularly scheduled class will be used for the teaching demo class session. The Search Committee Chair should give the candidate a list of topics s/he would like presented. The candidate may choose the topic and inform the regular instructor. The candidate may also request any special equipment or materials needed for the demonstration. Observers of the teaching demo class session may make a formal, but simple, evaluation and forward a report to the Search Committee Chairperson prior to the

overall evaluation. An individual member of the Search Committee may be assigned the responsibilities of collecting evaluations for the Chairperson.

The job talk or colloquium presents an opportunity for Candidates to discuss their research interests in some detail, and share their expertise with faculty or other members of the College Community. The Candidate will be expected to discuss and describe the issues her or his research addresses, why those issues are important, what her or his methodology or approach involves, the significance of his or her work to date and how it advances knowledge her or his specialty. The Search Committee should make sure that format, location, duration and attendees are consistent for each job talk. An individual member of the Search Committee may be assigned the responsibility of collecting all comments and evaluations.

Informal discussions at meals can provide useful insights as to motivation, interests and other issues that may not surface during more formal interviews and job talks. Search Committee members should share insights gained from these informal discussions with the full Search Committee.

Candidate Evaluation

The Search Committee Chair should request feedback from everyone who had any contact with the candidate during the Campus visit. The full Committee should review all feedback and make a final list of acceptable and unacceptable candidates with strengths and weaknesses for each candidate.

Search Committee Chair should use a rubric, template or form so the Committee can rate each candidate on answers to specific questions probing for evaluation of facets of the Candidate's performance and potential, as well as overall. Committee discussions should probe for potential hidden bias (Ivy/Elite Degrees, candidate "thinks" like us. Candidate "won't fit in," candidate grammar, usage or expression is non-traditional) (See **Appendix 17**, for a sample Search Committee Candidate Evaluation Form)

- Committee should think carefully about what constitutes excellence in a candidate
- value of non-traditional career paths
- non-traditional research interests or publications
- record/willingness for community service to diverse populations
- soundness of research
- clarity of ideas
- exploration of new fields of knowledge

CHAPTER SIX—Making the Offer & Closing the Search

The Dean for Diversity and Compliance has the responsibility of certifying that the search committee made a good faith effort in its recruitment, search and selection of a candidate for a position, in accordance with CUNY/Hunter College Affirmative Action Program and Policy mandates. The Search Committee needs to submit written rationale to the Dean for selection of the final candidate and rejection of the other interviewees. No offer letter may be sent to the selected candidate until the written evaluation report of the finalists, has been reviewed and approved by the Dean for Diversity and Compliance. Once approved, the Search Chair should consult with the Hiring Official and Human Resources before making an offer to the selected candidate.

HEO Forms

The HEO Screening Committee is the group of senior administrators at the College appointed by the President to review and recommend for approval all positions classifications, appointments, reclassifications and step awards in the HEO service. HEO forms need to be filled out by the appropriate Search Committee Chair or Department Head, and submitted to the Office of the Diversity and Compliance for the Dean of Diversity's signature. Once the Dean has signed off on the forms they are sent to The Office of Human Resources for the HEO Screening Committee. The HEO forms are also available on the Hunter Website:

http://hr.hunter.cuny.edu/forms/NonTeachInstAction_GreenForm.pdf

The recommendations are presented to the President who makes the final decision. If the position being filled is a HEO series position, the HEO Screening Committee must recommend and the President must approve the appointment before a written employment offer is made. A HEO Screening Forms must be completed by the Search Committee Chair or Department Head and submitted to the Office of Human Resources.

Offer Letter

An offer letter is an agreement as to the terms and conditions of the employment with the College. Details that are typically included in the letter are: position/title, start date, end date, special terms of appointment, salary, notice and the appointment is subject to approval by the Board of Trustees and other details depending on the particular situation. (See **Appendix 18** for a sample Offer Letter). Once the finalist has accepted the offer, a rejection letter should be sent to other short-list candidates (see **Appendix 13** for sample).

Closing the Search/Failed Searches

If the search does not result in selection of a candidate, the search will have been considered failed. Submit justification for why the search failed including a rationale for rejection of each candidate on the short list. A search may be reopened with permission of the Provost and/or the appropriate Vice President and confirmed by the VP of Finance for budget purposes.

The entire search file (successful or failed) must be sent to the Office of Diversity and Compliance. This includes the original documents submitted, all candidates' files and the documents indicated on the checklist provided with the search folder. (The checklist must be signed by the Search Committee Chair.) The file will not be considered complete unless all documents on the checklist are included. These files will be retained by the Office for Diversity and Compliance for three years. This is an important and mandatory final step for the department's search to be considered complete.

CHAPTER SEVEN—Other Issues

Reference Checks

Reference checks are a very important part of the screening process and may provide legitimate reasons to appoint (or not appoint) a candidate. Questions should be direct, specific, and job related. For example, it would be appropriate for an employer to inquire about a faculty member's ethical conduct with students, while questions about after-hours activities may not be appropriate.

It may be advisable to conduct reference checks (finalists only) prior to inviting candidates to campus for interviews. Negative references may result in a legitimate deselection and avoid unnecessary travel expenses.

Search Waiver

The City University of New York affirms the general policy that, whenever possible, full open affirmative action searches be conducted for all vacant teaching and non-teaching professional positions, including administrative and provisional managerial positions. Under certain circumstances, Hunter may request that the University support a waiver of the search requirement in order to appoint an individual to one of these positions. Search waivers will be considered exceptions and will be judged on the merits of each situation. Search waivers for teaching and non-teaching professional positions require approval of the President, the Provost and the Dean for Diversity and Compliance.

HEO Screening Committee

The HEO Screening Committee is the group of senior administrators at the College appointed by the President to review and recommend for approval all positions classifications, appointments, reclassifications, and salary step awards in the HEO service.

APPENDICES

Authorization for Search Form

Appendix 1



Authorization for SEARCH
Tax-Levy Funds

Department/Office
Title

New Position Yes No
Authorization for Substitute

Line # Date

Maximum Salary Requested:

Previous Occupant:

Salary Of Previous Occupant:

Anticipated Date Of Appointment:

Affirmative Action Comments:

Requester

Vice President Date

Approved

Vice President Date

Distribution:

President, Vice Presidents, Human Resources, Business Office, Affirmative Action

Authorization for APPOINTMENT

Department/Office

Name:

Title:

Line #

Date:

(Assigned By Budget Office)

Social Security #

Salary: \$

Effective Date of Appointment

Affirmative Action Compliance Met

checkbox

Yes Affirmative Action Date

Requester

Vice President Date

Approved

President Date

Distribution:

President, Vice Presidents, Human Resources, Business Office, Affirmative Action

The form can be found online at: http://hr.hunter.cuny.edu/forms/Authorization%20for%20Search.pdf

PVN Template

**THE CITY UNIVERSITY OF NEW YORK
CAREER OPPORTUNITY**

Hunter College

Title

Location/Department

Position Detail

FLSA Status

Compensation

Web Site www.hunter.cuny.edu

Notice Number

Closing Date

POSITION DESCRIPTION AND DUTIES

QUALIFICATION REQUIREMENTS

TO APPLY

Address:

Sample Search Plan

**Department of _____
Affirmative Action Search Plan for Recruitment of _____**

I. Listing of position

1. The position will be posted on the web sites of the following professional organizations:

To be placed by HR:

- a.
- b.
- c.

To be placed by the hiring department:

- x.
- y.
- z.

2. A letter announcing the position will be sent to all those universities that grant the PhD in _____. We are seeking out minority networks through contacts with

- a. Prof [x], who chairs [discipline] [association] minority caucus
- b. Prof [y] at [top institution program producing PhDs]
- c. Prof [z] who will be speaking at the [discipline association] symposium on [date]
- d. Other relevant discipline or professional contact

3. If possible, an ad will also be placed in *the New York Times* and *Chronicle of Higher Education, Diverse Issues in Higher Education* and *Hispanic Outlook*.

II. Review of applications

- 1. All applications will be reviewed by the search committee (_____). They will select candidates for interview based on the requirements stated in the advertisement.

III. Preliminary and Campus Interviews

No application will be reviewed until review of resume date has passed. All applications will be acknowledged and added to the initial pool of candidates. The Office of Diversity and Compliance will have examined the initial pool of candidates in order to determine that it meets affirmative action requirements. After approval of the composition of the pool of applicants by the Office of Diversity and Compliance, the members of the search committee will review the applications, to determine whether or not the candidates meet minimum requirements.

Before any candidate is contacted for an interview, the search committee will determine its short list criteria in order to conduct a qualitative review of the remaining candidates. The short list criteria and the proposed short list of candidates will be submitted to the Office of Diversity and Compliance for approval. A brief rationale should be prepared both for candidates

meeting minimum requirements but rejected from the shortlist and those selected for short list. After approval of the short list the search chair will then contact the short list of candidates to schedule interviews. It's the search committee's goal that at least three candidates will be invited to the campus for in-depth interviews, presentation of scholarship, and teaching demonstrations.

Appendix 3A

RECRUITMENT RESOURCES

Organizations & Associations

General

- American Association of Colleges and Universities
- American College Personnel Association
- American Council on Education
- American Economic Association's Committee on the Status of Minorities
- Council on Social Work Education (CSWE) Minority Fellowship Program
- The National Action Council for Minorities in Engineering
- National Coalition of Ethnic Minority Nurses Associations
- Office of Ethnic Minority Affairs of the American Psychological Association
- Women and Minorities in Science and Engineering

Asian Americans

- Asian American Journalist Association
- Asian-American/Asian Research Institute
- Asian American/Pacific Islander Nurses Association
- Asian American Federation of New York
- Asian American Journalists Association
- Asian and Asian American Organizations
- Asian/Pacific Librarians Association (APALA)
- Association for Asian Studies
- Association of South Asia Professionals, New Jersey
- Chinese American Librarians Associations
- Goldsea Asian American Supersite
- National Asian American Telecommunications Assoc (NAATA)
- Network of Indian Professionals, New York Chapter
- Pacific Islanders in Communications (PIC)
- Philippine Nurses Association of America

African Americans

- Association of Black Administrators--Massachusetts Institute of Technology
- Association of Black Psychologists
- Black Career Women, Inc
- Black Engineer Association
- National Black Journalist Association
- National Black Nurses Association
- Black Media Foundation, Inc.

- Black MBA Association
- Black Professional Women's Network
- Black Scientist Association
- Black Women Academician-National
- Black Women's Employment Project
- The Black Scholar--Black World Foundation
- National Association of Black Accountants
- National Association of Black Engineers
- National Association of Black Geologists and Geophysicists (Nabgg.org)
- National Association of Black Journalists
- National Black MBA Association Inc
- National Forum for Black Public Administrators
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCHE)
- National Society of Black Engineers

Disabled

- National Council for Support of Disability Issues
- Vision Aid

Hispanic/Latino

- Hispanic Higher Education Coalition
- Hispanic American Professional Management Association
- Hispanic American Striving Toward Advancement, Inc.
- Hispanic Association of Colleges & Universities National Headquarters
- Hispanic Association of Colleges--Our Lady of the Lake University
- Hispanic Association of Higher Education--NY New School for Social Research
- Hispanic Association of Higher Education of New Jersey
- Hispanic MBA Association
- Hispanic Higher Education Coalition
- LatPro, Inc-Latinos in Higher Education
- National Association of Hispanic Nurses
- National Association of Puerto Rican/Hispanic Social Workers Inc.
- National Hispanic Journalist Association
- National Hispanic Media Association
- National Society of Hispanic MBAs
- National Society of Hispanic Engineers
- National Society for Hispanic Professionals
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)

Native Americans

- American Indian College Fund
- American Indian Science and Engineering Society
- National Alaska Native American Indian Nurses Association
- Native American Journalist Association
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)

Women

- American Association of University Women
- American Association of University Professors Committee on the Status of Women in the Academic Profession
- American Business Women's Association
- American Women's Society of Certified Public Accountants
- Association for Women in Mathematics
- Association of Women in Science Newsletter
- (CCWHP) Coordinating Committee on Women in the Historical Profession
- CUNY Graduate Center for the Study of Women and Society
- Financial Women's Association
- The National Women's Health Information Center
- National Women's Studies Association--University of Maryland
- New York Women in Communications, Inc.
- Society for Women in Philosophy (Newsletter)
- Women and Their Work, Inc.
- Women for Racial and Economic Equality
- Women in Higher Education
- Women in Math Education (Teachers Educators)
- Women in Science
- Women of All Red Nations
- Women of Color Resource Center
- Women's Review of Books--Wellesley College
- Women's African Committee of The African-American Institute
- Women's Educational Center
- The Women's Project

Women and Ethnic Bar Associations

- Amistad Black Bar Association of Long Island
- Asian American Bar Association of New York
- Association of Black Lawyers of Westchester County
- Black Bar Association of Bronx County
- Hispanic National Bar Association
- Korean American Lawyers Association of Greater New York
- Metropolitan Black Bar Association
- Nigerian Lawyers Association
- New York Women's Bar Association
- Puerto Rican Bar Association
- Women's Bar Association of the State of New York

Other Resources

General

- Committee on Institutional Cooperation (CIC) Directory of Minority Candidates:
www.cic.uiuc.edu/programs/DirectoryofMinorityCandidates
- Diverse Issues in Higher Education
- Diversity Web

- Emerging PhDs Yearbook-Leadership Alliance
- HBCU
- IM Diversity
- Just Garcia Hill website: www.JustGarciaHill.org
- Minority and Women's Doctoral Directory
- National Science Foundation-Science & Engineering Doctoral awards 2005: www.NSF.Gov/Statistics/nsf07305/PDF/nsf07305.pdf
- National Multicultural Institute
- NORC Survey of Earned Doctorates: www.NORC.org
- Robeson Fund for Social Justice
- Women & Minority Doctoral Directory (Urban Public Health)

Asian Americans

- Asian Diversity Inc.

African Americans

- Black Analysis, Inc.
- Black Collegian
- Black Issues in Special Education
- The Black Scholar--Black World Foundation
- The Journal of Blacks in Higher Education

Hispanic Americans

- Hispanic Outlook in Higher Education
- Hispanic American Career Educational Resources
- Hispanic American News Service
- Hispanic Association of Colleges and Universities Directory
- Hispanic Deaf Newsletter--Dept of Counseling and Special Education (College of Education, University of Nebraska at Omaha)
- Hispanic Employment Services
- Hispanic International University
- Latino Media & Entertainment

Women

- Graduate Women--Published by the American Association of University Women

Appendix 3B

Advertising Plan Template

Date:

Department /Office of:

Vacancy Payroll/ Functional Title: _____

Requested Publication(s) to be placed by Department

Printed Ad(s)	Internet Ad(s)	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Requested Publication(s) to be placed by Human Resources
(Please note that HR will not to place free publications and job postings that require membership.)

Printed Ad(s)	Internet Ad(s)	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please do not write below this line

Required Publication(s) established by the Dean of Diversity and Compliance

- Standard Search University-wide Search College-limited Search

Printed Ad(s)	Internet Ad(s)	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Notes: _____

Approval- Dean of Diversity and Compliance _____

Date _____

DEPARTMENT: _____
POSITION: _____
SEARCH CHAIR: _____

STEP I: INITIATION OF SEARCH

- Secure written authorization from the President or appropriate Vice President.
- Submit search plan and job description to the Dean for Diversity and Compliance that sets forth the department’s plan to bring the position to the attention of women and protected group members.
- Obtain RED search folder from Diversity and Compliance
- Once the search plan has been approved by the Dean for Diversity send copies of the ad to HR and outside resources for posting.

Date Completed: _____

DURING THE POSTING TIME (between 1 and 3 months, depending on position): As resumes come in, send out letter acknowledging receipt of application and survey cards to all applicants.

STEP II: APPROVAL OF APPLICANT POOL

After the closing date of the PVN/Ad, obtain approval of applicant pool from the Dean for Diversity and Compliance

Date Completed: _____

AFTER APPROVAL IS RECEIVED: Review of applications should begin, noting rationale for selection/rejection of each applicant.

STEP III: REVIEW OF APPLICANTS T/B INTERVIEWED

ONCE A SHORT LIST HAS BEEN COMPILED, submit written rationale for selection of applicants to be interviewed, short list and interview questions to the Dean for Diversity and Compliance for approval. Interviews may not be conducted until this approval is obtained.

Date Completed: _____

STEP IV: FINAL REVIEW

Submit written rationale to the Dean for Diversity and Compliance for selection of final candidate/rejection of other interviewees

Date Completed: _____

****The search will not be considered closed and appointment forms will not be signed until ALL search documents (see enclosed Checklist) are submitted to the Dean for Diversity and Compliance.****



Office of the Dean for Diversity and Compliance

EMPLOYMENT SEARCH FILE, DOCUMENT CHECKLIST AND CERTIFICATION

DEPARTMENT/OFFICE OF: _____

POSITION: _____

1. _____ Approval of Line,
2. _____ Approved Search Plan,
3. _____ Personnel Vacancy Notice (PVN),
4. _____ Faculty Data Recruitment Documentation or HEO “green” forms
5. _____ Affirmative Action Survey Cards Sent,
6. _____ Copies of all Advertisements placed (with approved copy),
7. _____ List of Questions Asked of Applicants Interviewed,
8. Sample Communication Letters:
 - A. _____ Letters to Outside Sources Recruiting Applicants,
 - B. _____ Letter Acknowledging Receipt of Application/Survey Cards,
 - C. _____ Rejection Letter (Initial Review),
 - D. _____ Invitation to Interview Letter (Noting that teaching/research presentations are required for faculty searches and in other searches when appropriate),
 - E. _____ Rejection Letter After Interview,
 - F. _____ Offer Letter to Candidate,
9. _____ All Applications/Resumes and Related Documents,
10. _____ a. Notes indicating the rationale for rejection of applicants upon initial review;
 _____ b. Notes indicating the rationale for selection of candidates to be interviewed;
 _____ c. Notes indicating the rationale for rejection of candidates after interview; and
 _____ d. Notes indicating the rationale for selection of the successful candidate.
 (Notes should be clearly written on the resumes or on a separate sheet attached thereto.)

I certify that the above listed documents are included within this file or have been completed for this search.

AUTHORIZATION TO RELEASE REFERENCE INFORMATION

COLLEGE _____

Name of Candidate (Please Print) _____

Position Sought _____

I have applied for a position with Hunter College and would like Hunter to be fully informed of my qualifications for the position. I hereby authorize any current or former employer, professional reference, and education/training provider, to disclose in good faith any information they may have regarding and pertaining to my qualifications and fitness for employment.

I agree to hold such employers, references, educational/training institutions and any other persons giving references harmless from liability or damages for providing the requested information.

A photocopy or fax of this authorization shall be as valid as the original.

Signature _____ Date _____

Hunter College is an Affirmative Action/Equal Employment Opportunity/Americans With Disabilities Act/IRCA Employer

Appendix 7

**Office of Affirmative Action
APPLICANT FLOW LOG**

Department /Office: _____ Page _____ of _____

PVN #: _____

Position Title: _____

Rev. October 30,

2006

Log #	Salut.	First Name	Last Name	Address, include zip code	Phone (Home [H] & Work [W]); Email	Date Rec'd	Date Acklg'd	Disposition Code

Disposition Codes:
 T – Timely Submission
 L – Late Submission
 W – Withdrew from consideration

Sample Acknowledgment Letter

Dear Applicant:

Thank you for applying for employment to Hunter College. We have received your resume/vitae and will review it shortly. Due to the high volume of applicants we will only contact those whose knowledge, skills and experience best meet the requirements of the position.

We are asking all candidates applying for this position to complete and return the enclosed self-identification card. Submission of this information is voluntary. The information will not be seen by the search committee. The information will be kept confidential and will only be used as required to comply with federal, state and local law. It is not a factor in the employment process. Your participation is very much appreciated.

Thank you for your interest in employment with Hunter College.

Sincerely,

Hunter College

Hunter College/CUNY Applicant Pool Survey

Department _____

Job Title _____

Dear Applicant:

Hunter College is an equal employment opportunity institution. The College does not discriminate on the basis of age, sex, sexual orientation, religion, race, color, national or ethnic origin, citizenship, disability, veteran, lifestyle or marital status in its personnel decisions.

In order for Hunter College to comply with Equal Employment Opportunity laws and regulations and to assess our recruitment efforts, it is necessary to solicit the ethnicity and gender of all our applicants. This information is voluntary and confidential and will be used for statistical purposes only. Your anonymous reply is greatly appreciated.

Referral Information

How did you learn about this vacancy?

- Advertisement: What Source? _____
- Announcement: What Source? _____
- Personally invited to apply or nominated:
By whom? (optional) _____
- Other: Specify _____

Gender and Race/Ethnicity Data

Gender: Male Female

Race/Ethnic Origin (please check one of the following:)

- Asian (not Hispanic or Latino) White (not Hispanic or Latino)
- Hispanic or Latino (not Puerto Rican) Italian American
- Puerto Rican Two or More Races
- Native Hawaiian or other Pacific Islander (not Hispanic or Latino)
- Black or African American (not Hispanic or Latino)
- American Indian/Alaskan Native (not Hispanic or Latino)

Sample Interview Questions (Faculty)

- What do you think are the most important attributes of a good instructor?
- What philosophies, critical and/or theoretical works have been instrumental in shaping your scholarly outlook?
- Tell us about a teaching experience that was especially challenging?
- How would you see yourself teaching your interests at an institution whose classes might have students of quite different levels of preparedness?
- How do you feel your teaching style can serve the diverse student population of Hunter?
- How would your background and experiences strengthen this academic department?
- Please describe your research agenda and future research plans, including external funding.
- What pedagogical changes do you see on the horizon in (particular discipline)?
- What technology applications have you utilized in the classroom?
- What are the most recent books and articles that you have read?
- Do you have any questions of this committee?

Sample Interview Questions (Administrator)

1. Tell us more about your past three jobs--the assignments that were most difficult, the accomplishments you are proudest of, the mistakes you have made, and the lessons you have learned from those mistakes.
2. Please describe your management style. Tell us a story about how you've handled particularly difficult situations.
3. What would your superiors, subordinates, and peers say about you and your management style?
4. What do you consider your most effective leadership qualities? Can you provide some specific examples of how you've used these qualities to bring about change?
5. What have been the toughest personnel issues you've faced?
6. What is the nature of your interactions with faculty on your campus?

Sample Interview Questions (Staff)

1. Tell us about your work background and describe how you think it relates to the position you've applied for. What skill sets do you bring to this position?
2. This position requires handling multiple projects. How do you handle a situation where deadlines and priorities change frequently and rapidly? What process do you use to determine priorities?
3. What decisions have you made that you are most proud of? What types of decisions are most difficult for you?
4. Tell us about the most difficult manager you have had to work with (either as a subordinate or a client). Why was (s)he difficult to work with? What did you do to work with him/her?
5. This position requires written and oral communications with a diverse group of individuals. How would you describe/ rate your communications skills?
6. Describe an ideal work environment or "the perfect job." Describe the ideal boss.
7. Are you best at dealing with details and day-to-day operations or with concepts, envisioning and future planning? Give me some examples..

Sample General Rejection Letter for Non Short List Candidates

Dear

Thank you for your application for the position of [title of position] at Hunter College of the City University of New York.

The Search Committee has identified the group of final candidates whose qualifications and experience best match the unique needs of this position and the college at this time. I regret to inform you that your application is no longer under consideration. We thank you for your interest in Hunter College, and wish you success in your future career.

Sincerely,

Name
Chairperson, Search Committee

Sample General Rejection Letter for Short List Candidates after Interviews

Dear

Thank you for taking the time out of your schedule to interview for the position of [functional title] at Hunter College.

After considerable deliberation and careful review, an offer has been made to another candidate.

We appreciate your interest in our institution and wish you well in your search for a rewarding career opportunity.

Sincerely,

Department Head or Chair of Search Committee

Sample Invitation to Interview Letter

Dear Candidate:

I am pleased to invite you to interview for the position of [Functional Title] in the department of [Department name]. Please contact [Name] at 212--- to set up an appointment. Interviews will be held on [Date] between the hours of---and---in room--- at Hunter College [location].

If you have any questions about the day, please feel free to contact me. We are looking forward to your visit.

Sincerely,
Name

Factors Affecting Candidate perceptions of inclusive environment

EDUCATION AND SCHOLARSHIP

- Are Teaching and Service Interests Valued?
- Is Academic Expertise in Areas Such As: Ethnic Studies and Women's Studies Viewed as Value Added or Marginal?
- Are Degrees From Predominately White Colleges Viewed As More Credible Than Degrees From HBCU's/minority serving institutions or public institutions

REPRESENTATION AND VOICE

- What is the nature of power and influence of Diverse Faculty, staff and administrators?
- What happens to Diverse Faculty who challenge, ask critical questions or present unconventional view points?

INSTITUTIONAL TRANSFORMATION

- What roles do Diverse Faculty play in governance, strategic planning and Departmental priorities?

NETWORK/COMMUNITY CONNECTIONS

- Do Networks exist on campus and in the Community to support the academic and lifestyle interests of diverse faculty?

CLIMATE AND CULTURE

- Is there a Revolving Door syndrome for Diverse Hires?
- What are the perceptions of other Diverse Faculty about the College?
- Is there a critical mass of Diverse Faculty?

Sample Interview Evaluation Form

Applicant's Name _____

Date _____

Position _____ **School** _____

Interviewer: _____

Question/Criteria	Strong	Acceptable	Weak	Not Observed	Comments
Q1					
Q2					
Q3					
Teaching					
Communication Skills					

Sample Candidate Evaluation Form

Candidate Evaluation Sheet

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name:

Please indicate which of the following are true for you (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's scholarship
<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Other (please explain):
<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> |
|--|--|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments?

Sample Offer Letter

Date

XXXX XXXX
XXXXXXX
XXXXXXXXXX

Dear XXXXXXX

It give me great pleasure to offer you the position of XXXXXXX with a payroll title of XXXXXXXXXXXX and a salary of \$XXX per annum, effective XXX XX, 2008.

In addition to your compensation, you will be eligible to participate in the College’s benefits program upon appointment. The Office of Human Resources will conduct an orientation that will review the College’s policies and procedures as well as the benefits program.

I am required to state that your appointment is subject to financial ability and the approval of the City University of New York. The terms and conditions of employment are those in the By-laws of the City University of New York, the collective bargaining agreement existing in the University and the rules and policies promulgated under and consistent with such By-laws and agreements.

I request that you sign the below to signify your acceptance of this position. If you have any questions, I can be reached at (212) XXX-XXXX.

Sincerely,

XXXXXXXXXX

XXXXXX(name of potential employee)

Date