

IOWA STATE UNIVERSITY
Office of the Executive Vice President and Provost

**Resource Guide for Recruiting
Excellent and Diverse Faculty**

Updated 2008

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Acknowledgments

I. INTRODUCTION TO THE SEARCH PROCESS

Goals and Procedures for Recruiting Excellent and Diverse Faculty

This handbook is created in keeping with the Iowa State University Strategic Plan for 2005-2010 goals to “*Recruit and retain outstanding faculty who are or will be leaders in their fields*”; to “*Recruit and retain faculty, staff, and students who are dedicated to individual and organizational excellence and achievement*”; to “*Expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive*”, and “*To foster an environment in which all members of the university community can contribute their fullest while pursuing satisfying personal lives.*”

The search for a new faculty member is both structured by policies and unique, since each opportunity varies. We have the assignment of finding the best candidates while the candidates are determining if they want Iowa State University to be their institutional home. It is important that the search and recruitment process be a positive one, since the candidates are evaluating the position, department, and university during all stages of the hiring process. ***Focusing on diversity and looking for more ways to be truly inclusive and making full use of the contributions of all are best practices and an avenue to becoming the best land grant university in the nation.*** This focus will result in having a dynamic intellectual community that will meet the needs of our students, university community members, and our varied stakeholders. Success in our diversity efforts can be demonstrated when each person comes to terms with his or her attitudes, beliefs, and expectations of others; gaining comfort with differences; and developing awareness and understanding. Iowa State University has a focus on excellence that facilitates the achievement of career and personal goals. Excellence and a strong commitment to diversity will create a vibrant work environment with a dynamic exchange of ideas and scholarship that will prepare our students to enter a global community and be lifelong productive citizens.

“When you do the common things in life in an uncommon way, you will command the attention of the world.” Dr. George Washington Carver

Faculty Hiring Policies and Procedures

Iowa State University is committed to develop and implement effective affirmative action and equal opportunity programs with respect to employment, and to comply with all applicable federal, state, and Board of Regents' rules, regulations and policies relative to nondiscrimination. While this commitment encompasses and governs employment decisions of all university employing units, it does not obviate the responsibilities and prerogatives of each unit to develop appropriate job descriptions where warranted; to utilize existing job descriptions that have already been modified; to recruit, screen applications, interview applicants and select personnel deemed most suitable for the positions to be filled. Adherence to the outlined procedures will assure compliance with the institution's affirmative action commitment that will result in a diverse university community.

When hiring new faculty, all involved personnel, including administrators and search committee members, must comply with University policies and procedures, as well as college specific guidelines. The recruitment and hiring procedures from the **Human Resource Office** are found at <http://www.hrs.iastate.edu/r&e/homepage.shtml>

The university policies are specified in the University Policy Manual, **Chapter 4 - Personnel – Faculty and professional staff** and the website provides the complete information:

<http://www.ats.iastate.edu/vpbf/prod/docs/upm/chap4.htm>

Also available on the policy library: www.policy.iastate.edu

Policies pertaining to faculty searches are outlined below:

Appointments

- 4.1(1) Faculty and Professional Staff, including Affirmative Action and Open Search Policies
http://www.hrs.iastate.edu/r&e/faculty_recruitment.shtml
- 4.1(2) Description of Appointment Bases
- 4.1(3) Appointment Periods

Establishing a Position

- 4.2(1) Establishing a Position
- 4.2(2) Required Paperwork and Processes
http://www.hrs.iastate.edu/r&e/faculty_paperprocess.shtml

The Search Process

- 4.3(1) Search Process
- 4.3(2) Advertising Procedures
- 4.3(4) Contract Compliance in Employment
- 4.3(5) Voluntary Applicant Statistical Data Form
- 4.3(6) Screening Applications and Interviewing

Selection and Appointment Process

- 4.4(1) Pre-Employment Monitoring Form
- 4.4(2) Invitation to Voluntarily Self-Identify for Individuals with Disabilities, Special Disabled Veterans and Vietnam-Era Veterans (2/98)
- 4.4 (3) NA
- 4.4(4) Offering the Position - Letter of Intent (LOI)
- 4.4(5) Determining Employment Eligibility for Non-U.S. Citizens
- 4.4(6) Retention of Applications
- 4.4(7) Electronic Personnel Action
- 4.4(8) The Sign-In Process

Faculty Appointments

- 4.6 Faculty Appointments (A and B base)

Policies on faculty hires also appear in the Faculty Handbook; Chapter 3.
See <http://www.provost.iastate.edu/faculty/handbook/current/>

II. GENERAL SEARCH RECOMMENDATIONS

These recommendations are suggested best practices. The search process must be in alignment with university policy, unit needs, and the position advertisement. Faculty recruitment and retention is very competitive for excellent faculty; therefore, providing a supportive institutional environment is critical from the beginning of the search process and throughout the candidate's career.

Forming the Search Committee

- Identify internal and external representatives to serve as members.
- Create a committee that is diverse (i.e., race, gender, discipline, years of experience, perspectives, different ranks).
- Review the roles of the department chair, the search committee chair, and the search committee members in this document.
- Receive direction from the department chair as to the committee role, i.e., search process and form of any recommendations to the committee chair and members.
- Use this manual and other available resources to learn about best practices in conducting a search.

Planning the Search

- Follow institutional guidelines developed by the Human Resources Office <http://www.hrs.iastate.edu/r&e/homepage.shtml> and the Recruitment and Hiring Guidelines for Faculty Vacancies (Section VIII). <http://www.hrs.iastate.edu/ISUOnline/Faculty.shtml>
- Know policies for hiring, including international hiring http://www.hrs.iastate.edu/r&e/faculty_recruitment.shtml
- Develop a position description that addresses the needs of the department and accurately describes the expectations of the position.
- Develop a position description that addresses the minimum, as well as preferred, qualifications of the position. Use “preferred” as much as possible for flexibility.
- Identify objective selection criteria by which candidates will be evaluated.
- Develop a position description that will attract a diverse pool of candidates in alignment with institutional goals for diversity. This will be facilitated by considering the needs for the position and incorporating flexibility into qualifications (see Suggested Language for Advertisements in the section below).
- Be aware of how language in the advertisement may adversely impact a diverse pool of candidates if the requirements are too restrictive.
- Determine and communicate the search timeline, budget, administrative tasks (i.e., collecting application packets, conducting phone interviews, scheduling meetings, contacting references, etc.) at the first meeting.
- Determine a plan for record keeping of all materials, including but not restricted to applicants, candidate contacts made for the search, number of minority and women applicants, references, etc. Discuss confidentiality requirements.

Recruiting Candidates

- Discuss ways to obtain an excellent and diverse pool of applicants, including criteria to attract top tier diverse candidates. These discussions should include networking, especially at conferences and meetings to identify future and current leaders in the discipline area. Also, have the diversity representative of the college, department, or unit discuss relevant materials/policies with the committee.

- Expand networks to identify the best candidates, especially using the networking of women and faculty of color.

- Plan for marketing and advertising the position, placement of ads, and distribution of the position announcement (see Suggested Language for Advertisements in the section below).

- Develop materials to send to all applicants, and separate/additional materials to send to interviewees to promote the community, local and university resources. This may include materials from the Chamber of Commerce, phonebooks, university directories, etc. Also, send a list of relevant websites to prospective candidates (see Appendix 7).

Evaluating and Responding to the Applicant Pool

- Evaluate and rate the applicant pool based on the established criteria for the position (see suggested template in Appendix 1).

- Acknowledge all applications in writing; promptly communicate with candidates during the process and keep them informed.

- Inform the faculty (within the limits of confidentiality) and inform the Dean and other administrators about progress of the search process.

- Give all applicants who meet minimum requirements for the position a full and fair review by the full committee.

- Be aware of cognitive errors and unconscious bias that can occur in the evaluation process, especially if rushed or under pressure.

- Interview (by phone) or request supporting letters from references for the top group of candidates (see appendix 2 for suggested questions).

- Document the screening process.

- Refer to the checklist provided by Human Resource Services, Recruitment and Hiring Guidelines for Faculty Vacancies (<http://www.hrs.iastate.edu/ISUOnline/Faculty.shtml>).

- Note that Equal Opportunity and Diversity Office (EOD) review of the matrix is required prior to contacting applicants for scheduling interviews.

Preparing to Interview the Final Candidates

- Provide advance notice to the department and campus community about upcoming campus visits.

- Provide copies of the candidates' *curriculum vitae* to departmental members and anyone meeting with the candidates.

- Provide the candidates with an itinerary prior to their visit with information including whom they will meet, travel arrangements, and the expectations for the visit (seminars, etc.).

- Provide flexibility and consideration for the unique aspects of each candidate to ensure a positive experience by providing varied options for the visit. Options may include: providing a rental car or picking up at the airport; inquiring about touring the community with a realtor; arranging informal receptions; setting up meetings with specific faculty and community members they may wish to meet.

- Make sure that the candidates receive any additional information they require about the community, resources, etc. Put together a packet to mail to the candidate ahead of time, which may include information from the Ames and surrounding community from the Chamber of Commerce, telephone and campus directories, resource directory of websites (see Appendix 7 for a list of websites to send to candidates).

Interviewing the Final Candidates

- The interview should be systematic, consistent, and job-related. Ask the same questions of each candidate. The answers to the interview questions should provide specific work experiences and demonstrate the skills needed to succeed in the position (see Appendix 5 for suggested questions).

- Be aware of questions that should not be asked of candidates (see Appendix 4 for a list of allowed and not allowed questions) and make sure that all individuals who will interact with candidates are also aware of these questions.

- Provide evaluation forms for each candidate's visit (see Appendix 3 for suggested forms).

- Follow up to make sure that the candidates receive any additional information they require about the community, resources, etc.

- Keep accurate records.

- Follow up after the visit and keep in contact with the candidates. Tell them the timeline for the decision and the method of notification about the hiring decision.

Finishing the Search Process

- The search committee submits the list of finalists to the department chair.

- The search committee chair or the department chair contacts EOD to complete the final faculty hiring required paperwork (the matrix): <http://www.hrs.iastate.edu/r&e/homepage.shtml>.

- The department chair follows up with EOD regarding the hiring matrix. When final, the chair or a designated representative notifies the selected candidate and sends a departmental letter to nonselected candidates in a timely fashion.

- The search committee meets to evaluate the search process and provide advice for future searches (see Appendix 6 for a form to use).

- To provide additional insight into the reasons for a successful or unsuccessful search, the department chair may ask candidates why they did or did not accept the offered position (see Appendix 6 for a form to use).

Other Factors

• Many faculty members who receive job offers will have partners moving to Ames with them. Iowa State has a well developed policy and practices for accommodating partners. See these web pages for additional information.

- Dual Career Services <http://www.provost.iastate.edu/fad/dual-career.html>
- Work-Life <http://www.provost.iastate.edu/worklife/>

Suggested Language for Advertisements/Career Goal Statements

Proactive phrases in job qualifications, summary statements in job positions, or requests to address these issues in career goal statements may be used to encourage the application of candidates who are diverse and understand diversity. Examples follow:

- Iowa State University especially seeks candidates who are interested in contributing to the diversity and excellence of the academic community through their research, teaching, and outreach.
- The University is responsive to dual career couples.
- The University is committed to building a culturally diverse educational environment.
- The University is committed to building a culturally diverse environment and applicants are requested to include how they will further this goal in their cover letter.
- Candidates should describe how multicultural issues have influenced and/or been a part of their teaching, research, and/or outreach.
- Candidates should describe previous mentoring of women, under-represented faculty, or minority faculty.
- Successful candidates must be committed to working with diverse student, staff, and community members.

III. ROLES IN THE SEARCH PROCESS

To ensure that academic searches are conducted in a professional manner, those who are responsible for hiring on campus must understand their roles in the process. Since Deans, chairs, search committee members, and department members (i.e., administrative staff, students, and faculty) play an integral role in the recruitment and retention efforts of new faculty, it is imperative that they are aware of specific assignments that need to be completed. In the following tables, the search process is explained in three primary categories: before the search, during the search, and after the search. By following these recommendations, departments should achieve the goal of recruiting and retaining excellent new faculty.

ROLE OF THE DEAN

During the Year:	Before the Search:	During the Search:	After the Search:
Provide resources (e.g. workshops, seminars, videos) to give advice on how to conduct effective searches.	Promote the use of networking recruitment strategies (e.g. personal calls, directories).	Meet with each finalist to share with them the history, mission, future challenges/direction of the department and college.	Conduct annual assessments of the search process with department chairs to ensure that the proper steps were followed in the hiring process.
Play a visible role in campus initiatives that address recruitment and retention issues (e.g. taskforces, committees).	Meet with the department chair to answer questions about the direction and vision of the college and to address any questions and concerns.	Assess the status of on-going searches by contacting the department chair and chair of the search committee.	In conjunction with the department chair, develop retention strategies for new hires.
Continue to stay abreast of trends, issues, policies that deal with recruitment and retention issues.	Provide monetary resources for the search process.	Respond promptly to departmental requests during negotiations with the selected finalists.	Evaluate the success of searches in meeting diversity goals and hold department chairs accountable for their successes/failures.
Use formal and informal opportunities to address the importance of recruitment and retention issues.			

ROLE OF THE DEPARTMENT CHAIR

During the Year:	Before the Search:	During the Search:	After the Search:
Continue to work on initiatives that deal with partner accommodations, salary packages, research money, etc. with central administrators.	Review ISU procedures for searches and hiring http://www.ats.iastate.edu/vpbf/prod/docs/upm/chap4.htm	Participate in the on-campus interview of all finalists.	In conjunction with the chair of the search committee, conduct an assessment of each faculty hire to ensure that the proper steps were followed in the process.
Have a visible role in campus initiatives that address recruitment and retention issues (e.g. taskforces, committees).	Construct a search committee that has representatives from the campus community (i.e. students, staff, internal and external faculty members).	Meet with the chair of the search committee (and with the committee, if necessary) to monitor the search process..	Summarize the reasons why the job offer was accepted (or not accepted) by the selected candidate(s); share this information with the Dean.
Continue to stay current on trends, issues, policies that deal with recruitment and retention issues.	Provide an overview of the mission and vision of the department to the search committee.	Share department and university policies with each candidate (e.g., P&T document, mentoring program, work/life issues).	Create a welcoming environment for the new faculty member.
Use formal and informal opportunities to address the importance of recruitment and retention issues.	Develop the Position Responsibility Statement (PRS). Construct a job description that specifically aids in recruiting under-represented faculty.	Keep the Dean of the college abreast of the current status and final selection for searches.	Develop the final Position Responsibility Statement in conjunction with the selected candidate.
Schedule a staff meeting where faculty members can share thoughts and concerns regarding upcoming hires in the department.	Meet with the search committee to discuss the goals, objectives, timeline, budget, expectations, and proper procedures of the search and hiring process.	Ask the candidates if they would like community and ISU environment information and provide the requested information to them.	Periodically meet with the new faculty member to assess the adjustment process.
Promote the use of networking recruitment strategies (e.g., personal calls, directories).	Provide additional resources to search committee members to familiarize them with best practices for the search process.		Assist the new faculty member in selecting a mentor(s) within the first two months of employment.

ROLE OF THE SEARCH COMMITTEE CHAIR

Before the Search:	During the Search:	After the Search:
<p>Review ISU procedures for searches and hiring: http://www.hrs.iastate.edu/r&e/homepage.shtml Complete required paperwork and submit to the Office of the Provost.</p>	<p>Adhere to the guidelines provided by the Dean of the college and chair of the department.</p>	<p>Call search committee meeting after all interviews are complete to gather all data and make recommendation to department chair.</p>
<p>Promote the use of networking recruitment strategies (e.g. personal calls, contacts at meetings, posting to directories and newsletters) to encourage applications from women, under-represented groups, and faculty of color. Encourage all faculty members to participate in these efforts.</p>	<p>Be a point of contact for inquiries from prospective candidates or interested parties and respond in a timely manner.</p>	<p>Agree with department chair on how candidates not selected will be informed, and make that contact if necessary.</p>
<p>Learn/review more about conducting effective search processes by attending workshops, engaging in on-line tutorials, reading manuals, making use of resources available on campus.</p>	<p>Coordinate and preside at all meetings with the search committee. Ensure that proper procedures are followed and all candidates receive a fair review.</p>	<p>Hold an assessment meeting with search committee members to evaluate the search process (<i>Appendix 6</i>).</p>
<p>Learn to recognize cognitive errors and unconscious biases that can affect the search process, and be prepared to mitigate their effects.</p>	<p>Communicate with candidates to be interviewed to provide the interview itinerary, expectations for the visit, overview of whom they will meet. Ask for any specific requests from the candidates.</p>	<p>Share findings of the assessment of the search with department chair and Dean of the college.</p>
	<p>Confirm arrangements for candidate visits, including identities and responsibilities of hosts.</p>	

ROLE OF THE SEARCH COMMITTEE

Before the Search:	During the Search:	After the Search:
Learn/review more about conducting effective search processes by attending workshops, engaging in on-line tutorials, reading manuals, making use of resources available on campus.	Agree to adhere to the instructions and guidelines set forth by the department chair and the chair of the search committee.	Meet as a committee to evaluate the search process and provide written feedback regarding aspects of the search that were effective or ineffective.
Agree to play an active role (e.g. attending meetings, hosting candidates, completing evaluations) in the search process.	Maintain confidentiality throughout the process and refer all inquiries to the chair of the committee or department chair.	Suggest possible mentors to forward to the department chair.
Establish a search agenda (e.g. time line for the search, a list of interview questions, how to contact references) that demonstrates a commitment to ensuring that all candidates are treated fairly throughout the process.	Give all candidates a full and fair review, keeping in mind cognitive errors and unconscious biases that can affect the review process.	
Plan advertising strategies to ensure a diverse pool of applicants.	Serve as hosts for candidate visits, making the candidates feel welcome, making special arrangements and sharing information that they request.	

ROLE OF THE DEPARTMENT

Before the Search:	During the Search:	After the Search:
Provide feedback to the department chair on the needs and concerns of the department and the related academic qualifications of the prospective hire.	Meet with each of the finalists, keeping in mind that this is an opportunity to sell the department and the community as well as evaluate the candidates.	Assist the department chair in creating a welcoming environment for the new hire. Make a personal effort to make the new hire feel a part of the department.
Assist the search committee in networking to identify a diverse pool of candidates.	Review all written documentation on each finalist and be prepared to make an informed decision on them.	Volunteer or suggest possible mentors to the department chair.
Learn about best practices in conducting a search, questions that should not be asked of candidates, cognitive errors and unconscious biases that can affect the search process.	Provide written feedback with relevant comments to the search committee.	

IV. AFTER THE SEARCH PROCESS

EVALUATION OF THE SEARCH PROCESS

By conducting an evaluation, the Dean of the college, department chair, and the search committee are able to examine the strengths and weaknesses of the search process. Questions regarding the selection process, on-campus interviews, and timelines can be reviewed to provide direction on future searches and to assess the process (see *Appendix 6*).

RETENTION STRATEGIES

The search process is comprised of three main components: before, during and after the search. Generally, much attention and effort are focused on issues associated with the first two phases. It is imperative that those involved in the hiring process understand the relevance of post-search activities in terms of the role the search plays in retaining new employees. The strategies listed below should assist departments in demonstrating their commitment to cultivating and maintaining a welcoming environment for new employees.

PREPARING FOR NEW FACULTY MEMBER'S FIRST DAY

- Be sure all paperwork is in order and ready for final signatures.
- Be sure the faculty member's office is clean and ready for use.
- Make sure the department chair or designee greets the new faculty member upon arrival.
- Direct or guide the new faculty member to the appropriate places to sign forms, obtain university ID, parking pass, recreation facility pass, etc.
- Arrange for assistance in moving boxes and equipment into the new office or lab.
- Invite the new faculty member to lunch or to participate in midday recreation activities.
- Make sure someone is available to provide advice and answer questions as needed.
- Possible items to have for new faculty's first day at work:
 - Appropriate keys, copy cards, long distance codes, office supplies
 - Coffee mug from campus bookstore (perhaps filled with candy, pens, pencils)
 - Tickets to cultural/ recreational activity on campus or in the community
 - Academic calendar (in office), campus telephone book, Ames telephone book
 - Book about the history of the institution
 - Copies of local newspapers
 - Information about telephones, email, computer services, etc.
 - Campus map and map of Ames, marked with places to find lunch

RETENTION PLAN

First Week	First Six Months	First Year	Second Year	Third Year
Assign a mentor (Information under new faculty) http://www.provost.iastate.edu	Meet with new faculty and mentor to assess the first six months and review the PRS.	Conduct an annual review with new hire and mentor.	Annual review to discuss progress with the department chair.	Annual review to discuss progress with the department chair.
Share benefit information http://www.hrs.iastate.edu/main/benefits_summary.shtml	Take new faculty member to lunch within the first month.	Contact assigned mentor to address issues or concerns each year.	Contact assigned mentor to address issues or concerns.	Contact assigned mentor to address issues or concerns.
Explain departmental procedures such as p-cards, copy cards, etc.	Schedule a time to meet with the Dean.			Preparation for mid-career P&T review.
Inform them of websites such as Center for Excellence in Learning and Teaching (CELT) http://www.celt.iastate.edu/homepage.html Office of the Provost www.provost.iastate.edu Project LEARN and Computer Technologies www.it.iastate.edu/ eLibrary http://www.lib.iastate.edu/	Share some of the highlights of Iowa State University such as: Tea Room www.aeshm.hs.iastate.edu/tearoom/ Reiman Gardens www.reimangardens.iastate.edu/index.cfm M-Shop www.m-shop.com/ Brunnier Art Gallery www.museums.iastate.edu			
Provide dates/announcements for new faculty orientation, department retreats, etc.	Explain how to access professional development funds, how to handle travel funds, etc.			

V. DIVERSITY RESOURCES

IOWA STATE UNIVERSITY

The following major resources are available at Iowa State University:

Diversity Outreach Resources for Faculty Vacancies

<http://www.hrs.iastate.edu/AAO/Outreach/Outreach.shtml>

Office of Equal Opportunity and Diversity

<http://www.hrs.iastate.edu/diversity/>

Diversity Resources - Office of the Provost

<http://www.provost.iastate.edu/fad/diversity.html>

Office of Training & Development

<http://www.hrs.iastate.edu/training/homepage.shtml>

ISU ADVANCE Program

<http://www.advance.iastate.edu/>

OTHER SOURCES

Higher education job websites:

Academic360.com (lists jobs posted on HR websites)	www.academic360.com
Academic Employment Network	www.academemploy.com
AcademicKeys.com	www.academickeys.com
Academic Careers.com	http://www.academiccareers.com/
Career.edu	www.career.edu
The Chronicle of Higher Education	www.chronicle.com
HigherEdJobs.com	www.higheredjobs.com
Inside Higher Ed	http://www.insidehighered.com/
Postdoc Jobs.com	http://www.postdocjobs.com/
Science Jobs.org	http://www.sciencejobs.org/
Ted Jobs.com	http://www.tedjob.com/
University Jobs.com	http://www.universityjobs.com

Outreach to underrepresented groups:

Academic Diversity Search Inc. <http://www.academicdiversitysearch.com/employers.asp>
Affirmative Action Register <http://aar-eeo.com/>
Diverse Jobs <http://www.diversejobs.net/>
DiversityWeb <http://www.diversityweb.org/>
Equal Opportunity Publications, Inc. <http://www.eop.com/>
American Association of University Women <http://www.aauw.org/About/career/>
Association for Women in Science <http://www.awis.org>
Society of Women Engineers <http://www.swe.org>
Women in Higher Education [http://www.wihe.com/\\$spindb.query.indexmain.wihe](http://www.wihe.com/$spindb.query.indexmain.wihe)
National Society of Black Engineers <http://national.nsbe.org/Default.aspx?tabid=106>
Hispanic Outlook in Higher Education <http://www.hispanicoutlook.com/>
Society of Hispanic Professional Engineers <http://oneshpe.shpe.org/wps/portal/national>
Society for Advancement of Chicanos and Native Americans in Science <http://www.sacnas.org/>
American Indian Science & Engineering Society <http://www.aises.org/>

Resume Databases:

CIC univ women <http://www.cic.uiuc.edu/groups/CIC/archive/ResourceList/CICDirectories.shtml>
CIC univ minorities <http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates/index.shtml>
Compact for Faculty Diversity <http://www.instituteonteachingandmentoring.org/Institute/index.html>
Future Black Faculty Database <http://bgess.berkeley.edu/faculty/>
Faculty for the Future <http://www.engr.psu.edu/fff/>
IMDiversity.com <http://www.imdiversity.com/>
Minority and Women Doctoral Directory <http://www.mwdd.com/Home.html>
National Minority Faculty ID Program <http://www.southwestern.edu/natfacid/>
Ph.D.org <http://www.phd.org/>
Rice University ADVANCE database <http://www.advance.rice.edu/database/>

VI. BIBLIOGRAPHY

Search handbooks from other universities:

- Case Western Reserve <http://www.case.edu/president/aaction/diversitytoolkit.html>
- Cornell University <http://advance.cornell.edu/search>
- Pennsylvania State University <http://www.psu.edu/dept/aaoffice/pdf/guidelines.pdf>
- University of Arizona http://www.advance.arizona.edu/resources_type.cfm
- University of California – Irvine <http://advance.uci.edu/>
- University of California – Riverside <http://academicpersonnel.ucr.edu/FacultyToolkit/>
- University of Illinois at Chicago <http://www.uicwisest.org/home/2.html>
- University of Michigan <http://www.umich.edu/~advproj/handbook.pdf>
- University of Minnesota
<http://www1.umn.edu/ohr/toolkit/hiring/academic/guidelines/index.html>
- University of Rhode Island <http://www.uri.edu/advance/recruitment.html>
- University of Wisconsin: WISELI Searching for Excellence and Diversity
http://wiseli.engr.wisc.edu/initiatives/hiring/training_hiring.html
- Virginia Commonwealth University <http://www.vcu.edu/eeoaa>.

Books available at the ISU Library:

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VII. APPENDICES

- 1- Sample Form for Initial Screening of Applicants**
- 2- Sample Questions for References**
- 3- Sample Forms for Obtaining Feedback on Finalists**
- 4- Questions “Not to Ask” During an Interview**
- 5- Sample Interview Questions for Faculty Candidates**
- 6- Evaluation of the Search Process**
- 7- Resources for Faculty Candidates**
- 8- Recruitment and Hiring Guidelines for Faculty Vacancies**

APPENDIX 1: SAMPLE FORM FOR INITIAL SCREENING OF APPLICANTS

Name _____

Current Position _____

Current Location _____

Highest Degree _____ Year _____ School _____

Academic Discipline _____

Qualification	Rating	Comments
Education	_____	_____
Scholarly accomplishments	_____	_____
Teaching experience	_____	_____
Grant writing experience	_____	_____
Professional involvement	_____	_____
Outreach involvement	_____	_____
Experience with diversity or multicultural issues	_____	_____
Community involvement	_____	_____
Other interests/skills	_____	_____

Over-all rating (Check one in each row)

Required qualifications: _____ exceeds _____ meets _____ does not meet

Preferred qualifications: _____ exceeds _____ meets _____ does not meet

APPENDIX 2: SAMPLE QUESTIONS FOR REFERENCES

1. How well do you know the candidate, for how long, and in what capacity?
2. How well do you think the candidate fits this position?
3. In your opinion, what are this individual's strengths? Weaknesses?
4. Comment on the candidate's scholarship, research skills, and ability to obtain grant support.
5. Is he/she a national leader in this discipline? Does he/she have the potential to be a national leader in this discipline?
6. Comment on the candidate's experience and abilities as a teacher and his/her commitment to education and students.
7. Comment on the candidate's outreach or professional practice, and his/her involvement in the academic community.
8. How would you describe this individual's ability to work successfully with others and to be a good departmental citizen?
9. Comment on the candidate's commitment to diversity. Cite some examples.
10. How would you describe this individual's leadership skills?
11. How good are his/her communication skills, both orally and in writing?
12. Describe some of this individual's core professional values.
13. If this person had any critics, what would they probably be concerned about?
14. Would you hire this person for this position? Why or why not?
15. Do you have any other comments you feel are pertinent?
16. Can you suggest anyone else who might be able to help us assess this candidate?

APPENDIX 3: SAMPLE FORM FOR OBTAINING FEEDBACK ON FINALISTS

NAME OF CANDIDATE: _____

CATEGORY OF EVALUATOR:

Faculty_____ Staff_____ Student_____

Dean_____ Dept Chair_____ Other_____

Please give your opinion of the acceptability of this candidate for this position:

STRONG_____ NOT STRONG, BUT ACCEPTABLE_____ UNACCEPTABLE_____

Please comment on the candidate's strengths and drawbacks, as well as concerns you may have:

STRENGTHS:

DRAWBACKS:

CONCERNS:

OTHER COMMENTS:

Please return this form by _____(Date and time) to _____

APPENDIX 3: CANDIDATE EVALUATION RUBRIC FORM

Position: _____ **Name of Candidate:** _____

Evaluator: *Faculty* _____ *Staff* _____ *Student* _____ *Other* _____

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

- | | |
|--|---|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate one-on-one |
| <input type="checkbox"/> Attended candidate's research seminar | <input type="checkbox"/> Met with candidate in a group |
| <input type="checkbox"/> Attended candidate's teaching seminar | <input type="checkbox"/> Attended one/more social functions |

How effective do you believe the candidate will be in meeting the responsibilities of this position?

Please circle one in each category.

Subject Matter Knowledge

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Demonstrates strong experience with the subject matter. Confidently discusses issues and ideas.	Demonstrates familiarity with the subject matter, but requires some study for full mastery.	Does not display a good working knowledge of the subject matter; needs considerable study.	Displays little or no understanding of the subject matter.	Insufficient knowledge or expertise to evaluate.

Knowledge and Skills in Research

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Demonstrates clear understanding and ability in research approaches and methods. Could begin a viable research program immediately.	Demonstrates familiarity with appropriate research methods and ideas, but needs some time for development before research program could start.	Lacks experience appropriate to the position, but shows some potential for development of necessary skills.	Does not demonstrate the ability to conduct meaningful research appropriate to the position, and shows little potential to develop needed skills.	Insufficient knowledge or expertise to evaluate.

Knowledge and Skills in Teaching

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Demonstrates mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles.	Demonstrates familiarity or experience in teaching, but does not display mastery in varied approaches or styles.	May have innate skills and abilities to teach to a wide array of students, but clearly lacks experience, and confidence in teaching at this point.	Does not demonstrate a working ability with varied teaching approaches to reach an array of student learning needs.	Insufficient knowledge or expertise to evaluate.

Communication Abilities

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Speaks clearly in small or large groups. Has good command of English language. Is organized, articulate and engaging. Communicates ideas effectively. Answers questions clearly and concisely.	Speaks quite clearly and is organized, but lacks style at times to engage listeners in the subject matter. May be verbose but still makes the point. Answers to questions may lack clarity.	Difficult to follow because of lack of command of the English language and/or failure to organize ideas. Fails to make concrete points. May speak too quickly, drone on, fail to answer questions.	Is inarticulate, difficult to understand and/or so poorly organized as to be almost or totally unintelligible. Unable to understand or answer questions. Unable to carry on a discussion.	Insufficient knowledge or expertise to evaluate.

Leadership and Collegiality

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Has experience in effectively working with others on various types of projects. Shows strong interest in participating in departmental activities.	Has limited experience in working on team projects. Expresses some interest in departmental activities. May need some encouragement to participate.	Has no experience in working with others. Shows little interest in departmental needs or activities.	Shows no interest in working with others and no potential to develop such interest.	Insufficient knowledge or expertise to evaluate.

Interpersonal Skills

<i>Extremely effective</i>	<i>Acceptably effective</i>	<i>Somewhat ineffective</i>	<i>Unacceptable</i>	<i>Unable to evaluate</i>
Is approachable. Comfortably interacts with new people. Easily engages in conversation. Makes eye contact. Shows good listening skills. Displays confidence in expressing opinions. Listens respectfully to opinions of others. Shows strong interest in students. Strong potential to contribute to a positive environment.	Interacts with others in a reasonably comfortable manner, but may show some reticence or unease. May not exchange opinions easily, either by not listening well or not confidently expressing own ideas. Shows moderate interest in students. Has potential to contribute to a positive environment but needs encouragement.	Has a hard time interacting with others. Shows unease or reserve. Makes little eye contact. May do better in one-on-one conversation than in larger groups. Does not express opinions easily. Does not listen well. Shows little interest in students. Has little potential to contribute to a positive environment.	Interacts poorly with others. Makes no eye contact. Expresses opinions forcefully, or not at all. Does not respect opinions of others, or cannot respond to them. Does not engage in easy conversation. Shows no interest in students. Shows no potential to contribute to a positive environment.	Insufficient knowledge or expertise to evaluate.

Overall, I find this candidate to be:

Highly acceptable Acceptable Marginal Not acceptable No opinion

Additional comments on the candidate's strengths or any concerns you might have:

Please return this form to _____ by _____

APPENDIX 4: INTERVIEW QUESTIONS: WHAT TO ASK? WHAT NOT TO ASK?

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
AGE	Are you over 18 (or 21 for certain jobs)?	How old are you? What is the date of your birth?
NATIONAL ORIGIN	n/a	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage or nationality; nationality of parents or spouse; applicant's native language
GENDER	n/a	A pre-employment inquiry regarding gender on an application form
RELIGION	n/a	Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any question regarding organizations and/or affiliations that would identify religion.
MARITAL STATUS	n/a	Are you married? Where does your spouse work? What are the ages of your children, if any? What was your maiden name?
DISABILITY	Specific questions related to job duties (e.g. Do you have a driver's license? Can you lift 50 pounds?)	Do you have a disability? Have you ever been treated for the following diseases (list of diseases)? Has any member of your family ever had any of the following diseases?
NAME	Have you ever worked for ISU under a different name? Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. Has applicant ever worked under another name, state name, or address?
ADDRESS	Applicant's place of residence.	Do you rent or own your home? How long at each particular address?
BIRTHPLACE	n/a	Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
PHOTOGRAPH	n/a	Requirement that an applicant affix a photograph to the employment application at any time before hiring.
EDUCATION	Inquiry into the academic, vocational, or professional education of an applicant and the public and private schools he or she attended.	n/a

CITIZENSHIP	Are you legally authorized to work in the U. S.?	Country of citizenship. Whether an applicant is a naturalized or native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether parents or spouse are naturalized or native-born citizens of the U. S. The date when such parents or spouse acquired citizenship.
ORGANIZATIONS	Are you a member of any professional societies or organizations? (Exclude organizations the name or character of which indicates the race, creed, color, or national origin of its members.)	Inquiry into applicant's membership in nonprofessional organizations (e.g. clubs, lodges).
REFERENCES	Names of appropriate employment references.	n/a
LANGUAGES	What languages do you read fluently? Write fluently? Speak fluently?	Inquiry into how applicant acquired the ability to read, write, or speak a foreign language.
HEIGHT, WEIGHT, STRENGTH	Questions regarding height, weight, or strength may be asked only if the employer can prove these requirements are necessary to do the job.	n/a
RELATIVES	Names of applicant's relatives already employed by the university.	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by the university.
NOTICE IN CASE OF EMERGENCY	Names and addresses of persons to be notified in case of an accident or emergency.	n/a
MILITARY	Have you ever been a member of the armed services of the U. S. or in a state militia? If so, did your military experience have any relationship to the position for which you have applied?	Inquiry into an applicant's general military experience or type of discharge.
CHARACTER	Have you ever been convicted of a felony? If so, when, where, and what was the disposition of the offense? Have you ever been convicted of a misdemeanor during the last five years, except for a first conviction for simple assault, disturbing the peace, drunkenness, speeding, or other minor traffic violations? Have you been convicted of a misdemeanor which occurred more than five years prior to the date of application where your term of imprisonment was completed less than five years prior to the date of application?	Have you been arrested? (An employer's use of an individual's arrest record to deny employment would, in the absence of business necessity, constitute a violation of the human rights law.)

APPENDIX 5: SAMPLE INTERVIEW QUESTIONS

GENERAL:

First, are there any questions we can answer for you?

About the candidate as a person:

- What are your long-term career objectives?
- How would you describe yourself as a person?
- What do you consider your greatest achievement to be? Why?
- What are your strengths? Weaknesses?
- What do you look for in an organization or college?
- What are your salary expectations?
- What kind of reference would your current (previous) employer give you?
- Describe your leadership abilities.
- What is your greatest failure? Why?
- What character traits do you value most in others?

About the candidate's background:

- What functions or tasks in your last position didn't you like? Why?
- Which functions and tasks do you enjoy most? Why?
- How do you feel about your career progress to date?
- What are some areas in which your current (or most recent) supervisor thinks you could improve?
- What have you accomplished in your present (or most recent) position?
- Why are you changing positions?
- What has been your previous experience in mentoring?

About the candidate and your college:

- What interests you about this position/this college/this department?
- What are your concerns about this position/this college/this department?
- What contributions can you make to our college/department?
- Why should I hire you (vs. other candidates)?
- The university is committed to building a culturally diverse environment. How would you further this goal?
- How have multicultural issues influenced and/or been a part of your teaching, research and/or outreach?

About the candidate's supervisory or management skills (if applicable):

- What are your budget responsibilities?
- How would your staff describe you as a supervisor?
- Have you discharged anyone? How did you handle the situation?
- What is your supervisory style?
- What is your most difficult supervisory responsibility? Why?

TEACHING:

- What is your basic teaching philosophy?
- Provide a general overview of your teaching experience. What courses have you taught?
- What courses would you like to teach?
- Provide specific examples of past challenges you encountered in teaching undergraduates.
- Have you participated in any teaching preparatory program (e.g., Preparing Future Faculty)? If so, describe your experience.
- How do you address different learning styles? Different cultural backgrounds in teaching?

RESEARCH:

- Describe your research.
- What would graduate students learn in your laboratory? What kinds of experiments/methods would they perform?
- Where do you see your research in five years?
- What are your most promising sources of funding?
- How do collaborations influence the future directions of your research?
- Who might you collaborate with here on campus? Would you have other collaborators outside the university?
- Tell us how your research has influenced your teaching.
- In what ways have you been able to bring the insights of your research to your courses?
- What is the status of any manuscripts or grant proposals in progress?
- For senior candidates: How many students have you graduated from your lab? What is the status of your current students?
- What are your space and equipment requirements?

PROFESSIONAL PRACTICE/OUTREACH:

- Describe your experience in professional practice or outreach.
- Who do you consider your clientele or stakeholders?
- How does professional practice/outreach integrate with/influence your teaching and or research?

APPENDIX 6: EVALUATION OF THE SEARCH PROCESS

Date: _____ Department: _____ Position: _____

Search Committee Chair: _____

Search Committee Members: _____

1. Timing. Did you follow the time-line established at the start of the search? _____
Did you spend less/more than what was allocated for the search? _____
What issues or concerns do you have about timing in this search? _____

2. Advertising. Did you make special efforts to increase the diversity of the pool? _____
What were these special efforts? _____

3. Campus Interviews. Were all candidates' visits conducted as similarly as possible? _____
Were all candidates treated respectfully and asked the same questions? _____
Were candidates given the opportunity to request specific visits or meetings? _____
What issues or concerns do you have about the campus interviews? _____

4. Communication. Did you respond in a timely manner to prospective candidates? _____
Did you promptly notify candidates who were no longer under consideration? _____
Did you notify the finalists who were not selected as promptly as possible? _____
What issues or concerns do you have about your communication with candidates? _____

5. Resources. What on-campus resources were most helpful to you during the search?
How did you obtain these resources? From what office(s) or website(s)?
What additional support was needed?

6. What were some of the strengths of the process? What went well?

7. What are some areas of the process that need improvement? What did not go so well?

APPENDIX 6: EVALUATING A SEARCH: WHAT WENT WRONG OR RIGHT?

To improve the process and success rate of future faculty searches, it helps to know why current candidates accept or reject offers. Please provide as much information as possible on your recent search.

Why did your recent hire accept the position? What went right in the search?

(Positive practices determined in a University of Michigan study include warm attention from the department chair; frequent and prompt attention by phone and email; meeting with both graduate and undergraduate students; meeting with women faculty and postdocs (for women candidates); receiving information about dual career opportunities early in the process; receiving information about family-friendly policies and resources; having the partner treated with respect, interest, and enthusiasm; a sense of the negotiation being with the candidate's long-term best interest in mind; rapid resolution of negotiation with a formal offer coming quickly.)

Why did any candidates reject your offer? What went wrong in the search?

(Problematic practices determined in the same study include contradictory information from the chair and other senior faculty members; evidence of disorganization or lack of unity in the department's approach; suggestions by faculty that candidates aren't being recruited for scientific excellence but because of gender or race; being asked questions about family issues before any offer is made (these are illegal questions); potential colleagues interacting with the candidate's partner in a way that suggests the partner isn't valued or desirable on his/her own terms.)

APPENDIX 7: WEB RESOURCES FOR CANDIDATES

General ISU Information

ISU homepage	http://www.iastate.edu	Links to “visitors” and “diversity” of interest to candidates.
ISU visitors guide	http://www.iastate.edu/visitors/	Links for maps, parking, arts & entertainment, about ISU & Ames, Convention & Visitors Bureau.
About ISU	http://www.iastate.edu/about/	Links to ISU Fact Book, colleges, arts, athletics.
ISU Fact Book	http://www.public.iastate.edu/~inst_res_info/factbk.html	Everything you want to know about ISU.
Department of Human Resource Services “Jobs” page	http://www.hrs.iastate.edu/r&e/jobseekers.shtml	Lists current job openings; links to various sources of information for potential employees.
ISU Library	http://www.lib.iastate.edu	Homepage for eLibrary.
Center for Excellence in Learning & Teaching (CELT)	http://www.celt.iastate.edu/homepage.html	Emphasis on student learning, scholarship of teaching and learning, instructional design, learning technologies, preparing future faculty.

Diversity Information

Diversity at ISU	http://www.hrs.iastate.edu/diversity/	Lists diversity committees, ISU and community resources, including disability, multicultural organizations, campus climate studies, calendar of events.
Margaret Sloss Women’s Center	http://www.dso.iastate.edu/wc/	Promotes equity for women on the ISU campus.
WorkOut and WorkOut Friends	To join listserv, email: workout@iastate.edu	Listserve for LGBT faculty and staff and allies.
Student organizations	http://sodb.stuorg.iastate.edu/	Homepage for ISU student orgs. Lists all orgs as well as services, sports & recreation, multicultural orgs.
Iowa COMPASS	http://www.iowacompass.org/	Free statewide information and referral service for people with disabilities.
Latinos Unidos	http://www.latinosunidosofiowa.com/	Nonprofit organization promoting leadership, unity, education in the Hispanic community.
Women’s Cultural Collective	http://www.iowawcc.org/	Iowa women’s organization that promotes community building and provides a safe atmosphere for lesbians.

Women in STEM Fields

Program for Women in Science & Engineering (PWSE)	http://www.pwse.iastate.edu	Homepage for PWSE. Includes information on how faculty can get involved.
ISU ADVANCE	http://www.advance.iastate.edu	Homepage for ADVANCE program. Includes events, resources, links to other sites.
Society of Women Engineers	http://www.heartofiowaswe.org/	Heart of Iowa Section of SWE

Recreation and Entertainment

Iowa State Center	http://www.center.iastate.edu	Homepage for the Iowa State Center, with calendar of cultural events.
ISU Theatre	http://www.theatre.iastate.edu	Information and calendar of student theatre presentations.
ISU Museums	http://www.museums.iastate.edu	Information on exhibits and programs at ISU museums.
Reiman Gardens	http://www.reimangardens.iastate.edu/index.cfm	Indoor and outdoor gardens, butterfly wing.
ISU Lectures	http://www.lectures.iastate.edu/	Calendar and description of events, lectures, presentations.
ISU Recreation Services	http://www.recservices.iastate.edu/	Indoor & outdoor facilities, fitness programs, clubs.
ISU Golf Course	http://www.fpm.iastate.edu/veenker/	Homepage for Veenker Golf.
Iowa Public Radio	http://www.woi.org/	WOI AM and FM broadcast from ISU campus.

Childcare

Childcare resources	http://www.hrs.iastate.edu/childcare/homepage.shtml	Includes information on how to find childcare, services on campus, other campus programs.
Iowa Child Care Resource & Referral	http://www.centraliowachildcare.org/index.html	Community-based agencies provide services for parents, care-givers, employers, community groups.
ISU YWCA	http://www.ywca.org/site/pp.asp?c=cdJKISMBE&b=84175	Maintains a sitters list.
ISU YMCA	http://isuyymca.com/	Programs include summer camps for kids.
Story County Family	http://storycountyfamily.org/	Provides a resource directory of programs and services for children and families in Story County.
Daycare Resource Connection	http://www.daycaresdirectory.50megs.com/iowaames.html	Lists daycares in Ames.

Ames Information

City of Ames	http://www.cityofames.org	Includes sections on government, living in Ames, employment, facilities, events calendar. Links to library.
Ames Parks & Recreation	http://www.cityofames.org/parksrecweb/index.htm	Homepage for Ames Parks & Recreation department.
Ames Public Library	http://www.amespubliclibrary.org/	Homepage for Ames Public Library.
Ames School District	http://www.ames.k12.ia.us/	Homepage for Ames schools.
Mary Greeley Medical Center	http://www.mgmc.org/	Homepage for local hospital.
McFarland Clinic	http://www.mcfarlandclinic.com/index.php	Homepage for local multi-specialty clinic.
Ames Chamber of Commerce	http://www.chamber.ames.ia.us/	Homepage for Chamber of Commerce.
Ames Convention & Visitors Bureau	http://www.visitames.com	Good source of visitor info.
Ames information	http://amesia.areaguides.net/	General information about Ames through areaguides.net.
Real estate listings	http://www.realtor.com/realestateandhomes/ames-ia/	Houses for sale in Ames area.

Des Moines and Iowa Information

City of Des Moines	http://www.ci.des-moines.ia.us/index.htm	Information for residents as well as visitors.
Greater Des Moines Convention & Visitors Bureau	http://www.seedesmoines.com/	Information on attractions, events, restaurants, accommodation, etc.
State of Iowa	http://www.iowa.gov/state/main/index.html	Includes Living in Iowa section with key information.
Iowa Department of Economic Development	http://www.iowalifechanging.com/	Includes sections on business, travel, careers, including a multicultural section with links to resources, events, agencies.

Newspapers

Iowa State Daily	http://www.iowastatedaily.com/	ISU student newspaper.
Ames Tribune	http://www.amestrib.com/site/tab1.asp?brd=2700	Local newspaper.
Des Moines Register	http://www.desmoinesregister.com/apps/pbcs.dll/frontpage	Des Moines Register (statewide coverage).

Appendix 8: Recruitment & Hiring Guidelines for Faculty Vacancies

http://www.hrs.iastate.edu/r&e/faculty_recruitment.shtml

Office of Equal Opportunity & Diversity
3210 Beardshear Hall
Iowa State University
Ames, IA 50011
Phone: (515) 294-7612
Fax: (515) 294-1702
Email: eodoffice@iastate.edu

Recruitment & Employment Office
3280 Beardshear Hall
Iowa State University
Ames, IA 50011
Phone: (515) 294-2936
Fax: (515) 294-8226
Email: employment@iastate.edu

Routine Advertisement Process: The Recruitment & Employment Office will announce this vacancy at the ISU website, [Employment Opportunities](#). The announcement will continue until the “Closed to Application” date is reached. To extend the announcement, contact the Recruitment & Employment Office (294-2936).

Optional Advertising Resources: As the hiring department, you may wish to utilize other external recruitment resources such as professional associations, journals, mailing lists, other universities, or special interest groups.

DO NOT run any external ads until EOD/HRS has approved the vacancy announcement.

The following sources are frequently used by hiring departments, but are not automatically initiated with the Notice of Vacancy:

- [Des Moines Register classifieds](#) Departments should use the standard ISU logo when placing the ad. Upon request, for an additional charge, this ad will also appear on the Register’s website and in Iowa Jobs, a Des Moines skywalk publication.
- [Other newspapers' classifieds](#)
- [Chronicle of Higher Education](#)

Diversity Employment Outreach Resources: These resources are available online at:

http://www.hrs.iastate.edu/r&e/outreach_contents.shtml

Or contact Jessica Stolee at 294-0143 for assistance

Reminders:

- External advertising initiated by the hiring department should be consistent with the guidelines and application deadline of the approved Notice of Vacancy and the announcement on the ISU Employment Opportunities website.
- Searches for tenured or tenure-track positions are national searches, and it is essential to advertise in journals, professional newsletters, and national mailing lists which qualified applicants are likely to review.
- To sponsor an international candidate for permanent residency ("green card"), the search must be at the P-15 level or above, and must utilize a minimum of two forms of advertising, one of which must appear in a nationally-circulated **print** publication commonly used to attract U.S. workers. A Labor Certification must be filed with the U.S. Department of Labor no more than 6 months after the close of recruitment. Please note: The Department of Labor does not recognize an all-electronic search as the basis for Labor Certification. Please contact Deb Vance, dvance@iastate.edu for further details. [Provost Guidelines for Sponsoring Green Cards via Labor Certification](#).
- All external advertisements must contain one of the following statements: "Iowa State University is an Equal Opportunity/Affirmative Action Employer" or "ISU is an EO/AA Employer"

GUIDELINES FOR THE SELECTION & HIRING PROCESS

Procedure Checklist

Please Note: Individual administrative units may have specific routing and approval procedures. If you are unsure of your department's procedures, you should check to verify their procedures.

- _____ 1. **Send an acknowledgement of receipt of application materials to all applicants.**
 - *This acknowledgement must include the link to the online Faculty Profile and the memorandum from the Office of Equal Opportunity and Diversity (EOD) that explains the online system. The department has two options in providing the information for the online Faculty Profile:*
 - *(Email-HTML version – email memo) Copy the text of the memorandum at this URL, www.hrs.iastate.edu/VASDF/VASDF_MEMO.doc and paste it into an email from the hiring department official, insert the vacancy number and Quick Link to the vacancy announcement, then send the “memorandum email” to each applicant;*
or
 - *(Print version) Open the Word version of the memorandum, select File-Save As to save it to your own computer, type in your vacancy number and Quick Link, print it, then send it out in hard copy via postal mail.*

If an applicant cannot access the internet to complete the online Faculty Profile, they are instructed to contact EOD for a hard copy and business reply envelope.

*The acknowledgement (including information about the online Faculty Profile) **must** be mailed out prior to interviews.*
- _____ 2. **Screen application materials against required and preferred qualifications.**
 - See Faculty Applicant Matrix for screening process. This determines which of the applicants should be advanced in the selection process.
- _____ 3. **Contact references provided by the applicant.**
- _____ 4. **Determine applicants to be interviewed.**
- _____ 5. **Submit Faculty Applicant Matrix electronically to eodoffice@iastate.edu with Columns A - H completed.**
- _____ 6. **After approval of matrix by the Office of Equal Opportunity and Diversity (EOD) and/or Provost's Office, interview applicants.**
 - Please review Guide to Non-Discriminatory Interviewing.
- _____ 7. **Make preliminary selection and recommend candidate(s) for hire to Dean.**
 - If you are unsure of the selected applicant's continued interest in the vacancy or the applicant's salary requirements, it is appropriate to contact the applicant before completing required documentation. The selected applicant should be told that the offer of employment is conditional pending administrative approval.
- _____ 8. **Forward the following information to EOD, 3680 Beardshear Hall:**
 - Two copies of the completed Pre-Employment Monitoring Form (PEMF)
 - Completed Faculty Applicant Matrix
 - Copy of vita/resume for all of the finalists who were interviewed
 - List of sources used to announce this position and samples of announcements

- Letter of Intent

_____ **9. Upon approval, EOD will forward PEMF packet to the Provost for review.**

_____ **10. After receiving approvals of the Dean, Provost, and EOD, make formal offer of employment to the selected applicant.**

- Determine if the selected applicant is a U.S. citizen, a U.S. permanent resident (immigrant), or nonimmigrant. If the selected applicant is NOT a U.S. citizen or U.S. permanent resident, contact International Education Services to determine work eligibility.

_____ **11. Send the following forms to the selected applicant:**

- Approved Letter of Intent
- Personnel Information Form (obtain from University Forms page)
- Invitation to Voluntarily Self-Identify (This will be sent to you by EOD after the candidates have been approved for hire)
- Payroll Sign-up Packet (obtain from Records Management or by calling 294-6456.)

_____ **12. Sign up for New Employee Orientation/Acclimation Program**

- Have the employee log onto AccessPlus. If the employee needs assistance, have the employee contact the Training and Development Office at hrstandd@iastate.edu or 294-1070.

_____ **13. Initiate the Electronic Personnel Action and send the required items to the Provost's Office:**

The Vacancy ID should be recorded on the Electronic Personnel Action Form. Inform the person processing the Electronic Personnel Action Form of the Vacancy ID number. They will need this in order to process the hire.

Instructions for Electronic Personnel Action Form:

- a. Enter AA at the FUNC prompt
- b. Enter the individual's social security number at the SSNO prompt
- c. Enter the fund account number at the FUND ACCT prompt
- d. TAB through the SEQ and YEAR prompts
- e. Enter the vacancy I.D. number at the VAC ID prompt
- f. Press the ENTER key

** It is very important that you press the ENTER key at this point, instead of "tab". Pressing the ENTER key will allow the system to recall information from Human Resource Services/Equal Opportunity and Diversity records and fill that information into the fields on the AA form. If you use "tab", you will have to fill in the information yourself.

These items must be forwarded to the Provost's Office for the approval of the Electronic Personnel Action:

- Original signed Letter of Intent
- Personnel Information Form

_____ **14. After the Electronic Personnel Action is completed, the benefits office will forward benefit information to new employees.**

_____ **15. Notify unsuccessful applicants that the position has been filled.**

_____ **16. Have new university employee complete Employee Sign-Up Packet (Employment Eligibility Verification (I-9) form, Payroll documents, directory information, and EEO data) in their department or in the Department of Human Resource Services, 3810 Beardshear Hall.**

The Employment Eligibility Verification (I-9) form which verifies eligibility to work in the United States may be completed at any time after the offer of employment but **MUST BE COMPLETED WITHIN THREE DAYS OF EMPLOYMENT**. Employees must provide document(s) that provide

proof of identity and employment eligibility. For nonimmigrants, the I-9 form is completed at International Education Services.

_____ **17. Retain all applications and records of employment decisions within the employing unit for a period of three (3) years from the date of the decision.**

_____ **18. Change of Address.**

- If the employee's university address or phone number changes, remind the employee to make corrections on AccessPlus. To get to AccessPlus from Iowa State University's Homepage, click on Faculty/Staff under the heading Links For. Under Resources, click on AccessPlus. Once logged into AccessPlus, click on Employee Information.
- The Employee Information option allows users to change a home or office address and phone number, view monthly earnings statements, see the status of vacation time and sick leave, and check year-to-date earnings.

Acknowledgments

Search manuals from the following institutions:

Iowa State University
Pennsylvania State University
University of Washington
University of Michigan
University of California at Irvine
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Interviews with Iowa State employees

Office of the Provost
Associate Provost Susan Carlson
Hannah Clayborne
Claire Andreasen
Bonita Glatz

Office of Human Resources

University of Maryland

Indiana University