

UNIVERSITY OF MISSOURI SEARCH COMMITTEE TOOL KIT



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CHAPTER 1: INTRODUCTION

Welcome to the UM System Search Committee Tool Kit. The tool kit is designed to be user friendly for anyone involved in the search process whether it be staff, faculty, student, or administrator. It provides an array of resources to assist and support all units of the University in their desire to attract and select a diverse pool of high quality applicants. While several of the resources in the tool kit are specifically for the University system, many were taken directly from and/or adapted from tools at other organizations.

We hope you will find this to be a useful resource as you acquire quality talent. Should you not find what you need, please let us know at talentmgmt@umsystem.edu. We are working to continuously improve this resource to meet the needs of the University.

Please note that the information in this tool kit generally applies to open searches. For additional help with closed or confidential searches, often for the most senior leadership, or searches involving a search firm contact the Talent Management team.

Sincerely,

University of Missouri System
Talent Management Team

CHAPTER 2: LAYING THE GROUND WORK FOR THE SEARCH

DECISIONS ABOUT APPLICATIONS

Application Deadlines and Preferential Filing Dates

The hiring authority should follow relevant institutional policies in specifying the application deadline in his or her charge to a search committee (Please refer to the University of Missouri System Human Resource Policies 100 and 500 for information regarding applications, employee recruitment, interviews and background checks – <http://www.umsystem.edu/ums/rules/hrm/>). HR professionals disagree about whether to impose hard and fast application deadlines or to continue to accept applications until an offer has been made and accepted. Although the latter option may impede efficiency, it can also result in a larger pool of candidates.

Some institutions allow specification of preferential filing dates—dates in which no screening occurs after which the screening process is already underway. Specification of such a date is beneficial in two ways, 1) it allows search committees to continue work without disruption, and 2) it discourages filing of applications after the date.

Incomplete and Updated Applications

Should the search committee consider incomplete applications? Should it accept updates to applications after the deadline? The only rule is that all applications be handled in the same way. It is particularly important that the way in which these applications are handled is determined at the onset of the search process rather than at a later time when an issue emerges.

In keeping with relevant institutional policies, the hiring authority should specify in his or her charge to the search committee the procedure for handling incomplete applications and updates. Organizations that prefer larger applicant pools to a more efficient search process will have policies that help people in the application process. No organization should penalize applicants for letters of recommendation sent late or other actions beyond the applicants' control.

Applications by Internal Candidates

It is usually in the best interest of organizations to entertain current employees as applicants, whether or not formal procedures exist to encourage this practice. Handling the applications and interviews of internal candidates is, however, a delicate matter. Dealing with the disappointments of such candidates often puts search committees in an awkward situation as the candidates may be friends of committee members.

When there are internal candidates for a position, organizations must take great care not to engage in a false search – that is, a search with a predetermined outcome. Such a search is both unethical and illegal.

If the school has procedures or policies for handling applications and interviews of internal candidates, the search committee must follow them to the letter (Please refer to the University of Missouri System Human Resource Policy 100 for information regarding applications and internal candidates – <http://www.umsystem.edu/ums/rules/hrm/>).

Should search committees conduct "courtesy interviews" of internal candidates who, because they are unqualified, have no chance of a job offer? No. Such interviews falsely raise a person's expectations. Internal candidates should only be interviewed if they meet job requirements.

Should search committees check on the current performance and work related behaviors of internal candidates? Official reference checking is required for screening of external candidates and should be for screening of internal candidates.

Search committees must evaluate internal candidates objectively. For example, the committee should focus on whether or not the candidate has the right amount of experience and the appropriate credentials.

RECRUITMENT ACTIVITIES

Recruitment activities ensure that the pool of applicants for a job is adequate. These activities should not stop with placement of ads in papers such as *The Chronicle of Higher Education*. Savvy recruitment efforts also target people who are not actively seeking a new job (see Tool Kit Aid 1, page 6).

There are two general recruitment strategies. The first is to seek highly specific qualifications—a strategy likely to yield fewer but more qualified applicants. The second is to seek more general qualifications—a strategy likely to yield more applicants with a wider range of skills and experiences.

Many advocates of diversity would argue that the second strategy yields a richer pool of applicants from which to choose. Although screening and selection may be more onerous because of a broad recruitment effort, the potential gain generally outweighs the extra effort.

Several factors determine the applicant market that will be targeted. One is whether the position to be filled is an executive, or mid-level administrative position or a faculty position. An executive-level position generally requires targeting of a national market, and a mid-level position generally requires targeting of a regional market; a faculty position could entail targeting of an international market.

The position's salary range and level of responsibility, the prestige of the organization, the time of year in which recruitment is undertaken, and other factors also help to determine where recruitment efforts will be targeted. Minority recruitment cannot be overlooked. It may be required by state law, institutional policy (such as an affirmative action policy), or a union contract. It may be required because the institution holds a federal contract. If an ad for a director of development is placed in *The Chronicle of Philanthropy*, it also should be placed in publications such as *Diverse* and *Hispanic Outlook in Higher Education*. Similarly, if calls are made to seek names of potential candidates, they should be made to minorities as well as non-minorities. To yield a good pool of applicants, recruitment efforts must reach minorities (see Appendix B, page 61). Human resource and affirmative action professionals can provide invaluable.

Job Advertisements, Job Descriptions and Position Announcements

The three most common practices in informing potential candidates about a position are as job advertisements, job descriptions and position announcements. Job advertisements describe position openings and are placed in the classifieds section of newspapers. A job description is a more detailed explanation of the job and describes the specific qualifications, experience and preferred standards and/or characteristics deemed necessary in a qualified candidate. Position announcements generally offer more detailed information about openings, often contain information about the institution with the opening, and are presented in the form of a flyer (which is to be posted on bulletin boards or

distributed by interoffice mail). A checklist of information to include in job advertisements is presented in Tool Kit Aid 2 (see pages 7-8).

One reason for a poor hiring recommendation by a search committee is a poorly conceived or written job description. Search committees should not have to guess about what the job requires and what skills and experience a good candidate will possess. These pieces of information should be clearly communicated in the job description written by the hiring authority. A critical task in the drafting process is making the connection between the job to be performed and the type of person who is thought to be able to perform it. This connection must be made on the basis of (1) the duties, tasks, and responsibilities outlined in the job analysis process and (2) the knowledge, skills, and abilities that were identified as necessary to perform the job. Therefore, the job advertisement should be written by the hiring authority, and it should be consistent with the job description drafted by that authority before the search process began. The hiring authority should be aware of the market for professionals who are qualified to fill the open position. The human resource department can provide invaluable information about markets for positions (see Tool Kit Aid 2, pages 7-8). In addition, it can provide data on competitive salaries for the position – information critical to development of a recruitment strategy. Budgets often limit where and how often ads are placed. Generally, ads yield the best results when targeted toward specific, known populations than toward general populations.

E-Recruiting and Social Media Recruitment

Recruitment in cyberspace is growing in popularity. The primary electronic recruitment media are listservs and bulletin boards, job banks, and web sites. Listservs and bulletin boards are forums for people to discuss a shared interest. These forums often allow posting of jobs related to the shared interest. Posting at such sites is usually free of charge. Job banks usually come in one of two forms: commercial sites or association sites. Most of the commercial sites have electronic resume databases that employers can search using key words to identify candidates who most directly match their criteria. They also contain listings of job vacancies for which prospective employees can apply, often online. Employers pay to post their job openings at these sites. Many professional associations' job banks allow association members to post their resumes for prospective employers. For example, a search for an engineer could include a check of the site of the National Society for Black Engineers at <http://www.nsbe.org> (please refer to the appendix for a complete list of organizations and their respective website). Employers usually pay a fee to use associations' job banks, but it is often smaller than the fee that they pay to use commercial sites. Many employers use their websites to post job vacancies. A link from the home page to the job postings page is recommended. Links from the pages of individual departments where vacancies exist to the job postings page are also recommended. As with recruitment through print media, the success of online recruitment hinges on a good classified advertisement placed where the most qualified job seekers are most likely to see it.

Another form of recruiting that is growing in popularity and has garnered tremendous success for organizations in attracting and hiring a quality candidate is what is becoming known as social media recruiting. Social media recruiting can be defined as the process of sourcing or recruiting candidates through the use of social platforms as promotional and/or advertising channels by employers and recruiters. Career placement offices at university campuses use social recruiting since social media is familiar to and often embraced by students and graduates as a job searching medium.

Social media recruiting falls into two different categories. The first is internet sourcing using social media profiles, blogs, and online communities to find and search for passive candidate data and information. The second is social distribution. This involves using social media platforms and networks as a means to

distribute jobs either through HR vendors or through crowdsourcing where job seekers and other influencers share job openings within their online social networks.

The most popular social media sites used for recruiting are LinkedIn, Facebook, Twitter, Viadeo, XING, Google+ and BranchOut.

Jobvite, an application tracking system and social sourcing provider, released a report in May 2011 indicating that 80% of the 600 employers surveyed answered “Yes” to the question, “Do you use social media for recruiting?” (Social Recruiting Survey Results, 2012). Jobvite also conducted a “Social Recruiting Survey” in 2012 and results from the survey indicate:

1) Social recruiting works better

- 49% of companies saw an increase in the quantity of the candidates
- 43% reported an increase in candidate quality
- 20% reported it took less time to hire
- 31% saw an increase in employee referrals

2) Social media platforms used to hire candidates has increased

- 89% of those surveyed have made a hire through LinkedIn, 26% through Facebook and 15% through Twitter.

The increase in social media used for recruiting is a direct result of the number of quality candidates acquired from various social channels (Social Recruiting Survey Results, 2012). As tracking systems and social networks become commonplace in recruiting, trending data indicates social recruiting not only increases the number of applicants in the hiring pipeline, but also the quality of candidates (Social Recruiting Survey Results, 2012).

Recruiting Timetable

The time frame for a search depends on the nature of the position to be filled and the response of the labor market. The time frame for acceptance of an offer and reporting for work also varies. For general staff positions, two weeks’ notice is traditional; for professional positions, a month is reasonable. For some administrative and executive positions the time between acceptance of an offer and the first day of employment can range from one to six months, depending on the time of year of the offer and the nature of the finalist's current position. For faculty positions, four to nine months may pass between the offer and the time that you start the position.

TOOL KIT AID 1: RECRUITMENT ACTIVITIES CHECKLIST*Classifieds*

- Local, regional, and national newspapers (e.g., *The Chronicle of Higher Education*)
- Newspapers and journals of associations serving professionals in targeted field
- Minority publications read by professionals in targeted field (SEE APPENDIX)
- Electronic sources: institution's website, job banks (commercial sites for employers and applicants), listserves (free listing on professional associations' electronic bulletin boards)

Position Announcements

- Send to schools with programs in targeted field
- Send to HR departments of similar schools
- Send to job clearinghouses of university systems
- Post on job boards of associations and other organizations serving professionals in targeted field
- Post at conferences of professionals in targeted field
- Post at career fairs
- Mail to targeted populations

Other Activities

- Seek names from directors, division chairs, deans, vice chancellors/vice presidents, and chancellors/presidents, as appropriate
- Consider use of search firms and head hunters
- Consult with and recruit retirees, former employees, and consultants
- Recruit people from competitors
- Recruit people from minority organizations serving professionals in targeted field

TOOL KIT AID 2: JOB ADVERTISEMENT CHECKLIST*Description of job*

- Position title (descriptive, working, or official)
- Essential functions/major duties and responsibilities
- Ensure position description shows no bias with age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status.
- Consider position description as a tool that can expand the applicant pool by eliminating unnecessary qualifications. If a qualification is desired rather than required, indicate this in the position description.
- Reporting relationships
- Information about the organization that would attract candidates
- Salary range (if desired)
- Submit final position description for approval to the department/college office for faculty positions. Submit final position description for approval to the reporting authority for academic administrator positions. If the position is unclassified, also forward the position description to the Office of Human Resource Organization and Human Resource Consulting (OHRC).

Preferred Criteria

- Special abilities or experience
- Membership or leadership in professional associations

Job Requirements

- Knowledge, skills, abilities required for the job
- Education (degree and field)
- Licensure (if required or preferred)
- Experience (type, number of years, and field)
- Unique requirements of department or organization
- Technical expertise or other special requirements

TOOL KIT AID 2: JOB ADVERTISEMENT CHECKLIST CON'T

Information Sought

- Letter of interest
- Resume , curriculum vitae, or administrative curriculum vitae
- Statement of teaching or leadership philosophy, if appropriate
- Samples of publications or other work, if appropriate
- References and their full contact information
- Letters of recommendation
- Copies of transcripts, if appropriate

Information to Be Provided to Applicant

- Closing date or application review date
- Position availability or start date
- Application includes AA/EEO, Americans with Disabilities Act statement
- Point of contact for information (administrative assistant, hiring authority, search committee chair, or HR director)

Advertising the Position

- Identify person/office to whom applications/nominations will be submitted
- Submit position data and position description information via the Human Resource Information System (HRIS). Upon position approval, create a job requisition in HR System to advertise the position on the university website.
- Determine market for position; develop advertisement, including official affirmative action statement and application/nomination procedures. Human resources is available to assist with advertisements.
- Obtain a statement of prior approval from an appointing authority if using a search firm
- Include affirmative action statements for advertisements

As an equal opportunity, affirmative action employer, all advertisements and announcements for university positions must be in compliance with the university affirmative action program and with state and federal regulations. These tag lines are approved for use in all recruitment advertisements and announcements:

 - Required tagline for job postings: "EEO/AA employer"
 - Recommended tagline for job postings: (Optional) "To build a diverse workforce University of Missouri encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer."
- Place ad in places most likely to attract appropriate applicants
- Place ad in minority media (publications that serve women, minorities, individuals with disabilities, and veterans)
- Place code in ads to determine which ad yielded best applicants
- Determine where in the printed media the ad will appear and under what heading
- Size the ad to reflect the type of position in question, the relative availability of applicants (tight job market = bigger ad), and advertising budget
- Seek advice and assistance from the staff of the publications in which ads were placed
- Seek advice and assistance of HR department in placing ads

CHAPTER 3: FORMING AND CHARGING THE SEARCH COMMITTEE

FORMING A COMMITTEE

Forming a Committee

A search committee should be broadly representative of the institution, and its members should be able to provide a variety of perspectives on the role and function of the position in question. A good committee might include individuals who will be peers of the new hire, in his or her reporting chain, and among his or her "clients." In the case of top positions, such as presidents/chancellors and provosts, the committee should also include some of the institution's stakeholders, such as representatives of alumni associations, foundations, boards, donors and state educational organizations. Ideally, the committee will reflect diversity in gender, race, and age. The level of the position to be filled is a good indicator of the number of people who should serve on the committee. Seven is typical for most faculty and director or department head positions. Nine appears to be the norm for academic department heads, deans, and vice presidents. Even for presidents, no more than 11 members are recommended. An odd number simplifies voting procedures. In addition to regular members, ex-officio members are normally appointed to help monitor and assist the search committee. Ex-officio members typically do not vote and are usually on the staff of the human resource (HR) department or affirmative action (AA) office. These members can ensure that regular members violate none of the many legal limits imposed on the candidate selection process and provide tips and tools to the committee. Tips on forming a search committee are presented in Tool Kit Aid 3 (see page 12).

Hiring Authorities as Members

A question that often arises in the forming of search committees is whether hiring authorities should sit on these committees? There is no one answer to this question. Sometimes the hiring authority's technical expertise is needed to guide the committee in its efforts. For example, in the search for an assistant director of a computing center, the center director (the hiring authority) may be needed to ensure that candidates possess all the required technical expertise. But whatever the case the hiring authority's presence on the committee presents a potential problem. Because the hiring authority might dominate the committee in such a way that it merely rubber stamps the hiring authority's preferences it is recommended that the hiring authority NOT serve on the search committee. Instead the hiring authority can be engaged to answer questions as the committee does its work and to interview finalist candidates. The search committee's role in the making of a decision or recommendation should be clearly stated in the charge to the committee.

HR and AA: Ex-Officio Members

Many colleges and universities appoint an individual from the HR department or AA office as an ex-officio member to help the search committee understand laws and regulations as well as institutional criteria relevant to the search process. Guidance from the HR department, the AA office, or both is critical because many federal and state equal employment opportunity laws affect the search committee's work. Just on the federal level these laws include Title VII of the Civil Rights Act, the Americans with Disabilities Act (ADA), and the Age Discrimination in Employment Act (ADEA). Regulations promulgated by the Equal Employment Opportunity Commission (EEOC), the Department of Education, and the Department of Labor also affect the committee's work. Federal and state laws and regulations would come into play when the search committee selects applicants to interview, conducts

interviews, and checks references. Additionally, the institutional criteria that may bear upon the search committee's work is support of diversity and affirmative action goals.

Screening Advisory Committees

A screening advisory committee, made up of experts in the area of the open position, can be formed to evaluate the written materials of applicants and to help a search committee identify semifinalists. Such a committee is not necessarily involved in the actual interview process, although individual members may be involved in this process. Only the applicants with the best credentials are likely to advance in the selection process after scrutiny by a screening committee made up of technical experts. But there may be little diversity of thought in the process. For that reason, the search committee should reflect some diversity in expertise. If the screening committee in the search for an academic department head is made up of five mathematicians, the selection committee ought to be more broadly representative, including (for example) a professor from a non-mathematics discipline, an academic division chair, and a dean or administrator. Use of screening advisory committees may be particularly advantageous in two situations. When multiple openings exist in the same area, use of one committee to screen candidates for all the openings can reduce the drain on resources. When a position needs to be filled quickly, use of a screening advisory committee is advisable to reduce the number of applicants to a manageable number. A screening advisory committee can be formed more quickly than a selection committee, which is typically made up of people from multiple campus units.

Charging a Committee

Search committees should always receive their charge before they begin their work. The hiring authority should keep in mind that a poor hiring recommendation by the committee is often the result of a poorly conceived or written charge. The charge should indicate without any ambiguity the committee's task, deadline, and budget and the kind of candidate that the hiring authority wishes to attract. The task varies. In some cases, the search committee is instructed to make a hiring recommendation. In other cases, the committee is instructed to hire an individual. If the committee is instructed to rank candidates for the hiring authority, the charge should make clear that the hiring authority is not bound by the committee's listing or ranking in making his or her selection. If the committee is not made aware of the hiring authority's prerogative, and the hiring authority chooses the third-ranked rather than the top-ranked finalist, the committee may feel that its work was not as important as it was led to believe. Please refer to Tool Kit Aid 3 (page 12) for information regarding forming a search committee as well as Tool Kit Aid 4 (page 14-15) for information regarding the duties of the committee chair and members.

LEADING THE COMMITTEE

When the search committee chairperson accepts the responsibility of leading a search committee, that person should be given a charge that includes a sense of scope or limits, the tasks and role of the committee, a preferred time by when the process should be completed, instructions as to the format in which the committee's final recommendations are to be brought forward (for example, recommend top candidate or top 2-3 candidates), how the hiring manager/chair wishes to be involved and/or informed of the committee's progress, etc.

What may not have been expressed to the search committee chair person is the critical part he/she will be to the efficient and effective use of the committee members' time and energies. As with any committee process, there will be individuals with different styles, personal agendas, and differing levels of commitment and experience.

Remember: A search committee is a task-oriented group. Do not let the members lose sight of the task at hand.

A search committee is not a leaderless group formed for the expressed purpose of building community and collegiality. That is to say that a search committee chairperson should manage a process that is sensitive, respectful and supportive. The search committee chair needs the members to want to attend, to contribute, to cooperate, and to communicate. However, responsibilities such as organization, record keeping, coordinating schedules, and completing the task are the primary responsibility of the search chair. HR can support the chair with these responsibilities.

DOCUMENT, DOCUMENT, DOCUMENT

The employment process is one of record keeping. The search committee will need to keep a record of its proceedings. A recorder should be designated for each meeting. Failure to keep notes can invite trouble and conflict. Records help the interview committee maintain consistent procedures. In discrimination suits arising from an interview process, courts tend to look for biases that taint the process. Since the bias is not often blatant, a court may ask, “Did you follow your own rules, or set them and ignore them? Did you change the job description after you began screening?”

It is not so much that a “yes” to any of these questions makes a flawed process, or that a flawed process adds up to discrimination, but that it is all fertile ground.

Remember: Keep track of the decisions as preventative strategy, but primarily as a check on sloppy practice.

The notes from reference checks, screening meetings, interviews, and evaluations of candidates, as well as the affirmative action record are a two-edged sword. If a lawful employment process is followed, there will be invaluable documentation to have available in the event of a discrimination charge. However, if the documentation is replete with such statements as: “She wore her skirt very short.” “Too young, probably won’t fit in.” “A man – he will be uncomfortable in our all-woman office.” Those notes could be your worst enemies! They could lead to losing the lawsuit. Remember: If you don’t know whether to write something down, use a post-it note and call HR!

TOOL KIT AID 3: FORMING A SEARCH COMMITTEE CHECKLIST

- Committee chairpersons typically hold positions at the same level as or a higher level than the vacant position (exceptions exist in instances of the highest executive levels, e.g., chancellor or president search committees could be chaired by an experienced provost or dean).
- Exceptions are often made for professors, who may be asked to chair faculty search committees, regardless of their rank or tenure status.
- The size of the committee should reflect the importance of the vacant position (the more important the position, the greater the number of committee members).
- Attempt to form a committee diverse in terms of gender, race, and age.
- Include members with track records for hiring underrepresented groups and/or educated in affirmative action policies and procedures.
- Attempt to appoint as a committee member an individual who has performed or held the vacant position or a similar position.
- Attempt to appoint as a committee member an individual who has supervised the vacant position or a similar position.
- Appoint ex-officio members from the HR department, the affirmative action office, or both.
- Determine whether each potential appointee has sufficient time to devote to search committee duties.
- Ensure that the committee possesses technical expertise sufficient to make astute comparisons among applicants.

TOOL KIT AID 3: FORMING A SEARCH COMMITTEE CHECKLIST CON'T

- Ensure that the committee represents a variety of perspectives on the role and function of the vacant position.
- Appoint stakeholders (e.g., students in a search for a director of student activities, faculty in a search for a librarian, or members of the president's cabinet in a search for a vice president).
- Provide administrative support to the committee to assist with all logistics and preparation

TOOL KIT AID 4: CHARGING THE SEARCH COMMITTEE CHECKLIST

The charge should include the following information:

- Official or working title of position in question
- Position (job) description and a copy of the advertisement or position announcement
- Essential and preferred criteria for selection; criteria that are important to the department and the institution; and the hiring authority's view of the position's scope and short—and long-term challenges and opportunities
- Time frame for completing the search (the committee should formulate and distribute a timetable to appropriate constituencies, including the HR director)
- Policy for handling late or incomplete applications
- Institutional policy on diversity or affirmative action issues
- Duties of the search committee chair and individual committee members
 - Consistently & fairly evaluate all applicants
 - Do homework in advance and attend all meetings
 - Keep all discussions confidential
 - Accountable for recruitment and be a good ambassador
- Hiring authority's involvement in the search process
- Preferred number of finalist candidates to visit the campus and a general idea of the conduct of the campus visit (if an open search is being conducted)
- Form in which the committee's final recommendations are to be brought forward (for example, single candidate, ranked candidates, narrative)

TOOL KIT AID 4: CHARGING THE SEARCH COMMITTEE CHECKLIST CON'T

- Where and how the committee will receive administrative and logistical support (for example, from the department with the vacancy and the HR department)
- How the HR department will support and monitor the process
- Funds available for advertising and for candidates' travel, hotels, and meals
- EEOC and affirmative action requirements

CHAPTER 4: SCREENING APPLICANTS

The most important responsibility of the search committee is to screen applicants—that is, to evaluate their job qualifications and to subject them to ever more intense scrutiny to determine which is the most qualified for the position and most acceptable to the institution. The screening process begins with analysis of materials sent in response to an ad or an announcement of an open position. This analysis is undertaken to ensure that applicants have all the qualifications specified in the ad or announcement. Depending on the job to be filled, the screening process can continue with verification of credentials, checking of references, and assessment of presentations and samples of work. According to Bouchard (1992), "the more exhaustive the screening process, the more likely [that] the best qualified candidate available will be matched to a job vacancy" (p. 11). Search committees, hiring authorities, and HR offices should jointly determine the techniques to be used to screen candidates for each job opening. These techniques may include skills tests, pre-employment drug and alcohol tests, and physical examinations. More than one person should screen applicants. Performed by one person acting alone, this task presents several potential problems. The screener could misunderstand an applicant's credentials or fail to appreciate an applicant's potential contributions to the organization. Moreover, any bias (intentional or unintentional) that the screener might bring to the screening process would not be exposed. To increase the fairness of the screening process, each stage of it should be handled by at least two (but ideally three) search committee members. While rankings are not always ideal, if used, ranking of candidates is only useful during the final stages of the screening process. The committee should not waste time on this activity during the initial stages of the process. During these stages, each committee member should simply indicate whether each candidate should receive further consideration.

INITIAL SCREENING

As noted above, the first step in screening candidates is analysis of the resumes or curriculum vitas and other written materials that they send in response to an ad or an announcement of an open position. The purpose of the analysis, which may be conducted by the HR department or another party rather than by the search committee, is to verify whether the candidate has all the required qualifications. This analysis not only ensures that all semifinalists/finalists are qualified for the position but also provides an objective basis for fair evaluation of all candidates. A well-documented screening process in which each candidate's qualifications are compared with the qualifications specified in the job ad or position announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the process's legitimacy.

A screening checklist can be useful in documenting each candidate's qualifications. A screening checklist for a career placement coordinator is shown in Tool Kit Aid 5 (see page 18). The items on that checklist reflect a sample ad for the coordinator position.

A screening matrix fulfills exactly the same purpose as the screening checklist but allows the screeners to compare candidates' qualifications at a glance. Tool Kit Aid 6 shows such a matrix (see page 19). It lists all the qualifications in the accompanying sample ad for a career center director.

SUBSEQUENT SCREENINGS

The nature of subsequent screening should be dictated by the requirements of the position to be filled. The search committee can use a narrative screening device to compare the remaining candidates' relative merits. A sample narrative screening device is shown in Tool Kit Aid 7 (see page 20). Once semifinalists have been identified, the committee can use a quantitative screening device to arrive at its hiring recommendation. A sample quantitative screening device is shown in Tool Kit Aid 8 (see page 21). During the screening process, the search committee may wish to conduct a telephone or video conference interview with all the candidates or to invite them to give a presentation.

Telephone / Video Conference Interviews

Do not call a candidate on the spur of the moment and request an interview. No one wants to be torn between talking to a potential employer and dealing with other important business. Allow the candidate to set aside time for the interview. Tool Kit Aid 9 presents tips on how to conduct telephone interviews (see page 22).

Presentations / Face-to-Face Interviews / Job Talks

The purpose of a presentation is to determine how well the candidate expresses himself or herself interacts with other people, and demonstrates mastery of a particular subject. The search committee might ask each candidate to give a presentation on the same topic or allow each candidate to choose his or her own topic.

Personal Attributes

To determine which candidates will best fit a particular department and the institution as a whole, the hiring authority can develop a list of personal attributes sought by the department and institution (see Tool Kit Aid 10 and Tool Kit Aid 11, pages 23 and 24). This list could be used as a tool for screening candidates who have been identified as semi-finalists. The attributes could be listed in position announcements and advertisements to describe the ideal candidate, but they should not be described as required qualifications.

Extreme care must be taken in evaluation of personal attributes. No bias on the basis of race, national origin, citizenship, religion, gender, sexual orientation, disability, age, or other protected classification should be allowed to enter into this evaluation.

TOOL KIT AID 5: SCREENING CHECKLIST

A screening checklist can help the search committee or other party quickly verify each candidate’s possession of required qualifications. Such a checklist should reflect the qualifications specified in the classified ad or position announcement. The checklist below reflects the following classified ad for a career placement coordinator:

Requires Bachelor’s degree or five years’ experience with career placement in a college or university. Experience with individual and group counseling also required. Budget and staff management experience required. Knowledge of business and industry employment issues desired. A Master’s degree and career placement license is preferred. Computer and marketing skills as well as budgeting experience also preferred.

Screening Checklist

Candidate’s Name: _____

Rated By: _____ Date: _____

REQUIRED QUALIFICATIONS	YES	NO
Bachelor’s Degree		
Five Years’ Career Placement Experience in Higher Education		
Individual Counseling Experience		
Group Counseling Experience		
Preferred Qualifications		
Master’s Degree		
Professional License		
Computer Skills		
Marketing Skills		
Budgeting Experience		
List Candidate’s Other Credentials (Degrees, Special Skills, Etc.)		
Consider Further		

TOOL KIT AID 6: SCREENING MATRIX

A screening matrix can help the search committee or other party quickly verify each candidate's possession of required qualifications. Such a matrix should reflect the qualifications specified in the classified ad or position announcement. The matrix below reflects the following classified ad for a career center director.

Master's degree in higher education, student personnel administration, or business required. Doctorate preferred. Minimum five years' experience in career development and employer relations required. Budget and staff management experience required. Knowledge of business and industry employment issues desired.

SCREENING MATRIX

CANDIDATES' NAMES	MASTER'S DEGREE OR PH.D. (PREFERRED) IN RELEVANT FIELD	FIVE YEARS' EXPERIENCE IN CAREER DEVELOPMENT AND EMPLOYER RELATIONS	BUDGET MANAGEMENT EXPERIENCE	STAFF MANAGEMENT EXPERIENCE	KNOWLEDGE OF BUSINESS AND INDUSTRY EMPLOYMENT ISSUES (DESIRED)	ADVANCE CANDIDATE TO THE NEXT ROUND OF SCREENING
	DEGREE AND FIELD	NUMBER OF YEARS	YES/NO	YES/NO	YES/NO	YES/NO
Mary Smith	MBA	7 years	yes	yes	yes	yes
Patti Jones	Ph.D. psychology	7 years	yes	yes	no	yes

TOOL KIT AID 7: NARRATIVE SCREENING DEVICE

Once any non-qualified candidates have been eliminated from further consideration, the search committee can use a narrative screening device to compare the remaining candidates' relative merits. The device below is for an assistant professor position.

NARRATIVE SCREENING DEVICE

Candidate's Name: _____

Is the candidate's teaching philosophy consistent with the mission of this institution?

Which courses has the candidate taught at the college level?

What are the candidate's strengths?

What are the candidate's weaknesses?

Other considerations:

- CONSIDER FURTHER
- DO NOT CONSIDER FURTHER

TOOL KIT AID 8: QUESTIONS FOR EVALUATING PRESENTATIONS

- Was the presenter's bearing professional?
- Was the presenter well prepared?
- Was the learning objective clear?
- Did the presenter attempt to establish rapport with the audience?
- Did he or she demonstrate mastery of his or her subject?
- Did he or she present the subject matter in an effective manner (that is, with sufficient clarity, at the right pace, and so on)?
- Were his or her handouts or other learning aides useful?
- Did he or she use them effectively?
- Did he or she handle questions well?
- Did he or she engage the audience and hold its attention?
- Did the presentation start and end on time?
- Did you learn something worthwhile from the presentation?

TOOL KIT AID 9: TIPS ON TELEPHONE OR VIDEO CONFERENCE INTERVIEWS***Planning and Arranging the Interview***

- Schedule a call of no more than 30 minutes with interviewee and interviewers.
- Review interviewee's application materials.
- Prepare questions.
- Determine the order in which the interviewers will ask questions.
- Test speaker-phone and teleconferencing equipment and procedures.

Conducting the Interview

- Introduce the individuals participating in the interview and describe how the interview will be conducted.
- Ask questions pertaining to the resume (for example, questions about gaps in employment, special training, or a change of professions).
- Ask why the person is interested in leaving his or her current position.
- Ask one or two technical questions about the job.
- Ask one or two questions that will help you determine the interviewee's "fit" to your campus (for example, "What is your philosophy of __?").
- Ask follow-up questions as appropriate.
- Ask the interviewee if he or she has any questions.
- Explain to the interviewee the next step in the selection process.
- Thank candidate for his or her time.

TOOL KIT AID 10: INTERVIEW EVALUATION BASED ON ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

Candidate's Name _____ Date _____

MASTERY OF A BODY OF KNOWLEDGE

1. In your opinion, did the candidate have sufficient mastery of a body of knowledge in (specific discipline)?
2. Was the candidate's area of professional emphasis evident and was his/her level of knowledge in this area sufficient to be considered expert?

TEACHING ABILITY

3. Was the candidate's teaching philosophy consistent with the needs and expectations of our institution's students and faculty?
4. How would you evaluate the candidate's presentation?

SCHOLARSHIP

5. Did the candidate have a well thought out and planned research agenda?
6. Has the candidate been published? Presented papers? Where and how often?

SERVICE RELATED TO THE PROFESSION

7. Has the candidate worked on any school committees?
8. Is the candidate a member of a professional association in the field of _____?

- Excellent Candidate
- Good Candidate
- Unacceptable Candidate

CHAPTER 5: INTERVIEWING APPLICANTS

PREPARING FOR THE INTERVIEW

Two major factors must be taken into account when scheduling interviews. The first is the many people who may meet each candidate one-on-one, in open forums, or during presentations. Most candidates for professional-level positions meet not only with the search committee but also with people with whom they would interact on campus if they filled the open position. These people include prospective peers and subordinates. Depending on the position, candidates might meet with the vice president/vice chancellor or chief academic officer to whom they would ultimately report. Various customers or constituents might be included in interviews of department heads and administrative position holders. HR director candidates might meet with employees, students might meet with counselors and student activity candidates, professors might meet with librarian candidates, and various budget managers might meet with comptroller candidates. As a result, the interview often takes a half day to a full day, depending on the level of the position in question. For senior academic and administrative positions, a day or more may be needed. Tool Kit Aid 12 presents the activities that might occur during an interview day (see page 27). The second major factor that must be taken into account is the potential need for the search committee to arrange or provide meals and other quasi-social events as well as transportation and lodging. The committee chair is usually the chief host but will often seek volunteers for or assign committee members to the task of hosting. As a host, a committee member may be responsible for picking a candidate up from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews. When on-campus interviews will involve meetings with many people and various meal and other functions, the search committee should send candidates a schedule of events in advance. The schedule should note the names and titles of the individuals with whom the candidate will meet. Copies of the schedule should be given to these individuals and should identify the individuals responsible for escorting the candidate to and from meetings. This information can accompany the welcome package that should be sent to all interviewees (see Tool Kit Aid 13, page 28). Tool Kit Aid 14 presents a checklist of preparations to be made for candidates' interviews (see page 29).

Making Travel Arrangements and Accommodations

The search committee should notify each candidate in writing of the institution's travel and accommodations policies. Candidates should know before they visit the campus which expenses the institution will reimburse. Airfare to one area airport may be reimbursable whereas airfare to another area airport may not be reimbursable. Lodging and associated taxes and surcharges may or may not be reimbursable.

The search committee should ask the HR department or business/finance office to advise candidates about a variety of travel and lodging matters. For instance, one of these units should indicate the need to rent a car from area airports and train stations, provide taxi information, and point out sources of information on local accommodations. In addition, it should notify candidates of any special arrangements with travel agencies, rental car companies, hotels, and restaurants. All candidates should be informed that they will be assisted by the HR department or another department with any special accommodations that they require. In many cases a university point of contact (usually a staff support to the search committee) will handle all travel and necessary logistics and work directly with the candidates.

Preparing Site Visit Itinerary

When developing the interview day schedule be sure to provide the following:

- Frequent breaks
- List of people with whom the applicant interacts
- Time for interviewee to ask questions
- Opportunity to tour the city and the campus
- Time with realtor to view housing and school options

Providing a Benefits Synopsis

While the search committee is screening and evaluating candidates, the candidates are screening and evaluating the institution. Because one of candidates' chief considerations in this process is benefits, the search committee should ensure that all candidates who come to campus are familiar with the institution's benefits package. The search committee should ask the HR department to provide a synopsis of the package. The synopsis takes on added importance when the salary for the open position is lower than that expected or desired by a candidate. It should list all benefits, including all leaves (such as sabbaticals and administrative leave) in addition to sick leave and vacation time. It should note any computer purchase programs, health and gym facility access, tuition assistance for the employee and his or her family, and support of professional development activities.

TOOL KIT AID 12: SAMPLE INTERVIEW DAY SCHEDULE

8:30 – 9:00

Meet with search committee chair, other host, or HR representative

9:00 – 9:30

Campus tour

9:30 – 10:30

Meet with hiring authority

10:30 – 11:45

Interview with search committee

11:45 – 12:45

Lunch (with hiring authority and department or peers)

12:45 – 1:00

Break and preparation for presentation

1:00 – 2:00

Presentation

2:00 – 2:30

Meet with other stakeholders

2:30 – 3:30

Meet with other stakeholders or participate in campus drop-in session

3:30 – 3:45

Benefits brief

3:45

Exit interview with HR representative

TOOL KIT AID 13: WELCOME PACKAGE FOR INTERVIEWEES

Here is a brief list of information that you should send to all candidates invited to campus for an interview:

- Employee/faculty handbook
- Benefits synopsis
- College or university catalog
- Department brochure
- Organizational chart (department and institution)
- History of institution
- Annual reports
- Statement of mission, goals, objectives, and initiatives (often found in promotional materials)
- Information from local Chamber of Commerce

TOOL KIT AID 14: INTERVIEW PREPARATION CHECKLIST

- Send Welcome Package to interviewee (include a cover letter)
- Confirm travel and lodging arrangements
- Arrange transportation from airport or other location
- Arrange tour of local community (if appropriate)
- Arrange campus tour
- Arrange meeting with hiring authority
- Arrange meeting with dean, chief executive, provost, vice chancellor as appropriate
- Arrange meeting with any appropriate standing committee or group
- Arrange meeting with affirmative action/diversity representative
- Arrange meeting with HR representative who will discuss benefits
- Arrange interview by search committee
- Schedule candidate's presentation
- Schedule meals and breaks as appropriate

CONDUCTING THE INTERVIEW

Some interviews, as noted above, are used to screen applicants. Other interviews are used to compare candidates and to determine which candidate's abilities and attributes best match the job's duties and align with the organization's culture. (The most qualified person does not always get the job. A person whose primary interest is research is unlikely to do well in a teaching-oriented institution. Similarly, a person who is not respectful of diversity is unlikely to do well in an HR office).

Appropriate Interview Questions

Good interview questions will illuminate the experience of a candidate well enough to indicate the prospects for his or her success in the position. Bad interview questions will provide no indication of these prospects. Moreover, they could expose the institution to certain legal liabilities. Generally, all questions should be related to the knowledge, skills, and abilities necessary to successfully carry out the duties and responsibilities of the job. Questions about basic workplace competencies are appropriate as well. Questions about work ethic, decision making, problem-solving, and interpersonal relations that indicate a person's professional character are also appropriate. Candidates should be asked the same set of questions; follow-up questions can and will vary from candidate to candidate. Ford (1993) offers three rules of thumb for determining which questions are acceptable: (1) ask only for information that you intend to use to make a hiring decision, (2) know how you will use the information to make that decision, and (3) recognize that the practice of seeking information that you do not use can be difficult to defend.

These rules suggest that the best questions will emerge from a careful analysis of the position. Another source of good interview questions is the candidate's experiences that relate to the position requirements. The candidate's responses are yet another good source of questions. Because most applicants practice for interviews, it is important to ask pointed questions to ensure that you hire the best performer, not the best rehearsed (see Tool Kit Aid 15 for tips on conducting an interview, p. 32).

Types of Interview Questions

Interview questions can be informational, situational, or behavioral. Informational questions ascertain the facts of a person's education and career. Situational questions ascertain a candidate's response to a hypothetical or real-life situation and also test a candidate's ability to analyze and solve a problem or make decisions. Behavioral questions ascertain the nature of the candidate's past behavior, which may indicate future performance. Examples of such questions are "How would you organize your work if you had more tasks than time to do them?" and "Describe a decision you made that was not popular and how you handled implementing it?" An effective interview technique is to frame all three types of questions in a way that a simple "yes" or "no" answer cannot be given. An example of a question framed in such an open-ended fashion is "Why are you interested in leaving your current position?". Tool Kit Aid 16, Tool Kit Aid 17, and Tool Kit Aid 18 provide information regarding interview questions to avoid, interview evaluations based on responses, and determining the fit of a candidate (pages 33-38).

Responses

If no screening interview has been conducted, evaluation of the candidate's interview responses might focus on evaluation of the candidate's possession of the knowledge, skills, and abilities required for the job. If a screening interview has been conducted, the evaluation might focus on the candidate's work ethic, professional character, interpersonal skills, and match with the position and organization. Various evaluation forms are presented in Tool Kit Aid 18, Tool Kit Aid 19, and Tool Kit Aid 20 (see pages 38-40).

Along with information on evaluation forms, the selection committee may wish to consider feedback from individuals with whom the candidate met on campus. Some of the forms presented on subsequent pages can serve this purpose as well.

TOOL KIT AID 15: TIPS FOR CONDUCTING THE INTERVIEW***Before the Interview***

- Book an appropriate location
- Review the job description
- Schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates
- Draft and agree upon a group of core questions based on the position-related criteria by which the candidates are to be evaluated
- Use core questions with all candidates to allow comparative judgment and ensure that crucial position-related information is obtained
- Review the candidate's resume/application
- Agree on the format for the interview
- Ensure that you know and can identify the indicators of the candidate's ability to perform the job
- Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed

During the Interview

- Introduce committee members
- Describe the format of the interview
- Focus on the candidate's ability to perform the essential functions of job and avoid making assumptions based on perceived race, color, ethnic background, religion, creed, sex, marital or familial status, age, disability, national origin, citizenship, veteran status, sexual orientation, or criminal background
- Assess the candidate's qualifications for teaching, research, and service (or other applicable qualifications) within a diverse environment
- Provide an opportunity for the candidate to discuss any special requirements or circumstances such as the need to find a position for a partner
- Create opportunities for candidates to meet with other faculty, staff, or community members who share similar backgrounds. (The Office of Equal Opportunity can assist with these efforts.)
- Ask open-ended informational, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the candidate to ask questions
- Ask if you can check references and pursue references not listed on the resume
- Describe the remainder of the search process and the time it will take
- Thank candidate for his or her time

After the Interview

- Give the candidate a brief overview or written synopsis of benefits
- Answer any questions related to salary
- Evaluate the candidate and document the interview

TOOL KIT AID 16: INTERVIEW QUESTIONS TO AVOID

<i>Subject</i>	<i>What May Be Asked</i>	<i>What May NOT Be Asked</i>
Name	Whether the applicant has worked for the University under another name. Whether any other information, such as a nickname or initials, is needed to check the candidate's work and educational record	Maiden name of a married woman. Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent.
Age	Discussion should be kept to questions about the applicant's career stage.	Inquiry into the date of birth or age of an applicant
Gender	No questions	Inquiry into an applicant's maiden name or any question that pertains to only one sex
Sexual Orientation	No questions	Inquiry into applicant's sexuality
Religion	No questions	Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any questions regarding organizations and /or affiliations that would identify religion
Birthplace	No questions	Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
Relatives	Names of applicant's relatives already employed by Harvard	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by Harvard.
National Origin	An employer may require an employee to produce documentation that evidences his or her identity and employment eligibility under federal immigration laws.	Inquiry into the applicant's lineage, ancestry, national origin, descent, parentage, or nationality; nationality of parents or spouse; applicant's native language.

Subject	What May Be Asked	What May NOT Be Asked
Race	No Questions	No questions * See National Origin
Citizenship	"Are you legally authorized to work in the United States?"	Any inquires about citizenship or whether the applicant intends to become a U.S. citizen.
Language	What languages do you read fluently? Write fluently? Speak fluently?	Inquiries into how applicant acquired the ability to read, write, or speak a foreign language.
Disability	You can ask an applicant about his or her ability to perform job-related functions, as long as the questions are not phrased in terms which would elicit whether the applicant has a disability	Inquiry into whether the applicant has a physical or mental disability/handicap or about the nature or severity of the disability/handicap. Inquiry into whether an applicant has ever been addicted to illegal drugs or treated for drug abuse/alcoholism. Inquiry into whether an applicant has ever received workers' compensation. Inquiry into whether an applicant has ever been hospitalized/treated for medical or mental health conditions. Inquiry into whether an applicant has ever been absent from work due to illness. An employer may not inquire as to the nature, severity, treatment, or prognosis of an obvious handicap or disability or of a hidden disability or handicap voluntarily disclosed by the applicant.

<i>Subject</i>	<i>What May Be Asked</i>	<i>What May NOT Be Asked</i>
Marital Status	May inform candidate that information regarding university family policies and services is available and then refer candidate to appropriate campus resources.	Are you married? Where does your spouse work? What are the ages of your children, if any? What was your maiden name?
Address	Applicant's place of residence	Do you rent or own your home? How long at each particular address?
Notice of Case of Emergency	Name and address of person to be noticed in case of an accident or emergency.	N/A
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
Photograph	No questions	
Military	Applicant's work experience, including names, address of previous employers, dates of employment, reasons for leaving.	Inquiry into an applicant's general military experience or type of discharge.
Criminal Record	Inquiry into actual convictions (not arrests) that relate reasonably to fitness to perform a particular job.	Inquiry relating to arrests. Any inquiry or check into a person's arrest, court, or conviction record if not substantially related to functions and responsibilities of the prospective employment.
Education	Inquiry into the academic, vocational, or professional education of an applicant for employment.	Questions about education designed to determine how old the applicant is.

<i>Subject</i>	<i>What May Be Asked</i>	<i>What May NOT Be Asked</i>
Experience	Inquiry into work experience. Inquiry into countries the applicant has visited. Inquiry into references.	Inquiry into the organizations of which the applicant for employment is a member, the nature, name or character of which would likely disclose the applicant's protected class status.
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, etc.)

Guide to Acceptable Interview Questions, Harvard Office of Human Resources, MIT Faculty Search Committee Handbook (2002). Retrieved from

<http://www.faculty.harvard.edu/sites/default/files/downloads/3.2%20Resources%20for%20Conducting%20a%20Search%20-%20Acceptable%20Interview%20Questions.pdf>

TOOL KIT AID 17: INTERVIEW EVALUATION BASED ON RESPONSES TO QUESTIONS

Candidate's Name _____ Date _____

NAME OF SEARCH COMMITTEE MEMBER: _____

QUESTION	RESPONSE SCORE	IMPORTANCE	TOTAL SCORE
	10 = EXCELLENT 5 = GOOD 2 = POOR	1 = LOW 2 = MEDIUM 3 = HIGH	
1. Why are you interested in leaving your current assignment and why do you feel that this position is a good position for you?			
2. Describe how your past school and work experiences have prepared you for the job for which you are applying.			
3. Tell us about your preferred work environment.			
4. Have you ever been told you could not implement a great idea that you had? How did you react? What did you do?			
5. Describe your level of computer proficiency and the programs with which you are familiar.			
6. What would you do if you accidentally hung up the telephone on a customer who had been waiting for a long period of time and the customer called back and used loud and offensive language to tell you that you were incompetent?			
7. How do you go about organizing your work each day?			
8. What do you dislike most about your current job?			
9. Where would this position fit into your career development goals?			
10. Why are you the best candidate for this position?			
		TOTAL	

TOOL KIT AID 18: DETERMINING “FIT”

Listed below are some examples of attributes that might be sought by a department and institution. A list of such attributes can be used by both the search committee and candidates to determine the degree to which the candidates will be suited to the department and institution.

Attributes Sought by a Department

- Customer service or teamwork-oriented
- Supports innovative teaching methods
- Understands diverse learning styles
- Possesses leadership experience
- Possesses strong record of publications, presentations, research, and grants
- Possesses sense of humor or charisma (caution: hard to evaluate)
- Supports flexible scheduling
- Supports professional development
- Demonstrates interdisciplinary emphasis

Attributes Sought by an Institution

- Advocates for environmental responsibility
- Supports diversity
- Welcomes innovation, creativity, and new perspectives
- Supports community service
- Understands and is open to making accommodations for people with disabilities

TOOL KIT AID 19: SAMPLE INTERVIEW EVALUATIONS BASED ON GENERAL OBSERVATIONS

Candidate's Name _____ Date of Interview _____

Position Interviewed For _____

1. Candidate's strengths:
2. Candidate's weaknesses:
3. Describe your level of satisfaction with the candidate's responses to questions asked? Which questions, if any, were left unanswered?
4. Does this candidate appear to be able to perform the job?
5. What reservations, if any, do you have about this candidate's ability to succeed at Marietta?
6. Other comments.
7. Where do you rank this candidate in relation to the other candidates who have been interviewed?

Name of Individual Completing Form _____

TOOL KIT AID 20: OBSERVATIONS TO MAKE DURING THE INTERVIEW

Face-to-face interviews are a great way to not only listen to the candidate's responses to the questions, but to also make some observations.

Communication Skills

- How verbal and articulate is the candidate?
- How well does the applicant express his/her ideas?
- Is the applicant able to present herself or himself effectively and in a **well-organized manner**?
- Does the applicant express thoughts and ideas in a convincing manner?
- Does the applicant have good eye contact?
- Are grammar and sentence structure appropriate?

Interpersonal Skills

- Does the candidate express regard for others, even if they came from a not-so-positive experience?
- Does the candidate seem to relate to others?
- How does the candidate show his/her ability to deal with issues in working with others?
- Does the applicant seem willing to accept suggestions and accept responsibility for their actions?
- Does the applicant have a cooperative attitude?
- Is the candidate critical of former supervisors or of companies where previously employed? (You may ask follow-up questions to gather additional information if needed.)

Intellectual Ability

- Does the applicant have a good understanding of the position and what will be expected of him/her?
- Is the applicant able to think and respond spontaneously? (if applicable)
- Does the applicant display the ability to concentrate and solve problems? (if applicable)

TOOL KIT AID 21: INTERVIEW QUESTIONS: SPECIFIC TO FACULTY

Candidate's Name _____ Date of Interview _____

Position Interviewed For _____

Mastery of a Body of Knowledge

- In your opinion, did the candidate have sufficient mastery of a body of knowledge in (specific discipline)?
- Was the candidate's area of professional emphasis evident and was his/her level of knowledge in this area sufficient to be considered expert?

Teaching Ability

- Was the candidate's teaching philosophy consistent with the needs and expectations of Marietta faculty and students?
- How would you evaluate the candidate's presentation?

Scholarship

- Did the candidate have a well thought out and planned research agenda?
- Has the candidate been published and presented papers? How often and where?

Service Related to the Profession

- What committees has the candidate worked on?
- What professional associations does the candidate participate in?

Overall Evaluation

- Excellent Candidate
- Good Candidate
- Unacceptable Candidate

Name of Individual Completing this Form _____

CHAPTER 6: BACKGROUND AND REFERENCE CHECKS

Verifying the accuracy of the facts of a candidate's background as you know them and uncovering facts relevant to the duties of the position sought is always prudent. Moreover, the search committee, as a representative of the institution, may have a de facto legal requirement to verify and uncover these facts. Otherwise, the institution could face legal action on the grounds of negligent hiring, a tort doctrine (recognized in many states) under which a party can claim that an employee who brought harm to coworkers or others would not have been hired if the employer had exercised due diligence in conducting a background check. If undertaken by a party other than the employer, any such check (including a reference check, a criminal background check, and a credit check) must be overseen by the HR office to ensure that it meets all the requirements of the Fair Credit Reporting Act.

Due Diligence

How much background checking is consistent with due diligence? The right amount depends on the position and the organization in question. The scope and depth of a check might increase with the seniority and sensitivity of the position. Verification of degrees, licenses, and skills is probably more critical in background checks of physicians than in background checks of librarians. Checking of credit reports is more critical in checks of chief financial officers than in checks of custodians. Employers should consult with legal counsel on the matter of due diligence as it relates to background checks.

Liability for Libel and Slander

Background checks can expose employers to legal liability. As a general rule, the search committee should ask permission to seek references and tell the candidate which individuals it plans to contact. In addition, it should know what types of information it can and should seek and how it can appropriately use that information. It should consult with the HR unit or legal counsel if it has any questions or doubts about these matters.

Criminal Background Checks

For many sensitive and important positions, employers are increasingly performing criminal background checks. Much of the information related to criminal background is a matter of public record and is reasonably easy to access. Many private organizations can assist with criminal background checks, as can campus police and public safety departments. Candidates must be notified that a criminal background check will be performed.

Taking insightful references on prospective employees is essential, but how do you get started? You can either have a third party take references for your candidate or you can conduct the references internally. Either way, it is helpful to do a number of references—ideally five to six for senior-level candidates—to gather both:

- Hard data – confirmation of the candidate's track record, skills, and competencies, including information about the role the candidate played within the organization, specific responsibilities, and performance; and
- Qualitative data – tangible examples that allow you to better understand the candidate's management and communication style, track record, and both strengths and areas for improvement, including more qualitative questions about the individual's style, interpersonal interactions, and approach to work.

Your goal in conducting references is to speak with individuals who have known and worked with the candidate, ideally for a long period of time and in different settings. When asking for a reference list, you should suggest that candidates provide references that include peers, direct reports, their own bosses, and/or individuals external to their organizations with whom they worked fairly closely (e.g., a vendor, a client, or a partner in a collaboration). Speaking with this broad list of people should provide a rounded view of how a candidate interacts with people at different levels within and outside the organization.

Again, if at all possible, avoid questions that elicit a “yes” or “no” response; rather, focus on questions that are open-ended and allow the reference to describe events, accomplishments, and difficulties. Ask for examples and explanations. Listening carefully and drilling down below the surface of initial comments will make a reference truly useful. For example, if someone notes that a candidate was a great manager but didn’t get along well with the CEO, you might ask, “Is that unusual in the organization?”

It is important to listen not just to the overall comments a reference makes, but also to the specific word choices and the tone and enthusiasm with which the reference describes the candidate. If he or she makes a comment that seems unclear, ask a follow-up question. Keep your antennae up for shifts in tone, long pauses, or hesitations that might indicate that you’ve hit a sensitive or troublesome subject. Acknowledge the shift, be willing to follow up, and, most importantly, probe the source. Also keep an ear out for overly enthusiastic references without sufficient depth of examples to back up the praise (Tool Kit Aid 22 and Tool Kit Aid 23 for information regarding reference interviews and reference checking, pages 45-51).

When conducting reference checks:

- First, be prepared to give the references a thorough overview of your organization and the responsibilities of the position for which your finalist is interviewing. While it’s standard practice to do this on any reference check, you will want to have details regarding your organization, such as revenues, sources of funding, headcount, organization history, stakeholders, mission, strategic goals, and challenges. This will help the references think about the factors your organization must address to succeed in its mission and how the candidate will fit into the overall organization.
- Second, after you ask the references about their relationship with the candidate, ask them about their experience with the higher education. If a reference has no experience in the sector, you will want to be extra vigilant about speculative comments the reference makes regarding the candidate’s fit with your organization and/or the higher education sector.
- Third, probe your candidate’s transferable experience and qualities with references.
- Fourth, be prepared to ask follow-up questions, ask why, and ask for clarification. Consider restating what the reference has said to be clear that you understand.

Legal Issues

Reference checking has its own set of confidentiality and legal issues. You must always get permission from the candidate before taking references. You should ask them to sign a release giving you permission to check both named and un-named references as well as to conduct credit and background checks, and cannot legally start that process until they do. (Note: credit and background checks are standard in some industries, and several companies provide this service for a reasonable fee). In

addition, your personal notes from a referencing conversation are not to be shared. Instead, write up a summary of each reference check to share with the full search committee. To protect the reference-giver, do not attribute sources of specific quotes or comments, and destroy hand-written notes once the referencing report is written. Note that candidates can request a copy of the reference report and any stored information in their files. And of course, EEOC guidelines on discriminatory questions for interviews apply to reference checks as well.

Third Parties

Many organizations turn to professional third parties for reference checks. Why? Professional recruiters are able to gather information objectively that allows the organization to benchmark the candidate's skills and personal qualities against the job description. In addition, while candidates generally do not offer references who would not give glowing testimonials, professional recruiters have extensive personal and professional networks that often allow the organization to benefit from references that have not been named by the candidate. Furthermore, as professional recruiters tend to do reference checks much more frequently than any given higher education leader, their expertise and comfort in making reference calls may help get the most out of each one.

TOOL KIT AID 22: REFERENCE INTERVIEWS: COMPETENCY BASED EVALUATIONS

A number of sample questions are listed below regarding reference checking. You may tailor these questions to specific areas you'd like to probe about each candidate. The person offering the reference will be able to tailor his or her responses to what is most relevant if you first give a sense of the position and what would be expected of the candidate.

Given how important it is for your organization to make a good hiring decision, you may also want to look beyond gathering references and utilize other methods of screening candidates' backgrounds, including verification of:

- Employment history – dates, positions and actual responsibilities can be checked with the specific employers listed.
- Educational degree – you can call registrars at colleges and universities to check on diplomas, and you can verify some certifications (e.g., Certified Public Accountants) online.
- Criminal and civil records – there are both specialized investigative firms and web-based services that can help you conduct criminal and credit checks on a candidate. In all cases, candidates must be made aware ahead of time that their backgrounds are being checked and must acknowledge their consent in writing.

Though it is helpful to have some sample questions and other written prompts ready as necessary, reading directly from a list of questions may set an unnecessarily formal tone. Do your best to make the person giving a reference feel as though he or she is having a natural, flowing conversation. Identify yourself, your institution, your reason for calling, and the position for which the candidate is applying:

Candidates Name (and former names): _____

Person Called: _____ Person's Position: _____

Company's Name: _____

Opening the Conversation

1. What is/was your relationship to _____?
2. Please tell me a little bit about yourself and how you know _____ (How long, in what context; how often were you in contact, etc.)
3. From what month and year until what month and year did you work with _____?
4. Can you verify the position(s) that he or she held?

General Impressions

5. How would you characterize your experience working with _____?
6. Can you provide a general sketch of _____'s character?
7. Did you have the opportunity to observe _____ in his/her position as _____?
8. How would you describe his/her performance in this position?

TOOL KIT AID 22: REFERENCE INTERVIEWS: COMPETENCY BASED EVALUATIONS CON'TPersonal Attributes

9. What kinds of personal qualities come to mind when you think of _____?

Achievements

10. What impact has _____ had on the organization? In his/her department?
11. What are his/her biggest accomplishments or key contributions to the organization (examples)?
12. How does this person compare with other executives in similar positions in your organization or comparable organizations?
13. What kind of legacy did _____ leave?

Leadership Skills

14. How would you describe _____'s style of leadership?
15. How is he/she a visionary? Examples?
16. How has he/she been able to increase the visibility of the organization?
17. How creative is _____ in building resources and diversifying funding? Has he/she done fundraising?

Strategic Thinking Abilities

18. What involvement did _____ have in developing the strategic plan for the department or organization? What specifically did he/she contribute?
19. How has _____ demonstrated his/her strategic thinking ability? Examples?

Management Style

20. How would you characterize _____'s general management style? (e.g., authoritative, consultative, task-master, etc.)?
21. How does _____ go about managing up?
22. What type of work environment does he/she need to succeed?
23. How would _____'s direct reports describe his or her management style? Supervisors?
24. How does _____ go about making tough decisions? Is he/she inclusive? Fair? Abrupt? Random? Other?

Operational Effectiveness

25. Please describe his/her operational and (if relevant) financial management abilities.
26. What type of policies, procedures, or processes did _____ implement?

TOOL KIT AID 22: REFERENCE INTERVIEWS: COMPETENCY BASED EVALUATIONS CON'TEmotional Intelligence

27. How does _____ deal with conflict? How rigid or flexible is he or she?
28. How did you see him/her grow while you were working together?
29. How well does _____ build consensus among constituents with differing opinions or interests? Examples?

Internal and External Communication Skills

30. How would you describe _____'s communication skills: verbal and written?
31. How well does _____ listen? How does she/he engage people?
32. How often and did _____ keep his or her supervisors, direct reports, peers, etc. updated? What methods did he or she use?
33. What do you consider _____'s strengths to be?

Areas for Development and Support

34. Given that no one is perfect and everyone has areas in which he or she can improve, can you describe any areas _____ can or should continue to develop?
35. From what you have shared, can you tell me how this trait has impacted XX or the rest of the team? Do you see any liabilities or downsides to XX taking this position?
36. What have been _____ biggest professional challenges? How did she/he overcome them? Examples?
37. If you were to do an appraisal on _____, what would his/her development objectives be?
38. How would you compare the performance of _____ with that of others who have held the same job?
39. What would you see as the ideal position for him/her? Why?
40. Where does _____ need the most support?
41. Please describe _____'s work ethic in the context of tardiness, absenteeism, attitude, abuse of sick or vacation time, dependability, trustworthiness, or completion or assigned tasks.
42. In what sort of environment do you think that _____ would work best.

Closing

43. How would you summarize _____ as a candidate for this position?
44. Is there an experience that you have had with _____ that is particularly memorable to you?
45. Why did _____ leave the company? Was it his/her decision?
46. Would you hire or work with him/her again? If not, why not?
47. Is there anything else that I should know about before moving _____ forward in the process? **(A MUST-ASK QUESTION!)**

48. Is there anyone else you could recommend as a reference who might have seen _____ from a different angle?
49. Thank you so much for your help and insight. Do you mind if I contact you again in case I have additional questions?

TOOL KIT AID 23: REFERENCE CHECKING -- EVALUATION BASED ON COMPETENCY AREA*Ability to Manage Teams, People and Organizations***What to Look for in Reference Answers:**

1. Examples that demonstrate the candidate's ability to manage a diverse staff with examples of goals that were met by the team.
2. History of working with entry-level, mid-management, and senior executives to accomplish goals.
3. Candidate's ability to coach and mentor individuals throughout his or her career with detailed descriptions of what the candidate did for the mentees.

Possible Questions

1. Describe the types of individual team members _____ has managed.
2. Tell me about _____ stance on professional development for employees. What sorts of professional development programs, formal or informal, has _____ led?

*Ability to influence/motivate others***What to Look for in Reference Answers:**

1. Concrete examples of having met goals that required action from individuals who did not report to the candidate; matrix management experience.
2. Style that complements your senior managers and that will resonate with staff members.

Possible Questions

1. What impact has _____ had on the organization? In his or her department and outside of his or her department?
2. Can you describe a goal _____ had to reach that required him or her to secure the help of individuals outside of his or her direct of control? How did s/he go about motivating people who were not direct reports?

*Ability to work with Stakeholders***What to Look for in Reference Answers:**

1. Demonstrated ability to build and leverage relationships with stakeholder groups and personal network.
2. A constructive style that encourages a diversity of views, collaboration, and consensus building.
3. Solid experience managing teams as a volunteer in a nonprofit, ideally as a committee chair for a defined effort where influencing peers has been necessary.

Possible Questions

1. Can you describe the relationships that _____ has maintained with individuals outside his or her company in order to accomplish his or her work?
2. How does _____ bring together the ideas of people with different frames of reference?
3. What can you tell me about _____ work with individuals in the nonprofit sector, perhaps in a volunteer capacity?

Ability to collaborate and resolve conflict**What to Look for in Reference Answers:**

1. Fit between candidate's ideal decision-making environment and that of your organization.
2. Fit between candidate's ideal relationships and existing personalities/styles of your team.
3. Positive approaches to interpersonal conflict.

Possible Questions

1. How would you describe _____ ideal decision-making environment and why?
2. How would you describe _____ ideal relationship with boss, colleagues, and direct report(s) and why?
3. How would you describe _____ ability to resolve interpersonal conflict?

Ability to work in a resource-constrained environment**What to Look for in Reference Answers:**

1. Evidence that the candidate can work in cash-/resource- constrained environments.
2. Creative approaches that have allowed the candidate to manage projects despite lack of resources.

Possible Questions

1. Describe the environment of your company with regard to resources. What was involved in securing resources, people, tools, materials, equipment, and supplies?
2. How has _____ modified his or her approach because of limited resources and how was that approach different from past approaches?

Ability to share organization's core values

What to Look for in Reference Answers:

1. The candidate's clarity about what is and isn't ethical behavior; courage to speak and act appropriately.
2. Evidence of long-term involvement in a social sector organization or cause.

Possible Questions

1. Tell me about a time when _____ managed an unethical action or situation.
2. Do you know if _____ has any long-term commitments to an organization or cause?

Ability to fit into organization's culture

What to Look for in Reference Answers:

1. Alignment in the description that the reference gives of the company culture to the description that the candidate has given.
2. If there were cultural shifts, evidence that the candidate was able to adapt easily to the shift.

Possible Questions

1. Tell me about the culture of the company that you and _____ worked/work in.
2. Did your company have any cultural shifts during the time that you and _____ worked together? If so, how did _____ respond to that shift?

CHAPTER 7: MAKING A RECOMMENDATION

After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend. It is always better to have more than one candidate, but not too many candidates for the hiring authority to consider for selection. A search committee can recommend finalists, rank all finalists or provide a report outlining the strengths and weaknesses of each finalist. The form of the recommendation should be described in the charge to the committee. No one other than the hiring authority should be notified of the recommendation.

If a candidate does not accept the offer of employment, the search committee may be asked to recommend another candidate. It also may be asked to extend or reopen a search. A major reason for extending or reopening a search is an inadequate pool of candidates. The decision to extend or reopen a search is the responsibility of the hiring authority, who should act on advice from the search committee chair.

A failed search can be an indicator of an ill-defined position, inadequate recruiting techniques, or ineffective selection methods. If a search has to be reopened or extended, the hiring authority should ask the HR unit to identify and help solve the problems that undermined the previous effort.

REFERENCES

Chapters 2, 3, 4, 5, 6 and 7 materials of the Tool Kit were adapted from *CUPA-HR Search Committees: A Tool kit for human resources professionals, administrators, and committee members, and from the office of human resources, Organization and human resources consulting (OHRC)* by Christopher D. Lee (Ph.D., SPHR).

In addition various other sources were utilized in the final completion of the Tool Kit and are listed below.

Chapter 2: Laying the Ground Work for the Search

Chapter 2 *E-Recruiting and Social Media Recruitment* materials adapted from:

- Social Recruiting Survey Results. (2012).
 - http://web.jobvite.com/rs/jobvite/images/Jobvite_2012_Social_Recruiting_Survey.pdf?mkt_tok=3RkMMJWWfF9wsRokvqvBZKXonjHpfsX86uwrX6aylMI%2F0ER3fOvrPUfGjI4CSMdkI%2FqLAzICFpZo2FFSFeKDdZRF.
 -

Chapter 3: Forming and Charging the Search Committee

Chapter 3 *Forming and Charging the Search Committee* materials adapted from:

- NC State University Search Committee Training.
 - http://www.ncsu.edu/oeo-training/search/preset_questions_cklist_2.htm
- Bouchard, R. (1992). *Human Resource Practices for Small Colleges*. Washington, D.C.: National Association of College and University Business Officers.
-

Chapter 4: Screening Applicants

Chapter 4 *Screening Applicant materials* adapted from:

- Marietta College, Office of Human Resources Search Committee Handbook
 - <http://www.faculty.harvard.edu/sites/default/files/downloads/3.2.1%20Faculty%20Recruitment%20at%20Peer%20Institutions%20-%20Stanford%20University%20Guide%20to%20Recruiting%20And%20Retaining%20an%20Excellent%20and%20Diverse%20Faculty.pdf>
- Guide to Acceptable Interview Questions, Harvard Office of Human Resources, MIT Faculty Committee Handbook
 - <http://www.faculty.harvard.edu/sites/default/files/downloads/3.2%20Resources%20for%20Conducting%20a%20Search%20-%20Acceptable%20Interview%20Questions.pdf>

Chapter 5: Interviewing Applicants

Chapter 5 Interviewing Applicants materials adapted from:

- Ford, R. L. (1993). *Interview Guide for Supervisors*, 4th Edition. Washington, D.C.: College and University Personnel Association.
- Guide to Acceptable Interview Questions, Harvard Office of Human Resources, MIT Faculty Search Committee Handbook (2002).
 - <http://www.faculty.harvard.edu/sites/default/files/downloads/3.2%20Resources%20for%20Conducting%20a%20Search%20-%20Acceptable%20Interview%20Questions.pdf>
- Marietta College, Office of Human Resources Search Committee Handbook
- Michigan Tech Staff Employment Process Checklist
 - <http://www.admion.mtu.edu/hro/forms/interviewcommitteeinfo.pdf>
 - <http://www.admin.mtu.edu/hro/forms/interviewcommitteeinfomay05.doc>
- NC State University Search Committee Training
 - http://www.ncsu.edu/oeo-training/search/preset_questions_cklist_2.htm
- Guide to Acceptable Interview Questions, Harvard Office of Human Resources, MIT Faculty Search Committee Handbook (2002).
 - <http://www.faculty.harvard.edu/sites/default/fils/downloads/3.2%20Resources%20for%20Conducting%20a%20Search%20-%20Acceptable%20%20Interview%20Questions.pdf>
 - <http://www.bridgestar.org/Library/HiringToolkit/ReferenceCheck.aspx>
 - <http://www.bridgestar.org/Library/HiringBridgerReferencingGuide.aspx>

Chapter 6: Background and Reference Checks

Chapter 6 Background and Reference Checking materials adapted from:

- *Hiring a Bridger: Referencing Guide*.
 - <http://www.bridgestar.org/Library/HiringBridgerReferencingGuide.aspx>

APPENDICES

APPENDIX A: SAMPLE LETTERS

Sample I: Letter of Acknowledgement of Receipt of Application

Date

Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

Thank you for your recent letter expressing interest in the position of _____ within the department of _____ at the University of Missouri.

In order for the search committee to accurately evaluate your credentials, we will need the following materials by _____ (application deadline date) .

- Vita
- Graduate Transcript
- Undergraduate Transcript
- Names, addresses and phone numbers of three (3) references

As soon as this information is received, the search committee will conduct initial screening. However, the above materials must arrive no later than _____ (date) for your application to be actively considered. After that date, we will assume that you are no longer interested in the position.

In order to comply with affirmative action hiring procedure, I have enclosed a pre-employment inquiry form. While the completion and return of this form is **VOLUNTARY**, we encourage participation as one assessment of the diversity and representativeness of the applicant pool.

If you have questions about the position that require further clarification, please contact me, at, _____ (phone number) or via email at _____ (email address).

Sincerely,

Chairperson, Search Committee

Enclosure

Sample II: Affirmative Action Cover Letter

Date

Ms. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Ms. Smith:

Thank you for your recent letter expressing interest in the position of _____ within the department of _____ at the _____.

In order to comply with affirmative action hiring procedure, I have enclosed a pre-employment inquiry form. While the completion and return of this form is **VOLUNTARY**, we encourage participation as one assessment of the diversity and representativeness of the applicant pool. Please complete this form and return it in the pre-stamped, addressed envelope at your earliest convenience. The form will be sent directly to the Office of Human Resources/Affirmative Action and will not be factored into any employment decisions.

Sincerely,

Chairperson, Search Committee

Enclosure:

AA Data Collection Form

Sample III: Faculty Search Rejection Letter

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

The Search Committee for the _____ position at the _____ has completed its applicant screening process. I regret that you have not been selected for further consideration for the position.

For the purpose of meeting requirements of Equal Employment Opportunity rules and regulations, your materials will be kept on file for three years. The maintenance of such records does not constitute an automatic application for a position at the University of Missouri that may open in the future. In the event you wish to be a candidate for such a position, you must make a written application as specified in the advertisement usually found in *The Chronicle of Higher Education* or on the university website, _____ (campus website address).

Our best wishes to you as you explore further opportunities.

Sincerely, Chairperson, Search Committee

Sample IV: Notification of Elimination Letter (After Initial Screening)

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

The Search Committee for the position of _____ at the _____ met on _____ to review the applications received. After careful review of your job-related qualifications, the committee decided that other applicant's qualifications more closely matched the requirements for the job. Therefore, your application is no longer under active consideration.

The Search Committee would like to express its sincere appreciation for your time and interest in the _____.

Sincerely,

Chair, Search Committee

Sample V: Letter of Notification of Non-Selection for Interview (After Second Screening)

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

Although your qualifications are impressive, the search committee found others whose qualifications more closely match the needs of the department. You, therefore, are not among those under active consideration at this time.

We have not made a final decision, however. We would like to keep your application in our active file until a final decision is made. You should hear from us in four to six weeks regarding future decisions.

Thank you for your interest in the University of Missouri.

Sincerely,

Chairperson, Search Committee

Sample VI: Letter of Notification of Candidate's Status (After Interview)

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

While we are in the process of reaching a decision about the position for which you have applied, a final decision has not yet been made. Therefore, you remain under active consideration for the position. We would like to keep your application in our active file until a final decision is reached.

We should be contacting you within four to six weeks regarding the decision process. Please contact us if your application status changes.

Thank you for your interest in the University of Missouri.

Sincerely,

Chairperson, Search Committee

Sample VII: Letter of Notification of Non-Selection After Interview

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

Thank you for your interest in the position of _____ at _____. Your credentials were very impressive; however, another candidate was selected whose qualifications more closely matched the requirements of the position.

Again, thank you for your interest in _____. I wish you much success in achieving your career goals.

Sincerely,

Chairperson, Search Committee

Sample VIII: Letter of Notification of Non-Selection after Phone Interview

Date
Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

Thank you for your interest in the position of _____ at _____. Your credentials were very impressive; however, at this time the search committee has selected other candidates to participate in the second part of the interview process.

Again, thank you for your interest in _____. I wish you much success in achieving your career goals.

Sincerely,

Chairperson, Search Committee

Sample IX: Faculty Search Reference Letter Request

If a committee wishes to request written references at some point in the search, usually after preliminary phone references have been obtained, the following sample or something similar may be used.

Date

Dr. Jane Smith
123 Truman Drive
Columbia, MO 65211

Dear Dr. Smith:

_____ has applied for a position as _____ in the Department of _____ at _____ and has offered your name as a reference. Would you be so kind as to forward to us a letter on behalf of this applicant at your earliest convenience so that we may more fully assess (his/her) potential for success in this position? A copy of the position description is enclosed for your information.

If for any reason you do not wish to do so, please notify us so that other references may be solicited.

Thank you very much.

Sincerely,

Chairperson, Search Committee

Enclosure

APPENDIX B: DIVERSITY RECRUITING SOURCES

African American Organizations

1. Affirmative Action Register for Effective Equal Opportunity Recruitment – <http://www.insightintodiversity.com>
2. Association of Black Psychologists – <http://www.abpsi.org>
3. Black Data Processing Associates – <http://www.bdpa.org>
4. Black Career Women – <http://www.bcw.org>
5. Black Collegian online – <http://www.black-collegian.com>
6. Black Enterprise – <http://www.blackenterprise.com>
7. Blacks in Government – <http://www.bignet.org>
8. Blacks in Higher Education – <http://www.blacksinhighered.com>
9. Black Voices – <http://www.blackvoices.com>
10. Equal Opportunity Employment (EOE) Journal – <http://www.eoejournal.com>
11. Equal Opportunity Publications, Inc. – <http://www.eop.com/aacw>
12. National Association for the Advancement of Colored People – <http://www.naacp.org>
13. National Association of Black Accountants – <http://www.nabainc.org>
14. National Association of Black Journalist – <http://www.nabj.org>
15. National Association of Black Telecommunication Professionals – <http://www.nabtp.org>
16. National Forum for Black Administrators – <http://www.nfbpa.org>
17. National Organization for the Professional Advancement of Black Chemists & Chemical Engineers – <http://www.nobcche.org>
18. National Society of Black Engineers – <http://www.nsbe.org>
19. National Society of Black Master of Business Administration (MBA) Association – <http://www.nmbmaa.org>
20. National Urban League – <http://www.nul.org>
21. National Black Nurses Association – <http://www.nbna.org>
22. Student National Medical Association – <http://www.snma.org>
23. General online networks:
 - <http://www.iminorities.com>
 - <http://www.diversityjobsite.com>
 - <http://www.americandiversity.net>
 - <http://www.diversityemployment.com>
 - <http://www.diversilink.com>
 - <http://www.techwriterjobs.com>
 - <http://www.diversecandidates.com>
 - <http://www.minoritycareer.com>
 - <http://www.engineer500.com>
 - <http://www.minorities-jb.com>
 - <http://www.recruitersnetwork.com>
 - <http://www.asne.org>
24. Job search portal – <http://www.worktree.com>
25. Develop and place talented minority youth – <http://www.inroads.org>

Asian-American Organizations

1. Asian American Economic Development Enterprises, Inc. – <http://www.aede.org>
2. Asian American Journalist Association – <http://www.aaja.org>
3. Asian Avenue – <http://www.asianavenue.com>
4. Asian/Pacific American Librarians Association – <http://www.apalaweb.org>
5. Asian Women in Business – <http://www.awib.org>
6. Chinese American Librarians Association – <http://www.cala-web.org>
7. Japanese American Citizens League – <http://www.jaci.org>
8. Korea-America Finance Association – <http://www.nfbpa.org>
9. Korean-American Scientists & Engineers – <http://www.ksea.org>
10. Korean Women’s Association – <http://www.kwaoutreach.org>
11. National Asian Pacific American Bar Association – <http://www.napaba.org>
12. National Association of Asian Professionals – <http://www.naaap.org>
13. National Federation of Filipino American Association – <http://naffaausa.org>
14. US Pan Asian American Chamber of Commerce – <http://www.uspaacc.com>
15. Asian Career Web – <http://www.intercareer.com>
16. Jobs for bilinguals who speak English & Asian languages – <http://www.asian-jobs.com>

Hispanic-American Organizations

1. ASPIRA Association – <http://www.aspira.org>
2. Association of Hispanic Advertising Agencies – <http://www.aaa.org>
3. Association of Latino Professionals in Finance & Accounting – <http://www.alpfa.org>
4. Hispanic Business.com – <http://www.hispanstar.com>
5. Hispanic Online – <http://www.hispaniconline.com>
6. Hispanic Public Relations Association – <http://www.hprala.org>
7. Latin American Management Association – <http://www.lamausa.com>
8. Latin Business Association – <http://www.lbausa.com>
9. League of United Latin American Citizens – <http://www.lulac.org>
10. Mexican American Unity Council – <http://www.mauc.org>
11. National Association of Hispanic Federal Executives – <http://www.nahfe.org>
12. National Association of Hispanic Journalists – <http://www.hahj.org>
13. National Association of Hispanic Public Administrators – <http://www.nahpa.org>
14. National Association of Latin Elected & Appointed Officials – <http://www.maleo.org>
15. National Association of Puerto Rican/Hispanic Social Workers Inc – <http://www.naprhsw.org>
16. National Coalition of Hispanic Health & Human Services Organization – <http://www.cossmho.org>
17. National Council La Raza – <http://www.nclr.org>
18. Hispanic Employment Program Managers – <http://www.hepm.org>
19. National Hispanic Corporate Council – <http://www.nhcc-hq.org>
20. National Hispanic Medical Association – <http://www.nhmamd.org>
21. National Society of Hispanic Professionals – <http://www.hshp.org>
22. National Society of the Hispanic Master of Business Administration (MBA) – <http://www.nshmba.org>
23. Professional Hispanics in Energy – <http://www.phie.org>
24. Society for Advancement of Chicanos & Native Americans in Science – <http://www.sacnas.org>
25. Society of Hispanic Professional Engineers – <http://www.shpe.org>
26. Job board for Hispanic & bilingual professionals – <http://www.latpro.com>
27. Joining Hispanic bilingual professionals with companies – <http://www.saludos.com>

28. Bilingual job opportunities for English-Spanish speaking professionals – <http://www.hispanic-jobs.com>

Native-American Organizations

1. American Indian Science & Engineering Society – <http://www.aises.org>
2. Native American Journalists Association – <http://www.naja.com>
3. Native American Public Telecommunications – <http://www.nativetelecom.org>
4. Indian Country Today – <http://www.indiancountry.com>

Women's Organizations

1. American Business Women's Association – <http://www.abwa.org>
2. American Society for Women Accountants – <http://www.aswa.org>
3. Association for Women in Science – <http://www.awis.org>
4. Financial Women's Association – <http://www.fwa.org>
5. National Women's Studies Association – <http://www.nwsa.org>
6. Society of Women Engineers – <http://www.swe.org>
7. Advocates for Women in Science, Engineering & Mathematics – <http://www.awsem.com>
8. Association for Women in Computing – <http://www.awcncc.org>
9. Women's Information Network – <http://www.winonline.org>
10. Women in Technology – <http://www.womenintechnology.org>
11. Association of Women in International Trade – <http://www.owit.org>
12. Women in Advertising and Marketing – <http://www.wamdc.org>
13. Career Women – <http://www.careerwomen.com>

Gay & Lesbian Organizations

1. International Gay & Lesbian Association – <http://www.ilga.org>
2. Lesbian, Gay, Bisexual, and Transgender (LGBT) Career Link – <http://www.LGBTCareerlink.com>

Disability Organizations:

1. Diversity Service – placement agency for individuals with disabilities – <http://www.diversity-services.com>
2. Disability Related Government Resources – <http://www.disabilityinfo.gov>
3. Vision Aid – <http://www.visionaid.org>
4. National Council for Support of Disability Issues – <http://www.ncsd.org>
5. National Federation of the Blind – <http://www.nfb.org>

Military/Veterans/Security Sites:

1. <http://www.militaryhire.com>
2. <http://www.vetjobs.com>
3. <http://www.clearancejobs.com>
4. <http://www.defensecareers.com>
5. <http://www.intelligencecareers.com>
6. <http://www.defenseengineers.com>
7. <http://www.veteransenterprise.com>

Websites specializing in openings in the nonprofit environment

1. <http://www.ExecSearches.com>
2. <http://www.CEOupdate.com>
3. <http://www.idealists.org> (especially for job-seekers early in their career)
4. <http://www.PlanetPhilanthropy.com>
5. <http://www.asaenet.org> (see Career Headquarters)
6. <http://www.associationjobs.org>
7. <http://www.cof.org> (see Job Bank; for jobs at grant making foundations)
8. <http://www.fdcenter.org/pnd/current/index.html> (see Job Corner)
9. <http://www.developpro.com>
10. <http://www.nonprofitcareer.com>
11. <http://nonprofitjobs.org>
12. <http://www.pnnonline.org>
13. <http://www.DotOrgJobs.com>
14. <http://www.helping.org/nonprofit> (see Nonprofit Jobs)
15. <http://www.npxpress.com>
16. <http://www.nassembly.org> (for jobs at health and human services organizations)
17. <http://www.NonprofitOyster.com>
18. <http://www.devnetjobs.org> (international)
19. <http://www.NPTimes.com> (see Employment Marketplace)
20. <http://OpportunityNocs.org>
21. <http://www.interaction.org> (for jobs in international relief and development)
22. <http://www.dev-zone.org> (international)
23. <http://www.ReliefWeb.net> (international)
24. <http://www.IntJobs.org> (international)
25. <http://www.nonprofitadvancement.org> (for jobs in Washington , DC)
26. <http://www.mdnonprofit.org> (for jobs in Maryland)
27. <http://www.DeepSweep.com>
28. <http://www.AllianceOnline.org>
29. <http://www.DevelopmentJob.com>
30. <http://www.internationaljobs.org/hotjobs.html>
31. <http://www.pnp-inc.com> (for jobs in New York City metro area)
32. <http://www.Craigslist.org>
33. <http://www.developmentex.com> (international)
34. <http://www.Bridgestar.org>
35. http://www.sustainablebusiness.com/jobs/csrwire_jobs.cfm
36. <http://www.nonprofitjobscoop.org>
37. <http://www.dcjobs.com/> (for jobs in Washington, DC, metro area)

38. <http://www.publicservicecareers.org>
39. <http://www.NonprofitJobMarket.org>
40. <http://www.WorkForNonprofits.org>

APPENDIX C: PUBLICATIONS AND WEBSITES FOR FINDING CANDIDATES

Discipline-based organizations include:

- American Physical Society: (Committee on the Status of Women in Physics, and Committee on Minorities in Physics) – <http://www.aps.org>
- American Political Science Association: (Sections on Women & Politics, and Race, Ethnicity & Politics) – <http://www.apsanet.org>
- Association for Women in Science – <http://www.awis.org>

Engineering:

- Society of Women Engineers – <http://www.swe.org>
- Society of Hispanic Professional Engineers – <http://www.shpe.org>
- American Indian Science & Engineering Society – <http://www.aises.org>
- National Society of Black Engineers – <http://www.nsbe.org>

Publications/Web Sites:

- MIT Diversity Resource Guide – <http://web.mit.edu/personnel/www/recruit/divrsity.htm>

MIT maintains a comprehensive set of:

- Employment Sites
- Job Fairs
- Local Media
- National Media
- Recruiting Sources

National Science Foundation, Survey of Earned Doctorates - <http://www.nsf.gov/sbe/srs/ssed/start.htm>

- Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is a resource used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, and by race/ethnicity and field.

Nemnet – <http://www.nemnet.com>

- Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

IMDiversity.com – <http://www.minorities-jb.com>

- Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the Black Collegian Magazine. The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and Women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

Journal of Blacks in Higher Education – <http://www.jbhe.com>

- The on-line version of this journal offers valuable statistics and the ability to advertise available jobs.

The Academic Network – <http://www.tandiversity.com>

- Offers an extensive list of programs and services which assist academic institutions with recruitment, retention and campus enrichment.

APPENDIX D: DIRECTORIES OF RECENT FEMALE AND MINORITY PHDS

Minority and Women Doctoral Directory – <http://www.mwdd.com>

- The directory serves as a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States. The complete two-volume directory is comprised of 60 Departmental Rosters, which are available separately, at prices ranging from \$45-90.

The WISE Directories – http://www.cic.uiuc.edu/third_level/reports_directories.html

- The Committee on Institutional Cooperation (CIC) annually publishes the "WISE Directory of Ph.D. Candidates and Recipients, and Postdoctoral Appointees" and "Directory of Minority, Ph.D., M.F.A., and M.L.S. Candidates and Recipients" to increase the professional opportunities of minorities and women, and to help colleges, universities and other potential employers to recruit underrepresented minorities and women. The CIC, with headquarters in Champaign, Illinois, is the academic consortium of the Big Ten universities and the University of Chicago. Both directories can be downloaded as Adobe Acrobat (PDF) files.

Ford Foundation Fellows – <http://www4.nationalacademies.org/PGA/FordFellowships/index.htm>

- This program, administered by the National Research Council (NRC) maintains an on-line directory of minority PhDs in all fields. The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC.

Mellon Minority Undergraduate Fellowship Program – <http://www.mmuf.org>
(select PhD Profiles from menu on left)

- This program provides an on-line list of minority PhDs in all fields.

The PhD Project – <http://www.phdproject.org/index.asp>

- The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. We attract African-Americans, Hispanic-Americans and Native Americans to business Ph.D. programs, and provide a network of peer support on their journey to becoming professors. As faculty, they serve as role models attracting and mentoring minority students while improving the preparation of all students for our diverse workplace and society.

The Compact for Faculty Diversity – <http://www.instituteonteachingandmentoring.org/Compact/>

- The Compact for Faculty Diversity is a partnership of regional, federal and foundation programs that focus on minority graduate education and faculty diversity. To date, the Compact partnership consists of: the Southern Regional Education Board (SREB), the Western Interstate Commission for Higher Education (WICHE), the National Institutes of Health (Bridges to the Professoriate NIGMS-MARC), the National Science Foundation (Alliance for Graduate Education and the Professoriate), and the Alfred P. Sloan Foundation and the Office of Federal TRIO Programs, United States Department of Education (Ronald E. McNair Program).

The Compact for Faculty Diversity has a simple goal: to increase the number of minority students who earn doctoral degrees and become college and university faculty. By supporting and encouraging these minority students, the Compact works to:

- increase the percentage of these students who obtain the doctoral degree and seek faculty positions
- diversify the pool of qualified faculty candidates
- increase the likelihood of success as faculty members in the academic community--teachers, researcher, mentors, academic leaders, role models.

Southern Region Education Board-State (SREB-State) Doctoral Scholars Program – <http://www.sreb.org/page/1074/>

- The SREB-State Doctoral Scholars Program is the primary coordinator, with support from representatives from WICHE, for all Institute operations. To obtain more information about the Compact, contact the SREB-State Doctoral Scholars Program at doctoral.scholars@sreb.org

Search firms

- Search firms may be useful. Only a few firms specialize in academic searches. The scope of the search needs to be carefully framed.
- Please note that the information in this tool kit generally applies to open searches. For additional help with closed or confidential searches, often for the most senior leadership, or searches involving a search firm contact the Talent Management team.

APPENDIX E: WEB-BASED EMPLOYMENT RESOURCES

Web-based Employment Resources

- Minority job bank – <http://www.minorities-jb.com>
- Resume pool of African Americans – <http://www.employus.com>
- Links females, minorities, and diversity professionals with employers and search firms – <http://cliversiry.cliversitylink.com>
- Minority Career Network, which helps minority professionals find positions – <http://www.sunscape.com/mcn/index.html>
- Links to Hispanic recruiting sites <http://newsjobs.com/>-National Diversity Newspaper Job Bank, which is devoted to diversifying the newspaper industry; lists job-hunting tips and information on minority job fairs – <http://www.hispanstar.com/>
- Job postings and career advancement tips www.blackvoices.com-extensive career information and employment services – <http://www.MinorityCareer.Com/>
- Minority Executive Search, a site at which recruiters help women and minorities find jobs; lists job openings, presents company profiles, and accepts online resumes – <http://1fwww.minorityexecsearch.com>
- National Association of Hispanic Journalists; dedicated to the career advancement of Hispanic journalists, media professionals, and students – <http://www.nahj.org/>
- National Association of Asian American Professionals home site with links to career and employment information – <http://www.naaap.org>
- Site oriented to employment of Hispanic college graduates – <http://www.saludos.com/>
- Site for the Society of Hispanic Professional Engineers – <http://www.diversilink.com/>
- African American Business Link with employment center – <http://www.aabl.com/>

APPENDIX F: MINORITY SERVING INSTITUTIONS*Historically Black Colleges and Universities (HBCUs)***Alabama A&M University**

PO Box 1347
Normal, AL 35762
4900 Meridian St
Normal, AL 35762
256-372-5000
<http://www.aamu.edu>

Alabama State University

PO Box 271
Montgomery, AL 36101-0271
915 S Jackson Street
Montgomery, AL 36101-0271
334-229-4400
<http://www.alasu.edu>

Albany State College

504 College Dr.
Albany, GA 31705
229-430-4600
<http://www.asurams.edu>

Alcorn State University

1000 ASU Dr Ste 359
Alcorn State, MS 39096-7500
601-877-6100
<http://www.alcorn.edu>

Allen University

1530 Harden Street
Columbia, SC 29204
803-254-4165
<http://www.allenuniversity.edu>

Arkansas Baptist College

1621 Dr. Martin Luther King Drive
Little Rock, AR 72202-6099
501-370-4000
<http://www.arkansasbaptist.edu>

Barber-Scotia College

145 Cabarrus Ave West
Concord, NC 28025
704-789-2900
<http://www.b-sc.edu>

Benedict College

1600 Harden Street
Columbia, SC 29204-1086
803-256-4220
<http://www.benedict.edu>

Bennett College for Women

900 E Washington St.
Greensboro, NC 27401-3239
339-517-2100
<http://www.bennett.edu>

Bethune Cookman College

640 Mary McLeod Bethune Blvd.
Daytona Beach, FL 32115
904-255-1401
<http://www.cookman.edu>

Bishop State Community College

351 N. Broad St.
Mobile, AL 36690
334-690-6801
<http://www.bishop.edu>

Bluefield State College

219 Rock St.
Bluefield, WV 24701
304-327-4000
<http://www.bluefieldstate.edu>

Bowie State University

14000 Jericho Park Rd.
Bowie, MD 20715-9465
301-860-4000
<http://www.bowiestate.edu>

Central State University

1400 Brush Row Rd
Wilberforce, OH 45384-1004
937- 376-6011
<http://www.centralstate.edu>

Cheyney University of Pennsylvania

1837 University Circle
Cheyney, PA 19319-0200
610- 399-2000
<http://www.cheyney.edu>

Charles Drew University of Medicine and Science

1731 E. 120th St.
Los Angeles, CA 90059
323-563-4800
<http://www.cdrewu.edu>

Clafin University

400 Magnolia Street
Orangeburg, SC 29115-4498
803- 535-5000
<http://www.clafin.edu>

Clark Atlanta University

223 James P. Brawley Dr., SW
Atlanta, GA 30314
404-880-8000
<http://www.cau.edu>

Clinton Junior College

1029 Crawford Rd
Rock Hill, SC 29730
803-327-7 402
<http://www.clintonjuniorcollege.edu>

Coahoma Community College

3240 Friars Point Rd.
Clarksdale, MS 38614
662-627-2571
<http://www.coahomacc.edu>

Concordia College

1804 Green St.
Selma, AL 36701
334- 526-9141
<http://www.concordiaselma.edu>

Coppin State College

2500 West North Ave.
Baltimore, MD 21216-3698
410-951-3000
<http://www.coppin.edu>

Delaware State University

1200 N. DuPont Highway
Dover, DE 19901
302-857-6060
<http://www.desu.edu>

Denmark Technical College

1126 Solomon Blatt Blvd
Denmark, SC 29042
803-793-3301
<http://www.denmarktech.edu>

Dillard University

2601 Gentilly Blvd.
New Orleans, LA 70122
504-816-4640
<http://www.dillard.edu>

Edward Waters College

1658 Kings Rd.
Jacksonville, FL 32209
904- 470-8000
<http://www.ewc.edu>

Elizabeth City State University

1704 Weeksville Rd
Elizabeth City, NC 27909
252- 335-3400
<http://www.ecsu.edu>

Fayetteville State University

1200 Murchison Rd
Fayetteville, NC 28301-4298
910- 672-1111
<http://www.uncfsu.edu>

Fisk University

1000 17th Ave. N
Nashville, TN 37208-3051
615-329-8500
<http://www.fisk.edu>

Florida A&M University

1700 Lee Hall Drive
Foote-Hilyer Administration Center G9
Tallahassee, FL 32307
850.599.3796 or 1.866.642.1198
<http://www.famu.edu>

Florida Memorial College

15800 NE 42nd Ave.
Miami, FL 33054
305-626-3600
<http://www.fmuniv.edu>

Fort Valley State College

1005 State University Dr.
Fort Valley, GA 31030-4313
912-825-6211
478- 825-6211
<http://www.fvsu.edu>

Gadsden State Community College

1001 George Wallace Dr.
Gadsden, AL 35903
256-549-8200
<http://www.gadsdenstate.edu>

Grambling State University

403 Main Street
Grambling, LA 71245
318-274-3811
<http://www.gram.edu>

H Council Trenholm State Technical College

1225 Air Base Blvd
Montgomery, AL 36108-3199
334-420-4200
<http://www.trenholmstate.edu>

Hampton University

100 E Queen St.
Hampton, VA 23668
757-727-5000
<http://www.hamptonu.edu>

Harris-Stowe State College

3026 Laclede Ave.
St. Louis, MO 63103
314-340-3366
<http://www.hssu.edu>

Hinds Community College

34175 Highway 18
Utica, Mississippi 39175
601-857-5261
<http://www.hindscc.edu>

Howard University

2400 Sixth St., NW
Washington, DC 20059
202-806-6100
<http://www.howard.edu>

Huston-Tillotson College

900 Chicon St.,
Austin, TX 78702-2795
512-505-3000
<http://www.htu.edu>

Interdenominational Theological Center

700 Martin Luther King Jr Dr. SW
Atlanta, Georgia 30314-4143
404-527-7700
<http://www.itc.edu>

J .F. Drake State Technical College

3421 Meridian St., North
Huntsville, AL 35811
256-539-8161
<http://www.drakestate.edu>

Jackson State University

1440 JR Lynch St.
Jackson, MS 39217
601-968-2121
<http://www.jsums.edu>

Jarvis Christian College

PO Drawer G, Highway 80
Hawkins, TX 75765
903-769-5700
<http://www.jarvis.edu>

Johnson C. Smith University

100 Beatties Ford Road
Charlotte, NC 28216-5398
704-378-1000
<http://www.jcsu.edu>

Kentucky State University

400 East Main Street
Frankfort, KY 40601-2355
502-227-6000

<http://www.kysu.edu>

Knoxville College

901 College St., NW
Knoxville, TN 37921
865-524-6525

<http://www.knoxvillecollege.edu>

Lane College

545 Lane Ave.
Jackson, TN 38301-4598
731-426-7500

<http://www.lanecollege.edu>

Langston University

PO Box907
102 Page Hall
Langston, OK 73050-0907
405-466-2231

<http://www.lunet.edu>

Lawson State Community College

3060 Wilson Rd., SW
Birmingham, AL 35221
205-925-2515

<http://www.lawsonstate.edu>

Lemoyne-Owen College

807 Walker Ave.
Memphis, TN 38126
901-774-9090

<http://www.loc.edu>

Lewis College of Business

17370 Meyers Rd .
Detroit, MI 48235
313-862-6300

<http://www.lewiscollege.edu>

Lincoln University

820 Chestnut Street
Jefferson City, MO 65101
314-681-5074

<http://www.lincolnu.edu>

Lincoln University of Pennsylvania

1570 Baltimore Pike
Lincoln University, PA 19352-0999
484-365-8000

<http://www.lincoln.edu>

Livingstone College

701 W Monroe St
Salisbury, NC 28144
704-216-6000

<http://www.livingstone.edu>

Mary Holmes College

Hwy. SOW
PO Drawer 1257
West Point, MS 39773
662-495-5100

<http://www.maryholmes.edu>

Meharry Medical College

1005 D.B. Todd Blvd .
Nashville, TN 37208
615-327-6111

<http://www.mmc.edu>

Miles College

5500 Myron Massey Blvd
Fairfield, AL 35064-2621
205-929-1000

<http://www.miles.edu>

Mississippi Valley State University

14000 Highway 82 West
Itta Bena, MS 38941-1400
601-254-9041

<http://www.mvsu.edu>

Morehouse College

830 Westview Dr. SW
Atlanta, GA 30314
404-681-2800

<http://www.morehouse.edu>

Morehouse School of Medicine

720 Westview Dr. SW
Atlanta, GA 30314
404-752-1500

<http://www.msm.edu>

Morgan State University

1700 East Cold Spring Lane
Baltimore, MD 21251-0001
443-885-3333

<http://www.morgan.edu>

Morris Brown College

643 Martin Luther King, Jr . Dr. SW
Atlanta, GA 30314
404-739-1010

<http://www.Morrisbrown.edu>

Morris College

100 West College Street
Sumter, SC 29150-3599
803-934-3200

<http://www.morris.edu>

Norfolk State University

700 Park Ave
Norfolk, VA 23504-8000
757-823-8600

<http://www.nsu.edu>

North Carolina Agricultural and Technical State University

1601 E Market St
Greensboro, NC 27411
336-334-7500

<http://www.nccu.edu>

North Carolina Central University

1801 Fayetteville Street
Durham, NC 27707
919-560-6100

<http://www.nccu.edu>

Oakwood College

7000 Adventist Blvd NW
Huntsville, AL 35896
256-726-7000

<http://www.oakwood.edu>

Paine College

1235 15th St.
Augusta, GA 30901-3182
706- 821-8200

<http://www.paine.edu>

Paul Quinn College

3837 Simpson Stuart Rd.
Dallas, TX 75241
214) 379-5577

<http://www.pqc.edu>

Philander Smith College

900 W. Daisy Bates Drive
Little Rock, AR 72202-3799
501-3 75-9845

<http://www.philander.edu>

Prairie View A&M University

FM 1098 Road & University Drive
Prairie View, TX 77446
936-261-3311

<http://www.pvamu.edu>

Rust College

150 E. Rust Ave .
Holly Springs, MS 38635
601- 252-8000

<http://www.rustcollege.edu>

St. Augustine's College

1315 Oakwood Avenue
Raleigh, NC 27610-2298
919-516-4200

<http://www.st-aug.edu>

Saint Paul's College

115 College Drive
Lawrenceville, VA 23868
434-848-3111

<http://www.saintpauls.edu>

Savannah State University

3219 College Street
Savannah, GA 31404-5310
912-358-4778

<http://www.savannahstate.edu>

Selma University

1501 Lapsley St.
Selma, AL 36701
334-872-2533

<http://www.selmauniversity.org>

Shaw University

118 East South Street
Raleigh, NC 27601
919-546-8200

<http://www.shawu.edu>

Shelton State Community College

9500 Old Greensboro Rd
Tuscaloosa, AL 35405-8522
205-391-2211

<http://www.sheltonstate.edu>

Shorter College

604 Locust St.
North Little Rock, AR 72114
501-374-6305

<http://www.shortercollege.org>

South Carolina State University

300 College St NE
Orangeburg, SC 29117-0001
803-536-7000

<http://www.scsu.edu>

**Southern University and Agricultural
and Mechanical College**

801 Harding Blvd
Baton Rouge, LA 70813
225-771-4500

<http://www.subr.edu>

Southern University, New Orleans

6400 Press Dr.
New Orleans, LA 70126
504-286-5000

<http://www.suno.edu>

Southern University, Shreveport

3050 Martin Luther King Dr.
Shreveport, LA 71107-8032
318-670-6000

<http://www.susla.edu>

Southwestern Christian College

200 Bowser Circle
Terrell, TX 75160
972-524-3341 x107

<http://www.swcc.edu>

Spelman College

350 Spelman Ln., SW
Atlanta, GA 30314
404-681-3643

<http://www.spelman.edu>

St. Philip's College

1801 Martin Luther King Dr
San Antonio, TX 78203-2098
210-486-2000

<http://www.alamo.edu/spc/>

Stillman College

3601 Stillman Blvd.
Tuscaloosa, AL 35403
205-349-4240

<http://www.stillman.edu>

Talladega College

627 West Battle St.
Talladega, AL 35160
256-761-6100

<http://www.talladega.edu>

Tennessee State University

3500 John A. Merritt Blvd.
Nashville, TN 37209
615-963-5000

<http://www.tnstate.edu>

Texas College

2404 N. Grand Ave.
Tyler, TX 75702
903-593-8311

<http://www.texascollege.edu>

Texas Southern University

3100 Cleburne Ave.
Houston, TX 77004
713-527-7011

<http://www.tsu.edu>

Tougaloo College

500 W County Line Rd
Tougaloo, Mississippi 39174
601-977-7700

<http://www.tougaloo.edu>

Trenholm State Technical College

1225 Air Base Blvd.
Montgomery, AL 36108
334-832-9000

<http://www.trenholmstate.edu>

Tuskegee University

1200 W Montgomery Rd.
Tuskegee, AL 36088
334-727-8011

<http://www.tuskegee.edu>

University of Arkansas at Pine Bluff

1200 N University Mail Slot 4789
Pine Bluff, AR 71601
501-543-8000

<http://www.uapb.edu>

University of Maryland, Eastern Shore

11868 Academic Oval
Princess Anne, MD 21853
410-651-2200

<http://www.umes.edu>

The University of Texas at El Paso

500 W University Ave
El Paso, TX 79968
915-747-5000

<http://www.utep.edu>

University of the District of Columbia

4200 Connecticut Ave. NW
Washington, DC 20008
202-274-5012

<http://www.udc.edu>

University of the Virgin Islands

#2 John Brewers Bay
St. Thomas, VI 00802-9990
340-776-9200

<http://www.uvi.edu>

Virginia State University

PO Box 9001
One Hayden Drive
Petersburg, VA 23806
804-524-5000

<http://www.vsu.edu>

Virginia Union University

1500 North Lombardy St.
Richmond, VA 23220
804-257-5600

<http://www.vuu.edu>

Voorhees College

481 Porter Drive
Denmark, SC 29042
803-793-3351

<http://www.voorhees.edu>

West Virginia State College

Rte 25
Institute, WV 25112-1000
304- 766-3000

<http://www.wvstateu.edu>

Wilberforce University

1055 N Bickett Rd
Wilberforce, OH 45384-3001
937-376-2911

<http://www.wilberforce.edu>

Wiley College

711 Wiley Ave.
Marshall, TX 75670
903-927-3300

<http://www.wileyc.edu>

Winston-Salem State University

601 Martin Luther King Jr. Dr.
Winston-Salem, NC 27110-0001
336-750-2000

<http://www.wssu.edu>

Xavier University of Louisiana

One Drexel Drive
New Orleans, LA 70125-1098
504-486-7 411

<http://www.xula.edu>

Tribal Colleges**Alaska**

Ilisagvik College
P.O. Box 749
Barrow, Alaska 99723
907-852-3333
Toll-free (Alaska only): 1-800-478-7337
<http://www.ilisagvik.edu>

Arizona

Diné College
P. O. Box 126
Tsaile, AZ 86556
928-724-6671
<http://www.dinecollege.edu>

Tohono O'odham Community College
P.O. Box 3129
Sells, AZ 85634
520-383-8401
<http://www.tocc.cc.az.us>

Kansas

Haskell Indian Nations University
155 Indian Avenue
P. O. Box 5030
Lawrence, KS 66046-4800
785-749-8479
<http://www.haskell.edu>

Michigan

Bay Mills Community College
12214 West Lakeshore Drive
Brimley, MI 49715
906-248-3354
<http://www.bmcc.edu>

Keweenaw Bay Ojibwa Community College
111 Beartown Rd, PO Box 519
Baraga, Michigan 49908
906.353.4600
<http://www.kbocc.org>

Saginaw Chippewa Tribal College
2284 Enterprise Drive
Mount Pleasant, MI 48858
989-775-4123
<http://www.sagchip.edu>

Minnesota

Fond du Lac Tribal and Community College
2101 14th Street
Cloquet, MN 55720-2964
218-879-0800
<http://www.fdlctcc.edu>

Leech Lake Tribal College
Rt. 3, Box 100
Cass Lake, MN 56633
218-335-4200
<http://www.lltc.edu>

White Earth Tribal and Community College
210 Main Street South
P. O. Box 478
Mahnomen, MN 56557
218-935-0417
<http://www.wetcc.org>

Montana

Blackfeet Community College
P. O. Box 819
Browning, MT 59417
406-338-7755
<http://www.bfcc.org>

Chief Dull Knife College
P. O. Box 98
Lame Deer, MT 59043
406-477-6215
<http://www.cdkc.edu>

Aaniiih Nakoda College
(Formerly Fort Belknap College)
P. O. Box 159
Harlem, MT 59526
406-353-2607
<http://www.fbcc.edu>

Montana

Fort Peck Community College
P. O. Box 398
Poplar, MT 59255
406-768-6300
<http://www.fpcc.edu>

Little Big Horn College
P. O. Box 370
Crow Agency, MT 59022
406-638-3100 (main number)
<http://www.lbhc.edu>

Salish Kootenai College
P. O. Box 117
Pablo, MT 59855
406-275-4800
<http://www.sk.edu>

Stone Child College
RR1, Box 1082
Box Elder, MT 59521
406-395-4875
<http://www.stonechild.edu>

Nebraska

Nebraska Indian Community College
College Hill
P. O. Box 428
Macy, NE 68039
402-837-5078
<http://www.thenicc.edu>

Little Priest Tribal College
P. O. Box 270
Winnebago, NE 68071
402-878-2380
<http://www.lptc.bia.edu>

New Mexico

Navajo Technical College
Lowerpoint Road
State Hwy 371
Crownpoint, NM 87313
505-786-4100
<http://www.navajotech.edu>

Institute of American Indian Arts
83 Avan Nu Po Road
Santa Fe, NM 87505
505-424-2300
<http://www.iaia.edu>

Southwestern Indian Polytechnic Institute
P. O. Box 10146
9169 Coors Road, NW
Albuquerque, NM 87184
505-346 2347
<http://www.sipi.edu>

North Dakota

Cankdeska Cikana Community College (Formerly
Little Hoop Community College)
P. O. Box 269
Fort Totten, ND 58335
701-766-4415
<http://www.littlehoop.edu/>

Fort Berthold Community College
220 Eighth Avenue North
P. O. Box 490
New Town, ND 58763
701-627-4738
<http://www.fortbertholdcc.edu>

Sitting Bull College
1341 92nd Street
Fort Yates, ND 58538
701-854-3861
<http://www.sittingbull.edu>

Turtle Mountain Community College
P. O. Box 340
Belcourt, ND 58316
701-477-7862
<http://www.turtle-mountain.cc.nd.us>

United Tribes Technical College
3315 University Drive
Bismarck, ND 58504
<http://www.uttcc.edu/>

Oklahoma

College of the Muscogee Nation
PO Box 917
Okmulgee, OK 74447
918-758-1480
<http://www.mvsktc.org>

Comanche Nation College
1608 SW 9th Street
Lawton, OK 73501
580.591,0203
<http://www.cnc.cc.ok.us>

South Dakota

Oglala Lakota College
490 Piya Wiconi Road
Kyle, SD 57752
605-455-6022
<http://www.olc.edu>

Sinte Gleska University
P. O. Box 409
Rosebud, SD 57570
605-856-5880
<http://www.sintegleska.edu>

Sisseton Wahpeton College
P. O. Box 689
Sisseton, SD 57262
605/698-3966
<http://www.swc.tc>

Washington

Northwest Indian College
2522 Kwina Road
Bellingham, WA 98226
360-676-2772
<http://www.nwic.edu>

Wisconsin

College of Menominee Nation
P. O. Box 1179
Keshena, WI 54135
715-799-5600
<http://www.menominee.edu>

Lac Courte Oreilles Ojibwa Community College
13466 West Trepania Rd
Hayward, WI 54843
715-634 4790
<http://www.lco.edu>

Wyoming

Wind River Tribal College
P.O. Box 8300
Ethete, WY 82520
307.335.8243
<http://www.wrtribalcollege.com>

*Hispanic Serving Institutions (HSIs)***Arizona**

Arizona Western College
<http://www.azwestern.edu>

Central Arizona College
<http://www.centralaz.edu>

Cochise College, Douglas
<http://www.cochise.edu>

Estrella Mountain Community College
<http://www.estrellamountain.edu>

GateWay Community College
<http://www.gatewaycc.edu>

Glendale Community College
<http://www.gc.maricopa.edu>

Northern Arizona University-Yuma
<http://yuma.nau.edu>

Phoenix College
<http://www.phoenixcollege.edu>

Pima Community College
www.pima.edu

South Mountain Community College
<http://www.southmountaincc.edu>

The University of Arizona South
<http://www.uas.arizona.edu>

California

Alliant International University, San Diego
<http://www.alliant.edu>

Ameritas College Educational Services, LLC
<http://www.ameritas.brandman.edu>

Bakersfield College
<http://www.bakersfieldcollege.edu>

California State Polytechnic University, Pomona
<http://www.csupomona.edu>

California State University System Office
<http://www.calstate.edu>

California State University, Bakersfield
<http://www.csub.edu>

California State University, Channel Islands
<http://www.csuci.edu>

California State University, Dominguez Hills
<http://www.csudh.edu>

California State University, Fresno
<http://www.csufresno.edu>

California State University, Fullerton
<http://www.fullerton.edu>

California State University, Long Beach
<http://www.csulb.edu>

California State University, Los Angeles
<http://www.calstatela.edu>

California State University, Monterey Bay
<http://www.csumb.edu>

California State University, Northridge
<http://www.csun.edu>

California State University, San Bernardino
<http://www.csusb.edu>

California State University, San Marcos
<http://www.csusm.edu>

California State University, Stanislaus
<http://www.csustan.edu>

Cerro Coso Community College
<http://www.cerrocoso.edu>

Chabot-Las Positas Community College District
<http://www.clpccd.org>

California

Chaffey College

<http://www.chaffey.edu>

Citrus College

<http://www.citruscollege.edu>

College of the Desert

<http://www.collegeofthedesert.edu>

College of the Sequoias

<http://www.cos.edu>

Crafton Hills College

<http://www.craftonhills.edu>

Cypress College

<http://www.cypresscollege.edu>

East Los Angeles College

<http://www.elac.edu>

El Camino College

<http://www.elcamino.edu>

Fresno Pacific University

<http://www.fresno.edu>

Fullerton College

<http://www.fullcoll.edu>

Hartnell College

<http://www.hartnell.edu>

Imperial Valley College

<http://www.imperial.edu>

Kern Community College District

<http://www.kccd.edu>

La Sierra University

<http://www.lasierra.edu>

Long Beach City College

<http://www.lbcc.edu>

Los Angeles City College

<http://www.lacitycollege.edu>

Los Angeles County College of Nursing and Allied Health

<http://ladhs.org/wps/portal/CollegeOfNursing>

Los Angeles Harbor College

<http://www.lahc.edu>

Los Angeles Mission College

<http://www.lamission.edu>

Los Angeles Southwest College

<http://www.lasc.edu>

Los Angeles Valley College

<http://www.lavc.edu>

Los Medanos College

<http://www.losmedanos.edu>

Marymount College

<http://www.marymountpv.edu>

Merced College

<http://www.mccd.edu>

Modesto Junior College

<http://www.mjc.edu>

Mount St. Mary's College

<http://www.msmc.la.edu>

Mt. San Antonio College

<http://www.mtsac.edu>

Mt. San Jacinto College

<http://www.msac.edu>

North Orange County Community College District

<http://www.nocccd.edu>

Notre Dame de Namur University

<http://www.ndnu.edu>

Occidental College

<http://www.oxy.edu>

California

Oxnard College

<http://www.oxnardcollege.edu>

Pacific Oaks College

<http://www.pacificoaks.edu>

Palomar College

<http://www.palomar.edu>

Pasadena City College

<http://www.pasadena.edu>

Pierce College

<http://www.piercecollege.edu>

Porterville College

<http://www.portervillecollege.edu>

Sacramento City College

<http://www.scc.losrios.edu>

San Bernardino Community College District

<http://www.sbccd.org>

San Bernardino Valley College

<http://www.valleycollege.edu>

San Diego Community College District

<http://www.sdccd.edu>San Diego State University, Imperial Valley
Campus<http://www.ivcampus.sdsu.edu>

San Diego State University, San Diego

<http://www.sdsu.edu>

San Jose City College

<http://www.sjcc.edu>

San Jose/Evergreen Community College District

<http://www.sjeccd.edu>

Santa Monica College

<http://www.smc.edu>

Taft College

<http://www.taftcollege.edu>

University of California, Merced

<http://www.ucmerced.edu>

University of California, Riverside

<http://www.ucr.edu>

University of La Verne

<http://www.laverne.edu>

West Hills College Coalinga

<http://www.westhillscollege.com/coalinga>

West Hills College Lemoore

<http://www.westhillscollege.com/lemoore>

West Hills Community College District

<http://www.westhillscollege.com>

West Los Angeles College

<http://www.wlac.edu>

Whittier College

<http://www.whittier.edu>

Woodbury University

<http://www.woodbury.edu>

Woodland Community College

<http://wcc.yccd.edu/>**Colorado**

Adams State University

<http://www.adams.edu>

Aims Community College

<http://www.aims.edu>

Colorado State University, Pueblo

<http://www.colostate-pueblo.edu>

Community College of Denver

<http://www.ccd.edu>

Emily Griffith Technical College

<http://www.egos-school.com>

Otero Junior College

<http://www.ojc.edu>

Pueblo Community College

<http://www.pueblocc.edu>

Trinidad State Junior College

<http://www.trinidadstate.edu>

Connecticut

Capital Community College

<http://www.capitalcc.edu>

Florida

Broward College

<http://www.broward.edu>

Carlos Albizu University, Miami

<http://www.mia.albizu.edu>

Florida International University

<http://www.fiu.edu>

Miami Dade College

<http://www.mdc.edu>

Nova Southeastern University

<http://www.nova.edu>

Palm Beach State College, Lake Worth

<http://www.palmbeachstate.edu>

Polytechnic University of Puerto Rico, Orlando Campus

<http://www.pupr.edu/orlando>

St. Thomas University

<http://www.stu.edu>

Valencia College

<http://www.valenciacollege.edu>

Illinois

Morton College

<http://www.morton.edu>

Northeastern Illinois University

<http://www.neiu.edu>

Richard J. Daley College, City Colleges of Chicago

<http://www.ccc.edu/colleges/daley>

St. Augustine College

<http://www.staugustine.edu>

Triton College

<http://www.triton.edu>

Waubonsee Community College

<http://www.waubonsee.edu>

Kansas

Dodge City Community College

<http://www.dc3.edu>

Donnelly College

<http://www.donnelly.edu>

Massachusetts

Northern Essex Community College, Lawrence

<http://www.necc.mass.edu>

New Jersey

Bergen Community College

<http://www.bergen.edu>

Essex County College

<http://www.essex.edu>

Hudson County Community College

<http://www.hccc.edu>

Middlesex County College

<http://www.middlesexcc.edu>

New Jersey City University

<http://www.njcu.edu>

Passaic County Community College

<http://www.pccc.edu>

Saint Peter's University

<http://www.saintpeters.edu>

Union County College
<http://www.ucc.edu>

New Mexico

Central New Mexico Community College
<http://www.cnm.edu>

Clovis Community College
<http://www.clovis.edu>

Eastern New Mexico University, Main
<http://www.enmu.edu>

Eastern New Mexico University, Roswell
<http://www.roswell.enmu.edu>

Mesalands Community College
<http://www.mesalands.edu>

New Mexico Highlands University
<http://www.nmhu.edu>

New Mexico Institute of Mining and Technology
<http://www.nmt.edu>

New Mexico Junior College
<http://www.nmjc.edu>

New Mexico State University Carlsbad
<http://www.cavern.nmsu.edu>

New Mexico State University, Alamogordo
<http://www.nmsua.edu>

New Mexico State University, Grants
<http://www.grants.nmsu.edu>

New Mexico State University, Main
<http://www.nmsu.edu>

Northern New Mexico College
<http://www.nnmc.edu>

Santa Fe Community College
<http://www.sfcc.edu>

University of New Mexico, Main
<http://www.unm.edu>

University of New Mexico, Valencia Campus
<http://www.unm.edu/~unmvc>

University of the Southwest
<http://www.usw.edu>

Western New Mexico University
<http://www.wnmu.edu>

New York

Boricua College
<http://www.boricuacollege.edu>

Borough of Manhattan Community College,
CUNY
<http://www.bmcc.cuny.edu>

Bronx Community College, CUNY
<http://www.bcc.cuny.edu>

City College of New York, CUNY
<http://www.cuny.edu/>

College of Mount Saint Vincent
<http://www.mountsaintvincent.edu>

Eugenio Maria de Hostos Community College,
CUNY
<http://www.hostos.cuny.edu>

John Jay College of Criminal Justice, CUNY
<http://www.jjay.cuny.edu>

Lehman College, CUNY
<http://www.lehman.cuny.edu>

Mercy College
<http://www.mercy.edu>

New York City College of Technology, CUNY
<http://www.citytech.cuny.edu>

Queensborough Community College, CUNY
<http://www.qcc.cuny.edu>

Vaughn College of Aeronautics and Technology
<http://www.vaughn.edu>

Pennsylvania

Esperanza College of Eastern University
<http://www.esperanza.eastern.edu>

Puerto Rico

American University of Puerto Rico, Bayamon
<http://www.aupr.edu>

Atenas College
<http://www.atenascollege.edu>

Atlantic University College
<http://www.atlanticu.edu>

Caribbean University, Bayamon
<http://www.caribbean.edu>

Colegio Universitario de San Juan
<http://www.cunisanjuan.edu>

Dewey University
<http://www.jdc.edu>

Escuela de Artes Plasticas de Puerto Rico
<http://www.eap.edu>

Inter American University of Puerto Rico, Arecibo
<http://www.arecibo.inter.edu>

Inter American University of Puerto Rico, Barranquitas
<http://www.br.inter.edu>

Inter American University of Puerto Rico, Guayama
<http://www.guayama.inter.edu>

Inter American University of Puerto Rico, Metropolitan Campus
<http://www.metro.inter.edu>

Inter American University of Puerto Rico, Ponce
<http://www.ponce.inter.edu>

Inter-American University of Puerto Rico, San German
<http://www.sg.inter.edu>

Inter-American University of Puerto Rico, System Central Office
<http://www.inter.edu>

Pontificia Universidad Catolica de Puerto Rico, Ponce
<http://www.pucpr.edu>

Sistema Universitario Ana G. Méndez
<http://www.suagm.edu>

Universidad Adventista de las Antillas
<http://www.uaa.edu>

Universidad Central Bayamon
<http://www.ucb.edu.pr>

Universidad Central del Caribe
<http://www.uccaribe.edu>

Universidad del Este, Carolina
<http://www.suagm.edu/une>

Universidad del Sagrado Corazon
<http://www.sagrado.edu>

Universidad del Turabo
<http://www.suagm.edu/turabo>

Universidad Metropolitana
<http://www.suagm.edu/umet>

Universidad Politecnica de Puerto Rico
<http://www.pupr.edu>

University of Puerto Rico, Aguadilla
<http://www.uprag.edu>

University of Puerto Rico, Arecibo
<http://www.upra.edu>

University of Puerto Rico, Bayamon
<http://www.uprb.edu>

Puerto Rico

University of Puerto Rico, Cayey
<http://www.cayey.upr.edu>

University of Puerto Rico,
Central Administration
<http://www.upr.edu>

University of Puerto Rico, Mayaguez
<http://www.uprm.edu>

University of Puerto Rico, Rio Piedras
<http://www.uprrp.edu>

University of Puerto Rico, Utuado
<http://www.uprutuado.edu>

Texas

Alamo Colleges
<http://www.alamo.edu>

Austin Community College District
<http://www.austincc.edu>

Baptist University of the Americas
<http://www.bua.edu>

Coastal Bend College
<http://www.coastalbend.edu>

College of the Mainland
<http://www.com.edu>

Dallas County Community College District
<http://www.dcccd.edu>

Eastfield College
<http://www.efc.dcccd.edu>

El Centro College
<http://www.elcentrocollege.edu>

El Paso Community College
<http://www.epcc.edu>

Galveston College
<http://www.gc.edu>

Houston Community College System
<http://www.hccs.edu>

Laredo Community College
<http://www.laredo.edu>

Lee College
<http://www.lee.edu>

Lone Star College System
<http://www.lonestar.edu>

Midland College
<http://www.midland.edu>

Mountain View College
<http://www.mountainviewcollege.edu>

Our Lady of the Lake University
<http://www.ollusa.edu>

Palo Alto College
<http://www.alamo.edu/pac>

San Antonio College
<http://www.alamo.edu/sac>

San Jacinto College
<http://www.sanjac.edu>

Schreiner University
<http://www.schreiner.edu>

South Texas College
<http://www.southtexascollege.edu>

Southwest Texas Junior College
<http://www.swtjc.edu>

Southwestern Adventist University
<http://www.swau.edu>

St. Edward's University
<http://www.stedwards.edu>

St. Mary's University
<http://www.stmarytx.edu>

Texas

St. Philip's College

<http://www.alamo.edu/spc>

Sul Ross State University

<http://www.sulross.edu>

Texas A&M International University

<http://www.tamui.edu>

Texas A&M University-Corpus Christi

<http://www.tamucc.edu>

Texas A&M University-Kingsville

<http://www.tamuk.edu>

Texas A&M University-San Antonio

<http://www.tamusa.tamus.edu>

Texas Lutheran University

<http://www.tlu.edu>

Texas State Technical College, Harlingen

<http://www.harlingen.tstc.edu>

Texas State University-San Marcos

<http://www.txstate.edu>

The University of Texas at Brownsville and
Texas Southmost College

<http://www.utb.edu>

The University of Texas at El Paso

<http://www.utep.edu>

The University of Texas at San Antonio

<http://www.utsa.edu>

The University of Texas Health Science Center at
San Antonio

<http://www.uthscsa.edu>

The University of Texas-Pan American

<http://www.utpa.edu>

University of Houston

<http://www.uh.edu>

University of Houston, Clear Lake

<http://www.uhcl.edu>

University of Houston, Downtown

<http://www.uhd.edu>

University of Houston, Victoria

<http://www.uhv.edu>

University of North Texas at Dallas

<http://www.unt.edu/dallas>

University of the Incarnate Word

<http://www.uiw.edu>

Victoria College

<http://www.victoriacollege.edu>

Western Texas College

<http://www.wtc.edu>

Washington

Columbia Basin College

<http://www.columbiabasin.edu>

Heritage University, Toppenish

<http://www.heritage.edu>

REFERENCES

Appendices materials of the Tool Kit were adapted from *CUPA-HR Search Committees: A Tool kit for human resources professionals, administrators, and committee members*, and from the office of human resources, *Organization and human resources consulting (OHRC)* by Christopher D. Lee (Ph.D., SPHR).

Appendix *Sample Letters* adapted from:

- Lock Haven University:
 - http://www.lhup.edu/administrative/faculty_search/Sample%20letters.htm

Appendix *Diversity Recruiting Sources* adapted from:

- Workplace Dynamics LLC Balancing Workplace Compliance with Business Dynamics
 - http://www.workplace-dynamics.com/Diversity_Recruiting_Sources.pdf

Appendix *Publications and Websites for Finding Candidates* adapted from:

- Massachusetts Institute of Technology Faculty Search Committee Handbook (Revised 3 January 2002)