

*Faculty Recruitment and Selection: A Guide
for the Dartmouth College Arts and Sciences Faculty*



*Prepared by the
Office of Institutional Diversity & Equity*

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Faculty Recruitment and Selection: A Guide
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Dartmouth College is morally and legally committed to creating a more diverse community of Faculty, Service, and Administrative and Professional employees.

Equal Opportunity Statement

Dartmouth College* is committed to the principle of equal opportunity for all its students, faculty, employees, and applicants for admission and employment. For that reason Dartmouth does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, national origin, disability, or status as a disabled or Vietnam-era veteran in its programs, organizations, and conditions of employment and admission.

**Dartmouth College refers to the entire institution, including the professional schools, graduate programs, and auxiliary activities.*

Purpose of this manual

This manual serves as a resource for members of the Dartmouth community who are participating in searches for tenure track Arts and Sciences Faculty positions. It outlines the steps that should be taken to help fulfill the goals of the Affirmative Action Plan with respect to recruiting and hiring. The intent is to inform people as much as possible about the search process, and we encourage search committee members to read this manual.

The guidelines set forth in this manual apply to the following positions:

1. All tenure track Arts and Sciences Faculty positions (rank of Instructor and higher).
2. John Wesley Young Instructorships (Department of Mathematics and Computer Science).

These guidelines DO NOT APPLY to the following positions:

1. Non-tenure track Arts and Sciences Faculty positions (i.e., lecturers, adjuncts, visitors, research associates, post-doctoral fellows, etc.), except as noted above.

Purpose of the Office of Institutional Diversity & Equity

The Office of Institutional Diversity & Equity is charged to implement the principles set forth in the Board of Trustees-approved Affirmative Action Plan and to work toward meeting the established appointment goals for women and minorities. The office is responsible for monitoring searches for compliance with equal opportunity/affirmative action guidelines. This includes searches for Faculty and exempt positions at Dartmouth, including Arts and Sciences, the Thayer School of Engineering, the Amos Tuck School of Business Administration, and the Dartmouth Medical School.

The Office of IDE staff are available throughout the search process to assist department/program chairs, search committee chairs, and search committee members. New Arts and Sciences department/program chairs are encouraged to meet with the Director to discuss general search procedures, whether or not there is a vacancy in their department/program. In monitoring the search process for compliance with affirmative action and equal employment opportunity policies, the office can provide advice about the following:

- non-discriminatory job descriptions
- wording for advertisements and networking letters
- networking over the telephone
- asking appropriate questions when telephoning references
- responding to questions about the climate for minorities and women on campus
- identifying minorities in the applicant pool

It is not permissible to create a job for, nor to offer one to, any individual unless the offer follows an announcement of the position and the screening and selection of all the applicants via a competitive process.

Faculty searches should be conducted according to the guidelines in this manual. Failure to comply may result in the need to readminister the search, except in those rare instances when some equal opportunity/affirmative action search procedures are waived.

CHECKLIST

- 1) Department/program chair meets with appropriate Associate Dean to discuss authorization for a search. At that time, the department/program chair should be prepared to discuss a draft job description and an outline of recruitment plans. The discussion will include determination of a recruiting budget.
- 2) Authorization to recruit must be given by the Dean of the Faculty of Arts and Sciences, the appropriate Associate Dean, and the department/program chair. No advertising may be submitted prior to authorization.
- 3) Department/program chair completes Faculty Recruitment Authorization (Form #1), which is available from the Asst. Executive Officer of the Dean of the Faculty, 307 Wentworth Hall. After the Dean of the Faculty's authorization, the Dean's Office retains the original copy of the form and forwards one copy to the search committee chair and one copy, along with a job description, to the Office of Institutional Diversity & Equity.
- 4) Department/program chair designates a search committee which, in so far as possible, has balanced gender and racial representation. In some cases the full department will comprise the search committee. In the case of senior faculty searches, the Dean of the Faculty will approve the composition of the search committee. Normally, senior search committees include faculty from outside of the department or program.
- 5) Search committee develops the proposed recruitment plan.
- 6) Search committee chair meets with one of the directors in the Office of Institutional Diversity & Equity to discuss affirmative action guidelines and procedures, which include search committee membership, job description review, approval of advertisement, and the recruitment plan (advertising and networking strategies for female and minority candidates). In addition, the Director reviews the utilization of women and minorities within the division/department and their availability in the field. The Institutional Diversity & Equity Office will continue to be available to assist the committee throughout the search.
- 7) Search committee chair documents all recruitment and networking efforts (including efforts to identify female and minority candidates) and maintains a record of applications received classified by race and sex, where possible.

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- 8) When a proposed conference and/or on-campus interview short list has been selected from the applicant pool, the search committee chair contacts the IDE Office to discuss:

Applicant pool: number of applicants, by race and gender.

Short list approval: composition by race and gender; presence or absence of women and minorities. If the on-campus interview short list does not contain both a female and a minority candidate, the IDE Office may require additional recruitment as appropriate. Such efforts are required to identify female and minority candidates in underrepresented fields.

The Initial Affirmative Action Recruitment Report (Form #2) is submitted when an on-campus interview short list (or equivalent) is developed.

- 9) Search committee chair meets with the Associate Dean to discuss Form #2. The chair should bring the *vitae* of all proposed interview or short listed candidates and all identified minority candidates. After the Associate Dean's authorization to interview, the Associate Dean's Office retains the original copy of Form #2 and forwards one copy to the search committee chair and one copy to the Office of IDE.
- 10) After the final ranking following interviews, the department/program chair submits the Authorization for Faculty Appointment and Affirmative Action Recruitment Report (Form #3) to the Associate Dean. The chair also consults with the IDE Office before an offer is made. Before authorizing an appointment, the Associate Dean confers with the IDE office on whether all affirmative action procedures were followed and on a plan of action should the #1 candidate decline the offer. After the Associate Dean's authorization to offer an appointment, the Dean's Office retains the original copy of Form #3 and forwards one copy to the search committee chair and one copy to the Office of IDE. The Associate Dean will make the formal offer of appointment.
- 11) When an offer is accepted, the search chair or the Associate Dean should inform the Office of IDE of the final outcome of the search.
- 12) The institution must maintain all records on each recruitment, including curriculum *vitae* and letters of recommendation for all applicants, for two years after the date of appointment. Departments may send records to Records Management.

Search Committee Composition

Tenure track Arts and Sciences Faculty positions must be filled by means of a search committee with one of the members designated as the chair. The department/program chair is normally responsible for appointing the chair and identifying the other members of the search committee. In the case of a senior appointment, the search committee may require the approval of the Dean of the Faculty and the CAP. To the maximum extent feasible, female and minority faculty members should be included on search committees. Where this is not possible, female and minority faculty who possess knowledge of the field for which recruitment is taking place should be consulted.

Role of the Search Committee Chair

The search committee chair must meet with one of the directors in the Office of IDE to discuss affirmative action philosophy and procedures soon after he or she is appointed and the Faculty Recruitment Authorization (Form #1) has been completed by the department and approved by the Dean of the Faculty of Arts and Sciences. The search committee chair is responsible for informing the other members of the search committee of affirmative action requirements and for insuring their implementation throughout the search process. It is also the responsibility of the search committee chair to remain in direct contact with the Associate Dean and IDE Office throughout the search. (Please refer to the Search Procedure Check List, p. 4). The IDE staff is available to meet with the entire search committee if the chair desires.

Role of the Search Committee

All search committee members should be involved in the following activities during the search:

- Devising recruitment strategies and networking plans in order to create a diverse pool of candidates (see section on Networking, p. 9).
- Evaluating *vitae*.
- Identifying candidates to be interviewed (short listing).
- Interviewing all short listed candidates.
- Selecting and/or ranking finalists.

A search committee operates as an advisory group to the department/program. The committee may recommend one or more individual(s) for the position to the department/program, which, as a group, will make a recommendation to the department/program chair. The department/

program chair, acting on behalf of the members of the department/program, will forward the recommendation to the appropriate Associate Dean. The Associate Dean will make the formal offer of appointment. It is important that this method of operation be communicated at the initial meeting of the search committee.

Ordinarily, all search committee members read all applications. In the event that the chair feels it is necessary to pre-screen *vitae*, he or she may do so, provided that the search committee members have access to all *vitae* for their review. This may occur for searches which generate a large number of applicants. If this procedure is adopted, it is suggested that all search committee members review at least the 50 strongest *vitae*, including *vitae* of all female and minority applicants.

The search committee chair may also choose to develop a rating form for use by search committee members and designated interviewers in the evaluation of candidates during the interview. The rating form should consist of a series of job-related questions on issues that the committee believes are pertinent to the position. While some search committees use a point system for evaluating candidates, written comments reflecting the judgement of each member of the committee should be made for each candidate.

If, in addition to the search committee, other individuals or groups will be interviewing candidates, it is good practice for their role to be defined and explained before the interviewing begins. For these individuals or groups to make a meaningful contribution to the search, it is important that they interview all short listed candidates. Most important, these individuals and/or groups should be told that their input is advisory to the search committee and that they should not assume that their recommendations will necessarily be the same as that of the search committee's (although, of course, their input will be part of the search committee's deliberations).

Searches in which the Number of Female and Minority Applicants does not meet Availability Statistics

A search may need to be extended for the purpose of increasing the number of women and minorities in the applicant pool. In consultation with the IDE Office, the Associate Dean will advise the search committee chair about this possibility at the time that the short list is discussed.

Time Frames for Interviewing and Extending Offers

Normally, no interview, formal or informal, should be held before the stated date for review of *vitae*. In addition, no offer of employment should be made until all short listed individuals have been interviewed by all members of the search committee. Sometimes timing is an issue, such as when the date of a national conference at which preliminary interviewing will take place is before the date for review of *vitae* or when candidates have other job offers that need immediate response. Please contact the Office of IDE in such instances.

At no time during or after a search should the search committee chair, the members of the search committee or others in any way involved in the selection of candidates release to the public the names of candidates for an open position, as this information is strictly confidential. Search committee members should be aware that violation of applicant confidentiality may expose themselves and the institution to legal liability.

Reminder: Any department or program not following these guidelines may be required to readminister its searches.

It is important that each department/program develop a network of contacts to build a long-term, continuous base for recruitment of women and minorities. Experience has shown that one of the most effective methods of recruiting women and minorities is through making personal contacts to identify, then to attract these candidates.

The Office of IDE houses several partial listings of minority and female doctoral students and recent Ph.D.s for your review and possible contact.

Conferences are an ideal opportunity for identifying potential candidates, introducing oneself and sparking interest in Dartmouth. Any contact initiated in these ways can be followed up by telephone or letter.

Networking During a Search

Candidates of the quality Dartmouth seeks for its faculty positions will usually be those in the highest demand; our competitors for these candidates are most likely to be those institutions with whom we compare ourselves. Women and minorities, particularly in fields where availability is still somewhat low, are actively recruited and may have little need to respond to the standard advertisements. Therefore, in addition to the usual procedures for identifying candidates, the following steps should be taken to ensure that Dartmouth's recruitment is sufficiently aggressive:

1. Develop a list of colleagues in the field who by virtue of status, institutional affiliation, or specialty area are likely to be of assistance in identifying candidates. (Female and minority faculty at Dartmouth may be of help in constructing such a list and can be contacted.)
2. Divide the list among department/program faculty and make contact by telephone. (Telephone contact is more likely to yield results than a letter.) The caller should describe the opening and seek the following information:
 - a. Whom would you recommend for this position and how might we contact this person/these people directly?
 - b. Who are the female and minority candidates you would recommend for this position and how might we contact them directly?
 - c. Using the information generated in 2.a. and b. above, write personal letters to those identified inviting them to apply for the position vacancy at Dartmouth. Include in these letters information about the institution, the department/program, and anything else that may be pertinent. If there is no response after two weeks have elapsed, you may call the prospective candidate directly, reiterating your interest in receiving an application.

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3. Departments/programs and search committees may find it helpful to expand recruitment contacts to include professional organizations, well-known women and minorities in the field, specialized caucuses, the editors of appropriate directories and specialty journals, and deans and faculty in traditionally Black colleges and universities. In addition to using resources available in the Office of EO/AA, department members should use conferences as an opportunity to identify the most up to date information. Efforts made in this way to widen the composition of the pool of short listed candidates should be reported as part of the documentation of recruitment to the appropriate Associate Dean before candidates are invited to the campus.
 4. When more intense efforts are required to ensure a representative pool of candidates, search committee chairs should talk with the appropriate Associate Dean about funds needed to cover additional recruiting activities.

On-Going Departmental Networking Efforts

By maintaining networks throughout the year, a search committee will have greater resources available to identify female and minority applicants when a position becomes available in the department/program.

1. Departments/programs should maintain, use, and expand:
 - the lists of female and minority candidates distributed to hiring departments/programs by the Office of IDE when available.
 - an up-to-date list of potential minority and female candidates for appointment at each level of instruction (see 2. below).
2. Efforts should be made at early identification of potential candidates for future openings, i.e., terminal degree candidates (candidates in the “pipeline”). Colleagues at other institutions should be asked the following:
 - a. Do you know of candidates in the pipeline, who will be completing their work within the next two or three years, whom you would recommend we get to know?
 - b. Who among the candidates in the pipeline are women and minorities, and whom, among these, would you recommend we get to know?

It is recommended that departments/programs maintain contact with these potential applicants and consider them when recruiting for future openings.

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3. Departments/programs should expand the number of women and minorities in their own graduate programs where such programs exist.
 4. In order to widen knowledge of existing graduate programs and to familiarize those in such programs with Dartmouth's efforts in the area of affirmative action, departments/programs are encouraged to invite female and minority speakers and scholars to the campus.

Advertising Resources

National advertising is required for tenure track faculty positions. This usually includes the national journals in the field in which recruitment is taking place.

In lieu of publishing a closing date in the advertisement, the following statement is recommended: "The review of applications will begin on _____ and will continue until the position is filled." In addition, all ads should include the phrase, "Dartmouth is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply."

The Office of IDE provides assistance in developing additional recruitment and advertising strategies. Should a scarcity of female and/or minority candidates exist in any given area of recruitment, the recruiting department/program must intensify and expand its efforts to locate female and minority candidates and encourage them to apply. Advertising in publications reaching female and minority populations is one way to intensify the search effort; contacting the leadership of female and minority caucuses in the relevant field is another.

Criteria for selection should be established before accepting applications and beginning the screening process. Initial screening must be consistent with the advertised basic qualifications; applicants who do not meet the basic requirements should be notified by letter as soon as possible. The applicants remaining in the pool should be screened on the basis of desirable qualifications and considering Dartmouth's commitment to a more diverse and talented work force.

The interviewer has the responsibility to select the applicant who best fits the needs, parameters, and scope of a particular position. He/she also has a professional and institutional responsibility to uphold the principles of equal opportunity (nondiscrimination) and affirmative action. Employers are required to "cast their nets" widely in order to attract female and minority applicants.

The Equal Employment Opportunity Commission (EEOC) has reported that the selection process is responsible for more charges of discrimination than any other area of employment practice. Because of this, everyone involved in the process of interviewing job candidates must be aware of areas in which even apparently innocent questions, asked in good faith, can leave the institution open to charges of discrimination. (See list of Acceptable/Unacceptable Areas of Inquiry, Appendix D).

In addition, personal subjective biases of interviewers have been identified as a possible discriminatory element. It might therefore be helpful to examine one's own biases or stereotypes in order to determine how they affect the manner in which questions are posed and responses are interpreted. Examples of such biases are reaction to an unfamiliar accent or ideas about appropriate professional roles for women, men, or members of minority groups. Search committees should not discriminate against an applicant based solely on an assumption that the applicant may not speak English well. Care should also be taken not to disqualify applicants on the basis of variables such as race, sex, marital status, etc. For example, it is not relevant to assume that a single woman or an African-American person would not want to live in a rural community, or that a married woman's husband would not move with her. These are personal decisions which lie beyond the charge of a search committee and are not excuses for failing to give a qualified individual the opportunity to be interviewed for or offered a position.

Consistency in the information requested and requirements expected of potential employees is of the utmost importance. All information requested or considered must be job related, and the same information should be requested of all applicants, e.g. writing samples, letters of evaluation. Questions asked of female and minority applicants that are not asked of male and non-minority applicants seeking the same job can be considered evidence of discrimination. By focusing on the requirements of the job, personal ques-

tions about marital status, plans to have children, sexual orientation, and personal background, which are not related to work performance, can be eliminated.

When a female or minority candidate is substantially as qualified as other candidates and there is underutilization of such persons in the recruiting department, in order to help meet institutional affirmative action goals, institutional policy favors selecting the woman or minority.

To summarize, when conducting interviews, one should bear in mind the following:

1. Prepare a comprehensive job description, identifying the skills necessary for the position, around which the interviews will revolve and which will help to ensure that the screening of candidates is based only on appropriate job-related qualifications.
2. Follow a carefully structured interview plan which will help to achieve fairness for all applicants.
3. Ask the same general questions and require the same standard for all applicants.
4. Treat all applicants fairly and consistently.

Campus and Community Resource Guide

The Office of IDE coordinates a Campus and Community Resource Guide (CCRG) to assist search committees in their efforts to recruit faculty to Dartmouth. The CCRG provides an opportunity for short listed candidates to raise questions and concerns about the community which might be supplementary to the formal search process, but could be critical to their decision to accept employment. Some examples of issues of concern include the following: support groups for single parents, diversity of the community and child care resources. The CCRG consists of a list of volunteers from the Dartmouth community who are willing to speak informally and confidentially to short listed candidates about issues that may not be addressed in the formal search process. When the Associate Deans meet with candidates during on-campus interviews, they can encourage candidates to explore such issues. They will then refer candidates to CCRG volunteers or contact volunteers directly to seek information for candidates. If candidates raise issues with the search committee, the chair should also talk with the Associate Dean about appropriate CCRG volunteers to assist with information. A copy of the Campus and Community Resource Guide can be obtained by calling the Office of IDE at 646-3197.

Before an offer of appointment can be made for any tenure track faculty position the Authorization for Faculty Appointment and Affirmative Action Recruitment Report (Form #3) must be completed and submitted to the appropriate Associate Dean for approval. The vitae of all short listed candidates not submitted with Form #2 should be attached to the Form #3.

A completed Form #3 form should:

- record number of applicants and classify according to gender, race / ethnicity, disability, and disabled or Vietnam era veteran status;
- record names of all short listed female and all minority candidates not selected for the position and reason not selected; and
- record the names of the short listed (interviewed) candidates and required identifying information, and briefly give reasons for hiring outcome.

A Form #3 will be returned if it is incomplete or reasons for ranking are inadequate. Unacceptable reasons for ranking include “overqualified,” “cannot accommodate disability,” “won't fit in,” “requires pregnancy leave within a short time,” “changes jobs frequently,” or “could not contact by telephone.”

The formal offer of appointment will be made by the appropriate Associate Dean. Once an offer of appointment has been accepted, the Associate Dean will notify the Office of IDE.

Once the candidate has been hired, the appropriate paperwork should be submitted to the Office of Human Resources. This includes the Payroll Authorization, W-4, and I-9 Forms. Please be aware of the deadlines for these materials.

Retain records of the entire search process (documentation of recruitment, *vitae*, etc.) for a period of two (2) years following the selection process. These records may be held by the department or Records Management. The recruiting department must be able to document a non-discriminatory reason for every action taken during the search in the event of an inquiry into hiring practices.

If a position is not filled within nine months from the time the advertisements first appeared, it may be necessary for additional recruitment to take place. Candidates from the original pool may be carried over, but should be contacted to see if they are still interested in being considered for the position. Contact the Office of IDE in this situation.

APPENDIX A

Federal definitions of the five racial/ethnic categories, as well as Vietnam era veterans, disabled veterans, and people with disabilities are as follows:

- * **American Indian or Alaska Native**-A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- * **Asian**-A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- * **Black or African American**-A person having origins in any of the black racial groups of Africa.
- * **Hispanic or Latino**-A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- * **Native Hawaiian or Other Pacific Islander**-A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- * **White**-A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Vietnam Era Veteran—A veteran, any part of whose active military, naval, or air service was during the period of August 5, 1964 through May 7, 1975, who:

1. served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge, or,
2. was discharged or released from active duty because of a service-related disability.

Disabled Veteran

1. A veteran who is entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Veterans Administration for a disability which is:
 - a. rated at 30 percent or more, or
 - b. rated at 10 or 20 percent, in the case of a veteran who has been determined under section 1506 of Title 38, USC, to have a serious employment disability, or,
2. A person who was discharged or released from active duty because of a service-related disability.

Person with a Disability—Any person who either

1. has a physical or mental impairment which substantially limits one or more of that person's major life activities,
2. has a record of such impairment, or,
3. is regarded as having such an impairment.

Search committee members should contact the Office of EO/AA (646-3197) if, after reviewing applications, they have questions regarding how to identify minorities.

* Includes both US and non-US citizens

APPENDIX B

Letter #1—To identify prospective candidates

(Letterhead)

Date

Name and Address

Dear _____,

I am writing to inform you about the open position of _____ at Dartmouth. A complete job description is attached for your reference. Dartmouth is committed to creating a diverse and talented faculty and, as part of its commitment to affirmative action and equal opportunity, strongly encourages the application of women and minorities.

If you know of anyone who may be an appropriate candidate for this position, please share the job description with him/her and request that the person send a cover letter and *vita* to the following address:

(Search Committee Chair)
(Address)

Sincerely,

(your name)

Letter #2—To send to prospective candidates

(Letterhead)

Date

Name and Address

Dear _____,

I am writing to inform you about the open position of _____ at Dartmouth. A complete job description is attached for your reference. Dartmouth is committed to creating a diverse and talented faculty and, as part of its commitment to affirmative action and equal opportunity, strongly encourages the application of women and minorities.

If you are interested in applying for this position, please send a cover letter and *vita* to the following address:

(Search Committee Chair)
(Address)

Sincerely,

(your name)

APPENDIX C

DEPARTMENT XYZ - JUNIOR FACULTY SEARCH

Name of Candidate: _____

Credentials: ___Curriculum vitae
 ___Transcript
 ___Recommendations

Written Work
___Unpublished writings
___Publications

Committee Review and Comments

- 1=Prime field, stage of career, and references (insofar as known)
 indicate outstanding candidate

- 2=Active credentials indicate strong candidate

- 3=Doubtful weaker but possible candidate

- 4=Reject now field, stage of career, or recommendations indicate that candidate is not appropriate

- 5=Interesting worth considering although some factor in field or stage of career does not coincide
 with expectation or advertisement

Committee Member#1 _____

Committee Member #2 _____

Committee Member #3 _____

Committee Member #4 _____

Acceptable/Unacceptable Areas of Inquiry

APPENDIX D

AREA OF INQUIRY	ACCEPTABLE AREAS OF INQUIRY	UNACCEPTABLE AREAS OF INQUIRY*	LEGISLATION
Name	a. For access purposes, inquiry into whether the applicant's work records are under another name.	a. To ask if a woman is a Miss, Mrs. or Ms. b. To request applicant to give maiden name, or any other previous name he or she has used.	Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. Title IX (Higher Education Act)
Age	a. Require proof of age by birth certificate after hiring.	a. To ask age or age group of applicant. b. To request birth certificate or baptismal record before hiring.	Age Discrimination in Employment Act of 1967
Birthplace/ National Origin/ Citizenship	a. Ask for birth certificate or other proof of U.S. citizenship after hiring. b. Whether a US citizen. c. If not, whether intends to become one. d. If US residence is legal. e. If spouse is a citizen.	a. To inquire into national origin or birthplace of applicant or applicant's family. b. Date of citizenship.	Title VII
Race/ Color	a. To indicate that the institution is an equal opportunity employer. b. To ask race for affirmative action plan statistics, after hiring.	a. Any inquiry that would indicate race or color.	Title VII
Sex	a. Indicate that the institution is an equal opportunity employer.	a. To ask applicant any inquiry which would indicate sex, unless job related. (An example would be a locker room or rest room attendant.)	Title VII and Title IX
Sexual Orientation	a. To indicate that the institution prohibits discrimination on the basis of sexual orientation.	a. To ask an applicant any question that would indicate the applicant's sexual or affectional orientation.	Dartmouth College Policy
Religion	a. To state normal hours and days of work required by the job to avoid possible conflict with religious convictions.	a. To ask an applicant's religion or religious customs or holidays. b. To request recommendations from church officials.	Title VII

* There are conversational contexts in which some of these questions may emerge appropriately and at the invitation of the candidate. However, questions along these lines, when initiated by an interviewer or pursued too extensively, can raise inference of improper motivation and can be used as evidence of discrimination.

APPENDIX D

AREA OF INQUIRY	ACCEPTABLE AREAS OF INQUIRY	UNACCEPTABLE AREAS OF INQUIRY*	LEGISLATION
Marital/ Parental Status	<ul style="list-style-type: none"> a. Whether applicant can meet work schedules or has activities, commitments or responsibilities that may hinder meeting of work attendance requirements. b. Inquiries, made to males and females alike, as to a duration of stay on job or anticipated absences. 	<ul style="list-style-type: none"> a. To ask marital status before hiring. b. To ask about the number and age of children, child care arrangements and plans to have more children before hiring for insurance purposes. 	Title VII and Title IX
Disability	<ul style="list-style-type: none"> a. If candidate is able to carry out the essential functions of the job. b. After a conditional offer of employment, may inquire whether person has a disability to determine whether person needs a legally required “reasonable accommodation.” 	<ul style="list-style-type: none"> a. To ask job applicants general questions about whether they have a disability or about the nature and severity of their disability. 	Rehabilitation Act of 1973/ Americans with Disabilities Act of 1990
Military Service	<ul style="list-style-type: none"> a. Inquiry into service in the US armed forces, including rank attained, branch of service, or any job-related experience. 	<ul style="list-style-type: none"> a. To ask type of discharge. b. To request military service records before hiring. c. To ask about military service in armed service of any country but the US. 	Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (Public Law 93-508)
Education	<ul style="list-style-type: none"> a. To ask what academic, professional or vocational schools attended. b. To ask about language skills, such as reading and writing foreign languages. 	<ul style="list-style-type: none"> a. Specifically ask the nationality, racial or religious affiliation of schools attended. b. To ask how foreign language was acquired. 	Title VII
References	<ul style="list-style-type: none"> a. To ask by whom the candidate was referred for the position. b. Names of persons willing to provide professional and/or character references for applicant. 	<ul style="list-style-type: none"> a. To request references specifically from clergy or any other person(s) who might reflect race, color, religion, sex, national origin or ancestry. 	Title VII
Relatives	<ul style="list-style-type: none"> a. Name and address of parents or guardian of minor applicant. b. Name, relationship and address of person to be notified in case of an emergency after hiring. 	<ul style="list-style-type: none"> a. Names of applicant’s relatives other than those already working for the institution. 	Title IX

Acceptable/Unacceptable Areas of Inquiry

APPENDIX D

AREA OF INQUIRY	ACCEPTABLE AREAS OF INQUIRY	UNACCEPTABLE AREAS OF INQUIRY*	LEGISLATION
Work Schedule	<ul style="list-style-type: none"> a. To ask willingness to work required work schedule. b. To ask if applicant has military reservist obligations. 	<ul style="list-style-type: none"> a. To ask willingness to work any particular religious holidays. 	Title VII
Address/ Housing	<ul style="list-style-type: none"> a. To request place and length of current and previous addresses. b. To ask for applicant's phone number or how he or she can be reached if a number is not available. 	<ul style="list-style-type: none"> a. To ask applicants if they own their own home, or rent or live in an apartment or house. b. Specific inquiry into foreign addresses that would indicate national origin. c. Name or relationship of person with whom applicant resides. 	Title VII
Organizations	<ul style="list-style-type: none"> a. To ask organizational membership—professional, social, etc.—so long as affiliation is not used to discriminate on the basis of race, sex, or national origin. b. Offices held, if any. 	<ul style="list-style-type: none"> a. To request listing of all organizations, clubs, societies, and lodges to which applicant belongs or has belonged. 	Title VII
Photographs	<ul style="list-style-type: none"> a. May be required after hiring for identification purposes. 	<ul style="list-style-type: none"> a. To take pictures of applicants during interviews. 	Title VII
Conviction, Arrest, and Court Record	<ul style="list-style-type: none"> a. Inquiry into actual convictions that relate reasonably to performing a particular job. 	<ul style="list-style-type: none"> a. Any inquiry relating to arrests, court, or conviction records not substantially related to job in question. 	
Other Qualifications	<ul style="list-style-type: none"> a. To inquire about any area that has direct reflection on the job applied for. 	<ul style="list-style-type: none"> a. Any non job-related inquiry that may present information permitting unlawful discrimination. 	

NOTE: In accordance with the Immigration Reform and Control Act of 1986, all new employees must provide proof of identity and eligibility for employment in the United States. A candidate cannot begin work until this documentation is verified.

APPENDIX E

Selected Historically Black Colleges and Universities

(The Black Resource Guide 10th Edition)

Clark Atlanta University, James Brawley Drive at Fair St., S.W., Atlanta, GA 30314 (404) 880-8000
 Fisk University, 17th Avenue North, Nashville, TN 37203 (615) 329-8555
 Grambling State University, PO Drawer 607, Grambling, LA 71245 (318) 274-2211
 Hampton University, Hampton, VA 23668 (804) 727-5231
 Howard University, 2400 Sixth Street, N.W., Washington, DC 20059 (202) 806-6100
 Morehouse College, 830 Westview Drive, S.W., Atlanta, GA 30310 (404) 752-1740
 Spelman College, 350 Spelman Lane, S.W., Atlanta, GA 30314 (404) 681-3643
 Tuskegee University, 317 Kresge Center, Tuskegee, AL 36088 (205) 727-8501

Predominantly Black Fraternities and Sororities

Alpha Phi Alpha Fraternity, Inc., Nat'l Headquarters, 2313 St. Paul Street, Baltimore, MD 21218
 Chi Delta Mu Fraternity, 1509 Evarts Street, NE, Washington, DC 20018
 Delta Sigma Phi Fraternity, Nat'l Headquarters, 1331 Delaware Street, Indianapolis, IN 46202
 Kappa Alpha Psi Fraternity, Inc., Nat'l Headquarters, 2320 N. Broad Street, Philadelphia, PA 19132
 Omega Psi Phi Fraternity, Inc., Nat'l Headquarters, 2714 Georgia Avenue, NW, Washington, DC 20001
 Phi Beta Sigma Fraternity, Inc., Nat'l Headquarters, 145 Kennedy Street, NW, Washington, DC 20011
 Sigma Pi Phi Fraternity, 920 Broadway, Suite 703, New York, NY 10010

Alpha Kappa Alpha Sorority, Inc., Nat'l Headquarters, 5656 S. Stony Island, Chicago, IL 60637
 Chi Eta Phi Sorority, Inc., 18250 Fairfield, Detroit, MI 48221
 Delta Sigma Theta Sorority, Inc., Nat'l Headquarters, 1707 New Hampshire Avenue NW, Washington, DC 20009
 Eta Phi Beta Sorority, Inc., 16815 James Couzens, Detroit, MI 48235
 Iota Phi Lambda Sorority, Inc., PO Box 11609, Montgomery, AL 36111
 Lambda Kappa Mu Sorority, Inc., 9706 Southall Road, Randallstown, MD 21133
 Sigma Gamma Rho Sorority, Inc., 8800 S. Stony Island Avenue, Chicago, IL 60617
 Swing, Inc., 176 W. 94th Street, Suite 6G, New York, NY 10025
 Tau Gamma Delta Sorority, Inc., 2528 West 74th Street, Los Angeles, CA 90043
 Zeta Delta Phi Sorority, Inc., PO Box 157, Bronx, NY 10469
 Zeta Phi Beta Sorority, Inc., Nat'l Headquarters, 1734 New Hampshire Avenue, NW, Washington, DC 20009

APPENDIX F

A Brief Historical Perspective of Developments at Dartmouth Related to Affirmative Action

- 1769 Dartmouth was founded in 1769. The mission of the College, as stated in its charter, was to educate and instruct the “Youth of the Indian Tribes in this Land...and also [of] English Youth and any others.”
- 1968 The first class with a significant number of Black students (29) was matriculated in 1968. The number rose to 82 the following year (1969).
- The Committee on Equal Opportunity, chaired by John McLane, was appointed by the Board of Trustees to study the status of minorities at Dartmouth following the assassination of Martin Luther King in April 1968. The “McLane Report” was filed in December of that year. Among other things, it urged that the number of Black students enrolled at Dartmouth be increased “in order to make its student body more nearly conform to national patterns of population diversification.” It also urged the recruitment of Black faculty members and administrators. There was only one Black faculty member and no Black administrators at the time - December 1968. There were no other minorities in these ranks, and there were very few women. The number of Black alumni totalled 130.
- 1970 Native American students were actively sought for the first time in 1970. This recruitment effort was announced by President John Kemeny at his inaugural address in March 1970.
- 1972 Women were matriculated for the first time in September 1972. The initial numerical goal was 800. In order to accommodate the increased enrollment, Dartmouth adopted year-round enrollment (the Dartmouth Plan). Women actually began taking classes in 1969 with the inauguration of the Twelve College Exchange Program (Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, Williams).
- On April 15, 1972, the Board of Trustees approved the draft of Dartmouth’s first Affirmative Action Plan.
- In May 1972, the Faculty of Arts and Sciences adopted the goal to appoint women to one third of all faculty positions during the subsequent decade. This recommendation was put forward by the Committee on Women Faculty.
- In November 1972, Dartmouth appointed an acting Affirmative Action Officer.
- 1973 In November 1973, Dartmouth appointed its first Affirmative Action Officer (half-time).
- 1975 In June 1975, Dartmouth appointed its first full-time Affirmative Action Officer.
- The Office for Civil Rights, Department of Health, Education and Welfare formally approved Dartmouth’s first decade Affirmative Action Plan in October 1975.
- 1976 The Smoyer Report was submitted in January 1976 to “review the progress of the College in carrying out recommendations made by the McLane Committee.” By this time Dartmouth had 306 Black undergraduates and 15 Black faculty members. The report generally urged more recruitment and admissions activity, greater use of academic support systems, greater dissemination of information about financial aid, more counseling services, greater Black representation in extra-curricular activities, strengthening of the Black Studies Program and heightened efforts to recruit Black faculty and administrators.
- 1979 In August 1979 the Latino Forum requested that Hispanic students be actively recruited and supported. At that time, Hispanics made up only 0.5% of the undergraduate population.
- 1982 The Child Care Advisory Council, formed in 1975, became an official standing committee of Dartmouth.

APPENDIX F

- 1984 Dartmouth's first child care center was instituted at the Ray School in Hanover.
- 1986 In February 1986 the Faculty of Arts and Sciences passed a motion instructing the Committee on Admissions and Financial Aid (CAFA) to "work toward a recommendation for immediate establishment of a recruitment and admissions program that would lead to the matriculation of approximately 50 Hispanic students per year effective with the class of 1991." (Dartmouth matriculated 27 in that year.)
- President McLaughlin's ad hoc Council on Diversity was formed to respond to the issues identified in the Moratorium on January 24-25, 1986, following the "shanty incident." The Council made a number of recommendations, including increasing education about diversity (through brochures, freshman orientation, alumni outreach, permanent exhibitions), modifying the alma mater ("Men of Dartmouth") and forming a permanent Council on Diversity.
- 1987 The Women's Support Task Force filed a report in May 1987 which recommended the creation of a Women's Resource Center.
- The Dartmouth College Child Care Center opened in the fall of 1987 to provide child care for Dartmouth employees.
- 1988 Dartmouth's alma mater was made more inclusive to adequately reflect the presence of women.
- The Committee on Diversity was formed in February 1988 to conduct a focused self-study as part of Dartmouth's accreditation review by the New England Association of Schools and Colleges. It concluded that a greater effort should be made 1) to educate alumni and alumnae to enhance their understanding and appreciation of the changes occurring on campus and 2) to confront "those forces on campus that are hindering the movement toward" a more pluralistic community.
- In May 1988 Dartmouth opened its Women's Resource Center to support all women in the Dartmouth Community.
- 1989 To properly reflect its broad range of equal opportunity and affirmative action responsibilities, the Affirmative Action Office expanded its title to the Office of Equal Opportunity and Affirmative Action.
- 1991 President Freedman's ad hoc Equal Opportunity Review Committee reviewed, among other things, the institution's equal opportunity statement and recommended adoption of the following institution-wide statement:
- Dartmouth College* is committed to the principle of equal opportunity for all its students, faculty, employees and applicants for admission and employment. For that reason Dartmouth prohibits discrimination on the basis of race, color, religion, sex, age, sexual orientation, national origin, disability or status as a disabled or Vietnam-era veteran in its programs and organizations.
- 1992 Dartmouth shifts from a ten-year affirmative action plan format to annual goal setting.
- 1993 The Committee on Diversity and Community at Dartmouth issues a report renewing Dartmouth's commitment to diversity.

*Dartmouth College refers to the entire institution, including the professional schools, graduate programs and auxiliary activities.