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### Faculty Forms ([accessible on IDE website](#))

- Faculty Recruitment Authorization, Form 1
- Initial Affirmative Action Recruitment Report, Form 2
- Authorization for Faculty Appointment and Affirmative Action Recruitment Report, Form 3
Introduction

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 an equal opportunity/affirmative action employer with a strong commitment to diversity and inclusion. We prohibit discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status.

*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, Thayer, and Tuck 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 Faculty positions (rank of Instructor and higher).
2. John Wesley Young Instructorships (Department of Mathematics).

These guidelines DO NOT APPLY to the following positions:
1. Non-tenure track 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 (IDE) 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. IDE is responsible for monitoring searches for compliance with equal opportunity/affirmative action guidelines. This includes searches for faculty positions at Dartmouth, including Arts and Sciences, the Thayer School of Engineering, the Amos Tuck School of Business Administration, and Geisel. (See Geisel’s Faculty Handbook for more information.)

IDE staff are available throughout the search process to assist department/program chairs, search committee chairs, and search committee members. New department/program chairs are encouraged to meet with the Director of Equal Opportunity & Affirmative Action (EO/AA) 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 re-administer the search, except in those rare instances when some equal opportunity/affirmative action search procedures are waived.
Checklist

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.

Authorization to recruit must be given by the Dean of the Faculty of Arts and Sciences, Thayer, or Tuck, the appropriate Associate Dean, and the department/program chair. No advertising may be submitted prior to authorization.

Department/program chair completes Faculty Recruitment Authorization (form #1), which is available from the Asst. Executive Officer of the Dean of the Faculty, 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.

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.

Search committee develops the proposed recruitment plan.

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). The office of Institutional Diversity & Equity will continue to be available to assist the committee throughout the search process.

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 gender, where possible.

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:
  o Applicant pool: number of applicants, by race and gender.
  o 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.
  o The initial Affirmative Action Recruitment Report (Form #2) is submitted when an on-campus interview short list (or equivalent) is developed.

Search committee chair contacts the Dean to discuss Form #2. The chair should contact IDE to determine which vitae are required for their files. After the Dean’s authorization to interview, the 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 Institutional Diversity and Equity.

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 Dean. The chair also consults with IDE before an offer is made. Before authorizing an appointment, the Dean confers with IDE on whether all affirmative action procedures were followed and on a plan of action should the #1 candidate decline the offer. After obtaining the 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 IDE. The Dean will make the formal offer of appointment. When an offer is accepted, the search chair or the Dean should inform IDE of the final outcome of the search. The institution must maintain records for all searches, 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.

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**Studies/Handbooks on Faculty Searches and Diversity**

MIT Report on The Initiative for Faculty Race and Diversity

Stanford Report on Faculty Development: Building on Excellence
http://facultydevelopment.stanford.edu (under “Stanford Reports – Publications”)

University of Michigan ADVANCE
http://www.advance.rackham.umich.edu/handbook-pdf
Search Committee

Search Committee Composition
Tenure track 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. 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 Institutional Diversity and Equity to discuss affirmative action philosophy and procedures soon after he or she is appointed and the Faculty Recruitment Authorization (Form #1, Appendix F) has been completed by the department and approved by the Dean of the respective schools. 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 Dean and IDE throughout the search. (Please refer to the Search Procedure Checklist, p. 6). IDE staff are 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. 10).
- 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 chair. The department/program chair, acting on behalf of the members of the department/program, will forward the recommendation to the appropriate Dean. The 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.

Benefits of a Diverse Faculty
- Institutional value of diversity
- New knowledge
- Can help recruit minority students
- Value emotional development of students
- Faculty of color are an important resource for the transformation of the professoriate (Sotello Viernes Turner)*

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 judgment 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 best that they interview all short listed candidates if possible. 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 IDE, the Dean will advise the search committee chair about this possibility at the time that the short list is discussed.

**Time Frame 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 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. 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 re-administer its searches.
Networking

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 these candidates. Another effective strategy is for faculty members to cultivate their own students as their careers advance, guiding these students to applicant pools at Dartmouth when appropriate.

Conferences are also 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 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.
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, Hispanic serving institutions and Native American serving institutions. In addition to using resources available in IDE, 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 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 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:
   1. the lists of female and minority candidates collected by faculty colleagues and networking peers;
   2. 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.

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 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 College is an equal opportunity/affirmative action employer with a strong commitment to diversity and inclusion. We prohibit discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status. Applications by members of all underrepresented groups are encouraged.

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.
Screening and Selection

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 or email 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 questions 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 Institutional Diversity and Equity 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 shortlisted 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 shortlisted 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 viewed on the IDE website.

<table>
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<tr>
<th>Suggested items for visiting candidates’ welcome packets</th>
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<tr>
<td>• Dartmouth College mission statement card</td>
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<tr>
<td>• History of Dartmouth pamphlet</td>
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<tr>
<td>• Travel booklets from Hanover, Lebanon, Woodstock</td>
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<td>• HOP concert schedule</td>
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<td>• HOOD brochure</td>
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<tr>
<td>• Local paper</td>
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<tr>
<td>• College paper</td>
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<tr>
<td>• Community events document such as flyer from local Farmer’s Market</td>
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<tr>
<td>• Dartmouth Coach Bus Schedule</td>
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<td>• Cape Air Flight Schedule</td>
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</table>
**Hiring**

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 (Appendix G) should be attached to the Form #3, (Appendix H).

A completed Form #3 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, but are not limited to, “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 Institutional Diversity and Equity. 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 IDE in this situation.
Federal Categories: Appendix A

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

Race/ Ethnicity (new categories) – Fall 2009

- **Hispanic or Latino** – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **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 maintains a 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.
- **Black or African American** - a person having origins in any of the black racial groups of Africa.
- **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.
- **Two or more races** (not Hispanic/Latino).

Veteran Status (new categories)

- **Disabled Veteran** – (i) A veteran of the U.S. military, ground, naval or air service who is entitled to compensation under laws administered by the Secretary of Veterans Affairs, or (ii) A person who was discharged or released from active duty because of a service-connected disability.
- **Other Protected Veteran** – A veteran who served on active duty in the U.S. military, ground, naval, or air service during a war or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.
- **Recently Separated Veteran** – A veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval or air service.
- **Armed Forces Service Medal Veteran** – A veteran who, while serving on active duty in the U.S. military, ground, naval or air force, participated in a United States military operation for which an Armed Services medal was awarded pursuant to Executive Order 12985 (61 FR 1209, 3 CFR).

**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
Sample Networking Letters: 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)
Sample CV Review Form: 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
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<tr>
<th>AREA OF INQUIRY</th>
<th>ACCEPTABLE AREAS OF INQUIRY</th>
<th>UNACCEPTABLE AREAS OF INQUIRY*</th>
<th>LEGISLATION</th>
</tr>
</thead>
</table>
| Military Service     | a. Inquiry into service in the US armed forces, including rank attained, branch of service, or any job related experience. | 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            | a. To ask what academic, professional or vocational schools attended.  
   b. To ask about language skills, such as reading and writing foreign languages. | a. Specifically ask the nationality, racial or religious affiliation of schools attended.  
   b. To ask how foreign language was acquired. | Title VII                                                                                       |
| References           | 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. | 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            | 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. | a. Names of applicant’s relatives other than those already working for the institution. | Title IX                                                                                         |
| Work Schedule        | a. To ask willingness to work required work schedule.  
   b. To ask if applicant has military reservist obligations. | a. To ask willingness to work any particular holidays. | Title VII                                                                                       |
| Address/Housing      | a. To request place and length of current and previous addresses.  
   b. To ask for applicant’s phone number of how he or she can be reached if a number is not available. | 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        | 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. | a. To request listing of all organizations, clubs, societies, and lodges to which applicant belongs or has belonged. | Title VII                                                                                       |
<p>| Photographs          | a. May be required after hiring for identification purposes. | a. To take pictures of applicants during an interview. | Title VII                                                                                       |
| Conviction, Arrest, and Court Record | a. Inquiry into actual convictions that relate reasonably to performing a particular job. | a. Any inquiry relating to arrests, court, or conviction records not substantially related to job in question. |                                                                                                  |</p>
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<tr>
<th>AREA OF INQUIRY</th>
<th>ACCEPTABLE AREAS OF INQUIRY</th>
<th>UNACCEPTABLE AREAS OF INQUIRY*</th>
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| Name                         | a. For any purposes, inquiry into whether the applicants 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/she has used. | Title VII of the Civil Rights Act of 1964, as amended by the EO/AA Act of 1972.  
Title IX (Higher Education Act) |
| Age                          | a. Certificate after hiring.                                                                | a. To ask age or age group of applicant.  
| Birthplace/ National Origin/ Citizenship | a. Ask for birth certificate or other proof of US 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 any days of work require 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                                                                                                |
| Marital/Parental Status      | a. Whether applicant can meet work schedules or has activities, commitments or responsibilities that may hinder meeting work attendance requirements.  
b. Inquiries, made to males and females alike, as to a duration of stay on job or anticipated absences. | 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                   | 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.” | 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 |

*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.
Recruitment Sources: Appendix E

AFRICAN-AMERICAN, THE PH.D. PROJECT
Whether you are a current or future student, or a potential sponsor or participant, you will find this site a single and vital source of information. The PhD Project: The pursuit of a business PhD and the path to improving workforce diversity through the development of future business school faculty.

AFRICAN-AMERICAN, NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS
The National Alliance of Black School Educators (NABSE) is the nation’s premiere non-profit organization devoted to furthering the academic success for the nation’s children - particularly children of African descent.

AFRICAN-AMERICAN, BLACK E.O.E. JOURNAL
The Black Equal Opportunity Employment Journal is America's leading African-American Business and Career magazine. Our mission is to be the epicenter of information for African-Americans seeking employment and business opportunities within corporate America.

AFRICAN-AMERICAN, BLACK COLLEGES & UNIVERSITIES, HISTORICALLY

Selected Historically Black Colleges and Universities

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, 100 East Queen Street, 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, 317Kresge Center, Tuskegee, AL 36088 (205) 727-8501

AFRICAN-AMERICAN, BLACK CAREER WOMEN
Black Career Women (BCW), headquartered in Cincinnati, Ohio, is a non-profit, tax-exempt organization conceived by black women for the professional development of black women.

AFRICAN-AMERICAN, JOURNAL OF BLACKS IN HIGHER EDUCATION
The Journal of Blacks in Higher Education is an issue-oriented publication that examines the progress of African Americans in the nation's colleges and universities.

AFRICAN-AMERICAN, NATIONAL BLACK MBA ASSOCIATION
The National Black MBA Association® is the most powerful social network of individuals dedicated to increasing corporate diversity and access to capital.

AFRICAN-AMERICAN, DIRECTORY OF BLACK ECONOMISTS

AFRICAN-AMERICAN, NATIONAL ORGANIZATION FOR THE PROFESSIONAL ADVANCEMENT OF BLACK CHEMISTS & CHEMICAL ENGINEERS
NOBCChE is committed to the discovery, transmittal, and application of knowledge in the fields of science
and engineering. The mission of NOBCChE therefore is to build an eminent community of scientists and engineers by increasing the number of minorities in these fields.

**AFRICAN-AMERICAN, NATIONAL SOCIETY OF BLACK ENGINEERS**
Posting jobs on NOL is a cost effective solution for employers to reach a diverse group of engineering college students, graduates, and technical professionals. With over 18,000 active members, job postings are a great way attract top qualified candidates.

**AFRICAN-AMERICAN, NATIONAL ASSOCIATION OF BLACK JOURNALISTS**
The National Association of Black Journalists (NABJ) is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide. Founded by 44 men and women on December 12, 1975, in Washington, D.C., NABJ is the largest organization of journalists of color in the nation.

**AFRICAN-AMERICAN, BLACK DATA PROCESSING ASSOCIATES**
BDPA offers professionals, executives, entrepreneurs and students a pathway from the classroom to the boardroom through education, mentoring, business networking and services that enhance innovation, technical skills, business savvy and personal growth. As a potential sponsor, BDPA is a great opportunity for your company to “do well” by “doing good” and helping us reach our goals. BDPA in turn will help you recruit and retain quality professionals, access important IT services, meet supplier diversity objectives, gather important market feedback and gain valuable exposure within the community.

**AFRICAN-AMERICAN, ASSOCIATION OF BLACK SOCIOLOGISTS**
The Association of Black Sociologists (ABS) is a national, professional organization of sociologists and social scientists, founded by women and men of African descent. The organization's mission is to build a tradition of scholarship that will serve Black people in perpetuity.

**AFRICAN-AMERICAN, NATIONAL SOCIETY OF BLACK PHYSICISTS**
NSBP is the largest and most recognizable organization devoted to the African-American physics community.

**AMERICAN INDIAN (TRIBAL) COLLEGES & UNIVERSITIES**

**AMERICAN INDIAN SCIENCE & ENGINEERING SOCIETY**
The AISES mission is to increase substantially the representation of American Indian and Alaskan Natives in engineering, science and other related technology disciplines. Posting jobs on the AISES website enables employers to advertise opportunities within their organizations to a wide population of AISES members. AISES’ membership is comprised of professionals, students, educators, and others in science, engineering and related technical fields. With over 3,000 active members, and many others that visit the website, advertising your job postings online with AISES is a great way to attract great candidates.

**AMERICAN INDIAN, NATIVE AMERICAN JOURNALISTS ASSOCIATION**
The Native American Journalists Association serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native cultures.

**AMERICAN INDIAN, SOCIETY FOR ADVANCEMENT OF CHICANOS & NATIVE AMERICANS IN SCIENCE**
The mission of SACNAS (Society for Advancement of Chicanos and Native Americans in Science) is to
encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels.

**ASIAN AMERICAN, ASIAN STUDIES ASSOCIATION (AAS)**
Association for Asian Studies is a scholarly, non-political, non-profit professional association open to all persons interested in Asia. It seeks through publications, meetings, and seminars to facilitate contact and an exchange of information among scholars to increase their understanding of East, South, and Southeast Asia. It counts among its member’s scholars, business people, diplomats, journalists, and interested lay persons.

**ASIAN AMERICAN, ASIAN WEEK NEWS**
Asian Week is the national English-language newsweekly for the rapidly growing Asian Pacific American community. **COST**: For advertising information, email ttrent@asianweek.com

**ASSOCIATION FOR WOMEN IN SCIENCE**
The Association for Women in Science is dedicated to achieving equality and full participation for women in science, technology, engineering and mathematics.

**BUSINESS, ACADEMY OF MANAGEMENT**
The Academy of Management (the Academy; AOM) is a leading professional association for scholars dedicated to creating and disseminating knowledge about management and organizations. Founded in 1936 by two professors, the Academy of Management is the oldest and largest scholarly management association in the world.

**BUSINESS, NATIONAL BLACK MBA ASSOCIATION**
The National Black MBA Association® is the most powerful social network of individuals dedicated to increasing corporate diversity and access to capital. To post a job or access the National Black MBA Association's résumé database contact Customer Support at (973) 992-7311.

**BUSINESS, NATIONAL SOCIETY OF HISPANIC MBA's**
The National Society of Hispanic MBAs (NSH MBA) was created in 1988 as a 501(C) (3) non-profit organization. Widely known as the "Premier Hispanic Organization," NSH MBA serves 32 chapters and 7,000 members in the U.S. and Puerto Rico. It exists to foster Hispanic leadership through graduate management education and professional development.

**CIC: DIRECTORY of MINORITY, PhD, MFA and MLS CANDIDATES and RECIPIENTS**
Published on-line in an effort to increase the professional opportunities of minority graduate students and to aid colleges, universities, and other potential employers in the recruitment of highly educated underrepresented minorities. The Directory includes Native Americans, African Americans, Mexican Americans, Puerto Ricans, Hispanic Americans, and Asian Americans (in humanities and social sciences) who are United States citizens or permanent residents and who have completed (or expected to complete) the PhD, M.F.A., and M.L.S Degree.

**DIVERSITY, DIVERSE ISSUES IN HIGHER ED**
Since its founding in 1984, Black Issues In Higher Education (which is now Diverse) has been America's premier news source for information concerning these vitally important issues. The magazine received the 2002 Folio award as the best education publication in America which only attests to how well they have carried out our mission of being the most reliable source for those who understand the importance of these issues.
DIVERSITY
Diversity is America's most trusted source for recruiting job seekers from diverse ethnic cultures, life styles, life stages, creative persuasions, abilities, religious affiliations and gender. Diversity.com provides best in class recruitment advertising and diversity branding. Our premier job posting service - Prestige Career Jobs-provides a trusted method for recruiting the best and brightest job seekers. Each day, thousands of talented men and women use our free job search services to discover new and challenging career opportunities.

DIVERSITY INC.

ECONOMISTS, DIRECTORY OF BLACK ECONOMISTS

ENGINEERING, AMERICAN INSTITUTE OF CHEMICAL ENGINEERING (AICHE)
A site with lots of professional information in addition to Careers & Employment section. Web ads can be posted anytime. The ad duration is 30 days from placement. The deadline for print advertisements is the third Monday preceding the month in which you would like to advertise.

ENGINEERS, SOCIETY OF HISPANIC PROFESSIONALS
The Society of Hispanic Professional Engineers (SHPE) was founded in Los Angeles, California, in 1974 by a group of engineers employed by the city of Los Angeles. Their objective was to form a national organization of professional engineers to serve as role models in the Hispanic community. The primary focus of the group is networking.

ENGINEERS, NATIONAL ORGANIZATION FOR THE PROFESSIONAL ADVANCEMENT OF BLACK CHEMISTS & CHEMICAL ENGINEERS

ENGINEERS, SOCIETY OF WOMEN'S ENGINEERS

FINANCE & ACCOUNTING, ASSOCIATION OF LATINO PROFESSIONALS IN FINANCE AND ACCOUNTING

FINANCE & ACCOUNTING, NATIONAL SOCIETY OF BLACK ACCOUNTANTS

HIGHER EDUCATION JOBS
Online job site that lists open positions at colleges and universities.

HIRE DIVERSITY
On line service for diversity recruitment and career development.

HISPANIC OUTLOOK IN HIGHER EDUCATION
The Hispanic journal reaches a broad cultural audience of educators, administrators, students, student service and community-based organizations and corporations.

HISPANIC MAGAZINE
Hispanic magazine targets a cross-section of Hispanic Americans, ranging from students to professionals, executives, entrepreneurs, and political leaders.

HUMANITIES AND SOCIAL SCIENCE
The H-Net Job Guide is one of H-Net's most visible resources. The Job Guide posts academic position announcements in History and the Humanities, the Social Sciences, and Rhetoric and Composition, and
serves a broad audience of administrators, faculty members, archivists, librarians, and other professionals in the humanities and social sciences. The Job Guide is fully sortable and searchable, and is available via email and the web at no cost to the jobseeker.

**IM DIVERSITY**
IMDiversity.com provides career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women.

**INFORMATION TECHNOLOGY, BLACK DATA PROCESSING ASSOCIATES**

**INFORMATION TECHNOLOGY AFRICAN-AMERICAN MEN IN TECHNOLOGY (AAMIT)**

**AFRICAN-AMERICAN WOMEN IN TECHNOLOGY (AAWIT)**

**INFORMATION TECHNOLOGY, COMPUTING RESEARCH ASSOCIATION**

**LATINOS IN HIGHER EDUCATION**
CT Association of Latinos in Higher Education has an employment distribution and posting list to assist colleges and universities recruit and hire Latinos in the higher education community in Connecticut and New England.

**MATHMATICS & APPLIED SCIENCE, SOCIETY FOR ADVANCEMENT OF CHICANOS & NATIVE AMERICANS IN SCIENCE**

**MELLON MAYS UNDERGRADUATE FELLOWSHIP PROGRAM**
The fundamental objectives of MMUF are to reduce, over time, the serious underrepresentation on faculties of individuals from minority groups, as well as to address the consequences of these racial disparities for the educational system itself and for the larger society that it serves.” Michelle Warren is the Dartmouth College coordinator for the Mellon Mays Fellowship Program.

**MINORITY AND WOMEN DOCTORAL DIRECTORY**
The current two-volume Directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American and women students in nearly 80 fields. The Directory is available in two versions: either as a complete two-volume set or as 60 separately available Departmental Rosters. Institutional Diversity and Equity has a copy of this directory in 304 Blunt Alumni Center.

**MODERN LANGUAGE ASSOCIATION, MLA**

**NATIONAL SOCIETY FOR PROFESSIONAL ENGINEERS (NSPE)**
This site geared towards the engineering community. Categories of positions range from Civil Engineering to Structural Engineering. There is no word limit on postings and the posting form is simple and straightforward. Online resume database search is supplied free of charge with job posting. Job seekers can search postings by category, region/state and keyword(s).

**POLITICAL SCIENCE, AMERICAN POLITICAL SCIENCE ASSOCIATION**

**PSYCHOLOGY, ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION**

**PSYCHOLOGY, THE ASSOCIATION OF BLACK PSYCHOLOGISTS**
SOCIETY FOR ADVANCEMENT OF HISPANICS/CHICANOS AND NATIVE AMERICANS IN SCIENCE

SOCIOLOGY, ASSOCIATION OF BLACK SOCIOLOGISTS

SOCIAL WORK, LATINO SOCIAL WORKERS ORGANIZATION

STUDENT SERVICES, NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

TRIBAL COLLEGES & UNIVERSITIES (AMERICAN INDIAN)

UNIVERSITY JOB BANK
University Job Bank is an online recruiting and career service developed and owned by UniversityJobs.com, LLC. UniversityJobs.com was launched in early 2000 in response to the need to deliver a simple and cost effective way for higher education institutions and other organizations to recruit the right people.

VETERANS ENTERPRISE
Veterans Enterprise promotes diversity and inclusion in employment and education. The mission is to connect veterans with companies that take diversity seriously and understand that a diverse workforce built by providing equal opportunity is the best way to succeed.

WOMEN IN HIGHER EDUCATION

WOMEN, ADVANCING WOMEN
Advancing Women's users are almost all women, job seekers in every category with a particularly strong presence in fields which traditionally had fewer women, such as IT, engineering and other technical fields.