Guidelines for Recruiting Outstanding Faculty
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Introduction

Hiring and retaining an outstanding and diverse faculty are top priorities for great institutions of higher learning. Tulane University School of Medicine is dedicated to ensuring that we hire faculty of the highest caliber to contribute to the university’s distinguished reputation. A successful search results in the hiring of such productive individuals. Each department’s efforts to diversify in ways relevant to that department, its students, and the discipline not only enrich the scholarly work of the department, but also contribute to the establishment of a Tulane School of Medicine that reflects the students and communities it serves. This handbook seeks to provide information and tools that will empower our search committees with the best practices for attracting outstanding, diverse applicant pools, conducting fair reviews and interviews, and successfully hiring new faculty who will uphold Tulane University School of Medicine’s world-renowned reputation for integrity and wisdom.

Each search committee’s definition of “outstanding” will vary. We encourage search committees to formulate a definition specific to their available position based on their department or organization’s resources and needs, and recommend that search committees reference these specific definition(s) to inform their position announcement, advertisements, recruitment strategies, and criteria for review.

A search committee’s definition of “diversity and inclusion” can also vary. This handbook recommends that search committees contemplate and assign a definition based on underrepresented groups in their department. We encourage committee members to discuss what “diversity and inclusion” means to them individually and to their department, and why it is vital to university, School, and social culture.

Competitive universities depend upon a spectrum of diversity to cultivate multi-faceted and dynamic intellectual communities, from diversity of intellectual perspective, cognitive style, and personality, to diversity of experience, age, gender and orientation, race, education, religion, nationality, and physical ability. Tulane’s definition of diversity is broad and inclusive; the School of Medicine follows the same criteria.

We urge search committees to assess their departments and examine the degree to which they reflect the diversity to which they aspire.
Message from the Dean

Dear Tulane SOM Faculty:

Tulane School of Medicine is committed to nurturing an academic and professional environment that promotes and encourages inclusion. The School seeks to recruit talented faculty without regard to and inclusive of characteristics such as gender, ethnicity, race, religion, age, marital status, sexual orientation, and disability.

Successful recruitment depends upon a proactive and intentional blueprint for diverse and inclusive search practices. This Faculty Recruitment and Selection Handbook will assist hiring officials and search committees in their search for talent, and I encourage everyone involved to become thoroughly familiar with its contents.

Thank you for ensuring that Tulane School of Medicine is an inclusive and welcoming workplace. Please remember that the University Office of Institutional Equity and the School of Medicine’s Office of Multicultural Affairs are your partners in making the School of Medicine a place where diversity will flourish.

Sincerely,

L. Lee Hamm, Dean
School of Medicine
Tulane University
Important Notes

This handbook includes both required and recommended practices for hiring and is intended to supplement, not replace, procedures established by The Office of Institutional Equity (OIE) and the Office of Human Resources.

All search committee chairs and members should be familiar with federal and state equal opportunity and nondiscrimination laws and regulations and with Tulane’s official hiring policies and procedures. See OIE for information at https://equity.tulane.edu/

Modifications to the recommendations contained in this handbook are expected from search committees in accordance with such factors as the size of both the committee and its pool of candidates as well as the standards of that committee’s discipline.

The OIE website, https://equity.tulane.edu/, has resources for recruiting, screening, and interviewing to intentionally expand applicant pools and hire diverse faculty. This website contains all necessary forms for conducting and completing the search process.
Glossary

The concepts of “equal employment opportunity” and “affirmative action” are often confused or misunderstood. Especially when engaged in recruitment activities, it is important to understand how these concepts apply to the recruitment and selection process. Equal opportunity and affirmative action work together to support the diversity and inclusion goals of Tulane University School of Medicine.

**Affirmative Action** - A policy that requires an employer to actively seek to recruit underrepresented groups to the workplace by taking “affirmative” steps to achieve a balanced representation of workers. The Equal Opportunity Commission confirms that affirmative action is “essential to assuring that jobs are genuinely and equally accessible to qualified persons, without regard to their sex, racial or ethnic characteristics.”

There is a common misperception that affirmative action requires meeting hiring quotas of female or minority candidates regardless of qualifications. This is incorrect. No quotas or preferences must be met to comply with affirmative action law. It does not promote hiring unqualified applicants who are minorities or are from underrepresented groups.

Affirmative action requires us to identify policies that enable discriminatory practices and can adversely affect women and minorities in the employment process. It requires us to develop a recruitment plan that will reach a diverse pool of qualified individuals for the position and that applies all screening standards fairly and equitably.

**Diversity** - Engagement across identifying lines of experience such as race, ethnicity, and gender, and comprised of a wide-ranging and varied set of initiatives. Tulane’s definition of diversity is broad and inclusive and includes such important and intersecting dimensions of human identity as race, gender, ethnicity, national origin, religion, sexual orientation, class, age and ability. These dimensions do not determine or predict anyone’s personal values, orientation, choices, or responses, but rather inform different experiences and perspectives of the world.

Tulane recognizes diversity as a central component in achieving desired student learning outcomes.

Research shows that diversity is an invaluable component of student learning:

- Those educated in diverse environments are far more likely to live and work in
Those who study issues of diversity and interact with a diverse set of peers in college are better prepared for life in an increasingly diverse society.

Diversity provides purposeful and effective designs for supporting a diverse student body’s educational achievement. As such, it is an integral component of Tulane School of Medicine’s mission and purpose. Diversity among the faculty body is essential to enabling the School of Medicine to best educate all its students and achieve full participation in the economic, social, and civic domains of a diverse society.

**Equal Employment Opportunity** - A policy which requires the application of consistent standards to all candidates for a position during the employment process, regardless of their membership in, or identification with, a protected class group. Equal opportunity laws ban discrimination. Tulane’s Equal Opportunity and Anti Discrimination Policy prohibits discrimination against any individual in any and all areas of the University's environment, including any aspect of his or her employment such as hiring, discharge, compensation, or any other terms, conditions, or privileges of employment or faculty status because of an individual’s race, national origin, color, gender, religion, sexual orientation, marital status, age, disability, military, or veteran status.

**Faculty** - Those engaged in teaching and research appointed to appropriate faculty status by the Board of Administrators of the University in accordance with the existing constitutions of the various divisions of the University. Some full-time administrators may hold faculty status. Under special circumstances, personnel of the University libraries may hold faculty status. Authorized faculty designations are: Professor, Associate Professor, Assistant Professor, and Instructor. The two categories of faculty appointments are tenure-track and non-tenure-track (see descriptions of each below).

**Inclusion** - Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community in which all individuals are respected, and where they feel engaged and motivated and that their contributions toward meeting organizational and societal goals are valued. Many colleges in the United States have a longer history of exclusion than they do of inclusion, and this history continues to shape racial and gender dynamics on campuses. Awareness of this issue and efforts to be more inclusive help mitigate negative consequences of historical exclusion on campus and promote broader support of diversity initiatives to improve campus climates.

**Non-Tenure-track faculty** - An appointment which carries neither tenure nor the expectation of tenure. Non-tenure track appointments are identified as Professor of Practice, Visiting, Adjunct, Instructor, Clinical, Research, Postdoctoral Teaching Fellow, Lecturer, or "of the Practice of" (e.g., Associate Professor of Clinical Surgery, Research Professor, or Professor of the Practice of Spanish.) The type of appointment is clearly specified in the initial and subsequent appointment contract(s).
**Tenure-track faculty** - A tenured appointment or a probationary appointment which leads to a review for tenure. Tenure and tenure-track faculty are responsible for teaching, research, and service constitute the primary faculty appointments of the University. They are identified as Professor, Associate Professor, and Assistant Professor.
Best Practices for Recruitment

Introduction

Excellence in faculty employment and hiring begins with a high-quality recruitment process and continues to the extension of an offer to a candidate. Developing a clear strategy for the recruitment process that can be followed by the search participants is key to a successful search.

Overview

Essential Elements of a Successful Search:

I. Requesting the Position
II. Announcing the Position
   A. Crafting the Position Announcement
   B. Advertising
   C. Recruitment Strategies
III. Search Committee Participation
   A. Forming the Search Committee
   B. Duties
   C. Documenting the Search
IV. Managing Cognitive Bias
V. Reviewing Applications
VI. Interviewing Candidate
VII. Completing the Search
Requesting the Position

Faculty Paperwork Flow – FEBRUARY 2018

It starts with the SRF—the Search Request Form
THE FUNDING SHEET FOR HIRING FACULTY

1) Memo justifying need for new or replacement faculty is prepared AND a SRF sheet is completed and sent to the Dean’s office to Julie/Sue’s attention. SRF form can be found SOM Home Page, Administration, DBON, Forms. Download from Box at that link.

2) Sue reviews SRF and justification and if ok, gives to Julie. Julie prepares a memo from the Dean giving approval for the department to begin the search. These memos are actually reviewed and signed by the Dean—not Sue. Sue signs the SRF but the dean reviews each request for faculty personally.

3) Copies of all Memo and approved SRF paperwork is scanned. Originals and scan are sent to department. Department now opens faculty posting in first in Interfolio and then in HCM/HRC. In the HCM posting, the candidates are directed to apply to the Interfolio link.

4) Search is completed and candidate selected. The departments are responsible for completing search paperwork with OIE (Office of Institutional Equity) and getting approval before any offers are extended, even just as preliminary.

5) Department prepares draft offer letter only with approved templates. (Might want to get Sue’s review before printing for signature.)

6) Two (2) originals of the offer letter are prepared. The Chair/section chief signs first and initials each page. Then it goes to Dean for signature.

7) HERE IS AN IMPORTANT POINT: WHEN YOU SEND THE OFFER LETTER BACK TO THE DEAN’S OFFICE FOR SIGNATURE, YOU MUST INCLUDE THE APPROVED SRF AND MEMO TO SEARCH WITH THE OFFER LETTERS. We match up every offer to the SRF that it is supposed to go with. After the Dean signs, it is returned to the department to get the candidate to sign and initial each page of both copies. (For those of you who have been around awhile—the university president no longer signs on offer letters.)

8) Once offer letter(s) are signed by candidate: candidate keeps one original and the other original is kept by the Department. Please remember to forward a copy of the signed offer letter to the Dean’s office for their records.

FINDING THE SRF FORM:
GO TO: Tulane’s website and search for “Department Business Officer’s Network” (DBON)
Then select: Forms (you should see the “Faculty Search Request Form”

Download the SRF form
Announcing the Position
Vacant faculty positions are filled through the advertising, search, and recruitment process.

Before a formal search can begin for a person to fill a vacant faculty position, written authorization must be obtained from the Dean of the School of Medicine and from the Senior Vice President for Academic Affairs and Provost or the Senior Vice President for the Health Sciences.\textsuperscript{iv}

Waiver of the Search
Any exceptions to the search process must be approved by the Office of Institutional Equity. The Search Exception Form is found in the Appendix at the end of this document. It may also be requested from the OIE by contacting Terina Walker at twalke2@tulane.edu. This OIE-approved Search Exception Form must be completed and uploaded to Interfolio as part of the hiring documentation for the position.

Faculty are sometimes appointed into non-tenure-track positions as a result of a department or its faculty negotiating through an already established network. For example, a Principle Investigator may contact a colleague at another institution and request the names of potential candidates who have the necessary discipline specialization. Faculty may also receive CVs from interested potential faculty candidates interested in working with the faculty member. This network can respond efficiently to an immediate need, such as filling a position in response to a research grant or responding to increased teaching needs or filling in temporarily because of faculty turnover. These situations happen in the natural course of academic life. These positions may be valuable means of creating more opportunities to diversify faculty, and diversity should be a strong consideration when opportunities arise to fill these types of positions. However, if the need to request a waiver of search is strong, the hiring department may do so using this waiver process.
Crafting the Position Announcement
All position advertisements must include Tulane’s Equal Opportunity tagline. Below are some optional taglines that a search committee may use. Please maintain copies of all advertisements. Utilize recruitment services targeted at females, minorities, persons with disabilities, and veterans. Recruitment resources may be found at http://tulane.edu/equity/employment-resources.cfm

Examples of EEO Taglines

1. Tulane University is an Equal Opportunity/Affirmative Action/ Persons with Disabilities/Veterans Employer committed to excellence through diversity. Tulane will not discriminate against individuals with disabilities or veterans. All eligible candidates are encouraged to apply.
2. Tulane University is an Equal Opportunity/Affirmative Action/ADA/Veterans Employer. All eligible candidates are invited to apply for position vacancies as appropriate.
3. Tulane University is an equal opportunity/affirmative action institution. Women, racial and ethnic minorities, veterans, and persons with disabilities are encouraged to apply.
4. EOE/Minorities/Females/Vets/Disabled.

It is also suggested to include a statement regarding accommodations.

Example of Accommodation Statement

1. Please contact Tulane’s Office of Human Resources if you are applying for a job and require an accommodation due to a disability. Human Resources is located at 200 Broadway, Suite 122, New Orleans, LA, 70118 or call (504) 865-5280.

The chair of the search committee should ensure that the committee members review the position qualifications, specialty language, preferred qualifications, and strategic aims of the hiring department.

Faculty position announcement should include

1. A brief statement of the position’s duties
2. Required objective qualifications for applicants
3. Preferred qualifications of applicants
4. Rank and/or title of the position
5. Whether the position is full or part-time; for a specified term or continuing
6. Proposed starting date
7. Closing date for receipt of the applications (or the statement “In order to ensure full consideration, application and curriculum vitae must be received by [date].”)
8. Salary information or “salary negotiable”
9. Name and contact information of the search committee chair
10. The Tulane EO/AA statement

The position description and the announcement are the cornerstone of the inclusive, healthy search, and should be used as the basis for the way a search committee will review and select candidates. The committee should reference this position description at every stage of the search and evaluation process and it must be able to document its evaluation decisions based on the information contained in the position description.

Best practices for language in the position announcement:
- Include language in the job description that asks applicants to address research that focuses on diversity or other scholarly endeavors that include a focus on diversity issues.
- Include language in the job description that asks applicants to address their experience in multicultural settings.
- Ensure that the position announcement is aligned with department, college, and institutional visions of the future. This might include language such as:
  - Conducts scholarship in areas related to diversity
  - Experience with a variety of teaching methods and/or curricular perspectives
  - Previous experience interacting with communities of color
  - Experience working with and interacting in cultures other than their own
  - Academic experiences and interests in culturally diverse groups
  - Interest in developing and implementing curricula that address multicultural issues
  - Demonstrated success in working with diverse populations of students or graduate students

_Recruitment and advertising language must embrace and support Tulane’s non-discrimination policy. All advertisements and job descriptions must be free of language that has an effect of creating disparate treatment or has a disparate impact on protected groups._ See our [Managing Cognitive Bias](#) section (below) for detailed information concerning bias free advertising. See our [Appendix](#) (below) for pertinent federal and state non-discrimination laws.
Advertising

In keeping with Tulane’s commitment to equal opportunity, excellence, and diversity, it is important to advertise in discipline-specific journals and professional journals. Some faculty and administrators believe that advertising in discipline specific journals is sufficient, particularly given Tulane’s international reputation and standing in the academic community. However, research shows that many of our peer institutions actively seek to recruit the best faculty and are proactive when recruiting a diverse, talented pool of applicants and candidates for faculty positions. The School of Medicine, therefore, is committed to a proactive approach to building the diverse applicant pool.

To meet national advertising requirements, a faculty position announcement must be carried in publication sources that are widely circulated throughout the United States and that have relevance to the available position. Therefore, it is equally important to reach out to organizations and associations that specialize in reaching diverse audiences.

Where to advertise

Reaching diverse audiences may require placing faculty position announcements in professional and recruitment publications and in publications that specifically address the interests and concerns of minorities and women. Announcements may also be forwarded to diverse organizations and other institutions of higher education.

Tulane has a subscription to The National Registry of Diverse & Strategic Faculty (The Registry), a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions. See tulane.edu/equity/recruitment/faculty.cfm for more registry information.
OIE’s website contains several advertising resources, including a list of organizations useful for recruitment of diverse applicants, a list of publications for specific populations, and electronic recruiting resources.

Colleges and universities that attract specific diverse populations constitute valuable resources for recruiting diverse applicants. Listings of Historically Black, Women’s, and Native American colleges and universities are provided in the Recruiting Resources section of the OIE website.

Non-tenure-track positions (Visiting Professors, Lecturers, Adjuncts and Instructors, Research Professors and Research Associates) must be advertised at least regionally in accordance with Tulane’s Faculty Handbook, and should be advertised nationally, especially when these positions involve multi-year contracts. Regional searches for non-tenure-track positions may be conducted if an appointment is short-term but must be advertised at least regionally as required by affirmative action regulations.

Tenure-track positions should be advertised globally, and must at least be advertised nationally in accordance with Tulane’s Faculty Handbook and affirmative action regulations, unless market and economic conditions pose an undue hardship on Tulane University in advertising media. The OIE office must be consulted in order for such an exception to be made.

How long to advertise

The minimum amount of time for a position to be advertised is two weeks.

The typical period of time for a faculty position announcement to be advertised is at least two to three months. However, a search can take more than several months to fill a position and welcome a new colleague. If the search is identified as “open until filled” departments and schools should continue to actively seek out diverse qualified applicants for the open position(s).

Application deadlines

A best practice to ensure that your recruitment efforts are not thwarted by a deadline requirement is to advertise the position as “Open until filled.” Another effective strategy is to advertise the position and “Application review will begin on the X date; please submit letter of application and CV by this date for full consideration.” If a closing date is stated, positions may not be filled or a firm commitment for employment made until after the closing date.
Recruitment Tips

Steps for Successful Recruitment
1. Request the appropriate authorization from the hiring official to recruit for the position (Provost, Dean, Chair, VP, etc.) using the Search Request Form (SRF).
2. Prepare the vacancy announcement and/or advertisements.
3. Welcome and encourage all prospective employees, including ethnic minorities, women, and persons with disabilities.
4. Ensure that interview and evaluation procedures are consistent with institutional/legal policies.
5. Consider the qualifications of applicants on the basis of bona fide, job-related criteria.
6. Apply several related factors in evaluating experience requirements, such as previous success record and academic achievement, instead of only one factor.
7. Conduct reference checks, employment verification, etc.
8. Extend offers to successful candidates in a forthright, consistent manner.

Tips for Recruiting Diverse Candidates
- Ensure diversity on search committees.
- Look to non-traditional recruitment sources for qualified diverse candidates, such as business and industry, government and public service, or the military.
- Utilize publications and professional organizations as sources for advertising and networking when filling job vacancies.
- Network with professional colleagues and alumni for purposes of identifying potential candidates at conferences, meetings, and/or formal/informal affairs.
- Broaden the advertisement of position vacancies to include publications and electronic media that are targeted to diverse populations.
- Utilize any available recruitment resources.
- Encourage external professional agencies to refer applicants for appropriate positions, particularly those that address the interests and concerns of targeted diverse populations.
- Use creative approaches to bring diverse candidates to campus, e.g., guest/visiting lecturers; job sharing; flex time, etc.
- Develop and maintain a welcoming work environment that is conducive to success, high productivity, and high morale for all employees.
- Utilize pre-dissertation positions to recruit talented Ph.D. candidates of color who are nearing completion of their degrees. Such positions provide financial support during the dissertation year, and allow potential faculty members to become acquainted with their departments before they become members of the formal faculty.
- Creatively assign faculty tenure mentors to best match the interests of potential faculty members in cases where recruits were engaged in cutting edge interdisciplinary research that did not easily fit within traditional disciplinary structures.
- Expand the number of candidates interviewed to ensure that members of affected groups are given strong consideration.
🔹 Cultivate promising graduate students in fields where hires are likely to occur before those students enter the job. Such efforts are followed by active recruitment once positions are approved for hiring.
🔹 Collaborate with ethnic studies programs in cases where candidates are engaged in scholarship related to ethnic studies.
🔹 Accommodate the family needs of candidates where candidates have children or are part of two-career marriages/partnerships.

See our Appendix section for Federal Contract Compliance Programs Procedure Requirements.
Search Committee Preparation
Once a faculty vacancy has been approved, the hiring official, or designee, may appoint a search chair (Chair) and a search committee (Committee). The hiring official may delegate forming a search committee to the Chair.

Forming the Search Committee
Search committees should be used to fill any vacancy. They are an invaluable resource for bringing a wider perspective to the needs of the department or organization. The size of the search committee varies depending on departmental policy. However, department chairs and search committee chairs should ensure that there is diverse representation on the committee. To this end, either the hiring official or the Chair of the search committee must complete the Faculty Recruitment Action Plan form provided by the Office of Institutional Equity, and upload the document to Interfolio.

A committee composed of diverse members benefits from a variety of perspectives that enhances the committee’s efforts to recruit the best applicants and fairly evaluate candidates. Tulane’s definition of diversity is broad. Including women and minority groups on the committee is highly recommended but is not the only means of increasing diversity. Tulane’s growing practices of increasing diversity in search committees allow the inclusion of committee members from interdisciplinary faculty who work with the hiring department or organization, members of the unit’s research staff, graduate students, and, in some cases, undergraduate students. Be mindful not to rely upon women and/or minority members of your search committee to be its only advocates for diversity. Each member of the committee must be responsible for recruiting diverse applicants and for conducting fair and equitable evaluations.

Committees should be established based on the following standards and characteristics:
1. The hiring official or Chair should set the tone of the committee by explaining the needs of the university, school, and department in filling the position.

2. The hiring official or Chair should ensure that the Committee has sufficient administrative support. Good administrative support ensures a smooth flow of information from the committee to the applicants, maintaining required documentation and compliance with administrative policies. An appropriate source of administrative support would be organized, efficient, and would have budgeting experience, excellent computer and interpersonal skills, and knowledge of HR forms and the search process. The OIE website contains administrative checklists to aid in conducting an employment search. The website also contains copies of all required forms and worksheets.

3. The chair should determine when, where, and how often the Committee will meet. The committee should hold its first meeting well before the application deadline to ensure that the committee has time to develop and implement an effective recruitment plan and to discuss and establish criteria for evaluating candidates.

4. Committee members should have working knowledge of Tulane’s faculty employment and recruitment processes. Review this handbook and the institutional policies and procedures and federal and state laws applicable (see our Appendix).

5. The Chair should ensure that the Search Committee includes individuals with different perspectives, expertise, and a demonstrated commitment to diversity. An example of demonstrated commitment to diversity would be an individual with scholarly interest in diversity who will ensure diversity initiatives are an important consideration in the deliberations of the committee.

6. The Chair should identify individuals whose responsibility it will be to double check all faculty search and recruitment efforts against Tulane’s strategic commitment to diversity. Each Committee member should have some knowledge of Tulane’s strategic efforts to improve the diversity amongst its faculty and how this translates into academic excellence.

7. The Committee should determine the appropriate process for communicating with the department, the campus community, and the candidates who have applied for the position. Often, to insure continuity, the Chair will field all inquiries and requests.

Erroneous Assumptions

The department chair and/or search chair should take time to address these erroneous assumptions:

- We can’t compete with certain institutions.
- Faculty of color will not come or stay at Tulane.
- Diversity is only for people of color.
- Since there is a level playing field we don’t need to focus on strategies to develop a diverse applicant pool.
- We don’t have issues with bias or stereotyping, so these questions need not be addressed.

The Search Charge
Once the Committee has been established, the hiring official should provide the Chair and the Committee with the search charge, which may include information about the position such as an updated position description, the institution, School, or department’s strategic aims, what background and abilities the institution, School, or department is seeking for the position, expected timeframe for filling the position, and other unique needs of the university, school, or department. The search charge must include information about university underutilization of women and minorities. This information can be found on the OIE website.
Typical Duties of the Search Committee

The initial responsibility of the committee is to establish specific criteria and guidelines for conducting the search. Once this has been accomplished, the Committee performs the following primary functions:

1. The hiring official or Chair may delegate the development of the faculty position announcement to the Committee.
2. Aggressively target and recruit underrepresented populations. See OIE’s website for recruitment resources.
3. Receive, review, and evaluate applications from applicants for the position. Hiring officials and committee or department Chairs should monitor the diversity of the applicant pool. OIE can provide information to hiring officials about the makeup of the applicant pool based on the information analyzed from Interfolio. Where the applicant pool is not diverse, the search process may be extended or augmented to allow the Committee the opportunity to implement additional or more focused recruitment strategies.
4. Interview qualified applicants.
5. Recommend the best candidate to the Chair and Dean/designee.
Documenting the Search

As a federal contractor that complies with and supports Equal Opportunity and Affirmative Action regulations, Tulane University is required to comply with record keeping regulations that mandate that any personnel or employment record, including position advertisements and postings, letters and emails, curriculum vitae, resumes and applications, interview forms, evaluations, ranking and selection forms and questionnaires, must be preserved completely and accurately for a minimum of three years.

Committee records that must be maintained for a three-year period include, at a minimum:

1. Information on recruitment efforts, including advertisements, faculty position announcements, and records of contacts (direct, phone, email, and letter).
2. A copy of the faculty description/position announcement.
3. All applications received and considered for the application.
4. A listing of qualified applicants considered by the hiring department.
5. A listing of applicants eliminated from consideration that were determined not to be qualified, including a stated reason for elimination of an applicant.
6. Checklists or ranking instruments used and any minutes relating to the Committee deliberations and the rationale for applicant recommendations.
7. A list of candidates who were selected for an interview and those who were recommended to the hiring official.
8. Documentation affirming that applicants not selected for an interview were notified of their status.

The Committee Chair is responsible for ensuring that all records regarding the search are properly retained. Such records are normally maintained in the hiring department or organization.

Applicants for faculty positions are required to submit a current curriculum vitae and required application materials to Interfolio. No applications should be accepted outside of Interfolio. The School is required to collect and maintain data about hiring and application processes; all recruitment takes place through Interfolio. Even if the search has been waived, the approved waiver and all relevant hiring documents shall be uploaded to Interfolio.
The Committee should submit a listing of at least three recommended applicants in alphabetical order to the hiring official, with supporting comments or documentation. A listing of at least three alternatives may also be prepared for use if the original recommended candidates become unavailable for consideration. If the hiring official requests that finalists be ranked, the committee should make qualitative evaluations based upon job-related criteria.

Once a qualified applicant has been selected to fill a faculty vacancy, the hiring department or organization should complete the applicable forms for both internal processing and affirmative action monitoring purposes.

**Travel Accommodations**

The Committee should notify each candidate in writing of Tulane’s travel and accommodations policies, including which expense the University will reimburse. For example, airfare to or from one area airport maybe reimbursable, whereas airfare at another airport may not.

The Committee should notify candidates of any special arrangement TU or the hiring department/organization may have with specific travel agencies, rental car companies, hotels, and restaurants. All candidates should be informed that they will be provided assistance with any special accommodation(s) required.

If requested by the applicant or candidate, reasonable accommodations are required to be made in the application and interview processes under the Americans with Disabilities Act. Please contact OIE at 504-862-8083, oie@tulane.edu for more information about accommodations in the application and interview process.
Managing Cognitive Bias

What is Cognitive Bias?

Research from various disciplines including cognitive psychology, social psychology, economics, and organizational behavior demonstrates that cognitive bias affects even the most well-meaning individuals. Though we consider ourselves objective evaluators, this research shows each of us is affected by a lifetime of experience and cultural history that shapes our subconscious opinions. These unconscious assumptions create a cognitive, or implicit, bias. Examples of this bias include assumptions and expectations about physical or social characteristics associated with race, gender, and ethnicity and those associated with specific jobs, academic institutions, and fields of study. These assumptions are often shared: for example, men and women apply the same assumptions regarding gender. Recognizing and confronting our own biases related to the quality of applicants reduces their effect on the search and review process.

Some Examples of Cognitive Bias

- A study by M. Biernat and associates found that, even when photographs included a reference point such as a doorway, subjects shown photos of men and women the same height underestimated the heights of females and overestimated the heights of males.
- A study conducted by Biernat and Manis found that subjects viewing photos of similarly bodied African American and Caucasian men ranked the athletic abilities of the African Americans pictured higher than that of the Caucasian participants.
- Dovidio and Gaertner found that students who were asked to select counselors from a group of equally qualified participants chose Caucasian candidates more often than African American ones, thus “indicating their willingness to give members of the majority group the benefit of the doubt.”

These studies, and many others, illustrate that we apply generalizations ingrained in us by our history and culture to our evaluations of individuals, for example that men are generally taller than women. As the Women in Science and Engineering Leadership Institute queries, “if generalizations can lead us to inaccurately evaluate characteristics as objective and easily measured as height, what happens when the qualifications we are evaluating are not as objective or easily measured?”

Our exposure to stereotypical and biased information colors our judgment, but this effect can be mitigated by conscious effort to counteract it through research and discussion. The OIE website contains several such resources on its Resources page, including a handbook for addressing cognitive bias, a veterans hiring toolkit, videos produced by neuroscientists and the American Bar Association, studies conducted by other universities, and several others. We highly recommend that search committees take advantage of these resources to help bridge the discrepancy between their ideals and practice of impartiality.

Project Implicit

Project Implicit offers a free test to evaluate one’s own individual biases about a variety of subjects and may be found at [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/). Sponsored by Harvard University, Project Implicit is a non-profit organization and international...
collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a “virtual laboratory” for collecting data on the Internet.

Project Implicit was founded in 1998 by three scientists – Tony Greenwald (University of Washington), Mahzarin Banaji (Harvard University), and Brian Nosek (University of Virginia). Project Implicit Mental Health launched in 2011, led by Bethany Teachman (University of Virginia) and Matt Nock (Harvard University). Project Implicit also provides consulting services, lectures, and workshops on implicit bias, diversity and inclusion, leadership, applying science to practice, and innovation. If you are interested in finding out more about these services, visit https://www.projectimplicit.net.

Counteracting Cognitive Bias

1. Research and discuss biases and assumptions and consciously seek to minimize their effect on your evaluation of candidates.
2. Increase the representation of women and minorities in your applicant pool. See our Advertising section for ways to reach diverse applicants.
3. Develop objective criteria for reviewing applicants prior to evaluation and apply these criteria consistently. (See our Best Practices for Reviewing Applicants, below).
4. Spend sufficient time reviewing each applicant. WISELI recommends dedicating at least 20 minutes to each candidate helps increase the odds of fair evaluation because rushed committee members are more likely to rate male candidates over their equally qualified peers.
5. Be able to reasonably defend each candidate elimination or advancement decision.
6. Periodically evaluate your analyses throughout the process. Make sure underrepresented minorities are included in the application pool and reflect upon these questions to ensure fair evaluation:
   - Are you applying any different standards of qualification to underrepresented applicants than you are for majority men?
   - Are you underestimating candidates from historically black colleges or other backgrounds outside of major universities?
   - Have the accomplishments of underrepresented applicants been undervalued or incorrectly attributed to their collaborators?
   - Are you underestimating the leadership ability of underrepresented applicants?
   - Are assumptions about potential familial responsibilities limiting your consideration of an applicant?
   - Are negative assumptions about whether an underrepresented applicant will “fit in” to the current work environment limiting your consideration?

In-Group Out-Group Activity

The Search Committee Chair may choose to conduct a simple activity to illustrate the impact of unconscious biases. This activity is located in the Appendix at the end of this document.
Erroneous Assumptions on a Search Committee

The department chair and/or search chair should take time to address these erroneous assumptions:

- We can’t compete with certain institutions.
- Faculty of color will not come or stay at Tulane.
- Diversity is only for people of color.
- Since there is a level playing field we don’t need to focus on strategies to develop a diverse applicant pool.
- We don’t have issues with bias or stereotyping, so these questions need not be addressed.

Cognitive Bias during the Interview

Beware of these biases during the interview:

- Making premature judgements during selection process
- The horn effect (the last candidate was so good that the present candidate looks especially bad)
- The halo effect (the last candidate was so bad that the present candidate looks especially good)
- Stereotyping
- Personal similarity to the candidate
- Projection of ideas or traits onto the candidate
- Oversimplification of a candidate’s statements
- Assumptions based on the candidate’s speech (accents, etc.)
- False or inconsistently applied criteria
- Trying to find a duplicate personality to that of the applicant’s predecessor

Universities flourish when they can offer their students a faculty and staff with a breadth of experiences and perspectives that reflect the students and the university’s community. By questioning our own objectivity and putting effort into mitigating our cognitive biases, we can reduce its influence to ensure that all applicants are treated fairly and that employment searches are completed most successfully, with recruits who reflect these diverse values.
Best Practices for Reviewing Applications

The search committee and its chair should monitor the diversity of the applicant pool. For faculty positions, the Office of Academic Affairs can provide information to hiring officials about the makeup of the applicant pool based on the information analyzed from Interfolio. If the applicant pool is not diverse, the search process may be extended or augmented to allow the committee the opportunity to implement additional or more focused recruitment strategies.
Upon determining that the applicant pool is diverse or that good faith efforts were conducted to attract diverse applicants, the committee may begin the screening process.

When reviewing applications, please consider the following:
1. Qualifications may not be changed to fit an identified applicant or candidate after the search process has started.
2. Applicants and candidates may not be eliminated from the recruitment and search process based on a protected characteristic (see Tulane’s Equal Opportunity policy in the Appendix for protected characteristics).
3. Applicants must be evaluated based on the advertised qualifications, which must be objective, non-discriminatory, and job-related.
4. Hiring officials must provide job-related selection and non-selection reasons for each job applicant.

In making a selection or recommendation, avoid making assumptions such as:
- Supervisors or managers might prefer men or employees of certain ethnic/racial origins.
- Clients or customers might not want to deal with women or minorities.
- Women’s work might lack credibility.
- The job might involve unusual working conditions that would disqualify the applicant.

Once an applicant has been deemed not eligible for a faculty position, he or she cannot later be considered for the same open faculty position, unless that applicant has obtained the necessary degree, certificate, license, education, experience, or skills to qualify for that position.

Steps of the Applicant Review Process
1. Search committee should discuss selection criteria before reviewing applications. The department chair may participate in this discussion. Should the committee elect to develop and use ranking in the preliminary screening process, they should follow these steps to ensure that ranking is fair:
   a) Ranking must be consistently applied.
   b) Ranking must be based upon valid and objective criteria related to the job.
   c) All committee members must agree on the meaning of stated qualifications and how they will be measured. Broadly stated criteria should be refined and clarified, but only to the extent that doing so does not change the criteria or reflect unadvertised criteria.
   d) The committee should subsequently compare the application materials of all qualified candidates with the refined criteria.
2. Evaluate the applicant pool to ensure all candidates qualify for employment consideration. All applications should be read by more than one committee member to ensure that the same criteria are applied consistently. Applicants must be evaluated objectively. Committee members should be sensitive to cognitive bias and other influences not related to the candidate’s qualifications but that may, as research has
shown, affect how applicants are reviewed. See our Managing Cognitive Bias section, below. Any applicant who meets the stated qualifications and has submitted the required application materials by the deadline should be deemed “qualified and eligible” for further consideration. Applicants who do not meet the stated qualifications should be notified as quickly as possible.

3. The interview. See our Best Practices for Interviewing Candidates section, below.

4. Reference checks, including verification of education, training, and/or work history.

5. Review work samples or other requested materials, essential job elements, and background checks as appropriate. If a background check is desired, the search chair should contact Human Resources.

6. Notification of candidates who will no longer be considered for the position.

**Late Applications and Repeated Searches**

An applicant cannot be included in the applicant pool if his or her application materials are received after the published deadline date. If the vacancy is re-advertised, the application may be reconsidered as part of the new applicant pool.

If an applicant is offered a faculty position but is unable to begin his or her duties, the original applicant pool may be reused as long as no more than six months have elapsed since the original search.

**Ranking Candidates**

The search committee should consider using a tool for evaluation such as the Recruitment Procedures Form developed by the Office of Institutional Equity, or a form included in the Appendix below. Interfolio has a criteria system that allows a committee to establish specific criteria that each member then uses to assign a rating to each candidate. For more information about how to use Interfolio’s criteria system contact Valerie Holliday in the SOM Office of Faculty Affairs at 504-988-5327, vholliday@tulane.edu, or Alysia Loshbaugh at 504-862-8209, akravitz@tulane.edu.
Best Practices for Interviewing Candidates

Travel Accommodations

The Committee should notify each candidate in writing of Tulane’s travel and accommodations policies, including which expense the University will reimburse. For example, airfare to or from one area airport maybe reimbursable, whereas airfare at another airport may not.

The Committee should notify candidates of any special arrangement TU or the hiring department may have with specific travel agencies, rental car companies, hotels, and restaurants. All candidates should be informed that they will be provided assistance with any special accommodation(s) required.

If requested by the applicant or candidate, reasonable accommodations are required to be made in the application and interview processes under the Americans with Disabilities Act. Please contact OIE for more information about accommodations in the application and interview process.

Conducting the Interview

Where the listing of interviewees is not diverse, the Committee should review the list of qualified applicants to ensure that the reason(s) for not selecting applicants for interviews can be substantiated and were not a result of bias. (See our Managing Cognitive Bias section for information on eliminating bias from the recruitment and selection process).

Interviews should be conducted in such a way as to provide an objective analysis of each candidate’s ability to successfully fulfill the responsibilities of the position. The OIE website’s Interviewing Resources contains information on acceptable interview questions.
These measures help foster equity in the interview process:

1. Copies of the committee’s critical criteria should be available in a checklist format, when possible, as part of the standard procedure for the interviews.
2. To provide consistency and comparison, best practices suggest that interviews be highly structured including the use of pre-written questions to be asked each applicant. This process reduces the possibility of asking open-ended or leading questions which might bias the ranking and selection of final candidates.
3. Ensure the interviewing team has a diverse make-up.
4. Inform committee members of all compliance requirements regarding pre-employment inquiries.
5. Afford equitable time and exposure in the interviewing process for each candidate.
6. Avoid restrictive scheduling of applicant interviews (e.g., consider giving telephone interviews to out-of-town candidates or others who may be unable to come to the interview site).

University policy prohibits hiring officials, search committee members, and others involved in the hiring process from asking applicants and candidates questions about protected status information. We’ve provided some guidelines for interviewing in accordance with this policy below.
## Interview Question Guidelines

<table>
<thead>
<tr>
<th>Topics</th>
<th>Inappropriate</th>
<th>Appropriate</th>
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<tbody>
<tr>
<td>Age</td>
<td>• Applicant’s age, age group, or date of birth.</td>
<td>Before hiring only:</td>
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<td></td>
<td>• Birth certificate or baptismal record before hiring.</td>
<td>• If a minor, require proof of age in the form of a work permit or certificate of age</td>
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<td>• If age is a legal requirement, may ask “If hired, can you furnish proof of age?” or publish a statement that hire is subject to verification of age.</td>
<td>• If age is a legal requirement, may ask “If hired, can you furnish proof of age?” or publish a statement that hire is subject to verification of age.</td>
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<td>• Whether an applicant is younger than the employer’s regular retirement age.</td>
<td>• Whether an applicant is younger than the employer’s regular retirement age.</td>
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<tr>
<td></td>
<td>After hiring only:</td>
<td>After hiring only:</td>
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<tr>
<td></td>
<td>• Require proof of age by birth certificate.</td>
<td>• Require proof of age by birth certificate.</td>
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<tr>
<td>Citizenship</td>
<td>• “Of what country are you a citizen?”</td>
<td>• “After employment, can you submit proof of US citizenship?”</td>
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<td>• Birthplace of applicant or his/her family</td>
<td>• If not a US citizen, whether applicant intends to become one</td>
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<td>Whether applicant is native born or naturalized citizen (applies to applicant and to his/her parents and spouse)</td>
<td>If not a US citizen, whether applicant has the legal right to remain permanently in the US</td>
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<tr>
<td></td>
<td>• Proof of citizenship before hiring.</td>
<td>If not a US citizen, whether applicant is prevented from lawfully becoming employed because of visa or immigration status.</td>
</tr>
<tr>
<td></td>
<td>• Date of citizenship (applies to applicant and to his/her parents and spouse)</td>
<td>• Whether spouse is a citizen</td>
</tr>
<tr>
<td></td>
<td>• Any inquiry into national origin of applicant of his/her family and/or spouse.</td>
<td>After hiring only:</td>
</tr>
<tr>
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<td>Note: Do not assume mispronunciation of English as a lack of education. Do not interpret silence as inability or unwillingness.</td>
<td>• Require proof of citizenship.</td>
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### Interview Question Guidelines

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| Criminal History | • Inquiries about arrests without convictions  
• Investigations into a person’s arrest, court, or conviction record if not substantially related to functions and responsibilities of the particular job in question. | • Questions regarding actual convictions (other than misdemeanors) that relate reasonably to applicant’s fitness to perform a particular job  
• Regarding convictions or imprisonment if crimes relate to job duties and conviction or release from imprisonment occurred within the last ten years |
| Disabilities | • Any questions about an applicant’s health unless they are job related.  
• Any questions regarding medical condition or illness, or a question aimed at eliciting information about a disability  
• The Rehabilitation Act of 1973 forbids employers from asking job applicants general questions about whether they’re disabled and from asking applicants about the nature and severity of their disabilities.  
• Don’t ask the applicant what kind of accommodation(s) he/she may need until after the interviewer has established that the applicant is qualified for the job and is considering that person for employment.  
Notes: Accommodations for the interview must be provided.  
Do not make judgments based on communication skills of people with hearing and speech impairments. Employers cannot exclude disabled applicants as a class on the basis of their type of disability (each case must be determined on an individual basis by law) | • “How would you perform this particular task?”  
• Whether applicant is able to carry out all necessary job assignments/functions and perform them in a safe manner.  
• May invite applicant to indicate how and to what extent they are disabled, but most note that 1) compliance with this invitation is voluntary, 2) information is being sought only to remedy discrimination or provide opportunities for the disabled 3) information will be kept confidential, and 4) refusing to provide information will not result in adverse treatment.  
Note: Burden of proof for nondiscrimination lies with the employer. Be prepared to prove that any physical and mental requirements for a job are due to “business necessity” and the safe performance of the job. Except in cases where undue hardship can be proven, employer must make “reasonable accommodations” for the physical and mental limitations of an employee or applicant. This includes alteration of duties, alteration of physical setting, and provision of aids. |
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<tr>
<td>Education</td>
<td>• Nationality, racial or religious affiliation of schools attended&lt;br&gt;• How foreign language ability was acquired&lt;br&gt;• Do not ask general questions about high school or college degrees unless you can prove the educational degree inquired about is necessary to perform the job</td>
<td>• What academic, professional or vocational schools attended&lt;br&gt;• Questions about languages skills such as reading and writing foreign languages</td>
</tr>
<tr>
<td>Experience</td>
<td>• Request listing of all clubs to which applicant belongs or has belonged&lt;br&gt;• Names of organizations to which the applicant belongs if such information would indicate through character or name the race, religion, color, or ancestry of the membership</td>
<td>• Applicants work experience, including names and addresses of previous employers, dates of employment, reasons for leaving, and salary history&lt;br&gt;• Other countries visited&lt;br&gt;• What the person has done in previous job experience that makes them able to perform the job for which they’ve applied. What problems the applicant had on previous jobs, what he or she liked or disliked&lt;br&gt;• Any area of qualification that has a direct reflection on the job in question&lt;br&gt;• Organizational membership (professional, social, etc.) as long as affiliation is not used to discriminate on the basis of race, religion, sex, national origin, or ancestry&lt;br&gt;• Offices held in such an organization</td>
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| **Gender and Sexual Orientation** | • Sex of applicant  
• Anything that would indicate gender unless job related (Only such jobs in education would be a full time locker room or restroom attendant)  
• Sex is not a bona fide occupational qualification because a job involves physical labor beyond the capacity of some women, nor can employment be restricted just because the job is traditionally labeled “men’s work” or “women’s work”  
• Sex cannot be used as a factor for determining whether an applicant will be satisfied in a particular job  
• Avoid questions concerning an applicant’s height or weight unless you can prove they are necessary requirements for the job  
• Questions asked of one sex, but not the other  
• Questions about sexual orientation  
• Flirting, patronizing, or making sexual jokes during the interview. | • Whether applicant can meet specific work schedules or has activities, commitments, or responsibilities that may hinder the meeting of work attendance requirements. If such a question is asked, it must be asked of applicants of both sexes  
• Can inform that TU is an equal opportunity employer.  
• After hiring only: Can ask about gender for affirmative action plan statistics  
• Note: Inquiry as to sex or restriction of employment to one’s sex is permissible only where a bona fide occupational qualification exists. Burden of proof is on the employer to prove that the BFOQ does exist and that all members of the affected class are incapable of performing the job.  
• Be consistent in addressing men and women; if you use first names, do so for all candidates. |
| **Housing**                  | • Specific inquiry into foreign addresses that would indicate national origin  
• Names or relationship of persons with whom applicant resides  
• Whether applicant rents or owns his/her home | • Place and length of current and previous address  
• Request for applicant’s phone number/ how he or she may be reached. |
| **Military Service**         | • Military Records  
• Military Service of any country other than the US  
• Type of discharge | • Inquiry into service in US armed forces  
• Branch of service and rank attained  
• Any education or job related experience as it relates to particular job  
• After hiring only: Require military discharge certificates |
### Interview Question Guidelines

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</table>
| Marital and Family Status | • Questions about marital status, child care, children, pregnancy, or family planning  
• Name of spouse  
• Whether spouse is employed and, if so, how much he or she earns  
• Whether or not a spouse is subject to transfer  
• Questions about any relative of a candidate  
• Names of relatives not working for TU  
Name or address of any relative of adult applicant, other than those employed by the institution  
Any question that directly or indirectly results in limitation of job opportunity in any way | • Whether applicant can meet specific work schedules or has activities, commitments, or responsibilities that may hinder the meeting of work attendance requirements. If such a question is asked, it must be asked of applicants of both sexes  
• Duration of stay with job or anticipated absences. Such a question must be asked of applicants of both sexes.  
• May ask if the applicant’s spouse is employed by TU (cannot ask spouse’s name)  
• Names of applicant’s relatives already employed at TU  
For minor applicants only, may ask for names and addresses of parents or guardians  
After hiring only:  
• May ask name, relationship, and address of emergency contact person (refer to emergency contact person, not emergency contact relative)  
• Married or single status for insurance and tax purposes  
• Number and ages of dependents and age of spouse for insurance and tax purposes  
• May inform applicant that information regarding university family policies and services is available and refer applicant to appropriate resources (Faculty Handbook, Employee Assistance Program, Child Development Centers **any resources I missed here?) |
## Interview Question Guidelines

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</table>
| **Name** | • The original name of an applicant whose name has been changed by court order or otherwise  
• Whether a woman is Miss, Mrs., or Ms.  
• Asking for any previous names, including an applicant’s maiden name  
• Inquiring for a name that would indicate the applicant’s lineage, ancestry, national origin, or descent | • “Have you ever worked for TU under a different name?”  
• Applicant’s full name  
• “Is any additional information relative to a different name necessary to check your work record? If yes, explain.” |
| **Race** | • Questions about race, color, color of applicant’s skin, eyes, or hair, national origin, or ancestry  
• Ethnic jokes                                                                                                                                                                                                 | • Can indicate that TU is an equal opportunity employer  
After hiring only:  
• Can ask race for affirmative action plan statistics |
| **Religion** | • Questions about religious affiliation or denomination, church, parish, pastor, or religious holidays observed  
• Request for baptismal record.  
• Applicants may not be told that any particular religious groups are required to work on their religious holidays  
• Request for recommendations from church officials | • Can advise an applicant about normal hours and days of work required by the job to avoid possible conflict with religions or other personal convictions |
| **Photographs** |                                                                                                                                                                                                            | After hiring only:  
• May be required for identification purposes |
| **Physical Data** | • Height and weight, impairment, or other specified job-related physical data                                                                                                                                  | • May require a physical examination  
• May require an applicant to prove ability to do manual labor, lifting, and other physical requirements |
### Interview Question Guidelines

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</thead>
<tbody>
<tr>
<td>References</td>
<td>• Request references specifically from clergy or from any other persons who might reflect race, color, religion, sex, national origin, or ancestry</td>
<td>• “By whom were you referred for a position here?” Names of persons willing to provide professional and/or character references for applicant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General and work references not relating to race, color, religion, sex, national origin or ancestry</td>
</tr>
<tr>
<td>Work Schedules</td>
<td>• To ask willingness to work any particular religious holiday</td>
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</tr>
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<td></td>
<td>• How long an applicant intends to work</td>
<td>• Ask willingness to work required work schedule</td>
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<td>• Ask if applicant has military reservist obligations</td>
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</table>

Any inquiry should be avoided that, although not specifically listed among the above examples, is designed to elicit information as to race, color, ancestry, age, sex, religion, disability, or arrest and court records unless based upon a bona fide occupational qualification.

**Do Discuss:**

- Provide notice to applicants that any misstatements or omissions of material facts in the application may be cause for dismissal.
- Duties and responsibilities of the job. Ask questions that are relevant to the job itself.
- The organization’s mission, programs, and achievements.
- Career possibilities and opportunities for growth, development, and advancement.
- Location of the job, travel, mobility, equipment, and facilities available.
- The individual’s qualifications, abilities, experience, education, and interests.
- Can ask about foreign language skills only when the position requires such an ability.
- If a topic (disability, religion, race, etc.) is introduced by the candidate, you can discuss it, but it is not to be used as a reason for non-hire.
- Treat the applicant with respect.

**Avoid:**

- Whether an applicant has filed or threatened to file discrimination charges
- Questions about an applicant’s credit history or request financial data
- Do not place undue emphasis on conditions of employment (such as travel, heavy lifting, long hours, etc.) in hope of discouraging a candidate as a means of getting him or her to withdraw from the competition.
- When discussing the location of the job, don’t overemphasize the city’s fitness for raising children or fostering family.
Do not indicate that you’re interested in hiring a woman or minority person as a statistic to improve your department’s Affirmative Action/Equal Employment Opportunity profile. It’s unlawful and an insult to apply different standards based on an applicant’s sex or minority status.
Completing the Search

The First Step

After the faculty vacancy search process is complete, the following documents must be submitted through Interfolio, before an official offer can be made to any candidate:

1. Completed Faculty Recruitment Search Packet Forms found at https://equity.tulane.edu/hiring/faculty-recruitment, including:
   a) a copy of the position description
   b) list of advertising venues
   c) copies of all recruiting letters and/or other materials used during the search
   d) Faculty Recruitment Action Plan
   e) Recruitment Procedures Form

Negotiations

Ask the candidate to spell out his or her needs regarding salary, lab and technical support, funding, housing, spouse/partner career assistance, etc. Salaries should be determined without regard to gender or other protected characteristics.

Finishing the Search Process

After the offer has been made and accepted, be sure to:

1. Provide a collegial and welcoming environment to the recruit. Examples of this include congratulatory messages from faculty, introduction to university resources (including the Center for Engaged Learning and Teaching, TU Wellness, Tulane University Advocacy Groups, Women’s Association, and others), and mindfulness of underrepresented minority and/or female recruit’s potential concerns (such as family leave, childcare options, spouse/partner employment, isolation, possible excessive work burdens, and whether local communities have desired social/cultural activities).
2. Notify candidates not selected for the position in a timely manner following recruit’s acceptance of the offer.
3. Document the search process. (See our Documenting the Search section, above).
TULANE’S EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT

Tulane University is committed to equality of opportunity. Discrimination against any individual in any and all areas of the University’s environment, including age, color, disability, gender expression, gender identity, genetic information, marital status, military status, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status, or any other status or classification protected by federal, state or local law. Tulane University complies with applicable federal and state laws addressing Discrimination, Harassment, and/or Retaliation. Discrimination or harassment on the basis of any Protected Status or classification will not be tolerated. Protected Status as used in this Policy are defined in Appendix A: Definitions.

See Part X of the Faculty Handbook for additional information about Tulane’s Equal Opportunity/Anti-Discrimination Policies.

OFCCP FEDERAL CONTRACT COMPLIANCE PROGRAM REQUIREMENTS

Tulane University is a federal contractor and complies with and supports Equal Opportunity and Affirmative Action regulations. Affirmative Action encourages equity in the workplace through:

1. Proactive implementation of guidelines and practices designed to promote and support diversity and inclusion
2. Promotion of investigation into discrimination and harassment complaints
3. Promotion of the advancement and employment of protected veterans and persons with disabilities

Each year, the Office of Institutional Equity prepares an Affirmative Action Plan to analyze Tulane’s workforce.

Tulane’s Equal Opportunity and Anti-Discrimination Policies prohibits discrimination based on race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. For more information, see www.eeoc.gov/eeoc.xi

DEFINITIONS
OFCCP:
www.dol.gov/ofccp
1-800-397-6251
EEOC:
Appendix A - Definitions

1. **Age**: The number of years from the date of a person’s birth. With respect to employment, individuals who are forty (40) years of age or older are protected from Discrimination and Harassment. There is no age threshold for students or other participants in educational programs or activities.

2. **Color**: An individual’s skin pigmentation, complexion, shade, or tone.

3. **Disability**: A person with a disability is any person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such impairment; or is regarded as having such impairment. A qualified person with a disability must be able to perform the essential functions of the employment or volunteer position or the academic, athletic, or extra-curricular program, with or without reasonable accommodation.

4. **Ethnicity**: Harassment such as ethnic slurs or other verbal or physical conduct directed toward any racial, ethnic, or religious group is prohibited. Ethnicity is more into social and cultural category, for example certain kind groups who has the same behavior consider to have their own ethnicity.

5. **Gender**: An individual’s socially-constructed status based on the behavioral, cultural, or psychological traits typically associated with societal attribution of masculinity and femininity, typically related to one’s assigned sex at birth.

6. **Gender Expression**: How someone expresses gender through appearance, behavior, or mannerisms. A person’s Gender Expression may or may not be the same as the Gender Identity or assigned sex at birth.

7. **Gender Identity**: The Gender with which an individual identifies psychologically, regardless of what Gender was assigned at birth.

8. **Genetic Information**: Information about (i) an individual’s genetic tests, (ii) the genetic tests of family members of such individual, and (iii) the manifestation of a disease or disorder in family members of such individual. Genetic Information includes, with respect to any individual, any request for, or receipt of, genetic services, or participation in clinical research that includes genetic services by such individual or any family member of such individual.

9. **Marital Status**: Marital status refers to whether someone is, or is not, single, married, divorced, widowed, separated or with a domestic partner. The term ‘domestic partner’ covers all couples, irrespective of their sex and sexual orientation.

10. **Military Status**: The Uniformed Services Employment & Reemployment Rights Act (USERRA) protects the rights of past or present uniformed service members, as well as
those who have applied for service, to be free from discrimination by all employers of all sizes (including private employers and federal, state, and local governments) based on military service or status.

11. National Origin: An individual’s actual or perceived country or ethnicity of origin. The university prohibits discrimination or harassment against individual because of their ancestor’s place of origin or because the individual has the physical, cultural or linguistic characteristics of a particular national origin group. It is against the university’s Policy to refuse to hire an individual because of the individual’s marriage to or association with members of a national origin group or because of the individual name or spouse’s name is associated with a particular national origin.

12. Pregnancy: Pregnancy discrimination involves treating a woman (an applicant or employee) unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The Pregnancy Discrimination Act (PDA) forbids discrimination based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, such as leave and health insurance, and any other term or condition of employment.

13. Race: An individual’s actual or perceived racial or ethnic ancestry or physical characteristics associated with a person’s race, such as a person’s color, hair, facial features, height, and weight.

14. Religion: All aspects of religious observance and practice, as well as belief.

15. Sex: An individual’s biological status of male or female, including pregnancy. Conduct of a sexual nature is by definition based on Sex as a Protected Status.

16. Sexual Orientation: The inclination or capacity to develop intimate emotional, spiritual, physical, and/or sexual relationships with people of the same Sex or Gender, a different Sex or Gender, or irrespective of Sex or Gender.

17. Veteran or Status: Covered Veterans include Disabled Veterans, Special Disabled Veterans, Veterans of the Vietnam era, and other protected Veterans as defined by federal and state law.

www.eeoc.gov
JOB DESCRIPTION TEMPLATE

NOTE: Guidance is provided in blue text on the template. Please delete all blue guidance notes prior to saving the final job description.

**Job Description: (Job Title)**

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Department Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports To (Supervisor's Name and Title):</td>
<td>Physical Work Location of Incumbent: (Indicate here the physical address where the incumbent will be working, to include city and state. This address may be different from the department’s physical address.)</td>
</tr>
<tr>
<td>Position Shift/Work Schedule:</td>
<td></td>
</tr>
</tbody>
</table>

**POSITION SUMMARY:**
(Guidance: This section should be a 2-3 sentence summary of the job’s function and not a complete listing of all job responsibilities.)

**REQUIRED EDUCATION AND EXPERIENCE:**
(Guidance: Standard minimum qualifications for some jobs have been established. Please contact Compensation Administration if you have questions)
1. 
2. 

**REQUIRED KNOWLEDGE, SKILLS, ABILITIES/COMPETENCIES TYPICALLY NEEDED TO PERFORM THIS JOB SUCCESSFULLY:**
(Guidance: Begin statements in this section with “Ability to…,” “Knowledge of…,” etc. and speak directly to the competencies candidates should possess to perform the job successfully.)
1. 
2. 
3. 
4. 
SPECIAL REQUIRED ABILITY FOR INCUMBENTS WHO HAVE CONTACT OR EXPOSURE TO ANIMALS OR ANIMAL TISSUES:
5. Ability to complete and pass successfully the required occupational health screening referenced in the University’s Animal Handler Health Surveillance Program on an annual basis.

REQUIRED BACKGROUND CHECK, PHYSICAL, AND DRUG SCREENING FOR INCUMBENTS WHO HAVE CONTACT OR EXPOSURE TO ANIMALS OR ANIMAL TISSUES:
Selected candidates must complete and pass a background check and an occupational health screening as a condition of employment. For identified jobs, a drug screening will also be required. The background investigation, required occupational health screening, and any required drug screening will be conducted after a conditional employment offer has been extended.

PREFERRED QUALIFICATIONS:
(Guidance: Only list in this section those qualifications that are not required but are purely desired.)
1. 
2. 
3. 

ESSENTIAL FUNCTIONS:
An incumbent assigned this classification will perform some or all of the following universal essential functions approximately 95 percent of his/her time:

<table>
<thead>
<tr>
<th>ESSENTIAL FUNCTIONS OF THE JOB:</th>
<th>Typical % Allocation</th>
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<tbody>
<tr>
<td>Function:</td>
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<td>Function:</td>
<td>% of job</td>
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<tr>
<td><strong>Function:</strong> Performs other duties as requested or required, whether or not specifically mentioned in this job description.</td>
<td>5% of job</td>
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</table>

Total Essential Percentage Allocation for All Essential Functions 100%
Financial Responsibility:  __Yes, amount $ ____________  (Guidance: if “Yes” is checked, a dollar amount must be indicated)  __No  
(Guidance: Financial responsibility includes authority to use a P-card and engage in departmental purchasing, departmental petty cash funds, departmental budgets, and/or financial management of other assigned accounts.)

Supervisory Responsibility:  __Yes  __No  
(Guidance: Indicate whether or not the incumbent in this position has supervisory responsibilities to include hiring, delegating work, supervising, evaluating, counseling, and terminating other staff employees. Enter here the number of full-time or part-time positions directly supervised and the job titles of the positions supervised. If no employees are directly supervised, indicate “No.” Of course, any positive response in this section must be described in the position’s key responsibilities section above.)

Is this position at risk of exposure to blood-borne pathogens or tuberculosis?  __No  __Yes, at risk of exposure to blood-borne pathogens  __Yes, at risk of exposure to tuberculosis

HIPAA STATEMENT: Employee provides services associated to the Tulane University Medical Group, its participating physicians and clinicians, which is a covered entity under the HIPAA rule. In the scope of performing functions, including but not limited to management, administrative, financial, legal and operational support services, I may have access to Protected Health Information (PHI), which is information, whether oral, written, electronic, visual, pictorial, physical, or any other form, that relates to an individual's past, present or future physical or mental health status, condition, treatment, service, products purchased, or provision of health care and which reveals the identity of the individual, whose health care is the subject of the information, or where there is reasonable basis to believe such information could be utilized to reveal the identity of that individual.  
__Yes  __No

Is the incumbent in this position exposed to animals or animal tissues in conjunction with education or research?  
__No  __Yes, and I understand that I must participate in the Animal Handler Health Surveillance Program, which is coordinated by the Office of Environmental Health and Safety.

SIGNATURES: In signing below, I certify that this job description is an accurate representation of the responsibilities of this position.

____________________________________________________  ______________________
Employee  Date

____________________________________________________  ______________________
Supervisor  Date

Note: This job description is not an employment contract and may be modified at any time at the discretion of the department or university.
## SAMPLE CANDIDATE SHORT LIST

See instructions on following page.

<table>
<thead>
<tr>
<th>Department</th>
<th>Rank</th>
<th>Position Title/Field</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Search Committee Chair</td>
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<td>Dean</td>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Highest Degree</th>
<th>Degree Institution</th>
<th>Current Position</th>
<th>Institution / Firm</th>
<th>Field/Research Specialization</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Race</th>
<th>Disability</th>
<th>Veteran</th>
<th>Reason for not Interviewing (N/A for Interview Candidates)</th>
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## SAMPLE EVALUATION RUBRIC

### OVERALL ASSESSMENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>A. PRESENTATION</strong></td>
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<td><strong>C. TEACHING</strong></td>
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<td><strong>D. Scholarly Activity Statement</strong></td>
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### SCORE

0 = Not Met 1 = Partially Met 2 = Met

---

**Complete the following questions of the evaluation:**

- **What were the strengths of the presentation?**
  - [ ] Yes
  - [ ] No

- **What could be improved in the presentation?**
  - [ ] Yes
  - [ ] No

- **What aspects of understanding were clear and well-explained?**
  - [ ] Yes
  - [ ] No

- **What areas of understanding could be further clarified?**
  - [ ] Yes
  - [ ] No

- **How effectively were the teaching methods used?**
  - [ ] Yes
  - [ ] No

- **What additional scholarly activity could be included in the report?**
  - [ ] Yes
  - [ ] No
Faculty Recruitment Action Plan

1) School/Department engaged in recruitment: _____________________________

2) Faculty position title to be advertised: _________________________________

Check one: ______ Full-Time ______ Part-Time ______ Temporary

This position has goals for: ______ Women ______ Minorities

Information about position goals can be found on the OIE website.

3) Search Committee:

Tulane encourages diverse representation on each search committee. Please complete the table below. Attach an addendum if more space is required.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position Title</th>
<th>Sex</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
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</tbody>
</table>

Is there any other information you would like to provide about the composition of the search committee:

______________________________

OIE 3-2017
Faculty Recruitment Action Plan

4) Recruitment Action Specifics:
Please describe the efforts the committee will undertake to recruit a diverse candidate pool. This may include listing places where the position announcement will be posted as well as other outreach efforts.


Possible recruitment barriers. If barriers exist, provide a summary of how the school/department will attempt to overcome them.


Signature of Dean or designee

Date
FACULTY SEARCH REQUEST FORM

Tufts University School of Medicine
Faculty Search Request Form

Please fill in all sections and provide as much information as possible in the Purpose/Function Section.

Organization:

SECTION NAME and/or SUBSPECIALTY

Title:

Rank:

Type:

Purpose/Function:

New Position Replacement Position Incumbent

Funding Sources

PROPOSED INCOME/RESEARCH SOURCES

<table>
<thead>
<tr>
<th>Description/Account</th>
<th>Amount</th>
<th>Percentage of All Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Account 1</td>
<td>$X</td>
<td>12%</td>
</tr>
<tr>
<td>Dept. Account 2</td>
<td>$Y</td>
<td>12%</td>
</tr>
<tr>
<td>Dept. Account 3</td>
<td>$Z</td>
<td>12%</td>
</tr>
</tbody>
</table>

PROPOSED TOUC Startup Support (TSS)

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<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage of All Sources</th>
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<tbody>
<tr>
<td>TSS</td>
<td>$A</td>
<td>12%</td>
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</table>

Possible Research Funding:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage of All Sources</th>
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<td>12%</td>
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</table>

EST CLINICAL EARNINGS SOURCES

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<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Base Salary</td>
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<td>University</td>
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PROPOSED FUNDING SOURCES

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<th>Description</th>
<th>Amount</th>
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Possible Excess Grant

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DO NOT PRINT THIS FORM. COMPLETE THE FORM BY DOWNLOADING THE EXCEL FILE HERE
Justification Form
Exceptions to the Standard Search Process

Use this form as a guide to write a justification statement for faculty and staff positions.

1. Which one of the following four employment category options best describe the type of staff position you are seeking to fill?

   - [ ] **Regular Full-Time** - employee will work for a period of more than seven (7) months during a twelve (12) month period AND 100% of a full-time work schedule. (For most positions, a full-time schedule means at least thirty-seven and one half (37.5) hours per work week or forty (40) hours per work week, as specifically approved for Departments such as Facilities Services, Public Safety, and TUMG).

   - [ ] **Regular Part-Time** – employee will work for a period of more than seven (7) months during a twelve (12) month period AND less than 100% of a full-time work schedule.

   - [ ] **Temporary Full-Time** – employee will work for a period of less than seven months during a twelve (12) month period AND 100% of a full-time work schedule. (For most positions, a full-time schedule means at least thirty-seven and one half (37.5) hours per work week or forty (40) hours per work week, as specifically approved for Departments such as Facilities Services, Public Safety, and TUMG).

   - [ ] **Temporary Part-Time** – employee will work for a period of less than seven months during a twelve (12) month period AND less than 100% of a full-time work schedule.

   *Note: Exception requests are not considered for Employment Categories C and D.*

2. Please explain how the candidate was identified.
Justification Form
Exceptions to the Standard Search Process

3. Does the recommended candidate meet the qualifications outlined in the job description approved by WFMO/Compensation (staff positions only)? Yes/No

4. Does the recommended candidate have a unique or exceptional qualification (skills, credentials or work experience) that justifies an Exception to the Standard Search Process? Yes/No  If yes, please explain.

5. Do you believe a regular search would not yield a better candidate? If not, please explain why in detail.

   Examples
   a. Candidate has unique credentials and/or experience that are directly related to the position.
   b. Candidate was previously employed at the only institution in America that does “___” type of work.
   c. Candidate is the only person that has specific knowledge and ability to perform stem cell research in this lab.
   d. Candidate is the only scientist in the state that can conduct this research.
6. Is position particularly difficult to recruit for because of issues such as specialized skills, limited applicant pool, high turnover rate, unique certification and/or educational requirements?

7. Are there time constraints on the completion of work for a specific project? Yes/No. If yes, please explain.

8. Is this position funded by a grant that specifically name the candidate as the person to fill the position? Yes/No. If yes, please explain.

9. Is the candidate nationally or internationally renowned in his/her field or discipline?
Justification Form
Exceptions to the Standard Search Process

10. Has this department received an Exception to the Standard Search Process within the last 90 days? Yes/No  If yes, how many?

[Blank space]

11. Will filling this position assist with supporting a strategic university goal? Yes/No  If yes, please explain.

[Blank space]
IN-GROUP OUT-GROUP ACTIVITY

Activity – in & out group

The busier we are and the more information and tasks we try to juggle, the more likely we are to turn to automatic or unconscious thinking. A good place to test this is reviewing in or out group bias. This is an amended activity developed by Gilad Feldman on In-group Out-group Bias.

Outcomes
1. Determine if you are in the in or out group
2. Recognize how the grouping impacts a decision

Activity
a. Break the group into two groups A & B, break up criteria for example those with iPhone vs those with another type of phone, or black shoes vs any other type of shoe
b. Each team should write up a list of as many reasons as they can as to why the other group members ...Group A- are using an iPhone or Group B- using another type of phone in 10 minutes
c. Ask each group to share list in 2 minutes each

Facilitator
2. Facilitator breaks the groups into two. The size of the group is irrelevant. The primary goal is to use a feature that is common to a decent (2-3) number of the attendees
3. Facilitator observes the interaction between groups and across groups. Take notes for final conversation
4. In previous iterations of this activity most groups tend to negatively discuss the other group due to what social psychologists call social categorization
5. Ask the workshop attendees to answer this question afterwards
   a) Which group responses show unconscious bias and how it can unfairly benefit people in an ingroup? (check all that apply)
      i. Their opinions may carry more weight at meetings.
      ii. They are rarely thought of first for stretch assignments.
      iii. They may receive more mentoring advice from others in the in-group.
6. Facilitator wraps up discussion with a conversation about how we tend to have an affinity for those with similarities and can easily find negative things or traits in those that are not similar. This is natural, we just have to use awareness to manage this trait in our habits and interactions.
BIBLIOGRAPHY


iv Tulane University Faculty Handbook, Part III.


