

# Faculty Recruitment

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# Faculty Recruitment

## How to Optimize your Search of this Information

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This information is designed to assist a department or unit in filling newly created or vacant faculty positions on the campus. It attempts to answer most of the major questions surrounding a recruitment or search. However, it does NOT answer every question that might arise. In the event of an unusual question not covered in this document, it is recommended that you contact the Office of Equity and Diversity Services at (703) 993-8730. While the faculty search process and the classified search process are parallel in intent and some procedures, they are NOT the same. This guide refers to faculty search/recruitments ONLY.

The OEDS has created a guide so that you can find most of your information quickly and easily. Go to the tables of contents and look up the topic area you are interested in understanding. Go to that section and if your question is not answered there, look at the section entitled “Procedures for Conducting an Approved Faculty Search.” If the answer is still not answered to your satisfaction, call the OEDS at (703) 993-8730.

It would be nice if everyone read this booklet and followed its standards and recommendations. However, we all know that is rarely going to happen. It is unlikely that everyone is going to read every word written here despite its snappy prose and vivacious text. However, if you want to know how to conduct an effective yet legal search, please read through all of the information under the Search and Recruitment Policy section. Thanks and good luck in conducting your search or recruitment.

*The OEDS acknowledges the EOAA Office at Virginia Polytechnic Institute and State University for its Faculty Search Process manual. It was an inspirational guide to this manual.*

# Faculty Recruitment

## Filling a Position Vacancy

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The first step in initiating the recruitment process is deciding whether the vacant position is classified, wages or faculty. If it is a classified or WAGES position, call the Human Resources department and/or refer to the HR website at <http://hr.gmu.edu> for recruitment procedures. If the position is a faculty position (Instructional, Research or Administrative), contact your dean, director and/or the Office of Equity and Diversity Services.

Every faculty search or recruitment effort begins with a vacant or newly created position that already has an assigned position number. The Budget Office, in conjunction with HR and/or the Provost's office, assigns position numbers to units. In rare situations, recruitments for faculty positions without pre-assigned position numbers are made based upon the permission of the Provost or other executive officer. This can occasionally happen in newly developed or assigned positions to your unit. Once a position number is assigned, it will be your responsibility to inform the OEDS.

A complete thorough recruitment/search can be conducted in as little as 4 weeks from initiation until completion. However, this assumes the following:

- Approvals at all levels have been attained
- A search committee has been appointed and the members are willing to contribute the necessary time to expedite the search process
- A staff support person has been assigned to the chair of the Search Committee and the chair of the Search Committee and the support person have met with a representative of the Office of Equity and Diversity Services to discuss the search/recruitment process
- Advertisement has been placed
- Recruiting procedures occur simultaneously (e.g., the ad is placed and the search committee has its initial meeting)

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## Affirmative Equal Employment Opportunity

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George Mason University's Affirmative Equal Employment Opportunity initiatives are everyone's responsibility on campus. The responsibility for making the workforce at Mason as diverse as the student population rests not only with the Office of Equity and Diversity Services, but also with all managers and hiring officials within the university.

The student population at George Mason University is one of the most diverse student populations in the country. These students reflect the population of Northern Virginia that is one of the most diverse regional populations in the U.S. Our students demand and deserve to see faculty and staff that look just like them. Diverse faculty and staff serve as role models for students and for others, challenge them to "exceed their grasp," and ensure a plethora of viewpoints in the academic environment that prepares students to interact in an exceedingly more global society.

In order to ensure diversity and meet obligations under federal regulations as a federal contractor, the university practices Affirmative Equal Employment Opportunity initiatives. This means going beyond ensuring that candidates or applicants are treated in the same way and that the university avoid making decisions based upon race, gender, disability, etc. It also means going to great lengths to take "positive (affirmative) methods" to attract a diverse pool of applicants and then to hire those that are qualified for the position. However, diversity also has to be one of our primary goals as well.

Affirmative Equal Employment Opportunity initiatives do not require hiring unqualified personnel. These initiatives do require special and reasonable efforts to attract and hire persons who reflect the diversity of our student population and the surrounding Northern Virginia population without discriminating against any applicant based upon their race, gender, disability, etc.

There is substantial evidence that people hire other individuals often hire individuals who look, think, and act like themselves. Affirmative Equal Employment Opportunity often requires that we break this habit. For instructional faculty positions, particularly, this means casting a wide net to search nationwide for individuals from other colleges and universities and the private sector.

The hallmark of good, affirmative efforts lies in the attracting and retaining of qualified candidates for all positions at Mason. Our students and community deserve and expect nothing less.

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## Laws and Regulations Regarding Equal Employment Opportunity

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The foundation of the University's affirmative equal employment opportunity program is Executive Order 11246, administered by the US Department of Labor's Office of Federal Contract Compliance Programs. This Order prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in institutions with federal contracts/grants and mandates a continuous commitment to affirmative action. In short, George Mason University, as a recipient of federal funds, must exercise affirmative equal employment opportunity initiatives.

The foundation is supported by the following laws and regulations:

1. **The Age Discrimination in Employment Act of 1967**  
Prohibits arbitrary age discrimination (age 40 and above) in hiring, discharge, pay, promotions, fringe benefits and other aspects of employment.
2. **The Age Discrimination Act of 1975**  
Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
3. **The Civil Rights Act of 1964, as amended**  
Prohibits discrimination on the basis of race, color or national origin regarding civil rights.
  - a. **Title VI of the Civil Rights Act of 1964**  
Prohibits discrimination based upon race, color and national origin under educational programs receiving federal financial assistance. Applies primarily to the student.  

*The applicability of Title VI to employment practices is limited to those programs in which a primary objective of the federal financial assistance is to provide employment.*
  - b. **Title VII of the Civil Rights Act of 1964**  
Prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.
4. **Civil Rights Act of 1991**  
Provided additional remedies to protect against and to deter unlawful discrimination and harassment in employment (amends portions of Title VII of the Civil Rights Act of 1964), and to restore the strength of federal anti-discrimination laws that have been weakened by several Supreme Court decisions. The act was passed by Congress on November 7, 1991, and signed into law by President Bush on November 21, 1991.
5. **Executive Order Number Two**  
Prohibits discrimination on the basis of race, sex, color, national origin, religion, age, or political affiliation, or against otherwise qualified persons with disabilities in all facets of Commonwealth of Virginia government.
6. **Title IX of the Education Amendments of 1972**  
Prohibits discrimination on the basis of sex in any educational programs or activities receiving federal financial assistance.
7. **The Equal Pay Act of 1963**  
Prohibits sex discrimination in the payment of wages to women and men performing substantially equal work in the same establishment.

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- 8. The Vocational Rehabilitation Act of 1973**  
Ensures equal opportunities in employment for qualified disabled persons.
  - a. Section 503**  
Requires government contractors to take affirmative action to employ and advance in employment qualified disabled persons. Applies to employment only.
  - b. Section 504**  
Prohibits discrimination against disabled persons in federally funded programs and activities. Covers employment and students.
- 9. The Americans with Disabilities Act (ADA) of 1990**  
Prohibits discrimination in employment against a qualified individual with a disability. The ADA makes it unlawful to discriminate in all employment practices such as: recruitment, hiring, promotion, training, lay-off, pay, firing, job assignments, leave, benefits, and all other employment-related activities.

**Remember, each search or recruitment is governed by a number of laws, rules and regulations. When in doubt, contact the OEDS to get some guidance.**

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## Conducting an Affirmative Search

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Advertising an opening in the Chronicle of Higher Education, The Washington Post and/or Black Issues in Higher Education alone, does not constitute an affirmative hiring effort for George Mason University's searches. Print advertising is only one strategy for a committee or unit to pursue when attempting to reach out to a diverse qualified applicant pool. More active strategies, including person-to-person contacts, are required to meet the twin goals for the recruitment process.

### Recruitment is a Continuous Process:

1. View recruitment as a continuous process. Faculty members must be aware that their professional interactions with students, both graduate and undergraduate, and their junior and senior colleagues have direct affect the recruitment "pipeline" and make it more (or less) likely that minorities and women will pursue and succeed in a particular academic career.
2. Accept unsolicited resumes even though there may not be a position vacancy immediately available in the unit. These resumes should be treated in the same manner as any other resume received for an available position. They should be acknowledged and the sender should be told that their information would only be kept on file for one year. When a vacancy occurs and an individual who submitted an unsolicited resume seems qualified for consideration by the search committee for a position, the unit/department must communicate with the individual by way of a letter or telephone call to ascertain whether the individual would like to be considered for the position. If the individual expresses interest in being considered for the position, all pertinent information about the vacancy must be given to the candidate.
3. Ensure the involvement of the provost, senior faculty, department heads and deans in the recruitment of women and minorities into the departments. It is essential that an attitude and message that says "GMU-needs-you-and-we-really-mean-it" is vital to successful recruitment. Women and minorities are in demand by numerous colleges and universities across the country. Consequently, the university must demonstrate that diversity is valued and respected and that the University is serious in its efforts to recruit and retain women and minorities.

There are many ways to convey this attitude. For instance, the University of Wisconsin-Madison uses a "group recruitment approach." Four or five faculty members call candidates at regular intervals to emphasize the institution's and unit's interest and to answer any questions candidates may have.)

Deans at California State University (CSU) "take their show on the road" and agreed to earmark twenty percent (20%) of their recruiting budget for teams of faculty to travel to clusters of campuses in various locations in the country. These teams then talked to doctoral candidates about positions at CSU. Doctoral-granting institutions with a significant number of minority (particularly African American) or female graduate students and located near other promising institutions were selected for visits. This strategy proved to be profitable and an excellent way to develop networks for future hires.

A third strategy is "growing your own." Some universities have had a practice of not hiring its own graduates, but as the vicissitudes of the labor market continue, this practice may have to be re-thought. When there is an active effort to "grow-your-own," mentoring students and preparing them for success as employees must be done from the earliest stages of their involvement with the University.  
**Departments and Units should:**

1. Discuss, as soon as a vacancy or newly created position becomes available, what a good search or recruitment effort should be for their specialty or field of study.
2. Thoroughly discuss minimum required qualifications and preferred qualifications.

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3. Develop recruitment plans particular to the discipline. Personal and professional networks, professional associations, colleagues at other institutions, and minority and women faculty should be consulted or called to request nominations. Corporations and government agencies can also be good sources of non-traditional but qualified, diverse candidates.
4. Target their efforts in order to be effective. Effective recruitment efforts will vary from position to position based upon the experience and credentials required for the position, the level of the position, and the specific group(s) to be reached. Recruiting via phone calls, campus visits, and other strategies should focus upon the designated needs of the unit. Targeting efforts maximize time and resources.
5. Ensure their Search committees include women and minorities. When the unit does not have minorities and/or women who can be appointed to the committee, the OEDS encourages units to venture outside of their own immediate faculty or department and include woman and minorities from related disciplines or closely related administrative units. Women and minority representation on search committees may expand the committee's abilities to identify and reach out for qualified women and minority candidates in nontraditional ways. In addition, the inclusion of women and minorities may help to eradicate the feeling of isolation and exclusion from the decision-making processes that is sometime experienced by women and minorities.

Effective searches do not "just happen." They are the result of good planning, clear goals and invested time and energy. The successful recruitment of women and minorities in the workplace begins with support from the highest administrative levels of the university.

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## Conducting an Approved Faculty Recruitment and Search

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*(See Administrative Policy No. 43 and/or Appendix A-- Section III of the Faculty Handbook)*

George Mason University's policy is to search or recruit for all vacant or newly created positions wherever possible. However, the OEDS is aware that it is not always possible to do this for all positions. There are circumstances when a direct appointment is possible, but these times are rare. Direct appointments should be considered only in emergencies, when time and coverage of classes are critical issues; in situations where a world-class or top-notch candidate is available to GMU; when a goal and timetable has been identified in the University's Equal Employment Opportunity Plan and a qualified woman or minority is identified to fill that goal.

All direct appointment requests must be pre-approved in writing by the Vice President of the unit where the appointment is to be made and Assistant to the President and Director of OEDS.

In all other situations, the OEDS expects the unit to search or recruit to fill vacant or newly created positions and to follow the search procedures outlined below:

### Search Procedures

- I. Full-time Administrative/Professional and Instructional/Research Faculty
  1. Contact the Office of Equity and Diversity Services for pre-coded EEO Forms.
  2. Complete the Equal Employment Opportunity form (EEO Form 1) and submit it to the Office of Equity and Diversity Services for approval. This is done after permission to recruit has been granted by the dean or other appropriate departmental head. The advertisement should be submitted with EEO Form 1.
  3. Complete Applicant Data Request (EEO Form 2) in required places by the Hiring Unit and mailed to each job applicant. (Stamped envelopes are available from the Office of Equity and Diversity Services for the return of this form.)
  4. Complete and submit EEO Form 3 to the Office of Equity and Diversity Services for final approval after the search/screening committee has determined the candidates to whom an interview should be granted. This form must be reviewed, signed and returned to the department before any interviews are conducted.
  5. Complete and submit FAR/EEO Form 4\* to the Associate Provost for Personnel and Budget, who reviews, and approves on behalf of the Provost's office and then forwards it to the Office of Equity and Diversity Services for final approval of the search/screening process in regard to the EEO procedures. (Please Note: No offer of employment should be made before the Assistant to the President and Director of OEDS has reviewed, signed and returned FAR/EEO Form 4.)
  6. EEO Form 5 is completed and returned to the Office of Equity and Diversity Services by the successful candidate prior to actually beginning work on the campus.

(\* F.A.R. stands for Faculty Appointment Recommendation form)

- II. Part-time Instructional Faculty

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1. (An appointment to teach a particular course or courses or to perform some other specific academic responsibility on a part-time basis for one semester.)
2. Each semester, a list of all part time instructional faculty attached to a FAR (Form 4) is forwarded to the OEDS for approval.
3. George Mason University's policy is for academic departments to advertise every two (2) years to refresh the applicant pool from which they draw their adjunct or part time instructional faculty. Contact the OEDS for information.

## III. Restricted Faculty (All Categories)

(An appointment for full-time employment for a fixed term, supported primarily by regular university funds with no expectation of continued employment.)

1. Contact the Office of Equity Diversity Services for pre-coded FAR/EEO Form 4.
2. Complete and submit FAR/EEO Form 4 to the office of the Associate Provost for Personnel and Budget for approval and then forward on to the Office of Equity and Diversity Services for final approval. (Please Note: No offer of employment should be made before the Assistant to the President and Director of OEDS has reviewed, signed and returned FAR/EEO Form 4.)
3. EEO Form 5 is completed and returned to the Office of Equity and Diversity Services by the successful candidate prior to actually beginning work on the campus.
4. Once a search to fill a restricted faculty position occurs, the successful candidate may be re-appointed for up to a total of five (5) years in accordance with the Faculty Handbook. A FAR/EEO Form 4 is not necessary each year the individual is reappointed. However, a reappointment letter outlining the conditions under which the reappointment is occurring is required. Send copy to OEDS and the Provost's office.

## For All Faculty Appointments

1. EEO Forms 1, 3 and FAR/EEO Form 4 must be submitted for approval separately. (Forms may NOT be submitted simultaneously).
2. Only EEO Form 2 and EEO Form 5 may be duplicated as needed.
3. The Office of Equity and Diversity Services will make every effort to process and return each form within 48 hours.
4. Please be advised that any EEO Form which does not have the appropriate attachments, has been submitted on the incorrect form(s), or has not been fully completed will be immediately returned to the department.
5. Each search requires a separate EEO Control number and set of forms unless the unit is searching for multiple positions with the same job responsibilities or same job title.

**Familiarize yourself with the search/recruitment procedures BEFORE you begin the process. It will make the process run smoother and faster.**

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## Guidelines for Preparing Job Announcements

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Department Chairs or unit heads and/or search committees typically prepare the job announcement or advertisement for approval by the proper administrative offices and/or the faculty of the department. Please note, job descriptions are highly recommended. However, detailed job announcements will suffice in the case of instructional faculty.

**Job descriptions or job announcements include the following information:**

1. Title and rank of position (even if the "rank is open depending upon qualifications")
2. Type of position (i.e., administrative, research, or instructional faculty-restricted, tenure-track or tenured, or duration of contract)
3. Duties of position
4. Required and preferred qualifications
5. Salary or salary range must be included on the OEDS EEO Form 1, but a statement such as salary will be commensurate with qualifications, etc. can be included in the actual advertisement
6. Specification of when appointment begins (ideal starting date is acceptable) and whether appointment is 9 or 12 month appointment
7. Date when review of applications will begin or deadline for receipt of applications (closing date)
8. Required contents of completed application. \* Typically these include:
  - Letter of application with specific reference to candidate's qualifications for position
  - Curriculum vitae (for instructional positions) or resume
  - References (see section entitled "Reference Checking")

(\*Please remember that individuals who are nominated for positions must be contacted to ascertain whether they are indeed interested in being considered for the position. Additional time may be added to any deadlines to compensate for this additional delay in the process.)

9. Name and address of contact person within the hiring unit or conversely, the name and address of the chair of search committee.
10. Equal Employment Opportunity Statement: All advertisements should include the following statement:

"GMU is strongly committed to the principle of diversity, and in that regard, seeks a broad spectrum of applicants including women, minorities and people with disabilities for its faculty and staff positions."

"Individuals with disabilities desiring accommodations in the application process should notify \_\_\_\_\_ (name of unit contact, unit, phone/TDD) by the application deadline."

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Variations are permitted but should be discussed with the OEDS or H.R. prior to submitting the advertisement.

## **Additional Considerations:**

1. Nothing in a job announcement or job description may be discriminatory.
2. The wording of an advertisement must be gender-neutral and demonstrate cultural sensitivity.
3. Special consideration should be given when developing required and preferred qualifications. Unannounced required qualifications will require additional advertisement and a delay in filling the vacancy.

*(Adapted from the Faculty Search Process; Virginia Tech, Blacksburg, VA 1995)*

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## Recruiting Strategies

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The following are recommendations for conducting an affirmative recruitment for women and minorities:

1. Search committees should familiarize themselves with the specific organizations within the discipline or field that may have minority and/or women caucuses, newsletters, publications or job banks from which they might receive applicants. Advertise vacancies in targeted publications such as Black Issues in Higher Education and Hispanic Outlook to name just two such publications.
2. Involve members of the department/unit specifically women and minorities in the search process. Ask individuals who are willing to get involved in the active recruitment and advertising part of the process. Ask them for suggestions on where to publish the advertisement for maximum exposure to qualified candidates including women and minorities.
3. Contact the Office of Equity and Diversity Services for lists of historically Black colleges and universities and those colleges and universities with large Hispanic and Asian populations. Job Announcements should be sent to those colleges and universities with programs similar to GMU.
4. Contact professional organizations to request information about minorities, women, and individuals with disabilities in their ranks. Request mailing lists of their females and minority members. Do not forget the private sector organizations as well as academic oriented organizations.
5. Utilize conferences to "network" with women, minority scholars from other colleges and universities. Ask them for recommendations of new women and minority doctoral candidates (for entry level positions) or the names of other women and minority colleagues who might be interested in working at Mason.
6. Contact the Office of Equity and Diversity Services for lists of colleges and universities with large female enrollments. Job Announcements should be sent to those colleges and universities with programs similar to GMU.

**Remember, good affirmative searches take time and energy. Isn't the university, your department, your students and your colleagues worth it?**

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## Voluntary Equal Employment Opportunity Information

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EEO Form 2 is the University's Voluntary Equal Employment Opportunity Information effort. Pre-addressed return envelopes are available in the Office of Equity and Diversity Services for inclusion in the acknowledgement of receipt of application letters to the candidates for the return of EEO Form 2.

We recommend the inclusion of the following statement or some variation in the letter acknowledging receipt of application from the hiring unit to the applicant:

*"Enclosed please find the university's Equal Employment Opportunity information data sheet which should be sent directly to the Office of Equity and Diversity Services in the enclosed pre-addressed and franked envelope. This information will not be used in any decision-making regarding the position for which you applied. However, as a federal contractor the university is required to judge the effectiveness of our affirmative equal employment opportunity recruiting efforts and to monitor how we might improve the process. We ask that you take a moment to fill out and return the information in the envelope provided."*

Before enclosing the EEO Form 2, the hiring unit should type labels or affix the applicant's name, title of the position for which the applicant applied and date to the form for ease of analysis by the OEDS.

All the EEO Form 2's are included in an automated database from which the OEDS can analyze the effectiveness of our recruitment efforts and the usefulness of the various advertising mediums in which the advertisement was placed. This will eventually allow the university to potentially save thousands of dollars in advertising monies for publications which do not do what they purport to do (i.e., add to the applicant pool).

**The use of EEO Form 2 is required for all advertised positions at George Mason University.**

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## Search Committee Briefing

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It is strongly recommended that the search or recruitment committee get a briefing about some of the pitfalls and problems that might befall the process. It takes only 15 or so minutes and could save the search or recruitment committee extensive time and effort should something go amiss in the process.

A representative from the OEDS should be invited to one of the initial search or recruitment committee meetings to discuss the process that should be followed, some the "hot" problem areas of any search, and the "best practices" for conducting an effective, legal search or recruitment.

Contact the OEDS and request a search committee briefing. Most of the time we can accommodate any schedule you might have, but please contact us as early as possible as soon as you have some date in mind for the first or second search committee meeting.

**Remember, the OEDS is ex-officio of all search or recruitment committees. Should a problem arise during the process, it is better to contact us as soon as you become aware of the problem rather than allowing the problem to escalate and perhaps become adversarial. The "search briefing" goes a long way to reduce the likelihood that the committee will get into difficulties.**

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## Preparing for the Interview

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At the search committee meeting where members of the committee discuss which candidates meet the qualifications based upon the paper screening process, it is strongly recommended that the search committee develop a general set of questions to ask the candidates in the interview process.

In doing this, please refer to two (2) sections in this manual which will assist you in developing appropriate questions to ask the candidates. Please refer to "Questions to Ask and Not ask during the Interview" (section xi) and "Interviewing and Selection Guidelines Under the Americans With Disabilities Act" (section xiv). These two sections will help you as you develop substantive questions to ask each of the applicants you will bring in for interview.

While whatever set of questions you develop should not be viewed as a "script" which must be strictly followed, it should be used as a general guideline in order to assist the committee in developing comparative information about the candidates.

Interviewing is very difficult especially if you don't do it a great deal. It is easy to venture into aspects of the applicant's experiences or educational preparation or research interests which may not be relevant for the position. It is also difficult to remember the questions that you asked the previous candidates when interviewing a new candidate. Remember the hiring process is a comparative process. Collect the same essential information for all candidates in the interview process.

**Remember to develop one general set of questions to be used for all candidates because the hiring process is a comparative process. Collect the same essential material for all candidates.**

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## Questions to Ask and Not Ask During the Interview

Area of Inquiry	Acceptable Areas of Inquiry	Unacceptable Areas of Inquiry	Reason Why
<b>Name</b>	For access purposes, inquiry into whether the applicant's work records are under another name	<ul style="list-style-type: none"> <li>To ask if a Miss, Mrs. Or Ms.</li> <li>To request applicant to give maiden name or any previous name he or she has used</li> </ul>	<ul style="list-style-type: none"> <li>Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972</li> <li>Title IX</li> </ul>
<b>Age</b>	Require proof of age by birth certificate after hiring	<ul style="list-style-type: none"> <li>To ask age or age group of applicant</li> <li>To request birth certificate or baptismal record before hiring</li> </ul>	Age Discrimination in Employment Act of 1967 Age Discrimination Act of 1975
<b>Birthplace, National Origin, or Citizenship</b>	<ul style="list-style-type: none"> <li>Ask for birth certificate or other proof of U.S. citizenship before hiring</li> <li>Whether U.S. citizen</li> <li>If not, whether intends to become one</li> <li>If U.S. residence is legal. If spouse is a citizen</li> </ul>	<ul style="list-style-type: none"> <li>To inquire into national origin or birthplace of applicant or applicant's family.</li> <li>Date of citizenship</li> </ul>	Title VII
<b>Race or Color</b>	<ul style="list-style-type: none"> <li>To indicate that the institution is an equal opportunity employer</li> <li>To ask race for affirmative action plan statistics, after hiring</li> </ul>	Any inquiry that would indicate race or color	Title VII
<b>Sex</b>	Indicate that the institution is an equal opportunity employer	To ask applicant any inquiry that would indicate sex, unless job related.	Title VII and Title IX
<b>Sexual Orientation</b>	To indicate that the institution prohibits discrimination on the basis of sexual orientation	To ask an applicant any question that would indicate the applicant's sexual or affectional orientation	Institution policy
<b>Religion</b>	To state normal hours and days of work required by the job to avoid possible conflict with religious convictions.	<ul style="list-style-type: none"> <li>To ask applicant's religion or religious customs or holidays</li> <li>To request recommendations from church officials</li> </ul>	Title VII
<b>Marital or Parental Status</b>	<ul style="list-style-type: none"> <li>Whether applicant can meet work schedules or</li> </ul>	<ul style="list-style-type: none"> <li>To ask marital status before hiring</li> </ul>	Title VII and Title IX

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	<p>has activities, commitments or responsibilities that may hinder meeting work attendance requirements.</p> <ul style="list-style-type: none"> <li>• Inquiries, made to males and females alike, as to duration of stay on job and anticipated absences.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask about the number and age of children, child care arrangements and plans to have more children before hiring for insurance purposes</li> </ul>	
<b>Disability</b>	<ul style="list-style-type: none"> <li>• If candidate is able to carry out the essential functions of the job</li> <li>• After a conditional offer of employment, may inquire whether a person has a disability to determine whether a person needs a "reasonable accommodation."</li> </ul>	To ask job applicants general questions about whether they have a disability or about the nature and severity of their disability.	Rehabilitation Act of 1973 Americas with Disabilities Act of 1990
<b>Military Service</b>	Inquiry into services in the U.S. armed forces, including rank attained, branch of service, or any job related experience	<ul style="list-style-type: none"> <li>• To ask type of discharge</li> <li>• To request service records before hiring</li> <li>• To ask about service in the military of any other country besides the U.S.</li> </ul>	Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (PL 93-508)
<b>Conviction, Arrest, or Court Record</b>	Inquiry into actual convictions that relate reasonably to performing a particular job	Any inquiry relating to arrests, court or conviction records not substantially related to job in question	

Familiarize yourself with this guide in order to keep your recruitment effort and the university out of possible difficulties. When in doubt, contact the OEDS.

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## Reference Checking

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Reference checking is one of the areas that generate the most problems within the search/recruitment process.

Reference checks are strongly encouraged and can be a useful tool in making your final decision. It can also be a troublesome task that leads to serious problems if not done correctly.

Reference checks can be made at several places during the recruitment/search process. Some individuals prefer to have some number (usually three [3] ) of reference letters sent along with the original vita or resume and application letter.

Some individuals like to have names and numbers of references sent along with the original application materials.

Some individuals like to contact only those individuals who they would like to bring in for interview and ask for their references at that point.

Some individuals like to use a combination of approaches. Whatever you choose remember the following tips:

- Never contact someone that does not appear on the reference list of the candidate without first checking with the candidate.
- Do not call a friend or colleague that also may be employed at the same place as the candidate without asking permission from the candidate to contact that person. (Note: If the candidate does not want you to call the person you know at their current or former institution, then this could lead to a series of questions to ask the candidate and therefore lead to some insightful information.)
- Contact the candidates when you are about to call their references so that they may prepare their references for the impending call.
- Before calling the references, develop some general set of questions that you or the committee would like to ask of all references to ensure that you are collecting the same information for each candidate.
- The OEDS recommends that search committee chairs conduct the reference checks for candidates that the committee wishes to interview and that the reference check for the final candidate be conducted by the appointing authority.

The OEDS recommends that reference checking be conducted at two points in the search/recruitment process. The first reference check should occur just after the search committee has developed a list of candidates it wishes to interview and before the first candidate is interviewed. The second reference check should be of the final candidate(s) to whom the appointing authority wishes to offer the position.

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## The Campus Visit

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Search committees are only limited by the amount of time they have to conduct interviews. You have reviewed a great deal of information and spent a great deal of time going through the resumes/vitas. You have narrowed the list of candidates to a "reasonable number" to bring in for interview. There is no magic number. Money for travel should not be the prime motivator for how many candidates to bring to campus. There are ways to reduce the amount of money expended in the search process. Contact the OEDS for more information about this.

You have now reached the stage where you want to bring some, viable candidates to campus. You may have even done some reference checking in order to tailor the general questions that were developed by the search committee to more specifically address the strengths and weaknesses of the candidate.

What should you keep in mind about the campus visit?

- Treat the ENTIRE time you are with a candidate as part of the interview process, not just the "formal" interview with search committee. This includes any lunch meetings, taking the candidates to the airport or hotel and back, even rest room breaks.
- The search committee and ANYONE else that will be interviewing the candidates, including "other" members of the department or any auxiliary individuals or groups, must be aware of the questions that you can and cannot ask the candidates. If the candidate is to meet with any auxiliary groups, a member of the search committee should be present to run interference in case a question is asked which might prove to be problematic for the university or the process.
- If the search committee distributes copies of the candidate's vita or resume, then these copies should be collected after the candidate is interviewed by the individual/group for which these copies were made. Extra copies of a candidate's qualifications should not be floating around the campus but should be collected and destroyed to protect the candidate and the integrity of the search process (see "documentation section" below).

**Remember as you are interviewing the candidate, the candidate is also interviewing you. When participating in the interview process in whatever role or function, bear in mind that you are an ambassador for GMU. You want to make a good impression regardless of whether or not the candidate is the one selected for the position. Most of our fields of study or professions are small and word spreads easily. When you make a good impression, you make the recruitment process easier for the university the next time.**

# Faculty Recruitment

## Interview and Select Under the Americans with Disabilities Act

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The Americans with Disabilities Act (1990) has had a great impact on how we recruit candidates for positions at GMU. Please review the following guidelines that are provided to assist you in interviewing and selecting candidates with disabilities for positions at the university.

When contacting the applicants to arrange an interview, it is strongly recommended that you ask all selected applicants whether they will need any accommodations during the interview process. If you ask this question of any one selected applicant, then you **MUST** ask this of all invited applicants. If accommodations are requested either before or at the time of the interview, it is recommended that you contact the ADA specialist in the OEDS.

During the interview, it is strongly recommended that a member of the search committee describe the job tasks and conditions under which the selected candidate will work. (This may be done orally or by providing the candidate some description in writing.) This should be done for each candidate. Further, it is recommended that you ask each candidate whether he or she can perform the described tasks "with or without accommodations." You must focus on tasks, not the particular methods of accomplishing the tasks.

If the applicant voluntarily indicates that he or she has a disability and may require an accommodation to perform the job tasks, then you should:

- Thank the person for sharing the information with the committee and indicate that GMU is committed to working with individuals with disabilities.
- Inquire about the types of accommodations the candidate believes may be necessary in order to accomplish the tasks of the position. If the candidate is later thought to be qualified for the position, this information about the suggested accommodations should be shared with the hiring authority. Do not discuss with the candidate or in committee whether the suggested accommodations are reasonable or not. This is a discussion best had with the hiring authority and the University's ADA specialist.

**At no time during the interview or selection process may you ask an applicant if she or he has a disability, has ever been injured on the job, or has ever filed a worker's compensation claim. This prohibition extends to checking references for candidates as well.**

If the applicant has an obvious disability (i.e., is blind or uses a wheelchair) and you feel this may affect performance on certain job tasks, you may ask the applicant to explain how she or he would perform those job tasks with or without accommodation. When a reference volunteers information about accommodations provided to the applicant, you may ask follow-up questions that will help you to determine the applicant's ability to perform essential job functions. However, **DO NOT** ask about the nature and extent of the disability (i.e., the diagnosis, how the individual became disabled, current or past medical treatment and prognosis, etc.).

For more detailed information about the do's and don'ts during the interview/selection process you may contact:

ADA Specialist  
Office of Equity Diversity Services  
(703) 993-8730  
(703) 993-8787 (TTY)

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Remember, candidates should all be judged on whether or not they can DO THE JOB. Individuals with disabilities should be judged with the same standards as candidates without disabilities. Search committees should leave the negotiation about what is a "reasonable accommodation" to the hiring authority and the OEDS.

# Faculty Recruitment

## Confidentiality

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Information gathered in the search process must be kept confidential and shared with only those with a need-to-know. Resumes, vitas, letters of reference and cover letters are all confidential material to be used only in determining the "fitness" of the candidate for the vacant or newly created position. This material should not be used for any other purpose without the expressed, written permission of the candidate.

**Remember, search committee members must use caution when discussing the candidates with individuals who are not involved in the process. When it is necessary to discuss candidates for the position with those not involved in the process, (i.e., an individual who was allowed to talk with the candidate in a group setting), only the most general information should be shared. Unnecessary and gratuitous discussions about candidates by search committee members or those involved in the process is discouraged. Discussions about candidates should be restricted to those individuals who are involved in the search/recruitment process.**

# Faculty Recruitment

## Record Keeping Requirements

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The three most important words in any search or recruitment effort are:

1. Documentation
2. Documentation
3. Documentation

Record keeping and documentation are not the glamorous or glitzy side of conducting a proper search or recruitment, yet it is one of the most important aspects.

GMU is a federal contractor and therefore subject to the federal rules and regulations outlined in Chapter 60 of Volume 41 of the Code of Federal Regulations. The University, as a federal contractor, is required to maintain its hiring and personnel records for a period of at least three (3) years. Federal auditors from the Office of Federal Contract Compliance Programs (OFCCP) of the U.S. Department of Labor periodically audit the university and these hiring records.

It is recommended that departments keep all search material listed below available in the department for one year from the end of the search. After one year, the material may be placed in a container and sent to Special Collections and Archives in Fenwick Library, 993-2220.

**DO NOT SHRED OR DESTROY ANY SEARCH MATERIAL LESS THAN THREE (3) YEARS OLD WITHOUT CALLING ARCHIVES OR THE OEDS.**

The following material is considered part of the search documentation and must be kept:

- Letters of application
- Resumes or vitae
- Any letters of reference
- A copy of the interview questions
- Official rating scales
- Official search committee interview notes
- Documentation of the various stages of the search process (e.g., EEO Forms)

# Faculty Recruitment

## Frequently Asked Questions

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1. **Are the forms available on the Human Resources Web page?**

There is a difference currently between the hiring of classified employees and faculty. On the HR Web page, a department will find the hiring forms for classified employees only. Contact the Office of Equity and Diversity Services or your dean's or director's office for the forms for faculty.

2. **Are there different forms for classified and faculty staff members?**

YES. Refer to the answer above for a more complete response to this question.

3. **Can the department advertise for a position without the approval of Equity or/ HR?**

NO. The hiring process is centralized to ensure the integrity of the hiring process; to ensure that there are adequate financial resources to cover the position; and to ensure that the university can honor the entire hiring agreement made between the parties. The hiring agreement is a contract between the university/Commonwealth of Virginia and the future employee. The central administration must ensure that this contract is fair to all parties and within the parameters set forth by the Commonwealth.

4. **How soon can we get the approval after we send a request through to the OEDS?**

The OEDS staff attempts to get all paperwork, either for classified or faculty positions, approved within 48 hours. The vast majority of recruitment or hiring approvals are given within the same day. However, if there are problems with the proposed paperwork, then the resolution of these problems may take a bit longer, but it is the goal of the OEDS staff to expedite the paperwork on recruitment or hiring as quickly as possible.

5. **Is there anyway we can wait for the approval on EEO Form 3? Can we wait for the approval on EEO Form 4 because we are really in a hurry to make the offer?**

NO. The approval process requires retrieving the file from the OEDS database and a review of the previous documentation in order to make the approval on the current forms. This takes some time, but it is the goal of the OEDS staff to make this process as expeditious as possible. Having you wait for the approval suggests that we can drop whatever we are doing at that particular moment and review the files. This is not always possible. Therefore, we ask your patience and promise to get the paperwork back to you as soon as possible.

6. **Can we make the offer to the candidate before the paperwork is signed and/or approved? Is it ok to call the candidate to make sure he or she wants the position before we formally send out the letter to the candidate?**

A hiring unit CANNOT make an offer to a candidate BEFORE the paperwork is processed. Remember, it is not just the OEDS that must sign off on the paperwork, but also the "executive officer"(namely the Provost or Vice President responsible for your unit) that must affix their approval to the process and the hiring.

It is possible to call the candidate BEFORE the approvals to ascertain if the candidate is still interested in the position. This MUST BE DONE CAUTIOUSLY. No promises can be made to the candidate. It is recommended that the following questions be posed to the candidate to whom the unit is interested in extending an offer:

# Faculty Recruitment

"You are one of our top candidates for the position of \_\_\_\_\_. If we are able to get all the appropriate approvals, would you still be interested in the position?"

- 7. Can we use the same faculty OEDS form to re-advertise if we don't find a suitable list of applicants or do we need to get another set of forms?**

Unfortunately, it depends. The best advice we can give is to contact the OEDS and discuss the situation with a member of the staff. There are instances when a new set of forms and a new "EEO position control number" are not necessary. But discuss the situation first. This conversation could save a lot of time and effort later.

- 8. How many forms are there?**

In the Faculty process, each set of hiring forms consists of five (5) separate and distinct forms. Each form must be filled out and submitted separately through the system in order to get a candidate hired and to meet our obligations as an equal opportunity employer. The central administration is as anxious as you are to hire a qualified and diverse faculty and staff in order to get on with the business for which we exist, but we cannot do this without ensuring the integrity of the process and the legitimacy of the hire. Help the Office of Equity and Diversity Services to help you; contact the OEDS with any questions that you might have before the questions turn into problems.

# Faculty Recruitment

## Samples of Responses and Recommendation Letters

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### 1. Acknowledgement of application:

Remember, Form 2 is must be sent to the applicant.

It is always good personnel practice to acknowledge the receipt of the applicant's materials. We recommend using words like that below to do this. It also allows the university to collect vital information.

*"Thank you for your application for the position of \_\_\_\_\_ at George Mason University. The search committee is just beginning its work and will contact you as the search progresses. In the meantime, in order to ascertain the effectiveness of our recruitment efforts we ask that you fill out the enclosed form and return to the university in the envelope provided. This information, while valuable to the university, will not affect your candidacy and will not be used against you in any way. Your cooperation, however, is greatly appreciated."*

*Sincerely, (Chair, Search Committee or Search Committee)*

### 2. Letter of Regret:

It is also good personal practice to send a letter of regret or rejection to the applicant who is not successful in getting the job. While it is never pleasant to get bad news, most candidates will respect the fact that the university took the time to inform them. This may be difficult in large searches but the positive feelings (i.e., the professionalism of the university, and the department) outweigh the logistical problems associated with a large number of letters to unsuccessful candidates. We recommend some variation of the following:

*"Thank you for your recent application to George Mason University for the position of \_\_\_\_\_. We were very fortunate to have a number of exceptionally well-qualified applicants. While your credentials were good, we were, unfortunately, not able to endorse your candidacy for the position. I (we) wish you luck in your future endeavors. (optional) Please keep GMU in mind should you become aware of future openings that meet your qualifications."*

*Sincerely, (Chair, Search Committee or Search Committee)*

### 3. When a candidate is nominated:

Just because a candidate is nominated for a position, does not automatically make that person a candidate. The search committee must contact the nominated individual and ask the person whether they wish to be considered for the position. In addition, the nominated individual, just like any other candidate, must send all the required information to the committee. We recommend some variation of the following:

*You have been nominated for the position of \_\_\_\_\_ at George Mason University. If you are interested in the position, please send your completed application for consideration by the search/recruitment (date that the review of applications begins or closing date). A completed application includes resume/vita, names of references, letter of interest...etc. As a nominee, you will not be considered an applicant for this position until the search committee receives all of the above items. Thank you for your assistance."*

*Sincerely, (Chair, Search Committee or Search Committee)*