Tulane University

Best Practices:
Guidelines and Requirements for Recruitment and Selection of Faculty

Office of the Provost
Academic Affairs
Office of Institutional Equity
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Message from the President

Dear Tulane Faculty:

Tulane is committed to maintaining an academic and professional environment that promotes, encourages, and welcomes diversity in all forms. The University seeks at all times to attract the highest quality faculty without regard to characteristics such as gender, ethnicity, race, religion, age, marital status, sexual orientation, or disability.

To accomplish these goals, we must all work together to ensure that equal opportunity exists at Tulane University. Perhaps the most important method at our disposal is to conduct well-planned employment searches that seek out and attract a diverse pool of applicants. This Faculty Recruitment and Selection Handbook will assist hiring officials and search committees in their employment search processes, and I encourage everyone involved to become thoroughly familiar with its contents.

Thank you in advance for participating and ensuring that Tulane remains committed to an equal opportunity workplace. Please remember that the Office of Institutional Equity is committed to helping you make Tulane a place where diversity can flourish and grow.

Sincerely,

Dr. Scott Cowen, President
Tulane University
University Mission Statement

Tulane University, founded in 1834, is one of the most highly regarded and selective independent research universities in the United States. Tulane's schools and colleges offer degrees in the liberal arts, science and engineering, architecture, business, law, social work, medicine, and public health and tropical medicine.

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

In keeping with the proud tradition and mission of Tulane University, the University hires Faculty, Executive, Administrative and Professional Staff who are of the highest caliber and who contribute to Tulane’s world renowned reputation.
Tulane History

Tulane University, founded in 1834, is one of the most highly regarded and selective independent research universities in the United States. Tulane's schools and colleges offer degrees in the liberal arts, science and engineering, architecture, business, law, social work, medicine, and public health and tropical medicine.

The university is a member of the prestigious Association of American Universities, a select group of the 62 leading research universities in the United States and Canada with “pre-eminent programs of graduate and professional education and scholarly research.” Tulane also is ranked by the Carnegie Foundation for the Advancement of Teaching as a university with “very high research activity.” Of more than 4,300 higher educational institutions rated by the foundation, Tulane remains in a prestigious category that includes only 2 percent of universities nationwide.

Located in New Orleans, Tulane traces its origins to the Medical College of Louisiana, the Deep South’s second oldest medical school, which was founded in 1834. By 1847, the Medical College was part of the newly established public institution, the University of Louisiana.

Tulane emerged as a private university in 1884 when the public University of Louisiana was reorganized and named in honor of benefactor Paul Tulane, a wealthy merchant who bequeathed more than $1 million to endow a university “for the promotion and encouragement of intellectual, moral and industrial education.” A native of Princeton, N.J., Paul Tulane had made his fortune in New Orleans and his gift expressed his appreciation to this Southern city on the Mississippi River. In 1886, the H. Sophie Newcomb Memorial College for Women was established as part of the university, which has since merged with Tulane’s college for undergraduate men to form the Newcomb-Tulane College.
Tulane University’s Faculty

Tulane University’s Faculty are amongst the most talented and gifted researchers, writers and teachers in the world. Tulane has among its faculty three Nobel Laureates; many of our faculty from the sciences and medical fields have served or serve as consultants to such prestigious organizations as The World Health Organization, The National Institute for Sciences and advisors to several United States Presidents. Our faculty’s research has helped to cure diseases, bring sight to the blind, and save the lives of premature babies with groundbreaking procedures in pediatric heart medicine.

The faculty of Tulane University is defined as 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. There are two categories of faculty appointments: 1) Tenure-track (a tenured appointment or a probationary appointment which leads to a review for tenure) and 2) Non-Tenure track (appointments which carry neither tenure nor the expectation of tenure).

Tenure and tenure-track faculty, who 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.

Non-tenure track appointments are identified as Professor of Practice, Visiting, Adjunct, Instructor, Clinical, Research, Postdoctoral Teaching Fellow, Lecturer, or "of the Practice of" (for example, 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).
Purpose of the Faculty Recruitment and Selection Handbook

This handbook is designed to provide guidance and successful search practice information to hiring officials, deans, department heads, search chairs, and search committees who are making key hiring decisions that will have a long-term impact on the University’s workforce.

This handbook includes both required, as well as, suggested procedures some of which are mandated by the Office of Federal Contract Compliance Programs (OFCCP). Procedures that are **required** are presented in this handbook in **boldface** type.

This handbook should not be considered as legal advice or the only advice on how to conduct a successful search. The handbook can be best utilized if it serves as information to aid and support the various aspects of the search and screening process. The user is encouraged to augment these guidelines with other actions and resources that contribute to the efficiency and effectiveness of the process.

This handbook also provides enhanced explanations of the advertising and recruitment process and outlines policy requirements for filling open positions. According to the code of Federal Regulations, all personnel involved in the hiring process must have knowledge of federal and state equal opportunity and non-discrimination laws and regulations and Tulane’s policies and practices with respect to hiring of faculty.

In addition to a copy of this handbook, The Office of Institutional Equity (OIE) website contains a wide variety of recruiting, screening, and interviewing resources that may be helpful in attracting and developing diverse applicant pools and in hiring diverse faculty. The website also includes all of the forms necessary for conducting and completing the search process. Please visit [www.institutionalequity.tulane.edu](http://www.institutionalequity.tulane.edu/) to review the resources and materials available.
PART I: INTRODUCTION

Equal Employment Opportunity at Tulane University

Tulane University is committed to equality of opportunity. Discrimination against any individual in any and all areas of the University’s environment, including any aspect of his or her study or his or her employment, such as hiring, discharge, compensation, or any other terms, conditions, or privileges of employment, because of an individual’s race, sex, color, religion, national origin, citizenship, marital status, sexual orientation, age, disability, military, veteran’s status or any other protected status or classification under federal, state, or local law is illegal and will not be tolerated at the University.

Federal Laws

As a federal contractor under the guidelines of the OFCCP, Tulane is legally obligated to follow guidelines set forth in Executive Order 11246, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1976, the Vietnam Veterans Readjustment Assistance Act of 1974 as amended, and the Americans with Disabilities Act of 1992. A recap of applicable federal and state non-discrimination regulations is provided in Appendix A and specifics concerning the Americans with Disabilities Act are included in Appendix B.

What is Equal Employment Opportunity and Affirmative Action?

The concepts “equal employment opportunity” and “affirmative action” are often confused and/or misunderstood. It is important, especially when engaged in recruitment activities, to understand what the two concepts mean as they relate to the recruitment and selection process. Also important is an understanding of their differences. Equal opportunity laws ban discrimination. Affirmative action goes farther by requiring employers to take “affirmative” steps to achieve a balanced representation of workers.1

Equal employment opportunity means providing the same opportunities concerning employment decisions to all individuals without regard to their membership in, or identification with, a protected class group. It also means that discrimination in any university practice, including hiring and appointment is strictly prohibited. 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 individuals’ race, national origin, color, gender, religion sexual orientation, marital status, age, disability, military, veteran status. In the recruitment and selection process, this means applying the same standards to all applicants in the application review, evaluation, interview, and hire process.2
**Affirmative Action**

Affirmative action means actively seeking to recruit underrepresented groups to the workplace. It is a policy to encourage equal opportunity and to level the playing field for groups of people who have been, and still are objects of discrimination. According to the Equal Opportunity Commission, affirmative action “is considered essential to assuring that jobs are genuinely and equally accessible to qualified persons, without regard to their sex, racial or ethnic characteristics.”

Research shows that there is a common misperception that affirmative action requires meeting quotas or that a female or minority candidate should be hired regardless of qualifications. This is incorrect. A plethora of solid research also shows that women and minorities are not often provided the same leg-up that non-minorities and males are provided in the employment arena.

Although there are often goals associated with affirmative action, there are no quotas or preferences that must be met to comply with the law. Affirmative action does not seek the hiring of individuals who are not qualified for a given position but who have minority status or membership in an underrepresented population who are not qualified for the position. Affirmative action means identifying policies and practices that enable discriminatory practices to flourish and practices that can have an adverse impact on women and minorities in the employment process. It also means developing a recruitment plan that will reach a diverse pool of qualified individuals for the position and applying all screening standards fairly and equitably. This usually means setting goals and timetables and using a variety of aggressive recruitment and outreach methods, including discipline specific journals and periodicals, web based advertising, networking at conferences, word of mouth, local/state media, etc.

Affirmative action seeks to recruit a diverse pool of applicants to select from and equal employment opportunity requires applying the same standards to all applicants during the application review and interview process. In this manner, the practice of affirmative action and equal employment opportunity work together to form the basis of affirmative action planning. A listing of important Affirmative Action regulations is included in Appendix C.

**Diversity**

Another concept that is important to Tulane University is the belief that diversity creates a stronger, more vibrant community. Tulane University’s definition of diversity is broad and inclusive and encompasses complex differences within the campus community and as well as within the individuals who compose that community. It 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 they are ways of understanding and interpreting the world.

Diversity is finally not about the needs of one or another group competing for scarce resources. It is rather about purposeful and effective designs for supporting all students' educational
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achievement. As such, it is an integral component of the mission and purpose of the institution and essential to whether our institutions are or will be positioned to educate all students for full participation in the economic, social and civic domains of a diverse society.³

Equal opportunity and affirmative action work together in ways to support the diversity goals of the Tulane University.

PART II: THE VACANCY

Faculty Vacancy Approval

Excellence in faculty employment and hiring begins with a high-quality recruitment process and continues through to the extension of an offer to a candidate. The key is to develop a strategy for the recruitment process that can be followed by the search participants. Appendix D contains a list of strategies for successful recruitment.

Generally all vacant faculty positions are filled through the advertising, search and recruitment process. While there are occasional exceptions to this general rule, exceptions must be approved by the senior officer of the area and the Office of Institutional Equity (OIE). A discussion of exceptions to the standard search process is provided in Appendix E.

For faculty vacancies, the department chair writes a justification and submits it with a recommendation for faculty appointment to their college or school’s Dean and to the Senior Vice President and Provost or the Senior Vice President for the Health Sciences Center. The Budget Office must approve the salary range and funding source.

New faculty positions require the approval of the Senior Officer and President.

Faculty Qualifications and Position Descriptions

According to the Faculty Handbook, Part 3 (Policies on the Authorization for New Appointment’s to the Faculty),

Before a formal search can begin for a person to fill the faculty position, authorization in writing must be obtained from the dean of the school and from the Senior Vice President for Academic Affairs and Provost or the Senior Vice President for the Health Sciences.

A nation-wide search is required for all new tenure track appointments to the Tulane faculty. At a minimum a regional search is required for non-tenure track appointments. When a department or school receives authorization from the dean and the Senior Vice President for Academic Affairs and Provost or
the Senior Vice President for the Health Sciences to appoint a new faculty member, the department chair or dean should appoint an Ad Hoc Search Committee. The search committee must follow all procedures currently mandated by the Office of Personnel Services.

In general, the committee should publicly advertise all new positions in addition to using other appropriate methods of candidate solicitation. Letters describing the position should be sent to those institutions of higher education or other sources that are likely to provide a suitable candidate. Letters describing the post should also be sent to appropriate professional societies and organizations including those representing minorities and women. In filling all faculty positions, as well as in all other University hiring, Tulane is an Equal Opportunity Employer. All employment and hiring practices must be in accord with relevant federal regulations and must follow the Affirmative Action Policy of Tulane University. Deans of the schools and the Equal Opportunity Officer have detailed information concerning the requirements for compliance.

Developing the Position Announcement

The department or school articulates its needs through the faculty position announcement. Therefore, it is critical for the department and/or search committee to ensure that it has taken sufficient time to review the position qualifications, specialty language, preferred qualifications and strategic aims of the department or school. For faculty, typically the faculty position announcement serves as the position description. Therefore it is important to include at least the following information in the faculty position announcement:

1. a brief statement of the duties
2. required objective qualifications
3. desired qualifications
4. rank and/or title
5. full/part-time – specified term/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 address/contact information of search chair
10. The Tulane EO/AA statement

The position descriptions and announcement should be used as the basis for how the committee reviews and the selection of candidates. The search committee should reference the position description at every stage of the search and evaluation process. The search committee must be able to document its evaluation decisions based on the information contained in the position description.

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 Appendix A for detailed information concerning bias free advertising and other pertinent federal and state non-discrimination laws.)

Salary Information

Faculty position announcements must indicate an expected hiring salary range, or that the salary is negotiable above the minimum, when applicable. Faculty position announcements should also indicate specific academic rank(s), as appropriate.

Equal Opportunity Statement

All faculty position announcement advertisements must include a statement reflecting Tulane University’s position regarding equal opportunity, diversity and inclusion. The following statement (or a similar version) is required:5

Tulane University is an equal employment opportunity/affirmative action employer committed to excellence through diversity. All eligible candidates are invited to apply for position vacancies as appropriate.

An Equal Opportunity/ADA/Affirmative Action Employer
Women, Minorities and Veterans are encouraged to apply.

To provide greater flexibility during the advertising period as a means of attracting highly sought after candidates, the following statement is recommended for journals and periodicals:

Tulane University is seeking applications for (designated position). The search committee will commence its initial screening of applications on (specific date). However, the advertising and search process will remain active until the position is filled.

TIP: To enhance opportunities to recruit highly qualified faculty consider developing and adding language such as the following to the position announcement:

1. Include language in the job description that asks applicants to address research that focused on diversity or other scholarly endeavors that include a focus on diversity issues
2. Include language in the job description that asks applicants to address their experience in multicultural settings
3. Ensure that the position announcement is aligned with department, college, and institutional visions of the future. This might include language such as:
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- Conducts scholarship in areas related to diversity (as needed by the department conducting the search)
- 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

**TIP:** The department chair and/or search chair should take time to debunk or address some of the following 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

*See Hiring Faculty of Color: Research on the Search Committee Process, Dr. Caroline Turner and Dr. Daryl Smith, 2002*

**TIP:** 1) Utilization of 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.

2) Creative assignment of faculty tenure homes 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.

3) Expansion of the number of candidates interviewed to ensure that members of affected groups are given strong consideration.

4) Cultivation of 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.

5) Alliances and collaborations with ethnic studies programs in cases where candidates are engaged in scholarship related to ethnic studies.

7) Accommodation of the family needs of candidates where candidates had children or were part of two-career marriages/partnerships.
TIP: Visiting Professors, Lecturers, Adjuncts and Instructors, Research Professors and Research Associates - Sometimes it is necessary to limit the search and recruitment process (such as a regional search versus a national search) because of the short-term appointments associated with the above referenced faculty positions. Typically, faculty are appointed into these positions as a result of a department or faculty in a department 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. Also, faculty may receive CVs from interested potential faculty candidates interested in working with the faculty member. The network works quickly in response 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 in terms of creating more opportunities for diversifying faculty ranks. The issue of diversity should be a strong consideration when opportunities arise to fill these types of positions.

Where to Advertise (Nationally, Regionally or Locally)

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. For a fuller discussion on this subject and supporting research please see Drs. Cathy A. Trower and Richard Chaits’ Faculty Diversity: Too Little, Too Long. National advertising requirements mean that the faculty position announcement must be carried in publication sources that are widely circulated throughout the United States, and have relevance to the available position. Therefore, it is equally important to reach out to organizations and associations that specialize in reaching diverse audiences.

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.

The OIE website contains several Recruiting Resources including a list of organizations useful for recruitment of diverse applicants, a listing of publications for specific populations, and some electronic Recruiting Resources.

Other rich sources for recruiting diverse applicants are those colleges and universities that attract specific diverse populations. Listings of Historically Black, Women’s, and Native American colleges and universities are also provided in the Recruiting Resources section of the OIE website.

Tenured and tenure-track positions (professors, associate professors, and assistant professors) should be advertised nationally as required by affirmative action regulations, unless market and
economic conditions pose an undue hardship on Tulane University in advertising in national media. The OIE office must be consulted for an exception to be made.

*Non-tenure track positions* (instructors, visiting professors, clinical professors, research professors, professors of the practice, post-doctoral teaching fellows) should be advertised at least regionally as required by affirmative action regulations, unless market and economic conditions pose an undue hardship on Tulane University in advertising in regional media. The OIE also encourages national advertising for these positions, especially when they involve multi-year contracts. The OIE office must be consulted for an exception to be made.

**How Long to Advertise**

The typical period of time for a faculty position announcement to be advertised is at least 2 to 3 weeks. However, a search can take several months to fill a position. During that time, departments and schools should continue to actively seek qualified applicants for the open position(s).

**Application Deadline**

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.
PART III: FACULTY SEARCH COMMITTEE GUIDELINES

Search committees can serve as an invaluable resource in the recruiting, evaluating, and selecting of key faculty as well as getting more people involved in the search process. In addition, these committees bring a wider perspective on the needs of the organizational units.

Once the faculty vacancy has been approved, the hiring official, or designee, may appoint a search chair (Chair) and search committee (Committee). The hiring official may delegate forming a search committee to the Chair.

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’s and/or college or division’s strategic aims, what background and abilities the institution/college or division is seeking for the position, expected timeframe for filling the position and other unique needs of the college, division, 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 at http://www.institutionalequity.tulane.edu/

The Office of Institutional Equity highly encourages the formation of diverse search committees. The search committee ideally is composed of individuals from diverse backgrounds in order to provide a variety of perspectives as well as to ensure awareness of affirmative action issues. When possible, the committee should include minority and women members, preferably from within the academic or administrative unit making the hire. Be cautious about overburdening minority and women faculty or administrators, particularly where they are not within the unit having the vacancy.

Committee Formation

Search committees should be used to fill any vacancy covered by this policy. The size of the committee is in accordance with departmental policy. However, department chairs and search committee chairs should ensure that there is diverse representation on the committee.

The Department Chair and the Chair and the Search Committee (Chairs)

Committees should be established based on the following standards and characteristics:

1) The hiring official or the 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 the Chair should ensure that the Committee has sufficient administrative support. Good administrative support is key to ensure the smooth flow of information from the committee to the applicants, maintaining documentation and compliance with administrative policies.
3) The Chair should determine when, where and how often the Committee will meet.

4) Committee members should have working knowledge of Tulane’s faculty employment and recruitment processes. Committee members will find it easier to negotiate the process if they review this Handbook prior to commencing the search.

5) The Chair should make sure that the Search Committee includes individuals with different perspectives, expertise and a demonstrated commitment to diversity. An example of demonstrative commitment to diversity may include a faculty who has an interest in diversity, scholarly or otherwise, who will ensure diversity initiatives are an important consideration of 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 with candidates who have applied for the position. Generally, to ensure continuity, the Search Committee may express a preference for all inquiries and requests to be referred to the Chair.

**Committee Functions**

If the hiring official or Chair has not developed the faculty position announcement, this task may be delegated to the 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) Aggressively recruits and targets populations that are either not represented or are underrepresented in the unit or department for which the faculty position is being advertised. Recruitment resources can be located on the OIE website.

2) Receives, reviews, and evaluates applications from applicants for the announced and/or advertised position.

3) Ensures that those applicants who are not selected for further consideration are informed as quickly as possible.

4) Interviews qualified individuals who applied for the position.

5) Recommends the best candidate(s) to the hiring official or Chair.
Committee Recordkeeping

Committee records must be maintained for a period of three (3) years and consist of the following, at a minimum:

1) Information on recruitment efforts, including advertisements, faculty position announcements, and records of contacts (direct, phone, e-mail, and letter).

2) A copy of the faculty position description/position announcement.

3) All applications received and considered for the position.

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; a stated reason for elimination of an applicant is required.

6) Checklists or ranking instruments used and any minutes relating to 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 Chair is responsible for ensuring that all records regarding the search are properly retained. Such records are normally maintained in the hiring department.

Making Travel Arrangement and Accommodations

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

In addition, the Committee should notify candidates of any special arrangements the University or department may have with specific travel agencies, rental car companies, hotels, and restaurants. All candidates should be informed 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 ADA. Please contact OIE for information about accommodations in the application and interview process.
Recommending Top Candidates

The Committee should submit a listing of at least three (3) recommended applicants in alphabetical order to the hiring official, with supporting comments or documentation. A listing of at least three alternates may also be prepared to be used if the original recommended candidates are not available for consideration. If the hiring official requests that finalists be ranked, the committee should make qualitative evaluations based upon job-related criteria.

Reporting Requirements

Once a qualified applicant has been selected to fill a faculty vacancy, the hiring department should complete the applicable forms for both internal processing and affirmative action monitoring purposes. Required forms can be found on the OIE website http://www.institutionalequity.tulane.edu/index.cfm.
PART IV: APPLICATIONS AND SCREENING

Administrative Support

One of the critical areas for the search process is to identify a person who will serve as the administrative support to the Search Committee throughout the search process. The most appropriate person typically is organized, efficient, has excellent computer skills, excellent people skills, is knowledgeable about HR forms, the search process and has budgeting experience.

The OIE website, www.institutionalequity.tulane.edu/, contains several administrative checklists for use by organizational units, search committees, and administrative personnel in conducting an employment search. In addition, this website includes copies of all required forms and worksheets as required by the OIE. Please visit the site to become familiar with the materials available.

Applicant Pool

Hiring officials and 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 the Applicant Data Cards.

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.

Completed Applications

Applicants for faculty positions are required to submit a current curriculum vita and required application materials directly to the employing department. The department must stamp the date of receipt on the application materials as documentation that the applicant applied for the position before the deadline. Applicants should receive a letter acknowledging receipt of their materials and instructions to visit the OIE website, www.institutionalequity.tulane.edu/, to complete their Applicant Data Card information.

Late Applications

An application cannot be included in the applicant pool if the vita/resume is received after the published deadline date. If the vacancy is re-advertised the application can be considered part of the new applicant pool.

Repeated Searches

If for some reason an applicant is offered a faculty position but is unable to begin their duties, the original applicant pool may be used again provided no more than six months has elapsed since the original search.
Review of Vita/Resumes

When reviewing resumes’ and/or applications, please keep in mind the following:

1. **Qualifications cannot be changed to fit an identified applicant or candidate after the search process has started.**
2. **Applicants and candidates cannot be eliminated from the recruitment and search process based on a protected characteristic (see Tulane’s equal opportunity policy for protected characteristics).**
3. **Applicants/Candidates must be evaluated based on the advertised qualifications; these qualifications must be objective, non-discriminatory and job-related.**
4. **Hiring officials must provide job-related, non-selection and selection reasons for each job applicant.**

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. (OIE can provide information to hiring officials about the makeup of the applicant pool based on the information analyzed from the Applicant Data Cards.) All aspects of the screening process should be directly related to the particular position to be filled.

The following steps are designed to ensure a successful applicant evaluation process:

**Step 1:** The Chair or the Committee should develop applicant evaluation tools designed to objectively rate the applicants against the qualifications for the position as follows:

1) During the initial review of all applications, if the Committee elects to develop and use ranking as a part of the preliminary screening process, it is vital that the ranking criteria be related to the job requirements. The Committee should take the following steps to ensure that ranking is done fairly:

   a) Ranking is performed in a consistent manner.
   b) Ranking is based upon valid criteria, is objective, and is job related.
   c) The Committee members must agree on the meaning of the stated qualifications and how they will be measured. Broadly stated criteria should be clarified and refined, but only to the extent that this does not result in changed or unadvertised criteria. The Committee should subsequently compare the resumes of all qualified applicants with the refined criteria.

**Step 2:** Evaluate the faculty applicant pool to ensure that all persons qualify for employment consideration. In the case of Foreign Scholars, the Search Committee chair should contact the Office of the General Counsel to obtain clearance. Please see **Appendix F** for a complete explanation of the Tulane University policy on Foreign Scholars.

Any applicant who meets the stated qualifications and has submitted the required application materials by the closing deadline should be deemed “qualified and eligible” for further consideration.
Applicants who do not meet the stated qualifications should be notified as soon as possible.

Step 3: The third stage of the screening process includes:

1) The interview. (The OIE website, [www.institutionalequity.tulane.edu/](http://www.institutionalequity.tulane.edu/), contains an entire section of resources devoted to the interviewing process).

2) Reference checks (including verification of education, training and/or work history).

3) A review of 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.

4) Notification of candidates who will no longer be considered for the position.
PART V: SUCCESSFUL INTERVIEWING GUIDELINES

Best Practices for Successful Interviewing

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 Appendix G 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, [www.institutionalequity.tulane.edu](http://www.institutionalequity.tulane.edu/), contains a section entitled “Interviewing Resources” that contains information on types of interviews, acceptable interview questions, tips for conducting interviews, and even strategies for telephone interviews among others.

The following measures will help to 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.* (Please see “Inappropriate Questions in the Search Process,” located on OIE’s website).
PART VI: COMPLETING THE FACULTY SEARCH

Once an applicant has been deemed not eligible for a faculty position he/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 the position.

Salaries should be determined without regard to gender or other protected characteristics.

Before an official offer is made to a candidate, the OIE must review and approve all OIE documentation. Required documentation—noted below—can be transmitted electronically or by fax to the OIE.

After the faculty vacancy search process is complete, the following documents MUST be submitted to the Office of Institutional Equity.

1) Completed Recruitment Procedures Form, including:
   - Copy of the position description
   - Actual copies of all advertisements used for the search
   - Actual copies of all recruiting letters and/or other materials used during the search

2) Completed Approval Form for Faculty Appointment including the Department Chair and Dean’s signatures.

3) Completed Interview Form for EACH applicant interviewed.

All search forms can be found on the OIE Website at http://www.institutionalequity.tulane.edu/Forms.cfm.
PART VII: RESOURCE LISTING

The following sources were used to compile this manual:

1) Search Guidelines from The University of Washington, www.washington.edu
2) Search Guidelines from Penn State University, www.psu.edu
3) Search Guidelines from Florida State University, www.fsu.edu
4) Search Guidelines from North Carolina State University, www.ncsu.edu
7) Increasing Faculty Diversity: The “Art” of the Search Process, University of Colorado at Denver and Health Sciences Center, http://www.uchsc.edu/

The following phone numbers, addresses, etc may be helpful in the recruiting and selection process:

1) Office of Institutional Equity
   200 Broadway Street, Suite 105
   New Orleans, LA  70118-3572
   Phone: 504.865.8083
   Fax: 504.862.8220
   Email: oie@tulane.edu
   Website: http://www.institutionalequity.tulane.edu/

2) Workforce Management Organization
   200 Broadway Street, Suite 120
   New Orleans, LA  70118-3572
   Phone: 504.865.5280
   Fax: 504.865.6727
   Email: wfmo@tulane.edu
   Website: http://www.tulane.edu/~wfmo/

3) Budget Office
   800 Commerce Rd, Suite 209
   Harahan, LA  70123
   Phone: 504.865.5353
   Fax: 504.314.2781

4) General Counsel’s Office
   300 Gibson Hall 6823 St. Charles Avenue
   New Orleans, LA 70118-5698
   Phone: 504.865.5783 Fax: 504.865.5784
   http://www.tulane.edu/~counsel/
APPENDIX A: Federal and State Non-Discrimination Regulations

Federal Equal Opportunity Laws

Under Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA), and the Age Discrimination in Employment Act (ADEA), it is illegal to discriminate in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of company facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- harassment on the basis of race, color, religion, sex, national origin, disability, or age;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and
- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

Employers are required to post notices to all employees advising them of their rights under the laws EEOC enforces and their right to be free from retaliation. Such notices must be accessible, as needed, to persons with visual or other disabilities that affect reading.

The Equal Pay Act (EPA) prohibits discrimination on the basis of sex in the payment of wages or benefits, where men and women perform work of similar skill, effort, and responsibility for the same employer under similar working conditions. Employers may not reduce wages of either sex to equalize pay between men and women.
State Non-Discrimination Laws

§23-332. Intentional discrimination in employment

A. It shall be unlawful discrimination in employment for an employer to engage in any of the following practices:

(1) Intentionally fail or refuse to hire or to discharge any individual, or otherwise to intentionally discriminate against any individual with respect to his compensation, or his terms, conditions, or privileges of employment, because of the individual's race, color, religion, sex, or national origin.

(2) Intentionally limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities, or otherwise adversely affect his status as an employee, because of the individual's race, color, religion, sex, or national origin.

B. It shall be unlawful discrimination in employment for an employment agency to intentionally fail or refuse to refer for employment, or otherwise to intentionally discriminate against, any individual because of his race, color, religion, sex, or national origin, or to intentionally classify or refer for employment any individual on the basis of his race, color, religion, sex, or national origin.

C. It shall be unlawful discrimination in employment for a labor organization to engage in any of the following practices:

(1) Intentionally exclude or intentionally expel from its membership, or otherwise intentionally discriminate against, any individual because of his race, color, religion, sex, or national origin.

(2) Intentionally limit, segregate, or classify its membership or applicants for membership, or intentionally classify or fail or refuse to refer for employment any individual in any way which would deprive or tend to deprive any individual of employment opportunities, or would limit such employment opportunities, or otherwise adversely affect his status as an employee or as an applicant for employment, because of such individual's race, color, religion, sex, or national origin.
Guidelines for Recruitment and Selection Revised 03-09-2010

APPENDIX B: Americans with Disabilities Act (ADA)

Tulane University is committed to reasonable accommodation requirements, non-discrimination, and employment of qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and state and local laws and ordinances, unless to do so would cause undue hardship.

Who is covered: Under the Americans with Disabilities Act, a person may be considered to have a disability if (1) he or she has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of having such impairment, or (3) is regarded as having such an impairment. In general, temporary non-chronic impairments of short duration with little or no long term or permanent impact are usually not disabilities. Such impairments may include, but are not limited to broken limbs, sprained joints, concussions, appendicitis and influenza.

Non-discrimination: The Americans with Disabilities Act (ADA) prohibits discrimination against a qualified person with a disability; this would include any employment practices, terms, conditions, and/or privileges of employment, for example:

- application
- testing
- hiring
- assignments
- evaluation
- disciplinary actions
- training
- promotion
- medical examinations
- layoff/recall
- termination
- compensation
- leave
- benefits

The following are actions that may constitute discrimination under the ADA:

1) Asking a job applicant about the existence, nature, or severity of a disability. (See Appendices A - “General Interview Questions,” B - “Interviewing Applicants with Disabilities,” and C - “Lawful/Unlawful Pre-Employment Inquiries”).

2) Limiting, segregating, or classifying a job applicant or employee in a way that adversely affects employment opportunities for the applicant or employee because of his or her disability

3) Participating in a contractual or other arrangement/relationship that subjects a qualified applicant or employee with a disability to discrimination

4) Denying an employment opportunity to a qualified applicant or employee because he/she has a relationship or association with a person with a disability

5) Refusing to make a reasonable accommodation for the known physical or mental limitations of a qualified applicant or employee
6) Using qualification standards, employment tests, or other selection criteria that screen out, or tend to screen out, an applicant or employee with a disability, unless they are job-related and necessary for the position

7) Failure to use employment tests in the most effective manner to measure actual abilities. Tests must accurately reflect the skills, aptitude, or other factors being measured, and not the impaired sensory, manual, or speaking skills of an employee or applicant with a disability (unless those are the skills the test is designed to measure)

8) Discriminating against an applicant or employee because he or she has opposed an employment practice of the employer; or filed a complaint, testified, assisted, or participated in an investigation, proceeding, or hearing to enforce provisions of the ADA

**Reasonable Accommodation**: In addition to compliance with non-discrimination provisions of the Americans with Disabilities Act, the University is required to provide reasonable accommodations to the known limitations of qualified persons with disabilities. A Reasonable Accommodation is a change or adjustment to a job or work environment that permits a qualified employee with a disability to perform the essential functions of a job or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities.

Tulane provides reasonable accommodations:

- When an applicant with a disability needs an accommodation in order to be considered for a job;
- When an employee with a disability needs an accommodation to enable him or her to perform the essential functions of the job or to gain access to the workplace; and
- When an employee with a disability needs an accommodation to enjoy equal benefits and privileges of employment.

If an individual has a disability, he or she must still be otherwise qualified for the job and able to perform its essential functions with or without accommodation. The ADA does not require the lowering of quality of standards to make an accommodation, nor is there an obligation to provide personal use items, such as glasses or hearing aids, as an accommodation.

**Requesting Reasonable Accommodation**: A request for reasonable accommodation is a statement that an employee needs an adjustment or change at work for a reason related to a medical condition. This can also apply to a prospective employee requesting accommodation during the interview process. A request does not have to use any special words, such as “rehabilitation act,” “reasonable accommodation,” or “disability.” This request must be submitted to the Office of Disability Services. An employee with a disability may request a reasonable accommodation even if he/she has not previously disclosed the existence of a disability. Employees are not required to disclose to their supervisor the medical basis for the requested accommodation.

Employees are responsible for requesting disability related workplace accommodations. To enable the Office of Disability Services to keep accurate records regarding requests for accommodation, employees seeking a reasonable accommodation must follow up an oral request.
by coming to the Office of Disability Services and completing an “Employee Information Questionnaire.” This will serve as a written confirmation for employees seeking a reasonable accommodation.

Prospective employees may request accommodation for their interview, for example, an American Sign Language interpreter, or Real-time Captioning. Prospective employees commonly make their accommodation needs known to a member of the Search Committee. In such case, the Search Committee should contact the Office of Disability Services immediately. The prospective employee may also contact the Office of Disability Services directly. Some accommodations can take time to implement; therefore, it is recommended that accommodation requests for interviews be placed at least one week in advance of the interview date.

**Granting or Denying an Accommodation Request:** As soon as the manager of Disability Services determines that a condition is a disability under ADA law and reasonable accommodation will be provided, a letter to that effect will be sent to the employee. A copy of this letter will be sent to the applicable department head and/or supervisor. In addition, a copy will be sent the Office of Human Resources. This letter is confidential and will not be placed in any employee’s personnel folder. All disability documentation shall be kept in separate, confidential folders.

When it is determined that a request for reasonable accommodation will be denied, a letter explaining the reason for denial will be sent to the employee. The failure of an employee to provide appropriate documentation or to cooperate in the Office of Disability Services efforts to obtain such documentation can also result in a denial of the reasonable accommodation.

**Undue Hardship:** When a reasonable accommodation is unduly costly, extensive, substantial, and disruptive or would fundamentally alter the nature or operation of the department or university, accommodation may be considered an undue hardship. Determination of undue hardship is always made on a case-by-case basis, considering factors that include the nature and cost of the reasonable accommodation needed and the impact of the reasonable accommodation on the operations of the university. If a particular accommodation would pose undue hardship, the university will try to identify another accommodation that will not present a hardship.

**Responsibilities of Accommodation:** The Office of Employee Relations in the Office of Human Resources is responsible for assisting the Office of Disability Services in determining essential functions of a job, determining reasonable accommodations, and for assisting departments with implementation of reasonable accommodations, when necessary.

The Office of Disability Services is responsible for administering requests for disability-related workplace accommodations; determining what supporting documentation is necessary; determining reasonable accommodations for qualified individuals with disabilities in conjunction with the employee’s supervisor, the employee, and Human Resources (when necessary); and maintaining the documentation related to the request for accommodation.

- The Office of Disability Services will coordinate requests for adaptive equipment, including information technology and communications equipment or specially designed furniture with Technology Informational Services (TIS) or facility services.
• The Office of Disability Services will work to obtain or coordinate requests for a reader or sign language interpreter with the Office of Human Resources.
• The Office of Disability Services will coordinate requests for the removal of an architectural barrier(s) with facility services.
• The Office of Disability Services will coordinate requests for accessible parking with the university’s traffic office.
• The Office of Disability Services will coordinate requests for reassignment to another job with the Office of Human Resources. If no accommodations are available to enable the individual to perform his or her current job and the employee would like to apply for other jobs within the university, the Office of Human Resources will assist the employee in this process.
• The Office of Disability Services will coordinate requests for materials in alternative formats (e.g., Braille, large print) with the employee’s dean, director and/or department head.

Funding: The department bears the initial responsibility for funding the accommodation. If the cost is beyond the department’s means, the department should submit a request for funding to the next level of authority.

Confidentiality Requirements: Under the Rehabilitation Act, medical information obtained in connection with the reasonable accommodation process must be kept confidential. This means that all medical information, including information about functional limitations and reasonable accommodation needs, that the Office of Disability Services obtains in connection with a request for reasonable accommodation must be kept in files separate from the individual's personnel file. It also means that any University employee who obtains or receives such information is strictly bound by these confidentiality requirements.

The Office of Disability Services will maintain custody of all records obtained or created during the processing of a request for reasonable accommodation, including medical records, and will respond to all requests for disclosure of the records. All records will be maintained in accordance with the Privacy Act and the requirements of 29 C.F.R. 1611 and EEOC Order 150.003.

This information may be disclosed only as follows:

• persons on a need to know basis, i.e., managers, supervisors, etc. may be told about necessary restrictions on the work or duties of the employee and about the necessary accommodation(s), but medical information should only be disclosed if strictly necessary.
• first aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment;
• government officials may be given information necessary to investigate the university’s compliance with the Rehabilitation Act; and
• the information may in certain circumstances be disclosed to workers' compensation offices or insurance carriers, if necessary.
• Whenever medical information is disclosed, the individual disclosing the information must inform the recipients of the information about the confidentiality requirements that attach to it.
APPENDIX C: Affirmative Action Regulations

Affirmative Action Regulations (CFR 41 CFR 60) Summary Information (for more detail information on this regulation please contact the Office of Federal Contract Compliance Programs, Department of Labor)

Tulane University is an Affirmative Action employer and is required to adhere to Executive Order 11246.

The Department of Labor's Employment Standards Administration's Office of Federal Contract Compliance Programs (OFCCP) enforces the Executive Order 11246, as amended; Section 503 of the Rehabilitation Act of 1973, as amended and the affirmative action provisions (Section 4212) of the Vietnam Era Veterans' Readjustment Assistance Act, as amended. Taken together, these laws ban discrimination and require Federal contractors and subcontractors to take affirmative action to ensure that all individuals have an equal opportunity for employment, without regard to race, color, religion, sex, national origin, disability or status as a Vietnam era or special disabled veteran.

- OFCCP requires a contractor, as a condition of having a federal contract, to engage in a self-analysis for the purpose of discovering any barriers to equal employment opportunity. No other Government agency conducts comparable systemic reviews of employers’ employment practices to ferret out discrimination. OFCCP also investigates complaints of discrimination. In Fiscal Year 1999, OFCCP conducted 3,833 compliance reviews. Moreover, OFCCP programs prevent discrimination.
- Non-construction (service and supply) contractors with 50 or more employees and government contracts of $50,000 or more are required, under Executive Order 11246, to develop and implement a written affirmative action program (AAP) for each establishment.
- The regulations define an AAP as a set of specific and result-oriented procedures to which a contractor commits itself to apply every good faith effort. The AAP is developed by the contractor (with technical assistance from OFCCP if requested) to assist the contractor in a self-audit of its workforce. The AAP is kept on file and carried out by the contractor; it is submitted to OFCCP only if the agency requests it for the purpose of conducting a compliance review.
- The AAP identifies those areas, if any, in the contractor’s workforce that reflect utilization of women and minorities. The regulations at 41 CFR 60-2.11 (b) define under-utilization as having fewer minorities or women in a particular job group than would reasonably be expected by their availability. When determining availability of women and minorities, contractors consider, among other factors, the presence of minorities and women having requisite skills in an area in which the contractor can reasonable recruit.
- Based on the utilization analyses under Executive Order 11246 and the availability of qualified individuals, the contractors establish goals to reduce or overcome the under-utilization. Good faith efforts may include expanded efforts in outreach, recruitment, training and other activities to increase the pool of qualified minorities and females. The actual selection decision is to be made on a non-discriminatory basis.
Operation of the Executive Order Program

The EEO clause

The equal opportunity clause requires that the contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex or national origin. American Indian or Alaskan Native, Asian or Pacific Islander, Black, and Hispanic individuals are considered minorities for purposes of the Executive Order.

This clause makes equal employment opportunity and affirmative action integral elements of a contractor’s agreement with the government. Failure to comply with the non-discrimination or affirmative action provisions is a violation of the contract.

Remedy if contractor is found in violation

A contractor in violation of E.O. 11246 may have its contracts canceled, terminated, or suspended in whole or in part, and the contractor may be debarred, i.e., declared ineligible for future government contracts. However, a contractor cannot be debarred without being afforded the opportunity for a full evidentiary hearing. Debarments may be for an indefinite term or for a fixed term. When an indefinite term debarment is imposed, the contractor may be reinstated as soon as it has demonstrated that the violations have been remedied. A fixed-term debarment establishes a trial period during which a contractor can demonstrate its commitment and ability to establish personnel practices that are in compliance with the Executive Order.
APPENDIX D: Strategies for Successful Recruitment

For an effective search, it is suggested that individuals charged with implementation of this process:

- Request the appropriate authorization from the hiring official to recruit for the position (Provost, Dean, Chair, VP, etc.).

- Prepare the vacancy announcement and/or advertisements.

- Welcome and encourage all prospective employees, including ethnic minorities, women, and persons with disabilities.

- 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.

- Use a “personalized” outreach approach to attract those individuals who are considered “hard to recruit.”

- 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.

- Ensure that interview and evaluation procedures are consistent with institutional/legal policies.

- Consider the qualifications of applicants on the basis of bona fide, job-related criteria.
Apply several related factors in evaluating experience requirements, such as previous success record and academic achievement, instead of only one factor.

Conduct reference checks, employment verification, etc.

Extend offers to successful candidates in a forthright, consistent manner.

Develop and maintain a welcoming work environment that is conducive to success, high productivity, and high morale for all employees.
APPENDIX E: Exceptions to the Standard Search Process
Faculty and Executive, Administrative and Professional Positions

Guidelines for recruitment and selection were established by Tulane University to ensure good hiring practices and compliance with federal and state EEO laws. There are, on occasion, circumstances that do not require a standard search. **All exceptions under 2 and 3 below must be approved by the Office of Institutional Equity (“OIE”).**

**Scope**

1. Circumstances where the standard search process is not applicable.
2. Vacant positions that may be exempt from the standard search process.
3. Special exceptions to the standard search process that may be granted.

These guidelines apply to Faculty positions and Executive, Administrative and Professional positions as set forth below. These guidelines do not apply to other staff positions that are advertised in accordance with Human Resource guidelines.

**Filling Faculty Positions**

In order to fill a Faculty position, departments are required to follow the guidelines set forth in the Faculty Handbook and the procedures as outlined in the Human Resources Faculty Appointment Recruitment Procedures.

**Filling Executive, Administrative or Professional Staff Positions**

In order to fill an Executive, Administrative or Professional position, departments are required to follow the recruitment process set forth in the Human Resources Administrative Staff Recruitment Procedures.

1. **Circumstances where Advertising/Recruiting is not Applicable**

In some circumstances a personnel action does not represent an actual position vacancy and therefore the standard search process does not apply. These situations do not require approval from the OIE.

   a. **Academic Rank Promotions.**
   b. **Internal Rotation,** e.g., a faculty member is designated to serve as chairperson/associate chairperson consistent with the provisions for rotation/selection.
   c. **Reassignment.** Reassignment of a faculty member to a different position within the department or unit.
   d. **Reclassification.** An executive, administrative or professional position is reclassified in accordance with established Human Resource Department Procedures.
2. **Vacant Positions that may be Exempt from the Standard Search Process**: (These situations require additional written justification as noted below).

   a. *Positions Funded From Contracts or Grants.* Occurs when the principal investigator and/or other proposed participants are specifically identified by name in the contract/grant; or when the contract or grant has specific time constraints.

   b. *Temporary Appointments.* Temporary appointments for less than six (6) months.

   c. *Existing Diverse Applicant Pools.* Positions that are filled from diverse applicant pools generated by the advertisement of other positions. A department may wish to fill an open position utilizing an applicant pool generated from another search. The position to be filled must identify the same or equivalent qualifications as the prior filled position. (Applicant pools are only viable for 90 days after a search closes).

   d. *Transfer/Reassignment.* An employee is reassigned to a different unit within the same organizational unit in the same or similar pay grade.

   e. *Promotion.* An employee moves to a higher pay grade and has an increase in pay within the same organization. (Hiring official must provide information that promotion will not have a negative impact on equal opportunity requirements).

**Required documentation includes:** a copy of the candidate’s resume or vitae, updated job description, memorandum explaining the circumstances for the appointment, transfer or promotion and the Personnel Action Form with all required signatures.

3. **The Information below Sets Forth when an Exception to the Advertising/Recruitment must be Requested**: (These situations require additional written justification as noted below).

   a. Requests for an exception to the advertising/recruitment process may be made for the following:

      1. *Postdoctoral Appointment.* Request to hire Postdoctoral applicant in a temporary appointment position not to exceed one (1) year.

      2. *Faculty Appointment.* Request to hire Faculty in a visiting appointment position not to exceed one (1) year.

      3. *Non-Tenure Track Faculty.* Request to hire non-tenure track Faculty in a regular appointment.

      4. *Executive or Professional Employee Appointment.* Request to hire an Executive, Administrative or Professional employee in a regular appointment.

      5. *Spouse or Domestic Partner Accommodation.* An otherwise qualified candidate is a spouse or domestic partner of newly hired Faculty or Executive, Administrative or Professional and a university department has identified the qualified individual to fill a specific position.

   b. **Special exceptions to the standard search process may be granted by OIE.** If an exception to the advertising/recruiting process is sought to fill a vacant position as specified in section III (a) above, the hiring official must provide written justification. Written justification may include information about but not limited to:
Guidelines for Recruitment and Selection Revised 03-09-2010

1. Significant time constraints or Exigent Circumstances – contract or grant agreement or immediate need to manage a critical university situation that may require significant and long-term efforts.
2. Unique qualifications - unique skills and qualifications of the candidate and substantial evidence that a search would not yield a diverse applicant pool of qualified candidates.
3. Strategic hire - qualified candidate whose hire would contribute to the goals identified in Tulane’s Strategic Plan.
4. Reduced Time Frame or limiting the Recruiting Area- For example, a local or regional search rather than conducting a national search is necessary to fill a position quickly.

In addition to providing written justification for the waiver, the hiring unit must not have underutilization in the job group or faculty discipline for which the request is being initiated.

**Documentation Needed to Request an Exception to the Standard Search Process**

In order to obtain an exception to the standard search process, a request must be made in writing. The *Exceptions to Standard Search Process form* (Exceptions Form) can be found at OIE’s website at [http://www.institutionalequity.tulane.edu/](http://www.institutionalequity.tulane.edu/) and Human Resource’s website. After completing the Exceptions Form with Letter of Justification explanation, please complete the Personnel Action Form (PAF).

**For Faculty Positions**

- Complete and submit an Exceptions Form with supporting Letter of Justification
- Job Qualifications
- Salary information
- Resume or Vitae of Candidate.

**For Executive, Administrative and Professional Positions**

- Complete and submit the Exceptions Form with supporting Letter of Justification
- Job Description with qualifications and salary information
- Resume or Vitae of Candidate.

Please submit a complete packet to OIE for review and approval. Departments must receive approval from the Office of Institutional Equity before an offer is made. Documents submitted to OIE will be reviewed within three (3) working days from the date of receipt of the documents.

For information about these procedures or about a potential exception to the standard search process, please contact the Office of Institutional Equity at 862-8083 or email at OIE@tulane.edu

Revised May 22, 2007
APPENDIX F: General Counsel Policy on Foreign Scholars

Introduction

Tulane's policy on hiring foreign scholars requires all departments and/or scholars to contact the Office of the General Counsel or the Center for International Students and Scholars when contemplating employing foreign scholars, obtaining visas and visa extensions, providing information to outside attorneys for visa applications, signing documents on behalf of foreign scholars, and any matter involving the employment or training of foreign nationals.

The alien employment process is very complex and governed by several federal agencies. Failure to involve either of the above named offices could increase the risk of Tulane being in violation of these federal procedures. Penalties for violations may include loss of the right to hire and train foreign scholars, failure to obtain approved visas and labor certifications and assessment of monetary fines. In order to protect Tulane from possible violations and reduce the confusion and unnecessary legal fees, please observe our policy on hiring foreign nationals.

The Center for International Students and Scholars (CISS) handles the following immigration matters:

- nonimmigrant student visas (F-1),
- temporary worker visas (H-1B),
- oversees the exchange visitor program (J-1), and
- provides various other services in facilitating the process of obtaining other visa types that have not been specifically named herein.

The Office of the General Counsel handles the following immigration matters:

- prepares, files and maintains the Labor Condition Application for H1B visas,
- monitors the university's alien employment process, and
- monitors the documents prepared by outside counsel on behalf of Tulane's foreign scholars.

Should the services of an outside attorney become necessary, the scholar is so notified and provided with a list of outside attorneys who work with Tulane on a regular basis. In all cases, the scholar, not the hiring department, is responsible for the filing and legal fees. Employment under a H-1B visa is not a guarantee of obtaining permanent residency status nor is Tulane obligated to financially assist in obtaining a permanent residency.

If you require additional information regarding Tulane University immigration matters, please contact Denise B. Alix, Paralegal and Notary Public, Office of the General Counsel at 865-5783 or Ronit Weingarden, Associate Director, Center for International Students and Scholars at 865-5208.
H-1B Temporary Workers in Specialty Occupations

Steps to filing an H-1B Application:

1. The hiring department requests an H1B packet from CISS and completes a "Tulane-A for H-1B Applications", the Department Head and Sponsoring Faculty Member signs and forwards to The Center for International Students and Scholars and Human Resources for processing.

2. Human Resources confirms the employee meets the qualifying requirement for H-1B classification and confirms "actual wage" information for employees in the same position.

3. The Center for International Students and Scholars obtains prevailing wage data from the State Employment Service Agency (SESA).

4. The Office of the General Counsel will draft and file the Labor Condition Application (LCA) ETA-9035 and arrange for posting of the Notice of Filing of a Labor Condition Application. The Office of the General Counsel maintains the H1B public inspection files.

5. The Center for International Students and Scholars will file the H-1B nonimmigrant visa petition and supporting documentation with the Immigration and Naturalization Service (INS).

6. After INS approval the applicant acquires H-1B status.

New Portability of H-1B Status as of 1/19/01. Persons currently in H-1B status with a previous educational institution can begin employment with Tulane as soon as Tulane receives the I-129 receipt notice of filing and a current I-94 from the employee.

New Premium Processing Fee as of 1/19/01. Departments who wish to expedite the hiring of H1B applicants may pay a premium processing fee of $1000 to the INS for faster processing of the H1B petition.

TULANE UNIVERSITY IS RESPONSIBLE FOR FILING H-1B PETITIONS FOR OUR FOREIGN SCHOLARS AND STAFF. APPLICANTS SHOULD BE NOTIFIED SO THEY DO NOT INCUR OUTSIDE LEGAL COSTS.

Lawful Permanent Resident (LPR or Green Card)

You must have written approval of your department head or chair before initiating the permanent residency process (green card application) based upon your employment or anticipated employment at Tulane. Tulane makes no guarantee of obtaining permanent residency status nor does Tulane financially assist employees in obtaining legal counsel. Obtaining a LPR will require sponsorship by Tulane University.
1. Tulane requires foreign scholars obtain the assistance of an outside immigration attorney. The foreign scholar is responsible for selecting and paying for the outside immigration attorney.

2. The foreign scholar's outside immigration attorney is responsible for drafting, filing, supplementing, and tracking the application. The General Counsel will verify the information contained in the application and execute the application on behalf of Tulane University. The General Counsel is the only person designated to execute permanent residency applications on behalf of Tulane University.

Since this process may take a year or more to complete the applicant must make sure the necessary passport and visa documents remain current. Tulane University will assist in permanent residency applications by identifying and cooperating with outside counsel for the applicant and will assist with documentation regarding employment. Tulane will not advise the scholar or prepare the required forms for obtaining permanent residency status. The applicant is individually responsible for all attorney and filing fees.
APPENDIX G: Guidelines for Deans, Department Chairs, Search Chairs and Search Committees: Rising Above Cognitive Errors in the Search Process

With the permission of the author, Dr. JoAnn Moody, PhD, JD, these excerpts have been taken from her 2005 book, *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees*. (Please see Dr. Moody’s full text for complete reference list and citations. The text can be found at [www.DiversityOnCampus.com](http://www.DiversityOnCampus.com)) Dr. Moody identifies ten cognitive errors that “cog” the thinking wheels of well-meaning search committee members and proves to be barriers to equal opportunity and diversity. I have summarized five of the errors that seem to plague many of our searches. It is OIE’s hope that this information will help faculty search committees develop better recruitment and selection processes.

According to Dr. Moody, “During intense cognitive processes, all or most of us unwittingly commit a variety of errors and automatically take shortcuts. If we are rushed and distracted, then the errors and shortcuts multiply. In such situations, it is easy to appreciate the humor and truth in the epigram: “Search committees represent academia at its most dysfunctional.” When those involved in searches are not given the opportunity to be thorough, deliberate, and careful in their decision-making, then dysfunction will result.”

1. Cognitive Error: Negative Stereotype

Princeton historian Nell Painter stated: “Intellectually, any women and black person must prove that she or he is not dumb. . .The phrase ‘qualified white man’ does not exist.”

As one minority professor on a majority campus observed, “From the day we are hired until the day we are retired, we are on probation!”

A mid-1990s study – an exhaustive study—of over 300 letters of recommendation used in hiring and promotion processes at large medical school showed that competent women faculty are professionally underestimated and stereotypically described as caring, refreshing, and diligent. By contrast, competent men faculty are praised in specific ways for their research brilliance plus their concrete career achievements are noted.

Studies have shown that peer reviewers at the Swedish Research Council almost always assumed that women applicants for grants possessed less scientific competences than men applicants with the same credentials and qualifications. To be competitive, the women had to be extraordinary. They had to have published three extra papers in high –impact journals like *Nature and Science* or 20 extra papers in excellent but less prestigious journals. In short, a female applicant had to be 2.5 times more productive than the average male applicant to receive the same competence score as her male colleague.
Key Points to Consider: As several cognitive scientists have pointed out, for those surrounded by a negative stereotype “far more evidence is required for a judge to be certain that an individual possesses an unexpected attribute” In this case, the unexpected attribute is incompetence.

- Double-check and eradicate from your own verbal and written evaluations superficial assumptions related to gender and race/ethnicity.
- Be on guard against omitting or down playing essential career achievements.
- Make sure that colleagues understand how the evaluations of applicants may be typically positively biased towards males and non-minorities and negatively prejudiced towards females and minorities.
- During the search process if comments are made or evaluation language used that sounds like negative stereotyping, it is a good idea to ask the person to elaborate on the comment or evaluation.
- Prior to the recruitment period, department chairs could raise this issue or bring in a speaker to talk about cognitive errors in the search process.

2. Cognitive Error: Positive Stereotype

The halo effect presumes that person is competent and bona fide. A person collects more positive points (so to speak) for their achievements, relative to those coping with a negative stereotype.

A European-American professor, Frederick Frank, discloses that “while I worked like a Trojan to earn my way in life, I nevertheless assert that a good measure of my success” resulted from societal perception. This professor is surrounded by the favorable stereotype of being competent. In such an advantageous position, he is sure he has gotten “breaks” and at time received “more positive evaluations” of his job performance “than he expected or deserved.”

Expressing similar gratitude, Professor Peter Couch admits that his being a white male has brought him “extra” points and extra opportunities at every stage of his academic career. “I have always found myself in a world of opportunities – opportunities that I [naively] thought were available to anyone energetic and capable. These extra points are critically important. They mount up and can create a competitive advantage. Computer modeling experts have shown how even a tiny positive bias (of 1% for instance) affecting your job performance is very significant. That tiny bias can help you accumulate more points over a much shorter time-and in effect speed up the recognition and promotions you receive.

Key Points to Consider:

Members of the positively regarded group according to a number of experts are likely to:

- Receive the benefit of the doubt if there is ambiguous evidence about how well they perform or behaved.
Receive more points for their achievements.
Find that their points accumulate faster and produce a sturdy base of successes.
Be assured that their successes are unlikely to be questioned or suspected.
Not be concerned that their hire was part of a quota system that restricts them to token representation (meaning one of a few) as well as to marginal power in an organization.
And, finally they will enjoy greater deference inside and outside their traditional venues, whether that is the college classroom, the laboratory, the boardroom, the courtroom, the operating room, the legislature, or the playing field.

3. Cognitive Error: Raising the Bar

According to Dr. Moody, this problem occurs during the action evaluation of the review process. The “bar raising” is deemed to be crucial because the reviewer may know or believe that the candidate is a person of color or a woman. For example, a reviewer may ask more questions about the candidate’s articles and publications than of other candidates who are male or non-minority. The reviewer excuses his/her behavior of raising the bar by painting the candidate in a lesser light. If Dr. Hernandez had a degree from Yale, we might be more comfortable with his record of publications. A committee member agrees and says we should ask him to submit additional information to make sure that his work is sound.

This cognitive error is easy to rationalize and unwittingly creates barriers to equal opportunity. It is too easy to ignore the cognitive work that must be done to unravel the problem with this kind of thinking.

Key Point to Consider:

Cognitive extraction from this error may be difficult, but it is not impossible. Hiring the best and the brightest is on the minds of every faculty I have ever had the pleasure of meeting. If you raise the bar for one applicant or candidate, you should do so for all. However, the most important point to consider is the position and what qualifications must the person possess to be successful as a faculty in the department, the college and the university.


Over the years as an equal opportunity officer, I have conducted hundreds of workshops on the search process. In inevitably a faculty will ask me “Don’t you think that advertising in our disciplines journals is sufficient?” Another question goes something like this, “Don’t you think that any applicant worth his or her salt will look in our disciplines journals where we advertise?”

According to Dr. Moody, the cognitive error of “elitism” involves feeling superior or wanting to feel superior. Some examples in her book include, downgrading a candidate on the basis of his/her undergraduate degree or PhD granting institutions (yes, this has some validity in terms of accreditations and rigor), regional accent. The same problem exists when the reviewer adds extra points because of the applicant’s alma mater, accent, dress or other affiliations.
Key Point to Consider:

Take an inventory of the successful faculty that you know and have worked with in academic. Are all of these faculty from the top-ten institutions? Have you ever worked with a member of the academy who did not graduate from Tulane or Ivy League institution?

5. Cognitive Error: Good Fit/Bad Fit

This particular error is not confined to the ranks of the faculty. Just recently I heard someone who was serving on a search committee say that one candidate for a university administrative post was the “Best Fit” for us. According to Dr. Moody, search committees consider whether a job candidate would be a “good or bad fit” for their department. It is necessary for the candidate to meet the qualifications of the position and programmatic needs of the department; however, this is not what is actual meant when “the good fit/bad fit” language is used. In my experience, this may mean that the person is different to the point that “we” would not be comfortable with this person.

Are the words “not a good fit” red flag words that should alert hiring officials and deans that candidates are not being ranked based on objective, job related criteria? Some would argue that these words are important because if a candidate is “not a good fit” the chance of the person succeeding in the department is small.

I have heard and seen these words used in many searches to eliminate a candidate and vice versa “is a good fit” to hire a candidate. I always wonder what the department is really saying. I can make some assumptions. For example, if the department is looking for a development officer who will relate to the university’s constituents and I have a decent profile of the potential donors, I can deduce what kind of personality and other important characteristics the person must bring to the table besides development and fund raising experience.

According to Dennis M. Barden, senior vice president and director of the higher-education practice at Witt/Kieffer, “most hires turn on issues of “fit.” A candidate may have the right credentials and brains, but does he or she mesh with the department, college, organization? Fit is soft, subjective, intuitive, and very, very personal. It is the factor that leaves the institution most vulnerable to accusations of bias. “Fit” is a catch-all word that defines definition precisely because it can mean so very many different things. But that does not make it an illegitimate factor upon which to base a hire.

Because of the way faculty searches are conducted, concerned university legal counsel deem it necessary to remind hiring officials that subjective criteria is subject to the kind of scrutiny by courts and federal agencies that needs to be avoided. According to the legal counsel, it is important to ensure that candidates are evaluated based on an objective set of criteria to avoid exposure to lawsuits.
One of the problems with using the word “fit” when evaluating candidates is that it can be used unintentionally to maintain the status quo in a department and thus many unwittingly screen out highly qualified candidates who are different from the faculty in the department. For example, at many top-tiered research universities you still can find departments that have little or no diversity. There are many reasons for not having diversity in a department. My argument has always been that diversity must be looked at holistically; in other words “lack of diversity” is not because of one or two identifiable things. However, I have found in my experience as an EO professional that departments that use the words “fit” to evaluate a candidate typically lacks the kind of diversity associated with a progressive higher education institution.

My suggestion to deans and department chairs is if you see or hear the words “not a good fit” or the opposite, the “candidate is a good fit for the department” explore the reasons behind this subjective evaluative phrase.

Key point to consider:

When you hear this statement or when you are thinking this about a candidate, ask the person or yourself what you are really asking. What would be the ideal candidate? How scientific is your analysis of the candidate?

Recommendations and Pointers from Deans at Tulane University:

Dean George Bernstein, May 2007 - Typically when a search committee identifies the top four or five candidates from a search, the credentials of the candidates are comparable. It is difficult to discern quantitatively and qualitatively the differences and any of the identified candidates will more than likely be acceptable in terms of qualifications. The differences at this point usually result around “which candidate is fits better”. The “fits better” qualification can be subjective evaluation.
End Notes

2 Tulane University Equal Opportunity and Affirmative Action Policy.
3 Tulane University Equal Opportunity and Affirmative Action Policy.
8 University of Washington Academic Human Resources, 2007. Adapted.
10 North Carolina State University On-Line Search Committee Training, 2007. Adapted.