Faculty Search Manual
(tenure and non-tenure track)

This manual is continually updated. Please see the
http://www.unh.edu/provost/hiringprocedures.html
for a current version of this manual.
Purpose and Resources

The purpose of this Search Manual is to facilitate the faculty recruiting and hiring in compliance with established law and university policy. It is a living document that is updated as policy and practice evolve, and as improved and more streamlined procedures are developed. The current version of the manual resides at http://www.unh.edu/provost/hiringprocedures.html. Please address general inquiries to Susan Chalifoux, Thompson Hall, 862-3290.

Resources:

The Office of the Provost is responsible for maintaining and updating the faculty search process and manual, and for answering any questions related to process. For further information, please contact Susan Chalifoux, at sue.chalifoux@unh.edu or 862-3290.

The Affirmative Action and Equity Office is intended to be a resource in hiring faculty in the following areas:

- Complying with laws and policies governing the hiring process
- Providing advice on interviews, resume checking, and evaluation of candidates in compliance with current law and regulation
- Advising and disseminating current affirmative action plans
- Using the UNH Hiring Selection Form

For further information, please contact Donna Marie Sorrentino, Director & Title IX Coordinator, Affirmative Action and Equity Office, Thompson Hall, Room 305, 862-2930 voice / 862-1527 tty / 7-1-1 Relay NH.

Human Resources ensures that the employment process proceeds smoothly and is in compliance with state and federal laws and with University policies and procedures. Human Resources can provide assistance in the following areas:

- Recruitment and Advertising
- Benefits enrollment
- Classification/Compensation
- Personnel Policies

For further information, please visit their website at http://www.unh.edu/hr or call Human Resources at 862-0501 voice / 862-3227 tty / 7-1-1 Relay NH.

The Associate Vice President for Community, Equity, and Diversity is a resource to assist search committees in the recruiting and hiring process through the following:

- Designing the Position Announcement and Recruitment Plan
- Networking and seeking candidates for positions
- Developing screening criteria

For further information, please contact the Associate Vice President for Community, Equity, and Diversity, Thompson Hall, 862-2800 voice / 7-1-1 Relay NH.

The Office of International Students and Scholars (OISS) provides a broad spectrum of services to international students, visitors, exchange scholars, faculty and staff. Services typically begin prior to arrival on campus and continue throughout the duration of the individual's stay at the University. They will answer questions and provide assistance regarding U.S. immigration and employment regulations, as well as those related to educational, personal, financial and health issues affecting our international community. However, it is ultimately the responsibility of the international student, visitor, exchange scholar, faculty or staff member to obtain the information and meet and maintain the requirements necessary for their stay and/or employment in the U.S. The OISS staff is available to provide direct assistance or to make referrals to appropriate resources. For further information, please visit their web site at http://www.unh.edu/cetl/office-international-students-scholars or call Leila Paje-Manalo, Director, Office of International Students and Scholar, Conant Hall, Room 315, 862-1288 voice / 7-1-1 Relay NH.
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Introduction

UNH is committed to equal opportunity, affirmative action, and diversity. The promotion of such in our advertising, recruiting and hiring practices is a commitment that ensures a dynamic learning environment in which qualified individuals of differing perspectives, life experiences, and cultural backgrounds pursue academic goals with a mutual respect and shared spirit of inquiry. This search manual describes the procedures and provides the necessary forms for conducting a fair and equitable faculty search.

Commitment to Inclusive Excellence

The strategic plan urges us to create campus environments that foster inclusiveness and quality engagement for all. We can move towards this goal by redoubling our efforts to recruit a more diverse faculty and senior administrative staff who reflect scholarly traditions, experiences, and excellence.

It is the expectation that all advertising, recruiting and hiring processes will employ inclusive practices that advance the University’s commitment to inclusive excellence among its administrators, faculty, staff, and students.

Please consider attending the GEAR UP Faculty Search Committee Workshop, offered annually each fall, which provides positive reinforcement and strategies to conduct fair and equitable searches, and is relevant for all individuals who are currently serving, have served, or are likely to serve on a faculty search committee. Visit www.unh.edu/advance for more details.

Commitment to Affirmative Action and Equity

UNH seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. We do not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. This applies to admission to, access to, treatment within, or employment in UNH programs or activities.

All advertisements for faculty position vacancies must include the following Affirmative Action Statement:

The University of New Hampshire is an Equal Opportunity/Equal Access/Affirmative Action institution. The University seeks excellence through diversity among its administrators, faculty, staff, and students. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged.
When advertising space and/or costs are prohibitive, the following paragraph may be substituted where appropriate:

UNH is an AA/EEO Employer. UNH is committed to excellence through diversity of its faculty and staff and encourages women and minorities to apply.

Responsibilities

The Office of the Provost is responsible for developing and overseeing the faculty recruitment process, and approving all searches for tenure track, clinical, and research faculty and lecturers on renewable appointments.

The Director & Title IX Coordinator of Affirmative Action and Equity (DAAE) is responsible for monitoring faculty searches from beginning to end and ensuring that the recruitment process is in compliance with search procedures, university policies, and laws governing the hiring process, approving selected candidates and for gathering and disseminating hiring selection data.

The Associate Vice President for Community, Equity, and Diversity (AVPCED) is responsible for developing and benchmarking methods for diversifying applicant pools and encouraging and supporting diverse faculty recruiting.

The Senior Vice Provost for Research, Economic Engagement and Outreach (VPR) is responsible for approving all research faculty searches.

The Division Administrator or Dean and the Unit Administrator or Department Chair are responsible for monitoring all actions of the search committee, ensuring that members are knowledgeable about the search process and selection criteria for a successful candidate, and committed to enhancing faculty diversity. They are also responsible for ensuring that equal opportunity is afforded to all candidates and that all reasonable efforts are made to meet the University’s diversity initiatives and affirmative action goals.

Deans are responsible for overseeing short- and long-term faculty resource planning within the growth goals and budget constraints of their college, providing formal approval for searches to proceed, and obtaining formal approval from the provost.

Human Resources is responsible for supporting the hiring process by assisting with advertising, insuring compliance with state and federal employment laws and University policies and procedures.
Overview of the Process for Hiring Tenure-Track, Clinical and Research Faculty and Lecturers on Renewable Appointments

Process Flow Diagram and Checklist
(See following pages for further descriptions of each step)

Figure 1

A. Initial Approval of the Division Administrator/Dean (after consultation with the Provost)

B. Establishment of a Search Committee (Unit/Department and Unit Administrator/Department Chair)

C. Preparation and Approval of Position Announcement and Recruitment Plan in PeopleAdmin

D. Advertising Human Resources

E. Candidate Pool, Screening, and Rationale (FS5) (Search Committee --> Division Administrator/Dean --> Director & Title IX Coordinator of Affirmative Action and Equity)

F. Campus Interviews (Search Committee and other Stakeholders)

G. Hiring (FS6) (Search Committee --> Unit Administrator/Department Chair --> Division Administrator/Dean --> Candidate --> Director & Title IX Coordinator of Affirmative Action and Equity -- Human Resources)
Hiring Procedures

I. Procedures for hiring tenure-track, clinical and research faculty, and lecturers on renewable appointments

A. Approval of the Division Administrator/Dean

The hiring unit or department recommends, and the unit administrator or department chair requests, approval from the division administrator or dean to begin the search process for a tenure track, clinical or research faculty member, or lecturers on renewable appointment. For tenure track faculty, approval is based on the results of the annual budget process. Tenure track faculty hires require approval by the provost.

B. Establishing a Search Committee

1. The hiring unit or department and the unit administrator or department chair establish a search committee and the unit administrator or department chair appoints a search committee chair.

Establishing a search committee should take into account diversity and sensitivity to diversity issues. Consideration should be given to factors that could affect group dynamics and optimal decision making, including rank, status, personalities, and token status, to ensure that all members feel free to speak and express their opinions. Search committees should include women and minorities who encourage women and minorities to apply. Once the committee has been formed, there should be conscious development of an awareness of bias in conversations and evaluation of potential candidates, especially gender bias and microaggressions (see Appendix 1, “Making the Invisible Visible: Gender Microaggressions”, prepared by UNH ADVANCE, for information on recognizing and overcoming microaggressions.

2. At its initial meeting, the search committee should review the needs of the department and develop specific hiring goals and consider discussing the following:

- What myths and barriers exist in hiring a diverse faculty?
- What strategies can be emulated from other successful campus hires in diversity?
- What campus resources exist to support hiring a diverse faculty?
- Why did former women/minority candidates refuse an offer?
- How will women and members of underrepresented groups be actively recruited?

Search committee members should commit to being partner and family friendly throughout the process and keeping records of good practices.
C. Preparation and Approval of the Position and Recruitment Plan
(PeopleAdmin)

1. Before proceeding with the submission of the posting in PeopleAdmin, the search
committee must ensure that there is a clear description of the responsibilities and
expectations of the position, a list of documents to be submitted as part of the
application process, and a list of the required applicant qualifications.

2. At its initial meeting, the search committee should establish a search timeline
including:
   a. How long the position will be advertised;
   b. When the committee will begin reviewing applications;
   c. When the semi-finalists and/or finalists will be identified;
   d. When interviews will be conducted; and
   e. The projected start date.

   It is recommended that the committee schedule subsequent meetings this early in the
process.

3. The search committee defines the position and completes the posting information in
PeopleAdmin including the position announcement and recruitment plan (see
Appendix II). Instructions on completing the posting information can be found on the
PeopleAdmin Resource page: https://www.unh.edu/hr/peopleadmin.

4. The search committee chair submits the posting of the position announcement and
recruitment plan to the department chair for approval then to the associate vice
president for community, equity, and diversity (AVPCED) before beginning the
search process.

5. The AVPCED then forwards the posting in PeopleAdmin for approval to the dean for
potential modification and approval to proceed with the search.

6. For tenure track, research, renewable lecturers, and clinical faculty, the division
administrator or dean submits the posting to the provost and vice president for
academic affairs for approval. In the case of research faculty, additional approval of
the senior vice provost for research is also required.

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[Diagram showing the flow of approval process]
D. Advertising and Recruiting

1. Human resources places all paid UNH employment advertising based on a discussion with the search chair. A copy of any additional postings mailed directly to other institutions or submitted to any free online service must be provided to human resources for inclusion in the advertising file. All advertisements must include the title, duties, minimum qualifications, application deadline or initial review dates and the affirmative action statement.

2. The Office of International Students and Scholars typically requires online advertisements for tenure-track faculty positions be placed in national professional journals or newsletters. If there are no professional journals where it is appropriate to place such ads, then the Chronicle of Higher Education will suffice.

The Department of Labor now allows the use of an electronic or web-based national professional journal instead of print when conducting recruitment for cases filed under “special handling” provisions for college and university teachers, but only under the following conditions:

- The electronic or web-based journal’s job listings must be viewable by the public without payment of subscription and/or membership charges.
- The advertisement for the job opportunity for which certification is sought must be posted for at least 30 calendar days on the journal's Web site.
- Documentation of the placement of an advertisement in an electronic or web-based national professional journal must include evidence of the start and end dates of the advertisement placement and the text of the advertisement.

E. Candidate Pool, Screening, and Rationale

1. Prior to beginning the process of screening applicants, the search committee invites the direction of affirmative action and equity (DAAE) to meet and discuss affirmative action goals and compliance with laws and policies governing the hiring process.

2. It is recommended that search committee members use an evaluation rubric such as the Applicant Screening Matrix form (FS5) (p.23) to add objectivity to the screening process. All committee members should agree to the criteria and how different qualifications will be weighted. Committee members should review research on how unintended biases result in unfair evaluations for women and members of underrepresented groups and implement practices that will mitigate such biases (see Appendix III, “Debunking Assumptions in the Faculty Search Process,” prepared by UNH ADVANCE, to learn more about social assumptions that affect searches). Further, members should beware of possible bias in support letters. Referencing only vitae is more likely to result in biases than is assessing more extensive information such as references and publications. Identify the top 25% of the candidate pool to review how each applicant’s experience with diversity contributes to the committee’s diversity goals and be flexible in the number of finalists.
3. Following initial screening, the search committee submits a list of all semi-finalists (i.e., applicants who have been chosen for phone, electronic [Skype] or airport interviews from which finalists will be selected) for approval by the division administrator or dean and the DAAE before any semi-finalists are notified or interviewed.

Once semi-finalists have been selected and the division administrator or dean has approved the selection, the search chair will contact the director of affirmative action and equity (DAAE) via email and provide rationale as to why each was chosen. At that time, information will have been completed on PEOPLEADMIN indicating the status of each candidate and why they were not selected for advancement in the search process, giving particular attention to minority and female applicants. If PEOPLEADMIN has not been updated, such rationale is to be included in the email. The DAAE will contact the search chair, within two days, with questions she may have prior to giving approval to move forward with interviews.

4. The search committee conducts semi-finalist phone, electronic or airport interviews and identifies finalists for campus interviews. Federal law prohibits discrimination and certain questions from being asked during employment interviews. The UNH human resources website provides a concise overview of federal laws on interviewing with particular focus on those with greatest complexity. It also discusses special concerns in the recruiting and hiring of faculty (see https://www.unh.edu/hr/hiring-toolkit). It is recommended that search committee members use an interview rubric such as the Applicant Interview Evaluation form (FS7) (p.30) as a guide.

5. Once finalists have been identified, the search committee submits its material for approval to the division administrator or dean and to the DAAE.

Once finalists have been selected, and after the division administrator or dean has approved the selection, the search chair will contact the DAAE via email and provide rationale as to why each was chosen. If semi-finalists were interviewed from which finalists were selected, please also provide rationale for not moving the remaining semi-finalists forward in the search process. The DAAE will contact the Search Chair, within two days, with questions she may have prior to giving approval to move forward with campus interviews.

F. Campus Visits

Upon approval of the DAAE and the division administrator or dean, the search committee conducts on-campus interviews. In order to avoid any unnecessary disappointments and expenses, reference checks should be conducted before inviting candidates to campus. In addition, the following guidelines will improve the candidate’s experience during the campus visit and ensure a more positive outcome:

- Treat all candidates equally; use inclusive language.
• Counteract unintended bias by re-examining the CVs of women and underrepresented candidates who are considered strong candidates. Research shows that women’s applications, for example, are often more critically reviewed.
• Explain to candidates the interview process and present a timeline for results.
• Offer all candidates information on whom to contact for any special requirements or circumstances, such as the need for partner resources or disability accommodation.
• Arrange for candidates to meet faculty and students who share similar cultural backgrounds. Research shows that when women candidates were not offered such opportunities, they wondered about the kind of climate created for women in the department.
• Arrange for candidates to meet with both graduate and undergraduate students; research shows that the absence of such meetings raised concerns both about their quality and their integration into department life.
• Provide candidates information about department mentoring practices and promotion & tenure criteria.
• Provide candidates with items to consider during negotiations. Candidates for the same job receive the same lists.

G. Hiring

1. The search committee chair makes a hiring recommendation to the unit administrator or department chair as requested or specified. The unit administrator or department chair makes a recommendation for appointment to the division administrator or dean.

2. During negotiations with a woman candidate, consider the research demonstrating that women and men negotiate and self-promote differently. Offer women and/or members of underrepresented groups salaries on par with those of the majority men in the department.

3. If a tenure track faculty member is hired at the associate professor or professor level, written provost approval is required. An appointment with tenure requires written approval by the provost, president, and Board of Trustees.

4. If the dean is considering hiring a new tenure track faculty member at a higher salary rate than will be paid to any current faculty member in that department at the same or higher rank at the time the new faculty member commences his/her employment, then prior to making the offer, the dean will meet with the department chair and department tenure-track faculty to discuss the proposed salary offer and reasons.

5. The unit administrator or department chair outlines all additional terms of the offer, including computer equipment, other start-up costs and transition allowance, for inclusion in the letter of offer. Any cost sharing responsibilities (e.g., by the Hiring unit or department and the division administrator or dean) should also be agreed upon.
6. The division administrator or dean makes the offer to the finalist contingent upon satisfactory background check and valid work authorization to be legally employed in the United States, and prepares the appropriate appointment letter in accordance with the templates provided on the Provost’s website (see https://www.unh.edu/provost/appointment-letter-templates). A copy of the letter is then forwarded to the unit Business Services Center (BSC) and human resources for processing. The division administrator’s or dean’s office ensures that the new employee completes the necessary employment forms, including the Background Check Authorization, W-4 form, I-9, Direct Deposit and Campus Mailing Address forms.

7. The search committee chair sends the completed UNH Hiring Selection form (FS6) PART II DECISION (p.29), to the division administrator or dean for approval. The division administrator or dean forwards the approved form to the director of affirmative action and equity (DAAE), who will approve the UNH Hiring Selection form (FS6) and forward it to human resources. Please note: the UNH Hiring Selection form (FS6) PART II DECISION is required for all searches.

8. The search committee chair or designee notifies the other candidates that the search is closed once the offer is accepted and the finalist has met the criteria of a successful background check and I-9 Immigration form.

II. Procedure for hiring lecturers (on one-year appointments)

1. The department chair obtains approval from the dean to begin the search process.

2. For a one-year appointment, advertising is not required.

3. The department chair completes the Lecturer Selection form (FS8) (p.31) and submits it, along with the finalist’s cv, to the dean for approval.

4. The signed form and cv are sent to the director of affirmative action and equity (DAAE) for signature; the DAAE then forwards them to human resources.

5. The dean makes the offer to the finalist contingent upon satisfactory background check and valid work authorization to be legally employed in the United States, and prepares the appropriate appointment letter in accordance with the templates provided on the provost’s website (see https://www.unh.edu/provost/appointment-letter-templates). A copy of the letter is then forwarded to the College Business Services Center (BSC) and human resources for processing. The dean’s office ensures that the new employee completes the necessary employment forms, including the Background Check Authorization, W-4 form, I-9, Direct Deposit and Campus Mailing Address forms.

6. The dean or designee notifies the other candidates that the search is closed once the offer is accepted and I-9 and background checks are successful.
III. Procedure for hiring adjunct faculty (persons appointed on a per course, per semester basis with salary)

1. The department chair obtains approval from the dean.

2. Advertising is not necessary for this type of appointment.

3. The offer is approved by the dean and made by the department chair to the finalist contingent upon satisfactory background check and valid work authorization to be legally employed in the United States, and prepares the appropriate appointment letter in accordance with the templates provided on the Provost’s website (see https://www.unh.edu/provost/appointment-letter-templates). A copy of the letter is then forwarded to the College Business Services Center (BSC) for processing. The dean’s office ensures that the new employee completes the necessary employment forms, including the Background Check Authorization, W-4 form, I-9, Direct Deposit and Campus Mailing Address forms.

IV. Procedure for appointing affiliate faculty

Affiliate faculty appointments are uncompensated, normally non-academic appointments, that contribute to the University’s education, research and/or service missions on a limited-time basis. They are usually from outside the university but occasionally can be from a different college or administrative division.

1. The department chair obtains written approval from the dean.

2. The dean obtains written approval from the provost.

3. Approval is sent from the provost to the dean.

4. The dean forwards approval to the BSC.

V. Procedure for Exceptions to Advertising

It is the expectation that all advertising, recruiting and hiring processes will employ inclusive practices that advance the University’s commitment to inclusive excellence among its administrators, faculty, staff, and students. All hiring practices will support the University’s policy that prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status.

Cases for exceptions to advertising are:
**Faculty and Staff:** There are extraordinary circumstances when it is appropriate for the search process and advertising to be waived. Exceptions to advertising are case specific and will typically be the result of insufficient recruiting time, settlement of employee/institutional transfer complaints or needs, or to comply with the intent of the employment policy. Requests for exceptions will be submitted in writing (see also [https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment](https://www.usnh.edu/policy/usy/v-personnel-policies/c-employment)).

Contact the director & Title IX coordinator of affirmative action and equity for guidance on submitting a request for exception to normal recruitment and selection procedures and policies.

**Grant-Funded Positions:** When recruiting a faculty or staff member designated under a particular grant or contract. For example:

- When a grant or contract is being transferred from another institution, the principal investigator may bring along those staff members who have been and will continue to be integral members of the research activity. Such individuals are advised that continued employment at USNH is contingent upon continued external funding; and additional staff members must be recruited through regular procedures;

- When a person(s) (generally not more than one or two) is specifically named in a proposal by the principal investigator and funding calls for or is contingent upon having a qualified individual(s) named who is (are) essential to the successful completion of the project, then normal advertising and Affirmative Action procedures to fill that position(s) will not be necessary;

- When an individual not currently employed by the University System has written a proposal and gained endorsement from a USNH faculty member/administrator to be the co-principal investigator so named in the proposal, that individual may be named as co-principal investigator without recruitment.

Contact the director & Title IX coordinator of affirmative action and equity for guidance on submitting a request for exception to normal recruitment and selection procedures and policies.

Employment is contingent upon satisfactory background check and proof of the ability to work legally in the United States.
APPENDIX I

Making the Invisible Visible: Gender Microaggressions

Imagine these scenarios:

You are a member of a faculty search committee hiring an
assistant professor in biology. The committee is just starting a
face-to-face interview with a candidate named Maria Vasquez.
She has dark hair, dark eyes, and a tan complexion. Most
committee members assume Dr. Vasquez is Latina. One of your
colleagues asks an ice-breaking question, "Where are you from?"
Dr. Vasquez responds, "Minneapolis." Your colleague follows-up
with, "No, I mean, where do you come from originally?"
Dr. Vasquez frowns. "Minneapolis," she repeats with an edge to
her voice.

A search committee hiring a department chair in environmental
science is meeting to discuss the final list of candidates, which
includes two men and one woman. During the discussion, a male
committee member says, "I think we should hire one of the men. I
won't work for a woman."

Your computer information systems department is hiring
a new assistant professor. When committee members are
introducing themselves during an on-campus interview with a
female candidate, the candidate notices that a female
committee member frequently looks at her chest, which makes
the candidate very uncomfortable. The committee member
seems unaware of her behavior.

During a meeting of the faculty search committee on which you
are serving, almost every time a female colleague tries to speak,
she is interrupted by a male colleague. No one says anything
when this happens. Finally, your female colleague stops trying
to offer contributions to the discussion. You wonder what she
wanted to say.

An African American man named Alex is a candidate for a
tenure-track job in chemistry. During his on-campus interview,
the chairperson of the search committee is giving him a tour. As
they walk through the department labs, the chairperson makes a
point of saying, "We treat everyone equally here. It doesn't matter
who you are or where you come from. We are all the same." Alex
smiles politely and crosses his arms.

Why are these comments and behaviors problematic?
These are examples of "microaggressions."

Defining Microaggressions

Microaggressions:
- are verbal and nonverbal behaviors
- communicate negative, hostile, and derogatory messages to
  people rooted in their marginalized group membership (based
  on gender, race, ethnicity, sexuality, etc.)
- occur in everyday interactions
- can be intentional or unintentional
- are often unacknowledged

Three Forms of Microaggressions:
1. microassaults: "old fashioned" discrimination
   - name-calling, avoidant behavior, or purposeful
e   - discriminatory actions
   - likely to be conscious and deliberate
2. microinsults: subtle snubs that communicate a covert
   insulting message
   - convey stereotypes, rudeness, and insensitivity that
demean a person's identity
   - are frequently unknown to the person

CONTINUED OTHER SIDE
3. Microvalidations: disconfirming messages
   - exclude, negate, or dismiss the thoughts, feelings, or experiences of certain groups
   - may be the most damaging form of the three microaggressions

Types of Gender Microaggressions
1. Sexual objectification
2. Second-class citizenship
3. Use of sexist language
4. Assumption of inferiority
5. Restrictive gender roles
6. Denial of the reality of sexism
7. Denial of individual sexism
8. Invisibility
9. Sexist humor/jokes
10. Environmental invalidations: macro-level aggressions that happen on systemic and environmental level (unequal pay, glass ceiling, media images)

Microaggressions can also be based on membership in other marginalized groups based on race, ethnicity, sexuality, age, religion, etc.

Detrimental Impact of Gender Microaggressions
1. Negative impact on standard of living
   - Unequal wages
   - Higher levels of poverty
2. Negative impact on physical health
   - Migraines, heart disease, autoimmune disorders
3. Negative impact on psychological health
   - Depression
   - Anxiety
   - Body image dissatisfaction and eating disorders

Moving Forward: How to Overcome Microaggressions
1. Individual Intervention
   - Develop an honest awareness of our own biases, prejudices, and stereotypes
   - Become an ally and activist
2. Organizational Intervention
   - Make sure policies, practices, and procedures allow for equal access and opportunity
   - Create a welcoming communication climate
   - Provide professional development opportunities
   - Make accountability central
3. Societal/Cultural Intervention
   - Critically assess cultural communication (education, mass media, institutions, etc.)
   - Create social policy and law to rectify discrimination and promote equal access
   - Promote multi-cultural education

The Dilemmas of Responding to Microaggressions
Dilemma #1: The Invisibility of Unintentional Expressions of Bias
   - tend to be subtle, indirect, and unintentional
   - occur when other rationales for prejudicial behavior can be offered

Dilemma #2: The Perceived Minimal Harm of Microaggressions
   - when people say things like “Just let it go,” “You are overreacting,” or “It’s not a big deal”
   - the cumulative effect of microaggressions can be more problematic and detrimental than overt acts of prejudice

Dilemma #3: The Catch-22 of Responding to Microaggressions
   - “damned if you do and damned if you don’t”
   - challenges faced by the victim:
     1. determining that a microaggression has actually occurred
     2. figuring out how to react
        - not responding may have detrimental effects
     3. responding with anger and striking back
        - will likely engender negative consequences

Where should you go at UNH to report microaggressive behavior?
Faculty should report incidents to their department chair and staff should report to their supervisors. Faculty and staff can also report discriminatory behavior to Donna Marie Sostarino, Director of Affirmative Action and Equity at affirmaction.equity@unh.edu.

UNH policy and processes for handling complaints resulting from discrimination are available on-line at the UNH Affirmative Action and Equity Office website at: http://unh.edu/affirmativeaction/policies.html

A Sampling of References

Internet Resources
1. The Microaggressions Project: People post examples of microaggressions in their everyday lives
   http://www.micr0aggress3ons.com
2. U-Tube Video: Destabilizing microaggressions
   http://www.youtube.com/watch?v=8iI50L5aP1c
3. U-Tube Video: Destabilizing microaggressions at the APA Convention’s Diversity Section
   http://www.youtube.com/watch?v=UjYbN5PlFBo
4. “What kinds of Asian are you?” U-Tube Video: preserving culture
   http://www.youtube.com/watch?v=2zYw53fSBDQ
APPENDIX II

Instructions for completing the position announcement

A. Position Announcement

This information should be included in PeopleAdmin on the advertising/billing tab > ad copy field:

The position announcement describes the position and minimum qualifications and other desirable applicant attributes, contains the university affirmative action statement, and is used for advertising the position. Generally, the wording should be as follows:

Paragraph 1  Position headers: States the name of the college and department or the division and unit inviting applications, the position title, expected start date, and essential information about the department/unit, its programs and the position.

General statement on diversity: Includes a general sentence about the university and/or the college culture, such as:

- The university actively creates and nurtures a dynamic learning environment in which qualified individuals of differing perspectives, life experiences and cultural backgrounds pursue goals with mutual respect and a shared spirit of inquiry.
- UNH actively creates an educational environment that fosters diversity, inclusion and quality engagement for all.
- The University of New Hampshire is committed to creating a more diverse community, knowing that "inclusion, diversity and equity are values inextricably linked to our mission of educational excellence." This diversity strengthens our ability to reach our individual and collective potential and to provide better services and care for all faculty, staff and students.

Paragraph 2  Qualifications: States the minimum qualifications for the position in such a way as to encourage the largest possible pool of high-quality applicants. Includes desirable characteristics and experience.

Statements for diversity qualifications: Suggested statements for diversifying the pool include:

- Demonstrated commitment to diversity and social justice
- A commitment to sustain and advance the goals of the institution's diversity of students, faculty, and staff
- Experience working with college age and non-traditional students
• Experience and training in providing services that reflects multicultural competency
• Demonstrated ability to work collaboratively with diverse communities
• Skill in working productively with culturally diverse constituencies in the academic environment, and the ability to cultivate external relations
• Demonstrated commitment to promoting excellence to achieving ethnic, gender and cultural diversity
• Demonstrated ability to work with faculty, staff and students as well as community groups of diverse academic, socioeconomic, cultural, sexual orientation, disability, and ethnic backgrounds
• Success in the recruitment and retention of a diverse faculty and staff
• Demonstrate ability to lead in an increasingly diverse cultural, social, and ethnic community

Paragraph 3  Application instructions: Includes instructions for applying online through PeopleAdmin at https://jobs.usnh.edu/.

Paragraph 4  University description and mission: Includes a description of the university and a statement of mission and institutional identity:

• The University of New Hampshire is a major research institution, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. UNH is located in Durham on a 188-acre campus, 60 miles north of Boston and eight miles from the Atlantic coast, and is convenient to New Hampshire’s lakes and mountains. There is a student enrollment of 13,000 students, with a full-time faculty of over 600, offering 90 undergraduate and more than 70 graduate programs.

• The University of New Hampshire is the state’s public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service. The University of New Hampshire has a national and international agenda and holds land-grant, sea-grant and space-grant charters. From its main Durham campus, its college in Manchester, and the School of Law in Concord, the university serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.

Paragraph 5  EEO/Affirmative Action Statement:

The University seeks excellence through diversity among its administrators, faculty, staff, and students. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged.
Instructions for Completing the Recruitment Plan

B. Recruitment Plan

This is the information for the recruitment plan field in PeopleAdmin on the Advertising/Billing tab > Recruitment Plan field:

The Strategic Plan calls for the creation of campus environments that foster inclusiveness and quality engagement for all. We can make progress towards this goal by redoubling our efforts to recruit a more diverse faculty who reflect scholarly traditions, experiences, and excellence. Departments or hiring units are encouraged to research and utilize alternative recruitment strategies that attract faculty who have been historically underrepresented in higher education.

The recruitment plan is evidence of the search committee's commitment to inclusive excellence and should contain the committee's responses to the following:

1. Identify and describe the department's or hiring unit's current diversity composition (race, gender, etc.) and future needs. Use your best visual judgment to complete information on minority status for individuals. State your department's or hiring unit's diversity goals, particularly as they might apply to women and minority candidates, and create a plan for representing the department's commitment to diversity.

2. Describe qualifications in the position announcement that focus on opening the pool to a wide range of applicants, consistent with your diversity goals.

3. Define target audiences and reach those audiences with a well-placed ad in advertising outlets, websites and listservs to be used for the position to ensure that the advertisement reaches the most diverse pool of applicants possible. It is critical that search committees adopt a proactive approach to selecting non-traditional methods of posting position announcements to increase their ability to attract diverse candidates. Moreover, national publications are expensive and have not been the most effective method of increasing the diversity of applicant pools. Suggested advertising venues include (contact Human Resources for current rates):
   - HigherEdJobs.com
   - Chronicle of Higher Education

USNH has signed a contract with WorkplaceDiversity.com. Our careers site will be swept three times per week and jobs will be posted to the following diversity sites at no cost to you:

- [www.VeteransConnect.com](http://www.VeteransConnect.com) Military Veterans Nationwide
- [www.DisabilityConnect.com](http://www.DisabilityConnect.com) Ability Candidates Nationwide
- [www.HispanicDiversity.com](http://www.HispanicDiversity.com) Hispanic & Latino Professionals Nationwide
- [www.OutandEqual.com](http://www.OutandEqual.com) Connecting Employers with the LGBT Community
- [www.AllDiversity.com](http://www.AllDiversity.com) Inclusive Work Environments
Other strategies that may be employed:

- Adopting active recruiting policies whereby search committees identify candidates, especially from underrepresented groups, rather than relying only on those who apply in response to written advertisements
- Initiating recruitment trips to universities and conferences
- Writing directly to colleagues to request nominations from underrepresented groups and soliciting from institutions/mentors with track record of diversity
- Considering candidates thriving at less well-ranked institutions who might be interested in moving
- Consulting the NSF ADVANCE program’s national database which lists current women PhD students and postdoctoral scholars in the sciences, mathematics, engineering, and psychology
- Writing to historically Black, predominantly Latino, and tribal colleges and universities to post the position announcement
- Sending the position announcement to women and minority groups and diversity organizations (e.g., academic discipline minority caucuses, minority colleges or universities, regional and national organizations such as the ACE Center for Advancement of Racial and Ethnic Equity, NAACP, and university and local organizations).

4. Describe other organizations to which the position announcement will be distributed to ensure a diverse pool of applicants.

5. Indicate that all committee members have been requested to contact colleagues at two schools/agencies and asked to mention our recruiting efforts to their colleagues (and, if appropriate, Ph.D. students) emphasizing to them our efforts in faculty/staff diversity.

6. Use conferences to foster relationships with schools granting degrees to members of traditionally under-represented groups and engage in targeted recruitment of diverse applicants.

7. Determine the PhD programs that are graduating the highest numbers of minority and/or women candidates and foster a relationship with these institutions.

Additional Resources

New Paradigms for Diversifying faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process (Diversity Works Inc., Champaign IL), http://diversityworksinc.net/

Debunking Assumptions in the Faculty Search Process

With funding from the NSF and support from the Provost's office, the UNH ADVANCE Program aims to create sustainable institutional transformation with the overall goal of increasing the number, retention, and success of women faculty primarily but not solely in the STEM disciplines. Gender disparity and lack of faculty from underrepresented groups in STEM are both national and local concerns. By developing approaches to increasing the representation and advancement of women in STEM academic careers we contribute to the development of a more diverse science and engineering workforce. A major initiative of the UNH ADVANCE Program is the development and implementation of a program for search committee members that focuses on developing consistent, effective and fair policies and procedures to ensure that UNH continues to attract and retain the best and most representative faculty possible.

Examples of research documenting common social assumptions that affect searches:

Studies show that we often apply generalizations that may or may not be valid to the evaluation of individuals (Bersoff and Baron, 1986).

- A study of over 300 recommendation letters for medical faculty hired by a large U.S. medical school found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided “minimal assurance” rather than solid recommendation, raised more doubts, portrayed women as students and teachers while portraying men as researchers and professionals, and more frequently mentioned women’s personal lives (Tix and Pfeirka, 2003).

- In a 2010 study, over 100 study participants reviewed identical resumes for a laboratory manager’s position. Half read “John’s” resume while the other half read “Jenifer’s.” Both male and female faculty reviewers exhibited bias against the female applicant (Moss-Racusin, Dovidio, et al., 2012).

- Research shows that incongruities between perceptions of female gender roles and leadership roles cause evaluators to assume that women will be less competent leaders. When women leaders provide clear evidence of their competence, this violates traditional gender norms, evaluators perceive them to be less likable and are less likely to recommend them for hiring or promotion (Phelan et al., 2000).

Reference:


Common **assumptions** affecting searches followed by documented realities:

Many search committees are impeded in their efforts to use best practices when, for example, enhancing diversity might be perceived as sacrificing expertise. Smith, Wolf, and Busenberg (1996) interviewed over 300 recipients of the prestigious Ford, Mellon, and Spencer doctoral fellowships in an attempt to discover PhD recipients' real-life job-market experiences. Their research findings, outlined below, starkly contrast the realities with the pervasive assumptions regarding faculty diversification.

UNH aims to provide search committees with the tools they need to hire a candidate, regardless of that person’s demographics.

**ASSUMPTION** Academe is a meritocracy.

**REALITY** Although scientists like to believe that they select the best based on objective criteria, decisions are often influenced by biases about race, gender, and age that have nothing to do with the quality of a candidate’s work.

**ASSUMPTION** Changing the rules means that standards of excellence will be deleteriously affected.

**REALITY** Throughout a STEM career, advancement depends on judgments of one’s performance by more senior colleagues. This process does not optimally select and advance the best scientists and engineers, because of implicit biases and disproportionate weighting of male candidates.

**ASSUMPTION** Women are more interested in family than in careers.

**REALITY** Many STEM academic women persist through their careers despite severe conflicts between their roles as parents and as scholars. These efforts, however, are often not recognized as representing the high level of dedication to their careers they represent.

**ASSUMPTION** The system as currently configured has worked well in producing great science; why change it?

**REALITY** The global competitive balance has changed in ways that undermine America’s traditional STEM advantages. Career impediments based on race, gender, or ethnicity deprive the nation of talented and accomplished researchers.

**ASSUMPTION** The matter of underrepresentation on faculties is only a matter of time; it is a function of how many women are qualified to enter these positions.

**REALITY** Women’s representation decreases with each step through the tenure track and academic leadership hierarchy—particularly among women of color—even in fields that have had a large proportion of women doctorates for 30 years.

**ASSUMPTION** Wealthy and prestigious institutions that have resources with which ordinary institutions cannot compete are continually recruiting individuals. This creates a revolving door that limits progress for any single institution in diversifying its faculty.

**REALITY** Though some underrepresented and women faculty are pursued by institutions with means, such is not the norm. Indeed, financial packages and institutional prestige were not primary reasons for faculty relocation; transfers were more likely to be motivated by unresolved issues with the institution, dual-career choices, and appropriate fit.

*Prose for Assumptions and Amendments is used with permission from the University of Rhode Island’s Advance website, Myths and Realities, Faculty Recruitment Handbook [http://www.uri.edu/advance/files/pdf/Recruitment/Recruit_Handbook_Web.pdf](http://www.uri.edu/advance/files/pdf/Recruitment/Recruit_Handbook_Web.pdf)*


For more information about UNH ADVANCE, please visit [http://www.unh.edu/advance](http://www.unh.edu/advance)
**Form FS5**
Sample Applicant Screening Matrix

<table>
<thead>
<tr>
<th>Section 1:</th>
<th>Please check one: □ Committee □ Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions:</td>
<td>Please construct and complete a matrix for ALL candidates who applied for the position while the position was considered open.</td>
</tr>
<tr>
<td>Position Description/Requirements</td>
<td>Screen on minimum qualifications. See attached.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Division:</th>
<th>Date Posted:</th>
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</thead>
<tbody>
<tr>
<td>Position Number:</td>
<td>Rank:</td>
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</table>

<table>
<thead>
<tr>
<th>Section 2:</th>
<th>Vita/Supporting Documents Assessment (attach additional sheets if necessary)</th>
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<tbody>
<tr>
<td>Name</td>
<td>Education</td>
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Search Committee Member ___________________________ Date ________________
INSTRUCTIONS FOR COMPLETING UNH HIRING SELECTION FORM

PART I – SEARCH
As soon as semi-finalists and/or finalists have been identified, please complete the required sections below.

I.A. APPLICANTS
This section is required. List name, race, ethnicity and gender of all applicants and trace their progress. Detailed instructions are provided on the form.

I.B. RACE, ETHNICITY AND GENDER
This section is required. Complete required data regarding the Applicant Pool and the Semi-Finalists and Finalists when identified. Detailed instructions are provided on the form.

I.C. SEMI-FINALISTS
(Applicants who have been chosen for phone, electronic [Skype] or airport interviews from which finalists will be selected)
If no semi-finalists are selected for interview, skip this section and go directly to I.D. FINALISTS.

Complete I.C. of Part I only if you will be interviewing semi-finalists for this position. Upon completion, obtain signatures and forward Part I.A., I.B. and I.C. to the Director & Title IX Coordinator, Affirmative Action and Equity. Upon her review and approval, the search chair will be notified to proceed with interviews. Detailed instructions are provided on the form.

I.D. FINALISTS
(Applicants who have been selected for campus interviews)
This section is required. Complete I.A., I.B. and I.D of Part I, obtain signatures and forward to the Director & Title IX Coordinator, Affirmative Action and Equity. Upon her review and approval, the search chair will be notified to proceed with interviews. Detailed instructions are provided on the form.

PART II – DECISION
This Part is required. As soon as an offer has been made and accepted by the selected candidate, complete Part II, have it signed by the appropriate hiring official and forward it to the Director & Title IX Coordinator, Affirmative Action and Equity. Once it is signed by the Director & Title IX Coordinator, it will be forwarded to Human Resources to complete the hiring process. Detailed instructions are provided on the form.
PART I – SEARCH

PART I – SEARCH of the UNH Hiring Selection form must be completed as soon as semi-finalists and/or finalists have been identified. Please provide the following information:

<table>
<thead>
<tr>
<th>Hiring Unit or Department:</th>
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<tr>
<td>Position to be filled:</td>
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<tr>
<td>Position Number:</td>
<td></td>
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</tbody>
</table>

I. A. APPLICANTS

**THIS SECTION IS REQUIRED**

List names, race, ethnicity and gender of all applicants and trace their progress on the grid below. Use the Race codes on page 3. Please be sure to provide rationale for the action taken on each applicant, with particular attention paid to women and minorities. Use the review codes below (1-4).

*Reasonable efforts must be made to identify each applicant’s race, ethnicity and gender information. In doing so, do not guess. Use your best judgment in identifying the individual’s race, ethnicity and gender either by visual identification information (i.e., visual cues such as appears in person, SKYPE interview) or by applicant’s self-identification information (i.e., CV, cover letter or verbal interaction).

*If, after making reasonable efforts to identify each applicant’s race, ethnicity and gender information, you are unable to obtain such information, you must record the individual’s race, ethnicity or gender as “unknown.”

1 – Continue          2 – Reject          3 – Applicant Withdrew          4 – Other (explain reason)

<table>
<thead>
<tr>
<th>NAME</th>
<th>RACE/ETHNIC CODE</th>
<th>GENDER</th>
<th>1ST REVIEW</th>
<th>2ND REVIEW</th>
<th>3RD REVIEW</th>
<th>RATIONALE FOR ACTION (based on position’s posting)</th>
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Note: you may attach your own spreadsheet to this form rather than fill in the information above. If you choose to do so, be sure your spreadsheet contains the same information as requested above.
I.B.  RACE, ETHNICITY AND GENDER – THIS SECTION IS REQUIRED

Race, Ethnicity and Gender must be provided below.
*Reasonable efforts must be made to identify Applicant, Semi-Finalist and Finalist race, ethnicity and gender information. In doing so, do not guess. Use your best judgment in identifying the individual’s race, ethnicity and gender either by visual identification information (i.e., visual cues such as appears in person, SKYPE interview) or by applicant’s self-identification information (i.e., CV, cover letter or verbal interaction).

*If, after making reasonable efforts to identify Applicant, Semi-Finalist or Finalist race, ethnicity and gender information, you are unable to obtain such information, you must record the individual’s race, ethnicity or gender as “unknown.”

<table>
<thead>
<tr>
<th>Code</th>
<th>Race/Ethnic Background</th>
<th>Applicant Pool (Required)</th>
<th>I.C. Semi-Finalists</th>
<th>I.D. Finalists (Required)</th>
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<tr>
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<td></td>
<td>Male</td>
<td>Female</td>
<td>Gender Unknown</td>
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<tr>
<td>H</td>
<td>Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.</td>
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<td>W</td>
<td>White (Not Hispanic or Latino) – A person having origins in any of the original people of Europe, the Middle East, or North Africa.</td>
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<tr>
<td>B</td>
<td>Black or African American (Not Hispanic or Latino) – A person having origins in any of the black racial groups of Africa.</td>
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<tr>
<td>N</td>
<td>Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino) – A person having origins in any of the original people of Hawaii, Guam, Samoa, or other Pacific Islands.</td>
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<td>A</td>
<td>Asian (Not Hispanic or Latino) – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.</td>
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<td>I</td>
<td>American Indian or Alaskan Native (Not Hispanic or Latino) – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</td>
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<td>T</td>
<td>Two or More Races (Not Hispanic or Latino) – All persons who identify with more than one of the above five races.</td>
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<td>U</td>
<td>Unknown (Race/Ethnic Background unknown)</td>
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<th>TOTAL MALE / FEMALE / UNKNOWN</th>
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<tr>
<td>TOTAL APPLICANTS / SEMI-FINALISTS / FINALISTS</td>
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</table>
I.C. SEMI-FINALISTS
(Applicants who have been chosen for phone, electronic [Skype] or airport interviews from which finalists will be selected.)

IF NO SEMI-FINALISTS ARE SELECTED FOR INTERVIEW, SKIP THIS SECTION AND GO DIRECTLY TO I.D. FINALISTS

When semi-finalists are identified, I.C. is to be completed, signatures obtained, and supporting documents sent to the Director & Title IX Coordinator, Affirmative Action and Equity:

1) Identify semi-finalists, including race, ethnicity and gender, and provide rationale below.
2) Obtain the appropriate signatures and forward I.A., I.B. and I.C. to the Director & Title IX Coordinator, Affirmative Action and Equity. Include resumes of semi-finalists, female and minority applicants.
3) The Director & Title IX Coordinator will review the information and notify the search chair of approval to proceed with interviews.

<table>
<thead>
<tr>
<th>Name</th>
<th>Race/Ethnic Code</th>
<th>Gender</th>
<th>Rationale for Selection of Semi-Finalists (based on position’s posting)</th>
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SEMI-FINALISTS APPROVED:

Search Chair Signature  Date
Unit Administrator or Department Chair Signature  Date
Division Administrator or Dean Signature  Date
Director & Title IX Coordinator, Affirmative Action and Equity Signature  Date
I.D. FINALISTS
(Applicants who have been selected for campus interviews.)

**THIS SECTION IS REQUIRED**

When *finalists* are identified, I.D. is to be completed, signatures obtained, and supporting documents sent to the Director & Title IX Coordinator, Affirmative Action and Equity:

1) Identify finalists, including race, ethnicity and gender, and provide rationale below.
2) List semi-finalists (if any) not selected to move forward, and provide rationale as to why each was not chosen as a finalist.
3) Obtain the appropriate signatures and forward I.A., I.B. and I.D. to the Director & Title IX Coordinator, Affirmative Action and Equity with resumes of finalists, female and minority applicants. (If I.A., I.B. and resumes were already provided with I.C. SEMI-FINALISTS, there is no need to send them again.)
4) The Director & Title IX Coordinator will review the information and notify the search chair of approval to proceed with interviews.

<table>
<thead>
<tr>
<th>Name of Finalist</th>
<th>Race/Ethnic Code</th>
<th>Gender</th>
<th>Rationale for Selection as Finalist (based on position’s posting)</th>
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<table>
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<tr>
<th>Name of Semi-Finalist not moved forward</th>
<th>Race/Ethnic Code</th>
<th>Gender</th>
<th>Rationale for Not Selecting as Finalist</th>
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**FINALISTS APPROVED:**

Search Chair Signature __________________________ Date ____________

Unit Administrator or Department Chair Signature __________________________ Date ____________

Division Administrator or Dean Signature __________________________ Date ____________

Director & Title IX Coordinator, Affirmative Action and Equity Signature __________________________ Date ____________
UNH HIRING SELECTION FORM

PART II DECISION (THIS PART IS REQUIRED FOR ALL SEARCHES)
Immediately upon the candidate accepting the position, complete this form, have it signed by the appropriate hiring official (Division Administrator, Dean or Provost) and forward it to the Director & Title IX Coordinator, Affirmative Action and Equity. After reviewing and approving Part II DECISION, the Director & Title IX Coordinator will forward this form to Human Resources to complete the process.

Hiring Unit or Department: ________________________________
Position to be filled: ____________________________________
Position Number: ______________________________________

A. Candidate __________________________________________ has been offered and accepted the position. References were checked by ________________________________ (please print clearly) 
                                                                 on ___________________________ and were determined to be satisfactory. Start date is ____________________________________ (please print clearly) (date) (date)

B. Consistent with the qualifications advertised, the following factors make this candidate most outstanding:

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

C. List finalists not selected for hire, and rationale as to why each was not chosen for the position:

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

D. List offers to other selected finalists and their responses (please print clearly):

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

__________________________ __________________________
Hiring Official Signature (Division Administrator, Dean or Provost) Date

__________________________ __________________________
Director & Title IX Coordinator, Affirmative Action and Equity Signature Date
An easy way to get feedback from faculty, staff and students is to add the candidate information to these and print them in different colors for different candidates.

Applicant’s Name________________________________________________ Date: ____________

Position_____________________________________ School _____________________________

Department/Division______________________________________________________________

Interviewer: _______________________ [  ] Faculty   [  ] Staff   [  ] Student   [  ] Community Member

<table>
<thead>
<tr>
<th>POSITION REQUIREMENTS</th>
<th>STRONG</th>
<th>ACCEPTABLE</th>
<th>WEAK</th>
<th>NOT OBSERVED</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>ESSENTIAL QUALIFICATIONS</td>
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<td>TEACHING</td>
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<td>CREATIVE, ACTIVITIES or SCHOLARSHIP</td>
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<td>COMMUNICATION SKILLS</td>
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<td>INTERPERSONAL SKILLS</td>
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INTERVIEW SUMMARY:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

OVERALL RATING FOR THIS POSITION: 1 STRONG 2 ACCEPTABLE 3 WEAK

INSTRUCTIONS

1. Complete the Applicant Interview Evaluation Form and sign it.
2. DO NOT comment on applicant’s race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status.
3. Please submit all evaluation forms and resumes to the Search Committee Chair.
This form must be completed, signed by the Department Chair and the College Dean, and forwarded to the Director & Title IX Coordinator, Affirmative Action and Equity (DAAE), with the selected candidate’s CV.

<table>
<thead>
<tr>
<th>College / Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td></td>
</tr>
<tr>
<td>Contract Duration</td>
<td>One-year benefits eligible position</td>
</tr>
<tr>
<td>Means by which candidate pool was assembled</td>
<td></td>
</tr>
<tr>
<td>Degree(s) Held</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF SELECTED CANDIDATE</th>
<th>RACE/ETHNIC CODE</th>
<th>GENDER</th>
<th>RATIONALE FOR SELECTION</th>
</tr>
</thead>
<tbody>
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</table>

Reasonable efforts must be made to identify race, ethnicity and gender information. In doing so, do not guess. Use your best judgment in identifying the individual’s race, ethnicity and gender either by visual identification information (i.e., visual cues such as appears in person, SKYPE interview) or by applicant’s self-identification information (i.e. CV, cover letter or verbal interaction). If, after making reasonable efforts to identify race, ethnicity or gender information, you are unable to obtain such information, you must record the individual’s race/ethnicity or gender as “Unknown.”

<table>
<thead>
<tr>
<th>CODE</th>
<th>RACE/ETHNIC BACKGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.</td>
</tr>
<tr>
<td>W</td>
<td>White (Not Hispanic or Latino) – A person having origins in any of the original people of Europe, the Middle East, or North Africa.</td>
</tr>
<tr>
<td>B</td>
<td>Black or African American (Not Hispanic or Latino) – A person having origins in any of the black racial groups of Africa.</td>
</tr>
<tr>
<td>N</td>
<td>Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino) – A person having origins in any of the original people of Hawaii, Guam, Samoa, or other Pacific Islands.</td>
</tr>
<tr>
<td>A</td>
<td>Asian (Not Hispanic or Latino) – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.</td>
</tr>
<tr>
<td>I</td>
<td>American Indian or Alaskan Native (Not Hispanic or Latino) – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</td>
</tr>
<tr>
<td>T</td>
<td>Two or More Races (Not Hispanic or Latino) – All persons who identify with more than one of the above five races.</td>
</tr>
<tr>
<td>U</td>
<td>Unknown (Race/Ethnic Background Unknown)</td>
</tr>
</tbody>
</table>

| TOTALS | | |

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<tr>
<th>SIGNATURES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Chair</td>
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<tr>
<td>Dean</td>
<td></td>
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<td>Affirmative Action and Equity</td>
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