

University at Buffalo
School of Dental Medicine
Office of Equity Diversity and Inclusion
Office of Human Resources

Search Committee Toolkit

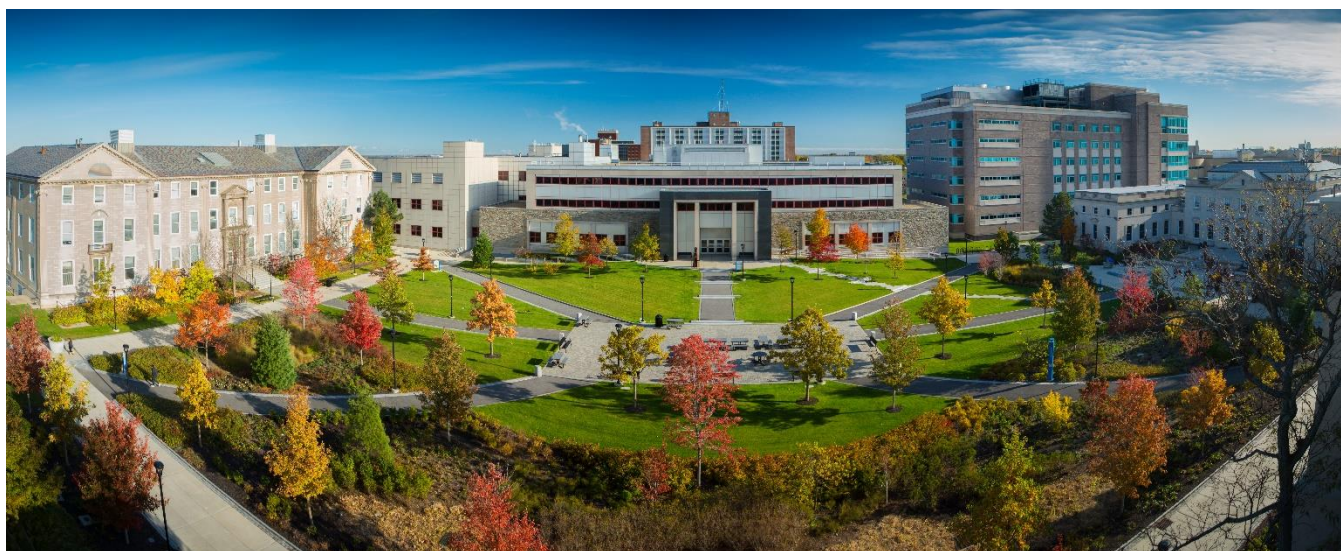


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Roles and responsibilities

Review the search procedure checklist beginning on page 5 for the step by step procedures recommended by the University at Buffalo School of Dental Medicine.

Department Chair:

- Communicates the need for new position at the appropriate rank and track to the Dean and obtains approval from the Dean for the new position.
- Selects a search committee Chair in consultation with the Dean.
- Department chair can serve on the search committee but **preferably** not as search committee chair.

Hiring Manager

- Guides the search committee through the recruitment process. Their responsibilities include but are not limited to:
 - Conducting an initial planning meeting with the department chair and search committee chair to determine who will participate in the search process (search committee chair, administrative coordinator, search contact, HR recruitment specialist, diversity search advisor, etc.). One person could serve multiple roles.
 - Determining the position summary, salary, and advertising plan in collaboration with the department chair, search committee chair, and diversity search advisor (DSA) (see below).
 - Supporting search committee chair to ensure all search committee members complete required search committee training.
 - Posting positions within UB jobs and keeping the applicants' status up to date per search committee guidance.
 - Communicating with the search chair about advertising and placing advertisements outside of the sites where [HR automatically posts jobs](#).
 - Supporting chairs and committees to set up interviews for selected candidates.
 - Concluding a search by updating the UB jobs system and submitting a hiring proposal to the VP/Dean's office.
- The administrative staff member for each department act as the departmental hiring manager. Martha Boyer, UB SDM's Human Resources Officer, Theresa Gendron, Human Resources Administrator, Mary Monin, Human Resources Assistant and Jessica Scates, Director of Operations, Office of Equity, Diversity, and Inclusion, play a supportive role in the search process.

Search Committee Chair

- Carries out the mission of the search. The chair is the direct point of contact with the departmental chair, hiring manager, search committee members, and applicants.
- Coordinates all aspects of the search. The chair ensures a successful search process and sets the tone for the committee.
 - Appoints all members of the search committee.
 - Reminds committee members that they must maintain confidentiality throughout the entire search process.
 - Ensures that **every committee member** has received University-mandated training on implicit bias.
 - Retains all records throughout the search (such as evaluation forms of the candidates and minutes of the meeting). Upon completion of the search, all documents should be retained by UBSDM HR.

- Works with the DSA throughout the search process to ensure a diverse applicant pool and equitable search process.

Search Committee

- Responsible for advertising a posting, reviewing all applicant materials and recommending the best candidate to fill a vacancy.
- Informs the Hiring Manager of changes and decisions in the applicant status as decisions for non-selection, interviews, etc. are made.
- Search committees should include individuals from groups underrepresented on the faculty or staff, proponents of diversity, and individuals with clinical and research interests compatible with those sought through the search. A minimum of 3 people on each search committee is recommended by central HR.
 - In searches for Tenure Track, Clinical Track or Research Track positions at the Associate Professor or Professor level, UBSDM faculty with primary appointment outside the home department are **encouraged to** be included.

Diversity Search Advisor (DSA)

- A representative from the UB SDM EDI office will serve as the DSA and non-voting member of for the search committee.
- Ensures search committees adhere to University guidelines and best practices in equity, diversity and inclusion.
 - Approves the job posting and advertisement strategy.
 - Works with Dean's Office HR and the department throughout the recruitment process to ensure that outreach is done to a broad pool of candidates, especially to groups who are underrepresented in the Department and School (letters, email, advertisement, posting, etc.).
 - Reviews and assesses diversity of the applicant pool compared with the wider pool of qualified individuals and communicates this data with search committee chairs.
 - Ensures all University guidelines are adhered to and that all candidates are evaluated in the same manner using the same criteria. If the search is not following University guidelines, the DSA consults with the Dean regarding next steps, which may result in cancellation of the search.
- Once candidates are selected, and if the search was conducted in accordance with University guidelines, the DSA in coordination with HR makes a recommendation to the Dean to accept the outcome of the search.

Search procedure checklist

Date

Creating a new position

- Obtain approval from the Dean for the new position and select the search committee chair. [Department chair] _____
- Develop a timeline for the search. [Hiring manager and search committee chair] _____
 - a. UB HR recommends a reverse order timeline. Start with the date you want your candidate to begin working and work backwards by including all key milestones (posting periods, interviews, recommendations for hire, hiring proposal submission, hiring proposal approval, offer acceptance, date to be filled).
- Develop the job description, determine the salary and [write the position summary](#), the applicant-facing preview of your job. [Search committee chair, in collaboration with the hiring manager] _____
 - a. The job description should describe the job that needs to be done and not the person whom the department wants to hire. Qualifications should be clear and flexible. It is highly recommended that you [use proactive recruitment language](#) that demonstrates the university's commitment to diversity and inclusion ([See Appendix I](#)).
 - b. According to NYS Pay Transparency Law, all non-state postings must have salary ranges. However, state postings without salary ranges will not be advertised as widely so the best practice is to include salary range information on all postings.
- Review the position summary for approval. [DSA] _____
- Submit the position summary for approval with HR for state professional, state classified and research foundation. [Hiring manager] _____

Forming a search committee

- Develop a timeline and convene a search committee. [Search committee chair] _____
 - a. The search committee chair, in consultation with the Dean, DSA and the Department Chair, appoints members of the search committee. The search committee will include faculty/staff from the home department and a DSA.
 - b. Search committees should include individuals from groups underrepresented on the faculty/staff, proponents of diversity, and individuals with clinical and research interests compatible with those sought through the search. A diverse search committee may be achieved with a mix of gender, ethnicities, ages and junior and senior level representatives within or outside of home department.
 - c. In searches for Tenure Track, Clinical Track or Research Track positions at the Associate Professor or Professor level, UBSDM faculty with primary appointment outside the home department are **encouraged** to be included.
 - d. UB HR recommends each committee be composed of at least three people with both minority and women representation (not the same person).

- Ensure the search committee receives training on diverse searches, the power of bias, and human resources policies (see potential training links below). [Search committee chair with support from the hiring manager]
 - a. [Best practices for conducting diverse searches to hire faculty and staff.](#)
 - b. [Recruiting a diverse and excellent faculty: best practices for search committees.](#)
 - c. [Introduction to critical behavior interviewing.](#)
 - d. [Unplug the power of bias.](#)
 - e. [Create inclusive environments.](#)
- Be familiar with [federal law and university policies](#) related to recruitment and employment. [search committee] _____
- [Review the charge to the committee](#) by discussing the position and qualifications needed, updating the posting as needed, setting clear expectations for search committee members, emphasizing the charge and the importance of diversity, detailing the expected outcomes, and informing the committee of expected deadlines. [Search committee chair] _____

Posting and advertising

- [Submit a UB Jobs Posting Meeting Request](#) with UB's Workforce Planning and Recruitment unit. [Hiring manager] _____
 - a. Job postings should include the following diversity outreach summary statement: *All search committees receive a copy of the SDM Search Committee Toolkit, a resource developed by UB SDM to support equity, diversity and inclusion in the search and hiring process, as well as a link to the University's recruitment policy. All search chairs and search committee members are required to complete one of UB's trainings on diverse searches and the power of bias. Each search committee includes a Diversity Search Advisor (DSA), an ex officio committee member from SDM's Office of Equity, Diversity and Inclusion.*
- Post the position on UB Jobs. [Hiring manager] _____
 - a. All vacancies (for both national and limited searches) MUST be posted on the UB Jobs website, unless approved for a recruitment exception posting. _____
- Advertise and recruit for inclusive excellence ([see Appendix II](#)) and in accordance with the Affirmative Action Guidelines of the University. [Search committee, search committee chair, DSA, and hiring manager] _____
 - a. [All members of the search committee](#) should [proactively build a diverse applicant pool](#). The search process must include every effort to enhance the recruitment of women, underrepresented minorities, veterans, and individuals with disabilities to ensure the inclusion of such candidates in the candidate pool. Contact the UB SDM EDI office for guidance.

Evaluating and selecting candidates for interview

- Develop a voting procedure and clearly defined [evaluation criteria to ensure a fair and equitable review](#) of each applicant. [Search committee and chair] _____
 - a. The voting procedure, clearly defined criteria and how they will be weighed should be a part of the recruitment plan and explicitly agreed upon in advance ([see Appendix III](#) for examples)

- Evaluate each application using an evaluation rubric for each candidate ([see Appendix III](#)). _____
- Meet to review and evaluate application materials to ensure candidates meet the minimum qualifications. [Search committee and chair] _____
- Select candidates for first interview. [Search committee and chair] _____

Conducting interviews

- [Select interview questions.](#) ([See Appendix IV](#) for interview tips and sample questions) [Search committee and chair] _____
 - a. [Know what interview questions are illegal.](#) Illegal questions cannot be posed to candidates at any point in the search process, including informal settings (e.g. transporting candidates or over a meal).
- Plan and conduct the first interview with seriously considered candidates. [Search committee and chair] _____
 - a. Ensure a fair selection process: plan for consistency in the interview (questions, setting, time allotment, and interviewers).
 - b. Use behavior-based techniques to separate candidates who skillfully answer interview questions from candidates who skillfully display their quality on the job.
 - c. Resist the urge to label any candidate as most promising or draw conclusions prematurely. Similarly, avoid making assumptions based on perceived race, ethnic background, age, disability, veteran status, marital or familial status, sexual orientation or religion.
- Evaluate candidates using an evaluation rubric to ensure an equitable evaluation process ([See Appendix III](#)). [Search committee and chair] _____
- Submit the applicant list for a second interview and receive approval to invite candidates to UB. [Search committee chair] _____
- Communicate with candidates about next steps. [Search committee chair] _____
 - a. It is important to provide clear and timely communication throughout the search process. Review UB HR's [email templates for communicating](#) with candidates.
 - b. For candidates selected for in person interviews, you might consider sending out letters and information packets that include detailed itineraries, background information, contact information, travel arrangements, information about UB.
- Plan for second interview. [Search committee] _____
 - a. Review the campus visit checklist to coordinate your applicant's visit ([See Appendix VI](#)). _____
- Select interview questions and conduct second interview. [Search committee] _____
 - a. Ensure a fair selection process: plan for consistency in the interview (questions, setting, time allotment, and interviewers).
 - b. Use behavior-based techniques to separate candidates who skillfully answer interview questions from candidates who skillfully display their quality on the job.
 - c. Resist the urge to label any candidate as most promising or draw conclusions prematurely. Similarly, avoid making assumptions based on perceived race, ethnic background, age, disability, veteran status, marital or familial status, sexual orientation or religion.

- d. [Know what interview questions are illegal](#). Illegal questions cannot be posed to candidates at any point in the search process including in informal settings (e.g. transporting candidates or over a meal)
- e. Ensure confidentiality of all candidates throughout the entire search process.
 - a. Take care not to reference names of applicants outside of the search committee.
 - b. According to Executive Order 161, no State entity is permitted to ask, or mandate, that an applicant for employment provide current compensation, or any prior compensation history, until the applicant is extended a conditional offer of employment. Search committee members cannot look up the salary of applicants, even those internal to UB.
- Evaluate candidates using an evaluation rubric to ensure an equitable evaluation process ([See Appendix III](#)). [Search committee and chair] _____
- Check references. [Search committee and chair] _____
 - a. Obtain permission from the candidate before contacting references.
 - b. Consider using [UB's reference check template](#).
- Make a final recommendation. [Search committee chair and committee] _____
 - a. Consider asking for feedback forms previously circulated to interviewers.
 - b. Search committee evaluates candidates based on search criteria and evidence about the qualifications of the candidates for the position. ([See Appendix III](#))

Hiring a candidate

- [Conduct a background check](#). [HR] _____
- [Close a posting](#). [Hiring manager] _____
- Complete a hiring proposal in UB Jobs. [Hiring manager] _____
- [Create an offer letter](#). [Search committee chair] _____

Onboarding a new employee

- Set up the new employee for success by linking them to important [resources](#). _____
 - o Send a [new employee a welcome packet](#). [Hiring Manager or SDM HR]
 - o [Process new hire documents](#). [Hiring Manager or SDM HR]
- [Prepare for the new employee's arrival](#) by making them feel welcome in their department. [Search committee chair and department chair] _____
 - o Identify a work area
 - o Request IT equipment
 - o Provide basic tools and supplies
 - o Anticipate questions about what to bring, date and time of first day, where to park, etc.
- Ask the new employee whether they require any accommodations (ex. TTY, Lactation room, etc.) _____
- Request employee to complete UB-wide [mandatory training for compliance](#) and SDM-specific mandatory training for compliance. [HR] _____

- Facilitate the employee's orientation. [Search committee chair and department chair]
 - Orient them to their department: schedule trainings and orientations for the first week or two, for example: set up a meet and greet with staff, give a tour, discuss department goals, explain tasks and responsibilities and time and accrual.
 - Register employee to attend HR orientations to learn about and select benefits.
 - Visit the SDM [New Hire Communications](#) checklist to [schedule a headshot](#) for the new employee and request the new hire [complete a biography](#) to be shared with the SDM community.
- Establish a supportive and welcoming climate for all new hires. ([See Appendix VII](#)) [Department Chair and Direct Supervisors]

For newly hired clerical and professional staff

- Collect information from the position description, and draft a [performance program](#) for review with the new hire. [Direct supervisor]
 - Sign the initial performance program within 30 days of hire.
 - Distribute copies to the employee, supervisor and department and the original to Dean's Office HR team for processing.
 - Monitor workload to ensure it is manageable.

For faculty

- Appoint a mentoring committee within one month of hire to ensure the employee's sense of belonging and continued growth at UB SDM. [Department chair and direct supervisor]
 - The mentor should be a senior member of the same department or another unit, who is a model and source of information for the faculty member.
 - It is especially important to guide junior tenure-track faculty in how to establish their research, hire and manage research assistants, run research labs, mentor students, and navigate the University.

Evaluating employees and enhancing retention

[Performance evaluation](#) is an important component of an employee's success at UB. It provides a supervisor with an opportunity to support and encourage the employee's work and to set goals for the future. It also serves as the basis for appointments, promotions, and discretionary salary increases. All professional and clerical employees must be evaluated annually.

For professional and clerical employees

- At end of year, complete an annual performance evaluation/appraisal to provide feedback regarding the employee's performance, and prepare a new performance program for the coming year. [Direct supervisor]
- Plan job and professional skill development opportunities with your employees to ensure a supportive and welcoming climate. ([See Appendix VII](#)) [Direct supervisor]

- Encourage the staff member to apply to the UB SDM [Support, Training Early-Career Enhancement and Retention \(STEER\) Program](#) for formal mentoring support. _____

- For faculty
- Conduct an annual review with each faculty member to discuss productivity for the past year and goals for the coming year. A standardized faculty annual review form is available in the [UB Profile system](#) to support completion of annual reviews. [Department Chair or Designee] _____
- Plan job and professional skill development opportunities with your employees to ensure a supportive and welcoming climate. ([See Appendix VII](#)) [Department Chair or Designee] _____
- Ensure the faculty member has been assigned a mentoring committee. The mentor should be a senior member of the same department or another unit, who is a model and source of information for the faculty member. [Department Chair or Designee] _____
- Encourage the faculty member to apply to the UB SDM [Support, Training Early-Career Enhancement and Retention \(STEER\) Program](#) for formal mentoring support. _____

Appendix I: Proactive Language

The university's affirmative action statement is required on all postings. Be sure to include one of the following statements on all external advertisements:

- "University at Buffalo is an affirmative action/equal opportunity employer and, in keeping with our commitment, welcomes all to apply including veterans and individuals with disabilities."
- Or -
- "As an Equal Opportunity / Affirmative Action employer, the Research Foundation will not discriminate in its employment practices due to an applicant's race, color, religion, sex, sexual orientation, gender identity, national origin and veteran or disability status."

Consider using some of these statements in your posting to demonstrate the university's commitment to diversity and encourage diverse applicants to apply.

- The university is especially interested in qualified candidates who can contribute, through their research, teaching or service to the diversity and excellence of the academic community.
- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- The university seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Buffalo, to maintain the excellence of the university and to offer our students richly varied disciplines, perspectives and ways of knowing and learning.
- The school/department is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching research or service toward building an equitable and diverse scholarly environment.
- We welcome candidates whose experience in teaching, research or community service has prepared them to contribute to our commitment to diversity and excellence.

Appendix II: Advertising and Recruitment Resources

Advertising Resources

1. UB HR will automatically advertise your position through [a variety of resources](#) to help in your recruitment efforts.
2. In addition to automatic advertising, it is important for committees to broaden the scope of their search.
 - a. Post the position to a list of [discipline-specific diversity recruitment websites](#) focused on creating an inclusive workforce.
 - b. Place ads in targeted electronic jobs boards and journals – see list below.

Recruitment activities:

1. All search committees members should be actively engaged in recruiting candidates to open positions. Any information shared about an open position MUST include UB's Affirmative Action Statement (Appendix I).
 - a. Seek names from or send emails to directors, division chairs, deans, vice presidents, and presidents, and other leaders of other schools.
 - b. Directly share the UB Jobs posting with potential candidates or relevant listservs.
 - c. Send notifications to minority and women's professional interest groups.
 - d. Send to professional associations.
 - e. Ask for referrals from coworkers, peers, etc.
 - f. Attend national and regional meetings and network with colleagues, friends, neighbors, associates, etc.
2. Review national pool data of qualified candidates. Consult with the Office of Equity, Diversity, and Inclusion for the most up to date labor pool data as compiled by ADEA.
3. Learn about successes and challenges in recruiting underrepresented candidates from previous searches.

Dental-specific electronic jobs boards

- **ADA Career Center** [ADA Career Center | Employer Services](#)
 - Job Posting \$334 for 30 days
- **ADEA DentEd Jobs** [Post Dental Education Position Openings - DentEd Jobs \(adea.org\)](#)
 - \$399 30-day job posting
- **Specialty-specific career portals**, for example:
 - Endodontics: [American Association of Endodontists](#)
 - Oral and Maxillofacial: [American College of Oral and Maxillofacial Surgeons](#)
 - Oral Medicine: [American Academy of Oral Medicine](#)
 - Orthodontics: [American Association of Orthodontists](#)
 - Pediatrics: [American Academy of Pediatric Dentistry](#)
 - Periodontics: [American Academy of Periodontology](#)
 - Prosthodontics: [American College of Prosthodontists](#)
 - Public Health: [American Association of Public Health Dentistry](#)
 - Dental Hygienists: [American Dental Hygienists Association](#)
 - Oral Biology: [American Association for Dental, Oral and Craniofacial Research](#)
- **Hispanic Dental Association** [Login or Register to Post Jobs - Hispanic Dental Association \(careerwebsite.com\)](#)
 - \$219 for 30-day posting (members)
- **National Dental Association** [Post a Job – National Dental Association \(ndaonline.org\)](#)
 - \$325 for 30-day posting

- **Association for Women in Science:** Jobs may be posted on their website <http://awis.associationcareernetwork.com/>. The site lists a \$300 price for ads, there may be no charge if we sign up to this organization as a University.
- **Ford Foundation Fellowship office:** Send announcements to Barbara Kneebon at bkneebon@nas.edu or Chris O'Brien at cobrien@nas.edu. There is no charge for this posting. Information about the Ford Foundation Fellowship program is available at: <http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- **Additional Resources:** The HERC website has an extensive resource list, including many discipline-specific organizations http://www.hercjobs.org/jobseeker_tools/diversity_resources/

Organizational and professional societies journals

- **Inside Higher Ed** (a free on-line journal of higher education): Job postings can be emailed to Margaret Gray Margaret.gray@insidehighered.com or 202.448.6145
- **The Hispanic Outlook in Higher Education:** Job postings in Word format can be mailed to Robyn Bland at robyn.bland@hispanicoutlook.com
- **The Journal of Blacks in Higher Education** and/or **Women in Academia:** Job postings in Word format can be emailed to Conor McDonough at ads@jbhe.com

Appendix III: Evaluating Criteria

1. Determine voting procedure.
 2. Determine evaluation criterion, for example:
 - a. Mastery of body of knowledge
 - b. Teaching ability
 - c. Scholarship
 - d. Service
 - e. Research productivity
 - f. Research funding
 - g. Licensure
 - h. Certificates
 - i. Ability to attract and mentor students
 - j. Ability to teach and supervise students
 - k. Ability to attract, work with and teach diverse students
 - l. Commitment to collaboration with colleagues
 - m. Relationships to department priorities
 - n. Ability to make a positive contribution to the department's climate
 - o. Ability to be a conscientious department citizen
 - p. Ability to serve in fulfillment of the institutional mission
 - q. Commitment to community outreach and service
 - r. Demonstrated ability to work in diverse teams
 - s. Ability to manage a laboratory
- Modify the sample evaluation sheet to fit your department/program needs:
https://faculty.harvard.edu/files/fdd/files/sample_candidate_evaluation_sheet.pdf.
- For online and in person interviews, consider including any of the following evaluation questions:
- a. Mastery of a body of knowledge
 - i. Did the candidate have sufficient mastery of a body of knowledge in (*specific discipline*)?
 - ii. Was the candidate's level of knowledge sufficient to be considered an expert?
 - b. Teaching ability
 - i. Was the candidate's teaching philosophy consistent with UB SDM's needs and expectations?
 - c. Scholarship
 - i. Did the candidate have a well thought out research agenda?
 - ii. Has the candidate published and presented papers? How often and where?
 - d. Service
 - i. What committees has the candidate worked on?
 - ii. What professional associations is the candidate a member of?
 - e. Presentation
 - i. Did the candidate conduct themselves in a professional manner?
 - ii. Was the candidate well prepared?
 - iii. Was the learning objective clear?
 - iv. Did the candidate work to establish a rapport with the audience?
 - v. Did the candidate demonstrate mastery of their subject?
 - vi. Did they present the subject matter effectively?
 - vii. Did the candidate utilize learning aides used? Where they effective?
 - viii. How did the candidate handle questions from the audience?
 - ix. Did the presentation start and end on time?

- x. Did you learn something from the presentation?
- Review one candidate at a time using the candidate evaluation sheet.
 - a. Avoid labelling a candidate as a “good fit” without explicit criteria explanation.
 - b. “Candidate ‘fit’ into the campus and into the community generally means finding a person who will blend in easily with the existing structures, someone who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds may be presumed not to ‘fit’ as well as white candidates. Beware of these sorts of presumptions. Make every effort to show candidates that they will ‘FIT’ and then let them decide for themselves.” (ADEA Faculty Diversity Toolkit p. 83)

* Portions adapted from UMKC Human Resources “Search Committee Essentials”

Appendix IV: Interview Tips and Sample Questions

Before the Interview

- Reserve a room or set up an online meeting room.
- Review the job description, advertisement, and charge to the committee.
- Draft and agree upon the interview questions to be asked and by whom.
- Review the candidate's application materials.
- Agree upon the format of the interview. Make every effort to conduct every interview using the same format.

During the Interview

- Introduce committee members.
- Establish a rapport with the candidate.
- Describe the format for the interview.
- Ask open-ended, informational, situational, and behavioral questions. An [introduction to critical behavior interviewing](#) and additional resources are available through the UB Libraries, including Reference the [High-Impact Interview Questions](#) and [96 Great Interview Questions](#).
- Let the applicant do most of the talking.
- Take notes.
- Leave time for the candidate to ask questions at the end.
- Describe the remainder of the search process and time frame.
- Ask if you can check references.
- Give the candidate a point of contact for future questions.
- Thank the candidate for their time.

After the Interview

- Review your notes and complete the evaluation form.
- Document other pertinent matters related to the interview.
- As a committee, discuss the candidate and summarize their strengths and weaknesses.

*Adapted from UMKC Human Resources "Search Committee Essentials"

Appendix V: Inappropriate and Illegal Questions

There are some interview questions that are illegal to ask. Make sure that the members of the search committee are aware that they cannot ask these questions.

- That's an unusual name. Where is it from?
- Are you a U.S. citizen?
- How old are you?
- What is your date of birth?
- When did you graduate?
- Are you married? Engaged? Divorced?
- With whom do you live?
- Do you plan to have a family? When?
- Do you have children?
- What are your childcare arrangements?
- How tall are you?
- What is your weight? (questions about height and weight are not acceptable unless minimum standards are essential for the safe performance of the job.)
- Do you have any disabilities?
- Please complete the following medical history.
- Have you ever been hospitalized? If so, for what condition?
- Have you had a major illness in the last 5 years?
- How many days were you absent from work because of illness last year?
- When did you lose your eyesight? How?
- Have you ever been treated for a mental condition?
- Have you ever been treated by a psychiatrist? If so, for what condition?
- Are you taking any prescribed drugs?
- Have you ever been treated for drug addiction or alcoholism?
- What organizations or groups do you belong to?
- Have you ever been arrested?
- If you were in the military, were you honorably discharged?
- What is your current salary?

[Legal and Illegal Questions of Job Candidates \(PDF\) Download pdf](#)

Appendix VI: Campus Visit Checklist

General Planning

1. Prepare and send a welcome package to the interviewee.
2. Confirm travel, transportation, lodging, and meals.
3. Depending on the position, consider one or a combination of the following for the second interview (request all interviewers fill out feedback forms):
 - c. Meet with the search committee
 - d. Meet with the hiring authority
 - e. Meet with the Chancellor, Provost, and other campus leaders
 - f. Meet with students, faculty and/or university personnel
 - g. Give a presentation
 - h. Enjoy a lunch or dinner
 - i. Arrange a tour of the local community
 - j. Arrange a campus tour

Logistics

1. Schedule and advertise candidate's presentation
2. Schedule a meeting and presentation room
3. Confirm audio/visual support
4. Plan meals and breaks
5. Communicate with all involved parties
6. Assign hosts to escort the candidate throughout the day.

Appendix VII Supporting Employee Growth and Retention

*Best practices adapted from the Columbia University Guide to Best Practices in Faculty Retention

1. Formalize mentoring structures

- a. Establish and monitor formal mentoring committees.
 - i. Mentors actively advocate and create opportunities for their mentees. They are an invaluable resource to employees learning to navigate the institution, needing advice for professional development, or needing social or emotional support.
 - ii. The mentor should be a senior member of the same department or another unit, who is a model and source of information for the employee. Department chairs should not serve as mentors for employees within their own departments.
 - iii. Women and underrepresented minorities can often be asked to take on a disproportionate share of committee and mentoring responsibilities. Leadership should monitor service commitment to ensure some employees are not overburdened with being “token” members of a group.
 - iv. UB SDM’s [Support, Training Early-career Enhancement and Retention \(STEER\)](#) Formal Mentoring program establishes formal mentorship for junior-level faculty and staff. This program serves as a complement to departmental offerings.

2. Prioritize scholarship

- a. Encourage faculty to pursue research and intellectual interests.

3. Encourage leadership opportunities

- a. Create opportunities for participation in department and school governance.

4. Connect employees to resources within and outside the department or school

- a. Provide employees with policies, expectations and resources that are available to them.
- b. Connect employees to affinity groups and other resources.

5. Establish formal and informal networking opportunities

- a. Intentionally establish opportunities for employees to meet and interact both formally and informally. Supportive networks reduce feelings of isolation and improve sense of belonging.

6. Celebrate accomplishments

- a. Celebrate and recognize diverse contributions and outstanding performance.

7. Establish regular professional development opportunities

- a. Provide opportunities for career development early and often, at every stage of an employee’s career.
- b. Provide regular feedback that includes time to identify steps for improvement, growth, and development. These meetings should be reciprocal – where leadership is open to learning from employees in their school/department. [department chairs]
- c. Provide employees with training in, for example, cultural competence and responsiveness.
- d. Support faculty development for continued improvement in teaching practices.