Dartmouth College
Division of Institutional Diversity and Equity

Inclusive Staff Hiring Guide

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Introduction

Importance of inclusion from first-contact with future employees

An inclusive hiring process creates opportunities for the talented candidates from a variety of backgrounds to demonstrate their qualifications and view Dartmouth as an employer of choice that is committed to fostering a welcoming and inclusive environment. Candidates' experiences as they go through the hiring process can often leave a lasting impression, even when they are not selected for a position. In addition, prospective employees want to be part of organizations that have a positive culture and a demonstrated commitment to diversity, equity, inclusion and belonging (DEIB)—a recent report shows that an employer's culture is now a key factor in career decisions for the next generation of workers.[1]

The hiring process is often the first point of contact Dartmouth has as an organization with potential employees. Through our recruitment practices, we can signal our values, and begin to socialize new employees into a culture where DEIB are strategic priorities that are integrated into their work. If there are no clear, consistent markers that show Dartmouth's commitment to inclusion and equity (both in name and in the process) at this initial contact, we stand to lose a significant opportunity to recruit high-potential and high-performing individuals.

The importance of equitable searches is underpinned by employment laws that every hiring manager should be aware of. All searches must be compliant with the laws listed below. These laws will be referenced throughout the guide in the most relevant sections. In many cases, Dartmouth's policy and procedures are in place to ensure compliance with these requirements.

- *Title VII of the Civil Rights Act of 1964*. Prohibits discrimination in employment, including hiring, on the basis of race, color, religion, national origin, and sex (including pregnancy).
- *Age Discrimination in Employment Act (ADEA)*. Prohibits discrimination in employment because of age for individuals who are 40 years or older.
- *Americans with Disabilities Act (ADA).* Prohibit discrimination against people with disabilities in several areas, including employment.
- *Human Rights Act*. Prohibits discrimination in employment on all bases covered under Title VII, plus marital status.

Scope of this guide

This guide is intended as a resource for managers who are hiring new staff at any level. The guide was developed centering evidence-based inclusive practices for hiring at each step in the search process. The information found here is intended to supplement existing resources from the Office of Human Resources (HR), including the Recruitment Toolkit.[2] In instances where a process or system is owned by HR, you will see a link to their available resources. Here, the emphasis is on ensuring that equity and inclusion are infused at each step—from the development of the job description to onboarding your new hire. To make this guide as practical as possible, we have organized this information into three phases in the hiring process: preparing to launch a search, launching a search, and candidate selection.

Roles and responsibilities in the hiring process

Together, a Talent Acquisition Consultant, the HR Liaison (in schools/divisions where applicable), and a staff member from Institutional Diversity and Equity (IDE) collaborate to support hiring managers throughout the search process. The following responsibilities are designated for each unit:

- **Hiring Department.** In most cases, it is the hiring department's role to initiate the hiring process, develop a job description, provide administrative support (e.g., communications, interviews, etc.) for the search and coordinate search committees where appropriate.

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[1] Deloitte Global, "The Deloitte Global 2022 Gen Z and Millennial Survey" (Deloitte Touche Tohmatsu Limited, 2022), https://www2.deloitte.com/global/en/pages/about-deloitte/articles/genzmillennialsurvey.html
[2] Hiring 101, Dartmouth Human Resources 2022, https://dartmouth.sharepoint.com/sites/Hiring101

- **Talent Acquisition Consultant.** As the primary partner from HR in the hiring process, a talent acquisition consultant's role is to ensure the available position is posted and advertised broadly and manage the SkillSurvey reference check process. Upon request, the consultant can also assist with reviewing interview criteria and language for job advertisements[3]. They can also provide advice and answer questions that may arise regarding the recruiting process.
- **HR Liaison.** The HR liaison plays a critical role in hiring. This person will help determine salary offer based on the available budget coupled with the market analysis done by the Compensation office, prepare offer letters for candidates, and may serve as the point of contact between the school/division and HR.
- **Institutional Diversity and Equity.** IDE provides consultations to support staff searches by reviewing job descriptions for inclusive language, offerings trainings for search committees, meeting with finalists who have an interest in learning more about the College's commitment to diversity, equity, inclusion and belonging.

Hiring departments should keep these roles and responsibilities in mind when approaching the search process and reach out for additional support and resources as needed.

Before You Launch a Search

Developing an inclusive position description

Job descriptions are an often-overlooked opportunity to signal to potential candidates that Dartmouth is a place committed to welcoming candidates from all backgrounds. Remember, would-be applicants will decide whether to apply based on whether the role and the organization are aligned with their values and identity.[4] This section focuses on ways to incorporate the language of inclusion into your job descriptions to attract a more diverse pool of applicants. For more specifics, please refer to '[How to write an effective Job Description.](#)[3]'

Qualifications

When considering qualifications for your role, carefully determine what competencies are truly essential for a person to be successful in the role. Keep in mind that the longer and more specific the list of qualifications is, the less likely the pool of candidates is to be diverse.[5] To ensure that the pool reflects all the available talent, focus on broad requirements that reflect the role. This may seem trivial, however, studies have shown that men apply to roles when they meet just 60% of the qualifications, while women tend to apply only when they meet 100% of the stated requirements.[6] When writing a job description, consider focusing on skills required on the first day of the job. If a candidate can learn some skills on the job, list them as *preferred* rather than *required* qualifications. By refining the list of requirements and expanding the scope of possible qualifications, a job description can resonate with a larger variety of candidates who can bring new perspectives to the team.

As the Talent Acquisition consultant works to post the position on the Dartmouth Jobs site, it is helpful to know that required qualifications can be assessed through supplemental questions added to the online job posting. Instruct candidates to address these questions in their cover letters. Since these questions will serve to further restrict the applicant pool, please consider only including qualifications that are essential for the role.[7]

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[3] "How to Write an Effective Job Description." Hiring 101, Dartmouth Human Resources, 2022, https://dartmouth.sharepoint.com/sites/Hiring101/SitePages/Crafting-the-Perfect-Job-Ad.aspx

[4] Scott Highhouse, Erin E. Thornbury, and Ian S. Little, "Social-Identity Functions of Attraction to Organizations," *Organizational Behavior and Human Decision Processes* 103, no. 1 (May 2007): 134–46, https://doi.org/10.1016/j.obhdp.2006.01.001.

[5] "6 Tips for Inclusive Recruitment Writing," Monster.com, n.d., https://hiring.monster.com/help-center/traditional-products/job-ads/6-tips-inclusive-recruitment-writing/.

[6] Tara Sophia Mohr, "Why Women Don't Apply for Jobs Unless They're 100% Qualified," *Harvard Business Review*, August 25, 2014, https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified.

[7] "Screen Candidates with Supplement Questions." Hiring 101, Darmotuh College Office of Human Resources https://dartmouth.sharepoint.com/sites/Hiring101/SitePages/Screen-Candidates-using-Supplemental-Questions.aspx.

Table 1. Distinctions between Required and Preferred Skills

Skills	Description	Examples
Required	• Mandatory minimum qualifications for an applicant to successfully complete the role on day 1 • The minimum standard to which every candidate who applies will be measured against • Should be mandatory, measurable, realistic, and proportionate to the basic functionality of the job • Likely to exist in large numbers in the candidate pool; ultimately should not impact the applicant pool size	Professional training/certifications which take considerable effort or time to complete
Preferred	• These skills are not required for a candidate to succeed in the job but are rather "bonus" skills • Candidates do not need these skills to be hired, but if they held these competencies, they would prove a valuable resource to the employer • The absence of these skills will not outright rule a candidate out of consideration • Should be realistic and proportionate to the job's function • May exist in only a few rare candidates	Knowledge of Dartmouth-specific applications, processes, policies, or technology

Inclusive Language

The words chosen to describe a position are just as important as the qualifications included. Psychology researchers have demonstrated that the language in job advertisements is linked directly to gender inequality in the workforce. It is important to keep language gender neutral.[8] Instead of using "he or she" in the job description, consider using "they." Avoid pronouns altogether by referring to the "person" or "individual" in the role. This is because words commonly associated with masculine stereotypes result in fewer female and non-binary applicants. This effect is compounded as reviewers rate male candidates higher for these traits (see Table 2).[8] By removing words associated with masculine and feminine stereotypes and maintaining gender-neutral language, your pool's diversity and size can increase.[9] These changes can go a long way toward helping people see themselves in the role.

Table 2. Suggestions for writing inclusive job descriptions[10]

Types of Language	Instead of…	Consider using…
Specific pronouns	He/She Himself/Herself	They or you the person or individual in this role
Culturally-appropriated terms	Guru Ninja Pioneer	Experienced Qualified problem solver Innovator
Gender-coded descriptors	Determined, confident, outspoken, persistent, ambitious Cooperative, dependable, supporting, understanding, dedicated	Gender neutral language: willingness to problem solve; excellent listening skills; ability to work as part of a team; strong verbal and written communication; self-driven and proactive; good interpersonal skills

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[8] Gaucher, FrDanielle Gaucher, Justin Friesen, and Aaron C. Kay, "Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality.," *Journal of Personality and Social Psychology* 101, no. 1 (July 2011): 109–28, https://doi.org/10.1037/a0022530.
[9] Appcast, "The Appcast Gender Report: The Impact of Gendered Wording on Candidate Attraction" (Appcast Research, n.d.), https://info.appcast.io/whitepaper/appcast-gender-report-website.
[10] Maxwell Huppert, "5 Must-Do's for Writing Inclusive Job Descriptions," *LinkedIn Talent Blog* (blog), April 9, 2018, https://www.linkedin.com/business/talent/blog/talent-acquisition/must-dos-for-writing-inclusive-job-descriptions.

Types of Language	Instead of…	Consider using…
		Use the Gender Decoder – explore how linguistic gender-coding shows up in job adverts[11]
Unnecessarily gendered language	Man-hours Cleaning woman Chairman Salesman Maiden name Freshman Maternity/Paternity leave Working mothers	Hours Office cleaner; custodial staff Chair Salesperson Family name First-year student Parental leave Working parents
Industry jargon and Dartmouth-speak	KPIs SMEs Chartstring D-Plan	Key figures; metrics for success Specialist; expert; authority Internal accounting system Academic calendar
Language Proficiency	Native English speakers	English fluency
American idioms/ complex phrases	A ballpark figure Low hanging fruit Think outside the box	Educated guess Work that can be accomplished quickly/easily Creative thinking
Phrases that may deter a variety of age groups	Youthful, dynamic, energetic, digital native; go-getter Mature, seasoned, settled, veteran, old hand, old pro, war horse	Accomplished, knowledgeable, Specified years of experience
Able-bodied language	Must be able to lift 15 lbs Must be able to stand Must walk around the building to deliver files Must be able to read technical manuals	Moves across campus to deliver files Must be able to learn technical material *It is always important to evaluate a position for essential functions of the role.*

Stated commitment to diversity, equity, inclusion and belonging

Please ensure that all job descriptions include the College's stated commitment to DEI:

> *"Dartmouth College is an equal opportunity/affirmative action employer with a strong commitment to diversity and inclusion. We prohibit discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status. Applications by members of all underrepresented groups are encouraged".*

Dartmouth College is committed to providing reasonable accommodations for applicants with disabilities. To that end, all descriptions should include information for candidates who may want to request a reasonable accommodation:

> *"Dartmouth is committed to diversity, equity, inclusion, belonging and accessibility for its community. If you are an applicant with a disability and would like to request a reasonable accommodation to aid in the job application and/or interview process, please email: ADA.Institutional.Diversity.and.Equity@Dartmouth.edu In the subject line, please state application accommodations and include the job number or title. Someone from the ADA/504 Office will be in touch within 2 business days."*

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[11] "Gender Decoder: Find Subtle Bias in Job Ads," Gender Decoder, accessed August 22, 2022, https://gender-decoder.katmatfield.com/.

Determining when a search committee is appropriate

Inclusive searches invite a variety of perspectives to assess candidates. This approach mitigates bias in the hiring process by creating opportunities for collective input on candidates.[13] Inclusive searches can be achieved through panel-style interviews and multiple meetings with relevant partners, as well as search committees.[12] This section focuses on when search committees are appropriate and how they can increase equity and inclusion in the candidate review and selection process. It is important to note that not every open position requires a search committee. The time, resources, and energy required to coordinate a cross-college search committee should be weighed into consideration against the need for input from various campus partners. There are two key factors in determining whether a search committee is necessary: the position type and the scope of the position. Additional information about each of these factors is below.

Position Type

The type and/or level of the position should be the first consideration when determining whether a search committee is appropriate. In general, as roles expand in scope and reach, the likelihood of the need for a search committee increases.

- For non-exempt and administrative positions, the hiring manager should seek input from the members of the department with whom the role would work directly. Instead of a search committee, a campus colleague interview may be the most appropriate way of garnering feedback from colleagues outside of the department.
- For entry and some midlevel exempt positions, the hiring manager should review the scope of the position (see below) to determine if a committee is appropriate. In many cases, a search committee, chaired by the hiring manager or their designee, may include other members of the department. It can also include colleagues from across the College.
- For leadership roles, a search committee composed of a representative body of individuals from across the college with whom this individual would interact should be created. A chairperson should be appointed and the committee should receive a formal charge (instructions on fulfilling their committee responsibilities) by the school/divisional senior leader.

Scope of the Position

After considering the type of position, think about the scope of the role next.

- If the role interacts primarily with people within the department, then input from the members of the department with whom the role would work directly is appropriate and a formal search committee is not necessary.
- If the role collaborates closely with campus partners, then input from campus partners with whom the role would work directly would be valuable. This could be in the form of a search committee made up of individuals from across the College who are familiar with the work of the position.

The level of decision-making authority should also influence the decision to create a search committee.

- For roles where there will be a high level of authority, input from across the hierarchy of the organization is appropriate.
- Search processes should include input from those who report up through the role—typically through participation in portions of the interview day.

Committees offer a space for thought partnership in the candidate selection process and should be considered to ensure the best possible experience for the candidate.

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[13] re:Work with Google, "Re:Work - Guide: Hire by Committee," re:Work, n.d., https://rework.withgoogle.com/guides/hiring-hire-by-committe/steps/introduction/.

[12] Search committees are small groups that form to review candidates at each step in the hiring process and make recommendations to the hiring manager based on their review.

Launching a Search

This section of the guide focuses on best practices and tools to advertise open positions and prepare for the candidate selection process with the individuals involved in the decision-making process. By actively working to recruit a broad pool of candidates and ensuring the appropriate perspectives are involved in the search, the diversity of applicants can increase and create a more inclusive experience for everyone involved.

Developing an applicant recruitment plan

When the position is posted on the College's hiring website, the Talent Acquisition team will automatically place the advertisement on Higher Ed Jobs[13] and several other advertising sources, including specific diversity job boards, intended to broaden the reach of the posting.[14] In addition to these automatic postings and to broaden the candidate pool, it will be critical to develop an applicant recruitment plan (ARP).[15] The ARP combines outreach to field-specific professional societies and listservs, contacting colleagues, and leveraging the reach of social media. Ultimately, the goal of these efforts is to build a diverse, qualified pool of candidates for the position.

All candidates should be directed to complete an application no matter how candidates come across the job advertisement, whether on a job site, recommendation from a colleague, or an internal candidate. To ensure equity, only candidates who have completed the application should move through the review process and everyone should be treated the same throughout the hiring process.

Job Board Postings

Job boards offer a great opportunity to advertise the open position. First, craft a job advertisement[3] that will attract diverse candidates. The job ad should be based on the formal job description and use the inclusive language described in the previous section. The job ad is important because it will be the first impression candidates have about the role and the institution. The language needs to draw potential applicants in and help them see themselves both in the role and at Dartmouth.

The placement of the job ad is just as important as the language. You should research job boards that have large audiences from marginalized communities. In this case, the broader your reach, the better. As such, plan to post the job on a variety of job boards in addition to those that are standard for Dartmouth. There may be a cost associated with the additional posting; a talent acquisition consultant can provide details relating to these costs and facilitate this process. If the hiring manager is unsure about where to place the job advertisement, IDE can also advise on options to consider.

Contacting Colleagues

While job board postings are likely to increase the size of your pool, sharing the position directly with colleagues in your field has the potential to deepen the candidate pool—meaning that candidates that result from this type of outreach have a higher chance of having the stated qualifications for the role. These colleagues will likely share the job advertisement with people they know have an interest and skills to be successful in the role. When considering which colleagues to contact, remember that most people's social networks are homogenous.[16] To increase diversity in the applicants resulting from this type of outreach, make a list of colleagues that represent a variety of identities and backgrounds and who are committed to DEIB initiatives and have an understanding of how cultural diversity and experience with different backgrounds and perspectives. Below is a sample email that you can modify to share the job ad with professional networks.

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[13] "HigherEdJobs - Jobs in Higher Education," HigherEd Jobs, n.d., https://www.higheredjobs.com.

[14] "Affiliate Job Sites." Hiring 101, Dartmouth College Office of Human Resources, https://dartmouth.sharepoint.com/sites/Hiring101/Shared%20Documents/Affiliate%20job%20sites.pdf?web=1.

[15] "How to Strengthen a Weak Candidate Pool."Hiring 101, Dartmouth College Office of Human Resources, https://dartmouth.sharepoint.com/sites/Hiring101/SitePages/How-to-Strengthen-a-Weak-Candidate-Pool.aspx#hrl-and-or-hiring-manager-actions

[16] Damon Centola et al., "Homophily, Cultural Drift, and the Co-Evolution of Cultural Groups," *Journal of Conflict Resolution* 51, no. 6 (December 2007): 905–29, https://doi.org/10.1177/0022002707307632.

Sample Email

Greetings,

I am writing to request your assistance in sharing our call for applicants for a _____ in the _____ office at Dartmouth College. As a colleague that is well connected to others in the field, I wanted to share this information with you to pass along to any qualified candidates you may know.

This position   insert one *brief* sentence about the purpose of this role .

I've attached the job ad to this message; interested applicants can search for more information using Position Number insert position # on the Dartmouth Jobs Site at https://searchjobs.dartmouth.edu/. This position will remain open until filled and interested applicants should submit their materials by   insert date   for full consideration.

I would greatly appreciate your help in forwarding this to any of your contacts, especially those from diverse backgrounds.

Additional questions can be directed to   insert email for campus contact person .

Thank you in advance for your assistance.
Name
Title

Social Media

Social media and email listservs provide access to large audiences and leverage personal and professional connections simultaneously. Social media is increasingly being used as a space for professional networking and job searching. LinkedIn is by far the most popular site for professional networking as it was created for this specific purpose. Depending on the role and the qualifications for the position, you may consider exploring other platforms like Facebook.

Keep in mind that the audience on social media is tied to personal activity on these sites; those who are highly active with many connections will have larger audiences. Be mindful of post settings to ensure that the job ad can be shared broadly. Confirm that the post is shareable (e.g., others can repost your ad), public, and allows viewers to react. Each of these settings will increase the number of views of the post and, thereby, broaden awareness of the position. Leverage any departmental, social media accounts to share information about the position and consider asking colleagues in your network to share the job ad on their accounts, if they are comfortable.

Please keep the following considerations in mind if social media is employed as a recruiting vehicle:

- Always review a group's guidelines or posting policy before asking to join and before sharing
- Be mindful of the poster's profile and how it might represent themself and the College
- Sharing a job posting is a great way to engage other members of the search committee in spreading the word and leverage a diverse and broad professional network, however, please respect individual's level of comfort when asking them to post job openings online
- To call attention to the ad, use tags and hashtags to bring the post to the attention of the group's moderators

Professional ListServs

Professional ListServs help to reach a broad audience with the added benefit of knowing that people in the audience likely have the requisite skillset to be strong candidates for the role or know someone else who does. These are often managed and moderated by professional societies and populated by individuals with shared interests and backgrounds.

Like the other advertising options described in this section, post the job ad to several listservs and announcement boards. Ask colleagues, search committee members, and coworkers to help spread the word about the role by sharing

the job advertisement with their professional communities. When disseminating information about the position through professional organizations, listservs, and other digital means, include the following:

- PDF version of the job ad, including Dartmouth's Equal Opportunity/Affirmative Action Statement
- Link to Dartmouth's job site and the position number: https://searchjobs.dartmouth.edu/

Below is sample language for email ListServs and announcement boards that can be edited to suit specific positions.

Sample Text for Posting on Listservs/Announcement Boards

Greetings,

Dartmouth College, a leader in higher education and a member of the Ivy League, is seeking great candidates for our   insert title   position in the   insert office name .

This position   insert one *brief* sentence about the purpose of this role   .

Please consider applying or sharing this information with qualified candidates you may know. To be considered for the position, candidates should apply through our website using Position Number   insert position #   on the Dartmouth Jobs Site at https://searchjobs.dartmouth.edu/. This position will remain open until filled and interested applicants should submit their materials by   insert date   for full consideration.

Dartmouth embraces diverse and talented people who are excited to join a community where they can grow and succeed. To learn more about this and other current openings visit https://searchjobs.dartmouth.edu/.

Sincerely,
Name
Title

Networking activities

Intentional and ongoing efforts to expand professional networks should be undertaken to develop a robust pool of applicants for each position. These activities should be coordinated, overseen, and documented by the Search Chair. Below are some best practices for diversifying networks in advance of and during your search:

- Subscribe to and advertise in publications, networks, and other venues with diverse readership and membership
- Identify and cultivate potential pipelines for candidates for various positions and employee groups (e.g., identify campus contacts for graduate programs for entry-level positions that require graduate level degrees, etc.)
- Support stakeholder involvement in outreach for specific positions. Include members of the department, members of search committees, and colleagues across the division when advertising the position and leverage their unique networks to broaden your reach
- Attend symposiums; speak at diverse conferences; present research/paper outside typical network
- Send campus representatives to recruit at venues with a high concentration of underrepresented candidates, including field-specific and general employment venues

Managing Internal Candidates

While advertising the position and networking with colleagues, internal candidates may express interest by approaching a member of the department, the hiring manager, or a member of the search committee. All internal candidates should be directed to apply for the position directly through the Dartmouth Careers Website.

All opportunities should be posted on the Dartmouth Jobs site for a enough time to allow for a range of candidates to apply; depending on the hiring patterns of the functional area, it may be appropriate to have the job posting open for a longer period.

To encourage internal candidates to apply, share the position with colleagues across Dartmouth and through Vox to give notice to others who may be interested in growing into other roles and an opportunity to support the career growth aspirations of staff. Keep neutral messaging to all interested candidates and direct them to review the job description and, if interested, to apply at the hiring website for full and fair consideration within the candidate pool.

As the hiring process proceeds, internal candidates should be treated respectfully and with honesty—and they should be considered with the same standards applied to the full candidate pool. If an internal candidate does not meet the minimum requirements as applied to the full pool, it is not appropriate to advance them within a search solely based on their current employment at Dartmouth.

Additionally, it is not appropriate for hiring managers or search committee members to have "off the books" meetings with internal candidates or to share confidential information about the search with them. Internal candidates should receive the same information and access to search committee members that all candidates receive throughout the process and internal candidates should be assessed using the same rubric that all candidates are evaluated on.

Throughout the hiring process, internal candidates should expect a confidential process, but know that full confidentiality may not be possible when applying for new positions at the institution. Ensure that their privacy will be respected by reminding all individuals involved in the search that this is a confidential process (the same applies for external candidates). It is important to note that additional stakeholders may be invited to participate in a search (possibly from a candidate's current department) or a candidate may participate in a public forum or presentation. It is reasonable to expect that current supervisors may learn of an individual's candidacy through the public portion of the interview. Therefore, internal candidates should be encouraged to have honest conversations with their current supervisors about their interest in an open position at the College. They should also be reminded that their current supervisor will be contacted as part of reference checking, as per Dartmouth policy.

Hiring managers should never disclose an individual's candidacy to individuals who are not active participants in the search (see Confidentiality below). If the need should arise for a candidate's current department to be involved in the search, the search chair should first inform the candidate and invite them to notify their supervisor before reaching out to the department. A candidate may then choose the best path for them to alert their supervisor or department to their interest in the open position.

It is appropriate for the hiring manager to follow up directly with internal candidates who are not selected to formally close the process and prevent any confusion.

Maintaining Search Records

Hiring departments have a responsibility to maintain accurate and detailed records throughout their search. These records should reflect decisions made throughout the search and should include all written and digital documentation generated throughout the search processes. Where available documents might not indicate what decisions were made and by whom, care should be taken to generate additional written records to detail the process of the search. For example, departments should document all advertising efforts, including networking and networking emails including the sender, recipient(s), and/or medium and dates.

Pre-employment or search records may include but are not limited to, resumes/CVs, employment applications, recommendation letter(s), recruitment requests, and other related documents. These records must be maintained on file for 3 years after the completion of the search and disposed of through confidential destruction methods.[17] Departments can work with Records Management to discuss their departmental file plan and retention schedule.[18]

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[17] Dartmouth College Library, "General Retention Schedule," Dartmouth College Library, September 21, 2021, https://www.library.dartmouth.edu/records-management/records-retention/Employment-Records/227#1104.

[18] Dartmouth College Library, "Records Management," Dartmouth College Library, n.d., https://www.library.dartmouth.edu/records-management.

Forming a Search Committee

As discussed in section 2, consider the level, scope, and reach of the role before assembling a search committee. This section focuses on best practices for assembling and managing a committee for an inclusive and equitable search.

Clarifying the decision-making authority for the search committee

It is vital that the decision-making authority for the position is clarified up front and that the process for how the decision will be made about the search committee's recommendations be made explicit. The following decisions should be made before the assembly of a committee and conveyed to committee members as part of communicating the expectations for their service:

- Are the search committee chair and the hiring manager the same or different individuals?
- Do hiring managers need senior leader approval when making a hiring decision?
- How and in what time frame will the pool be evaluated (i.e., number of virtual and in-person interviews)?

The committee should rank candidates and make a final recommendation to the Hiring Manager. In most cases, search committees make a recommendation, but ultimately it is the Hiring Manager and the department head who will make an employment offer. Having a clear decision process in place before candidates are reviewed will ensure a more equitable process and clarify roles within the search process.

Committee membership

On average, search committees should include 4-6 members for entry-level/mid-level positions, and up to 10 committee members for upper-level or highly visible positions. The goal is to have representation from a variety of perspectives and constituents that are relevant to the role. Below are some examples of groups to consider including:

- Consider including individuals who work with this position including colleagues from within the department, and colleagues from collaborating departments within the division
- Campus partners including:
    - Faculty or academic department administrators
    - Staff in related areas (FO&M, Conferences and Events, Admin and Finance, etc.)
    - Graduate students and colleagues in the graduate and professional schools
- Community members (alumni, alumni relations, volunteers, community organizations, etc.)

To confirm that the search committee will provide the necessary perspectives, review the list of members, and consider whether the committee includes but is not limited to members who:

- Have worked on projects related to diversity, equity, inclusion
- Are members of underrepresented groups on campus[19]
- Can advocate for people of diverse backgrounds and experiences
- Has the relevant expertise to be represented

Keep in mind that due to limited staff and time resources, there may be situations where there are only one or two people from underrepresented populations on the hiring committee. Be mindful that these individuals do not become the "representatives for diversity." *All hiring committee members, regardless of their identity group, should be responsible for considering issues related to equity, inclusion, diversity, and accessibility.*

Search committee orientation and education

After forming the search committee, the next major task for the search chair is the education of the committee. Educating the hiring committee on the importance of maintaining an inclusive and equitable process is critical to

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[19] It is important to include students and employees from often-overlooked underrepresented groups (gender identity, religious affiliation, political affiliation, etc.). Remember that diversity is not simply race, ethnicity, and culture, but also sexual orientation, gender identity, age, language abilities/disabilities, socioeconomic status, geographic region, and other defining characteristics.

increasing diversity within the workforce. A prepared committee will conduct a more thorough search, will be more efficient, and will be overall more professional in their undertaking, leading to a higher likelihood of a successful search.

Search committee education begins at the very first group meeting, which can often serve as the search orientation. It may be helpful to invite relevant stakeholders to this first meeting including the Hiring Manager (if they are not the search chair), the Dean/VP (if this is a senior level position), a staff member from Institutional Diversity & Equity, and a Talent Acquisition Consultant. Training, articles, and one-on-one consultations are available upon request or the Hiring 101 website.

Foundational Materials

At this first meeting, it is helpful to present the committee with foundational materials for the search including the most up to date job description, the charge of the committee, the search timeline, and the advertising strategy. Reviewing these materials at the first meeting will allow the committee to understand their collective work.

Diversity and Hiring Goals

It is important to discuss the current needs of the role beyond the job description, the departmental needs, and the hiring strategy. Share the profile of the department and the demographics of current staff with all members of the hiring committee. Discuss the department's overall hiring goals. When an organization sets hiring goals with diversity in mind, it drives the hiring committee's process. A diversity goal will cause a team to rethink the tendency to hire the same types of people over and over. Moreover, it counters any implicit biases by forcing the team to consider differences as a positive. For search committees, spend time explaining the goals for the position and how that relates to the equity work and goals of the department as part of the criteria for consideration.

Confidentiality

During search orientation, it is important to discuss the importance of confidentiality as a committee and set clear expectations for what is appropriate and what is not appropriate to share outside of the meeting spaces. It can be helpful to the group if the search committee has a designated communications points person (usually the search chair) to whom search committee members can redirect questions from the broader community. This helps to ensure that committee members do not feel pressured to share information about the status of the search. Additionally, a search chair should remind the committee that breaches of confidentiality can have legal and/or disciplinary consequences. No one who is part of the hiring process should disclose the identity of candidates for any search at any stage. For more information, see Dartmouth's Confidentiality of Business Information Policy.

Conflicts of Interest

During orientation, the search committee should be reminded that potential conflicts of interest or other issues that could impede a committee member's objectivity should be assessed carefully. Committee members should be encouraged to proactively speak with the search chair about any potential conflicts they foresee at the beginning of a search, and they should also be encouraged to come forward if such a conflict arises throughout the search.

Conflicts of interest may occur when there is any candidate, internal or external, with whom the committee member has a personal, financial, or professional connection. Conflicts of interest should be taken seriously by a search chair as they may call into question whether the individual's actions or decisions are influenced by these outside interests, or if they truly serve the professional activity at hand. If an individual who is part of a search has a conflict of interest, they should first fully disclose the conflict to their search chair (or if the search chair has the conflict, they should disclose this to the supervisor) and secondly refrain from participation in the proposed action or decision until the search chair, or appropriate supervisor, can assess the situation and implement steps to mitigate the conflict. For more information, see Dartmouth's Conflict of Interest Policy.

Implicit Bias

Implicit bias must be addressed directly during search committee orientation. Remind the committee members of unconscious bias and the implications of making judgments on a person's character, experiences, or background based on details unrelated to job performance and work ethic.

A particularly productive conversation can be had by reviewing [common biases and pitfalls](#) as a group: Stereotyping, Halo Effect, Pitchfork Effect, Nonverbal bias, and "Like me" Syndrome. Additionally, requiring all search committee members to complete an implicit bias self-assessment can raise awareness of their own implicit biases and foster a fruitful discussion among the group.[20]

First Impressions

It is vital to discuss the degree to which first/initial impressions can impact our ability to accurately assess candidates. First impressions and gut feelings count during interviews. Yet, preventing unconscious bias is vital, and "gut" feelings that are not based on an accurate assessment of knowledge, skills, and abilities can lead to unfair and inaccurate judgments, overlooked talent, and bias.

Every person might have subconscious or stereotypical views of what a successful person looks like, which can affect how you compare different candidates rather than assessing individual merit.

- For instance, do you assume that men are more capable?
- Do you assume that an extrovert is more efficient and knowledgeable?
- Does a particular regional background or accent create an implicit bias (positive or negative)?
- Do you think attractive people (based on societal standards of beauty) are more likable, and potentially better at their jobs?
- Do you believe a candidate will be better because of the college or institution they graduated from?
- Do you believe someone with a non-traditional educational experience (e.g. military veteran) will be less qualified?

Encourage each committee member to evaluate candidates on their individual merit and suitability for the job. Avoid comparing different candidates. Instead, evaluate each candidate solely on their merits.

Networking assignments

Search committee orientation can be an opportune time to have a frank discussion of personal and professional networks and to delegate assignments for networking activities. The search chair should share materials developed in earlier sections and request fidelity from committee members in reposting these materials. Additionally, as noted earlier, all networking activities must be documented, so it is helpful to set a standard for documentation at this initial meeting (for example, Bcc'ing a designated administrative support person for all networking emails).

Instructions for managing internal candidates

Finally, it is important to provide committee members with explicit instructions for managing internal candidates. As noted earlier, all internal candidates should be directed to apply through the Dartmouth jobs portal. Additionally, committee members can be reminded to direct all questions from would-be internal candidates to the search chair (or other designated communications point person). Finally, remind committee members of the need to maintain confidentiality and avoid conflicts of interest when it comes to internal candidates.

Candidate Review and Selection

Equitable candidate review and selection in any search process require consistent processes and clear criteria for evaluation. Both aspects must be addressed before candidate materials are reviewed to reduce the likelihood of biasing the process toward specific candidates in the pool. In this section, we share best practices for developing candidate criteria and creating rubrics to assess candidate materials.

Identifying candidate criteria

Creating candidate criteria is more than simply referencing the job description. The criteria you use provide a lens through which candidate materials will be assessed. This lens must reflect the knowledge, skills, and abilities required to be successful in the role. The first step is to include the stated required qualifications from the job description. You may also find it useful to meet with constituents and campus partners that are relevant to the role to get a sense of the

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[20] Harvard's Implicit Association, "Project Implicit," Project Implicit, n.d., https://implicit.harvard.edu/implicit/.

traits and qualities the ideal candidate should possess. This feedback could be gathered via individual meetings or focus groups.

Make a list of these criteria and discuss them with everyone involved in the selection process. Because this should be a diverse group with varied perspectives (see Section 3), they should be able to refine this list. In addition to listing the criteria, discuss the weight of each criterion. For example, technical expertise central to the role may be weighted more heavily than peripheral skills that can be learned on the job. Again, everyone in the selection process should agree and be aware of the ways that the criteria are weighted. These steps ensure that everyone is viewing the candidate materials through the same lens, improving the equity of the review.

One way to infuse objectivity into the candidate review process is to create a rubric based on the agreed-upon criteria. The rubric creates a space for individuals to score candidates in response to each criterion. The weights of the criteria can be reflected in the number of points associated with each qualification to indicate their level of importance. Appendix B provides a sample rubric that could be modified for your search.

Note that rubrics are a way to objectively quantify a candidate's qualifications, however, they should not be the only consideration. When developing the hiring process, the role of the rubric should be discussed and decided upon before the candidate review step.

Screening and ranking applications

As applicants are screened using the previously determined criteria with the individuals involved in the initial review of candidate materials, there are additional equitable practices that can be incorporated. First, consider removing identifiable information. Information like names and institutional and organizational affiliations can contribute to bias in the review process.[21] Removing this information provides reviewers with an opportunity to focus on the qualifications themselves rather than the identities a person may hold.

In some cases, a candidate's lived experiences may influence their ability to succeed in the role; however demonstrated contributions to diversity, equity, and inclusion should be the primary criteria. This criterion can be included in an evaluation rubric and further specified to suit the specific role. A few examples of specific critieria to assess a candidate's commitment to DEI are:

- Experience leading an initiative to advance diversity, equity and incusion
- Examples of creating an inclusive culture for colleagues and students
- Commitment to learning about diverse backgrounds

Take advantage of the multiple perspectives involved in the search by assigning multiple people to review each candidate. This will mitigate everyone's bias and create opportunities to discuss discrepancies in the ways candidates are rated. Application materials for each candidate should be reviewed, at minimum, by two people. If there is a search committee, the materials should be read by two committee members as well as the search chair/hiring manager.

At each step in the screening process, documentation is key. Maintain notes on the selection discussions and draft justifications for candidates who are moving forward in the process. This can be easily tracked in DORR and the HR liaison can help enter this information for your search. These notes will also serve as reminders of candidates to revisit, if necessary.

Conducting Inclusive and Equitable Interviews

Interviews provide an opportunity for hiring managers to learn more about the skills and experiences of candidates who are deemed qualified based on a review of their candidate materials. Interviews are also another point in the hiring process where biases can emerge. It will be important to review the criteria for the role and come to a consensus regarding the goal of each phase of the interview process as well as the number of candidates that will move forward after each step. This will help to focus on interviewers and their feedback. In this section, we will share best practices

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[21] Kline, et. Al., Systemic Discrimination Among Large US Employers. 2022, The Quarterly Journal of Economics (pp 1-74).

to make the interviewing stage of the search more inclusive and equitable. Additionally, it is important to keep in mind the laws and policies covered in Section 1 of this guide and the related unallowable questions (Appendix C).

Considerations for interview formats

First and second-round interviews can take several forms and there are ways to maximize equity and inclusion with each interview mode.[22] Here we will discuss the most common formats: phone interviews, virtual interviews, and on-site interviews.

Phone interviews

Phone interviews are typically used to conduct an initial screening of applicants[23] who passed the initial review of their materials. The goal of a phone interview is often to assess the depth of the candidate's relevant experience and gain a sense of ways the candidate would respond to the immediate needs of the role. For phone interviews, all candidates should be asked the same questions. The questions should focus on the responsibilities of the role itself and be tied to the candidate criteria. This approach will allow evaluators to compare responses and rank candidates more equitably.

Provide sufficient notice of the phone interview and offer multiple options for candidates to participate in the interview process. Avoid cold-calling candidates to conduct a phone interview as this practice does not account for other obligations individuals may have. Scheduling may seem mundane, but it is a simple way to signal to candidates respect for their time.

Include in communication for phone interview[24]:

- Clear instructions on how to prepare and access the phone meeting/conference call; contact information in case of technological issues
- Interview preparation info (e.g., number of questions that will be asked)
- Who they'll meet (names and titles)
- How long the interview will be
- Inform all candidates of support for disability accommodations by including this language in your interview invitation:

> *"Dartmouth is committed to diversity, equity, inclusion, belonging and accessibility for its community. If you are an applicant with a disability and would like to request an accommodation to aid in the job application and/or interview process, please email: ADA.Institutional.Diversity.and.Equity@Dartmouth.edu In the subject line, please state application accommodations and include the job number or title. Someone from the ADA/504 Office will be in touch within 2 business days."*

- Send a candidate an invitation to share their pronouns and the pronunciation of their names – and offer to share your own. This allows the candidate to control their gender identity and name without having to correct members of the committee.

Virtual Interviews

Virtual interviews can be used for an initial screening or subsequent interview rounds depending on the role and the number of candidates. This interview format can be advantageous for roles with national searches, search committee members who have remote or hybrid schedules, as well as candidates who are unable to travel. In addition to the scheduling and interview planning practices described for phone interviews, there are some key considerations specifically for virtual interviews:

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[22] Hanover Research, "Tools for Conducting an Inclusive Interview" (Washington Association of School Administrators, n.d.), https://wasa-oly.org/WASA/images/WASA/6.0%20Resources/Hanover/Inclusive%20Interviewing%20Self-Evaluation.pdf.
[23] "How To Conduct Effective Interview", Hiring 101, Dartmouth College Office of Human Resources. 2022. https://dartmouth.sharepoint.com/sites/Hiring101/SitePages/How-to-conduct-effective-phone-interviews.aspx
[24] Fiona Young, "7 Must-Dos for Inclusive Interviews," *Hive Learning* (blog), n.d., https://www.hivelearning.com/site/resource/diversity-inclusion/7-must-dos-for-inclusive-interviews/.

- Encourage all interviewers to keep their cameras on. Being on camera provides candidates with an opportunity to connect more fully during the interview by seeing and having an opportunity to react to facial expressions and body language. We communicate 70-93% of our message through nonverbal cues.[25] While we recognize that life happens and there may be a need to temporarily turn cameras off, try to block out time to be fully present for all virtual interviews and encourage everyone who will be a part of the process to do the same.
- Ask permission before recording. There may be instances where part or all of an interview will need to be recorded. Inform the candidate of the intention to record the interview and share how the recording will be used (i.e., shared with committee members who could not be present). If candidates are not comfortable being recorded, they should not be. Their preference should not have any bearing on their evaluation and individuals who missed the interview should not weigh in on the candidate during this stage in the hiring process.
- Enable machine-generated captions – this will be helpful to both interviewers and candidates
- Paste interview questions (only) in chat, offer to repeat questions, and give candidates a moment to consider and prepare to respond – offer flexibility that embraces both language diversity and neurodiversity
- Give an overview of the interview structure at the beginning of the session including allotted time, making the interview process as transparent as possible
- Facilitate introductions for all on the call, so the candidate knows who is present and how to pronounce names and refer to individuals. The most efficient way to do this is to have each committee member introduce themselves before they ask their assigned questions.
- Mute when not speaking to allow the candidate to address the question asked without background distractions
- Provide video interview best practices ahead of time, including suggestions for lighting and audio. Some candidates may be coming from professional backgrounds where video calls are not the norm, so guidance can ensure all candidates are clear on video expectations.[26]
- Not all candidates will have access to the latest technology or private areas for interviewing; this should not impact their qualifications for the job, so be mindful not to associate lack of access to qualification
- In addition to these suggestions, Dartmouth HR has several Virtual Interview Best Practices that should be reviewed by hiring managers and search committee members[27]

On-campus interviews

On-campus or on-site interviews are generally reserved for individuals who are among the most qualified in the candidate pool. These interviews should be focused on identifying finalists for your role. On-campus interviews often involve a full day of meetings and tours to help candidates get a better sense of the role and the campus community. This creates many opportunities for informal interactions with candidates and everyone interacting with the candidates must have equity and inclusion at the forefront of their mind.

- Provide candidate materials and criteria to all interviewers in advance of the interview
- Review allowable and unallowable questions with interviewers who have not yet interacted with candidates in the context of the active search (Appendix C)
- Center conversations on the role, the department, and the College. Avoid delving into personal topics and if candidates ask questions, speak from your personal experience, and refer them to the appropriate office for more general inquiries.
- Provide contact information for accessibility accommodations. In invitation letters, provide the candidate with contact information for the ADA/504 coordinator to ensure they have access to reasonable accommodations while on campus. A request for accommodations should not be considered or shared during candidate deliberations.
- The department should make all travel and lodging arrangements and pay for all costs associated with a campus visit; not every candidate will be able to wait to be reimbursed for such expenses.
- Provide an agenda ahead of time and include:

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[25] Albert Mehbabian, "Orientation Behaviors and Nonverbal Attitude Communication1," *Journal of Communication* 17, no. 4 (December 1, 1967): 324–32, https://doi.org/10.1111/j.1460-2466.1967.tb01190.x.

[26] Becca Carnahan, "6 Best Practices to Creating Inclusive and Equitable Interview Processes - Recruiting - Harvard Business School," Harvard Business School, August 16, 2021, https://www.hbs.edu/recruiting/insights-and-advice/blog/post/6-best-practices-to-creating-inclusive-and-equitable-interview-processes.

[27] Dartmouth College Services Portal, "Video Interviewing Best Practices," Dartmouth College - Knowledge Base, February 11, 2021, https://services.dartmouth.edu/TDClient/1806/Portal/KB/ArticleDet?ID=127783.

- o Names and titles of all interviewers
- o Locations and travel distances between buildings
- o Designated campus escorts if interviews will take place in multiple locations
- o Scheduled meals and breaks in between sessions
- o Contact information in case of travel delays, emergencies, etc.
- Plan with the candidate as much as possible. Here's sample language to invite them into the conversation about creating a campus visit that allows them to be successful: Questions that might facilitate planning with the candidate include (but are not limited to)[28]:

Question	Creates inclusion for
Is there a time you prefer to have a break in the day?	Nursing parents; those with medical conditions/medications to take; religious reasons
The dean's office is XX feet away from where you'll be interviewing for the bulk of your day. Do 15 minutes seem like enough time to travel between those buildings?	Candidates with physical constraints
Our meeting room will be on the third floor of this building; both an elevator and stairs are available—do you have a preference for which route we take?	Candidates with physical constraints
Would you prefer to see the rooms you're teaching/presenting in ahead of time? Is the morning of soon enough, or should we try to arrange a time to see it when you arrive in Hanover?	Candidates with a range of neurodiversity; candidates with physical constraints
Are there additional units on campus you'd like to meet with during your visit?	Candidates from various identities and interests
Are there particular types of food you'd like to avoid?	Candidates with medical conditions; candidates from religious groups; income diversity

Conducting an equitable interview

In addition to the format of the interview, hiring managers should also consider how the interview will be conducted. Structured interviews are the most equitable because they allow for a direct comparison across candidates by asking the same questions in every interview. This level of uniformity also allows for feedback and ratings on each question, again creating a more equitable evaluation. To lead a structured interview process, the questions should be determined ahead of time, interviewers should be assigned specific questions to ask, and the questions should connect directly to the established criteria for the role. Review the Interviewing Resource Guide[29] from Human resources for general best practices for this stage in the process.

Interview types and components

There are two recommended tools to best assess whether a candidate will be successful in the position: behavioral interviewing and situation interviewing.

- Behavioral interviews focus on how a candidate would respond in a specific situation. These are often forward-looking questions framed in a hypothetical situation. For additional information on how to conduct this type of interview, review the Competency-Based Behavioral Interview Guide from Human Resources.[30]
- Situational interviews ask candidates to reflect on their past experiences to describe how they addressed certain issues. Questions in a situational interview often begin with "Tell me about a time when…" (e.g., tell

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[28] Brandeis University Diversity, Equity, & Inclusion, "Inclusive Interviewing," Brandeis University, 2020, https://www.brandeis.edu/diversity/dei-recruitment-hiring/interviewing/index.html.

[29] Dartmouth College Services Portal, "Interviewing," Dartmouth College - Knowledge Base, n.d., https://services.dartmouth.edu/TDClient/1806/Portal/KB/?CategoryID=20556.

[30] Dartmouth College Talent Acquisitions, "DC Behavioral Interview Guide for Competencies," August 17, 2016, https://services.dartmouth.edu/TDClient/1806/Portal/Shared/FileOpen?AttachmentID=5edf4e5e-aa3c-4e14-a2ad-fcdbf6658c75&ItemID=126750&ItemComponent=26&IsInline=0.

me about a time when you disagreed with your supervisor – how did you convey your point of view). Additional examples of this type of interview are found on the Hiring 101 website from Human Resources.[31]

Whether behavioral or situational interview questions or some combination of the two is utilized, the key is that all candidates are asked the same set of questions. As the hiring manager considers questions to be asked, it is important to incorporate questions that assess candidates' commitment to furthering diversity, equity, and inclusion. Sample questions can be found in Appendix D.

While traditional interviews will provide insight into how a candidate might perform in the position, other evaluation techniques can be built into the overall interview process to provide additional information that can factor into a final decision.

- Presentations are good for roles that require facilitation, leadership, and/or public speaking. To get the most out of candidate presentations, develop a prompt to direct candidates. This prompt should be clear and connect directly to the role.
- Work samples provide an opportunity for you to assess the candidate's work product before they are hired. This could take the form of a writing sample or examples of past work when appropriate. In some cases, it may be appropriate to request a portfolio of work to get a broader sense of a candidate's work to date.

If these evaluation opportunities are incorporated into the interview process, you should be clear on how much they will weigh in the overall evaluations, and all candidates should be asked to submit these additional materials at the same time. Additional information about interviewing for diversity values and skills can be found in the Dartmouth College Services Portal (Appendix D).

Collecting feedback from interviewers

Interviewer feedback is best collected via brief surveys. This ensures that the feedback you receive is connected to the criteria that are used to select advancing candidates. The surveys can be anonymous to allow for candid feedback. You may wish to keep the feedback confidential to go back to an interviewer and ask them to expound on their assessment of the candidates. The best practice is to send the feedback surveys immediately after the interview has taken place. This allows people to share their observations while they are still fresh in their minds. Additional information about how to collect feedback from interviewers can be found in the Hiring 101 resources from HR.[32]

Search Committee Deliberations/Reaching a Decision

Once all interviews have taken place and feedback has been collected from all interviewers, it is time to review and make selections for finalists. The best way to approach the decision-making process is to continue to refer to the criteria for the role. In deliberations, whether with a search committee or other relevant parties in the process (e.g., office or division lead, immediate supervisor, etc.) every candidate interviewed should be discussed. Some best practices for candidate deliberation are listed below:

- The conversation should include a review of feedback from all individuals who interviewed candidates. This could be completed through a review of the data provided in the feedback surveys that were recommended in section 5. This creates an evidence base for conversation and increases the likelihood of equitable comparisons of candidates.
- All search committee members should be invited to share their observations of each candidate.
- Each candidate should be discussed for the same amount of time, with prompts to first share the person's strengths and professional growth areas based on the criteria.
- Notes on the deliberations as well as feedback from other interviews should be captured and confidentially stored (see Section 3). They can also be referenced if an initial offer is declined.

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[31] "Setting Up Interview Questions For Proper Candidate Evaluation." Hiring 101. Dartmouth College Office of Human Resources. 2022
[32] "Getting Feedback on Candidates from Interviewers." Hiring 101. Dartmouth College Office of Human Resources
https://dartmouth.sharepoint.com/sites/Hiring101/SitePages/Getting-Candidate-Feedback.aspx

Once deliberations are complete, the hiring manager should refer to the overall search plan (section 2) for guidance on the number of finalists to put forward, whether they should be ranked, and who has the final decision-making authority. After a candidate has been selected to receive an offer, work with your HR liaison and a Talent Acquisition Consultant to determine the parameters (e.g., start dates, compensation, relocation allowance, etc.) of the offer. Human Resources has several resources to help hiring managers craft offer letters.[33]

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[33] Hiring 101. Dartmouth College Office of Human Resources. https://dartmouth.sharepoint.com/sites/Hiring101

Appendix A: Links to relevant college policies:

- [Accommodations for Individuals with Disabilities](#)
- [Background Check Policy](#)
- [Conflict of Interest](#)
- [Employment of Relatives](#)
- [Employment Reference Checks and Skills Proficiency Testing](#)
- [Employment Eligibility](#)
- [Records Retention and Destruction Policy](#)

Appendix B: Evaluation rubrics incorporated commitment to DEI

Application Screening Matrix
Dartmouth College - INSERT POSITION

Applicant:

Evaluator:

Minimum Qualifications	Does not meet	Marginal	Good	Very Good	Outstanding	Cannot Assess	How does the candidate meet this requirement?
Master's degree							
Seven years of experience administering [insert field] programs or the equivalent combination of education and experience							
Familiar with the skills, language, central issues, and concerns of [insert discipline], including knowledge of [insert required core competency]							
Demonstrated commitment to the ideas of a liberal arts education and to promoting pluralism and intercultural understanding							
Strong interpersonal skills, and the ability to relate to a diverse population including students, faculty, staff, alumni/ae, and other stakeholders							
Outstanding communication skills, including public speaking, and the ability to communicate effectively with all constituencies on campus and the greater community							
Ability to address complex issues that include a wide variety of subject matter and a multi-faceted mission							
Ability to develop a multi-year vision while maintaining annual focus							
Conceptual skills necessary to view the department holistically and make decisions for its overall welfare							
Solid organizational, budgetary, and financial management skills							
Demonstrated success in leading and developing a professional staff/team, including volunteers and students							
Shown experience working both independently and collaboratively							
Outstanding proficiency in teamwork, collaboration, flexibility, and organizational problem-solving							

Overall evaluation:

Move forward to a first-round interview?   Yes _____   No _____   Maybe _____

Appendix C: Allowable and Unallowable Interview Questions

Type of Inquiry	Allowable	Unallowable	Reason
Birthplace/ Citizenship	Upon employment, can you provide proper identification that authorizes you to work in the U.S.?	Are you a U.S. citizen?	Title VII, EEOC
Race/Ethnicity	NONE	What is your ethnic background?	Title VII, EEOC
Marital Status/Sexual Orientation	Do you have any commitments that would prevent you from working the required hours?	What arrangements do you have for childcare?	Title IX, EEOC
Religion/Creed	Are you able to work the required hours?	What holidays do you celebrate?	Title VII, EEOC
Language	As related to this position, what is your degree of fluency with _____?	How did you learn a foreign language?	Title VII, EEOC
Physical Description	Are you able to safely perform the essential job functions? If not, what reasonable accommodations would you require?	Do you have any physical or mental handicaps?	Title VII, EEOC, Rehabilitation Act of 1973, ADA
Gender	NONE	Which prefix, Mr. or Ms., do you prefer?	Title IX, Title VII, EEOC
Criminal Background	Have you been convicted of a crime in the past ten years?	Have you ever been arrested?	Title VII, EEOC

Appendix D. Sample Questions to Assess Commitment to Diversity, Equity, and Inclusion
The questions below were developed by Dartmouth's Talent Acquisition Team.

Assess Diversity Values and Inclusion Skills

An employee who values diversity—and more importantly exhibits inclusive behaviors—more naturally selects, collaborates with, and retains diverse talent. Use this interview guide to evaluate a candidate's inclusion competency.

Knowledge: The candidate's definition of diversity is broad and includes non-stereotypical notions of diversity.

- What have you done to improve your knowledge about diversity? How have you demonstrated what you have learned?
- How can lack of workforce diversity impact the business?
- Share an instance when you learned something from someone from a background different than yours.

Values: The candidate shows positive emotion when talking about diversity.

- Why is diversity and inclusion in the workplace important?
- Tell me about a time you worked on a team with diverse backgrounds and experiences. What were the benefits of team diversity?
- How do you expect the organization you work for to demonstrate its diversity values?

Experience: The candidate is experienced and skilled in working with and/or managing diverse teams.

- Discuss an experience concerning diversity that helped you in your professional development.
- What efforts have you made, or been involved with, to foster diversity learning and understanding?
- How have you handled a situation when a colleague or a direct report was not accepting of others' backgrounds, values, or experiences?

Actions: The candidates' actions demonstrate their diversity values.

- What efforts have you made, or been involved with, to foster inclusivity and understanding?
- Tell me about a time when you achieved superior outcomes by incorporating diverse perspectives.