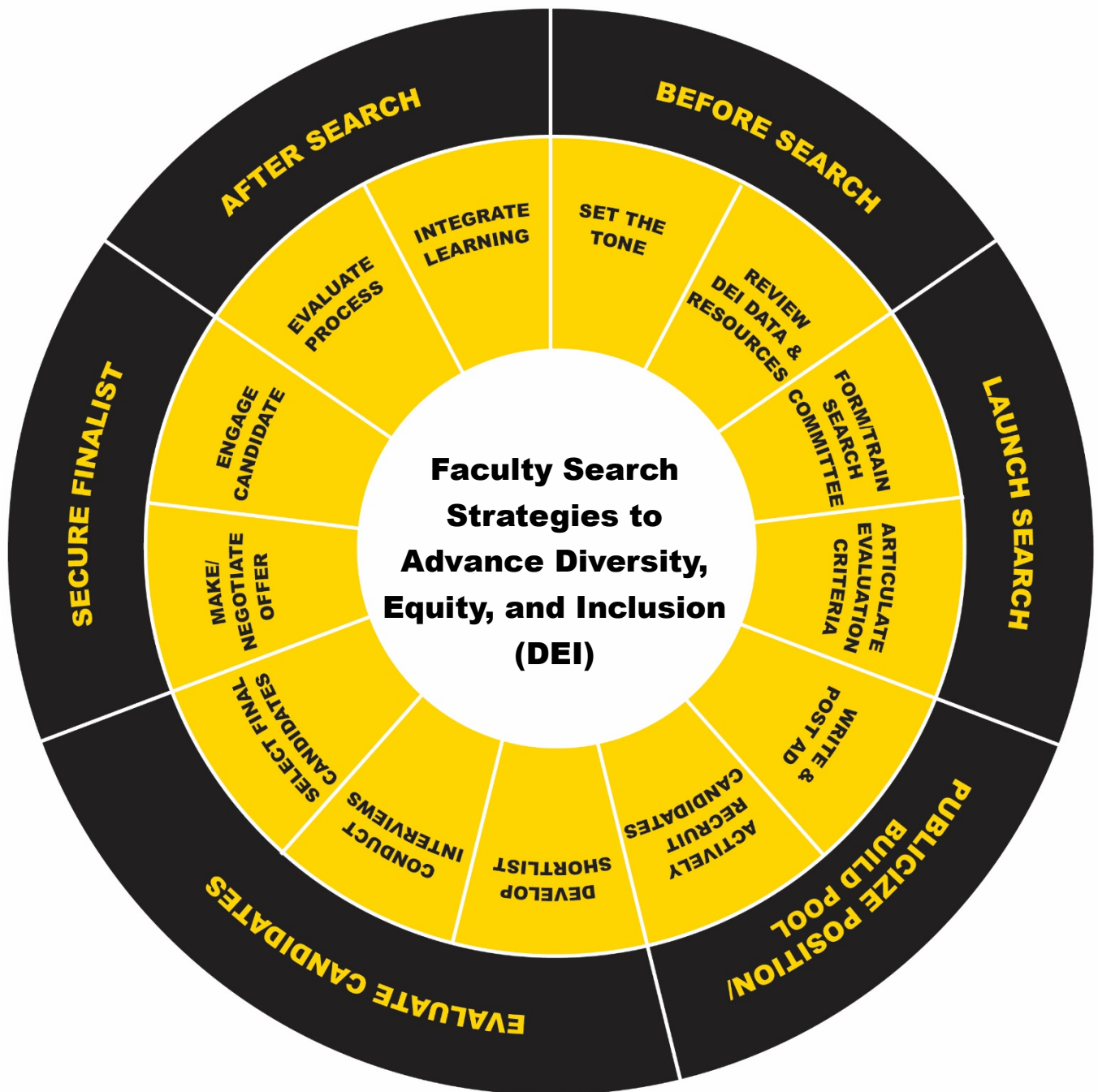


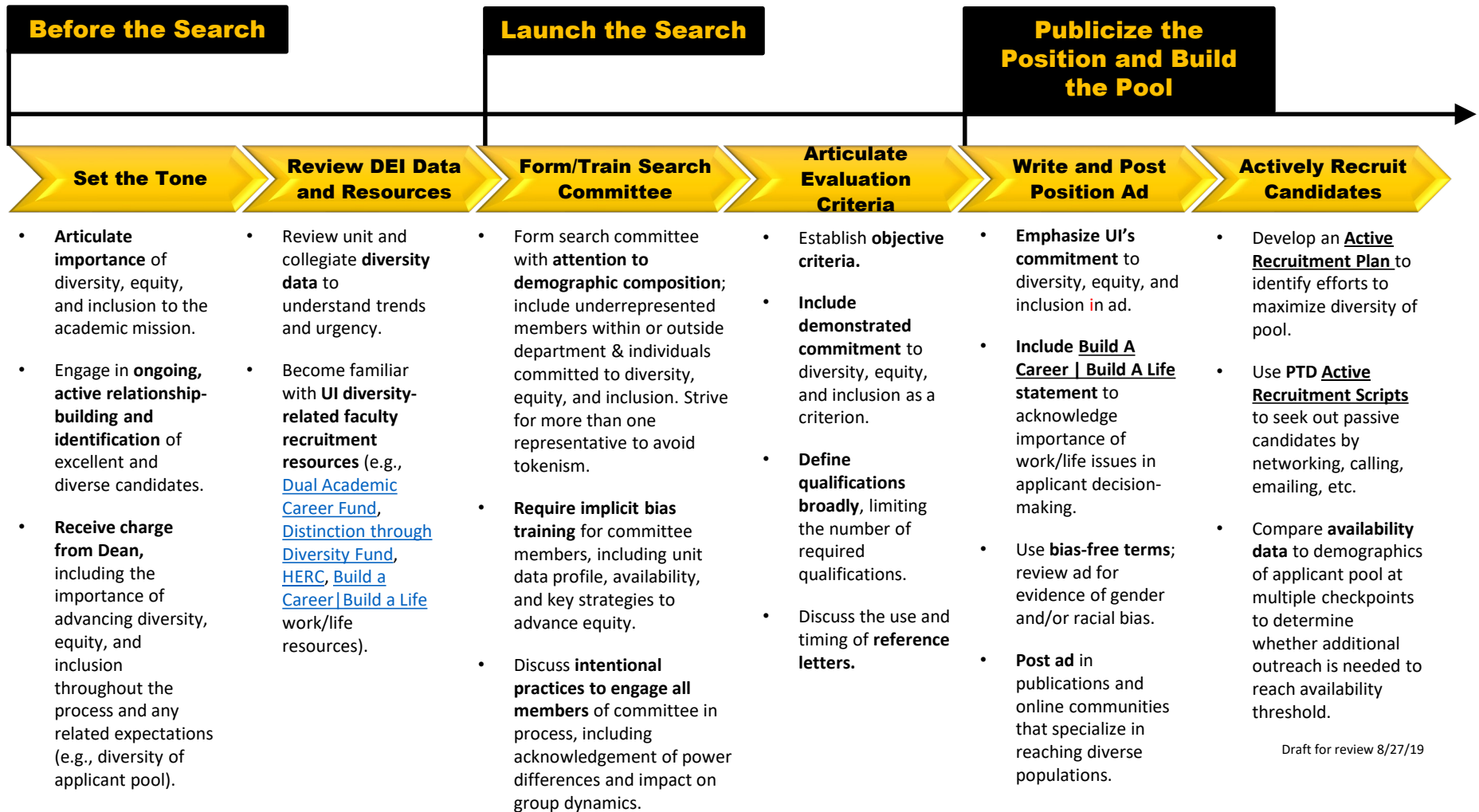
PATH *to* DISTINCTION

PATH TO DISTINCTION (PTD) STRATEGIES TO ADVANCE DIVERSITY, EQUITY, AND INCLUSION IN THE FACULTY SEARCH PROCESS

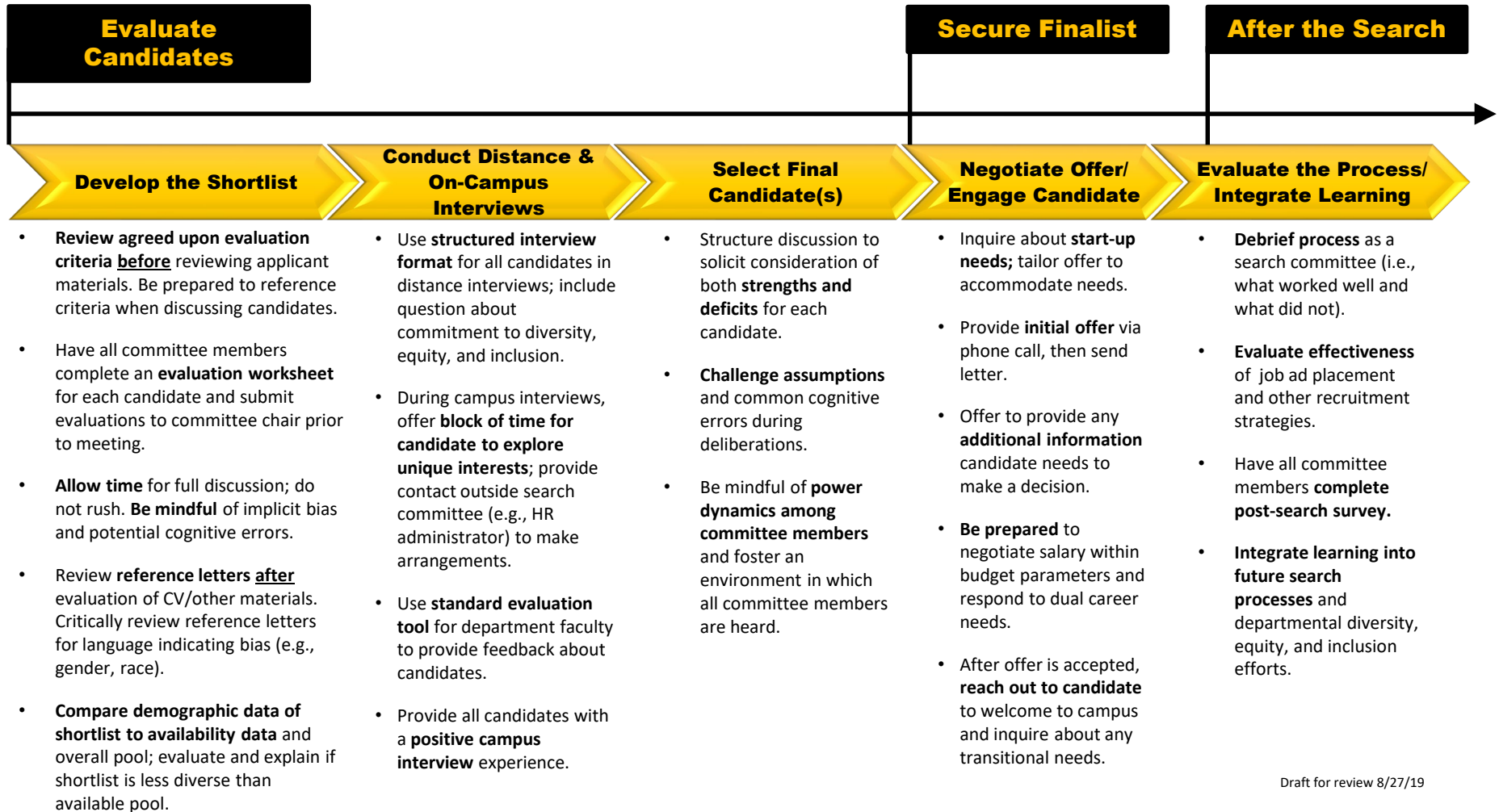
ROLES FOR THE DEO, SEARCH COMMITTEE, AND DEPARTMENT FACULTY



PATH *to* DISTINCTION



PATH *to* DISTINCTION



PATH *to* DISTINCTION

FACULTY ADVERTISEMENT TEMPLATES & SAMPLES

The research literature indicates that using specific strategies in defining and advertising a faculty position will help to attract a more diverse applicant pool. Please consider using the strategies and samples provided below in drafting ads that are tailored to your department's and college's unique strengths and needs.

Additional resources and examples are available in the comprehensive [Faculty Search Committee Practices to Advance Equity](#) manual.

STRATEGY: **Emphasize the UI/Collegiate Commitment to Diversity, Equity, and Inclusion**

UI SAMPLE 1

The University of Iowa understands the link between diversity, equity, and inclusion (DEI) and excellence in education. As demonstrated by the University's 2019-2021 Diversity, Equity, and Inclusion Action Plan, we embrace our responsibility to create a welcoming and inclusive campus culture so that all community members are able to realize their full potential. Faculty members in the College of XXX contribute to this mission by designing curricula, research programs, and engagement opportunities that advance understanding of DEI and emphasize the value of global citizenship. As part of the application, candidates are [required/strongly encouraged] to describe their past, current and planned future efforts to advance diversity and inclusion in alignment with the University of Iowa's mission and values in the areas of teaching, research mentoring and broader impacts, or other professional service. To learn more about the University of Iowa's commitment to diversity, equity, and inclusion, visit <https://diversity.uiowa.edu/>.

UI SAMPLE 2

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. As we enhance the breadth and depth of our perspectives, we are better able to fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. Our ability to foster an equitable and inclusive environment for all who join the UI family will determine our collective success. We eagerly accept this challenge. At the UI, we achieve excellence through diversity, equity, and inclusion. To learn more about the University of Iowa's commitment to diversity, equity, and inclusion, visit <https://diversity.uiowa.edu/>.

REQUIRED EEO STATEMENT (MUST BE INCLUDED IN ALL EXTERNAL ADS)

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual.

***If your college/department has a diversity statement, include it as well.*

***More examples are available in the [Faculty Search Committee Practices](#) manual.*

STRATEGY: **Describe Work/Life Resources**

UI RESOURCES

We are committed to recruiting and retaining the most talented and diverse faculty and staff, which involves providing opportunities for employees to “[Build a Career and Build a Life](#)” in the Iowa City area. The University offers several benefits to support faculty in achieving a healthy work/life balance including domestic partner benefits, family caregiving leave, flexible spending accounts for dependent care and health care, and an automatic tenure clock extension when a minor child is added to the family. For more information about local work/life resources, including dual-career support, please see: <https://worklife.uiowa.edu/>.

COLLEGIATE RESOURCES/POLICIES

For example: The College of XXX also offers a one-time teaching load reduction when a minor child is added to the faculty member’s family.

STRATEGY: **Broadly Define the Position**

Consider utilizing this strategy when possible; sometimes a hiring department needs to fill a specific need which precludes this strategy.

SAMPLE 1

The English Department at the University of Iowa expects to make an appointment in Composition and Rhetoric in [semester/year]. We are particularly interested in innovative scholars at the entering or advanced Assistant or beginning Associate level, and we are excited to consider a broad range of areas of specialization, including, for example, rhetorical theory and/or history, gender studies, technologies of literacy, discourse studies, and new media writing. The successful candidate will contribute to vibrant and expanding programs at the graduate and undergraduate levels.

SAMPLE 2

The Physics Department at the University of Iowa anticipates that a tenure-track faculty position will be available with a [date] starting date. We are considering applications in all areas of physics represented in the department: High Energy Physics, Condensed Matter Physics, Atomic Molecular and Optical Physics (AMO), Astrophysics, Biophysics, and Theoretical Physics. We are particularly interested in applicants working in the areas of Theoretical Astrophysics, Condensed Matter Theory, String Theory, AMO Theory or High Energy Theory.

SAMPLE 3

The Department of Anthropology at the University of Iowa invites applications for one or more full-time faculty positions in sociocultural anthropology to begin in [date]. We seek creative scholars who integrate ethnography and theoretical analysis, and who deepen our dialogue with other disciplines and debates. Successful candidates will be able to teach introductory and higher-level undergraduate courses in addition to graduate seminars, and their research and teaching interests should complement the strengths of our existing faculty (for more information consult our website at [url]).

STRATEGY: Include Diversity Indicators Related to the Field and/or Qualifications Sought

EXAMPLES: include discipline(s) or sub-discipline(s) related to diversity as an area of interest.

- African-American literature within an English department
- Race relations within a Sociology department
- Ethnic studies within an American Studies department
- Race, class and gender differences within Sports Studies
- Intercultural communication within a Communication Studies department
- Technology and society in a Computer Science department
- Ethics of stem cell research in a biology or Biomedical Engineering department

EXAMPLES: include job qualification(s) related to diversity.

- We are particularly interested in applicants who will actively foster a climate that values and engages diversity in all its forms to enliven and make more inclusive the work of the department/college.
- Demonstrated success working with diverse groups of students is highly desirable.
- In holistically assessing the many qualifications of each applicant, we would factor favorably an individual's record that includes experience with an array of diverse perspectives, as well as a wide variety of different educational, research, or other work activities. Among other qualifications, we would also factor favorably experience overcoming or helping others overcome barriers to an academic career or degree.
- Successful candidates should possess specific competencies and demonstrated expertise in multicultural settings. (ADVANCE-Purdue)
- Invite or require applicants to describe their past, current, and/or future contributions to advancing diversity, equity, and inclusion in the academic and/or research environment – as part of their cover letter or in a separate document.
- Applicants must be capable of adhering to the expectation that all faculty and staff will maintain effective, civil, and respectful working relationships with the University of Iowa campus community and uphold a high standard of cultural competency that represents the Tippie College of Business commitment to diversity and inclusion.

***Additional examples are available in the [Faculty Search Committee Practices](#) manual.*

STRATEGY: Use race/gender-neutral terms in the ad.

Review the final ad for terminology that could signal racial and/or gender bias. For example, competitive language has been demonstrated to discourage female candidates from applying.

OPTIONAL TOOL

Use the online [Gender Bias Calculator](#) or the [Gender Decoder](#) to test your ad language for gender bias.

REFERENCES

- Smith, Daryl G., et al. (2004). Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty, The Journal of Higher Education.
- Stacy, Angelica, et al. (2018). Searching for a Diverse Faculty: Data Driven Recommendations, University of California – Berkeley, retrieved from <https://ofew.berkeley.edu/equity/uc-berkeley-data>
- Stewart, Abigail J. and Valian, Virginia (2018). An Inclusive Academy: Achieving Diversity and Excellence.
- Williams, D.A., & Wade-Golden, K.C. (2013). The chief diversity officer: Strategy, structure and change management.

PATH *to* DISTINCTION

FACULTY SEARCH COMMITTEE ACTIVE RECRUITMENT PLAN

To build the pool beyond the “post and pray” method, search committees are encouraged to actively build a diverse pool of potential applicants by engaging in the following strategies:

Strategy	Potential Actions	What actions will you take in the current search?	Actions Taken
<p>Inform professional networks</p>	<ul style="list-style-type: none"> Inform key faculty and scholars in the discipline of the position via email, calls, and posting on discipline-specific sites; request recommendations of potential candidates. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language. Inform individuals about the unit’s commitment to a diversity, equity, and inclusion and prompt referees to provide names of underrepresented U.S. racial/ethnic minorities, women in underrepresented fields, and others who would contribute to the university’s diversity mission. Send announcements to diversity-related sections of regional, national or international organizations within discipline; inform of opening via leadership contact, national/regional meetings, newsletters, listservs, websites, etc. Send announcements and request nominations from departments at institutions that serve large number of historically underrepresented populations. UI Diversity Councils and campus allies may be able to assist in identifying and making contact with those institutions. 		
<p>Identify potential candidates who would advance the college’s diversity, equity, and inclusion mission</p>	<ul style="list-style-type: none"> Use national databases to review demographics of the pool of potential applicants (e.g., potential candidates who meet required qualifications, earned doctorates for entry-level positions) and set goals for applicant pool. See your HR Administrator for sources and data. Identify potential applicants by reviewing proceedings from conferences and national trainings in the respective fields. Review major conferences as well as any specialized conferences focused on diversity, equity, and inclusion in the discipline. Identify postdoctoral fellows as relevant for your discipline. Review lists of scholars who have been on campus as invited speakers, conference presenters, and conference attendees. 		

Strategy	Potential Actions	What actions will you take in the current search?	Actions Taken
<p>Recruit passive candidates</p>	<ul style="list-style-type: none"> • Contact potential candidates directly (e.g., call, email) to inform them of position. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language. • Send a follow-up email after contact to provide information about the position as well as the Iowa City community via the “Build a Career Build a Life” web resources and other relevant sites. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language. • Work with the HR Administrator to determine diversity of current applicant pool. Proceed to creating a short list only if pool demographics meet benchmarks related to availability. (Chun & Evans, Bilimoria & Buch) 		
<p>Reflect on efforts</p>	<ul style="list-style-type: none"> • Use applicant data to determine which methods resulted in candidates submitting applications. • Use data to determine which methods resulted in candidates who made the short list and finalist pools. • Document what was learned in the process to inform future searches. 		
<p>Build future applicant pools</p>	<ul style="list-style-type: none"> • Recognizing that recruitment of a diverse and excellent faculty begins before and continues after each search, departments are encouraged to engage in ongoing scouting to identify and build relationships with potential applicants throughout the year. • Host a seminar series and invite a diversity of scholars to campus to provide a lived experience of the UI campus and community, which may assist in future recruitment. • Build relationships with population- specific organizations within your discipline and institutions with proven records of producing diverse and talented graduate students. • Develop pipeline programs to increase the diversity of student/trainees at all stages of higher ed (e.g., NIH undergrad training programs, BTAA-AGEP). 		

For more information or additional copies of this resource, please contact the Office of the Provost, faculty@uiowa.edu.

PATH *to* DISTINCTION

ACTIVE RECRUITMENT SCRIPTS

Calls to faculty contacts to request referrals

Hello, this is [*name, title, department*]. We met at [*professional conference, meeting, etc.*] and I've been impressed by the quality of your program. My department is planning to recruit for a tenure-track faculty line that will start in [*date*]. We're considering candidates in all areas that are represented in our department: [*list major areas*].

I'm calling to ask if you could recommend any promising PhD candidates or postdoctoral scholars from your program. I'd like to ask you to be sure to include any underrepresented minority [*and female*] scholars in that list of referrals.

The UI, our department, and the Iowa City area have a lot to offer including [*excellent research facilities, strong collaboration with the health sciences, outstanding reputation in the field, etc. – tailor to the strengths of your department*], so we will provide a great opportunity for a new faculty member.

Are there any individuals who come to mind that you could recommend? And again, I'd ask you to include any underrepresented minority [*and female*] scholars in your list.

Thank you so much for your time. If I can ever return the favor, please contact me.

Calls to prospective candidates

Hello, this is [*name, title, department*]. [*I heard you speak at the [conference]/I've read your paper on [topic]*] and I'm very impressed by your work. It's innovative and will have significant impact in the field. I'm particularly impressed with ... [*and I'd like to invite you to speak at a graduate seminar to share your work with our students and faculty*].

My department is planning to recruit for a tenure-track faculty line that will start in [*date*], and I'm calling to invite you to apply. Your work would complement very nicely the work of other faculty in our department in the areas of [*focus areas*], and there are also great opportunities to collaborate with faculty in other departments and colleges such as [*colleges*]. Our department is best known for [*describe areas of strength, recognition, awards, etc.*] and we plan to expand in the area of [*describe areas of potential growth*] and you could be an integral part of that future expansion.

Is there any information that I could provide you about our department or institution? [*answer questions and offer to provide additional information in a follow-up email*]

The University of Iowa and our department have a lot to offer including [*excellent research facilities, strong collaboration with the health sciences, outstanding reputation in the field, etc – tailor to the strengths of your department*], so we will provide a great opportunity for a new faculty member. The University is also committed to fostering diversity, equity, and inclusion on our campus and we recently adopted a Diversity, Equity and Inclusion Action Plan to provide a roadmap to guide future efforts. And the Iowa City community is an outstanding place to live, with the benefits of a large research campus in a relatively small suburban setting so it's a very relaxed, friendly, collaborative environment. I can send you a few links to more information about the campus and the Iowa City community if you'd like to explore it

in more detail as you consider applying. Let me make sure I have your correct email address. [*confirm email or ask for email*]

We plan to post our ad in [*date*]. Would it be OK if I contact you again to let you know when it's posted?

Great! Thanks for considering us. I look forward to speaking with you again soon.

****NOTE:** *The general principle is to connect with the prospective candidate about their work; do not focus on their status as an underrepresented candidate.*

Follow-up email to prospective candidate

Dear Dr./Ms./Mr. [*name*],

Thank you for speaking with me today about our faculty opening in [*dept*]. As I said, I'm very impressed with your work in the area of [*area*] and would like to invite you to apply for the position. The University of Iowa is a Research I university set in a vibrant and diverse community, with a strong commitment to diversity, equity, and inclusion on our campus. As promised, I'm sending you some links to additional information about our department, the University of Iowa, and the Iowa City community. Please explore the information at your convenience and let me know if you'd like to discuss the position more detail. I would welcome that opportunity. In addition, if you'd like to speak with a current faculty member about a career at the University of Iowa and living in the Iowa City area, please let me know and I can connect you with someone here.

I will contact you again when the position is posted.

[link to department website]

[link to relevant research center websites]

[University of Iowa Jobs website](#)

[Diversity, Equity, and Inclusion at Iowa](#)

Work/Life Resources: <https://worklife.uiowa.edu/>

Iowa City Community Information: <https://www.thinkiowacity.com/>

Sincerely,

[*name, title*]

PATH *to* DISTINCTION

APPLICANT EVALUATION TOOL

This tool offers a method for faculty search committees to evaluate faculty applicants. It is meant to be a template that committees can modify as necessary for their own needs. The questions are designed for junior faculty candidates; however, alternate language could be used for senior faculty candidates.

Candidate's name: _____

Please indicate which of the following application materials you have read (check all that apply):

- CV
- Statements (re: research, teaching, etc.)
- Scholarship (indicate what: _____)

Does this candidate meet required qualifications? Yes _____ No _____

What are the candidate's strengths?

Please rate the candidate on each of the following elements.

	7+	5-6	3-4	1-2	0	Unable to judge
Research productivity as evidenced by [<i>number of first-authored articles, number of publications, etc. - define criteria</i>]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Research <u>quality</u> as evidenced by [<i>quality of journals, independent assessment of articles, etc. - define criteria</i>]						

Evidence of success in obtaining external funding, if applicable.	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge

Potential for scholarly impact as evidenced by [<i>define criteria</i>]	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge

Evidence of strong background in [<i>relevant fields</i>] as evidenced by [<i>coursework, research experience, etc. - define criteria</i>]	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge

Evidence of undergraduate teaching experience	Solo	Team	TA	Grading	None	Unable to judge

Evidence of undergraduate teaching competence	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge

	Seminar	Thesis advisor	Committee	Mentorship	None	Unable to judge
Evidence of graduate student teaching and/or mentorship experience						

	Excellent	Very Strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of graduate student teaching and/or mentorship competence						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential to teach undergraduate courses in core curriculum (including creation of new courses) as evidenced by [<i>define criteria</i>]						

Potential to teach graduate courses as evidenced by [<i>define criteria</i>]						
--	--	--	--	--	--	--

	Past DEI leadership	Past DEI participation	Articulates future plans	Acknowledges barriers	Unacceptable	Unable to judge
Candidate's ability to contribute to diversity, equity, and inclusion at UI.						

What are the candidate's weaknesses?

For more information or additional copies of this resource, please contact the Office of the Provost, faculty@uiowa.edu.

PATH *to* DISTINCTION

ON-CAMPUS INTERVIEW EVALUATION TOOL

This tool offers a method for department faculty to evaluate faculty candidates following campus interviews. It is meant to be a template that committees can modify as necessary for their own needs. The questions are designed for junior faculty candidates; however, alternate language could be utilized for senior faculty candidates.

Candidate's name: _____

Please indicate which of the following application/interview components you have read and/or participated in (check all that apply):

- CV
- Statements (re: research, teaching, etc.)
- Scholarship (indicate what you have reviewed: _____)
- Individual or group interview
- Teaching presentation
- Job talk

What are the candidate's strengths?

Please rate the candidate on each of the following elements.

	Excellent	Very Strong	Strong	Acceptable	Unacceptable	Unable to judge
Quality of presentation skills as evidenced by teaching presentation and/or job talk (clear presentation of material, use of technology, response to questions, etc.)						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Interpersonal/Communication Skills (ability to express ideas clearly, evidence of successful collaborations, etc.)						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Research <u>quality</u> as evidenced by [<i>quality of journals, independent assessment of articles, etc. - define criteria</i>]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential for scholarly impact as evidenced by job talk, [<i>define other criteria</i>]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of success in obtaining external funding, if applicable.						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of undergraduate teaching competence including candidate's teaching presentation						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of graduate student teaching and/or mentorship competence						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential to teach undergraduate courses in core curriculum (including creation of new courses) as evidenced by <i>[define criteria]</i>						
Potential to teach graduate courses as evidenced by <i>[define criteria]</i>						

	Past DEI leadership	Past DEI participation	Articulates future plans	Acknowledges barriers	Unacceptable	Unable to judge
Candidate's ability to contribute to diversity, equity, and inclusion at UI.						

What are the candidate's weaknesses?

For more information or additional copies of this resource, please contact the Office of the Provost, faculty@uiowa.edu.

PATH *to* DISTINCTION

TEMPLATE COMMUNICATIONS TO CANDIDATES RELATED TO COMMUNITY TIME

Email template from department to candidate to introduce HR

Hello Dr. [NAME],

I'd like to introduce you to [HR rep name] from the College of [college] human resources team. During your campus visit we will be spending time evaluating you as a candidate, but we also want to allow time for you to evaluate us and the Iowa City area. We'd like to help you explore opportunities to both build a career and build a life in our community. In that vein, [HR rep name] will continue some discussions with you outside of our departmental meetings. On [date] there is time in your schedule set aside to explore your interests and what is important to you. [HR rep name] will coordinate this time with you directly. Please expect to hear from [her/him] soon.

Kind regards,
[name of department admin]
[signature block]

Email template from HR to candidate to schedule community time.

Hello Dr. [NAME],

It's a pleasure to "meet" you and I look forward to meeting you in person during your upcoming visit to the College of [college]. The University of Iowa actively seeks to help our faculty and staff build a career and build a life in the Iowa City community. To help introduce you to our campus and broader community, I welcome you to explore the information and resources outlined on the [Build A Career | Build A Life](#) webpage. You'll find information about dual career services, diversity and inclusion, housing, and entertainment, among other topics. Our new [Jobs@U Iowa](#) site also contains great information about working and living in this area, as does the [Iowa City Area Welcome](#) website.

We have reserved up to 2 hours during your visit for you to explore campus or community resources of your choosing. I will coordinate this portion of your visit with you so that your personal interests/needs are not part of the search committee's process. Please let me know how you would like to spend that time and I will make any necessary arrangements. For example, if you are interested in meeting with a representative from one of the campus affinity groups (found in the Diversity & Inclusion section of the Build A Career | Build A Life webpage) I can arrange for that meeting during that time. If you would like to tour the Campus Recreation and Wellness Center, I can set that up for you. If you'd rather have the time to explore downtown Iowa City on your own, that's fine too. It's completely up to you. In addition, you will meet with me for 30 minutes so that you have time to ask any questions that you might have in a confidential setting.

I look forward to hearing from you.

Warm regards,
[name of HR rep]
[signature block]

The Iowa City Area [welcomes](#) you!

PATH *to* DISTINCTION

SAMPLE REFERENCE LETTER PROMPT

Dear Dr. [referee name]:

Dr. [candidate name] is being considered for a [tenure-track] faculty appointment in the Department of [dept name] in the University of Iowa College of [college name]. We are writing to request a letter of reference for Dr. [candidate name]. Please address the following elements in your letter, as applicable:

- Leadership roles held
- Research scope and impact
- Quantity and quality of publications
- Success in obtaining external funding
- Teaching/mentoring competence
- Awards
- Contributions to diversity, equity, and inclusion in the academic environment
- Other important achievements

The search committee appreciates your time in writing this letter of reference.

Sincerely,

[search committee chair name]
Search Committee Chair
Department of [dept name]

PATH *to* DISTINCTION

SEARCH COMMITTEE FINALIST DISCUSSION OUTLINE

This tool is intended to guide search committees in their discussion of candidates after on-campus interviews take place, when determining their final evaluation and rankings of the candidates.

Prior to the search committee meeting

1. Collect feedback from all who participated in the candidate interviews. (Interview Evaluation Tool template available)
2. Search chair should compile aggregate feedback and provide data to search committee members.

Search Committee discussion

1. Review established evaluation criteria, as determined at the outset of the search.
2. Discuss each individual candidate.
 - a. Candidate strengths
 - i. as reported in the evaluation feedback
 - ii. as observed/evaluated by the committee members
 - iii. Identify specific reasons why this candidate should be hired.
 - b. Candidate weaknesses
 - i. As reported in the evaluation feedback
 - ii. As observed/evaluated by the committee members
 - iii. Identify specific reasons why this candidate should not be hired.
3. Rank candidates.
 - a. By secret ballot each committee member will rank order the candidates, indicating if any are unacceptable.
 - b. Chair will report the outcome.
 - c. Discussion
 - i. Comments in favor of, and then against, the ranking of the most highly ranked candidate
 - ii. Comments in favor of, and then against, the ranking of the second most highly ranked, and so on
 - d. The committee may decide to take another secret ballot to rank order the candidates to see if the relative rankings shift after the discussion.
 - e. Determine by final secret ballot the final ranking of candidates to be recommended to the department faculty/DEO.

PATH *to* DISTINCTION

LEGAL AND ILLEGAL INTERVIEW INQUIRIES

INQUIRY AREA	LEGAL INQUIRIES	ILLEGAL INQUIRIES
RELIGION	Whether applicant can meet specific work schedule(s).	Applicant's religious denominations or affiliation, parish, religious leader, or religious holidays observed. Any inquiry made to identify religious denominations or customs.
NAME	Whether the applicant has worked for the University under another name. Whether any other information such as a nickname is needed to check the candidate's work and educational record	Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent. Inquiries about the name change due to a court order, marriage, or otherwise.
BIRTHPLACE	See Citizenship, Acceptable Inquiries, below.	Birthplace of applicant, spouse, parents, or other relatives.
CITIZENSHIP	Statement that employee must be eligible to work in the U.S. when he or she begins work.	Any inquiries about citizenship or whether applicant is or intends to become a U.S. citizen.
RESIDENCE, NATIONALITY	Place of residence.	Specific inquiry into foreign addresses that would indicate national origin, nationality of applicant, applicant's parents, or spouse. Whether applicant owns or rents home.
AGE	Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring, or that hire is subject to verification of minimum age.	Cannot require that applicant state age or date of birth. Cannot require that applicant submit proof of age before hiring. Any questions that may tend to identify applicants over 40 years of age. (18 years of age in Iowa.)
SEX, PREGNANCY	Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists. BFOQ! is very narrowly interpreted by the courts, and is rarely allowed, with the burden of proof for BFOQ resting on the employer.	Sex: Any inquiry that would indicate sex of applicant. (Sex is not a BFOQ because a job involves physical labor, such as heavy lifting beyond capacity of some women.) Applicant's sex cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job. Pregnancy: Improper use of known or perceived pregnancy status of applicant(s) to disqualify candidacy.

INQUIRY AREA	LEGAL INQUIRIES	ILLEGAL INQUIRIES
MARITAL AND FAMILY STATUS, GENDER IDENTITY	Whether applicant can meet specific work schedules(s).	Marital Status or number of dependents. Names, ages, or addresses of spouse, children, or relatives. Questions about gender identity or sexual orientation.
RACE, COLOR, PHYSICAL CHARACTERISTICS	None	Inquiry as to applicant's race; color of skin, eyes, or hair; or other questions directly or indirectly indicating race or color. Applicant's height or weight when it is not relevant to the job.
DISABILITIES	Can ask an applicant questions about his or her ability to perform job-related functions as long as the questions are not phrased in terms which would seek to elicit whether the applicant has a disability.	General inquiries ("Are you disabled?") that would tend to reveal disabilities or health conditions that do not relate to fitness to perform the job. Applicant's height or weight when it is not relevant to the job. It is unlawful to ask an applicant whether he or she is disabled or about the nature or severity of his or her disability.
EDUCATION	Applicant's academic, vocational, or professional education; schools attended.	Date last attended high school (reflects age of applicant). Inquiry as to religious or racial affiliation of high school.
WORK EXPERIENCE, MILITARY EXPERIENCE	Applicant's work experience, including names, addresses of previous employers, dates of employment, reasons for leaving.	Type of military discharge.
VETERAN STATUS	None	Improper use of veteran status information to disqualify candidacy.
CONVICTION, ARREST, AND COURT RECORD	Inquiry into actual convictions (not arrests) that relate reasonably to fitness to perform a particular job.	Any inquiry relating to arrests, Any inquiry or check into a person's arrest, court, or conviction record if not substantially related to functions and responsibilities of the prospective employment.
PHOTOGRAPH	Statement that it may be required after hiring.	Request for photograph before hiring.
ASSOCIATIONAL PREFERENCE	None	Improper use of information about political affiliation, clubs or organizational groups to disqualify candidacy.
GENETIC INFORMATION	None	Inquiries regarding family medical history, genetic testing. Improper use of genetic information to make decisions regarding an employees health insurance and/or employment.

For more information, please contact the Office of Equal Opportunity and Diversity (EOD) at diversity@uiowa.edu.

This document is available online: https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/legal_and_illegal_questions_-_eform_-_accessible.pdf

FACULTY SEARCH COMMITTEE RECOMMENDED READING LIST

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