Guidelines for Faculty Searches

I. GENERAL GUIDELINES

The primary objective of any faculty search is to hire an individual fully able to fit into the strategic needs of the educational mission of the College. The hire must fulfill all the faculty roles of teaching, scholarship and service. For this reason, all searches should be thought of as college searches – not departmental searches. All position descriptions should reflect the departmental and wider college needs for that hire and should reflect the College’s emphasis on the liberal arts and interdisciplinarity. Positions which show clear and committed contributions to the general studies curriculum and/or one of the College’s interdisciplinary programs will be received more favorably than those which only fulfill departmental needs. In all cases, the faculty member of the highest credentials who meets the needs of the position and the College should be aggressively recruited.

Diversity is one of the strengths of a society as well as one of the hallmarks of a college campus. Albright College recognizes and values the perspectives modeled by different cultures and backgrounds. We believe strongly that having a faculty representative of people of diverse backgrounds, experiences and perspectives is central to the mission of the College and results in a richer learning experience for our students and a better community for us all. All searches must be conducted with a firm and aggressive commitment to improving diversity among our faculty. Diversity should be viewed as an attribute equal in importance to the candidate’s contributions in terms of academic credentials and experiences.

The search process is guided by the Provost and the Director of Human Resources to be certain we meet all legal requirements for hiring practices. While interviewing candidates, members of the search committee should follow all Affirmative Action guidelines.

All members of a search committee must be committed to full participation in the screening of applications. Chairs and others sometimes try to help streamline the work by providing their lists of candidates by categories or rankings. As well intentioned as this practice is, it often means most of the search committee read only the top-ranked files. In effect only one or two members do the crucial initial screening, resulting in a less than comprehensive search. Should this or other practices that compromise the integrity of the search occur, the Provost, upon the recommendation of a member of the search committee or the Director of Human Resources, can declare the search as invalid and terminate it.

II. STEPS FOR NEW FACULTY HIRES

Department Chair:

Step 1. Hold department meeting(s) to discuss position and develop request for position. Discussion should include all elements of the proposal.
Consideration of recommendations and plans from the department’s last periodic review should be included. Also, input from the Dean of Undergraduate Studies, other departments, general education committee and directors of interdisciplinary programs should be sought.

Step 2. Complete the electronic Faculty Position Request Form, (see APPENDIX A), by the requested deadline. This form can be found under faculty resources for department chairs on the intranet. If you experience any difficulty with this electronic form, please contact the Manager of Academic Affairs Administrative Services for assistance.

Step 3. Attend FEC-EPC joint meeting on scheduled date to discuss the requested position.

Step 4. Await notification of approval from the Academic Affairs Office.

Step 5. Set up search committee. Every search committee will be comprised of members of the hiring department, except for the incumbent faculty member, if the hire is a replacement position. The search must also include at least one faculty member(s) from outside the “home” department (and ideally also outside the division). Contact Human Resources to request an Affirmative Action (AA) representative who has been fully trained by the Human Resources Office. If the AA representative is a faculty member, that faculty member cannot be in the candidate’s intended department or teach in programs the intended candidate will also likely teach in. Send proposed committee list to the Provost for approval. Select committee member to chair the search committee (can be department chair).

Search Committee Chair:

Step 6. Draft ad (all committee members should be involved including the AA representative). The following language will be added to all ads:

Albright College is an AA/EOE employer and is actively committed to diversity within its community. In pursuit of that, we actively encourage diversity among applicants for this position. Protected veterans and people with disabilities are encouraged to apply.

In addition, the following language can be used as a standard description of the College:

Albright College is a liberal arts institution consisting of approximately 1700 students, and is located within an hour of Philadelphia and three hours of New York, Baltimore and Washington, DC. Additional information about Albright College is available at www.albright.edu.
The committee may request official transcripts in the ad as part of the application materials if they plan to use them as an evaluative tool. Otherwise, degree verification and official transcripts will be obtained by Human Resources before finalizing the offer.

See **APPENDIX B** for example ads.

**Step 7.** Send ad to the Provost for review and final approval. The Provost and HR will review the ad and then submit any revisions to the department chair for approval prior to ad placement. On occasion, the ad may be abbreviated for publication due to costs, but the full ad will be posted on the HR website. Include a list of publications where the committee wants to place the ad. HR routinely places ads in the Chronicle, HigherEd Jobs.com, and the National Higher Education Recruitment Consortium (HERC). The National HERC diversity partners and advertising campaign includes the following partners: The Academic Network, Diverse: Issues in Higher Ed, HBCU.com, Hispanic Outlook Magazine, Insight into Diversity, Latinos in Higher Ed, and MentorNet. It is also helpful at this time to consult with the Manager of Academic Affairs Administrative Services on timeframe for on-campus interviews.

**Step 8.** Create excel spreadsheet listing criteria in columns and names of applicants (last names only so gender is not evident) in rows, for example:

<table>
<thead>
<tr>
<th>Degree Areas of specialization</th>
<th>Discipline courses taught</th>
<th>GS/IDS courses taught</th>
<th>Scholarship evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate 1 (last name only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create timeline for search. Distribute candidate template and timeline to committee members.

**Search Committee:**

**Step 9.** Consider whether members of the committee should attend any professional conferences at which interviewing might be productive. If there are such conferences, discuss with the Provost the possibility of attending. The costs of such attendance will be covered by the Academic Affairs Office, according to a pre-determined / approved budget. If the faculty member is also
participating professionally in the conference, costs will be shared with any funding from the faculty professional development fund.

Step 10. All materials will be submitted electronically to HR. HR will set up a Moodle site. The committee members, the Manager of Academic Affairs Administrative Services, the Provost, and the HR representative will be enrolled. The HR representative will post applications as they are received to the site. Should a candidate need to send hard copy materials to HR, HR will either scan them to be included on the Moodle site or send them to the chair to share with the search committee.

Step 11. Identify deadline by which members should have reviewed applications. Establish process and criteria for creating a short list (e.g., pool of 10, tiers, ranking).

Step 12. Hold meeting(s) of search committee to review applicants. First, it must be determined if the applicants reflect a diverse and fair representation of the candidate pool. The AA representative will guide this review. If any questions or concerns are raised, the committee should consult with the Provost and the HR Director for next steps. Next, develop short list. This list should have at least 5 candidates so if one of the top 3 candidates withdraws, there are back up candidates. If needed, the search committee chair can arrange phone interviews to develop short list. These interviews should be conducted with all members of the search committee present if possible and must include the AA rep. Scripted questions for sake of consistency and adherence to EOE guidelines shall be used. Also, if desired, references can be contacted for additional information or clarification regarding a candidate’s application. Notify the candidate via email that you will be contacting references. A complete reference check of all finalists should be conducted after interviews (see Step 20).

Step 13. The short list is submitted to the Provost. Included with the list should be a brief description of the search process to date, explaining the selection of each of these candidates, and attempts to present a diverse pool of candidates (see APPENDIX C for an example).

Step 14. After receiving approval from the Provost, contact the top 3 candidates to confirm interest and invite for an interview. A fourth candidate may be interviewed with Provost’s approval. If candidate agrees, inform candidate that the Manager of Academic Affairs Administrative Services will contact them to make travel arrangements and confirm interview date.

Step 15. Contact the Manager of Academic Affairs Administrative Services to provide names and contact information of candidates and a set of suggested interview dates. The Manager will arrange travel and make hotel reservations, which could take several days until the specifics of those arrangements are
confirmed with candidates and finalized. Scheduling candidates also requires coordination of several calendars and therefore requests for specific days or very quick scheduling cannot always be accommodated. Although the Manager will do everything possible to meet the committee’s desired interview dates, please anticipate at least a two week window for scheduling.

Step 16. Prepare for candidate’s visit. Develop list of interview questions (see APPENDIX D for example). The schedule for interviews shall include the following:

1. The search committee chair shall arrange:
   a) Meetings with search committee, both individually (as desired and possible) and as a group. Search committees should conduct interviews with scripted questions for all candidates for the sake of consistency. This adheres to the procedures we have established as an EOE employer.
   b) Lunch with students. They shall have the opportunity to dine alone with candidates (without faculty present) and provide written feedback on each candidate. The Manager of Academic Affairs Administrative Services will submit a dining hall charge form to the dining hall supervisor to authorize the lunch for the candidate and up to five students. The candidate and students should meet outside the dining hall and enter as a group, informing the cashier that they are part of a faculty search committee. The reservation will be listed under both the department and the candidate’s name.
   c) Teaching presentation. This shall include students in the audience who have the opportunity to provide written feedback on each candidate, (see APPENDIX E for example of feedback form)
   d) Job talk on candidate’s scholarship activity.

2. The Manager of Academic Affairs Administrative Services will schedule meetings with:
   a) CAO
   b) Dean (optional)
   c) President

3. The department secretary shall arrange:
   a) Campus Tour. (Be certain the Admission office is told the tour is for a faculty candidate. Current restrictions include: tour must start on the hour; no tours earlier than 10 am; all tours must start at the Admission office but can end at any location on campus.)
   b) Room reservations and any AV needs.
   c) Dinner reservations.
All department and search committee members should host the candidate by providing community tours, informal meals at the department’s cost, and the like. The candidate should feel warmly welcomed and well taken care of during his or her visit.

Step 17. If an evening meal is to be provided, please include no more than 3 committee members at College expense. No spouses/partners should be included. Meals should be no more than $40 per person. Please list the names of those who attended on the expense report and submit to the Manager of Academic Affairs Administrative Services for reimbursement. Any charges in excess of that will be charged against the department budget or at the individual person’s expense. Reservations should be made by your department secretary.

Step 18. Finalize candidate’s schedule, including pick up from hotel, meals, etc. Share final schedule with all committee members and the Manager of Academic Affairs Administrative Services well in advance (at least 2 days) of interview day. Review schedule with candidate, explaining roles of persons he or she will be meeting with and providing specific guidelines regarding the presentation(s) he or she is expected to give (see Step 17 and APPENDIX F for suggested guidelines). If the committee concludes that only one or no viable candidates were interviewed, consult with the Provost as to next steps (e.g., go back into the applicant pool or terminate search).

Step 19. After interviewing all finalists, meet to discuss candidates. It is imperative that all members of the search committee, including the AA representative, be present for all discussions. Determine those candidates to be considered further. If not already done in Step 12, the chair of the search committee should conduct reference checks for those selected candidates and seek to verify information on vitae. (This responsibility can be shared by other members of search committee). Questions to referees should be developed by committee and used consistently for all candidates. Questions should ask about relationship of referee to candidate, credentials and expertise, fit with qualifications for position and any potential limitations to the candidate with regard to the position.

Step 20. Prepare a list of candidates indicating those you are recommending and not recommending for the position, including summary of reference information for recommended candidates. Present this list to the Provost, including a brief synopsis of the committee’s discussion and the rationale for the recommendations. The list of recommended candidates should not be ranked. The Provost may request a meeting to further discuss your recommendations.

Provost/President:

Step 21. The final offer is made by the Provost, after securing the President’s approval to make the offer. Assuming the search process was carefully implemented in compliance with the law, College policies, general good sense, and the
candidate meets the goals and qualifications for the position, the administration pledges to abide with the best advice of the search committee.

After the interview, it is critical that no one from the department or search committee contact the candidate(s) directly, unless directed to do so by the Provost. If the candidate contacts the chair or any search committee member with a question, please forward to the Provost. It is up to the Provost, in consultation with the President, to call the candidate about a possible job offer. Neither the Chair, nor anyone on the committee, is permitted to make salary offers or interfere in the negotiations leading to a job offer. At all times the Provost will keep the chair of the search committee apprised of current status. The chair of the search committee is responsible for communicating that information to the other members of the search committee. Failure to adhere to this policy can result in a termination of the search.

All offers are contingent upon a background check on the candidate which includes degree verification, social security verification and criminal background. See the full policy in APPENDIX G. If any of these checks present information that calls into question the decision to make the offer, this will be discussed with the search chair. Once the Provost receives a signed contract, the search is considered completed.

Search Committee Chair:

Step 22. Once the signed contract has been received, the chair of the search committee should immediately call the other finalists with regrets. The chair of the search committee should also compose a letter of regret for the other applicants. See APPENDIX H for template. Send letter to Emma Alvarez to process and send to the applicants. This must be done no more than two weeks after the final offer is accepted.

Step 23. Any records related to search (including notes regarding reference calls, meeting notes, ranking results, etc.) should be sent to HR one week after search is completed. Include one completed spreadsheet indicating action taken on each candidate. These materials may also be posted on the Moodle site. The chair should ensure that the AA rep completes the EOE data form and returns that to HR.
APPENDIX A
Application Form for Applying for a Faculty Position

Complete the Following Questions, numbering each answer accordingly:

1. Department:

2. Contact person:

3. Name of Position:

4. Academic Year to begin contract:

5. Length of contract (one year or tenure track):

6. Desired Rank (if not assistant, need to provide justification for higher rank):

7. Describe how this position will benefit the department and the College. In your description, fully discuss how this position fits with the strategic vision of the department and the College. Include information from departmental assessment plans and reports, EPC departmental reviews, and the College’s strategic priorities. Take a long-term perspective, especially if tenure-track, including forecasted enrollment trends (should consult with national/disciplinary databases and College admissions office). Please note that a statement that this faculty is needed to cover departmental enrollments is not sufficient justification for a position. Although an important factor, the position must be well-defined, coherent and viable (from a recruitment perspective). Therefore, the department must have a long-term strategic vision for the departmental curriculum and clearly identify how this position will help achieve that vision. The following should be discussed:
   a. In relationship to the vacancy, please briefly explain the state of your field and the role of the field in the liberal arts.
   b. Please comment on the position’s relationship to Albright’s mission, (e.g. history, diversity, curricular innovation.)
   c. Discuss the appeal of this major/program to prospective students (admissions data) and how students use the major/program after graduate (alumnae/I data).
   d. Discuss the contributions of this vacancy to the Albright curriculum, especially in terms of general education and interdisciplinarity.
   e. Discuss contributions of this position to other departments, ADP, majors, minors, or interdisciplinary programs.
   f. Are there any particular departmental/program plans or changes anticipated that will affect this position?
   g. What qualifications would this position require: educational credentials, experience, etc.?
   h. What will happen if this proposal is not approved? In other words, what is the downside of not doing what you propose?
   i. Any other information or rationale?
8. Indicate any anticipated start up costs associated with this position (item and estimated cost). Will the person need equipment, library subscriptions/holdings, computer, other? What additional operational costs will this position require on an annual basis, beyond the travel allotment? Any special arrangements or needs in terms of supervision, mentorship, physical plant, etc.?

9. Complete the data template (see next page).
New Faculty Teaching Load (estimated, based upon "three year course enrollment data")

<table>
<thead>
<tr>
<th>Courses</th>
<th>Type</th>
<th>Acad. Yr. One Enrollment**</th>
<th>Acad. Yr. Two Enrollment</th>
<th>Totals By Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Title</td>
<td>Courses*</td>
<td>Fall</td>
<td>Interim</td>
</tr>
</tbody>
</table>

*Type Courses: G=General Study Course; C=Concentration Course or G/C if serves both fairly equally
** Year one is the first year of the new faculty member's position, Year two is the member's second year at the College.
APPENDIX B
Sample Advertisements

Communications: Albright College invites applications for a one-year renewable faculty position in Public Relations and Advertising. Candidates will also teach theoretical and practical subject area courses in a liberal arts-based communications program, such as a senior seminar in mass communications, broadcast journalism, documentary video production, or related areas. The teaching load is three courses per semester. Successful candidate will be ABD or have an earned terminal degree in Communications or a related field. Candidates should be active in scholarship and/or creative work in their field. Review of applications will begin in mid-November. Applicants should submit letters of application, CVs, unofficial transcripts from graduate institution, three letters of reference, and portfolios of representative work to hr@alb.edu.

Psychology: The Psychology Department at Albright College is seeking a tenure-track appointment to foster the development of undergraduate thinking and scholarship. The ideal candidate will teach content and research skills in innovative ways, have an active research program that can engage students, and mentor students through collaborative and independent research. Albright is committed to teaching excellence, the liberal arts, and interdisciplinary studies and seeks candidates who can contribute to these areas of the curriculum. Areas of teaching are open depending on the candidate’s interests. Candidates should be capable of teaching fundamentals of research design and analysis, as well as advanced content seminar or special topics leading to student engagement. Optional summer or evening teaching, research support and professional development opportunities are available. An earned doctorate in Psychology is required and evidence of teaching excellence and scholarship is preferred. Review of applications will begin October 15, 2011 and continue until the position is filled. Send a cover letter, resume, evidence of teaching effectiveness and names of three references to hr@alb.edu.
APPENDIX C

Example of Synopsis of search-to-date that should be submitted to CAO (Step 14)

The search committee for the X position reviewed the 45 candidates for whom we had received files by the required date. We have received four additional files since that date.

There are at least 7 women candidates among the 49. Two could not be identified from their CV’s (no letters of recommendation were received which often make it possible to identify this criteria). There are 31 candidates of international origin, of these there are 18 Asian, 2 African, 1 Latin American, 7 Eastern Europeans as well as 1 European, and 1 Australian. None of the apparently American candidates could be identified as members of a minority group.

At our meeting, the committee reviewed the list of 45 candidates and each member of the committee designated each candidates as A, B, or C. The C designation identifies those not meeting the requirements for the position or perhaps a woefully incomplete file. The A and B designations both identify candidates who meet the requirements for the position, but allow individual committee members to preliminarily rank their choices. We then tallied the counts for the candidates and identified 8 worthy of further consideration. I contacted each of these candidates to see if they were still interested in being considered for the position. I told them they were on our long list and informed them that we would be calling references. All have expressed interest in remaining within the pool.

All of the candidates we have identified meet the requirements as designated in the advertisement for the position. Those who rank in our first 5 are currently full-time faculty members in tenure-track, visiting assistant professor, or teaching post-doctoral positions. They have each have had experience teaching the desired courses. They have also clearly demonstrated an interest in pursuing research with undergraduate students. I have been calling the referees for the candidates.

The committee met again and ranked three choices above the other five. Synopses of each of these candidates, including their qualifications and contributing factors to their being selected, follow. We seek your approval to bring these candidates to campus for an interview.
Guidelines for Conducting a Successful Interview

The process of interview preparation begins with familiarization with the details of the position. This includes reviewing the position’s responsibilities, requirements, reporting relations, environmental factors. This important task provides necessary answers to four key questions:

- Am I thoroughly familiar with the qualities being sought in an applicant?
- Are these qualities both position-related and realistic?
- Can I clearly communicate the duties and responsibilities of this position to the applicant?
- Am I prepared to provide additional relevant information about the position and the College to the applicant?

Review the completed application form and materials. This will enable you to become familiar with the person’s credentials, background and qualifications as they relate to the requirements and responsibilities of the position. This will also enable you to identify questions to ask during the interview.

Application materials are full of information for you to pursue during the course of the interview. Because they are the foundation of the selection process, it is critical that you take the time before meeting the candidate to clearly identify those areas that need to be investigated further. There are five key areas to focus on when reviewing application materials:

- Scan the overall appearance of the application materials.
- Look for any blanks or omissions. Make a note of any missing information so that you can ask the applicant about it and determine the importance of the missing data during the interview. Make a note of any other inconsistencies.
- Review the applicant’s history and make a note of any time gaps between positions. Be careful that you do not pass judgment. Fill in the gaps and worry about drawing a conclusion after the interview process is complete.
- Carefully review the candidate’s reasons for leaving previous positions. This is a key area to explore during the interview.
- Review the application materials for any “red flag” areas. This includes any information that does not make sense to you. Plan to ask for clarification during the interview.

Block sufficient time before, during and after the interview. Time is needed before the interview to review the applicant materials. Time is needed during the interview for you to ask questions of the applicant, provide information about the position and the College, and allow the applicant to ask questions. Finally, time is needed after the interview to write up your notes and reflect on what took place.

Establish an appropriate environment for the interview
- Choose a location that offers privacy so that the candidate can speak freely.
- Ensure a minimum number of distractions.
- Make certain that the applicant is comfortable. Offer a beverage, restroom break, etc.
Plan your basic questions.
Consider your basic questions to ask during the interview. In addition to reviewing the application materials for areas to be questioned, you should plan a handful of general questions. These will serve as the foundation of the interview. Then proceed to formulate the questions you will need to ask in order to determine whether or not applicants possess these skills and are capable of performing the required duties and responsibilities.

Consider how the applicant may be feeling.
It is not uncommon for candidates to experience emotions such as anxiety, fear, nervousness or intimidation as they sit waiting to be interviewed. It is very difficult to assess job suitability when an applicant is experiencing self-doubt or other negative feelings. During the initial stage of the interview, you may try to put the applicant at ease and establish a rapport before immediately starting the interview questions.

Samples of Questions NOT to ask:
Are you married?
Do you have children?
What is your spouse’s name?
What is your maiden name?
Are you pregnant?
What is your native tongue (or race, lineage, ancestry, national origin)?
What clubs do you belong to, (or professional organizations, societies, religious affiliations)?
Have you ever been arrested?
How old are you?
Are you a U.S. Citizen, (or a legal alien)?
Candidate’s Name: ________________________________
Date of Visit: ________________________________

In order for the Search Committee to consider your response to the faculty candidates we have invited to campus, please provide your confidential written input following your meeting with the candidate.

1. **Your role** (please check as appropriate)

   Faculty ___ Administrator ___ Student _____ Other ____

2. **I observed the following strengths that would contribute to the faculty candidate’s effectiveness:**

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. **I have the following concerns about the faculty candidate:**

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

________________________________
Your Name (please print)
**APPENDIX F**

*Guidelines for Candidate to Prepare for Interview*

Please let us know about any technology needs you have for your presentation(s).

If you have handouts, you can send them electronically so we can make copies or bring them with you and we can make copies on your interview day. There is no need for you to bring multiple copies of handouts with you.

**Research Presentation/Meeting with the Search Committee**

- This presentation, from beginning to end, with questions and discussion, is scheduled to last one hour.

- Please present for twenty-five to thirty minutes. Your presentation will be followed by questions and discussion.

- Your audience will be faculty, but some students and administrators also may attend.

- Use this talk to explain the goals, findings, theoretical underpinnings, and methods of your current scholarly work. Include plans for future scholarship and how you see that fitting into your role as a faculty member at Albright.

**Teaching Presentation**

- This presentation, from beginning to end, with questions and discussion, is scheduled to last one hour.

- Please present for twenty to twenty-five minutes. Feel free to pose questions and interact with the students.

- Please bring a mock syllabus for the class in which the presentation would fit. Spend the first minutes of your presentation explaining how and where your presentation would fit into this class.

- The presentation should be directed toward (CONCENTRATION) students (sophomore or junior level) who have limited or no background in the specific topic you are presenting. Students, members of the search committee, other faculty and possibly administrators will be your audience.

- You may choose the topic, but it should be something outside your scholarly work’s primary focus and it should be an issue or theme that you would cover in the selected course.
APPENDIX G

Albright College Background Check Policy

Faculty

It is the policy of Albright College to conduct a background check on all prospective faculty members prior to their beginning their employment with the College. This background check will include criminal history, social security verification, education credential verification and, as appropriate for the position, a motor vehicle operation record as well as prior employment verification. This process is conducted to verify the accuracy of information provided by the candidate as well as to determine his/her suitability for employment in regards to his or her trustworthiness and the safety and well being of the members of the Albright community.

Prospective hires will sign a release form permitting the College to conduct the background search. Results of all background searches will be kept confidential and will not be disclosed except to the extent necessary to administer and enforce the policy, or as required by law. Any offer of employment from the College will be contingent on the successful completion of this process as determined by the College. A candidate’s refusal to submit the release authorization form will constitute a withdrawal from the applicant pool.

Procedure for Background Checks:

The process of conducting background checks for prospective employees is as follows:

- The Human Resources Department begins the process by obtaining a signed release form from the prospective faculty member consenting to the background check.
- Release Form is sent to our third party screening and collection associate to initiate and process the confidential background check.
- Information received from the confidential search will be sent directly to the Director of Human Resources through secure email communication.
- Reports are reviewed by the Director for any possible adverse information, (including, but not limited to, relevant felony conviction, sexual misconduct), that may cause concerns related to the candidate’s employment with the College.
- Information that raises any questions or concerns relating to employability at the College will be reviewed with the candidate for explanation and possible clarification. Upon verification of the accuracy of the individual record, it then may be referred to the Provost and Vice President for Academic Affairs as well as the President for a final decision on employment. These discussions, as well as the final determination, will be confidential and will require official approval or disapproval from the Provost and Vice President for Academic Affairs in consultation with the President, Director of Human Resources and a member of the Faculty Executive Committee (FEC), excluding a member of the candidate’s department.
The assessment of a candidate’s criminal history will take into account the following:

1. The nature and gravity of any criminal offense(s)
2. The type of offense (felony, misdemeanor, etc.)
3. The amount of time that has transpired since the offense and/or completion of the sentence(s)
4. Information supplied by the candidate about the offense(s)

Prior criminal convictions do not automatically preclude employment.

Any candidate who provides false or misleading information will be eliminated from further employment consideration. If false or misleading information is discovered after an individual has been hired, the individual’s employment may be terminated pursuant to the appropriate dismissal procedures.

All information, discussions and records relating to any and all relevant information will be confidentially maintained in the Offices of the Human Resource Department. Any adverse decision will be disclosed and shared with applicant in accordance with the law, including the Fair Credit Reporting Act (FCRA), and, if applicable, state law such as 18 P.S. § 9125.