

UAMS GUIDE TO EFFECTIVE FACULTY SEARCHES

Table of Contents

Introduction 2

 Important Concepts 2

 Tools to Assist with Faculty Searches 3

Flow Chart: Steps in the Recruitment Process 4

Budget and Position Approval by the Office of Human Resources 5

Appointing a Search Committee 5

Search Committee Orientation 6

Development of the Recruitment Plan 6

 Understanding Factors that can Affect Success 6

 The Written Plan 7

Creating Messaging Content 7

Conducting the Search 8

 Effective Recruitment Practices 8

 Monitoring Demographics of the Applicant Pool 8

 Screening Applications for Initial Interviews 9

 Checking References 9

 Best Practices for Interviewing and Evaluating Candidates 10

Initial Interviews 11

Creating the Short List 11

In-Person Visit 12

Final Selection 12

Making the Offer 13

Concluding the Search 13

Faculty Search Tools 15

 Resources to Reduce Evaluation Bias 15

 Publications and Websites for Female and Minority Scientists 16

 Template for Defining and Weighting Search Criteria/Candidate Evaluation 17

 Sample Interview Questions 19

 Avoiding Inappropriate or Unlawful Interview Questions 20

Introduction

For a university, diversity and excellence go hand in hand. Diversity of life experience, expertise, intellectual outlook, personality and cognitive style of individual faculty, staff and students enrich the collective intellectual environment in which learning and discovery occur. Often diversity is associated more narrowly with the race, ethnicity, gender, sexual orientation, age, religion, ability/disability, or other demographic characteristics. While it is true that diversity is much more than any of these specific categories, they are essential aspects of the excellence that any academic institution should seek.

In that spirit, a policy adopted in 2000 affirms UAMS' commitment to "positive, good-faith efforts to recruit, employ, and promote qualified minorities, women, individuals with physical or mental disabilities and protected veterans," and recognizes that the "ability of UAMS to meet its mission will increasingly depend upon constructively incorporating diversity and inclusion in its faculty and staff."¹

The UAMS Chancellor's Minority Recruitment and Retention Committee (CMRRC) produced this faculty search committee guide to support departmental efforts to recruit a faculty that is diverse and of the highest quality. It describes the steps necessary for a successful faculty search and hire. The unique needs of an academic unit may necessitate modification of specific aspects of the process presented here.

The aims of this guide are

- To assist in diversifying the applicant pool.
- To ensure that fairness and objectivity prevail in each step of the process.
- To enable selection of the best candidate and increase diversity of the UAMS faculty.
- To increase the likelihood that an offer is accepted.
- To ensure that searches adhere to federal and state law and UAMS policy.
- To assure that all candidates emerge from the process holding UAMS in higher regard.

Important Concepts

These concepts underlie the development of this guide:

- **Diversity:** Individual differences (e.g., personality, abilities, and life experiences) and group differences (e.g., race/ethnicity, age, culture, socioeconomic status, sexual orientation, gender identity/expression, language, and country of origin as well as political, religious, or other affiliation).
- **Inclusion:** A sense of belonging, feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work. (*Miller and Katz, 2002*)
- **Equity:** Equality, impartiality, justice, and fairness as it applies to opportunity, access, and resources, including institutional, professional and employment equity (e.g., salary, support staff, opportunities for hire and advancement).
- **Cultural Competency:** A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enables them to work effectively in cross-cultural situations, including cultural humility, awareness and sensitivity. (*adapted from the National Center for Cultural Competence definition for cultural competency in the health professions, 1989*)
- **Underrepresented Minority:** racial, ethnic and other populations that are underrepresented in a profession, at an institution or department or division of a university, relative to their numbers in the general population. (*adapted from the Association of Medical Colleges definition for "Underrepresented in Medicine," 2004*)

¹ Administrative Guide – Affirmative Action:

² UAMS Vision, Mission and Core Values

The guide is a set of recommended practices that may be adapted to the unique needs of a college or department. The next section (page 3) provides a flow chart delineating the steps of an effective faculty search. In the back of the guide are forms and other tools to assist in the search process.

The 12 steps of a faculty search are:

- 1) *Seeking budget and position approval from the Office of Human Resources.* A set of questions to guide the justification process is provided.
- 2) *Appointment of the search committee.* Recommendations for the selection of search committee members are provided.
- 3) *Search committee orientation.* Included are suggested points of discussion to be covered.
- 4) *Development of the recruitment plan.* Includes review of potential factors that have affected past faculty searches and the elements of a comprehensive written recruitment plan.
- 5) *Creating messaging content.* This section provides guidance on messaging language.
- 6) *Conducting the search.* Provides list of effective search practices and guidance on search monitoring requirements.
- 7) *Screening applicants.* Recommends practices that help reduce bias in the screening process. Reference checks and initial interview.
- 8) *Creating the short list.* Includes key points to consider in selection of top candidates for campus visits.
- 9) *In-person candidate visit.* Includes tips for a successful on-campus encounter with a candidate.
- 10) *Final selection.*
- 11) *Making the offer.* Includes recommended practices for equitable searches with minority and female candidates.
- 12) *Conclusion of the search.* Offers suggestions on concluding and evaluating the search.

Tools to Assist with Faculty Searches

These tools are at the end of the guide

Resources to Reduce Evaluation Bias

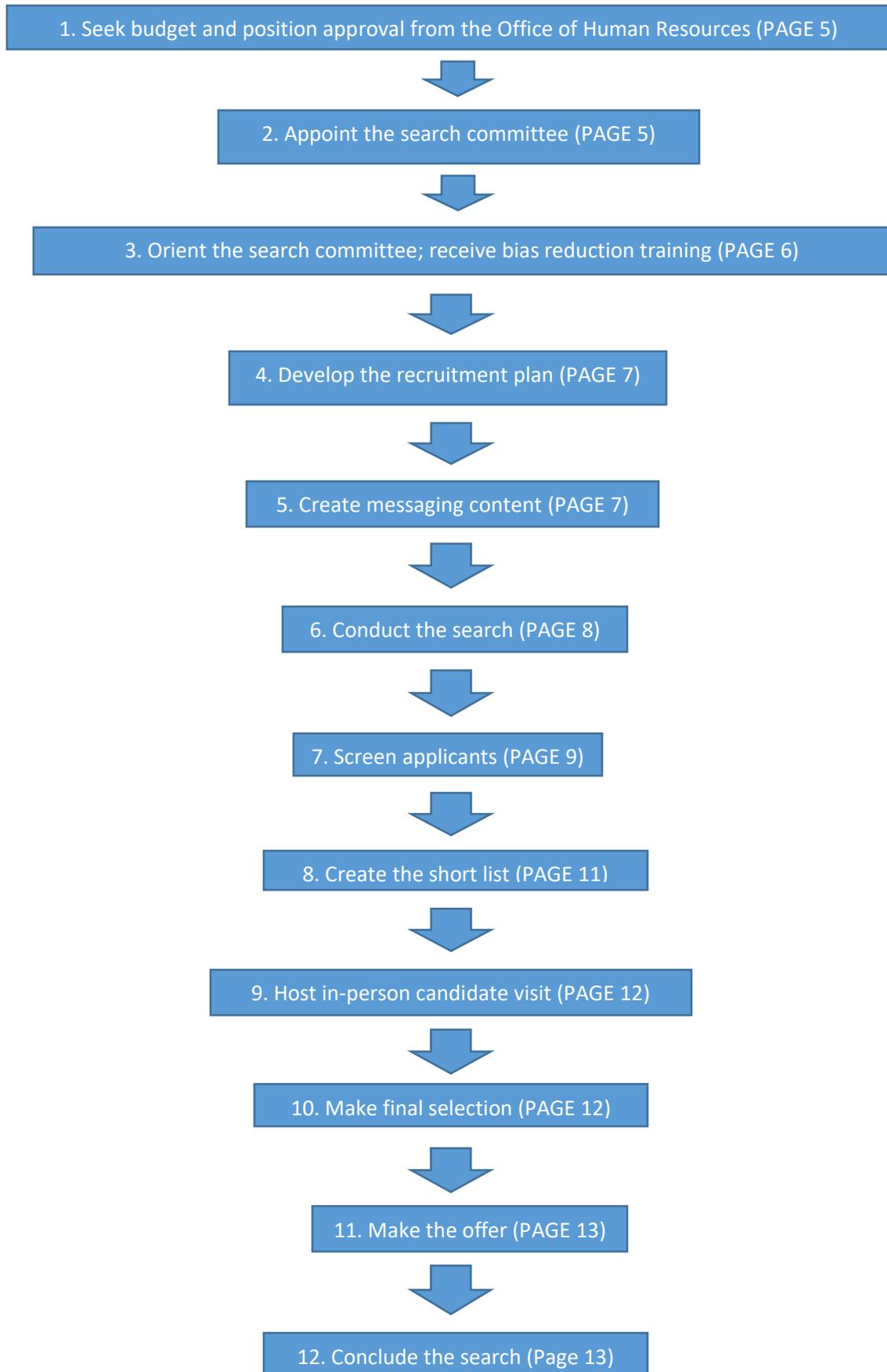
Template for Defining and Weighting Search Criteria/Candidate Evaluation

Publications and Websites for Female and Minority Scientists

Sample Interview Questions

Avoiding Inappropriate or Unlawful Interview Questions

Steps in the Recruitment Process



Budget and Position Approval by the Office of Human Resources

When a department has a faculty vacancy or need for a new position, the following questions will help prepare for the justification process required by the Office of Human Resources:

1. Why **must** this position be filled? What are the consequences of leaving the position vacant?
2. Who are the stakeholders for this position? Who will be affected if this position is left vacant? If it is filled? Seek and consider the input from these individuals.
3. Can this position be filled internally? Is there any excess capacity in the college? Can someone be reassigned or take on a larger or modified load?
4. Should an interim appointment be made before a regular appointment? If yes, make the interim appointment now.
5. Position Description Review. Does the position description accurately describe the responsibilities of the position as it exists today? Is revision needed? Could changes be made so that a part-time faculty member could assume the essential roles?
6. Diversity considerations
 - What are the current demographics of the college/area? What populations are underrepresented?
 - Are there aspects of the position that call for, or would especially benefit from, hiring someone of a particular demographic (see Diversity definition, page 2) *or* someone who has expertise or a perspective that would be vital to the responsibilities and role of the position?
7. What is the projected budget for external recruitment?
8. What is the proposed salary range for the position? Your college HR representative or faculty recruiter can determine the salary range using labor market data.
9. Is this position in the current budget or has it been approved through the UAMS internal process? Are the salary and fringe within budget? If yes, proceed. If not in the current budget, first complete this internal process.

Once you have obtained budget and position approval from OHR, it is time to initiate and follow the approval-to-recruit process in the Electronic Recruitment and Appointment System (ERA - JFR). The flow in ERA varies by college. Please consult with your college's HR representative.

Appointing a Search Committee

A search committee should be comprised of individuals with different perspectives and expertise, as well as a demonstrated commitment to diversity. Generally, a dean or other appointing authority (e.g., department chair) appoints a search committee. The chairperson should hold a senior position and be no less than a peer position to the vacant position. The appointing authority may serve as committee chair or as a member of the committee.

Recommendations for the search committee composition:

- Include potential peers and supervisors of the position and other stakeholders within the department and college and across the university.
- Diversify. Racial, ethnic and gender diversity of the committee will enhance the search process. Including both senior and junior faculty will also provide diverse perspectives. A committee should include women and underrepresented minorities whenever possible. (Note: women and minorities are often asked to serve significantly more in this capacity than

majority males, so it is important to monitor their service load, free them from less significant tasks, and/or compensate them.)

- Include a non-voting *ex officio* member (e.g., OHR representative or a diversity advocate) who could serve as an advisor to the committee, monitor the search process, and provide guidance on legal and equal opportunity-related issues.

Search Committee Orientation

It is recommended that the chair, at the committee's initial meeting, affirm the department's commitment to conducting an equitable search and recruiting a diverse candidate pool. In addition, the initial meeting is an opportunity to review:

- Recommendations of this guide on the steps of an effective search.
- Required time commitment and attendance expectations for committee members.
- Forms and tools to be used in the search process.
- Applicable policies, procedures and laws, including these UAMS policies:

Administrative Guide – Affirmative Action

Administrative Guide – Americans with Disabilities Act in Employment

Administrative Guide – Anti-Discrimination

UAMS Vision, Mission and Core Values

Job Ad Request

The orientation would be strengthened by review of practices that reduce evaluation bias. Resources and training on this topic are available from OHR. See *Tools: Resources to Reduce Evaluation Bias*.

Development of the Recruitment Plan

After OHR has granted permission to recruit, the committee develops a written search plan, but first it is helpful to reflect on past faculty searches.

Understanding Factors that can Affect Success

To launch an equitable and effective search, the search committee needs to understand the factors that have affected outcomes in past searches that may affect the current search. Thus, the committee needs to review past searches by its department or college to answer the following:

- Were all the qualified candidates interviewed?
- Were applications received that were not considered because they arrived later in the process?
- Are there candidates from previous searches who should be considered and contacted regarding the current opening?
- How many women and underrepresented minority persons applied and how many were brought in for an interview?
- If offers were made to either female or minority candidates and they declined, is the reason for their decision known?
- What can we learn from the past?

The Written Plan

A strong recruitment plan delineates the essential steps of the search, identifies who is responsible for each (i.e., department chair, search committee chair or committee member, or other department personnel), and sets target dates for completion. It may also include dates for search committee meetings. The most efficient approach may be for the chair to draft the plan for review and approval by the full committee. A comprehensive plan would address and clarify processes for:

- Reaching agreement on selection criteria for the position and any weighting of them. Consider not only important criteria that pertain to a candidate's contribution to the intellectual diversity of the department, but also his or her ability to work with diverse colleagues, students, and other stakeholders.
- Drafting of the position description and agreement by the committee.
- Establishing each cut point in the selection process – the winnowing down from the initial applicant pool to the final recommendation of 1-3 candidates. A flow chart would be a simple way to do this.
- Tracking the search and documenting outcomes. These records may be critically important in the event of a lawsuit. OHR can provide guidance on this aspect of the search.
- Screening applications and CVs to determine which candidates meet minimum and preferred qualifications.
- Contacting references for selected applicants.
- Selecting candidates for an initial interview.
- Initial interviews (may be on the phone, by video-conferencing or in person). This includes the question set to be used in the interview.
- Candidate evaluation after the initial interview.
- Selection for short list and campus visits.
- Campus visit.
- Comparative evaluation of candidates on the short list.
- Final recommendation.
- Conclusion of the search and debriefing.

Creating Messaging Content

After the search committee is clear on qualifications for the position, has fine-tuned the position description, and has developed its recruitment plan, it is time to prepare messaging content, which may include UAMS Jobs announcements, advertising and social media. All job announcements and advertisements must be approved by the Office of Human Resources.

The colleges that use the UAMS recruitment system should post the position on the UAMS website. It is required that all advertisements include the UAMS affirmative action tagline, as stated in the Affirmative Action policy:

UAMS will advertise in publications that focus on minority/female/veteran/disability issues, if appropriate. Advertisements must include, at a minimum, the phrase "UAMS is an Affirmative Action and Equal Opportunity Employer of individuals with disabilities and protected veterans." Advertisements may also state, "UAMS is an inclusive Affirmative Action and Equal Opportunity Employer of individuals with disabilities and protected veterans and is committed to excellence." The use of the abbreviation "EOE/AA" is not sufficient notice.

Conducting the Search

Effective Recruitment Practices

Finding qualified candidates includes reaching out to colleagues through established, familiar networks. In addition, the following approaches help broaden the pool. Some require time to nurture, but in the long run can be fruitful. Allowing 30 days for responses is recommended.

- Advertising in scientific journals
- Advertising in journals, other publications and on websites aimed at female and minority scientists. See *Tools: Publications and Websites for Female and Minority Scientists*.
- Announcements on jobs lists including UAMS'
- Announcements to professional organizations and listservs
- Contacting colleagues at other institutions who may know of qualified candidates
- Contacting, and sending the job announcement, to faculty at other institutions who might be potential candidates
- Announcements to departments at institutions that graduate or employ (as faculty, fellows or post-docs) high percentages of minorities and women
- Announcements through funding and advocacy agencies, particularly those that seek to advance and support minorities and women in the field
- Networking via listservs
- Networking at professional meetings. Always utilize meetings as an opportunity to identify and connect with potential candidates, even when no vacancy exists
- Inviting promising candidates to campus to present on their work as a way to cultivate relationships for future searches
- Soliciting help from minority colleagues (at UAMS and elsewhere) with cultivating relationships at minority-serving institutions that may lead to the identification of candidates
- Asking fellow faculty and graduate students to help identify candidates
- Not ruling out "hiring our own" – i.e., new doctoral graduates, post-docs and those completing residencies and fellowships
- Social media

Monitoring Demographics of the Applicant Pool

For colleges using the UAMS system, applicants will be automatically tracked. Colleges that do not use the UAMS system must track and document all applicants' demographic information as required by Title VII and Executive Order 11246i. For more information on applicant tracking processes and requirements, contact the Office of Human Resources.

After the application deadline closes, the *ex-officio* diversity advocate of the search committee should review the demographics of applicants to determine if underrepresented groups are sufficiently represented. This determination is based on national U.S. Census demographics data for various professions. If not, the *ex-officio* diversity advocate may recommend that the committee considers revising its recruitment approach; for example, if targeted marketing was **not** used, it may decide to extend the closing date to try that approach.

Standardized processes for evaluating candidates and documenting each evaluation will help reduce bias, identify all who are qualified, and protect UAMS in the event of litigation. This applies to the initial screening of all applicants, initial interviews, short list candidate interviews and the final selection.

The back of this guide contains tools to help in the candidate evaluation process:

- Template for Defining and Weighting Search Criteria/Candidate Evaluation
- *Sample Interview Questions*
- *Avoiding Inappropriate or Unlawful Interview Questions*

Screening Applications for Initial Interviews

In this initial round, it is important for the Search Committee to keep in mind:

- All the criteria by which candidates are judged without disregard for the importance of some.
- That the way criteria are prioritized can yield varying perspectives. Try ranking candidates by different criteria (e.g., research potential, teaching experience, mentoring capacity) to generate candidate lists.
- The effect of evaluation bias on the rating of women and minority candidates. Double-check their qualifications and how they have been rated for signs of bias.
- Be aware of biases that could inadvertently or unfairly exclude qualified applicants
 - With non-traditional career paths.
 - With non-traditional research interests, publications, or work or life experience.
 - From historically black colleges and universities or other minority-serving institutions.
 - With a disability
 - With veteran status.

Consider having the search committee and the HR representative for your area independently screen the applications for minimum qualifications.

Checking References

This step in the recruitment process helps resolve concerns about a candidate or yield information that may be helpful in the future, if the candidate is hired. It is recommended that references be checked *prior to* inviting a candidate for a campus visit, rather than waiting until after a visit. By doing so, the expense of bringing in an unsuitable candidate can be saved.

Regardless of when references are checked, the hiring department must make a reasonable effort to learn about a candidate before making an offer. Checking references is critical to protecting UAMS against liability for “negligent hiring” or in a lawsuit filed by a candidate who was not hired.

It is true that many references are reluctant to give more than minimal information about a former or present employee; e.g., position title and years of employment. Nonetheless, an attempt at a reference check and completing related documentation are essential to this process.

Considerations when checking references:

- Develop a standard procedure and form for conducting reference checks.
- Call only the references that the candidate has given you permission to contact. If you would like to contact his/her direct supervisor or present employer, be sure that you first obtain the candidate’s permission.
- When calling a reference, identify yourself immediately, explain your position with UAMS and tell the person that you are calling for a reference on a candidate for employment.
- Ask if he/she is free to discuss the candidate, and assure him/her that the discussion is in confidence.
- If you sense that the person doubts the legitimacy of your call, offer to have him/her call you back.
- Describe the position for which the candidate is being considered, so that the reference can give a more accurate evaluation of the candidate’s suitability.

- Let the reference talk freely for as long as he/she wishes without interruption. An interruption may mean you might miss getting important information.
- Ask follow-up questions, when you feel the contact is reluctant to discuss certain factors. It may help to explain why you are persisting on a line of questioning.
- Do not end the call until you are sure you know the opinion of the person you have called. If the reference was ambiguous or reticent, try summarizing what he/she has said by saying “I take it that you don’t recommend the candidate very highly for this position” or “It sounds like you highly recommend the candidate for this position.” This may encourage the reference to clarify his/her opinion.
- Conclude the call by thanking the reference.
- Check more than one reference. Doing so will help ensure that you are not getting a one-dimensional perspective on the candidate.
- It is important to remember that all questions asked during reference checks must be job-related. It is illegal to ask questions of references that cannot be legally asked of the applicant. *See Tools: Avoiding Inappropriate or Unlawful Interview Questions.*

Best Practices for Interviewing and Evaluating Candidates

These apply to all interviews.

Preparation for the interview

- To ensure consistent treatment of all candidates, including internal candidates, schedule interviews so that as many of the search committee members can participate.
- A basic set of interview questions should be developed before the interview and distributed to all search committee members. *See Developing Interview Questions, below.*
- Use the same questions in all interviews to ensure fair comparison of all candidates.
- All search committee members should have had ample time before the interview to review the candidate’s CV. Offer the members an opportunity, preferably at the beginning of the meeting or call, to ask questions about the candidate’s CV.
- Prior to the interview, send the candidate the following, allowing ample time for review:
 - A description of the department’s programs and faculty needs.
 - Policies and procedures for evaluation, promotion, and tenure.
- Arrange for tape-recording the interview and for at least one person to take notes. In note taking, a form with the interview questions and space for notes is helpful.

Developing interview questions

- Focus on the candidate’s scholarship and skills, rather than his or her demographic characteristics. It is generally not helpful to make a point with candidates that the department is eager to hire women and minorities.
- Be sure to include questions that will elicit information about the candidate’s qualifications as they relate to crucial aspects of the position.
- Include questions that will elicit information about the candidate’s promise and potential for contributing to the long-term objectives of the department.
- Ask the candidate about his/her qualifications for teaching, scholarship and service.
- Ask about work in diversity (e.g., efforts to recruit, retain, or promote women and minorities; involvement in diversity-related programs, committees or initiatives).
- If the candidate is applying for a leadership role (division chief, department chair, etc.), ask about the candidate’s commitment to goals of diversity and equity, as well as the candidate’s history of mentoring women and underrepresented minority faculty.

- Include questions designed to evaluate “emotional IQ”/ability to work with others.
- Only include questions that are appropriate and lawful. This is essential to UAMS’ compliance with its equal opportunity obligations. Have all search committee members review the guide about inappropriate or unlawful questions.
- See *Tools: Sample Interview Questions and Avoiding Inappropriate or Unlawful Interview Questions*.

At the start of the interview

- Introduce everyone participating in the interview – their names and position.
- If the candidate is an underrepresented minority or is applying for a junior faculty position, describe mentoring resources that apply to them.
- Review the documents sent in advance about programs, faculty needs and policies/procedures for evaluation, promotion and tenure.
- Ask if the candidate has any questions before starting the interview.

Follow-up to the interview

To reduce risk of unconscious bias influencing judgments as recollections of the candidate fade:

- As soon as possible, each member of the Search Committee who participated in a candidate interview should independently rate the candidate using the same evaluation template. See *Template for Defining and Weighting Search Criteria/Candidate Evaluation Form*.
- The search committee should meet as soon as possible after an interview to evaluate the candidate.

Initial Interviews

To save travel time for candidates and expense for UAMS, search committees are increasingly using phone or video interviews as the first step in the interview process. In many cases, a 30-minute phone interview can enable the committee, and the candidate, to determine whether the candidate and the position are likely to be a good match and whether the recruitment process should proceed to an on-campus interview. The phone or video interview should be taken as seriously as any face-to-face interview. It is important that as many members of the search committee as possible are on the call.

Three messages to communicate during any interview, whether on video, telephone, or on-campus, are as follows:

- UAMS is seriously interested in the candidate’s scholarly credentials and work.
- UAMS is a good place to develop an academic career and thrive in a lively academic atmosphere.
- UAMS has a variety of supportive, family-friendly policies in place and cultivates a diverse educational environment.

How these messages are communicated can make a critical difference in whether the top candidate joins the UAMS faculty or not. See *Tools: Sample Interview Questions and Avoiding Inappropriate or Unlawful Interview Questions*.

Creating the Short List

At this stage in the process, the objective is to identify up to three highly qualified candidates to be invited for a campus visit. To ensure that the most qualified candidates are selected, it is recommended that the committee review the selection process up to this point, including:

- Evaluation of each candidate against all selection criteria, without disregard for the importance of some. See *Tools: Template for Defining and Weighting Selection Criteria/Candidate Evaluation*.

- The way criteria are prioritized. Different approaches can yield varying perspectives. Try ranking candidates by different criteria (e.g., research potential, teaching experience, mentoring capacity) to generate candidate lists.
- The effect of evaluation bias on the rating women and minority candidates. Double-check their qualifications and how they have been rated for signs of bias.
- Awareness of biases that could inadvertently or unfairly exclude qualified applicants
 - With non-traditional career paths.
 - Non-traditional research interests, publications, or work or life experience.
 - From historically black colleges and universities or other minority-serving institutions.
 - With a disability.
 - With veteran status.

In-Person Visit

Here are recommended practices to consider:

- Focus on the candidate's ability to perform the essential functions of the job. Try to avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, gender expression, or veteran status.
- Give the candidate a chance to interact with the department's faculty (and key staff) in multiple venues. Formal talks may not reveal every candidate's strengths. Consider including Q+A sessions, "chalk talks," and other less formal interactions.
- Introduce women and minority faculty and staff to all candidates, not just women and minority candidates.
- Create opportunities for all candidates to meet with faculty, staff or community members who potentially represent opportunities for interdisciplinary or community collaboration.
- To ensure that questions asked by the search committee and others who may meet with the candidate are appropriate and lawful, have all review *Tools: Avoiding Inappropriate or Unlawful Interview Questions*. This is essential to UAMS' compliance with its equal opportunity obligations.
- Review *Best Practices for Interviewing and Evaluating Candidates*

Final Selection

Evaluation of a candidate should occur as soon as possible after all meetings and interviews are over. Search committee members and others solicited for input should complete the candidate evaluation form. See *Tools: Template for Defining and Weighting Selection Criteria/Candidate Evaluation*. The search committee should then meet to discuss the results and formulate recommendations.

Making the Offer

The way in which contract negotiations are conducted can have a huge impact not only on the immediate hiring outcome, but also on a new hire's future success at UAMS. The actual negotiation is often between the candidate and the dean or chair and may not involve the search committee. However, to ensure equity, the search committee and dean should consider providing all candidates with a complete list of topics for discussion in the course of negotiations. Women and underrepresented minority faculty candidates may have received less mentoring about hiring negotiations during their careers than their majority counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. These might include

- Salary
- Course release time / teaching load
- Release time for research
- Service expectations
- Tenure clock stoppage
- Lab equipment / space / renovation
- Research assistants / teaching assistants
- Clerical / administrative support
- Discretionary funds – books, journals, memberships, etc.
- Travel fund
- Secure parking
- Summer salary
- Moving expenses
- Assistance with partner / spouse career options
- Child / elder care
- Tuition exchange or remission for dependents

Be sure to provide clear, detailed information about mentoring practices as well as all review criteria and milestones such as annual reviews, third-year reviews, tenure reviews, and post-tenure promotion reviews.

Concluding the Search

The search concludes with the following by the search committee chair, committee members and/or department personnel:

- Debriefing and thanking the search committee
- Notifying unsuccessful interviewees
- Announcing the new hire to the department, and in some cases, the campus
- Gathering / retaining documentation
- Evaluating the search

Evaluation of the search should be throughout the search and after it concludes. If at any point, it becomes apparent that the applicant pool is not diverse enough, or sufficiently well-qualified, reassess the advertising and recruitment process. Analyze whether the hiring net was cast

broadly enough and, if not, what can be done. Sometimes the pipeline constrains the outcome, but often a committee can do more to attract outstanding candidates.

If the department hires a woman and/or underrepresented minority candidate, consider the factors that may have enabled it to do so and keep a record of good practices and successful searches for future reference. If the applicant pool was not as large, qualified, or diverse as was anticipated, consider:

- Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
- Could the department have recruited more actively?
- Were there criteria for this position that were consistently not met by women or candidates of color?
- If a woman and/or underrepresented minority candidate was offered a position that they chose not to accept, what reasons did they give? Are there things that the department could do to make it more attractive to such candidates in the future? Be sure that any analysis and insight is shared with departmental decision-makers and OHR is part of the process for initiating future searches.

For more information or assistance:

Contact UAMS Office of Human Resources, at (501) 686-5650 or AskHR@uams.edu

Acknowledgements:

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Faculty Search Tools

Resources to Reduce Evaluation Bias

Publications and Websites for Female and Minority Scientists

Template for Defining and Weighting Search Criteria/Candidate Evaluation

Sample Interview Questions

Avoiding Inappropriate or Unlawful Interview Questions

Resources to Reduce Evaluation Bias

Below are some websites that may be helpful. These were active as of January, 2016. There are other websites on the web and the reader is encouraged to search if these do not fully address issues of interest. Consider having the Search Committee review and discuss any of these articles and slides to attune them to biases they may have.

University of Oregon – Implicit Bias

Reviewing Applicants: Research on Bias and Assumptions

<http://facultyhiring.uoregon.edu/special-concerns/>

ADVANCE – for the advancement of women in science and engineering careers

<http://www.portal.advance.vt.edu/index.php/tags/bias>

The Neuroscience of Implicit Bias by the American Bar Association Section of Litigation

<https://www.youtube.com/watch?v=kzz5Ae-Jq0s>

The Impact of Implicit Bias by Ohio University

https://www.youtube.com/watch?v=fL9__gD88xk

Unconscious Bias and Ingrained Beliefs by Julia Sperling, a neuroscientist and McKinsey Partner

<https://www.youtube.com/watch?v=5eAwWMFZYbo>

Project Implicit

Measures on implicit associations we all hold for race, gender, sexual orientation, self-esteem, trust and other topics.

<https://implicit.harvard.edu/implicit/>

Publications and Websites for Female and Minority Scientists

Below are links to sites that may be helpful in locating qualified candidates who are underrepresented in academic health care. These were active as of January, 2016. There are many other websites on the web, and the reader is encouraged to search, if these do not fully address issues of interest.

Committee on Institutional Cooperation (CIC)

The CIC Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of 15 top-tier Midwest universities who are CIC members. The Directory is designed to increase the visibility of doctoral alumni who bring diverse perspectives and experiences to higher education. Underrepresented minorities in the database include American Indians, African Americans, and Latina/Latinos in any field of study. Asian Americans in social science and humanities fields are also included. The database is searchable by discipline and provides contact information and the title of the doctoral dissertation of individuals listed.

<http://www.cic.net/students/doctoral-directory/search>

Association for Women in Science (AWIS)

Employers may post a job opening in the AWIS Career Center.

<http://www.awis.org/>

<http://www.minoritypostdoc.org/> waiting for answers to questions about # in database and job postings.

Association of American Indian Physicians

Jacque Muncy accounting tech 405-946-7072. Might be able to work out an institutional membership for multiple ad listings. Can post detailed job description.

National Medical Association

Career Center

career.nmanet.org

Lisa Carlisle 866-964-2765, ext. 2758

Contact her with job opening and she will match candidates at no charge

National Healthcare Career Network

<http://www.nhcnetwork.org/>

info@nhcnetwork.org

888-271-6426/866-964-2765

Associated with the NMA Career Center

Candidate Evaluation by Weighted Criteria

The criteria may be modified for the needs of your department.

CANDIDATE NAME:							
Is this candidate applying for a ___junior or ___ senior position?							
CRITERION	Weighted percentage Percentages should total 100%	Scale 4 = excellent 3 = good 2 = fair 1 = poor	Excellent 4	Good 3	Fair 2	Poor 1	Score Multiply score by weighted percentage
Potential for/ Evidence of scholarly impact	50	4					200
Potential for/ Evidence of research productivity							
Potential for/ Evidence of research funding							
Potential for/ Evidence of collaboration							
Potential to add new perspective to the department							
"Fit" with the department							
Potential for/ Demonstrated ability to teach and mentor students							
Potential for making positive contributions to the department's intellectual climate							
Potential for mentoring junior faculty							
	100%					Total Score (range 400 to 100)	

See following page.

Candidate Evaluation

Please comment on the candidate's scholarship as reflected in the job talk.

Please comment on the candidate's teaching ability as reflected in the job talk.

Please comment on the positive and negative aspects of having this candidate join the UAMS faculty.

Please mark all that apply to you:

- Read candidate's CV
- Read candidate's scholarly work
- Attended candidate's job talk
- Read candidate's letters of recommendation
- Participated in initial candidate interview
- Participated in follow-up interview
- Participated in other events or meetings with candidate. If yes, please describe:
_____.

Sample Interview Questions

First, welcome and introduce everybody at the meeting/on the call. Ask if anyone has questions or needs clarification or elaboration on the candidate's CV and let candidate respond.

Questions for candidate:

- How does your work fit in with the approach of the department? The college? UAMS?
- What interests you about this position? What motivates you to consider leaving your current position?
- How would your work expand upon the department's current areas of focus?
- How will you balance all functions of a faculty member/administrator? What percentages of time do you envision in scholarly work, teaching, administration, research activities, and community engagement/clinical work?
- The college focuses on scholarly work, teaching, research, and community engagement, and some colleges, on clinical work. Tell us about:
 - Your teaching experience. Specifically, tell us about your experience with [insert the specific types of students your department teaches; for example, medical students and graduate students].
 - How you define your area of scholarship or research as it has developed over your career. Tell us about your work. How will it continue at UAMS? How would it be funded?
 - Your experience working with the community or in clinical work. If you plan to continue, how will it be funded?

If the position involves administrative responsibility, it is helpful to ask:

- How do you describe your management style?
- How do you feel about being involved in "growing" a department or program?
- What was your most challenging personnel problem and how was it resolved?
- How would you characterize your work with teams? With peers? With students? Administrators? Staff? Community members?
- What, in your opinion, are some of the attributes of an optimally functioning academic department or college?
- What would you say are your administrative strengths? What about your administrative weaknesses?
- How have you supported the growth of your direct reports? How would you support the growth of junior faculty, including those outside your area?
- How have you supported the growth of women/underrepresented minority faculty and staff who report to you?
- Tell us about your past experiences, efforts and success to recruit, retain, mentor and promote women and minorities and about your involvement in diversity-related programs, committees or initiatives.
- How would you describe your commitment to goals of diversity and equity?

Offer the candidate the opportunity to ask questions. Conclude the interview by thanking the candidate for his/her time; provide a time by which the department will contact him/her about its decision.

Avoiding Inappropriate or Unlawful Interview Questions

Understanding the types of questions that are appropriate and lawful to ask during a pre-employment interview is essential to ensuring compliance with UAMS equal opportunity obligations. In general, only ask questions that will enable the search committee to assess the professional qualifications of the candidate as they pertain to the position to be filled.

The following guidelines are adapted from guidelines on the website of the UAMS Office of Human Resources (at the Managers tab, then More Managers Information, then Hiring Employees, then Guidelines on Interview and Employment Application Questions).

The guiding principle behind any question to an applicant is, can the employer demonstrate a job-related necessity for asking the question? The intent behind the question is important, as well as how the information is used in the hiring decision. This is what the EEOC would examine to determine if any discrimination has occurred.

Therefore, an applicant should only be asked questions that are job-related. In asking applicant questions, the interviewer should ask himself/herself if this information is really needed in order to judge the applicant's qualifications, level of skills and overall competence for the job in question.

Generally, questions considered discriminatory are those about the applicant's gender/gender expression, sexual orientation, race, ethnicity, age, national origin, religion, or other non-job-related topic. Asking different questions of different candidates is prohibited; for example, asking women applicants different questions than male applicants, or asking different questions of married female applicants than single female applicants.

The Equal Employment Opportunity Commission issued its *Pre-Employment Inquiry Guidelines* in 1981 and its *Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations* in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority applicants, female candidates, and older applicants and individuals with a disability, etc., for the particular job in question.

Race – There are no job-related considerations that would justify asking an applicant a question based on race.

Religion – There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of their own religion.

Gender – Generally, there are no appropriate questions based on the applicant's gender during the interview process. Specifically:

- Women are no longer protected under state wage/hour laws regarding number of hours worked, lifting restrictions, etc.
- It is unlawful to deny a female applicant employment because she is pregnant, or planning to have a child at some future date.
- Questions on marital status, number of children, child care arrangements, etc. are not appropriate.
- Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?

Sexual Preference – Under certain state and municipal laws, there are no permissible questions regarding an applicant's sexual preferences.

Height and/or weight restrictions – These questions may support gender or national origin discrimination claims unless their relationship to specific job requirements can be demonstrated.

Age – Under the EEOC's Age Discrimination Interpretive Rules issued in 1981, as amended, a request for date of birth on the employment application is permissible, with an appropriate

disclaimer shown. In practice, this is not asked on applications. Any recruiting effort that is age-biased such as "recent graduate," or any question during the interview process that deters employment because of age is unlawful. The Age Discrimination Act of 1967 bars discrimination against persons age 40 or over.

Arrest & Conviction Records – Questions relating to an applicant's arrest record are improper, while questions of an applicant's conviction record may be asked, if job-related. The Equal Employment Opportunity Commission and many states prohibit use of arrest records for employment decisions because they are inherently biased against applicants in protected classes. The EEOC has issued a Revised Policy Statement covering the use of conviction records by employers in making employment decisions:

- The employer must establish a business necessity for use of an applicant's conviction record in its employment decision. In establishing business necessity, the employer must consider three factors to justify use of a conviction record:
 - Nature and gravity of the offense for which the applicant was convicted;
 - Amount of time that has elapsed since the applicant's conviction and/or completion of sentence; and
 - The nature of the job in question as it relates to the nature of the offense committed.
- The EEOC's Revised Policy Statement eliminated the existing requirement that employers consider the applicant's prior employment history along with rehabilitation efforts, if any. The Revised Policy Statement requires that the employer consider job-relatedness of the conviction, plus the lapse of time between the conviction and current job selection process.

National Origin – You may not ask an applicant where he/she was born, or where his/her parents were born. You may ask if the applicant is eligible to work in the United States.

Financial Status – An interviewer should not ask if the applicant owns or rents a home or car, or if wages have been previously garnished, unless financial considerations for the job in question exist. Any employer who relies on consumer credit reports in its employment process must comply with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.

Military Record – You may not ask what type of discharge the applicant received from military service. You may ask whether or not the applicant served in the military, period of service, rank at time of discharge, and type of training and work experience received while in the service.

Disability – You may not ask whether or not the applicant has a particular disability. You may only ask whether or not the applicant can perform the duties of the job in question with or without a reasonable accommodation.

Although federal EEO laws do not prohibit any specific pre-employment question, the EEOC does look with "extreme disfavor" on questions about age, color, disability, national origin, race, religion, gender or veteran status. Many state fair employment laws do expressly forbid certain types of questions. Following is a representative list of unacceptable and acceptable questions. It is NOT all-inclusive. At the end of the section, there is a bibliography of additional resources to which you may refer for additional information.

TOPIC	UNACCEPTABLE	ACCEPTABLE
Reliability, Attendance	Number of children? Who is going to baby-sit? What religion are you? Do you have pre-school age children at home?	What hours and days can you work? Are there specific times that you cannot work? Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?

<u>TOPIC</u>	<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>
	Do you have a car?	
Citizenship/ National Origin	What is your national origin? Where are your parents from? What is your maiden name?	Are you legally eligible for Employment in the United States? Same as above Have you ever worked under a different name?
For Reference Checking	What is your father's surname? What are the names of your relatives?	None None
Arrest and Conviction	Have you ever been arrested?	Have you ever been convicted of a crime? If so, when, where and what was the disposition of the case?
Disabilities	Do you have any job disabilities?	Can you perform the duties of the job you are applying for?
Emergency	What is the name and address of the relative to be notified in case of an emergency?	What is the name and address of the person to be notified in case of an emergency? (Request only after the Individual has been employed.)
Credit Record	Do you own your own home? Have your wages ever been garnished? Have you ever declared bankruptcy?	None Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. None
Military Record	What type of discharge did you receive?	What type of education, training, Work experience did you receive while in the military?
Language	What is your native language? Inquiry into use of how applicant acquired ability to read, write or speak a foreign language.	Inquiry into languages applicant speaks and writes fluently. (If the job requires additional languages)
Organizations	List all clubs, societies and lodges to which you belong	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	Complexion or color of skin. Coloring.	None
Worker's Compensation	Have you ever filed for worker's compensation? Have you had any prior work injuries?	None None
Religion or Creed	Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	None

<u>TOPIC</u>	<u>UNACCEPTABLE</u>	<u>ACCEPTABLE</u>
Gender	Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	None
Addresses	What was your previous address? How long did you reside there? How long have you lived at your current address? Do you own your own home?	None None None None
Education	When did you graduate from high school or college?	Do you have a high school diploma or equivalent? Do you have a university or college degree?
Personal	What color are your eyes, hair? What is your weight? Are you married?	Only permissible if there is a bona fide occupational qualification.