Faculty Search Handbook

UAMS

COLLEGE OF HEALTH PROFESSIONS

UNIVERSITY OF ARKANSAS
FOR MEDICAL SCIENCES

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Dear Search Committee Members:

This handbook was developed to provide search committees with the information they need to conduct a fair and equitable search. One of the overarching goals of our college is to create a community of scholars of the highest quality that capitalizes on diversity as a resource for education, service, research, and clinical care.

This guide, developed for the College of Health Professions, is recommended for use in conducting faculty searches. The emphasis on quality and diversity is deliberate, and the recommendations included are derived from best practices in recruiting and hiring underrepresented faculty at institutions of higher education across the country. As contributing members of our community of scholars, when we consciously consider fairness, equity, and inclusiveness, we will create an environment that will be engaging and fulfilling for all of us – an environment that positively impacts on productivity and retention.

Each one of us in the College of Health Professions is important in creating a work climate that not only values quality and diversity, but also views it as a distinct advantage in preparing our students for the health care professions they will enter and lead. I look forward to working with you to ensure that new faculty that join us can contribute fully to that vision. Best of luck in your search process.

Douglas L. Murphy, Ph.D.
Dean, College of Health Professions

INTRODUCTION

Before beginning a search, it is helpful to understand differences among the following concepts to ensure a successful recruitment.

Equal employment opportunity (EEO) means that all individuals must be treated equally in employment decision, including hiring. Each applicant must be evaluated on the basis of his or her ability to perform the duties of the position without regard to race, color, religion, sex, national origin, ancestry, age, disability, veteran status, sexual orientation, gender identity, or spousal affiliation. "The University of Arkansas for Medical Sciences (UAMS) is committed to the principle and practice of nondiscrimination and equal employment opportunity in all areas of employment and other services. The ability of UAMS to meet its mission will increasingly depend on and be strengthened by incorporating constructive diversity. . . Racism, bigotry, and discrimination subvert the mission of UAMS which is to provide a wholesome environment where comprehensive educational, research and employment opportunities are offered to employees and students." (See **UAMS Administrative Guide 3.1.10 "Anti-Discrimination: Race, Color, Gender, Age, Sexual Orientation, Religion, National Origin or Disability"** in the Appendix or at http://uams.edu/AdminGuide/WIN03110.html.)

Affirmative action requires that additional efforts be made to increase the employment opportunities for women and minorities when there is underutilization in a faculty job group. Affirmative action also requires us to demonstrate a good faith effort to recruit, employ, and advance qualified individuals with disabilities and veterans. These efforts may include expanded efforts in outreach and recruitment to increase the representation of qualified women, minorities, individuals with disabilities, and veterans. (See **UAMS Administrative Guide 4.5.01 "Affirmative Action"** in the Appendix or at http://uams.edu/AdminGuide/WIN04501.html. See, also, http://uams.edu/ohr/aa/faq.asp.)

The University of Arkansas for Medical Sciences (UAMS) is an Equal Opportunity/Affirmative Action employer and educator. UAMS recognizes its responsibility to extend equal employment opportunities to all qualified individuals. UAMS is committed to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups.

ADA (Americans with Disabilities Act) prohibits discrimination in employment against individuals with disabilities. UAMS is committed to the principles in ADA, and it is the responsibility of every UAMS executive, manager, and supervisor to subscribe to the principles and assure compliance in their areas of responsibility. This commitment extends to the hiring of new employees. While search committees and hiring officials may not inquire about an individual's disabilities or required accommodations, applicants may voluntarily disclose disabilities and request accommodations during the application or interview process. If this occurs, the search committee chair and hiring official should consult with UAMS Human Resources to determine whether accommodations should/can be provided. Such accommodations may include such services as TDD (telecommunication device for the deaf), sign language, Braille publications, or other accommodations appropriate for the individual. (See **UAMS Administrative Guide 3.1.12 "Compliance with the Americans with Disabilities Act (ADA)** in the Appendix or at http://uams.edu/AdminGuide/WIN03112.html, and **UAMS Administrative Guide 4.4.08 "Americans with Disabilities Act in Employment"** in the Appendix or at http://uams.edu/AdminGuide/WIN04408.html.)

Diversity is an inclusive concept. An organization committed to diversity welcomes, values, and engages people who are heterogeneous in background, perspective, and experience. UAMS is "committed to the importance of the diversity of UAMS leadership, faculty, staff and students in order to enhance the education of our students, reduce racial and ethnic health disparities in our state, and provide an environment in which all employees and views are welcomed."[1] Therefore, strategies to achieve diversity are embedded in the recommendations and guidance included in this guide.

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[1]   UAMS Core Values

Section 1 – Roles and Responsibilities[2]

The faculty search process requires a great deal of time and effort on everyone involved – the hiring official, search committee chair, search committee members, and others who might be involved in recruiting, interviewing, and hosting prospective faculty members. The process consists of several steps that must be coordinated so that the search can be efficient and effective:

- Defining the search
- Appointing the search committee and selecting a chair of the committee
- Advertising the position
- Conducting outreach and recruiting applicants
- Reviewing applications
- Interviewing a short list of candidates
- Recommending a roster of final candidates to the hiring official
- Providing oversight of the search process[3]

This section includes descriptions of the complementary roles that key individuals may hold during the faculty search process. Responsibilities for each role are outlined, and information is provided that relates to goals and values to recruit a diverse, high quality pool of applicants.

Role of the Hiring Official

The hiring official is primarily responsible for the administrative and affirmative action dimensions of the faculty hiring process. In most cases, the dean is the hiring official for faculty positions in the College of Health Professions. However, in some instances, the department chair may fulfill some of the responsibilities of the hiring official, e.g., negotiating salary, job responsibilities, or work conditions.

Responsibilities of the hiring official include providing clear expectations in the charge to the search committee regarding the position, as well as recruiting and evaluating the applicants. The hiring official is also responsible for monitoring the diversity and quality of the applicant pool. He/she is responsible for providing information to others (department chair, dean, vice chancellor, chancellor, etc.) about the success or failure of the recruitment, the search committee's progress, and recommendation of hire. The hiring official also addresses any procedural issues that might arise during the search process.

Responsibilities of the Hiring Official
- Requests approval from the appropriate official, e.g., vice chancellor or chancellor, to initiate faculty recruitment, when necessary
- Appoints the chair of the search committee
- Appoints search committee members that represent diverse constituencies, in terms of race or ethnicity, sex/gender, professional perspectives, experience, etc. (See **"Tips on Forming a Search Committee"** in Appendix A.)
- Identifies staff members who will support the work of the search committee
- Gives the charge to the search committee, clearly defining functions, timetable for the search process, and extent of authority. (See **"Elements of Charge to Search Committee"** in Appendix A.)
- Identifies quality and diversity among the faculty as an important consideration

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[2]   Substantial portions of this document were copied or adapted from *Faculty Search Committee Procedures Handbook* (2009). University of New Mexico, Office for Equity and Inclusion and Office of Equal Opportunity. Request for permission to use the materials was made on May 11, 2012; confirmation of permission had not been received when this document was created. Therefore, this document should not be disseminated beyond UAMS until further notice.

[3]   Search process steps were adapted from *Massachusetts Institute of Technology Faculty Search Committee Handbook, Revised 3 January 2002*.

- Reviews and approves the recruitment plan that includes targeted recruitment resources and outreach
- Provides guidance on university system, university, and college policies and procedures related to the search process
- Provides resources for training and support to the search committee
- Assumes responsibility for the administrative, fiscal, and affirmative action consequences of the search process
- Approves advertisements to be used in the recruitment process
- Notifies the vice chancellor or chancellor of any procedural concerns, such as conflict of interest, insufficient pool of candidates, etc., when necessary.

Charge to the Search Committee

The hiring official will provide written instructions to the search committee about the scope and nature of its responsibilities, distinguishing between the activities of the search committee in the earlier stages of the process and those of the hiring official in the final stages of the process which will culminate in the selection of a successful candidate. The charge to the committee:

- Identifies the position(s) to be filled
- Identifies the parameters of these position(s), e.g., rank, tenure constraints, responsibilities, etc.
- Identifies the preferred timetable for recruiting and hiring the faculty member(s)
- Identifies required and preferred characteristics for candidates, e.g., teaching experience, research experience or interests, education and training, professional discipline, etc.
- Clarifies administrative support for the search, including fiscal resources for the process
- Confirms the necessity of good record-keeping and compliance with applicable policies and processes related to faculty hiring
- Identifies format for the committee's recommendations and semi-finalists and finalists to the hiring official, which may include:
  - How many semi-finalists and/or finalists should be recommended?
  - What information, comments, or evaluations should be provided with the recommended list?
  - Should recommended individuals be ranked?
  - What is the role of the search committee in interviewing the candidates and in checking credentials or references?
  - What is the role of the search committee in deciding to cancel the search or re-open the recruitment process?
  - When and how are responsibilities transferred to the hiring official from the search committee?

Role of the Search Committee Chair

The search committee chair acts as the committee's facilitator, official spokesperson, and liaison to the hiring official. The committee chair should be a person of integrity who is recognized for his/her effective communication and leadership skills and commitment to quality and diversity. Because of the importance of the committee chair in the hiring process, the chair should typically be a senior member of the faculty.

Responsibilities of the Search Committee Chair
- Assists the hiring official with identifying committee members
- Reviews charge with committee members
- Articulates expectations for committee conduct, including confidentiality and conflict of interest
- Monitors the committee's responsibilities and accomplishments
- Coordinates outreach and/or recruitment efforts to attract a strong and diverse pool of applicants
- Educates the committee about policies and regulations, as well as appropriate and inappropriate questions used during screening and/or interviewing applicants

- Meets immediately with the hiring official any time the search process might be compromised due to insufficient pool of applicants, disputes, conflict of interest, etc.
- Consults with the hiring official in a timely manner if recruitment does not attract a strong and diverse applicant pool
- Manages communication between the hiring official and committee, as well as with the college or university community, nominees, and applicants
- Ensures compliance with state and federal laws as well as university and college policies
- Mediates conflict during the search process
- Assists the supporting staff member with managing applicants and budget

Role of the Search Committee Member

A search committee is formed to assist the hiring official with recruiting and evaluating the pool of applicants for a faculty position. The committee should consist of at least three members and it should reflect diverse constituencies in terms of race or ethnicity, sex/gender, professional perspectives, and experience. Individuals from outside the hiring department, college, or university may be invited to serve on a search committee to share insights, experience from other perspectives, disciplines, and organizations. The search committee must document the screening process.

Responsibilities of the Search Committee Member
- Participates full and consistently in the search process
- Assists with the recruitment of a strong, diverse pool of qualified applicants
- Assists with the development of the position description to be advertised
- Assists with the development of required and preferred qualifications for the position
- Develops clear and objective evaluation tools related to the qualifications
- Screens applicants based on required and preferred qualifications in a fair and consistent manner
- Assists with identifying interviewees and interviewers
- Assists with the campus interview itinerary, including scheduled interviews with candidates
- Acts promptly to ensure that top candidates are not lost to other organizations that move quickly to hire top talent
- Protects confidentiality of applicants and the decision-making process

Section 2 – Groundwork for the Search

Faculty Position Description

The first and most important step in the hiring process is to develop the faculty position description. This key document serves as the primary reference for all other search activities, such as preparing the position announcement, creating screening and candidate evaluation forms, etc. The position description should include duties and responsibilities of the position. A good position analysis accurately describes the work to be performed in a faculty position. Position qualifications should identify work characteristics that allow for varied backgrounds and experiences. Narrow descriptions may limit the quality and diversity of an applicant pool. Some considerations in identifying essential duties and responsibilities are:

- Determine if the incumbent actually performed the duties and responsibilities
- Determine if the new individual in the position will be expected to perform the same duties and responsibilities
- Identify if the position is tenure/tenure track or non-tenure track

In addition to required and preferred qualifications for the position, the academic department should identify job responsibilities associated with its needs, goals, and mission. The hiring department should develop broad descriptions of scholarship, experience, and disciplinary background. (See **Minimum Qualifications Checklist** and **Preferred Qualifications Checklist** in Appendix B.)

Preparing the Position Announcement

The position announcement is used to attract a strong and diverse pool of qualified applicants and, in the screening process, to evaluate the applicants. Each hiring opportunity presents a department with the opportunity to enhance its current and future academic programs, including research and clinical practice. Appropriate attention to position analysis and production of an accurate position announcement will facilitate every other task in the hiring process.

Qualifications described in the position announcement should focus on opening the pool to a wide range of applicants. Poorly specified or unclear job qualifications increase the risk that excellent candidates will be eliminated for poorly defined reasons. Attention to tone and content will make the difference between an interesting and an uninspiring position announcement.

The faculty position announcement must be approved by the department chair and the dean before being advertised. The Associate Dean for Administrative Affairs will work with the search committee to identify appropriate venues and outlets for publicizing position announcements. (See **Position Announcements** in Appendix B.)

There are two main requirements for writing well-developed qualifications: (1) sufficient clarity and (2) specificity, balanced with flexibility. The hiring official and search committee should include the following in the position announcement:

- Describe the academic department's/program's needs, goals, and mission
- Include diversity goals and accomplishments of the department, college, and/or university
- Identify responsibilities and duties of the position to attract the broadest pool of applicants
- Identify all items in the qualification requirements that will be used as criteria in the selection process
- Clearly state the position's required qualifications (must elicit a "yes" or "no" response)
- Clearly state preferred qualifications (may be evaluated along a continuum of how closely the applicant meets qualifications of an ideal candidate)
- Identify expected start date
- Identify all application materials to be submitted by the applicant
- Define deadline date to apply or "for best consideration" date

- Provide information about availability of re-location funding

Consider including the following in the position announcement:
- Experience with varied teaching methods and/or curriculum perspectives
- Experience with engaging diverse communities in college outreach efforts
- Experience with working with a diverse student population

Diversity Commitments

The position announcement should include language expressing the college's and university's commitment to diversity and inclusion. Proactive language conveys a level of commitment beyond that required by law and informs potential applicants that diversity is a strategic college value. It should also describe the hiring department's commitment to and/or success with diversity and inclusion. This may result in a larger, more diverse applicant pool. For example:

1. "Because UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and students, applicants should include in their cover letter information about how they will further this objective."
2. "Successful candidates must be committed to working with broadly diverse student and community populations."
3. "UAMS is especially interested in candidates who can contribute to diversity through their teaching, research, and service."

The hiring official and search committee should also consider the following factors to enhance a candidate's interest and the position's attractiveness. The following provide a broad range of concepts that may assist in attracting diverse candidates to UAMS:
- Campus, community, and state demographics
- Special research opportunities
- Availability of a range of cultural communities and resources
- Administrative support for mentoring and creating opportunities for leadership positions
- Possibility of tenure and promotion
- Faculty development opportunities and mentors
- Success of diversity and inclusion programs on campus
- Infusion of diversity and cultural competence into the curriculum
- Asking candidates to describe their experience with diversity issues, diverse students, and working in multi-cultural environments
- Opportunities for faculty-led study abroad courses and global health projects

Incorporate content in the position announcement that addresses the importance of diversity, the value placed on those who can share and reach differing points of view, and a description of an atmosphere where faculty members can receive support from diverse faculty and leadership.

Section 3 – Recruitment

One goal of the college's recruitment and hiring process is to achieve a high quality and diverse faculty. Recruitment activities conducted by the hiring department and search committee ensure that there is a strong and diverse pool of qualified candidates. This requires thoughtful planning and coordination to reach those seeking new opportunities, in addition to capturing the attention of outstanding individuals who might not actively be looking for a new position.

An effective recruitment plan is vital to the search process, and well-written advertisements should encourage applications from those who are qualified – and discourage those who are not qualified or suited for the position. Effort, time, and money can be saved by soliciting applications from individuals who are clearly qualified. (See **Recruitment Activities Checklist** in Appendix B.)

Advertisements

The College of Health Professions job posting is considered to be the complete position announcement. The position announcement is based on the detailed information provided in the position description and by the search committee. Hiring departments may use abbreviated advertisements that link applicants to the full position announcement on the college's web page. (See **Job Advertisement Checklist** and **Ad Placement** in Appendix B.)

The use of abbreviated advertisements enables the hiring department to maximize its recruitment resources and minimize costs associated with faculty recruitments. This may also assist the search committee in more broadly advertising the position to attract a high quality, diverse pool of applicants. If a hiring department determines that it will use abbreviated advertisements, the advertisements should be brief and:
- Include a brief job summary that includes the title; it may also include required and preferred qualifications. If included, the qualifications must be identical to those stated in the complete position announcement.
- May include the application date or "for best consideration" date
- Must include a link to the complete position announcement
- Must include "The University of Arkansas for Medical Sciences is an EEO/AA Employer"
- Consider including a statement that "all qualified applicants are encouraged to apply, including women, minorities, and those from under-represented groups"
- Consider including, if applicable, "Position contingent on availability of funding"

Recruitment Period

In order to attract a strong, diverse pool of applicants and fill a vacancy in a timely manner, the hiring official should consider the length of the recruitment period. UAMS requires a minimum of 7 days, although national recruitments may run longer. In order for applicants to meet deadlines set by the hiring official, it is important to determine if the recruitment will have a specific closing date to give closure to the recruitment process, or leave it open ended until a qualified candidate is identified.

Use of "for best consideration" date, with the position "open until filled" affords the search committee the greatest degree of flexibility. Regardless of the recruitment period, it is important that the search committee provides updates to individuals in the applicant pool. The following are samples of posting timeframes:
- "For best consideration, apply by [date]; the position will remain open until filled."
- "First review of applications will begin on [date]; the position will remain open until filled."
- "Application materials must be submitted no later than [date]."
- "Complete applications must be received no later than [date]."

Recruitment Resources

Advertisements should be placed where they are likely to seen by a wide range of diverse, qualified applicants. This might require placement in a number of publications, web sites, and other outlets. National, regional, and local recruitment resources should be considered, depending on the type of position vacancy and anticipated availability of applicants. Consideration should be given to resources that are specific to the discipline being sought. The position's salary range and level of responsibility, the prestige of the organization, the time of year in which recruitment is undertaken, and other factors also help to determine where recruitment efforts should be targeted.

In addition, the hiring department and search committee should consider additional efforts to attract a strong, diverse pool of qualified applicants in addition to national recruitment and/or discipline-specific publications. Search committees should seek ways to publicize the position so that non-traditional candidates will be attracted and encouraged to apply. The direct and personal approach to recruitment is one of the most successful practices in identifying applicants. The hiring department and search committee should:

- Encourage faculty who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts
- Ask faculty to contact their colleagues at other institutions and inquire about promising graduate students, visiting professors, or new scholars from underrepresented groups
- Establish working relationships with departments at institutions with substantial numbers of underrepresented groups
- Request names of potential candidates from faculty at universities with strong graduate programs in their discipline
- Query women and minority caucuses within relevant professional and academic associations for names of potential candidates and maintain ongoing communications
- Keep national higher education associations informed of present or possible future positions
- Maintain ongoing contact with professional organizations, associations, and agencies that have job referral services

Although this form of recruitment is an expensive way to recruit, it is important that the individuals requesting interviews at conferences be advised that formal on-campus interviews will be conducted with finalists. Meetings with potential candidates at conferences should be targeted to recruitment, dissemination of information about the position and UAMS, and answering questions.

Recruitment of Individuals

At times, it might be desirable to directly recruit particular individuals. For example, the hiring official or department faculty may be aware of individuals who, because of their unique experiences or expertise, might be ideally suited for a faculty position in the department. It is permissible to contact such individuals directly to inform them of the vacancy and the qualifications and to encourage them to apply for the position. If this strategy is used, great caution must be exercised to ensure the integrity of the search process. In particular:

- Direct recruitment must not take precedence over an open search. Rather, direct recruitment can be used as one strategy to ensure that the applicant pool is strong and diverse.
- Fairness must always be observed, i.e., giving each applicant a "fair shot" at the position. It must be clear to the search committee that applicants who are reached through direct recruitment cannot be accorded special treatment in the screening and selection process.
- Great care must be exercised to convey to a direct recruit that their application will be considered on the same basis as all other applications (required and preferred qualifications).
- Direct recruitment should be undertaken only with permission of the hiring official and full knowledge of the search committee.
- At times, it will be necessary as a professional courtesy, for the hiring official or the search committee chair to disclose to a direct recruit's supervisor that the recruit has been invited to apply for a

position. In this case, the disclosure must not be used as a reference check. That is, reference checks should be applied consistently and fairly to all candidates for the position.

Application Materials

When considering application materials, make sure that you inform potential candidates when you will use the materials in the screening process. It is far more efficient to request only a cover letter, CV, and/or teaching statement at the initial application stage. It is not unusual to find that many applicants may be de-selected following the initial screening before there is a need for recommendation letters and/or other materials. (See **Examples of Application Materials Sought** in Appendix B.)

If requests for reference letters, reference contact information (at least three are recommended), and other materials are sent to applicants after the initial screening, the applicant is more likely to feel that it is worthwhile to go to the additional expense of having the documents sent. It is also reasonable to assume that qualified individuals may be unwilling to submit references at an early stage, not wanting to let their current employer know that they are considering a change of position. However, once candidates become semi-finalists, the search committee or hiring official may contact employers, co-workers, and any other persons having information about the candidate's employment history, credentials, and relevant qualifications. Receipt of the official transcript should always be specified as a condition of employment in the offer letter.

The search committee should determine the required application materials in a systematic manner by listing the required and preferred qualifications and then determining the method by which the qualifications will be collected or observed. This process can be simplified by use of a planning matrix that lists the qualifications on the vertical axis and the methods on the horizontal axis. (See **Model – Information Collection Planning Matrix** in Appendix C.) The matrix can also be used for determining appropriate questions during campus interviews, content of rating forms used by interviewers, data derived from reference calls or letters, etc.

Section 4 – Screening Applicants

Another important responsibility of the search committee is to screen applicants based on the advertised qualifications and determine who is best qualified for the position and best fits with the institution. Screening is the first step of a process that ultimately leads to selecting the candidate to whom an offer is made. Typically, the process comprises the following steps:
- First Screening for Required Qualifications
- Second Screening for Preferred Qualifications
- Third Screening for Selection of Semi-Finalists
- First-Round Visit and Interviews for Selection of Finalists
- Second-Round Visit and Interviews (optional)
- Selection of Candidates to Recommend to Hiring Official
- Offer for Position

At times, e.g., when a small number of individuals apply for a position or when one or two applicants are distinctly better qualified than others, it may be possible to truncate the process by eliminating the second or third screening, or one of the on-campus interviews. Decisions to shorten the process should be made in consultation with the hiring official. For a detailed checklist of search process tasks, see **Successful Search Checklist** in Appendix A.

Screening Process

The screening process begins with review and analysis of materials sent in response to recruitment and/or announcement of an open position. The analysis is undertaken to ensure that applicants have all the qualifications specified in the position announcement. Depending on the position to be filled, the screening process can continue with verification of credentials, checking of references, and assessment of presentations and work samples. The more thorough the screening process, the more likely the best qualified candidate available will be matched to the vacant position.

Receiving Application Materials and Responding to Applicants/Candidates

Each search presents an opportunity to market the College of Health Professions and UAMS to potential faculty. A well-managed search will reflect well on the institution, and applicants who feel that they have been treated in a courteous, professional, and respectful manner during a search process are less likely to be upset if not selected and less likely to challenge the decision or process. They are also more likely to speak well of us to colleagues who might apply for other positions.

In recognition of the time and effort required to pursue UAMS employment, search committees must treat all applicants consistently and fairly, and communicate their status as the screening progresses. Communicating efficiently and effectively is essential, and the committee chair must ensure that applicants:
- Receive acknowledgment that application materials have been received and are complete
- Receive information about the process and timetable
- Receive notice when they are no longer being considered, based on the required qualifications
- Receive notice when they are removed from consideration based on preferred qualifications and/or other screening criteria (though, be cautious about notifying bona-fide candidates who may eventually move to the first tier of consideration)
- Receive information if there are delays in the search process

The tools used during the screening process should be created and agreed upon by the search committee. The committee should:
- Agree on evaluation criteria before the search begins and ground rules for the evaluation process
- Agree on the relevance of evaluation criteria to the decision-making process

- Agree on rules of discussion and how to handle disagreement
- Agree on a method for determining who will be invited to campus for interviews
- Use the same criteria in review of all applicants
- Rely on required and preferred qualifications described in the position announcement
- Use candidate evaluation tools created by the committee
- Insist on evidence and not opinions or impressions; ask committee members to back up their statements with evidence

First Screening – Required Qualifications

The purpose of the first screening is to determine if applicants meet required qualifications listed in the advertisement and/or to eliminate applicants who have not submitted the required application materials. This analysis not only ensures that all semi-finalists and finalists are qualified for the position but also provides objective basis for fair evaluation of all candidates.

A well-documented screening process in which each applicant's qualifications are compared with the announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the legitimacy of the process. Screening for required qualifications is an objective assessment that clearly specifies that the candidate has all required minimum qualifications or does not. The committee may have a subcommittee (at least three members) screen for required qualifications if there is a large pool of applicants. Again, to withstand a challenge, the subcommittee should always be the same individuals.

Once the closing date or "for best consideration" date has arrived, all application materials will be checked by the search committee. If candidates have not submitted all the required documents, further consideration should cease. There may be occasions when the search committee may notify candidates of missing materials and allow candidates to submit by the deadline date or "for best consideration" date. Note that the committee must be fair with such notices; if notification is provided to one candidate, it must be provided to all who lack materials at that time.

If all requested materials have been received and the candidate meets minimum qualifications necessary for the position, the applicant has passed the first screening. Applicants who fail to pass the first screening should be notified as soon as possible. (**See Model – Initial Screening Checklist** in Appendix C.)

Second Screening – Preferred Qualifications

The second screening should be qualitative and should be done by the full committee. During the second screening, the search committee examines the materials submitted by applicants with great care and assesses the degree to which each bona-fide candidate has met or exceeded the preferred qualifications advertised. During this process, the committee should develop its own tools for screening and/or rating the applicants. The committee will use the screening tools it created to screen the preferred qualifications. While it is tempting to use tools used by other search committees to "get on" with the search, the process of creating the tools helps create a consensus or common understand of the position and qualifications that will prove to be essential during subsequent stages in the search. Investing time, energy, and creativity in the tools can result in common understanding of the position requirements, greater efficiency, and ultimately better decisions. One model that can serve multiple purposes in the screening process is provided in the appendix (see **Model – Preferred Qualifications Matrix** in Appendix C).

The committee may choose to assign weighted values for the second level screening as they evaluate the semi-finalists and identify the candidates to move forward in the screening process as outlined by the hiring official in the charge to the committee. For example, the committee may choose to weight research experience or potential as more important to the department's mission than teaching or service. If used, weighting of qualifications should be done in closely consultation with the department and hiring official.

During the screening process, search committee members must document why an applicant has been screened out. (See **Applicant/Candidate Status Report** in Appendix C.) On occasion, the committee may wish to gather additional input about qualifications by taking applications to faculty for their review and advice before establishing finalist lists and rendering recommendations. It is essential to stress that faculty incorporated into the process for this purpose treat the information with utmost confidentiality.

Telephone or Skype Interviews

Search committees may use telephone or Skype interviews to determine the list of finalists to present to the department or the hiring official. Contact the candidates in advance to schedule the interviews in order to allow candidates the opportunity to set aside time to give their undivided attention. It is important that the same members of the committee participate in all of the telephone or Skype interviews to ensure that the interviewees are treated fairly and in a consistent manner. Prepare interview questions in advance and use the same questions for all interviewees. (See **Avoid Discriminatory Interview Questions** in Appendix D.)

If telephone or Skype interviews are used for screening semi-finalists, the same method must be used for internal or local candidates. It is tempting to "cut corners" with internal candidates by interviewing them in person, rather than by telephone or Skype. However, the committee must use the same process and method with all candidates.

Third Screening – Narrowing the Pool of Candidates

The search committee will recommend qualified finalists for faculty positions to the hiring official as outlined in the charge to the search committee. Careful consideration should be extended to include qualified women and minority candidates in the pool of finalists consistent with the college's and university's equal opportunity, affirmative action and diversity goals, and the academic parameters of the position. The search committee, with input from departmental faculty, may forward its assessment of strengths and weaknesses on each finalist, depending on the committee's charge. The final decision on individuals to be interviewed, however, rests with the hiring official . (See **Model – Preferred Qualifications Matrix** in Appendix C.)

Confidentiality

Until search committee members reach agreement on the finalists and the finalists are approved by the hiring official, special care should be taken to safeguard confidentiality and to protect the names of candidates. As a matter of professional courtesy, advise candidates when their applications materials will be circulated to others outside the search committee.

Section 5 – Interview Process and Position Offer

Interviews may be used during the second and subsequent screening. A well-developed interview process can reveal a great deal about a candidate's ability to meet the responsibilities of the position. The interview itinerary should be consistent for all finalists, and interviewers should be prepared to participate in the process. This will allow the hiring department to effectively evaluate one candidate against another and make is easier to defend the hiring decision. Interviewing (and the immediate follow-up) gives the search committee the opportunity to see its work to completion. Some factors to consider that may make the position more attractive to candidates are:

- Transparency in policies and procedures for evaluation, promotion, and tenure
- Mentoring resources for junior faculty, women, and ethnic minority faculty
- Weighing evaluation criteria such as community outreach and teaching as much as other criteria, e.g., research, scholarly activity

However, a candidate might not seem nearly as attractive when present on campus, or the university might not appear attractive to the candidate. There might also be occasions when a person of authority will decide not to approve a candidate for interview for legitimate reasons. It is conceivable that a dean or other official might not agree to interview a candidate or approve the search committee's recommendations and want to see additional candidates. These possibilities make it vital that persons who have approval authority over the interview of candidates be consulted concerning the suitability of candidates <u>before</u> an invitation to interview.

Through the interviewing process, the following can be evaluated:

- The candidate's communication skills, conduct, and motivation
- Interest in the position, department, and university
- Ability and interest in academic, research, or administrative responsibilities
- Reaction, attitude, or philosophy toward relevant issues
- Perspectives on diversity and the candidate's ability to work with diverse populations, different backgrounds and/or perspectives
- Information that may not otherwise be obtained

The interview process also provides the candidate an opportunity to assess the hiring department, college, and university. (See **On-Campus Interview Preparation Checklist**, **Welcome Package/Preparing the Candidate**, and **Welcoming the Candidate** in Appendix D.)

Preparing for the Interview

Two major factors must be taken into account in the scheduling of interviews:

First, all interested parties with legitimate concerns should be offered an opportunity to meet and learn about the candidate. Meetings with prospective peers, subordinates, and superiors are important for the candidate, as well as for the university. "Indifferent or insensitive faculty should not have prominent roles"[4] in the interview process because they may leave unfavorable impressions on the candidate. Depending on the position, candidates might meet with the vice chancellor, chancellor, or colleagues at other universities with whom we share programs or interests. Various customers or constituents might be included in the interview process. As a result, the interview often takes up to one or two full days, depending on the level of the position in question.

Second, the committee should take into account the potential need for the committee to arrange and provide meals and other quasi-social events as well as transportation and lodging. The committee chair is usually the chief host but will often seek volunteers or assign committee members to the task of hosting. As a host, the

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[4] *Massachusetts Institute of Technology Faculty Search Committee Handbook, Revised 3 January 2002.*

committee member may be responsible for picking up a candidate from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The chair should consider providing hosts with a "cheat sheet" about the position and the process so that all candidates will be provided consistent information. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews.

When on-campus interviews involve meetings with many people and other functions, e.g., meals, receptions, the committee should send candidates a schedule of events in advance. The schedule should note the names and titles of the individuals the candidate will meet. Copies of the schedule should be given to these individuals and identify the individuals responsible for escorting the candidate to and from meetings. This information can accompany the welcome package that should be sent to all interviewees. In addition to the interview itinerary, the committee should consider the following:

1. Consider the travel and accommodation arrangements for the candidates. Typically, college personnel will make arrangements in consultation with the candidate. If for some reason the candidate prefers or must make arrangements, the search committee should notify the candidate in writing of the university's travel and accommodation policies. In all cases, the committee chair or staff member should ask all candidates invited for on-site interviews if special accommodations will be needed for transportation, hotel room(s) meeting rooms, etc. If an accommodation is requested, every effort should be made to comply. If there are any questions related to accommodations, contact the university's ADA Coordinator.

2. Discuss reimbursement arrangements and provide the candidate with process to submit such requests and when to expect reimbursement. All information regarding expenses and reimbursement should be communicated in advance (in writing) to the candidates to avoid misunderstandings.

3. If meals are to be included as part of the interview process, be sure to ask the candidate about dietary requirements, restrictions, or preferences. Accommodating such requests demonstrates respect for the individual and conveys that the college takes its commitment to diversity seriously.

4. Consider accommodating the candidate's spouse/partner and family, given that candidates may bring spouses/partners to investigate a location unfamiliar to them. In such cases, the usual courtesy is to give the spouse/partner a tour of the city and answer questions about schools, housing, or other topics of interest. Avoid making assumptions about the spouse's/partner's interests. For example, do not assume that the wife will be interested in visiting with a realtor; ask what she would like to see or do on the visit. At times, it might be advisable to arrange for the spouse/partner to visit with potential employers or colleagues in the area.

5. Provide a benefits synopsis to all candidates who come to campus so that they are familiar with UAMS's benefits package. This synopsis takes on added importance when the salary for the open position is lower than that expected or desired by a candidate. It should list all benefits, including all leaves (such as off-campus duty and administrative leave) in addition to sick leave and vacation time. It should note any computer purchase programs, health and gym facility access, tuition assistance for the employee and his or her family, and support for professional development activities.

6. The itinerary should be provided to all participants involved in the interviews in advance of the interview dates.

7. Remember that all hosts and escorts represent the College of Health Professions and UAMS. As such, they should always exhibit a professional demeanor in all contacts with the candidate.

The On-Site Interview Process

There are several different methods for interviewing, and applicants have the right to expect that they will be judged against stated measures: requirements of the job, position description and position qualifications. The interview procedure should be designed to assure that all applicants are treated equally. The following should be considered when preparing for on-site interviews:

1. Devise questions based on the job-related criteria by which the candidate will be evaluated (found in the position description and position announcement). These should be agreed upon by the committee, and all candidates should be asked the same questions.

2. Provide each candidate the same access to information about the department and the campus.

3. Give each candidate the opportunity to talk with others outside the search committee and department about campus climate issues.

4. Provide information to all candidates about the process, your schedule for filling the position, and when they can expect to hear from you.

5. Interviewers should have a list of items regarding the position to discuss with the candidates.

6. Interviewers should address any concerns or issues the candidate may have. Possible items that interviewers may address include:
   - The program's status regarding cultural diversity in its teaching, research, and service functions
   - Plans for cultural diversification of the program
   - Asking about his or her teaching and research interests and their fit with the program's teaching and research needs
   - Informing the candidate of other programs and university faculty whose teaching and research may be compatible
   - Review of tenure and promotion criteria, especially where these may reward teaching, research and service
   - Availability of financial support for such areas as faculty development and research
   - Ways in which the program will support the retention of faculty
   - Faculty development services offered by the college or university

Preparation of Itinerary Materials for Other Campus Participants

Provide an opportunity for faculty, staff, students, and relevant constituency groups to review finalists' letters of application and CV (if opted by the hiring official) before meeting the candidates. Reference letters should not be circulated outside the search committee other than to the hiring official.

During scheduled or unscheduled meetings, interested parties may have conversations revealing how the candidate interacts with various UAMS constituencies. Informal meetings might be arranged for the candidates to meet departmental faculty and staff, faculty members from other disciplines, or student organizations. During these informal meetings, it is important to keep to the itinerary schedule.

Informal Conversations

Informal meetings can be scheduled to make the candidate aware of the distinctive characteristics of the university and the community. Arrangements are often made for a candidate to meet a broad section of the university community in relaxed, informal surroundings. It is common for one or several persons to meet a candidate at the airport, take him or her to the hotel, and have a meal together.

A note about meals and alcohol: The purpose for a meal with the candidate is for the committee and others to learn more about the candidate and provide information about the position, college, university, or Little Rock. While we intend to extend hospitality and host the candidate appropriately, committee members should use discretion in ordering meals and alcohol. Generally, you should avoid expensive menu items. Ordering expensive items may incorrectly convey that (a) the college has excessive resources that can be squandered or (b) we are irresponsible stewards of our resources. Both messages are inaccurate and undesirable.

Additionally, alcohol can be a sensitive issue for some candidates for a variety of legitimate reasons, so take cues from the candidate and the primary host in deciding whether you may order a drink before or with your meal. At no time should you order more than one or two drinks – and certainly not during ordinary business hours (before 5:00 or 6:00 pm).

At informal meetings, the candidate and host(s) tend to have unstructured conversations. Hobbies, activities, interests, and travel are all good topics for light conversation. However, there should be no attempt to pry into matters that deal with areas that are not related to the candidate's suitability for the position. Be advised that "small talk" that is related to personal information about family, religious preference, and similar topics may create the perception that the information may be used as a basis for non-selection. (See **Avoid Discriminatory Interview Questions** in Appendix D.)

While voluntary self-disclosures by the candidate are unavoidable, direct personal questions should be avoided. Examples of inappropriate personal inquiries are:
- Who is going to take care of the kids if you are offered this job?
- If your husband is not willing to relocate, will you commute or rent?
- Since you and I belong to the same church, how do you feel about...?
- Who's going to cover your classes while you're out for maternity reasons?

Semi-Formal Interviews

A meeting between interviewees and faculty and student groups is common and desirable. A time may be set for each group to assemble and have a session with the candidate. Attendance by faculty members or students usually depends on the number of candidates to be interviewed, the perception by the groups as to the importance of the position, and the time and date of the meeting.

The search committee should provide evaluation forms for the participants to solicit their feedback for consideration. As mentioned earlier, evaluation forms should be created by the committee to provide information related to the preferred qualifications. Ideally, the form should be short, to the point, and allow for comments.

Colloquium, Demonstration, or Seminar

The purpose of a presentation is to determine how well the candidate expresses himself or herself, interacts with other people, and demonstrates mastery of a particular subject. The search committee might ask each candidate to give a presentation on the same topic or allow each candidate to choose his or her own topic within given parameters, e.g., topic areas, type of audience, etc. It is important to note that such presentations might not be representative of the candidate's typical performance. Most candidates put special effort into these presentations, to "put their best foot forward."

It is common for candidates to conduct a colloquium or teach a lesson to a class. The colloquium should be attended by all interested parties, and the class session could be observed by members of the committee and evaluated by students and members of the committee. Observers will have an opportunity to assess how the candidate organizes material, interacts with students, designs and uses instructional materials, and employs any non-traditional teaching strategies.

The colloquium or class session should be arranged well in advance of the on-campus visit. Preferably, a regularly scheduled class will be used for the demonstration class session. The search committee or course instructor may give the candidate a list of potential topics, or the candidate may choose the topic and inform the regular instructor. The candidate may also request special equipment or materials needed for the demonstration. Be sure to allow time in the itinerary for the candidate to prepare or "change gears" for the presentation.

Observers of the demonstration class session may make a formal, but simple, evaluation and forward it to the chair of the search committee prior to the overall evaluation. An individual member of the search committee may be assigned the responsibilities of collecting evaluations at the end of each colloquium or class presentation. (See **Model – Evaluation of Colloquium or Demonstration Class Session** in Appendix D.)

Formal Interview

Formal meetings are interviews with the search committee, hiring official and/or chain of command. The formal interview is a major event in the search that requires a considerable amount of planning to ensure that the outcome is a success. By this point in the process, the search committee already has verified the qualifications of candidates and has assurances from the candidate and others about competencies, skills, knowledge, and personality traits. Therefore, the focus of the interview may be narrowed with adequate preparation.

It is beneficial to outline the areas to be covered by the search committee and questions directed accordingly. When a candidate's answer is particularly interesting, the matter may be pursued at greater depth. The areas to be explored and the questions to be developed must relate to the criteria for the position. There should be agreement among the search committee members as to who will ask about certain areas. Some committee members may not have enough experience to ask insightful questions.

At times, the candidate himself or herself may direct the conversation beyond the criteria for the position. This is acceptable and may even reveal important information about the candidate to the search committee. However, the committee chair or an assigned interview facilitator should re-direct the interview so that the committee's questions are covered satisfactorily.

Appropriate Interview Questions

An interviewer needs to determine how a candidate will function in everyday job activities. Methods to gather this information must be position-centered and pursued without discrimination. Questions should stimulate the applicant to respond naturally.

Good Interview questions will illuminate the experience of a candidate well enough to indicate the prospects for his or her success in the position. Bad interview questions will provide no indication of these prospects. Moreover, they could expose the institution to certain legal liabilities.

Generally, all questions should relate to the knowledge, skills, and abilities necessary to successfully carry out the duties and responsibilities of the position. Questions about work ethic, decision making, problem-solving, and interpersonal relations that indicate a person's professional character are also appropriate. Candidates should be asked the same set of questions; follow up questions can and will vary from candidate to candidate.

Three rules for determining which questions are acceptable:
- Ask only for information that you intend to use to make a hiring decision.
- Know how you will use the information to make the decision.
- Recognize that the practice of seeking information that you do not use can be difficult to defend.

These rules suggest that the best questions will emerge from a careful analysis of the position and review of the candidate's qualifications as revealed in application materials. Another source of good interview questions is the candidate's experiences that relate to the position requirements. The candidate's responses are yet another good source of questions. Because most applicants practice for interviews, it is important to ask pointed questions to ensure that you hire the best qualified individual, not the best rehearsed.

It is important, also, to avoid questions not related to the qualifications for the position or that may, in fact, be illegal or insensitive. "It is never a good idea, and indeed can even be unlawful, to ask questions about race, age, children, marital status, and religion. . . " (See **Avoiding Discriminatory Interview Questions** in Appendix D.)

Types of Interview Questions

Interview questions can be informational, situational, or behavioral. Informational questions ascertain the facts of a person's education and career. Situational questions ascertain a candidate's response to a hypothetical or real-life situation and also test a candidate's ability to analyze and solve a problem or make decisions. Behavioral questions ascertain the nature of the candidate's past behavior, which may indicate future performance. An effective interview technique is to frame all three types of questions that cannot be answered with a simple "yes" or "no". An example of a question framed in such an open-ended fashion is "Why are you interested in leaving your current position?"

Evaluating the Candidate's Interview Responses

The telephone or Skype interview might focus on the candidate's knowledge, skills, and abilities required for the job. If a telephone or Skype interview has been conducted, the on-site interview might focus on the candidate's work ethic, professional character, interpersonal skills, and match with the position and organization. If no telephone interview is conducted, then the on-site interview should focus on all of the above. Along with information on evaluation forms, the selection committee may wish to consider feedback from individuals with whom the candidate met on campus.

Reference Checks

Checking references and verifying credentials is a critical step in the screening process. For non-local candidates, consider reference checks in advance of campus interviews to reduce potential embarrassment and unnecessary expenses for both parties. Asking a candidate to sign a waiver permitting the collection of information from collateral references will permit the committee to thoroughly assess a candidate's qualifications.

Poorly written letters of reference may not truly reflect the candidate's abilities; strong letters of reference could provide an inaccurate portrayal of a candidate's excellence. Therefore, it is critical to have a strong screening process that provides opportunities to have conversations with individuals in addition to references provided by the candidate.

Assessment of Fit

Both the program and candidate should be at the point of reviewing program needs and goals and the specific position. The candidate may be reviewing and assessing fit in the program, desire and ability to meet the program's job expectations, and opportunities to reach professional and personal goals. The program should be knowledgeable about the candidate's:
- Genuine interest in the position
- Interpersonal skills and other attributes
- Teaching interests and abilities to meet current and future curriculum needs of the program
- Multicultural competencies and background that will contribute to diversity goals of the department

- Research interests and needs
- Sense of fit with mission and program goals
- Ability to perform the job

Making a Recommendation

After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend to the hiring official. The search committee recommendation may include department faculty recommendations. It can recommend one or more candidates, rank all the candidates, or provide a report outlining the strengths and weaknesses of each candidate. Make sure to follow the charge to the committee to determine appropriate format. No one other than the hiring authority should be notified of the recommendation. At this point, confidentiality is an absolute necessity.

Position Offer – Making the Tentative Offer

If the hiring official is not the dean, the hiring official must obtain approval from the appropriate dean/academic director to extend a tentative offer to the selected candidate. Details about the offer (e.g., salary range, responsibilities, rank, etc.) should be decided beforehand by the hiring official, the associate dean for academic administration, and the dean so that the negotiations can proceed smoothly. Negotiated factors such as salary, rank, moving expenses, and any contingencies (experience credited towards tenure, transcripts, visa documents, spousal/partner hire) are to be cleared in advance in writing.

The hiring official must keep in mind that he or she is part of the process of creating a legally binding agreement between the institution and the individual. The terms and conditions of employment are to be discussed thoroughly to avoid any misunderstanding on the offer. The verbal offer may be delegated by the dean to the department chair. Even when negotiations are conducted by the department chair or program director, letters of offer are issued by the dean, in close consultation with the department chair.

Some candidates will accept an offer at the time it is extended and others will ask for a week or more to decide, citing the need to discuss the matter with a spouse/partner and consider local living conditions. Occasionally, a candidate will ask for an unusually long period in which to consider the offer. If this occurs, there should be a specific deadline given in writing, and if the candidate has not replied by the deadline date, he or she should be sent a letter informing him/her that the offer is rescinded.

If a candidate refuses the offer or does not reply within the agreed-upon time frame, an alternate candidate may be considered and must receive appropriate approvals. If there are no other suitable candidates, the recruitment may be extended, cancelled, initiated at a later date, or tabled. All withdrawals or declined offers should be documented by the hiring official with the assistance of the chair of the search committee. When possible, the reasons for the withdrawal or declined offer should be documented to inform future searches.

There are many reasons for extending the tentative offer in writing. Tentative offer letters can be used to avoid misunderstandings, outline the nature and functions of the position, specify terms and conditions of employment, and may offer new faculty a sense of certainty and permission to notify their current employer of their tentative departure. As with any written document, there are reasons to exercise certain precautions to avoid litigation. Remember to avoid any verbal or written assurances of employment security, longevity, or future commitments. (See **Model – Faculty Position Offer Letter** in Appendix E.)

A high salary is not necessarily the sole incentive for accepting a faculty position; candidates will examine the fit between themselves and the program and institutional climate. Although studies have shown that salary level was the most important reason faculty from underrepresented groups turned down a position, the second, third, and fourth ranked variables were geographic location, impression of a less supportive environment, and lack of ethnic minority presence outside the university.

Sensitivity to market supply and demand must be considered. Other types of compensation for consideration include:

- Housing costs, changes in cost of living, and relocation expenses
- Funds for research travel and attendance at professional meetings
- Funds for research equipment and laboratory needs
- Opportunities for clinical practice that can supplement salary

Personal reasons for not accepting may range from being offered a higher salary elsewhere, teaching load expectations, geographic location, perceived ability to achieve tenure, lack of mentors for support, and limited numbers of ethnic minorities on and off campus.

Summary

The opportunities for a faculty member to join a program that has the right campus climate, to teach courses important to the candidate's values and interests, to pursue meaningful research with knowledgeable collaborators, and to participate in academic life with colleagues who respect and support professional and social development are the ingredients of a successful hire.

Appendix A
General Search Checklists

Faculty Search Committee Timeline[5]

Done?	Task	Who	Dates
	1. Write position description	Hiring Official	
	2. Write charge to the search committee that describes expectations and expected outcomes including decision-making approach	Hiring Official	
	3. Appoint chair of the search committee, orient chair to the search process and charge, and consult with chair about search committee membership	Hiring Official	
	4. Appoint search committee members; obtain clearance from supervisors, if necessary	Hiring Official	
	5. Present charge to the search committee and orient them to policies, legal considerations, confidentiality, etc.	Hiring Official	
	6. Using position description, write minimum and preferred candidate qualifications, incorporating feedback from hiring official, department faculty, and other relevant constituents	Committee	
	7. Determine application materials required	Committee	
	8. Write position announcement that includes all relevant elements to recruit strong, diverse pool	Committee Hiring Official	
	9. Post position announcement in appropriate publications, websites, etc.	Committee Hiring Official	
	10. Lay out recruitment plan if direct or indirect recruitment is deemed appropriate or necessary (search committee and hiring official)	Committee Hiring Official	
	11. Define screening and review process, e.g., who will be involved, selection criteria, instruments, etc.	Committee	
	12. Review guidelines on questions that may or may not be asked	Committee	
	13. Construct or adapt instruments for screening and review of applications, e.g., ranking form, interview protocol, etc.	Committee	
	14. Obtain approval from hiring official for proposed screening process, including instruments, etc.	Committee Chair Hiring Official	
	15. As applications are received, communicate with applicants regarding receipt of materials, additional requests for information by applicants, etc.	Committee Chair	
	16. Report to hiring official on applicant pool strength and	Committee	

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[5] Most forms and models in the appendices have been copied or adapted from Faculty Search Committee Procedures Handbook (2009). University of New Mexico Office for Equity and Inclusion and Office of Equal Opportunity.

		diversity	Committee Chair Hiring Official	
	17.	Determine whether additional efforts are required to increase strength and/or diversity of the applicant pool; adapt recruitment plan accordingly	Committee Hiring Official	
	18.	Notify applicants if search is to be extended	Committee Chair	
	19.	Review and screen applications based on pre-set criteria; document process	Committee Committee Chair	
	20.	Select candidates for further review	Committee	
	21.	Notify those not selected as candidates of their status	Committee Chair	
	22.	Plan consistent campus interview itinerary, including visits with potential colleagues, teaching demonstrations, interviews with appropriate individuals and groups	Committee Staff	
	23.	Conduct campus interviews, using consistent itinerary	Committee	
	24.	Review and evaluate interviewees, select finalists, and arrange for follow-up interviews, if necessary	Committee	
	25.	Notify those not selected as finalists of their status	Committee Chair	
	26.	Select candidates to recommend for hiring; submit recommendation to the hiring official	Committee	
	27.	Select candidate for position, direct search committee to close the search, or direct search committee to continue the search	Hiring Official	
	28.	Design offer, including salary, start-up package, job responsibilities, travel funds, employment for partner, etc.	Hiring Official	
	29.	Announcement hire to search committee, department, university community, etc.	Hiring Official	
	30.	Notify those not selected of their status	Committee Chair	
	31.	Organize and submit search-related documents to the hiring official, e.g., applications, CVs, interview questions, committee notes, etc.	Committee Chair Staff	

Model – Budget Estimate

Expense	Detail	Budget
Advertising	Journal X Journal Y Letters to 50 universities 500 flyers for distribution at professional conference	
Travel and interview arrangements for 3 candidates	Air travel Hotel Meals Ground transportation	
Telephone, postage, copies		
Total Budget		**$**

Successful Search Checklist

Done?	Task	Who	Target Date
	1. Review "Faculty Search Committee Handbook"	Hiring Official	
	2. Draft faculty position description to describe duties, responsibilities, and qualifications (required and preferred)	Hiring Official, in consultation with department	
	3. Prepare charge to the search committee that describes expectations, expected outcomes, and decision-making approach	Hiring Official	
	4. Appoint chair of the search committee and ensure that chair reviews "Faculty Search Committee Handbook"	Hiring Official	
	5. Appoint search committee and ensure that members review "Faculty Search Committee Handbook"	Hiring Official	
	6. Appoint staff member to assist search committee	Hiring Official	
	7. Review diversity commitment, EEO/AA, ADA commitment, and confidentiality guidelines with search committee	Committee Chair	
	8. Using draft position description, develop required and preferred qualifications in consultation with department, hiring official, and other relevant constituent groups	Committee	
	9. Prepare position announcement that includes all relevant elements to recruit strong, diverse pool of applicants. Create abbreviated announcements, if needed.	Committee Hiring Official	
	10. Develop recruitment strategies to attract strong and diverse pool of applicants	Committee Hiring Official	
	11. Decide on application materials	Committee	
	12. Secure position announcement and recruitment plan from hiring official	Committee Chair	
	13. Develop screening matrix, phone/Skype and campus interview questions, and reference check questions	Committee	
	14. Secure hiring official's approval of proposed screening process	Committee Chair Hiring Official	
	15. Review applicant materials and document screening process	Committee	
	16. Approve the applicant pool or direct committee to redouble efforts to obtain strong and diverse applicant pool by extending recruitment, if needed	Hiring Official	
	17. Provide status reports to affected department and others, as appropriate	Committee Chair	
	18. Notify applicants if search is to be extended or if they	Committee Chair	

		have been excluded from further consideration		
	19.	Review application materials again if recruitment has been extended and document screening process	Committee	
	20.	Identify top candidates (semi-finalists)	Committee	
	21.	Approve semi-finalist list, or direct committee to redouble efforts to create strong and diverse semi-finalist list, if needed	Hiring Official	
	22.	Conduct telephone/Skype interviews and document responses (optional, consistent with charge to committee)	Committee	
	23.	Conduct reference checks, after notifying candidates	Committee	
	24.	Develop list of on-campus interviewees, incorporating department feedback, as appropriate and consistent with the committee's charge; securing hiring official's approval	Committee Department Hiring Official	
	25.	Design uniform on-campus interview itinerary to include visits with potential colleagues, teaching demonstrations, etc.; secure hiring official's approval	Committee Hiring Official	
	26.	Invite semi-finalists to visit on campus; make accommodations as appropriate	Committee Staff	
	27.	Conduct campus interviews, using consistent itinerary	Committee	
	28.	Evaluate interviewees and either (1) narrow pool to finalists for second campus interview or (2) submit list of recommended candidates to the hiring official	Committee	
	29.	If second-round interviews are necessary, notify non-selected semi-finalists of their status; schedule second-round interviews for finalists	Committee	
	30.	Conduct second-round interviews if necessary	Committee	
	31.	Submit candidate roster to hiring official according to the committee's charge	Committee	
	32.	(a) Select candidate for the position and direct committee to close the search, or (b) direct the search committee to invite additional candidates to interview	Hiring Official	
	33.	Design offer which may include start-up package, effort requirements, salary, travel funds, employment for spouse/partner, etc.; ensure that proposed offer maintains department equity	Hiring Official	
	34.	Announce hire to committee, department, and other constituents	Hiring Official	
	35.	Write thank-you letters to committee chair and members	Hiring Official	
	36.	Organize and file search-related documents, e.g., hiring paperwork, interview questions, committee notes, etc.; retain according to university file-retention policy	Committee Chair Staff	

	37. Support the success of the new colleague	Hiring Official Department Faculty	

Tips on Forming a Search Committee

Done?	Task	Who	Target Date
	1. Committee must have at least three members	Hiring Official Committee Chair	
	2. Committee should be diverse in terms of sex or gender, race/ethnicity, etc.	Hiring Official Committee Chair	
	3. Ensure that the committee possesses technical expertise sufficient to make acute comparisons among applicants	Hiring Official Committee Chair	
	4. Ensure that the committee represents a variety of perspective on the role and function of the vacant faculty position	Hiring Official Committee Chair	
	5. Appoint stakeholders, e.g., students, community member, or clinical professional	Hiring Official Committee Chair	

Elements of Charge to Search Committee

1. Identify the number of positions to be filled.

2. Identify the parameters of these positions, e.g., rank, tenure constraints, salary.

3. Identify preferred timetable for the appointment(s).

4. Identify essential characteristics in the candidates, such as national reputation, teaching experience, areas of specialty for research, ability or experience with working with diverse populations, and grant experience.

5. Confirm affirmative action consideration focusing on department diversity.

6. Clarify administrative support, including fiscal resources for the process.

7. Confirm the importance of good record keeping and compliance with University policies and processes related to faculty hiring.

8. Identify number of candidates for committee to recommend as finalists

9. Identify information, comments or evaluations that should be attached to recommendations.

10. Identify whether the names are to be rank ordered.

11. Identify whether the committee's recommendation is advisory.

12. Describe under what circumstances the search committee can reject the entire pool

13. Describe the role of the search committee in interviewing the candidates and in checking credentials.

14. Describe the role of the search committee in deciding to cancel the search or re-open the process.

15. Provide specific information on how to transfer responsibilities for the hiring process from the search committee to the department and its hiring official at or about the time the semifinalists are selected

Search Committee Duties

Done?	Task	Who	Target Date
	1. Serve as liaison between the committee and the hiring official	Committee Chair	
	2. Ensure that the charge is carried out	Committee Chair	
	3. Call and chair meetings	Committee Chair	
	4. Ensure that proper records and meeting minutes are kept	Committee Chair Staff	
	5. Correspond with applicants and semifinalists	Committee Chair	
	6. Coordinate administrative and logistical support	Committee Chair	
	7. Serve as lead host for candidates on campus	Committee Chair	
	8. Coordinate the efforts of all committee members	Committee Chair	
	9. Perform all duties of regular committee members	Committee Chair	
	10. Perform other duties as requested by hiring official	Committee Chair	
	11. Help to identify and contact potential applicants	Committee	
	12. Attend all scheduled meetings	Committee	
	13. Review all materials	Committee	
	14. Screen applicants	Committee	
	15. Host candidates	Committee	
	16. Participate in the interview process	Committee	
	17. Check references	Committee	
	18. Maintain appropriate confidentiality about search committee proceedings	Committee	
	19. Other duties as assigned by committee chair	Committee	

Appendix B
Recruitment and Advertising

Developing a Recruitment Plan

Generating a diverse and qualified pool of applicants requires significant energy because we want to reach those looking for new opportunities in addition to capturing the attention of outstanding individuals who are not "on the market." The following table can serve as a foundation for a recruitment plan design and should be completed during the initial search committee meetings. The committee should consider at least one national recruitment resource and resources for under-represented groups.

Identify the Following	Specific Tasks
Potential applicants suggested by current department members	
Names of people who "know people" in the field (who may be called upon to recruit potential candidates)	
Journals read by people in the academic discipline	
Professional associations for people in the academic discipline	
Websites visited by people in the academic discipline	
Relevant professional or community organizations, caucuses, etc. that respond to the needs of women, people of color, people with disabilities, and veterans	
Places people in this academic discipline congregate (professional meetings, conferences, etc.); identify who is available to recruit at these venues	
Places the best people in this academic discipline work (strong departments at other universities, etc.)	
Names of people who are publishing interesting research, giving strong talks nationally, etc.	
Department website on which the announcement may be placed, ensuring it is accessible to all who may try to access it	
Affinity groups and placement offices at other universities and institutions	
Recruitment help from alumni, members of the university and regional community.	

Recruitment Activities Checklist

Done?	Task	Who	Target Date
	Send to local, regional, national newspapers.	Staff	
	Send to Chronicle of Higher Education or other national recruitment resource.	Staff	
	Send to newspapers and journals of associations serving professionals in academic discipline.	Staff	
	Send to publications read by female and minority professionals in academic discipline	Staff	
	Send to electronic sources (e.g. websites, listservs)	Staff	

Position Announcements

Done?	Task	Who	Target Date
	Send to schools with programs in academic discipline	Committee Chair Staff	
	Send to placement offices of similar schools	Committee Chair Staff	
	Send to job clearinghouses of university systems	Committee Chair Staff	
	Post on job boards of associations and other organizations serving professionals in academic discipline.	Committee Chair Staff Department	
	Post at conferences of professionals in academic discipline	Committee Chair Staff Department	
	Mail to members of targeted populations	Committee Chair Staff	

Job Advertisement Checklist

Done?	Task	Who	Target Date
	Position title (descriptive, working, or official) and rank and tenure status	Committee Chair	
	Position summary including responsibilities	Committee Chair	
	Reporting relationships	Committee Chair	
	Information about the department, college, university, and Little Rock area that would attract candidates	Committee Chair	
	Salary range (if desired)	Committee Chair	

Required Qualifications Checklist (Must Elicit Yes/No Response)

Done?	Task	Who	Target Date
	Knowledge, skills, abilities required for the job	Committee Chair	
	Education (advanced degree and academic discipline)	Committee Chair	
	Licensure (if required)	Committee Chair	
	Experience (type, number of years, and academic discipline)	Committee Chair	

Preferred Qualifications Checklist

Done?	Task	Who	Target Date
	Special abilities or experience	Committee Chair	
	Area of specialization within academic discipline	Committee Chair	
	Research program	Committee Chair	
	Years of teaching (graduate or undergraduate, class size, type).	Committee Chair	
	Experience working with diverse population	Committee Chair	

Examples of Application Materials Sought

Done?	Task	Who	Target Date
	Letters of interest	Committee Chair	
	Curriculum vitae	Committee Chair	
	Statement of teaching or leadership philosophy	Committee Chair	
	Samples of publications or other work, if appropriate	Committee Chair	

		Committee Chair	
	References and their full contact information (may be requested of candidates selected as semi-finalists)	Committee Chair	
	Letters of Recommendation (may be requested of candidates selected as semi-finalists)	Committee Chair	
	Copies of transcripts (may be requested of candidates selected as semi-finalists)	Committee Chair	
	Student evaluations (may be requested of candidates selected as semi-finalists)	Committee Chair	

Information to be Provided to Applicant

Done?	Task	Who	Target Date
	"For best consideration date" or closing date	Committee Committee Chair	
	Position availability or start date	Committee Committee Chair	
	Point of contact for information (staff, hiring official, committee chair)	Committee Committee Chair	

Ad Placement

Done?	Task	Who	Target Date
	Place ad in places most likely to attract appropriate applicants	Staff	
	Place ad in targeted recruitment resources	Staff	
	Determine where in the printed media the ad will appear and under what heading	Committee Staff	
	Size the ad to reflect the type of position in question, the relative availability of applicants	Committee Staff	
	Seek advice and assistance from the staff of the publications in which ads were placed	Staff	
	Seek advice and assistance of Center for Diversity Affairs regarding targeted recruitment	Committee Chair Committee Staff	

Appendix C
Screening

Model – Information Collection Planning Matrix

Position:

	Cover Letter/ Letter of Application	CV	Telephone/Skype Interview	Presentation	Sample Publications	Interviews (Faculty)	Interviews (Staff)	Interviews (Students)	References
Leadership									
Teaching Performance									
Curriculum/Course Design and Implementation									
Scholarly Activity – Research									
Scholarly Activity – Publications									
Collegiality, Fit with Department/College Culture									
Rapport with Colleagues and Students									
Etc.									

Model – Initial Screening Checklist

Position:

Applicant's Name:

Date of Screening:

Has the applicant sent all requested materials by due date?

YES   NO

YES	NO	
		Cover letter or letter of interest (date stamped)
		Curriculum Vitae
		List of References
		Teaching Philosophy or Teaching Statement
		Other Information

Does the applicant meet required qualifications?

YES   NO

YES	NO	
		Degree(s)
		Experience – Administrative
		Experience – Teaching
		Experience – Scholarly activity (research, publications, grants, etc.)
		Other

Applicant/Candidate Status Report

Position:

Date:

Name of Applicant or Candidate	Status and Explanation for Committee's Action	Date of Action
Sue Jones Smith	Rejected – Did not meet required qualifications, i.e., no research experience	03/27/12

Model – Preferred Qualifications Matrix

Position:

Committee Member Name:

Instructions – Using all the information received and collected to date on each applicant listed below, determine a score for each preferred qualification (A-I).

Scoring System	0-5	0-10	0-5	0-5	0-5	0-10	0-5	1 or 0	0-5		
Applicant's Name	A	B	C	D	E	F	G	H	I	TOTAL SCORE	Your Notes

Preferred Qualifications: (*Examples – must be keyed to the Position Description*)
A. Demonstrated knowledge of digital library content and metadata standards, such as EAD, METS, and Dublin Core including demonstrated competence with XML.
B. Demonstrated technical experience with current digital collection architectures, platforms, and products such as CONTENTdm and DSpace.
C. Demonstrated knowledge of Institutional Repositories management, including policy matters, intellectual property issues and strategies for securing appropriate content.
D. Demonstrated ability to work collaboratively with faculty and colleagues, as well as independently, in a dynamic environment.
E. Demonstrated service experience with diverse populations.
F. Experience with project management.
G. Minimum two years of professional library experience in an academic or research library.
H. Additional degree in information or computer science-related discipline.
I. Demonstrated leadership ability.

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Appendix D
Campus Visit and Interview

On-Campus Interview Preparation Checklists

Done?	Task	Who	Target Date
	Make travel and lodging arrangements (when possible, pay for travel arrangements rather than reimbursing them)	Staff	
	Arrange for transportation to and from the airport.	Staff	
	Ask candidate about dietary considerations; notify committee chair and make necessary arrangements to meet dietary needs	Staff	
	Allow candidate opportunity to request disability related accommodations; NOTE: Do not ask whether the individual has a disability	Committee Chair	

Welcome Package/Preparing the Candidate

Taking the time to prepare the candidate for his or her visit sends an important message about the University of Arkansas for Medical Sciences as a potential employer. The following items should be sent to each candidate prior to the visit:

Done?	Task	Who	Target Date
	Letter of welcome confirming the day and time of the visit, travel and lodging arrangements, list of expenses that are reimbursable and contact information	Staff	
	Itinerary for the visit including a complete schedule of events and the names and titles of individuals the candidate will meet. Provide opportunity for candidate to request disability-related accommodations	Staff	
	Brochures and information about the department, college, or university; benefits of UAMS employment; diversity efforts; and Little Rock community.	Staff	
	Departmental mission and goals	Staff	
	History of the institution	Staff	
	Links to relevant UAMS websites such as the department's home page and the University's Fact Book	Staff	
	Organizational chart (department and institution)	Staff	
	Faculty handbook	Staff	
	College catalog	Staff	
	Information from the Little Rock Chamber of Commerce	Staff	
	Other local publications, real estate publications, etc.	Staff	

Welcoming the Candidate

Done?	Task	Who	Target Date
	Arrange for someone to meet and greet the candidate at the airport	Committee Chair Staff	
	Arrange for a host to give the candidate a tour of the campus and to accompany the candidate to and from interview and open forum locations	Committee Chair Staff	
	Schedule open forums within an accessible location and invite students, staff, faculty and interested members of the community	Committee Chair Staff	
	Invite the candidate to meet with special interest groups or faculty with whom he or she may have a particular affinity; ensure that the selected location is accessible to all	Committee Chair Staff	
	Arrange for the candidate to attend campus events	Committee Chair Staff	
	Host a lunches/dinners with candidate and key representatives in an accessible location	Committee Chair Staff	
	Schedule a meeting with appropriate representative(s) to discuss benefits, life and work resources, relocation services and dual career hire assistance for spouses/partners	Committee Chair Staff	
	Arrange meeting with hiring official	Committee Chair Staff	
	Arrange meeting with chancellor, vice chancellor for academic affairs, as appropriate	Committee Chair Staff	
	Arrange tour of local community (if appropriate)	Committee Chair Staff	

Avoid Discriminatory Interview Questions[6]

Subject	It IS Discriminatory to Inquire About	It is NOT Discriminatory to Inquire About:
Age	Applicant's age or date of birth	Whether the applicant is over the age of 18 (or 21 for certain positions)
Relatives	Name and address of any relative of applicant	Name(s) of relative(s) already employed by UAMS; name and addresses of emergency contacts
Family	Marital status, dependent s of the applicant, information about spouse, maiden name (for female applicants)	
Sex or Gender	Sex or gender identity of the applicant	
Military	Applicant's military experience in other than U.S. Armed forces, National Guard or reserve units; applicant's whereabouts in 1941-1945, 1950-1953, 1964-1975	Military experience in U.S. Armed Forces
Organizations	All clubs, social lodges, fraternities, societies or organizations to which the applicant belongs, other than professional trade or service organizations	Applicant's membership in any professional or trade organizations (avoid questions about professional organizations, the names or character of which may indicate the race, creed, color, or national origin of its members)
References	The name of the applicant's clergy, spiritual advisor, or other religious leader	Names of persons willing to give professional and/or character references
Arrest Record	The number and kinds of <u>arrests</u> of an applicant	Number and kinds of <u>convictions</u>
Height and Weight	Any inquiry into height and weight of applicant, except where it is a bona fide occupational requirement	
Mental/Physical Disabilities	Any inquiries into any mental or physical disabilities; pre-employment physicals	Applicant's ability to perform essential functions of the position; post-offer employment physicals
Name	The maiden name of a female; original name of an applicant whose name has been legally changed; other names used previously in another location	Other names used while an employee of UAMS; use of other names, assumed names, or nicknames necessary for checking the applicant's work record
Birthplace and Residence	Birthplace of an applicant; birthplace of an applicant's parents; birth certificate, naturalization or baptismal certificate	Applicant's place of residence; length of applicant's residence in state and city where employer is located
Creed or Religion	Applicant's religious affiliation, church,	

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[6] Some elements of this table were adapted from Massachusetts Institute of Technology Faculty Search Committee Handbook, Revised 3 January 2002.

	parish or religious holidays observed; organizations and affiliations that would identify the applicant's religion	
Race or Color	Applicant's race or color of applicant's skin, eyes, hair, etc.	
Photographs	Photographs with application or after interview but before hire	
Citizenship	Any and all inquiries into whether applicant is now or intends to become a citizen of the U.S. or any related inquiry; whether the applicant is a naturalized or native-born citizen; date when citizenship was attained; requirement that the applicant produce naturalization papers or first papers; whether parents or spouse are naturalized or native-born citizens; date when parents or spouse attained citizenship	Whether the applicant is legally authorized to work in the U.S.
National Origin and Ancestry	Applicant's lineage, ancestry, national origin, descent, parentage or nationality; nationality of applicant's parents or spouse	
Language	Applicant's first or primary language commonly used by applicant at home; how applicant acquired ability to read, write, or speak a foreign language	Languages the applicant reads, writes, or speaks fluently
References		Names of appropriate employment references

Model – Evaluation of Colloquium or Demonstration Class Session

Position:

Candidate's Name: Date:

NOTE: The purpose of this colloquium or class session is to determine how well the candidate can express him/herself, interact with colleagues and students, use aids and materials, and demonstrate mastery of the subject matter.

YES	NO	
		Was the candidate well prepared?
		Were instructional aids used effectively?
		Did the candidate handle colleague and/or student questions or comments well?
		Was the purpose of the presentation clear?
		Did the candidate appear to be knowledgeable about the subject matter?
		Did the candidate hold the attention of colleagues and students?
		Was the student-faculty interaction of high quality?
		Does the candidate seem to understand our students?

Comments

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_____

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Appendix E
Model Memoranda and Letters

Model – Search Committee Charge

M E M O R A N D U M

To   Search Committee Members

From   Hiring Officer

Date   Date

Topic   Search Committee Charge

Following approval of my request to initiate a faculty hiring process to fill a vacancy in [position], you are requested to convene as a search and screening committee and continue your work on this committee until a successful candidate has accepted our offer or until I notify you that the process has been terminated.

Your tasks in this matter include:
- Additional development of the position analysis and recruitment plan outlined in the attached memo;
- Recruitment of a diverse and highly qualified pool of applicants;
- Screening of application materials to identify bona fide applicants and to evaluate applicants according to the selection criteria;
- Selection of 6-7 semi-finalists and recommendation of interviewees;
- Participation in the interviews of candidates for this position according to departmental policy and previous practice.

In all of your work, you should follow policies of UAMS and the University of Arkansas System (enclosed). Thank you in advance for your diligent and thoughtful work on this committee. I look forward to the report of your recruitment, screening and selection activities.

Model – Recruitment Letter

Date

Name
Address

Dear (Colleague, Director, etc.):

The mission of the University of Arkansas for Medical Sciences includes a commitment to diversity. In our efforts to further diversify our workforce, we continually seek to recruit faculty and staff from protected classes and under-represented groups. Therefore, we would appreciate your bringing the enclosed position announcement to the attention of qualified candidates. *(Departments can add their own embellishments here if they choose to do so.).*

Alternatively, if you simply want to forward the names of candidates whom you think might be qualified or interested, we would be happy to contact them directly.

Thank you very much for sharing this information with your colleagues and for bringing to our attention outstanding candidates for this position on our campus. We look forward to hearing from you.

Sincerely,

Chair, Search Committee

Model – Letter Acknowledging Application

Date

Name
Address

Dear:

Thank you very much for your application for the position of in the College of Health Professions' Department of [department name]. The search committee will begin evaluation of applications on [date], and hopes to conduct the evaluation process expeditiously.

We will keep you informed of our progress in this hiring process. In the meantime if you have specific questions about the position or requirements, I will be happy to answer them.

In order to ensure accurate record keeping, we would appreciate your completion of the enclosed Voluntary Equal Opportunity Information Survey (VEOIS) form. Please return the completed form to the University of Arkansas for Medical Sciences Office of Equal Opportunity.

Finally, let me thank you, personally and on behalf of my colleagues, for your interest in the College of Health Professions.

Sincerely,

Chair, Search Committee

Enclosure

Model – Letter to Candidates Not Meeting Minimum Requirements

Date

Name
Address

Dear:

The search committee for the position of in the College of Health Professions' Department of [department] has concluded initial evaluation of applications. From the materials submitted with your application, we have determined that your credentials do not satisfy the minimum qualifications which were posted as required for the position. For this reason, we cannot consider you a bona fide applicant and there will be no further review of your file.

I have enclosed a copy of the position announcement [job advertisement] as it was distributed. If you believe that we have made an error in our evaluation of your credentials, please feel free to contact me.

Thank you for your interest in the College of Health Professions. We extend to you our best wishes for a successful and rewarding career.

Sincerely,

Chair, Search Committee

Enclosure

Model – Letter Acknowledging Nomination(s)

Date

Name
Address

Dear:
Thank you for your letter nominating [name] for the position of [position] in the College of Health Professions' Department of [department].

We appreciate and value input from [established and recognized professionals, interested citizens, etc.] such as you toward identification of well-qualified candidates. We will certainly pursue your recommendation by urging [name] to submit an application for the position.

Thank you.

Sincerely,

Chair, Search Committee

Model – Letter Acknowledging Letter of Reference

Date

Name
Address

Dear:

Thank you for your letter of reference on behalf of [name], who has applied for the position of [position] in the College of Health Professions' Department of [department].

Your thoughtful letter will be of great assistance to the search committee as we begin evaluating candidates for this position. We appreciate your taking the time to submit this reference. Thank you.

Sincerely,

Chair, Search Committee

Model – Rejection Letter to Non-Interviewees

Date

Name
Address

Dear:

Thank you again for applying for the position of [position] in the College of Health Professions' Department of [department]. We had approximately [number] applications for the position, including many unusually well-qualified individuals. It was difficult to reduce the pool to one that included those individuals we felt most nearly met or exceeded the qualifications and responsibilities of the position. Only a small number of candidates were retained on the list of finalists for the position.

While your application was not selected for the final round of consideration, my colleagues and I greatly appreciate the interest you showed in the College of Health Professions by virtue of your candidacy. I want to congratulate you for your past accomplishments and to thank you sincerely for allowing us the opportunity to evaluate your credentials for this position.

I wish you the best for a continued successful career.

Sincerely,

Chair, Search Committee

Model – Rejection Letter to Interviewees Not Hired

CONFIDENTIAL

Date
Name
Address

Dear:

It was a great pleasure to meet you during your recent visit to the University of Arkansas for Medical Sciences and your interview for the position of [position] in the Department of [position]. After an intensive and difficult review of a number of highly qualified semi-finalists such as you, the department has extended an offer to another candidate and that person has accepted the position.

We had a number of qualified applicants, and I would like to congratulate you once again for being one of the finalists. The search committee and program faculty were greatly impressed by your credentials.

My colleagues and I sincerely appreciate your interest in the University of Arkansas for Medical Sciences, which you have demonstrated through your candidacy for this position. We extend our best wishes for a successful and rewarding career.

Sincerely,

Hiring Official, Title

Model – Faculty Position Offer Letter

Date

Name
Address

Dear Dr. [name]:

On behalf of the College of Health Related Professions and on the recommendation of Dr. [department chair], I am very pleased to offer you the position of [position] in the Department [department] at the University of Arkansas for Medical Sciences. This full-time, 12-month appointment will begin on [date], with an initial compensation of [amount] annual salary in addition to the university's standard benefit package for vacation, sick leave, retirement, insurance, etc.

Faculty Appointment - Your responsibilities as Assistant Professor will include:
- Teaching courses in the areas of [areas]
- Collaborating with faculty to develop new courses
- Advising and directing master's level degree students' research projects
- Conducting research in [topics]
- Engaging in appropriate scholarly activities and service with approval from your department chair.

Promotion and Tenure - Your faculty appointment will be in the tenure track. For your information, I have attached University of Arkansas Board of Trustees Policy 405.1 and the *Promotion and Tenure Guidelines of the College of Health Related Professions*. Both documents are subject to modification by the Board of Trustees at any time. According to these policies, the [year] academic year will be the first year in your official probationary period for tenure review. You may apply for promotion and tenure at any time, but you <u>must </u>be reviewed for tenure during the sixth year of your appointment, which will be the 2017-2018 academic year.

Licenses, Certifications, and Registrations - You will be expected to keep current any relevant licenses, certifications, and registrations necessary to ensure your compliance and the department's compliance, with all laws, rules, regulations, standards, and guidelines of the State of Arkansas, the University of Arkansas for Medical Sciences, the College of Health Related Professions, and relevant accreditation and professional organizations.

Moving Expenses – In addition to the salary and benefits mentioned above, we will provide up to [amount] to assist you with moving and other relocation expenses. These expenses may include moving personal/household goods (*e.g.*, personal and professional books, professional papers and other materials, furniture), but may *not* include automobiles, boats, or other non-household items.

We will ask you to obtain in advance of your move a *bona fide* bid from the Brandon Moving and Storage Company (10505 Maumelle Blvd., Maumelle, AR 72113; 501-228-5757) as required by UAMS. Please contact Mr. Bill Woodell, Associate Dean for Administrative Affairs in the dean's office, for assistance with these arrangements (501-686-5732).

There are two items to complete to finalize our agreement for this offer:

1. Please arrange to have original, official transcripts that document your degrees from [colleges and universities] as soon as possible. We must have these documents on file to complete your appointment and employment processing.

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2.   To accept this offer, sign and date this letter below and return the original to me within 5 business days.

I am very pleased that you have chosen to join our college as a faculty member and we are eager to welcome you officially as a member of our "community of scholars." We will do everything we can to support your efforts in a rigorous academic environment that encourages professional growth and development. Please feel free to contact me if you have questions about this letter, other matters related to the position, or your move to UAMS and Little Rock.

Sincerely,

Douglas L. Murphy, Ph.D., Dean

Attachments

_____

I agree to the terms of appointment described above.

_____
[candidate's name]   Date

Model – Faculty Hiring Advertisement Samples

Abbreviated Ad

The University of Arkansas for Medical Sciences' Department of [department] will be (or anticipates) hiring or requests applications for [position]. For complete information regarding salary, position qualifications, duties and responsibilities and conditions of employment, go to [URL], or request a copy of the announcement from the search chair. The University of Arkansas for Medical Sciences is an EEO/AA Employer.

Moderately Abbreviated Ad

The University of Arkansas for Medical Sciences' Department of [department] will be (or anticipates) hiring or requests applications for [position]. Minimum requirements include: [list all required qualifications]. For complete information regarding salary, position qualifications, duties and responsibilities and conditions of employment, go to [URL], or request a copy of the announcement from the search chair. The University of Arkansas for Medical Sciences is an EEO/AA Employer.

Complete Advertisement

- Department Name and Position Title
- Minimum Requirements
- Desirable Qualifications
- Job Duties
- Application Procedure
- Descriptive Language about Little Rock
- OEO Language

Appendix F
Policies and Regulations