



GUIDE FOR

FACULTY SEARCHES AND HIRING

updated 2024



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Introduction

The University of North Texas is committed to preserving and continuing to build a high-caliber faculty in support of academic and research excellence. The selection of qualified faculty members with the knowledge, skills, dedication, and drive for each position, as well as the potential to grow individually and as a part of the university community, is crucial to the university's overall success.

UNT Denton, the flagship research campus of the UNT System, has more than 47,000 students, including more than 11,000 graduate students, and is one of the top choices in the nation for transfer students. We are widely known as a premier school for music, arts, business, engineering, education, and the humanities, and our university has grown alongside the Dallas-Fort Worth region for more than 130 years, serving the needs of the region's 7 million inhabitants for public higher education and community engagement in the thriving college town of Denton.

This Faculty Search Committee Guide aids in the search and hiring process, providing instructions and other resources for the search committee and administrators involved in the search process. This document complements the [UNT Faculty Recruitment website](#), particularly the [UNT Faculty Recruitment Training Guide](#), which provides instruction on the technical aspects of the recruitment procedures, such as posting a job position, handling references, and using search waivers. Please review the Recruitment resources in addition to this Guide.

The goal of any search is to find the most qualified individual to enhance the university's mission of excellence. UNT is committed to developing a global workforce that represents our community.

When a Faculty Search Is Necessary

When the chair of a division or unit administrator, in consultation with the dean and Provost, Vice President of Academic Affairs (VPAA), determines a vacancy in a department and the VPAA approves a search, the unit administrator may, with the dean and VPAA's approval, appoint a search committee and name a search committee chair. Requests for new faculty resources will occur during the budget hearing process.

Some units may describe how a search committee is formed in their bylaws. If there are no clear guidelines in a unit's bylaws, then the search committee should be charged by the unit administrator in discussion with the search committee chair or/and in discussion with the PAC to appoint members.

As part of the approval process noted in the Recruitment Training Guide, the unit administrator submits an ePAR with a completed [VPAA-131 Faculty Recruitment Request](#) form attached. Once the ePAR is approved, the Office of Academic Resources generates a posting in the applicant tracking system. Once this posting has been approved, a search becomes active.

UNT Faculty Search Resources

In addition to this Faculty Search Committee Guide and the [UNT Faculty Recruitment Training Guide](#), UNT provides valuable resources to aid the faculty search process. The VPAA's [UNT Faculty Recruitment website](#) provides forms, templates, examples, and other required and recommended information for the faculty recruitment and hiring process. All search committee chairs and members must undergo online faculty search committee training once every three years.

[UNT Insights](#) provides valuable data on many different aspects of the institution. Search committee members may want to reference UNT institutional data to share with candidates, such as student demographics and the student body profile (e.g., FTIC, transfer rates) within their respective colleges and departments. Training is required to gain access to the student dashboards through [Data Analytics and Institutional Research \(DAIR\)](#). Search chairs and members should make use of this tool.

Faculty Recruitment and Student Success Outcomes

In 2020, the University of North Texas, Denton (UNT), achieved designations as a Minority-Serving Institution (MSI) and a Hispanic-serving institution. UNT is one of sixteen universities nationwide designated as an HSI and Tier One Research Institution.

The university's learning environment is enriched by faculty who can understand and engage students with different experiences and backgrounds. Faculty members who engage students from various backgrounds can positively impact student success outcomes through improved retention, leadership development, academic growth, and critical thinking. These benefits may be realized beyond graduation as our faculty prepares students to be successful in increasingly global environments.

Faculty who can engage students' different backgrounds can have a positive impact on student success outcomes such as improved retention, leadership development, academic growth and critical thinking.

Faculty search committees make hiring recommendations and are therefore critical to the university's success in hiring exceptional faculty. This Faculty Search Committee Guide is designed to offer guidance on hiring practices aimed at increasing the excellence of the faculty at the University of North Texas. Empirically supported guidance on best practices is provided for each step of the search process, which includes forming the search committee, recruiting candidates, developing evaluation criteria and rubrics, and conducting interviews.

[UNT Policy 16.004](#) (Prohibition of Discrimination, Harassment, and Retaliation) prohibits discrimination based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic

protected under applicable federal or state law. Search committees must ensure that employment decisions are not based on these criteria.

Furthermore, persons with disabilities may require modifications or assistance to complete the application or interview process. For example, an applicant may ask for a wheelchair-accessible room to interview in or for assistive technology for a campus presentation. The university must supply reasonable accommodations in these circumstances. Please contact Human Resources for assistance in providing reasonable accommodations for job applicants visiting the campus.

Required Hiring Preferences

Military Employment Preference

As a State University, we follow the Veteran's Employment Preference statute ([Texas Government Code, 657.007](#)), which states:

- a) *An individual who qualifies for a veteran's employment preference is entitled to a preference in employment with or appointment to a state agency over other applicants for the same position who do not have a greater qualification.*
- b) *A state agency shall provide to an individual entitled to a veteran's employment preference for employment or appointment over other applicants for the same position who do not have a greater qualification a veteran's employment preference, in the following order of priority:*
 - *veteran with a disability*
 - *veteran*
 - *veteran's surviving spouse of a veteran killed while on active duty who has not remarried*
 - *orphan of a veteran killed while on active duty.*

The [Texas Government Code \(657.007\)](#) also states:

Each state agency shall establish a goal of hiring veterans in full-time positions equal to at least 20 percent of the total number of employees of the state agency.

It outlines the following requirements to interview qualified individuals who meet veteran's preference eligibility when conducting interviews at state agencies for posted open positions:

- *If the total number of individuals interviewed for the position is six or fewer, at least one qualified for a military employment preference [shall be interviewed].*
- *If the total number of individuals interviewed for the position is more than six, a number of individuals qualified for a military employment preference . . . equal to at least 20 percent of the total number interviewed [shall be interviewed].*
- *A state agency that does not receive any applications from individuals who qualify for a veteran's employment preference . . . is not required [to interview a minimum number of individuals with a Veteran's preference].*

Number of Individuals Selected for Interview	Minimum Number of Individuals to Interview with Veteran's Preference (required)
1-6	1
7	1 (20% of 7 = 1.4, round down to 1)
8	2 (20% of 8 = 1.6, round up to 2)
9	2
10	2

Former Foster Child Employment Preference

The Texas Government Code (Chapter 672) states: *An individual who was under the permanent managing conservatorship of the Department of Family and Protective Services on the day preceding the individual's 18th birthday is entitled to a preference in employment with a state agency over other applicants for the same position who do not have a greater qualification. . . . An individual is entitled to an employment preference . . . only if the individual is 25 years of age or younger.*

A candidate can select an applicable preference during the application process, and the search committee can see the preference linked to the candidate's file.

The Search Committee

In general, a search committee is appointed to aid in the recruitment and selection of faculty.

The main task of a search committee is to screen a group of applicants by clearly defined and objective criteria so that high-potential candidates can be identified. The search committee members should provide a variety of perspectives on the role and function of the position and have sufficient technical expertise to make astute comparisons among applicants.



Role and Responsibilities of the Unit Administrator

Defining Goals and Expectations

Critical to the success of a search is that the search committee must be given a sufficiently descriptive charge to ensure the identification of well-qualified candidates. A "charge" is a set of instructions about how the search process should proceed and the candidate's qualifications. It should indicate the committee's task, deadline, budget, and the candidate qualifications based on unit needs. These specifications should follow departmental or college-level guidelines. The

[VPAA-131A Faculty Recruitment Request form](#) will include some of the information below and can be shared with the search committee chair. It is recommended that search committees spend time developing the department summary to highlight the department and college features that may be appealing to candidates. The charge often includes:

- Position details
 - Position title and level of appointment
 - Desired research or teaching specialty (if any)
 - Department summary (mission, vision, college and department highlights, and bragging points)
 - Position overview
 - Minimum and preferred criteria for selection; criteria that are important to the department and UNT, including critical qualifications for accreditation.
- Search Committee responsibilities and expectations
 - The responsibilities of the search committee chair and individual committee members and the extent to which faculty outside the search committee should be consulted and involved in the process.
 - Any administrative, financial, or logistical support the committee will receive.
 - A time frame for completing the search and for any steps in the search. This should be provided if the hiring authority has a timetable in mind. Otherwise, the search committee should develop a timetable, determining the appropriate time for the constituencies involved.
 - Number of candidates for pre-site and on-site interviews and general overview of points of emphasis for interviews and campus visits.
 - The process by which committee members determine their final recommendation and to whom it is provided. For example, committees may be asked to make a recommendation of several candidates or to recommend a single finalist.
 - If more than one candidate would be a viable hire, a ranked list of preferred candidates, along with a rationale for the ranking, should be provided.

Forming the Search Committee

The unit administrator should not serve on the faculty search committee. Additional expectations and considerations:

- *All search committee members must complete faculty search committee training.* Search committee training will be good for three years.
- The unit administrator will abstain from participating in search committee meetings or deliberations but should communicate with the search committee chair to address

concerns and ensure the fairness and consistency of the search process. Please review your unit-level policy or procedure regarding searches.

- The committee should broadly represent the institution and reflect the UNT community. A search committee helps evaluate candidates with various backgrounds and experiences, including different viewpoints. Search committees should reflect individuals of various backgrounds, perspectives, and experiences.
- The search committee should consist of an odd number of people—five is usually ideal. Limiting the committee's size makes it easier to make decisions and coordinate.
- The unit administrator has some flexibility in the committee's composition. Departments may include a student or faculty member from a different department. Departments and colleges often have additional requirements regarding search committee specifications noted in their bylaws.
- If a search is expected to serve more than one department or program, the cooperating departments or programs should have at least one representative on the committee.

Role and Responsibilities of the Committee Chair

The search committee chair acts as the committee's facilitator, official spokesperson, and liaison to the hiring authority. **Appendix A** provides an overview of the search process.

The responsibilities of the **search committee chair** include:

- Leading the specific charge to the committee
- Scheduling committee meetings and setting the agenda
- Overseeing record keeping; maintaining the official record of all committee activities
- Serving as the official spokesperson for the committee and reflecting the department's goals and objectives
- Managing the applicant tracking system
- Presenting the final candidate(s) to the hiring authority
- Creating a climate of trust, mutual respect, and consensus-building
- Retention of Search Committee materials and submission to Academic Resources once the search has concluded.

Tips for Search Committee Chairs

1. Discuss ground rules.
 - a. Communicate and discuss the specific charge given to the committee.
 - b. How will your committee make decisions? Consensus is ideal, but a majority vote works when consensus cannot be reached.
 - c. To protect the privacy of applicants and committee members, information discussed should always remain confidential, not just until the search is over.

- d. The search committee chair should ensure that each committee member has an equal voice in the process.
 - e. Every member should express their opinions and vote on crucial committee issues.
 2. Gain the support of your committee members.
 - a. Search chairs should be mindful that their opinions are likely to be weighed heavily by committee members and can readily influence opinions.
 - b. Search chairs are encouraged to be mindful that they are not always speaking first and to actively encourage individuals to participate in discussions by asking questions such as, "What do you think?"
 - c. All members have connections, ways to increase applications, and insight into applicants' strengths and weaknesses, which should be used.
 - d. Be sensitive to interpersonal dynamics that prevent members from being total participants in the process. Early career faculty may hesitate to disagree with senior faculty who will evaluate them for tenure and/or promotion. Encourage members to treat each other as equals and voice their opinions freely.
 - e. Before leaving any important issue, check if anyone has anything to add, particularly if a member still needs to comment during the meeting.
 3. Run efficient meetings.
 - a. Present an agenda with time allotted to each topic and stick to it.
 - b. If a member digresses or dominates a discussion, redirect the discussion by referring to the agenda. (e.g., "If we are going to get to all of our agenda items, we need to move to the next topic now.")
 - c. Assign tasks to members such as identifying venues for job postings, reviewing specific numbers of applications, or contacting references.
 - d. End your meetings on time so members are present for all discussions.
 4. Facilitate discussions of candidate expertise and contributions of all members to voice their opinions on the committee's role in recruiting and evaluating applicants.
 - a. Highlight the benefits of recruiting candidates and discuss ways the committee will do this through proactive recruiting, job criteria, etc.

Advertising the Position

Each year, UNT produces an Affirmative Action Plan and a Workforce Analysis Recruitment Plan to comply with state and federal requirements. These Plans identify areas in the workforce where specific groups are underutilized. Open positions in underutilization areas are addressed by implementing a targeted recruiting and outreach process.

The search committee also plays a vital role in advertising the position and recruiting faculty candidates. UNT automatically posts all approved faculty positions at Higher Ed Jobs, Circa, Work

in Texas, Inside Higher Ed, LinkedIn, and Indeed; however, committees may post to additional outlets. Some examples can be found [on the UNT System HR Connect page](#).

Search committees may not compel, require, induce, or solicit any person to provide a diversity, equity, and inclusion statement or give preferential consideration to any person based on the provision of such a statement.

Positions should be posted for a minimum of 5 days, but posting longer in a wide range of outlets can increase the quality of the candidate pool. All advertisements must direct applicants to [apply online](https://careers.untsystem.edu/unt/home) (<https://careers.untsystem.edu/unt/home>).

Marketing and Recruiting

UNT automatically posts all approved faculty positions at Higher Ed Jobs, Circa, Work in Texas, [Inside Higher Ed](#), LinkedIn, and Indeed; however, committees may post to additional disciplinary outlets. Some examples can be found [on the UNT System HR Connect page](#). Search committee members should proactively identify additional venues that reach the broadest applicant pool and proactively and personally invite qualified candidates to apply. We also encourage committee members to include the [Faculty Recruitment video](#) in their recruiting materials. Advertising with organizations and publications likely to yield a broad and qualified applicant pool is essential.

The Evaluation Process

The most important responsibility of the search committee is to identify qualified candidates by screening all applicants in a structured manner based on the predetermined qualifications.

Selection Criteria

Before reviewing applications, the search committee should determine how screening and selection decisions will be managed.

The use of an evaluation rubric or matrix is expected during both the screening and interviewing processes. A rubric is a list of criteria based on the position overview and the defined minimum and preferred qualifications. These are measurable metrics used to evaluate the extent to which a candidate has met the criteria. A basic screening rubric example is offered below, and **Appendix B** provides a more in-depth rubric example for candidates that advance to interview rounds. These should be tailored as needed to each specific search.

Candidate	Minimum Requirements Key: 0 = Not qualified; 3 = Minimally Qualified; 5= Highly Qualified			Preferred Qualifications Key: 0 = Not qualified; 3 = Minimally Qualified; 5= Highly Qualified			Candidate Total Score	Selected for Initial Interview?	Non-selection Reasons (dropdown)
	Criteria 1	Criteria 2	Criteria 3	Criteria 1	Criteria 2	Criteria 3			

The screening process begins with a review of materials that the candidates provide on their application within the applicant tracking system. This ensures applicants have all the minimum qualifications specified in the official job posting. *If an applicant does not meet the established minimum qualifications*, they should be eliminated from further consideration and dispositioned in the applicant tracking system with the noted reason. It is recommended that candidates be dispositioned as the committee goes through the review process. This will ensure that candidates are informed in a timely manner that they are not moving forward in the selection process and can seek other opportunities available within UNT or externally.

Depending on the applicant pool size, the screening process may continue with a review of preferred qualifications to narrow down the list. As a best practice, search committee members should review each applicant independently of the other committee members or the search committee chair. The search committee chair can then collect the individual ratings and create an aggregated score before the committee discussion of the applicants begins.

Committee members should disclose previous relationships to candidates and strive to limit conflicts of interest. If a conflict of interest exists, the committee member or unit administrator should not participate in discussions regarding that candidate or recuse themselves from the committee entirely.

Before selecting candidates for on-site interviews, committees should conduct at least one round of pre-site interviews with 6-10 of the top candidates is ideal. After the first round of interviews, verification of credentials, reference checking, etc. can begin.

Making Informed Decisions

The search committee must provide a fair search without unlawful discrimination. The use of rubrics based on well-developed criteria is essential.

Committee members may believe they are evaluating applicants based on objective decisions even when they are not. Thus, all members should actively consider and challenge their possible preferences when assessing candidates.

Common Tendencies that Impact Hiring

- **Affinity/Similarity** attraction to people like us or with whom we have an affinity (e.g., went to the same school)
- **Appearance (including height and weight biases)** – the tendency to think more attractive or taller candidates will be more successful.
- **Confirmation** – when we make a judgment about someone, we tend to look for evidence to confirm what we already believe
- **Conformity** – peer pressure. If everyone on a committee agreed on one candidate, it is hard to say, “No, I think this person was just as good or better.”
- **Contrast effect** – comparing candidates to each other before judging them on the objective job requirements.
- **Halo effect** – letting one good aspect overshadow the whole (e.g., the candidate attended an Ivy league school)
- **Horns effect** – letting one bad thing overshadow the whole (e.g., candidate talks slowly)

Monitoring for tendencies that impact hiring reduces the university’s potential liability, assists with the hiring process, and ensures that our efforts to attract qualified candidates are successful.

It is inappropriate and illegal for an individual’s marital or family status or sexual orientation to affect the evaluation of their application. Knowledge—or guesses—about these matters may not play any role in the committee’s deliberation about candidates’ qualifications. All committee members should recognize this and help maintain a proper focus in committee deliberations. Committee members should also hold each other accountable for avoiding these topics and others related to protected status when screening and interacting with candidates.

The committee should refrain from any “informal” investigation of candidates during the process, including on Facebook, LinkedIn, and other social media searches. The information posted in social media forums may be inaccurate and unverifiable and often reveals information that should **not** be considered during the hiring process. Such information may include, but is not limited to, a person’s age, race, national origin, or family status. Suppose social media skills are integral to the position you are screening for. In that case, the committee should develop screening questions for the skill set or ask the candidates to provide materials demonstrating these skills.

Corresponding with Candidates

All correspondence with applicants should be done promptly, equitably, consistently, and respectfully.

Throughout the search process, it is advisable to keep applicants, especially the most competitive candidates, informed of the progress, particularly if a change in the selection timeline is necessary. As a courtesy to all applicants, the search committee chair should notify applicants when the screening process has eliminated them from consideration. This may happen after any round of screening or interviewing. This can be done via the [UNT application portal](#).

Individuals invited to campus for an interview but not offered the position should receive a personalized message or phone call from the search committee chair informing them that they have not been selected and expressing gratitude for the interview. This is typically done by the search committee chair or unit administrator after the finalist has accepted the position.



Developing Interview Questions

Interview questions should assess the competencies and capabilities of each applicant and help facilitate the selection of the candidate. The search committee should develop behavioral, job-related interview questions. Behavioral questions are designed to draw upon previous experiences and a candidate's competencies and capabilities to predict future performance. Questions may explore actual performance and behaviors in different job environments and be a predictor of future behaviors. Below are examples of behavioral interview questions.

The same interview questions should be asked of each candidate during each interview stage. The committee should document the questions asked during each interview and retain the search records.



Experience-based questions

- To evaluate research skills and expertise: "What are some of the biggest challenges you have faced while conducting research, and how have you overcome them? What is the most important skill set(s) that you have used in your research program?"
- To evaluate teaching philosophy: "Tell us about a notable teaching experience and how that has changed how you approach student learning. "

Potential-based questions

Although past experiences are important, they should not be the only types of questions asked during the interview process. Questions can encourage applicants to connect relevant knowledge, skills, abilities, and other characteristics to the specific job expectations and

minimum and preferred qualifications. These questions allow candidates to demonstrate their potential even if they may not have prior experience. Some examples include:

- To evaluate research potential: “What research do you see yourself conducting within the next five years? Who at UNT might be a collaborator?”
- To evaluate teaching potential: “Tell me about what teaching tools you would incorporate into courses at UNT to facilitate active engagement?” or “Describe how have or would adapt your teaching practices to engage and support UNT’s student population.”

Prohibited interview questions

In the interview process, some questions should not be asked. During both structured interviews and informal conversations, avoid questions related to:

- Age or genetic information
- Birthplace, country of origin, or citizenship
- Ability status
- Gender, sex, or sexual orientation
- Marital status, family, or pregnancy
- Race, color, or ethnicity
- Religion

Examples of Acceptable and Unacceptable Questions

INQUIRY AREA	UNACCEPTABLE	ACCEPTABLE
National Origin	Your accent is interesting. Where were you/your parents born? What is your native tongue? Are you a U.S. Citizen? Any other question designed to identify national origin.	Are you legally authorized to work full-time in the United States? Will you now, or in the future, require sponsorship for an employment visa?
Age	You look so young! How old are you? What is your date of birth? Any inquiry that implies a preference for a certain age group, except for legal eligibility to work.	Can you provide proof, if hired, that you are eligible to work in this position at this institution?
Marital & Family Status	I recently married last year. What about you? What is your marital status? If you move here, how many people would be moving with you?	ONLY IF THE JOB REQUIRES TRAVEL: Travel is an important part of the job you are interviewing for. Would you

	<p>I know of a great daycare! Will you need to make childcare arrangements?</p> <p>Do you wish to be addressed as Mrs., Miss, or Ms.? (This would be a not-so-subtle way to ask about marital status.)</p> <p>Inquiries concerning spouse, spouse's employment, or spouse's salary.</p>	<p>be able and willing to travel as needed by the job?</p> <p>Would you be willing to relocate if necessary?</p>
Candidate's Organizations	List any clubs or social organizations to which you belong.	List any professional or trade organizations that you consider relevant to your ability to do this job.
Ability Status	<p>Do you have any disabilities?</p> <p>How often will you require time off for treatment?</p> <p>How is your family's health?</p> <p>General inquiries that would elicit information about disabilities or health conditions that do not relate to job performance.</p>	Based on the job description, are you able to perform the essential functions of the job with or without reasonable accommodations?
Personal	<p>What is your gender?</p> <p>What is your religion or faith?</p> <p>Any inquiry regarding sexual orientation</p>	Are you able to perform the essential functions of the job for which you have applied?
Military	If you have been in the military, were you honorably discharged?	<p>In which branch of the Armed Forces did you serve?</p> <p>What type of training or education did you receive in the military?</p>

Checking References

Reference checks are required for all regular faculty positions. Reference checks can be conducted through the applicant tracking system or outside of it (by either gathering letters of reference directly from the references or asking a set of questions from each reference).

Reference letters should not be provided directly from the candidate.

General guidance:

- Be consistent with all references. For example, contact the same number of references for each candidate and ask the same questions about each reference.
- Questions that should not be asked of a candidate should also not be asked of the references about the candidate.
- Applicants may prefer their application to be kept confidential early in the process. As a professional courtesy, the candidate should be notified before contacting references.

Checking references before inviting a candidate to campus can be advantageous since the information could change the recommendation. This may avoid unnecessary expenses and

time loss for the candidate and UNT. **The reference check must be completed before a verbal offer can be made.**

Candidate Interviews

Search committees should develop structured interviews aligned with the position description and the established minimum and preferred qualifications for the position. Candidates should be asked the same set of initial questions at each stage of the process. Search committee chairs must remember to update candidates in the applicant tracking system as candidates advance through the process. The search committee should document in the applicant tracking system which candidates participated in initial and campus interviews and were recommended as finalists for the position.

Initial Interviews

For departments that receive many applications, committees may consider conducting a preliminary round of informational interviews after the initial screening process. These interviews may gauge an applicant's continued interest and answer preliminary questions before inviting candidates for a more formal structured interview.

Pre-Site Video or Phone Interviews

Conducting at least one round of pre-site interviews with 6-10 of the top candidates before selecting candidates for on-site interviews is ideal. While not required, pre-site interviews with a larger pool of top candidates are a best practice for a thorough search.

These interviews can be conducted via phone, Zoom, Teams, or other virtual methods; however, the same process should be used for each candidate. The committee should test technologies beforehand to minimize the impact of technology issues on their assessment of the candidates, especially when they are outside the candidates' control.

The time allowed for each candidate should be identical, and an exact set of questions should be asked of each candidate. A maximum time should be identified and followed. Many search committees have found 30-45 minutes useful for learning more about the candidate. Committee members should take turns asking predetermined questions.

To increase individual committee members' engagement, it is recommended that search committee members score each applicant's answers individually before the committee meets. The scores can then be collected and aggregated for group deliberations and consensus-seeking.



On-Site Interviews

The main goal of the on-site interview is to enable the search committee, faculty, and others at UNT to learn about the qualifications and interests of the top candidates. Equally important is ensuring that the candidate will want to come to UNT if the position is offered.

While the schedule for each search will need to be developed for a particular faculty position, some general components should be included within each type of search.

- All individuals meeting with a candidate should have an up-to-date copy of the candidate's schedule and CV (Curriculum Vitae), and in all meetings, the candidate should be reminded of the subjects that can (or cannot) be broached.
- Candidates should typically meet with the unit administrator, dean or associate dean, search committee, search committee chair, and departmental faculty, especially those with similar research or expected teaching profiles.
- In fields where a candidate will pursue external grant funds or public or private sector support, the candidate should also meet with [UNT's Research and Innovation Division](#).
- The candidate should have time to meet with undergraduate or graduate students or both. Students can also be invited to the candidate job talk.
- Candidates should have time to demonstrate their relevant professional expertise in a public forum, such as providing research or teaching presentations.
- Build time into the candidate's visit, including free time to see the campus and surrounding community. The [UNT Welcome Center](#) can be a helpful resource.
- Candidates considered for a Distinguished Research Professor or an Endowed Chair position (or other key hire) should meet with the Provost or President, if possible.

Additional Suggestions

- *Candidate Transportation:* Have a point of contact for the finalists available at all hours if they encounter any travel issues.
- *Hotel:* A nice gesture is to ask the hotel to place a welcome gift in the finalists' rooms. Such gifts include a basket of Denton brochures, UNT, college or department information, swag (e.g., mugs, pens, t-shirts), and snacks.
- *Meals:* Meals should allow informal conversations to take place. Ask finalists about any dietary restrictions before planning. Existing faculty should keep the discussion to professional, focused topics and refrain from asking unlawful or inappropriate questions. Invite representatives from other departments where the candidate has expressed interest in meeting.
- *Campus Tour:* Driving and walking around campus is a nice way to orient the candidate to the campus. Examples include the Student Union, Murchison Performing Arts Center, Eagles Landing, Willis Library, and other department or college-related buildings.

- *Denton Tour:* Taking candidates around Denton (Denton Square, local parks, local neighborhoods) can help them imagine themselves in Denton. The [City of Denton website](#) can also be included in your recruitment materials.
- *Scheduling:* Ensure the finalist and everyone involved in the visit has updated schedules, even if the schedule changes mid-day. Minimize what may be construed as disorganization. Allow time for transitions between meetings and bathroom breaks.
- *Follow-up:* Within a week of on-site visits, the unit administrator or search committee chair should contact the finalist to follow up and update them about the time frame for the departmental decision. Acknowledge each correspondence from the finalist, even if it is just to inform them that you will reply in more detail later. Keep the finalist informed about the process, particularly if there are delays.

Candidate Travel

The search committee should provide or arrange transportation for the candidate to and from campus and pleasant meals during the interview day(s). The candidate should have the schedule before the meeting and a phone number for a point of contact.

Arrangements for travel (airport pickup and return, map of campus, hotels, meals, etc.) are UNT's responsibility and will be made at the request of the search committee by the specific administrative coordinator. Travel arrangements should be made as far as possible to get the best fares and rates. In general, travel arrangements for candidates are subject to the same rules and procedures as those for employees. For example, reimbursement of travel expenses is allowed and follows the standard approval process, and travel advances may also be available. Rules and procedures can be found in the [UNT System Travel Guidelines](#).

Evaluation of Interviews

After the interviews are completed, the search committee chair should seek feedback on a standard evaluation form from all faculty and staff who met with the candidate. The feedback should be shared with the search committee members and unit administrator. Online surveys through Qualtrics or similar software are often effective for gathering and recording information while protecting individual faculty identities.

During final deliberations, search committees should use a rubric based on the pre-established criteria for the position. **Appendix B** provides an example rubric. All rubrics should be adapted to the faculty position.

The search committee chair should collect and aggregate individual search committee member responses to the rubric before group deliberations. While consensus is the goal, and committees should strive towards it, this may not always be possible. In this case, the final vote should be recorded for each finalist. The search committee chair should make a formal recommendation to the unit administrator in writing on behalf of the committee as specified within the search committee charge.

Extending an Offer

The step-by-step process for extending an offer and also releasing candidates is detailed in the [Faculty Recruitment Guide](#).

Documentation of Decisions

The search committee chair must keep documentation of all screening and selection decisions and submit them to the Office of Academic Resources within 14 days of the search having concluded (whether someone is hired or the search fails). Per [Texas Records Retention](#), all records (resumes, interview notes, etc.) must be retained for at least three years; the Office of Academic Resources will keep these records and assist in ensuring compliance with this policy. This documentation can be submitted via email to Academic Resources at academic.resources@unt.edu.

Such documentation should primarily consist of the following:

- All matrix, rubric, or other evaluation forms used to make selection decisions.
- Search committee minutes and/or any notes that must also be able to defend the reasons for selection and non-selection of all applicants. Notes should not include extraneous information about candidates unrelated to the position.
- All interview questions that were asked at each stage.
- All interview schedules.
- Reference check documentation.

Committee members should remember that notes are a public record and should not be considered confidential or private.

Appendices

A. The Search Process

This flowchart highlights the prominent stages of the faculty selection process.



B: Sample Evaluation Rubric (should be revised based on discipline and rank)

The following statements describe behaviors for which the candidates have either demonstrated or demonstrated potential. For each item, rate your level of agreement with each statement (1-4).	Unable to Judge (NA)	Strongly Disagree	Disagree (2)	Agree (3)	Strongly Agree (4)
Research or Creative Activity Capabilities (if required)					
Publishes research in peer-reviewed outlets (or as appropriate within the discipline)					
Demonstrates (or shows potential for) external funding to support research projects					
Has demonstrated/defined a programmatic line of research					
Demonstrates (or shows potential for) scholarly impact within the discipline					
Demonstrates (or shows potential for) research collaboration outside of disciplinary expertise					
The research agenda fits the department's priorities					
Involves and guides students within the research process					
Involves and guides students' creative endeavors and performances					
Teaching and Mentoring					
Demonstrates (or shows potential for) innovative and effective teaching methods					
Demonstrates (or shows potential for) ability to teach and advise/supervise undergraduate students					
Demonstrates (or shows potential for) ability to mentor and supervise/advise graduate students					
Demonstrates (or shows potential for) ability to develop graduate students into independent researchers					
Demonstrates (or shows potential for) ability to develop and teach undergraduate and/or graduate courses that fit with the department's priorities					
Demonstrates (or shows potential for) ability to adapt instructional content and pedagogy to meet the needs of UNT's global student body					
Fosters respect for all individuals they interact with, irrespective of their background					
Service to Institution, Discipline, and Institution					
Demonstrates a commitment to department service through prior work					
Demonstrates a commitment to institutional service through prior work					
Demonstrates a commitment to disciplinary service through prior work					
Notes					
<p>Overall Assessment: Evaluate the candidate's overall performance and future potential as a faculty member at UNT. On a scale of 1-4 (with 1 being the lowest and 4 being the highest), please indicate the extent to which you recommend hiring this candidate by providing a point total below.</p> <p>Numerical Rating: _____</p>					

Note: Committees may decide to convert this rubric to an Excel document with formulas to make scoring and tabulation easier. Download fillable Word version: [Search Committee Selection Rubric Template](#) and [Search Committee Selection Rubric \(Blank\) Template](#)