

Faculty Search Committee Guide



**University of
North Texas**

Table of Contents

INTRODUCTION	4
When a Search is Necessary.....	4
Diversity	4
UNT Faculty Search Resources	5
THE SEARCH COMMITTEE: FORMATION AND ROLES	6
Formation of a Search Committee	6
Roles and Responsibilities of the Search Committee.....	7
Search Committee Chair	7
Search Committee Participation	8
Confidentiality	8
Documentation.....	8
THE SEARCH PROCESS	9
Charging a Search Committee	9
Checklist for the charge.....	9
Developing a Position Description	10
Advertising the Position.....	10
Job advertisement checklist	11
Recruiting	12
Developing a Current and Future Candidate Pool	13
The Screening Process.....	13
Interviews.....	15
Pre-Site Interviews	15
On-Site Interviews	16
Checking References	17
Extending an Offer	18
Candidates' Travel	18
Corresponding with Applicants	18

SEARCH PROCESS BEST PRACTICES	19
APPENDIX A: TIPS AND GUIDELINES FOR THE SEARCH COMMITTEE CHAIR	21
APPENDIX B: FACULTY SEARCH CHECKLIST	24
APPENDIX C: USING ACTIVE RECRUITING RESOURCES	27
APPENDIX D: INTERVIEWING	30
Tips for the Interviewer	30
Sample Interview Questions	30
Sample Interview Questions Regarding Diversity	31
Questions to avoid	32
APPENDIX E: SAMPLE LETTERS.....	34
Receipt of Resume	34
Not Selected – Send at end of search	35
APPENDIX F: INTERRUPTING BIAS IN HIRING	37
Explicit vs. Implicit bias	37
Impact of Unconscious Bias	37
Common Biases that impact hiring	37
Interrupting bias in hiring	38

Introduction

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

In general, a **search committee** is appointed to assist in the recruitment and selection of faculty hires. The main task of a search committee is to screen a group of applicants by some clearly defined and objective criteria so that one or more candidates to whom potential offers should be made can be identified. A secondary, though essential, task of a search committee is to relate to all candidates and applicants, including those not selected, in a manner that promotes good public relations for the department and the university.

This guide serves as an aid in the search and hire process, providing instructions and other resources *for the search committee*, as well as *for administrators* who are involved in the search process. This guide is intended to help in maximizing the effectiveness of the search process and in accomplishing the tasks indicated above.

The goal of any search is to find the most qualified individual who will enhance the university's mission of excellence. Equally important is UNT's commitment to a diverse workforce that represents the community served. Following best practices in the search process is essential in ensuring that all candidates receive fair treatment.

When a Search is Necessary

When the chair of a division or unit administrator, in consultation with the dean and the Vice President of Academic Affairs ("VPAA"), determine a vacancy in a department exists, and the VPAA approves a search, the chair may, with the approval of the dean and VPAA, appoint a search committee and name a search committee chair. The VPAA will inform the unit administrator of the salary range and possible start-up costs available.

As part of the approval process, the department chair submits an ePAR with a completed VPAA-131 (Faculty Recruitment Request & Offer Letter Approval) form attached. Once the ePAR is approved, the Office of Academic Resources will generate a posting in the applicant tracking system. A search becomes active once this posting has been approved and is active.

Diversity

The University of North Texas is a community that values inclusivity, and embraces its increasing diversity. The university promotes an environment of learning that encourages research and scholarly activity for students and faculty. Such endeavors are enriched by a faculty with diverse experiences and a rich array of approaches to teaching and research.

Faculty members may serve as mentors and as representative role models for our students. All students benefit from a faculty who consider ideas and information from diverse intellectual approaches, including approaches that may be based, in part, upon ethnic, racial, or cultural differences. Some students will experience additional benefits from exposure to faculty with whom they share common gender or ethnic origins.

UNT's Division of Institutional Equity and Diversity is available to assist search committees and departments in hiring new faculty. Search committees must document the process of selecting a qualified candidate, and provide reasons for decisions made during recruitment. This is a step in fulfilling the university's obligation to ensure equal employment opportunities for all applicants, and in supporting departments in their good-faith efforts to hire well-qualified individuals.

UNT prohibits discrimination on the basis of 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. UNT Policy 16.004 (Prohibition of Discrimination, Harassment, and Retaliation), which prohibits discrimination, and can be found here: <https://policy.unt.edu/policy/16-004>.

UNT must comply with Texas state law regarding veterans' preference. Texas Government Code Section 657.003 says that a veteran, a veteran's surviving spouse who has not remarried, or an orphan of a veteran whose parent was killed while on active duty is entitled to a preference in employment over other applicants for the same position who do not have greater qualifications. Veterans are also entitled to a preference in retaining employment in case of a reduction in workforce, to the extent that such reduction in workforce involves other employees of a similar type or classification. Applicants will have the option to disclose their veteran status during the application process, and this status is denoted in the applicant tracking system. Human Resources may also notify you about their veteran status. You should *not* ask applicants about their veteran status. If any questions arise about the preference, contact HR for advice. UNT's policy on veterans' preference can be found here: <https://policy.unt.edu/policy/05-026>.

UNT must also adhere to requirements of the Federal Executive Order 11246, which requires all federal contractors (including UNT) to take affirmative action to ensure its employment process is fair and equitable and offers equal opportunity in hiring and employment. In essence, the widest net possible should be cast when conducting a search, and there should be no discrimination based on protected status against job applicants or employees. More information can be obtained from the Division of Institutional Equity and Diversity's website: <https://ied.unt.edu/>.

UNT Faculty Search Resources

In addition to this Faculty Search Committee Guide, UNT provides valuable resources to aid in the faculty search process. The VPAA's Office of Academic Resources website is here: <https://vpaa.unt.edu/resources>. The website provides not only necessary forms (*e.g.*, VPAA-131 and VPAA -132 forms) and information about the faculty applicant tracking system, but also

template letters for non-tenure track, tenure-track, and tenured positions.

The Search Committee: Formation and Roles

Formation of a Search Committee

A search committee should be broadly representative of the institution. Its members should be able to provide a variety of perspectives on the role and function of the position in question. The committee should possess technical expertise sufficient to make astute comparisons among applicants. And it should reflect the diversity of the UNT community. At a minimum, there should be diversity among the search committee members in terms of race and sex. A search committee comprised of only members of one sex or one race is insufficiently diverse, and Equal Opportunity is unlikely to approve the job posting of such a search committee.

Effective search committee members are able to aid with recruiting, available to participate fully in the search, and comfortable engaging in rigorous evaluation and discussion of the applicants. Departments may include a student representative on the committee, and they may include a search committee member who works in a different department. Generally, a five-member search committee is recommended, and the department chair has some flexibility in the committee's composition. The department chair, unit administrator, and dean should not serve on the search committee. Limiting the size of the committee makes it easier to make decisions and to coordinate the search.

The ideal search committee chair should be a person of integrity who is recognized for his or her commitment to diversity and ability to lead groups to consensus, even under situations where there is divergent opinion. It is the search committee chair's responsibility to ensure that the process is free of discrimination. Preferably, the search committee chair will be someone with past search committee experience.

Before the end of each spring semester, departments establish search committees and assign search committee chairs for the upcoming year using these guidelines:

- The search committee should include an odd number of people—five is usually ideal. If more than one search is anticipated, the search committee may be subdivided.
- For tenured and tenure-track positions, the search committee chair must be tenured.
- Search committee members must commit to participating in all phases of the search process and
- All search committee chairs must receive faculty search training. Other search committee members are strongly encouraged to receive faculty search training.

- The department chair may not serve on the department search committee. The department chair will abstain from participating in search committee meetings or deliberations and from influencing the search committee's recommendations.
- If a search is anticipated to serve more than one department or program, the cooperating departments or programs will each identify at least one representative to serve on the search committee.
- The search committee should include faculty from underrepresented groups (*i.e.*, if underrepresented among faculty in the department, both women and persons of color should be represented on the search committee). The search committee should strongly consider having a diversity champion on the committee, whose role is to ensure the avoidance of discrimination and the minimization of bias and exclusion. The diversity champion can be from inside or outside the department and helps to ensure an equitable search. Any search committee member committed to ensuring an equitable process can fill this role. The department may invite diverse faculty from outside the department to serve. The Division of Institutional Equity and Diversity can provide a list of faculty from underrepresented groups. The search committee approves outside faculty members selected for underrepresented groups.

Roles and Responsibilities of the Search Committee

Search Committee Chair

The search committee chair acts as the committee's facilitator, official spokesperson, and liaison to the hiring authority. A search committee chair's responsibilities include the following:

- Creating a climate of trust, mutual respect, and consensus building.
- Managing the entire faculty hiring process, which includes attending system training on the use of the applicant tracking system.
- Scheduling committee meetings.
- Developing and organizing meeting agendas.
- Leading the specific charge to the committee (*i.e.*, is the committee to select a candidate or to recommend a list of candidates?)
- Overseeing record keeping; maintaining the official record of all committee activities. Before destroying any documents related to the search, check the records retention schedule, available here: <https://records.unt.edu/untsysccrrs>.
- Serving as the official spokesperson for the committee and reflecting the department's goals and objectives.
- Mediating any conflict.
- Presenting the final candidate(s) to the person who charged the committee.

Suggestions that may aid a chair in leading the search committee meetings have been provided in **Appendix A**.

Search Committee Participation

For a successful search, it is important that search committee members are present at all meetings, and that the decision to select candidates at each stage of a search includes all members of the committee. If needed, accommodations (*i.e.*, inclusion via Skype or conference call) are encouraged in order to involve all committee members. Search committee members should be fully engaged in the search process, including being active in the advertisement of the position and in the recruiting and screening of candidates.

Search committee members will:

- Participate fully.
- Complete assignments on time.
- Act promptly to ensure that top candidates are not lost to institutions who move quickly to hire top talent
- Draw upon connections to support recruitment efforts.
- Sustain the vision for the position, keeping the best interest of the department and the institution in mind.
- Communicate opinions honestly to other members.
- Speak candidly with candidates while maintaining a positive attitude about the position, department, and institution.
- Work toward consensus.
- Treat all applicants in a thoughtful and respectful manner.
- Give fair consideration to all applicants.
- Check references.
- Protect confidentiality of applicants and the decision-making process.

Confidentiality

The search committee is responsible for keeping committee business confidential. The committee business may, however, be discussed with administrators who are involved in the search process. Search committee members should not discuss the candidates' qualifications with others. Search committee members should not unofficially inquire about the backgrounds of candidates as this does not protect their identities. In particular, extraneous inquiries about candidates may prematurely expose the fact that they are on the job market. Many candidates do not wish to disclose their job search until they have a viable job offer.

Documentation

Search committee members should keep documentation of all screening and selection decisions for at least three years. Such documentation should primarily consist of the matrix, rubric, or other evaluation form used to make selection decisions. Any notes retained must be able to defend the viable reasons for selection and non-selection of all applicants. Notes should not include extraneous information about candidates which is unrelated to the position. Committee members should remember that notes are a public record, and should not be considered confidential or private. When the search is closed, search committee documents about all applicants should remain in the applicable department. For more information, particularly the

length of time records must be retained, please review UNT's Institutional Records Management Program at <https://records.unt.edu/untsysccrrs>.

The Search Process

Charging a Search Committee

Critical to the search is that the person appointing the search committee, or the **hiring authority**, must give a **charge** that is sufficiently descriptive to ensure identification of well-qualified candidate(s). This **charge** is a set of instructions about how the search process should proceed and the type of candidate that should be identified. The charge should typically come from the department chair, dean, VPAA, or an appointed representative. It should indicate the committee's task, deadline, budget, and the type of candidates that the hiring authority wishes to attract (*i.e.*, What level of hire should be considered? Are there special considerations that must be made?). The committee may be asked to make a recommendation of several candidates or to recommend a single finalist. If the committee is instructed to rank candidates for the hiring authority, the charge should make clear that the hiring authority is not bound by the committee's ranking in making his or her selection. To enhance the chances of a successful search, the search committee should receive their charge before the committee begins work.

Checklist for the charge

- Title of the position
- Position description and a copy of the advertisement or position announcement. Has this been created already? If not, is the committee being charged with the development of these components? If the committee is being charged with the development, are there specific components that need to be addressed within the position description, position announcement, or advertisement?
- Essential and preferred criteria for selection; criteria that are important to the department and to UNT
- Time frame for completing the search, and for any steps in the search. If the hiring authority has a timetable in mind, then this should be provided. Otherwise, the search committee should develop a timetable, factoring in appropriate time for the various constituencies involved in the process.
- Policy for handling late or incomplete applications
- Responsibilities of the search committee chair and of individual committee members
- Hiring authority's involvement in the search process
- Number of candidates to visit the campus, and a general overview of the campus visit
- How the committee's recommendations are to be brought forward (*e.g.*, single candidate, ranked candidates, top three)
- What administrative and logistical support the committee will receive
- Funds available for advertising and for candidate visits
- Equal Employment Opportunity Commission and Affirmative Action requirements

Developing a Position Description

A job description can be used to identify the skills and competencies that the ideal candidate would possess as well as to describe the essential functions of the position. These competencies are used in the recruitment process to attract a pool of qualified applicants and in the screening process as a basis on which to evaluate these applicants. It is important to be deliberative and careful in establishing position criteria. **Once established, the search committee can only consider applicants who meet the criteria.** In general, appropriate attention to job analysis and production of an accurate job description will facilitate every other task in the hiring process.

If the position is not a new position and a job description exists, the job description should be reviewed to determine if it is current. If the position is new, the minimum requirements and the preferred requirements should be outlined. All job descriptions should include a job's essential function. Identification of these functions is a requirement of the Americans with Disabilities Act of 1981 and is critical to the search for qualified job applicants. The following considerations in identifying essential functions are by no means exhaustive:

- whether other faculty in a similar position have performed the functions,
- whether the person hired for the position will be expected to perform the functions, and,
- whether removal of the functions would effectively change the job.

Are there criteria that reflect the expectations held by the department for success in the position? What qualifications are expected in the job and what characteristics or qualifications are desired? Is a Ph.D. required, or is the minimum 18 graduate hours sufficient? Is experience beyond the Ph.D. required or preferred? Is it expected that the individual will travel? If the position is tenure-track or tenured, then it is likely that some travel will be expected, as it is difficult to meet the criteria for national or international reputation for promotion without travel. To attract a diverse pool of candidates, it has been shown that establishing broad criteria in terms of research and/or teaching areas have been helpful. Note that a requirement to submit letters of recommendation may screen out applicants who wish to conduct a confidential job search. Once the requirements and criteria have been established, these must be approved by the chair and dean.

Advertising the Position

Typically, the search committee will play a role in developing the advertisement for the position and in deciding where to publish the advertisement. The advertisement must meet the intentions of the department.

In the advertisement, the following statement is required by federal regulation and must appear in all advertisements.

“The University of North Texas System and its component institutions are committed to equal opportunity and comply with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of North Texas System and its component institutions do not discriminate on the basis of race, color, sex, sexual

orientation, gender identity, gender expression, religion, national origin, age, disability, genetic information, or veteran status in its application and admission processes, educational programs and activities, and employment practices.”

Note that advertisements must be posted for a period of at least 30 calendar days, and such period needs to be documented. Proof that the advertisement ran for a month in an electronic or web-based national professional journal can be documented by providing dated copies of pages from the website where the advertisement was placed. These pages must show all of the following:

- Job title, name of institution, college and department, location of the job opportunity, actual content of the advertisement (electronic page must be provided showing the text of the advertisement).

The minimum qualifications and responsibilities/job summary should be included in an advertisement. Preferred qualifications can be included, but are not required. All advertisements must direct applicants to apply online at <https://jobs.untsystem.edu/>.

Job advertisement checklist

Description of Job

- Position title (descriptive, working, or official)
- Essential functions/major duties and responsibilities
- Reporting relationships
- Information about the organization that would attract candidates
- Salary range (if desired)

Job Requirements

- Knowledge, skills, and abilities required for the job
- Education (degree and field)
- Licensure (if required or preferred)
- Experience (type, number of years, and field)
- Unique requirements of departments or organization
- Technical expertise or other special requirements

Preferred Criteria

- Special abilities or experience
- Membership or leadership in professional associations where appropriate

Information Sought

- Cover letter
- Resume or curriculum vitae

- Statement of teaching or leadership philosophy
- Samples of publications or other work, if appropriate
- References and their full contact information
- Letters of recommendation
- Copies of transcripts

Information to be provided to Applicant

- Closing date or application review time
- Position availability or start date
- Application address
- Affirmative Action, Americans with Disabilities Act, and Equal Employment Opportunity Statement
- Point of contact for information

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 provide reasonable accommodations in these circumstances. (Contact the Division of Institutional Equity & Diversity and Human Resources for advice and assistance).

Recruiting

To identify a diverse pool of qualified candidates for the position, it may take more than advertisements that are placed in common mediums and a few contacts. Look for ways to assure that qualified candidates from diverse backgrounds have the opportunity to be considered. To create a more active search, many steps can be taken:

1. Ask members of the search committee and department to contact colleagues at other universities, organizations, and corporations to nominate candidates for the position, or to provide the contact information to others. Seek a diverse pool of applicants.
2. Contact professional societies, organizations, and committees about the position, and contact organizations that can aid in diversifying the applicant pool. Most professional associations have a committee, a listserv or a job board specifically for diverse candidates. Ensure that the position is posted with these associations.
3. Target sources that will reach underutilized women, minorities, veterans, and persons with disabilities.
4. Use multiple recruitment sources (*e.g.*, professional journals, newspapers, websites, listservs, LinkedIn or other professional networks, bulletin boards for relevant professional organizations, etc.).
5. For assistant professor candidates, contact department chairs at other universities about the opening.
6. Use recruitment resources that will reach **all qualified** applicants based on position description and qualifications.

7. Professional conferences can be used as informational sessions for the applicants to learn more about UNT, the department, and the position itself. Strive to make personal contacts with women and minorities at these conferences and invite them to apply. Note that conferences are **not** for interviews. This ensures that the equity principles are consistently applied with all applicants. Identify any institutions or individuals that are especially successful at producing underrepresented women and minority doctorates or post-doctorates in the desired field or subfield.
8. Identify suitable women and minority faculty at other institutions, particularly faculty who may currently be under-placed, and send job announcements directly to them.
9. Contact relevant professional organizations for rosters listing women and minorities receiving terminal degrees in the field.
10. Contact Human Resources departments of similar institutions or universities.
11. Contact job clearinghouses of university systems.
12. Post advertisement on Human Resources and Career Placement job board and post at other campus locations.
13. Mail or email the advertisement to targeted populations.
14. Seek names of potential candidates from directors, division chairs, deans, vice presidents, and the president, as appropriate.
15. Consider use of search firms and headhunters.
16. Consult with and recruit retirees, former employees, and consultants.
17. Use general publications such as Affirmative Action Register, Black Issues in Higher Education, Chronicle of Higher Education, etc.

Appendix C provides a list of additional resources to aid with a broad search.

Developing a Current and Future Candidate Pool

View your committee's task as including a process of generating a pool rather than merely tapping one. This may be accomplished by having committee members attend presentations at national meetings and develop a more diverse list of potential future candidates based on those meetings. Candidates identified in this way may be in any field, not necessarily the one targeted for a particular search. In addition, the committee may consider issuing promising candidates invitations to visit UNT informally to present research before those individuals are ready for an active search. Cultivating future candidates is an important activity for the search committee to undertake, and may require that the search have a longer time horizon than is typical.

The Screening Process

The most important responsibility of the search committee is to screen applicants to determine which is the most qualified for the position and most acceptable to the institution. Training is available from the Division of Institutional Equity & Diversity for anyone that participates in the process. Techniques discussed will provide search committees with legal information that will reduce the university's potential liability, assist with the hiring process, and ensure that our efforts to attract diverse candidates are successful.

Before the position is posted, the search committee should determine how screening and selection decisions will be managed. What minimum and preferred qualifications will be needed for the position? For example, if years of experience teaching at the higher education level is expected, would five years as a Teaching Assistant satisfy this criterion? To provide another example, when stating an educational requirement, will a degree be required at the time of application, or at the time of appointment? Such decisions must be addressed prior to reviewing the applications. Get consensus on the multiple criteria that will be used to choose candidates for interviews. Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's goals (*e.g.*, experience working with diverse students might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.

The screening process begins with an analysis of materials sent in response to an ad or an announcement of an open position. This analysis is undertaken to ensure that applicants have all of the qualifications specified in the ad or announcement. Depending on the job to be filled, the screening process can continue with verification of credentials, checking of references, and assessment of presentations and samples of work.

Use of a **rubric** or **matrix** is recommended. This is a form used to rate applications for a position based on the required and preferred qualification defined in the position description. Equal Opportunity has blank Faculty Search Committee Evaluation Rubrics, Candidate Selection Tools, and Interview Questions Templates available upon request.

The search committee should also review practices that will mitigate the kinds of evaluation biases that social science research has identified result in unfair evaluations. Suitable value also should be placed on candidates with non-traditional career paths. See **Appendix F** for more information about biases and how to interrupt them during the hiring process.

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

Avoid using social media to obtain information about candidates. Information posted in social media forums may be inaccurate, 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. If social media skills are integral to the position you are screening for, the committee should develop screening questions for the skill set, or ask the candidates to provide materials which demonstrate these skills.

Once the search committee determines that individuals do not meet the established minimum qualifications, they must be eliminated from further consideration. Every selection and non-selection decision must be justifiable with appropriate documentation (*e.g.*, position description, application/resumes, rating guides, etc.).

After the interviews, the search committee should seek feedback on a standard evaluation form from all who participated in the interviews. After taking this feedback into consideration, the search committee should make a formal candidate recommendation to either the department for a vote, or to the chair. The chair will then forward a recommendation to the dean. If more than one candidate would be viable hires, a ranked list of preferred candidates should be provided.

In cases of senior-level hiring, the department should make a recommendation to the chair regarding rank and whether or not the offer should come with tenure. This recommendation will then be forwarded to the dean.

Interviews

In the interview process, there are questions that should not be asked. **Appendix D** includes lists of sample questions and questions to avoid. Questions should be developed that address how the candidate will perform the responsibilities of the position.

Pre-Site Interviews

Before selecting candidates for on-site interviews, a useful way to consider a greater number of candidates and to learn more about the candidates prior to their visit is to conduct interviews via Zoom, Skype, or some other live video or web-based medium. For this type of interview, it is important to have a quick trial run of the technology a day or two in advance (if possible) to ensure that all is working for both UNT and the candidate. This should help to minimize technical issues that could occur on the day of the interview. The UNT site should make sure that the background that the candidate will see (behind the search committee) is appropriate, providing the best possible pre-site interview background. The room/set-up should be such that the candidates can view all of the participants in the interview. Given the prevalence of technological difficulties, the committee should be careful not to let such difficulties have an undue impact on their assessment of the candidates, especially when they are outside the control of the candidates.

Another way to minimize technical difficulties is simply to hold a conference call. This older technology has the added benefit of minimizing potential biases that might arise based on protected status (such as race, age, or disability).

Whatever method use for pre-site interviews, the time period allowed for each candidate should be identical, with an identical set of questions asked to each candidate. A maximum time period should be identified and followed. Many search committees have found 45 minutes to be a useful period to learn more about the candidate.

Questions should be selected in advance of the interview, and should be questions that will help to facilitate the selection of candidates to invite for on-site interviews. Committee members should decide in advance who will ask each question. See **Appendix D** for example questions to consider.

Four to eight candidates is a reasonable number with whom to conduct pre-site interviews.

Pre-site interviews are not required. But they can aid in identifying candidates who may not have been identified in the top 2-3 candidates as gauged by the applications alone. Some candidates could rise to become a top candidate after a discussion. Pre-site interviews might also help identify candidates who may not be as suitable as initially believed.

On-Site Interviews

One goal of the on-site interview is to enable the search committee, faculty, and others at UNT to determine which candidate is best for the job and the university. An equally important part of the interview is making sure that the candidate will want to come to UNT if the position is offered.

While the schedule for each search will need to be fine-tuned for a particular faculty position, there are some general components that should be included within each type of search.

It is best for a member of the search committee to pick up the candidate from the hotel or airport to bring the candidate to campus. All individuals meeting with a candidate should have the up-to-date copy of the candidate's schedule and CV, and the schedule should be provided to the candidate. The candidate should be provided with a phone number of a point of contact, and the search committee should be provided with a way to reach the candidate if needed (*e.g.*, regarding changes in transportation).

The search committee should meet with the candidate during the on-site interview.

For a Non-Tenure Track position: Generally, for a search for a non-tenure track faculty member, the interview will last one-half to one full-day. The candidate should typically meet with the department chair, dean or associate dean, search committee, search committee chair, and a faculty member who is teaching a similar level that the candidate would be teaching. In addition, the non-tenure-track candidate should typically provide a sample lecture. The audience should include faculty and students and feedback on a standard evaluation form should be requested from those attending. The candidate should be provided with the opportunity to meet with students akin to those that the faculty member would be teaching as well. It is generally expected that lunch will be provided for the candidate.

For a Tenure-Track/Tenured Faculty position: These visits typically last two days. Meetings with the department chair, dean or associate dean, search committee, search committee chair, and multiple faculty in similar potential teaching and complementary research areas should be

scheduled. In fields where a candidate will be pursuing external grant funds or public or private sector support, the candidate should also meet with an appropriate representative from the Research Office. The candidate should have time to meet with undergraduate or graduate students, or both. As well, the candidate should have time during which he or she demonstrates his or her prior research or creative activity in a public forum, as well as a time to discuss his or her future plans with the departmental faculty.

For a Full Professor search for a candidate that may be considered for Distinguished Research Professor or an Endowed Chair position or other key hire: In addition to the visit components indicated above, these candidates should be provided with the opportunity to meet with the Provost or President, if feasible.

Checking References

An important component of the search process is checking references. The search committee chair is responsible for ensuring that this task is completed and documented. While one may check references at any stage during the search, in some cases it can be advantageous to check references before inviting a candidate to campus. This may help ensure that there is no information that could be revealed that might change the recommendation to interview an applicant, thereby avoiding the unnecessary expense of travel and time for both the candidate and UNT.

While UNT policy does not contain specific rules regarding how many references there must be or when these must be checked, some colleges have developed guidelines. Search committees should familiarize themselves with any such rules. Whatever stage of the process during which the committee decides to check references, it should be the same stage for all candidates. Ensuring a fair process requires that all candidates are treated the same during every stage of the process. The following list is offered as broad guidance:

- Be consistent in the requests for references. For example, contact the same number of references for each candidate. Even if the search committee knows a particular applicant personally, reference checking must be done for all applicants.
- Questions that should not be asked of a candidate (see **Appendix D**) should also not be asked of the references about the candidate. The committee should strive to obtain job-related facts and relevant information based on past behavior and experience, rather than opinion. If possible, ask for examples to support both positive and negative comments.
- It is not uncommon for applicants to request that his or her present employer not be contacted for fear that the employer might react negatively to an employee seeking to leave. At some point, however, the search committee chair or his or her designee must call the candidate and explain that for further consideration for the position, the present employer will need to be contacted.

Extending an Offer

Once a decision has been made to extend an offer to a particular candidate, the dean's office will submit the following forms to the VPAA Office of Academic Resources:

- Approved VPAA-132
- Formal offer letter signed by dean
- Tenure documents if applicable

Forms can be found on the Office of Academic Resources website:

<https://vpaa.unt.edu/resources/forms>.

The proposed offer is routed for approval by the VPAA Office of Academic Resources and is emailed to the candidate upon full approval.

Some negotiations may ensue after the preferred candidate is extended an offer. To preserve flexibility, no formal announcement of the decision should be made to the campus or to the other candidates until the preferred candidate has returned the signed contract. Once the signed contract is returned to the Office of Academic Resources, the other serious candidates should be issued a letter thanking them for their participation in the process. (See **Appendix E** "Sample Letters.")

Candidates' Travel

The interview arrangements for each candidate should be well planned. 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 departmental administrative coordinator or office manager in consultation with the VPAA's office. Travel arrangements should be made as far in advance as possible in order 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. A summary of UNT's rules and procedures can be found in the UNT System Travel Guidelines, available at:

<https://www.untsystem.edu/travel>.

Corresponding with Applicants

All correspondence with applicants should be done by the search committee chair in an equitable and consistent manner.

Throughout the search process, in order to keep good candidates interested in the position it is advisable to keep applicants informed, particularly if a change in selection timeline is necessary. As a courtesy to applicants, particularly those for high level or particularly competitive positions, hiring departments are encouraged to notify applicants when the screening process has eliminated them from consideration. This may happen after any round of screening or interviewing.

Individuals who have been invited to campus for an interview but are not offered the position should receive a letter informing them that they have not been selected and expressing gratitude for the interview as a professional courtesy.

Once a hiring decision has been made and discussed either in person or by telephone with the finalist, it should be confirmed in writing with an offer letter under the signature of the dean and sent through email by the VPAA, Office of Academic Resources. The individual should confirm his or her acceptance in writing and return the signed offer letter to the VPAA, Office of Academic Resources.

Search Process Best Practices

Department chairs who have been particularly successful in recruiting faculty have made the following hiring practice suggestions:

Start early: The searches should start early in the fall for the best chance of success.

Recruiting tips: Free time should be provided in the schedule to allow the candidate to become familiar with the area. Although the candidate may wish to explore on his or her own, the search committee should offer to show the candidate around the area, visit area schools, meet with a real estate agent, visit a museum, or consider other activities that a candidate may wish to do during the time period. Allow the candidate to make a selection prior to the visit.

Airport transportation: While there are a number of possible options for transportation, most important is to provide the candidate with reliable transportation, whether you arrange a car service or pick up the candidate. Some of the most successful searches have been those in which the department chair or search committee member has personally picked up and returned the candidate to the airport. However, in the event of inclement weather (*e.g.*, ice storm), it may be best to arrange for a reliable car service.

Candidate transportation: Have a point-of-contact for the candidate available at all hours in case the candidate encounters any travel issues.

Meals: Meals should be memorable by permitting conversation to take place. Meals with many individuals may provide little interaction with the candidate, and are generally not recommended. Ask candidates about any dietary restrictions before making arrangements.

Attention to detail helps minimize problems: Make sure that the candidate is aware of the time he or she will be picked up at the hotel. Do not simply list the first meeting time on the candidate's schedule, as there have been candidates who have presumed that this is the time that they will be picked up from the hotel. Be sure that if access is needed to rooms (*i.e.*, seminar rooms), that someone has a key or that the door will be unlocked. Make sure that any technical equipment that may be needed for a seminar is working prior to the candidate's arrival in the room. Request the cell phone number of the candidate and place it on the schedule, provided the candidate

agrees to this inclusion. Likewise, provide the candidate with the cell phone number of the department chair or some other point of contact. These steps will be helpful if there are any schedule issues. Ask the candidates when coordinating visits if they have any dietary restrictions or food allergies. This way, a candidate is not placed in the potentially uncomfortable position of needing to request or forego accommodations when they may be needed.

Scheduling: It is important to put together a schedule that provides a candidate with as much possible synergy in terms of research, creative activity, and teaching interests. When there are some identifiable commonalities, this can help promote the discussion and aid in having a candidate feel like a good match to the institution. This is particularly key for senior hires.

Be sure that the candidate and everyone involved in the candidate's visit have updated schedules even if the schedule changes in the middle of the day. Minimize what may be construed as disorganization.

Follow-up: Within two days, the department chair or search committee chair should call or email the candidate to follow up. Update the candidate about the time frame for at least the departmental decision. This is particularly critical for senior hires. Senior hires are typically well aware of the steps and the longer time frame in putting the pieces together for the hire and gaining approvals. For them, simply knowing that the department has made a recommendation may put the candidate at ease, and allow him or her to start preparing for a possible move, which can be complex. Senior candidates are also aware that a recommendation is merely a recommendation.

When a phone call to the candidate is appropriate, it is often useful to send the candidate email first, asking if the candidate has a couple of minutes. If a decision comes late in the afternoon, it shows great consideration to a candidate to offer the opportunity to talk that evening or the next day. Keep in contact with the candidate. Acknowledge each correspondence from the candidate, even if it is just to say that you do not have responses to his or her questions, but will be in touch when you do. Otherwise, candidates may believe that the university may have lost interest. Keep the candidate informed about the process, particularly if there will be delays. Junior candidates are typically new to the hiring process and may grow concerned about the pace at which the process is moving, and without updates about the search process, may be more likely to entertain an offer that is moving more quickly. Senior hires may lose interest. It is important to keep the discussion going. In most cases, the continued communication will occur via the department chair. However, the search committee chair, in consultation with the department chair, should determine the person most suitable to maintain continued contact with the candidate.

Hotel: The choice of hotel is important. It is a useful practice to leave welcome items in the hotel room for the candidates. Brochures or information about UNT, UNT items (*e.g.*, mug, pens, t-shirt), and snacks can typically be worked out with the hotel, and provides a nice "extra" welcome to the candidate. Most hotels are willing to aid with this.

Appendix A: Tips and Guidelines for the Search Committee Chair

The chair manages the relationship between the search team and the department. Ultimately, the department chair, dean, or other hiring authority must determine whether the position qualifications and department goals are defined clearly, the criteria set were applied uniformly, and due process was observed for all applicants.

For a well-organized search process, there are several important tips for leading a search committee:

_____ *Gain the support of your committee members:*

- Engage the involvement of every member of the search committee. To generate active participation, set the tone in the first meeting. The first meeting can shape the attitudes of the committee members about the process and their role in it. In productive search committees, the committee members understand that their work is important, each of them has an essential role in the process, and their involvement in the search process will make a difference.

_____ *Actively involve all committee members in discussions and search procedures:*

- Be especially sensitive to interpersonal dynamics that prevent members from being full participants in the process. Many of us may assume, for example, that senior faculty are more likely than junior faculty to have connections or ideas about people to contact for nominations, or that students will be less critical in their evaluations. Sometimes these assumptions are correct, but we have all had our assumptions challenged by the junior colleague who nominates a great candidate or the student who designs an insightful interview question.
- Before leaving a topic, be sure to ask if there are any more comments, or specifically ask members of the committee who have not spoken if they agree with the conclusions or have anything to add. Be sure to do this in a way that implies you are asking because the committee values their opinion; try not to embarrass them or suggest that they need your help in being heard.
- If you notice that a member of the committee does not speak at all, you might talk with them after the meeting and mention that you are grateful that they are donating their time. Ask if they feel comfortable in the meeting and if there is anything you can do to facilitate their participation. This may be particularly important if your committee has a student member who is intimidated by having to speak in a room full of faculty.

_____ *Run efficient meetings:*

- Present an agenda with time allotted to each topic and try to stick to the plan.
- Begin by reviewing the agenda and obtain agreement on agenda items. If one committee member is digressing or dominating a discussion, gently and politely try to redirect the discussion by referring back to the agenda (e.g., “If we are going to get to all of our agenda items today, we probably need to move to the next topic now”).

- If you deviate from your agenda or run over time, acknowledge it and give a reason (*e.g.*, “I know we spent more time on this topic than we had planned, but I thought the discussion was important and didn’t want to cut it off”) so that your committee members feel that their time was well spent, that the meeting was not a random process, and that they can anticipate useful and well-run meetings in the future.
- End your meetings on time so that all committee members are present for the entire discussion.

_____ *Discuss and develop ground rules:*

- Decision-making: How will your committee make decisions? By consensus? By voting?
- It is important to determine this at the start. Specifics of the search should not be discussed with anyone outside the search committee until finalists are announced. This policy respects and protects the privacy of candidates and protects the committee or hiring group. Those making the selection must be free to discuss the candidates during committee meetings without fearing that their comments will be shared outside the deliberations. The names of candidates who have requested confidentiality should not be brought up even in casual conversations. This information should be held confidential in perpetuity, not just until the search is over.

_____ *Concluding your meetings:*

- At the end of each meeting, assign specific tasks to committee members. These tasks might include:
 - Identifying or contacting sources who can lead to potential candidates.
 - Suggesting a certain number of venues for posting job announcements.
 - Reviewing a specified number of applications.
- Remind committee members of their assigned tasks:
 - Before your next meeting, send committee members a written or emailed reminder of their assigned tasks so that they know they are expected to follow through and to report on their activities at the next meeting.
- Hold committee members accountable:
 - Ask each committee member to report on his or her search activities at every committee meeting.

Search Committee Meeting - How to Address or Preempt Potential Issues:

Despite your best efforts to gain the support of your search committee and to actively involve them in the search process, your meetings and efforts may not proceed as smoothly and effectively as you would like. It may help to anticipate problems and think about how to resolve them. You can seek advice from your department chair or from past search committee chairs. Some common problems that former search committee chairs have identified are listed below, along with resources that may help you preempt or address them:

_____ *Raise and discuss issues of diversity:*

- Allow all members of the search committee to voice their opinions and participate in a discussion on diversity and the search committee's roles and responsibilities in recruiting and evaluating a diverse pool of candidates.
- Remind your search committee that they represent the interests of the department as a whole and, in a broader context, the interests of the university.
- Stress that failure to recruit and fairly evaluate a diverse pool of candidates may jeopardize the search; that it may be too late to address the issue when and if you are asked, "Why are there no women or minorities on your finalist list?"
- Consider inviting someone with expertise on research documenting the value of diversity to your committee meetings.

_____ *Power dynamics of the group:*

- It is important to recognize that differences in the status and power of the members of your search committee may influence their participation. Junior faculty members, for example, may be reluctant to disagree with senior faculty members who may later evaluate them for tenure promotion.
- Minority or women search committee members may not be comfortable if they are the only member of the search committee to advocate for minority or female candidates. Though minority or women search committee members can help you recruit a more diverse pool, it is not reasonable to expect them to be the only advocates for diversity.
- As search committee chair, you should evaluate your committee's interactions to assess whether such power imbalances are influencing your search. If so, you can attempt to improve the group dynamics by: (a) having private conversations with relevant members of the search committee, or (b) establishing and reviewing ground rules that encourage participation from all members.

Appendix B: Faculty Search Checklist

The following checklist may be of assistance to search committees. Please note that the Division of Institutional Equity and Diversity is available to meet with the Search Committee to discuss equal employment opportunities, diversity, or any part of the interview process.

Establish Search Committee, Select Position Criteria, and Authorize Position:

_____ The ePAR can be completed at either the department or dean level, with the VPAA 131 attached. The fully executed ePAR is scanned into the online application system.

_____ Search Committee members (generally 5) are recommended by the chair of the department, in conjunction with the dean. The chair of the department or the dean will not serve on the search committee.

_____ Approval of the search committee from the dean in conjunction with the VPAA, is needed.

_____ The search committee establishes position criteria and requirements. This information is included in the ePAR, which requires the approval of the appropriate chair, dean, and the VPAA.

Advertising:

_____ The Office of Academic Resources will post the ad on theJobs@UNTSysstem. The Office of Academic Resources ensures that the posting is placed on HigherEdJobs.com, InsideHigherEducation.com., Academic Keys, as well as fulfilling the requirement to post on Work in Texas. If a department has a specific journal or website they would like to advertise in and is directly related to that department, the search chair needs to indicate this in the online posting.

Screening Applicants:

_____ The search committee will acknowledge receipt of each applicant's materials via the online application system.

_____ The search committee screens applicants and the search committee chair updates the online system.

_____ The search committee selects a list of potential candidates after the advertised closing date of the search, or the beginning of the review (approximately 5-8 candidates).

_____ The search committee meets to discuss the potential 5-8 candidates ensuring

consensus and the airing of any concerns about the candidates.

The search committee ensures that the candidates meet Southern Association of Colleges and Schools, or "SACS," faculty qualifications criteria:

Regarding Faculty Qualifications:

- _____ Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree (other than PE activities courses) **MUST** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the master's degree with the equivalent of a major in the teaching discipline. In every case, the terminal degree in the discipline is preferred. Exceptions to this must be justified individually according to the learning outcomes of the courses being taught.

- _____ For interdisciplinary courses the academic and professional preparation of faculty members teaching in the courses or programs must be documented and justified.

- _____ These requirements also apply to courses and programs offered through distance learning.

- _____ Faculty teaching at the master's or doctoral level **MUST** hold the terminal degree in the teaching discipline or a related discipline.

- _____ The search committee will select 2-3 final candidates.

- _____ The search committee should conduct reference checks according to the guidelines of their colleges or schools.

- _____ The search committee will submit a list of up to 3 candidates to be brought to campus for the dean's approval.

Interviewing Applicants:

- _____ Search committee establishes interview schedule (dates of visit, meetings with committee, dean, faculty, etc.), establishes suggested questions, and prepares evaluation sheets for feedback from those participating in the interview process (strengths, weaknesses, additional comments).
- _____ The search committee interviews the potential final candidates on campus.
- _____ Other members of the university community will interview the candidates and provide written feedback to the chair of the search committee.

Extending an Offer:

_____ The chair of the search committee will inform the departmental or division chair of the committee's recommendations.

_____ The division chair will inform the dean of the search committee's recommendation for hire or if the committee was unable to reach a consensus.

_____ If the administration and the search committee cannot reach an agreement on a candidate, all parties shall meet to seek consensus.

_____ The dean will send the necessary hiring documents to the Office of Academic Resources.

_____ In consultation with the VPAA, the dean will offer the chosen candidate a contract that stipulates rank, salary and complete information concerning tenure status and any other conditions to be in effect.

_____ The candidate will be given 8-10 days to sign and accept the contract, counting from the date the contract was mailed. If the contract is not accepted, the search committee will be consulted before another candidate is determined. The candidate must return one signed original contract letter to the VPAA Office of Academic Resources.

Closing the Search:

_____ The search committee will retain all applicant information not contained in the online application system, including any rubric, matrix, notes, other evaluation forms, or emails generated by the search committee. These documents should be stored electronically on a server, shared drive, or other place for electronic storage that is backed up and secure. It should be accessible only by the search committee, department chair, and other university officials with a need to access the documents. Documents must be retained for no less than three years, or longer as required by the applicable records retention policy. It is highly recommended that files be stored electronically for ease of storage and later access.

_____ If files are kept in paper form rather than electronically, such paper files will be neatly boxed and sealed with all applicant information not contained in the online application system. The paper files will be kept in secure storage in the department for no less than three years, or longer as required by the applicable records retention policy. The box is to be labeled with the name and date of the search.

Appendix C: Using Active Recruiting Resources

The following is a list of resources that may help you reach a diverse applicant pool. It is not meant to be exhaustive - you may know of resources specific to your discipline that are not listed here.

Area-Specific Resources:

- **American Indian Science & Engineering Society (AISES)** - American Indian Science & Engineering Society maintains a job listings page (and a resume database available to Career Fair exhibitors). <https://www.aises.org/>
- **American Physical Society's** education and outreach department maintains a roster of women and minorities in physics, and is widely used by prospective employers to identify women and minority physicists for job openings. www.aps.org/programs/roster/index.cfm
- **American Society of Hispanic Economists** - asheweb.net/
- **Asian Women in Business** - awib.org/index.cfm?fuseaction=page.viewPage&pageID=816&nodeID=1
- **Association for Women in Science** maintains a job listings page. <https://www.awis.org/>
- **Center for Advancement of Hispanics in Science & Engineering Education - (CAHSEE)** - cahsee.org
- **Committee on the Status of Minority Groups in the Economics Profession** - aeaweb.org/committees/CSMGEP/index.php
- **Committee on the Status of Women in the Economics Profession** - aeaweb.org/committees/CSWEP/
- **Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)** - manrrs.org
- **National Action Council on Minorities in Engineering (NACME)** - nacme.org
- **National Association of Black Geologists and Geophysicists** - nabg-us.org/
- **The National Consortium for Graduate Degrees for Minorities in Engineering and Science Inc.** - gemfellowship.org
- **National Organization for Professional Advancement of Black Chemists and Chemical Engineers** - nbcche.org

- **National Society of Black Engineers (NSBE)** - National Society of Black Engineers seeks increase the number of minority students studying engineering at both the undergraduate and graduate levels. It encourages members to seek advanced degrees in engineering or related fields and to obtain professional engineering registrations. www.nsbe.org
- **National Technical Association** - ntaonline.org
- **Native American Environmental Protection Coalition** - naepc.com/
- **Organization of Chinese Americans** - ocanational.org/
- **Philippine Engineers and Scientists Organization** - <http://www.pinoyengineers.com/>
- **Society for Advancement of Chicanos and Native Americans in Science (SACNS)** - sacnas.org
- **Society of Hispanic Professional Engineers (SHPE)** - Society of Hispanic Professional Engineers is a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science. www.shpe.org
- **Society of Mexican American Engineers and Scientists (MAES)** - maes-natl.org
- **Society of Women Engineers** maintains an online career fair. www.swe.org
- **The Women in Engineering ProActive Network (WEPAN)** - <https://www.wepan.org/>

General Resources:

- **Academic Careers Online** - academiccareers.com
- **American Association for Access, Equity and Diversity** - aaaed.org
- **American Association of University Women** - aauw.org
- **American Indian Graduate Center** hosts a professional organization, fellowship and postdoctoral listings, and a magazine in which job postings can be advertised. www.aigcs.org
- **American Indian Higher Education Consortium** - aihec.org
- **Association on Higher Education and Disability** - ahead.org
- **The Chronicle of Higher Education** - chronicle.com
- **First Nations Development Institute** - firstnations.org

- **Ford Foundation Fellows** has a searchable online directory of minority Ph.D.s in all fields. <https://sites.nationalacademies.org/PGA/FordFellowships/index.htm>
- **HBCU Connect.com Career Center** is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities. <https://hbcuconnect.com/jobs>
- **Hispanic Association of Colleges and Universities** - hacu.net/hacu/default.asp
- **The Hispanic Outlook in Higher Education** - www.hispanicoutlook.com
- **IMDiversity.com** is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity. www.imdiversity.com
- **INSIGHT Into Diversity** - insightintodiversity.com
- **The Journal of Blacks in Higher Education** - jbhe.com
- **Mellon Mays Undergraduate Fellowship Program** provides an on-line list of minority Ph.D.s and their dissertation, book and article titles in all fields. www.mmuf.org/
- **National Association of Asian American Professionals** - naaap.org
- **National Association for Equal Opportunity in Higher Education** - nafeonation.org/
- **National Congress of American Indians** - ncai.org
- **The National Science Foundation Survey of Earned Doctorates** is published yearly. While it does not list individual doctorate recipients, it is a good resource for determining how big the pool of new women and minority scholars will be in various fields. www.nsf.gov/statistics/srvydoctorates/
- **Nemnet** is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color. www.nemnet.com
- **Tribal College Journal of American Indian Higher Education** - tribalcollegejournal.org/
- **United Negro College Fund** - uncf.org
- **Women in Higher Education** - wihe.com

Appendix D: Interviewing

Tips for the Interviewer

- Before any interviews, decide which capacities are most important to the position. Consider, for example motivation, work habits, and initiative in general, as well as interpersonal skills, analytical ability, etc. Develop a list of questions that pertain to each capacity you consider to be important.
- It may be helpful to use behavioral interviewing techniques. That is, rather than asking “how do you react to handle stress during busy times or when facing deadlines?” you might ask the candidate how he or she reacted in an actual situation. For example, you might consider asking the candidate to describe a recent situation in which he or she faced this type of pressure.
- It is a good practice to create a list of all the information you want to convey to candidates. Similarly, it may be helpful to prepare a checklist of important areas that you want to discuss with them.
- It is important to listen to what the person is saying. It is not likely to be useful if you are doing most of the speaking – not only will you not come across well, it is also unlikely that you will learn all that is required to know about the candidate.
- Develop an interviewing style or system and stick with it in each interview. In this way you will be better able to compare candidates using consistent data.
 - Be clear with yourself and with the candidate regarding the time frame in which the decision will be made. However, be careful that you have allowed enough time in the event that the first choice does not accept the position and the committee decides to move on to the next candidate.
- Remember to sell UNT and the faculty position to the candidate – he or she is making a career decision. It is also useful to highlight the advantages of living in the north Texas region.
- End the interview on a positive note, expressing gratitude for the opportunity to meet the candidate and thanking him or her for their time and interest.

Sample Interview Questions

- Who are the other scholars at the cutting edge in your field, and how does your work compare to theirs?
- How will you approach the task of revising your dissertation for publication? What publication venues are you considering?
- How has your research influenced your teaching?
- What do you think it takes to be successful in a faculty position?
- Have you had experience in outcomes-based assessment of student learning?
- Have you had experience in using course management software or instructional technology?
- Give an example of a specific occasion in which you conformed to a policy with which

you did not agree.

- Tell me of the most difficult student experience that you have ever had to handle. What was the outcome?
- What would you describe as your greatest strengths? What do you see as areas for more development?
- What is the biggest mistake you have made in a faculty/administrative capacity?
- How would you describe yourself in terms of your ability to work as a member of a department as a faculty member?
- Describe the most difficult person you have ever worked with and how you handled that person.
- What skills or qualities are important for effectively dealing with students? Give me some examples of when you have displayed these skills or qualities.
- What is your proudest accomplishment?
- What were/are your major responsibilities/duties in your current or last position? Why did you (or why are you planning to) leave your last or current position?

Sample Interview Questions Regarding Diversity

- How have you mentored or supported students on your campus? What about minority students, female students, or international students?
- What steps have you taken to create an environment that is respectful of diversity in your classroom (or your course, discipline, or department)?
- What do you see as the most challenging aspects of an increasingly diverse academic community?
- In what ways have you integrated multicultural issues as part of your professional development?
- How does your own identity impact your work with a diverse staff and student body?

How to assess what you have heard:

- Is the candidate reluctant to discuss issues of diversity, or are they at ease?
- Does the candidate show experience or concern for advancing the university's diversity efforts?

Questions to avoid

There are certain questions that should be avoided. The following chart may be helpful in the interview process:

INQUIRY AREA	UNACCEPTABLE	ACCEPTABLE
National Origin	<ul style="list-style-type: none"> • Are you a U.S. Citizen? • Where were your parents born? • What is your native tongue? • Where were you born? • Any other question designed to identify national origin. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How old are you? • What is your date of birth? • Are you often carded when you go to bars? • Any inquiry that implies a preference for a certain age group, except for legal eligibility to work. 	<ul style="list-style-type: none"> • Can you provide proof, if hired, that you are eligible to work in this position at this institution?
Marital & Family Status	<ul style="list-style-type: none"> • What is your marital status? • How many children do you have? • What childcare arrangements have you made? • If you have to work overtime, do you have children requiring childcare? • Inquiries concerning spouse, spouse's employment, or spouse's salary. 	<p><u>ONLY IF THE JOB REQUIRES TRAVEL:</u></p> <ul style="list-style-type: none"> • Travel is an important part of the job for which you are interviewing. Would you be able and willing to travel as needed by the job? • Would you be willing to relocate if necessary?
Candidate's Organizations	<ul style="list-style-type: none"> • List any clubs or social organizations to which you belong. 	<ul style="list-style-type: none"> • List any professional or trade organizations that you consider relevant to your ability to do this job.

INQUIRY AREA	UNACCEPTABLE	ACCEPTABLE
Handicaps	<ul style="list-style-type: none"> • Do you have any handicaps or disabilities? • Please complete the following medical history. • Have you had any recent or past illnesses or operations? If yes, list and give dates. • What was the date of your last physical exam? • How often will you require time off for treatment? • How often have you been injured or filed claims for workers compensation claims? • How is your family's health? • How often have you been injured or filed claims for workers compensation? • How is your family's health? • General inquiries that would elicit information about handicaps or health conditions that do not relate to job performance. 	<ul style="list-style-type: none"> • Based on the job description, are you able to perform the functions of the job with or without reasonable accommodations?
Personal	<ul style="list-style-type: none"> • What is your gender? • What is your height and weight? • What is your religion or faith? • Do you wish to be addressed as Mrs., Miss, or Ms.? (This would be a not-so-subtle way to ask about marital status.) • Any inquiry regarding sexual orientation. 	<ul style="list-style-type: none"> • Are you able to perform the functions of the job for which you have applied?
Military	<ul style="list-style-type: none"> • If you have been in the military, were you honorably discharged? 	<ul style="list-style-type: none"> • In which branch of the Armed Forces did you serve? • What type of training or education did you receive in the military?

Appendix E: Sample Letters

ACKNOWLEDGEMENT LETTERS MAY ALSO BE SENT ELECTRONICALLY

Receipt of Resume

Current Date

Dr. / Mr. / Ms. Faculty
Candidate
1155 Union Circle
Denton, Texas 76203-5017

Dear Dr. / Mr. /Ms. Candidate:

Thank you for applying for the position of _____ at the University of North Texas. We appreciate the opportunity to consider your candidacy.

We are currently reviewing applications, and will contact those candidates whose skills and experience most closely match the requirements for the position.

We appreciate the time and effort that you put into the application process and thank you for your interest in the University of North Texas.

Sincerely,

Search Chair

Not Selected – Send at end of search

Current Date

Dr. / Mr. / Ms. Faculty Candidate
1155 Union Circle
Denton, Texas 76203-5017

Dear Dr. / Mr. / Ms. Candidate:

Thank you for submitting your application for the position of _____ at the University of North Texas. We appreciated the opportunity to consider your candidacy.

Although your credentials are impressive, we have identified a candidate whose skills and experience more closely match our current needs and desires.

We appreciate the time and effort that you put into the application process and thank you for your interest in the University of North Texas. Best wishes for success in your future career endeavors.

Sincerely,
Search Chair

Appendix F: Interrupting Bias in Hiring

Explicit vs. Implicit bias

Bias: an unfair or irrelevant preference for or dislike of something

Explicit: clear and obvious

Implicit: implied; unstated but understood in what is expressed

Explicit bias is:	Implicit bias is:
Conscious	Unconscious
Deliberate	Denied
Conspicuous	Hidden
Identifiable	Insidious

Impact of Unconscious Bias

- Social stereotypes (positive or negative) of certain groups that are not in our active minds
- Outside our conscious awareness, but it impacts our judgment and behavior including:
 - How we **perceive** people
 - How we **react** to people
 - How **friendly** we are to people
 - How much we **actively listen** to people
 - The amount of **comfort we provide** to people
 - Which aspects of a person we **pay attention to** (the good or the bad)

Common Biases that impact hiring

- **Affinity/Similarity bias** – attraction to people like ourselves or with whom we have an affinity (*e.g.*, went to the same school)
- **Appearance bias** (including height and weight biases) - tendency to think more attractive or taller candidates will be more successful. Beauty is defined by our life experiences and will subsequently impact our perceptions of ability.
- **Confirmation bias** - when we make a judgement about someone, we tend to look for evidence to confirm what we already believe
- **Conformity bias** - peer pressure. If everyone on a committee agreed on one candidate, it is hard to stand up and say, “No, I think this person was just as good or better.”

- **Contrast effect** - comparing candidates to each other instead of the objective job requirements
- **Halo effect** - letting one good thing overshadow the whole (e.g., candidate attended Harvard)
- **Horns effect** - letting one bad thing overshadow the whole (e.g., candidate talks slowly)

Interrupting bias in hiring

Remember it is most often unconscious bias that impacts our hiring decisions. So, you have to challenge yourself and your committee at each stage of the process. It may not always be easy, and it may at times be time-consuming. But exerting this effort when hiring will yield benefits in the long run.

- Draft an **inclusive job posting**.
 - Avoid gender-coded words like "rockstar" or "dominate."
 - See <http://gender-decoder.katmatfield.com/about#masculine>
 - See <https://consciousstyleguide.com>
 - Include only the absolute minimum qualifications. Minority applicants are less likely to apply if they do not meet all the qualifications.
 - Point to inclusive benefits: leave benefits, paid family sick time, insurance, employee resource groups.
- Determine what makes someone a **qualified candidate** when posting the job.
 - If your committee was not involved in the posting, then do this before you look at resumes.
- Post on **job boards** targeting a **diverse** pool of candidates. Include the EO statement.
- Consider having someone not on the selection committee save the documents to pdf and **redact the names** from applications and CVs prior to distribution and evaluation. Simply define them as Candidate # 1, 2 etc. This will reduce the influence of possible biases based on race, sex, or other irrelevant factors.
- Require **accountability** from all committee members on issues of diversity.
 - All members should be asked to **consider their possible biases** and challenge themselves to identify why they like the candidate. If it is hard to articulate, it is likely due to some bias.
 - Consider **appointing a diversity champion** for the committee whose job it is to challenge the group on the issue of diversity of the candidates.
 - Consider having all the committee members answer these questions for themselves when evaluating candidates:
 - *Does this person or their resume remind you in any way about yourself?*
 - *Does this person or their resume remind you of somebody you know? Is that positive or negative?*
 - *Are there things about this person or their resume that particularly influence your impression? Are they really relevant to the job?*
 - *What judgments have you already made about the person? Are these grounded in solid information or are they simply your interpretations?*

- Use a **rubric** to evaluate candidates
 - This helps point out incongruence in the person's qualifications as compared to the hiring decision.
- Identify the **interview questions in advance**.
 - Create and use *interview guides* that provide a place to take notes and score each answer. This increases opportunities to identify where unconscious bias is creeping in.
- **Question** the **disposition of a candidate** when using reasons such as fit, difficult to understand, energetic, too outgoing or flashy. These can be code for marginalized groups.