

# **Faculty Search and Recruitment Toolkit**





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*Deans, Department Chairs, Directors and Search Committees:*

*As a public institution of higher education, we have a particular interest in promoting diversity among faculty, staff, and students. Exposure to diversity is at the core of a meaningful educational experience at the University of Utah. To best prepare students for future challenges and develop critical skill sets, diversity in our faculty and staff is essential. Research has shown that contact with faculty, especially a diverse faculty, is the single largest contributor to students’ retention and graduation. Actively working to hire the brightest and most innovative and diverse faculty and staff provides untold educational benefits for our students as well as the skills they need to succeed in a competitive and diverse workforce.*

*The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students. The University of Utah Health Sciences Campus values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to its mission. This Toolkit for Faculty Hiring offers resources and best practices for attracting and retaining the best faculty. It is critical that deans, chairs, directors, managers, supervisors and search committees familiarize themselves with their responsibilities in order to support this effort in ways consistent with University policies and procedures.*

*The University of Utah is dedicated to providing an exceptional student experience; part of that experience is growing the skills needed to participate and succeed in an increasingly diverse society. Increasing the diversity of our faculty provides educational benefits to all students as we prepare them for the future.*

*Sincerely,*



Vivian S. Lee

Senior Vice President, Health Sciences



David W. Pershing

Senior Vice President, Academic Affairs





FACULTY HIRING POLICIES AND PROCEDURES

The faculty hiring process at the University of Utah is supervised by different offices to ensure compliance with federal and state regulations and to recruit diverse pools of candidates. The Office for Equal Opportunity and Affirmative Action ensures that federal and state reporting requirements are met.

For academic departments and programs that are not part of the Health Sciences, the Office for Equity and Diversity provides oversight for faculty job posting and advertising, recruitment and position offers. The Office for Faculty provides oversight for the faculty appointment, hire, and tenure processes.

For the Health Sciences Colleges and other health science academic departments and programs, oversight is provided by The Office of Faculty Affairs in the Vice President for Health Sciences Office.

The Office for Equity and Diversity and the Office of HSC Faculty Affairs strives to meet three goals in faculty recruitment:

- Provide information to help departments recruit diverse pools of candidates;
- Ensure that federal, state, and University regulations are followed in recruitment and job offers;
- Provide information and resources to assist departments in attracting and securing outstanding candidates.

For detailed information on the faculty hiring process, please contact the appropriate office listed below:

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INTRODUCTION

The University of Utah complies with all state and federal laws regulating equal opportunity, nondiscrimination, and affirmative action in employment. As an institution we believe in the educational value of a diverse student body, staff, and faculty population as essential for the future growth and success of the University of Utah as well as the state of Utah. A campus population that reflects all aspects of diversity (experience, skills, socioeconomic background, race/ethnicity, gender, sexual orientation, gender identity/expression, disability, military service, color, religion, national origin, etc.) broadens and strengthens the university’s instructional and research programs.

The University of Utah is making strides to achieve many aspects of diversity in our student population. However, we have not been as successful in attaining racial, ethnic and gender diversity within our faculty. Institutional leadership, as well as national research, indicates extensive research universities must develop a greater awareness and outreach in order to fully diversify their faculty. The University of Utah leadership is committed to improving the diversity of the campus and therefore, diversity and retention of faculty are valued throughout this document.

The “Faculty Recruitment Toolkit” was developed to offer faculty search committees the information and resources necessary to achieve greater awareness of hiring within institutional values as well as to provide an overview of proven best practices for recruiting, attracting, and retaining diverse, highly qualified faculty members.

The toolkit has been divided into sections representing the “stages” of the search and appointment process including: 1) Planning & Initiating the Search; 2) Evaluating Applicants; 3) Making the Hire; and 4) Forms & Policies.

*The Faculty Recruitment Toolkit is a resource to be used by departmental, college, and institutional search committees and outlines a series of best practices for faculty recruitment. University regulations, rules, and procedures in effect and as interpreted by the University govern faculty recruitment and appointments.*



**FIGURE 1 FACULTY SEARCH COMMITTEE CHECKLIST AND TIMELINE**

	Date Due	Step	Description
BEFORE THE SEARCH		1	Justification to Open Faculty Search entered into PeopleAdmin Applicant Tracking portal to be routed for approval
		1a	ALTERNATE: Exception to policy – request for abbreviated search or waiver of search entered in to PeopleAdmin Applicant Tracking portal to be routed for approval
		2	Position announcement/advertisement drafted and attached to PeopleAdmin Posting Request
		3	Develop Recruitment Strategy (i.e., where to place ads/position announcement; active recruitment strategies; letters, list-serves, etc.). For assistance with best practices for recruitment please contact appropriate office for either Health Sciences or Academic campus
		4	Chair of Search Committee selected by Chair/Dean
		5	Search Committee members identified and entered into PeopleAdmin Posting
		6	Contact Office of Equal Opportunity for mandatory search committee training
SEARCH PROCESS		7	Contact HSC Office of Faculty Administration for Search Committee Orientation and Training if in Health Sciences
		8	Ads/position announcements posted, personal contacts made
		9	Applications collected via PeopleAdmin applicant tracking and routed to search committee
		10	Applicants are sent confirmation/thank you letters through PeopleAdmin
		11	Applicant pool is reviewed by cognizant Vice President for Diversity If pool is broad and diverse/ approval to move to interview
		12	Stage 1 Interview of top tier 1 candidates (including candidates who meet Veteran's Preference eligibility)
		13	Candidates not selected for interview must be processed within PeopleAdmin and sent thank you/ not selected notification through PeopleAdmin system
SELECTION APPOINTMENT		14	Campus visits scheduled through PeopleAdmin for Stage 2 Interviews
		15	Final faculty candidate sent to department faculty for vote to hire
		16	Search Committee prepares hiring proposal through PeopleAdmin including: <ul style="list-style-type: none"> <li>Proposed offer letter language</li> <li>Justification for selection and overview of search process</li> <li>Sources of Funding</li> </ul>
		17	Move to Faculty hire e-PAF and documentation

**FIGURE 2 FACULTY SEARCH PROCESS: RECRUITMENT**

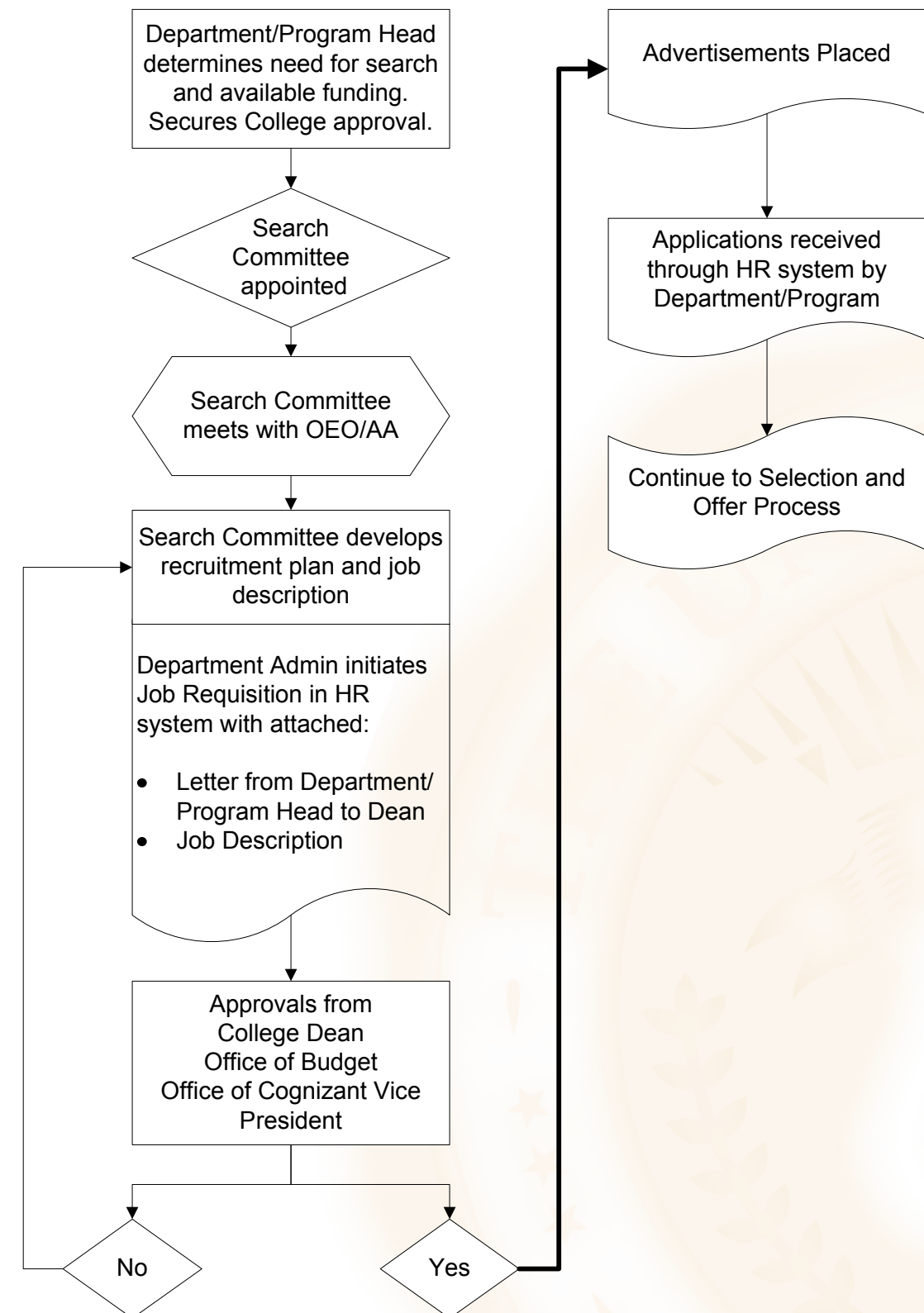
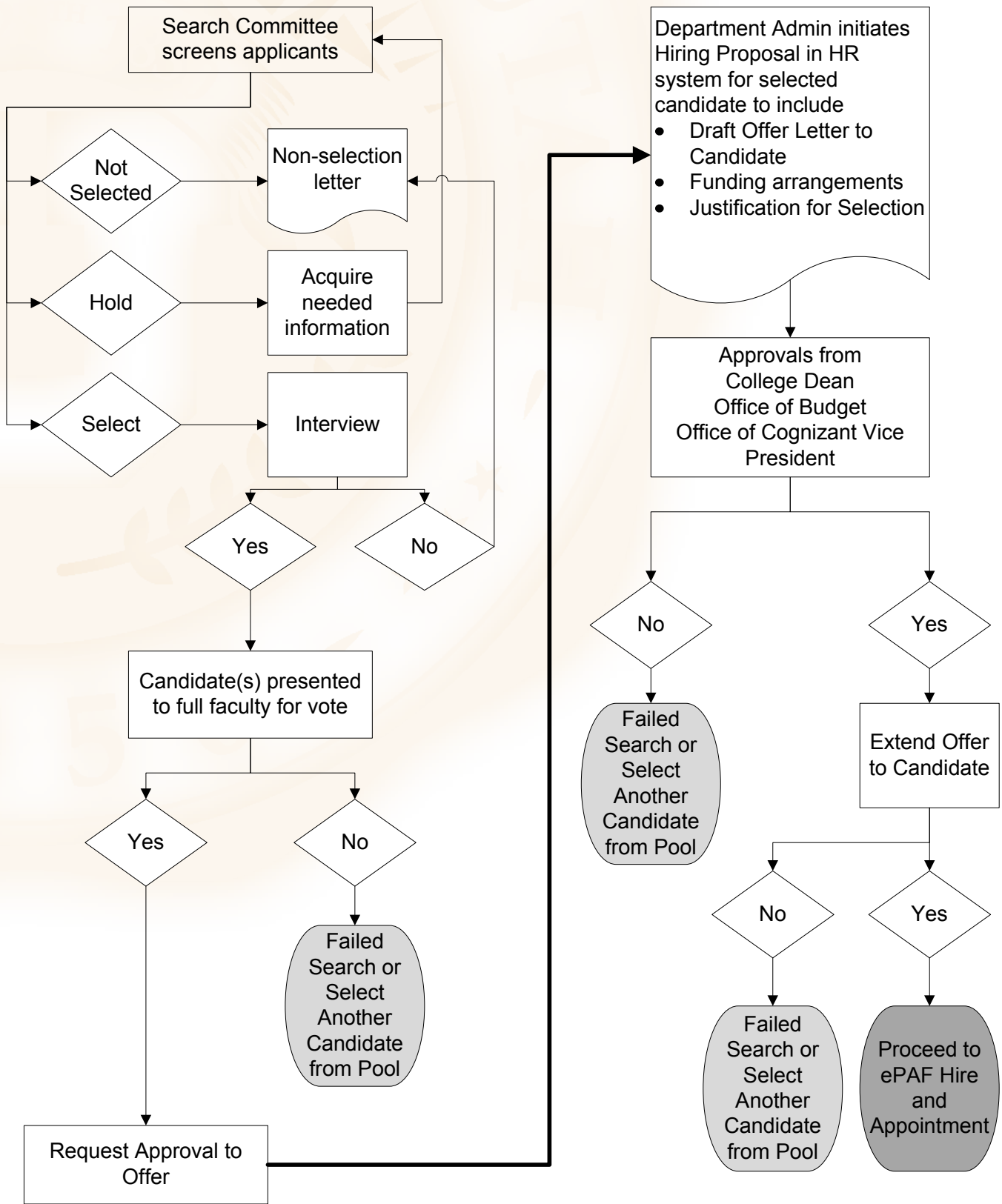




FIGURE 3 FACULTY SEARCH PROCESS: SELECTION AND OFFER



## PLANNING AND INITIATING THE SEARCH

### The Search Committee

#### Role of the Appointing Authority

##### Search Committee Composition

- o Include members with different perspectives and expertise and faculty who are committed to diversity and excellence or have a demonstrated record of realizing the benefits of a diverse faculty.
- o Ensure that women and people of color have an equal opportunity to serve on search committees, and conversely that these faculty members are not being over-burdened with service activities due to their gender or ethnicity. To avoid isolation and discounting of these faculty members, include more than one faculty member with this experience or commitment.
- o Designate one search committee member as responsible for oversight of equal opportunity and equitable review practices (or request a Faculty Diversity Liaison from the appropriate office for either academic campus or Health Sciences).
- o Use faculty from outside of the searching department if necessary to ensure that these perspectives are included.
- o Use female and diverse students and community members if necessary to ensure that these perspectives are included.

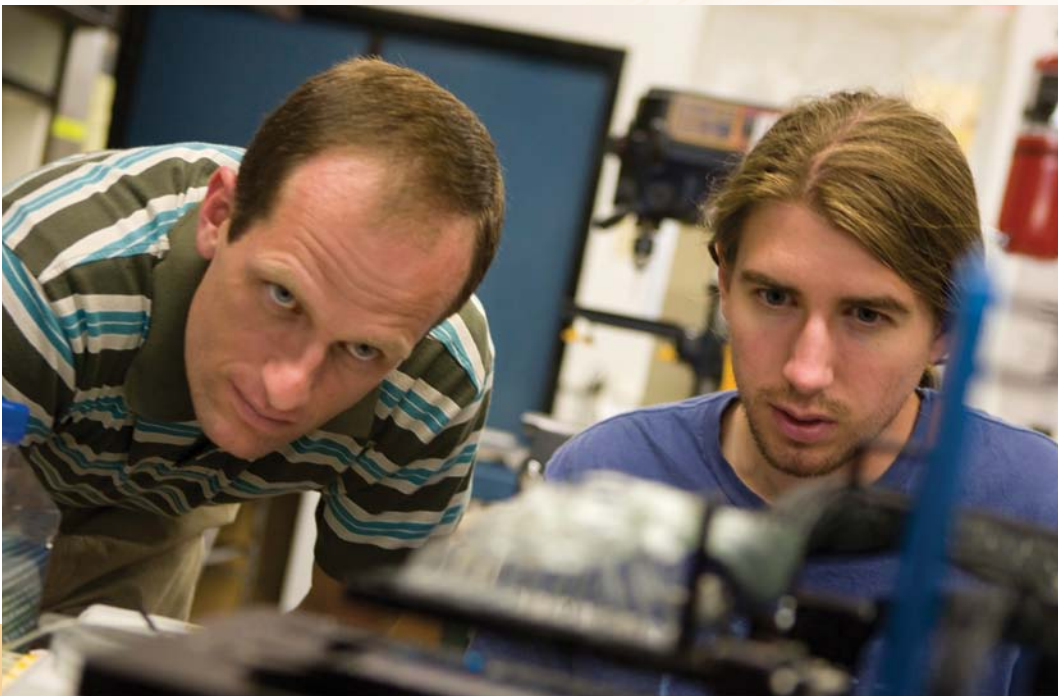
##### Search Committee Charge

- o Provide search committee members with a charge for the search including an expectation to conduct a fair and equitable search using best practices identified in this toolkit to recruit a diverse applicant pool.
- o Provide the search committee with a copy of The Faculty Recruitment Toolkit.
- o Emphasize institutional values and missions for excellence and commitment to diversity.
- o Identify selection criteria for position and work with search committee to finalize position description.

#### Role of the Chair of the Search Committee

The Search Committee Chair has overall responsibility for managing a proactive, timely, fair, and legal search process. The Search Committee Chair is responsible for defining what the roles and expectations are for the search committee as well as each individual committee member. This should include adherence to university regulations.

Failure to recruit and fairly evaluate a diverse pool of candidates may jeopardize your search. The President, cognizant Senior Vice President, and Associate Vice President for Equity and Diversity have the authority to challenge your applicant flow record and, if necessary, will request that the search committee reconvene the search.



### Chairing an Effective Committee

The Search Committee Chair should establish processes, ground rules, and evaluation criteria before the committee reviews any applications for the position. Discuss “lessons learned” from previous searches and establish how the committee will manage the overall search process to better serve the department and candidates. The Chair should determine with the committee how discussions and recommendations/actions should be recorded and what the rules are for discussion, including how to handle disagreements. Some issues to consider are:

- o Requiring that all statements made about candidates be backed up by facts;
- o Establishing criteria to decide which candidates are invited to campus;
- o Managing communication with other departmental faculty members who may not be members of the search committee;
- o Defining the end product and timeline of the search.

In order to maintain a fair, equitable, and legal search process, it is important that the same evaluation criteria be applied to ALL candidates. Adding “special” or additional criteria for one candidate and not another in the midst of the process is not equitable and should not be allowed. The committee should use the position description to develop evaluation criteria and all committee members should receive a hard copy of evaluation criteria prior to reviewing any applicant packets.

It is also important to give all candidates a similar experience when they visit the University of Utah campus, including providing candidates with an information packet about the department, the college, the University of Utah campus, and Salt Lake City. However, this does not mean that candidate agendas must be identical as it may make sense to have candidates with varying experience meet with different colleagues and connect with different communities while visiting. Search committees should host candidates in a way that reflects both the culture of the department and campus as well as sensitivity to the needs of the candidates, and should provide transportation and lodging arrangements for all candidates. The Office of the Associate Vice President for Equity and Diversity can assist with arranging meetings with appropriate faculty outside of the searching department/program and with community members.

### Role of Committee Members

The role of the Search Committee is to identify a list of potential faculty candidates to present to the department and/or college. The search process requires active involvement of all committee members including posting the advertisement, making formal contacts with other institutions to identify potential candidates, attendance at national conferences, networking with colleagues, and maintaining contact with potential future candidates. Successful searches may require some or all of the following duties.

- Provide input on recruitment strategies and advertising plans.
- Research peer institution colleagues to find potential candidates.
- Tap into formal and informal networks to identify potential candidates.
- Reach out proactively to national peers by email, letter, or phone to identify potential candidates, including potential nominations of women and other under represented faculty.
- Review and assess all applicant files using established criteria (reviewers should commit to spending a minimum of 15-20 minutes per applicant to ensure equitable review of all candidates and allay potential for unconscious biases to shape evaluation).
- Host candidates during campus visits, ensuring that the candidate is welcomed to an inclusive campus that reflects their individual needs.
- Understand the potential for unconscious or implicit bias, and be willing to take action to ensure equitable decision-making throughout the process.
- Maintain confidentiality of the process at all times:
  - o All search committee deliberations, as well as all information related to the work of the committee, whether verbal or written must remain confidential.
  - o Within thirty days of completion of the search, transfer all related files and confidential information to the appropriate staff member for retention as required by university policy.

### Search Committee Processes

- Schedule formal training with the Office of Equal Opportunity and Affirmative Action (801-581-8365) prior to beginning any search activities.
- Consider inviting a representative from the appropriate office for academic campus or Health Sciences to offer advice on best practices for creating position announcements, developing a recruitment plan and advertising strategy, active recruitment efforts, as well as training on the effects of unconscious bias on the recruitment process.
- Establish processes and ground rules before the committee begins its work.
- Ensure compliance with applicable laws and policies.
- Maintain evaluative consistency/fairness throughout the process.
- Maintain confidentiality of candidates and process.
- Promote a collegial working atmosphere within the committee.
- Draft job announcements and position descriptions and develop objective evaluation criteria.
- Prepare search committee report and list of finalists to be presented to department and/or college.

### Candidate Interaction and Visits

- Make sure that candidates are treated in the manner that we would want to be treated during the recruitment process.
- Ensure that candidates are provided with all relevant information regarding the position, department, college, and University of Utah.
- Be attentive to the candidates’ needs during campus visits including facilitating interactions with external communities and colleagues in other departments.
- Maintain consistent communication with candidates during the recruitment/search process. It is the expectation of the University of Utah that all candidates are kept informed of the process and expected timelines.
- Respect unsuccessful applicants’ time by notifying them of non-selection as soon as a committee decision has been made.





### Closing the Search

- Complete all required University of Utah forms to either hire a candidate or formally close the position. Most searches are approved for one year but may be granted an extension if the department is actively interviewing or negotiating with candidates from the original pool of applicants.

### Role of the Faculty Diversity Liaison (HSC/Academic campus)

The Search Committee should consider requesting a faculty diversity liaison to serve as a member of the search committee from the appropriate office for either the academic campus or Health Sciences. The Faculty Diversity Liaison will attend the first search committee meeting and provide information regarding best practices for recruiting and retaining diverse faculty at the University of Utah including training the search committee on unconscious biases that may impact recruitment, evaluation, and selection of candidates. The Faculty Diversity Liaison can help:

- Research a wide variety of advertising options and work with the search committee to develop a recruitment strategy that meets the needs of the search and fulfills the mission of attracting a diverse pool of candidates;
- Review the recruitment strategy to ensure broad recruitment strategies are utilized and may request changes to the plan if it is unlikely to net a broad applicant pool;
- Work with the search committee on active recruitment strategies;
- Compare the applicant pool with institutional demographics as well as the availability data and make recommendations for additional recruiting strategies as required;
- Request objective evidence should colleagues begin to overuse schemas or evidence biases;
- Help the search committee welcome candidates and create an inclusive candidate visit.

### Role of the Office of Equal Opportunity and Affirmative Action

The Office of Equal Opportunity and Affirmative Action (OEO/AA) is committed to ensuring a quality environment at the University of Utah where all members of the university community are treated in an equitable and fair manner. The Office of Equal Opportunity will present search committee members with all information regarding legal standards and institutional practices surrounding equal employment and access and affirmative action at the University of Utah including:

- Encouraging outreach and recruitment of diverse students, faculty, and staff in programs and activities;
- Providing accommodations for applicants with disabilities;
- Conducting applicant interviews that enable search committees to thoroughly inquire about the candidate's qualifications and suitability for the position and to avoid areas of inquiry that may raise discrimination concerns;
- Ensuring fair employment practices by developing, monitoring, and reporting on the effectiveness of the University's Affirmative Action Plan, which includes hiring and evaluation procedures.



### Active Recruitment – Broadening the Applicant Pool – Strategies to Increase Diversity

One goal of the search committee will be to generate a list of considered applicants that includes women and under represented faculty. Active recruitment has been identified as one method for increasing the diversity of applicant pools in the academy by moving past strategies that just 'tap' the pool for candidates, towards active recruitment strategies aimed at 'generating' a diverse list of potential candidates. Active recruitment is the process of "generating a pool rather than merely tapping it" (NSF ADVANCE Michigan, 2007). Active recruitment strategies recognize that simply drafting and posting an announcement is not sufficient in achieving a diverse applicant pool, but rather in order to identify the broadest possible pool of potential candidates, all members of the search committee must actively recruit candidates. Following is a list of best practices in active recruitment.

- Establish and cultivate long-term relationships and connections with those who may become applicants for a position at some future point, especially those from underrepresented groups.
- Consider moving outside the 'usual' range of institutions from which you currently recruit.
- Draft position announcements broadly to attract the widest possible range of qualified candidates.
- Work with the Faculty Diversity Liaison to draft a position announcement that includes language that expresses the interest of the University of Utah to identify candidates who are able to advance our commitment to diversity and inclusion.
- Work with the Faculty Diversity Liaison to identify advertising sources/locations that will attract women and faculty of color, such as special subgroups of professional organizations, or focused conferences.
- Make contact with faculty at Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs) and Tribal Colleges, as they are usually good sources of recommendations for applicants to recruit. Building relationships with faculty members in analogous academic units in these institutions can create a "pipeline" for excellent applicants as faculty members in these institutions recommend their own and other students.
- Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds.
- Ask current faculty and graduate students to help identify women and under represented faculty candidates.
- Place announcements in websites, list-serves, journals, and other publications aimed specifically at under represented minorities and women.
- Attend conferences that provide opportunities to recruit candidates.
- Identify individuals who have achieved excellence outside academe.
- Consider "cluster hires" of several faculty members from underrepresented groups to avoid isolation and tokenization.
- Avoid potential backlash from active recruitment strategies:
  - Women and under represented candidates wish to be evaluated on the basis of their credentials; avoid subtle or overt indications that they are being valued only on their gender or race.
  - Focus on candidates' scholarship, qualifications, and potential academic role in the department.



### **Best Practices for Searching for and Valuing Diversity**

University policy prohibits discrimination based on a candidate's race, gender, color, religion, national origin, sexual orientation, gender identity/expression, age, disability or genetic information. However, to attract excellent faculty who will contribute to the University's diversity imperative, search committees may give special consideration to the following in faculty appointments<sup>1</sup>:

- Candidates who have engaged in service to increase participation in science, education, humanities, fine arts, or social sciences by groups historically under represented in higher education; for example:
  - Participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities and other individuals who are members of groups historically excluded from higher education;
  - Serving as an advisor to programs such as Women in Science and Engineering, SACNAS or other equivalent programs in all disciplines;
  - Exceptional record mentoring students and junior faculty from groups under represented in their field or historically under represented in higher education.
- Candidates who have made a contribution to pedagogies addressing different learning styles; for example:
  - Designing courses or curricula designed to meet the needs of educationally disadvantaged students;
  - Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.
- Candidates who have an understanding of the barriers facing women and domestic minorities in science careers or higher education careers generally, as evidenced by life experiences and educational background.
- Candidates who have significant experience teaching students who are under represented in higher education; for example:
  - teaching at a minority serving institution;
  - record of success advising women and minority graduate students;
  - experience teaching students with disabilities.
- Candidates who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them.
- Candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or their understanding of the experiences of groups under represented in higher education.
- Candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and domestic minorities in science and other academic disciplines; for example:
  - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
  - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
  - evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students in higher education.
- Candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues.
- Candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:
  - research that addresses issues such as race, gender, diversity and inclusion;
  - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
  - research that addresses questions of interest to communities historically excluded by or underserved by higher education
  - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

### **National and Regional Data – Reviewing the Department and Pool**

The Office for Equity and Diversity maintains links and data on its website that search committees can review to determine the diversity of other selected PAC-12 institutions. Also provided is data on the national pool of graduates in various disciplines tracked by the national Survey of Earned Doctorates. Data and other resources can be found at [www.diversity.utah.edu/faculty](http://www.diversity.utah.edu/faculty).



<sup>1</sup> These guidelines were developed by UC Berkeley as a way of valuing and recruiting for diversity (University of California, Berkeley, Faculty Diversity Policies and Guidelines, 2011)



Table 1 Journals/Sources of General Interest to Consider for Diversity

The Affirmative Action Register	<a href="http://www.aar-eeo.com">www.aar-eeo.com</a>
Academic Careers online	<a href="http://www.AcademicCareers.com">www.AcademicCareers.com</a>
American Association of University Professors	<a href="http://www.aaup.org">www.aaup.org</a>
Association for Women in Science	<a href="http://www.awis.org">www.awis.org</a>
CIC Directory of Minority Ph.D., MFA, and MLS Candidates and Recipients	<a href="http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx">http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx</a>
Diverse Issues in Higher Education	<a href="http://www.diverseeducation.com">www.diverseeducation.com</a>
Diversifying the Faculty Resources	<a href="http://www.aacu.org/publications/divfacintro.cfm">http://www.aacu.org/publications/divfacintro.cfm</a> (American Association of Colleges & Universities) (Turner, 2002)
Diversity & Affirmative Action in Higher Education	<a href="http://www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm">www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm</a>
Diversity Digest	<a href="http://www.diversityweb.org/Digest/what_is.cfm">http://www.diversityweb.org/Digest/what_is.cfm</a> (American Association of University Professors)
Hispanic Outlook in Higher Education	<a href="http://www.hispanicoutlook.com">www.hispanicoutlook.com</a>
How to Diversify Faculty: The Current Legal Landscape	<a href="http://www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm">www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm</a>
The Association of American Colleges and Universities	<a href="http://www.aacu.edu/org/issues/diversity">www.aacu.edu/org/issues/diversity</a>
The Chronicle of Higher Education	<a href="http://www.chronicle.com/jobs">www.chronicle.com/jobs</a>
The Minority and Women Doctoral Director	<a href="http://www.mwdd.com/index.asp">www.mwdd.com/index.asp</a>

Advertising – Language, placement, and requirements

Beginning a faculty search provides departments and programs with the opportunity to assess current strengths and needs and to create a search process that actively progresses the department/program in its goals. Position descriptions should be flexible documents that seek to strengthen the department/program’s research, teaching and service missions. New descriptions for each search should be created to reflect the needs of the unit at the time of the search rather than simply using or updating pre-existing descriptions. In order to attract the widest range of qualified candidates, descriptions should be as broad as possible while still consistent with the needs of the department/program. Qualifications shown as requirements must be adhered to in the selection process. Search committees and department/program hiring authorities should thoroughly consider the qualifications that are necessary to the position and carefully distinguish between minimum qualifications and preferences. Avoid language in the job description or advertisement that may have the effect of excluding applicants from underrepresented communities, women or disabled applicants.

Advertisements for faculty positions should include the job description as well as:

- Desired rank or title of the position (rank may be flexible if recruiting at various levels);
- Preferred discipline, sub-disciplines or areas of specialties;
- Specific education requirements, experience; any special knowledge, skills, or abilities needed;
- Specific duties for which an individual will be responsible;
- Position duration (include when position begins) as well as length of annual appointment (e.g. nine or twelve months);
- Regular tenure track or otherwise;
- Deadline for receipt of application; addresses (electronic, physical or both) for responses. If department is not using a close date, advertisement should include the following language: “Open until filled.”

The following statements must be included in all advertisements:

.....  
*The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a[strong or demonstrated]\*commitment to improving access to higher education for historically underrepresented students.*

*The University of Utah is an Equal Opportunity/Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veteran’s preference. Reasonable accommodations provided. For additional information:*

*<http://www.regulations.utah.edu/humanResources/5-106.html>*

*\*committee should select either “strong” or “demonstrated” to include with this statement*

Additional language or preferences that indicate the department/program understands of the educational benefits of diversity will help to attract applications and generate a broad pool of possible candidates.

To assist in building a diverse pool of applicants, advertising for all faculty searches must be placed in venues that reach women and diverse communities. At least two such venues are required for units reporting to the Senior Vice President for Academic Affairs as well as the Senior Vice President for the Health Sciences. Usually the most productive venues are field-specific sub-groups of professional organizations or focused conferences. A list of suggested general and field-specific venues is available on the website of the Office for Equity and Diversity: [www.diversity.utah.edu/faculty/advertising.php](http://www.diversity.utah.edu/faculty/advertising.php). See Table 1 Journals/Sources of General Interest to Consider for Diversity.

Please note that the Department of Labor requires that we provide at least one hardcopy print advertisement for the job opportunity that was placed in a national professional journal in order to hire a foreign national into a faculty position. If it is possible that a foreign national would be selected, the search committee should procure and keep on file the actual print advertisement for documentation.





Process for Approval to Recruit

For approval of recruitment plan, please refer to appropriate appendix for academic campus (See 2 Approval to Recruit Process for Academic Campus) or Health Sciences Campus (See 1 Approval to Recruit Process for Health Science Campus) to determine appropriate documents and routing.

Drafting a Position Description

To avoid discriminatory practices, your position description must be based on the essential functions of the position (these should have been identified at the first committee meeting).

In order to draft the position description as well as the evaluation criteria the committee needs to define the essential functions of the job. The Americans with Disabilities Act (ADA) defines an essential function as a job duty that must be performed by the person in the position, or a job duty that is not performed frequently but is critical to the position. Clearly defined criteria assist in making decisions, ultimately saving time and effort. In addition, if the committee consistently applies these criteria during the evaluation process, decisions are less likely to be challenged by candidates and administration. The position description is not the same thing as the proposed advertisement though it will include many of the same components. A good position description will:

- Provide prospective applicants with enough information to determine whether the position is appropriate for them;
- Describe the duties, responsibilities, and commitments required;
- Consider what duties are essential to the position, versus just preferred. Can you use “preferred” instead of “required,” use “should” instead of “must?”;
- Outline qualifications (e.g., education, experience, special knowledge or skills);
- Develop broad descriptions of scholarship, experience, or disciplinary background required;
- Contain no unconscious assumptions or discriminatory language;
- Be flexible with arbitrary numeric measures.

Documentation and Records Retention

Records of each search must be retained by the department/college for 3 years from the conclusion of the search. Copies of all advertisements must be retained, as well as a description of the recruitment strategy. A list of all applicants considered for the position, with their contact information, should also be retained. The list should include dates of any candidate interviews along with copies of the visit itinerary. Committee minutes should be included with a list of interview questions and evaluation criteria used for evaluating candidates. A copy of the final search report should also be retained.

Extending or Re-Opening a Search

Approvals for faculty searches are issued for one year. Extending a search beyond a year is possible if the department is still actively involved in evaluating, interviewing or negotiating with applicants from the original recruitment pool. Extending a search by re-advertising to generate a larger recruitment pool is unallowable – this is considered a new search and requires that the old search be closed and a new search process begun, including resubmitting documents to begin a new search.

Closed searches can only be reopened in extraordinary cases where a department wishes to make an offer to a candidate from the original recruitment pool. Typically this is discouraged and departments are encouraged to open a new search and invite promising applicants from the previous search to apply again.

EVALUATING APPLICANTS

Screening Applications & Creating a Short List

Search committees should discuss and develop criteria for screening in advance of receiving applications. Be certain to address all criteria that may be pertinent to the goals of the hire and the development or program – specialty areas, diversity, and research methods may be some of these. The relative weighting of each criterion should also be addressed so that all members are clear on the most important requirements as well as those that are desirable or preferred. Consider generating a matrix with these criteria for committee members to use while evaluating applications – these might be divided into areas for research, teaching, service, mentoring, etc. to generate top applicants in each area. A sample matrix is provided in Sample Document 5 Candidate Evaluation Matrix.

It is important to consider an applicant’s entire career – some applicants may have less traditional routes to the professoriate and may have academic or employment gaps or time spent in professional positions. Evaluating the entire career can help understand all of the strengths an applicant will bring to the position and the department. Building this recognition into the screening criteria will help search committees assess these strengths relative to others. Ignoring these life experiences may deprive departments of strong candidates. All eligible applicants for the position must be screened and evaluated in the same manner, using job-related criteria.

Unconscious Bias and Evaluation of Candidates

There is a wealth of information on bias and assumptions in hiring generally as well as in faculty hiring specifically. It is important for search committee members to be aware of the possibilities for bias in screening applications. Some areas that show potential for bias are:

- Homogeneous search committee;
- Poorly articulated screening criteria or rigidity in a screening matrix;
- Inconsistent weighting of criteria among committee members;
- Inaccurate or unconscious assumptions about merit;
- Unconscious bias or assumptions about applicants based on gender or other group generalizations;
- Ignorance or misunderstanding of social norms or customs of other cultures.

Many of these potentials for bias can be mitigated by good communication in committee meetings regarding these topics and follow-up with individual members by the committee chair to ensure that members are clear on instructions or assignments. Unconscious bias and assumptions are less easy to mitigate and the consequences can range from undesirable to severe.

Research shows that every one of us brings a lifetime of experiences and cultural history that shapes our evaluation of others. Results from several studies in which people were asked to make judgments about human subjects demonstrate the potentially prejudicial nature of our many implicit or unconscious assumptions. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring.

- \* *When evaluators were busy, distracted by other tasks, and under time pressure, they gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they gave ample time and attention to their judgments (Martell, 1991).*
- \* *When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point (doorway) was provided (Biernat, 1991).*
- \* *When asked to choose counselors from among a group of applicants with marginal qualifications, students more often chose white candidates than African American candidates with identical qualifications (Gaertner & Dovidio, 2000).*
- \* *Preference for males was greater when women represented a small proportion of the pool of candidates (as is typical in many STEM fields) (Heilman & Stopeck, 1985).*

Several research studies have found that biases and assumptions can affect the evaluation and hiring of candidates in academia. These studies show that the assessment of CV's, evaluation of journal articles (Palardi, 1983), and the language and structure of letters of recommendation are significantly influenced by the sex of the person being evaluated (Trix & Psenka, 2003). These assumptions can impede efforts to recruit and review an excellent and diverse pool of candidates (Steinpreis, Anders, & Ritzke, 1999). Search committees should openly discuss these assumptions and be aware of the assumptions and biases that may be unconsciously interjected into the evaluation process.

Some ideas for minimizing the influence of bias and assumptions are:

- Increase the representation of women and people from underrepresented communities in both the search committee and the applicant pool;
- Discuss research on biases and assumptions as a search committee and consciously strive to minimize their influence in the evaluation process;
- Apply well-articulated evaluation criteria consistently to all applicants;
- Spend sufficient time evaluating each applicant – at least 20 undistracted minutes;
- Evaluate each applicant's entire file – do not depend too heavily on one aspect to speak to evaluation criteria;
- Periodically evaluate the pool to determine whether women and people from underrepresented groups are included and consider whether biases and assumptions are influencing your decisions.

Much of the information in this section was taken from an informational brochure developed by the Women in Science and Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison. The full brochure can be found at: [http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_2ndEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf) and is useful for distribution to search committees to begin a discussion about bias and assumptions. The WISELI website has additional information, articles and brochures on academic hiring available at: <http://wiseli.engr.wisc.edu/>

**Evaluation of Candidates - Tiered Review**

Committees should use a review process that separates applications into tiers beginning by separating minimally-qualified applicants from unqualified applicants and applicants with incomplete files. Qualified applicants should then be separated into at least two tiers based on the agreed-upon criteria.

- Large pools of applicants may require that search committees divide up applications for thorough evaluation. It is advisable that each application receive an evaluation from at least two committee members.
- Sufficient time should be given to each applicant's file to ensure a fair and thorough review. Most research on this topic recommends at least 20 minutes for each application. Many researchers have concluded that an undistracted, thorough review of this time length is the best counterbalance to unconscious and unintentional bias or assumptions.
- Generate a tier-2 list first– this list would include all candidates who meet an agreed upon level of the criteria for screening. If the committee has divided up the full list of applicants, this list would be based on individual member's recommendations and would thus underscore the importance of at least two reviews for each application.
- Generate a top-tier list as a full committee from those applicants in the tier-2 list. This ensures that all well-qualified candidates are thoroughly considered by all committee members.
- Documenting why each applicant has been screened out during the process is vital to appropriate record keeping. The department or program, as well as the search committee, must be able to defend such decisions if a complaint is filed and an investigation required.

**Veterans reference at the University of Utah**

The Office of Equal Opportunity and Affirmative Action (OEO/AA) is responsible for assuring that qualified veterans applying for faculty positions are given preference, pursuant to state and federal law, in the hiring process. Veterans are given the opportunity to self-identify and claim the preference as part of the application process. Once OEO/AA receives the appropriate documentation from the applicant, they will notify the department or program of the eligible veteran. Departments and programs must follow the following steps in order to be in compliance with policy:

Part 1 ▼	<ul style="list-style-type: none"><li>• The search committee will evaluate candidates according to published job posting criteria and sort into groups.<ul style="list-style-type: none"><li>• Example: Tier 1, Tier 2, Tier 3 and so on.</li></ul></li><li>• Veteran status is not considered in the initial sort.</li><li>• There must be a review of application materials for any preference-eligible Veteran not placed in top tier.</li></ul>
Part 2 ▼	<ul style="list-style-type: none"><li>• Any preference-eligible Veteran evaluated as being among the top tier will be granted an interview.</li><li>• The interview given to a preference-eligible Veteran will be with the same format and conditions as other top-tier candidates.</li></ul>
Part 3 ▼	<ul style="list-style-type: none"><li>• Any preference-eligible Veteran evaluated as being on the border of moving into the top tier will be moved into that group and granted an interview.</li></ul>
Part 4 ▼	<ul style="list-style-type: none"><li>• Preference-eligible Veterans who are in the 2nd tier or lower will not receive an interview.</li><li>• Exception: If other lower-tier applicants are interviewed at any time in the search process, then all preference-eligible Veterans within the same tier will be granted an interview using the same conditions and format.</li></ul>

Once the search committee has generated a top-tier list and followed Veterans Preference requirements, the interview process can begin.





References

The search committee should determine how they want to handle references, whether it is 1) having letters sent directly to the search committee chair or 2) soliciting references identified by the candidate (at discretion of committee). The committee should also determine the appropriate time in the process to handle references; collecting letters before first interviews, for all top-tier applicants or only for finalists may be appropriate given the nature of the search committee or department. When soliciting letters it is advisable to include a copy of the position description. The writer should be informed that the recommendation will be treated confidentially only if s/he requests confidentiality specifically in their letter. The search committee is not obligated to solicit letters from all references provided by the candidate but may choose to contact only those they believe have the most pertinent information<sup>2</sup>. Notes should be taken during the conversations with candidates’ references so that a written record of the conversation may be placed in the application packet. Reference letters should be formally requested using the University of Utah’s People Admin Recruitment System. If the timeframe is limited, telephone references may be obtained but three written letters from referees external to the University of Utah will still be required for the selected candidate in order to process the appointment. Issues to consider when using telephone references include:

- The search committee may contact references that are not provided by the candidate, however, it is advisable to inform candidate of these contacts;
- The search committee may not ask questions of a reference which are not permitted to ask of the candidate in an interview;
- All questions must be job-related and similar for all candidates;
- A written record of the telephone reference must be generated and kept with the applicant’s file.

See Sample Document 6 Request for Letters of Recommendation

Interviews

Developing Interview Questions

Search Committees should establish a core set of interview questions to be asked of all candidates scheduled for interviews (whether face-to-face, teleconference, or on campus). Questions should be based on the job-related criteria by which candidates are to be evaluated.

Candidates should be interviewed with the desired skills, attributes, and functions of the position in mind. Departments may wish to consider including behavior-based interviewing techniques to understand a candidate’s potential based on actual past behaviors rather than rely on responses to hypothetical questions.

Heath Sciences committees may wish to use value-based interviewing, based on the Exceptional Patient Experience. See Table 7 Value Based Interviewing Example.

Appropriate and Inappropriate Questions

Search committees should attend training with the Office of Equal Opportunity and Affirmative Action prior to interviewing any candidates. All questions asked of candidates should be related to the academic/business requirements or needs as listed in the position announcement. In particular, search committee members should avoid asking candidates questions regarding race and/or ethnicity, age, disability status, religion or creed, pregnancy, non-professional organizational membership affiliation, veteran status, or sexual orientation. For more information and resources on appropriate questions for the interview process please visit the OEO/AA website at: <http://www.oeo.utah.edu/>

See Table 2 Permitted and Prohibited Pre-Employment Questions

Interviewing at Professional Meetings, Conducting Telephone or Teleconferencing Interviews

Search committees may choose to conduct telephone interviews (or off-campus interviews, interviews at the airport, conferences, etc.) with candidates. Telephone interviews or off-campus interviews should be recorded in the search committee documentation and retained with records of the search.

<sup>2</sup> If the department anticipates recruiting faculty with the award of tenure at the time of appointment, solicitation of letters must be in compliance with University Regulations 6-303.

Suggestions for interview preparation include:

- Schedule the call/meeting with candidates and interviewers and establish duration of interview (typically 30 minutes is sufficient);
- Prepare core questions from agreed-upon criteria;
- Determine the order in which interviewers will ask questions;
- Test teleconferencing equipment and procedure prior to the interview.

Suggestions for conducting the interview include:

- Introduce individual participating committee members;
- Describe an outline of interview;
- Ask questions pertaining to background, experience, and contributions;
- Allow time for candidate’s questions;
- Explain next steps of search process;
- Thank candidates for their time.

Conducting On-Campus Interviews

Search committee members should view themselves as “recruiters” and commit to providing “concierge-level” service to all candidates. This commitment sends the message that the University of Utah is serious about attracting and retaining top-quality talent (Mallon, Grigsby, & Barrett, 2009).

During on-campus interviews, part of the concierge-level service means that the search committee is attentive to balancing the interview with the interests of the candidate. Search committees are encouraged to use a consistent interview schedule, but also encouraged to give individual consideration to candidates, tailoring the schedule to accommodate each candidate’s personal and professional interests. Search committees should also consider publicizing job presentations beyond their own department and college and obtain written evaluations from those attending for the committee’s review.

Search committees should provide candidates with clear and comprehensive information regarding the position, the campus, and the community as preparatory materials prior to the visit. These may include (but are not limited to):

- Institutional and departmental strategic plans;
- Institutional and departmental financials;
- Institutional and departmental histories and fact sheets;
- Institutional and departmental summaries in education, research, and clinical care;
- Selected summaries or excerpts of departmental reviews;
- Details on important strategic initiatives, and/or new programs;
- Brief bio-sketches on all individuals with whom the candidate will meet;
- Details of the local community and region;
- Other important non-confidential materials such as information on dual-career services, university benefits, child-care offices etc.

Some logistics to consider when planning on-campus interviews include:

- Reimbursing candidates expenses (e.g. airline tickets, hotel reservations, etc.);
- Transportation between airport, hotel and campus;
- Addressing any special needs (disability accommodation, dietary requirements);
- Individual and group meals;
- Selecting someone to greet the candidate;
- Avoiding accidental “run-ins” if you have multiple candidates visiting at once;

- Providing a tour of department and/or campus and community;
- Providing any additional information to candidates;
- Providing information to interviewers (CV, letters, publications, evaluation forms);
- Planning visits with community or other campus personnel or entities. This may be especially important for candidates from underrepresented communities to be able to identify colleagues and local communities. The Office of the Associate Vice President for Equity and Diversity can help organize meetings with local community members.

### Interviewing Applicants with Disabilities

Search committees are required to provide accommodations and access to candidates with disabilities, which may include an interpreter, reader, guide, or site modifications for mobility impairments. Search Committee members should not deny any accommodation requests. The Office of Equal Opportunity will assist search committees with identifying necessary and reasonable accommodations prior to candidate interviews.

Below are some useful tips to help search committee members during the interview:

- For candidates with hearing impairments:
  - Use a normal voice, do not shout;
  - When using an interpreter, address the candidate, not the interpreter;
  - Allow time for interpreting;
  - If candidate lip reads, maintain eye contact and speak clearly.
- For candidates with visual impairments:
  - Identify yourself and anyone else present;
  - Provide alternative forms for printed material;
  - Do not touch the candidate; allow him/her to take your arm if necessary;
  - Candidates with service animals must be allowed equal access.
- Avoid inquiry about a candidate's disability, condition, duration of disability or whether s/he may have a disability;
- Candidates may be asked to address/demonstrate how they would perform essential functions of positions with or without accommodation.

### Interactions with Candidates

Prior to the visit, the search committee should make sure that the candidate's curriculum vita, a copy of the position announcement and a copy of the interview schedule are provided to everyone who will be expected to interview or meet with the candidate. Search committees should consider inviting a relocating spouse and/or partner to accompany the candidate on the campus visit. Arrange a visit with Dual Career Services in Human Resources if agreeable to the guest.

Items to consider prior to campus interviews include:

- Sending candidate an information packet;
- Confirming travel, lodging, meals, and transportation;
- Confirming with search committee members their responsibility for hosting, escorting candidates from airport and other locations to campus and scheduled meetings;
- Arranging a tour of the local community;
- Arranging a campus tour and meetings with groups of interest to the candidate;
- Scheduling a meeting with the Department Chair, Dean, or other leadership team members;
- Arranging meetings with staff, faculty, and graduate students;

- Scheduling initial and debriefing interviews with search committee members;
- Scheduling candidate's presentation/research seminar;
- Scheduling a meeting with the diversity liaison;
- Scheduling breaks as suitable for candidates to rest;
- Announcing candidate's presentation/research seminar beyond the department and college.

### Closing the Interview

Once candidates' visits have concluded, the search committee should inform candidates of the proposed timeline for filling the position as well as provide candidates with next steps in the process. Once the search committee has concluded all candidate interviews, the search committee should submit final recommendations to the hiring authority. Using the format requested by the hiring authority, the search committee should highlight each candidate's strengths, weakness, and likely contributions to department, college, and institution.

### Public Disclosure

Some parts of faculty searches are subject to public disclosure. The names of search committee members are public, as are the finalists for each position. Search committees should inform finalists at the time of inviting them to a campus interview that their names and curriculum vita will be publically disclosed for review. In the interest of protecting confidentiality in the beginning processes of the search however, search committees should not release applicant names beyond those members of the committee and other departmental or program personnel involved in the search. Additionally, no search-related documents should be released or circulated beyond committee members and other departmental or program personnel involved in the search.

### Notification to Unsuccessful Candidates

Applicants make a significant investment of time to prepare their materials for application and deserve the courtesy of timely communication from the search committee. Search committees should be diligent in maintaining communication with all applicants regarding the process of the search. Unsuccessful applicants should be notified as soon as the decision has been made that the applicant will no longer be considered for the position. These decisions may happen at many stages during the progress of the search and committees should notify applicants as soon as possible. Detailed explanations of why an applicant was not selected are neither required nor recommended.

Faculty searches are typically long processes and first-time applicants may not be aware of the timelines. It is important to maintain communication with applicants who are still under consideration so that they are aware of the process. Each communication with applicants should be considered an opportunity to present the University of Utah in a positive light, regardless of whether the department or program ultimately hires the applicant. Respectful communication with applicants underscores the desirability of coming to the University of Utah either for the current search or future searches.





## MAKING THE HIRE

### *Negotiating and Making an Offer*

How a department handles the negotiation process can have a lasting impact on the immediate hiring outcome as well as the retention and career of the newly-recruited candidate. Each department will need to determine how best to move through the negotiation process. Recommendations to consider in the timely handling of faculty appointment negotiations include:

- Negotiate in an honest and open manner. Provide your faculty candidates with all of the necessary information to facilitate a fair and equitable negotiation (including negotiations for compensation, space, teaching loads, staff, travel, and moving expenses);
- Identify a list of potential items that may be negotiable and consider providing this to the candidates up front;
- Consider asking the candidate to provide a list of their needs (e.g., equipment, lab requirements, administrative support, course releases, moving expenses, dual-career hiring issues, childcare, etc.);
- Ensure that any potential recruitment incentives are in compliance with University regulations and practices. For specific questions about recruitment incentives, please contact the appropriate faculty affairs representative. For a list of recruitment incentives available through University Regulations please see Table 6. Faculty Recruitment Incentives;
- Negotiate separately each element specified within the offer contract (e.g., teaching releases, research support, moving expenses, housing assistance, etc.);
- Conduct an open and honest search to ensure that faculty candidates come in to the department satisfied with the search and negotiation process. This in turn aids in the successful long-term retention of highly talented faculty.<sup>3</sup>

Some best practices for drafting an offer letter include:

- Include full title of position and specific reporting relationships and responsibilities when appropriate;
- Outline any tenure and funding implications in the offer letter;
- Define any administrative appointment roles in the governance structure of the department, college, or university;
- Include financial compensation and overview of benefits;
- Specify expectations of performance as well as percentage of effort that has been set aside for each expectation as appropriate;
- Research continues to suggest that faculty remain unclear about expectations and how these expectations translate into the formal retention, promotion, and tenure processes. These tensions have the potential to result in lack of satisfaction and may potentially result in attrition. To ensure that we are retaining our highly talented faculty, we highly recommend that departments provide as much information regarding expectations and the relevance to the retention, promotion and tenure processes as early as possible;
- Develop career development and mentoring opportunities and resources for new faculty recruitments, regardless of rank and outline them in the offer letter;
- Consider adding language about conditions of resignations or termination if appropriate. For more information, see University Regulations: Policy 6-307: Resignations.

### **Process for Approval to Offer**

For approval of offer, please refer to Appendix 3 Approval to Offer Process for both Academic and Health Sciences Campuses.

### **Appointments**

**For University policies on appointment see: Policy 6-302: Appointments Department and College Voting for New Faculty Appointments**

Recommendation for Tenure, Full-time Clinical, Lecturer, Research, Visiting, and Adjunct faculty appointments are initiated at the department level and submitted successively, for evaluation, and recommendation, to department faculty for review and approval, the College Dean, and the cognizant Vice President and are then forwarded to Central Administration for final approval by Board of Trustees and Academic Senate. All offers of faculty appointments are conditional on the successful approval of all levels.

Candidates for appointment to faculty positions should be given reasonable notice about the University procedures that will be followed for consideration of such appointments, including the roles to be played by the appointments advisory committees and administrators.

### **Action by the Department Faculty Appointments Advisory Committee**

- The department chairperson shall convene and chair the department faculty appointments advisory committee at appropriate times to consider proposed appointments.
- After full consideration and discussion, the votes of the committee members shall be taken as follows, for each candidate considered<sup>4</sup>:
  - o All members of the committee (junior and senior faculty) shall vote on a recommendation as to the making of the appointment for Instructor and Assistant Professors.
  - o If it is proposed that the appointment be made at Associate Professor or Professor, then there shall be a separate vote taken among only those members holding a rank equivalent to or higher than that proposed appointment rank.

For considering secret or open balloting:

- For appointments, committee votes on specific candidates shall presumptively be conducted by secret ballot.
- Open ballot may be used if faculty unanimously determine that open balloting is appropriate.
  - o Decision must be made via secret ballot at or before the meeting,
  - o Decision must be unanimous.

For defining the quorum:

- A quorum of the department faculty appointments advisory committee shall consist of two-thirds of the members eligible to vote (as defined under committee membership).
  - o Faculty on formal leave of absence shall not be counted in determining quorum.
  - o Department chair shall advise eligible faculty on leave or otherwise absent of the proposed action and shall request written opinions prior to the meeting.
  - o Absentee votes must be received prior to the meeting during which a vote is taken by the committee.
  - o Absentee opinions shall be disclosed at the meeting, and votes will be recorded and counted as all other votes.

The committee membership shall include the entire tenure track faculty, consisting of the professors, associate professors and assistant professors (both tenured and tenure-eligible), except as follows:

- The chairperson of the department shall serve as chairperson of the committee but shall not vote on actions of the committee.
- Deans, and other administrative officials who are required by the regulations to make their own recommendations in an administrative capacity, and who hold regular faculty appointments within the department, may attend meetings and participate in discussions, but shall not vote on actions of the committee.
- If approved by a majority of the regular faculty, other interested persons, who may include non-tenure track faculty, tenure-track faculty from outside the department, staff, students, and community representatives, may be allowed to participate in discussions with the committee, but shall not vote on actions of the committee.

For consideration of clinical, lecturer, research, visiting and adjunct track appointments:

- Current auxiliary faculty (as described in PPM 6-300) may be allowed to serve as voting members of the departmental committee for particular cases involving appointments to auxiliary faculty positions if the following conditions are met:
  - o College council has adopted a policy allowing such participation of auxiliary faculty for departments within the college.
  - o Majority of the tenure track faculty of the department has approved the inclusion of auxiliary faculty on the committee either by continuing policy or for purposes of a particular appointment decision.
  - o Whenever any auxiliary faculty are made members of the committee for purposes of a particular appointment recommendation, the department chairperson shall include a description of such participation in the written report transmitted to the dean of the college provided for in Part D of this policy.
  - o Once non-tenure track faculty have been incorporated into the departmental faculty committee, they will count towards the two-thirds quorum of eligible members for all non-tenure track appointment decisions.

<sup>4</sup> All committee deliberations and votes are personnel actions and should be treated with confidentiality in accordance with university policy. By majority vote the committee may at any time move to executive session, from which some or all non-voting participants may be excluded to ensure such confidentiality.

<sup>3</sup> ADVANCE: University of Michigan, Handbook for Faculty Searches and Hiring, 2009-10 <http://www.umich.edu/~advproj/handbook.pdf>

### Hire eForm

The University of Utah recognizes two types of faculty, regular (tenure generating) and auxiliary (non-tenure track). To formally appoint faculty members to the University of Utah, departments will need to submit a hire e-form prior to the proposed effective date.

#### Hire eForm instructions for faculty:

All attachments must be submitted as separate PDF files. The letters of recommendations are to be sent as one PDF.

If the Dean signs the Chairperson's recommendation letter, then only the Chairperson's recommendation is required. If the Dean does not sign the Chair's letter, then both the Chair's letter and the Dean's letter is required. If you are submitting attachments with hire eForm, they must be saved with the following titles:

- Curriculum Vitae
- Letters of recommendation
- Chairperson's recommendation
- Dean's recommendation
- Offer letter to applicant/ Signed letter of acceptance

The date and vote of the Department/College faculty for the appointment must be included in the comment box. For regular faculty hires with the title of Associate Professor or Professor, both the Vote to Hire and Vote on Rank must be included.

Items to consider when completing the eForm include:

- The faculty title on the eForm must be the same title in the chair's letter of recommendation;
- All attachments must be included at the time the eForm is submitted; otherwise the paper file will need to be sent. Partial attachments will not be accepted;
- If faculty will be unpaid in their appointment, choose job category of "non-employee" in eForm;
- It is critical to list all education not just terminal degree. Click on the magnifying glass, click on the description box and choose "contains" in the drop down box, then type the institution name or one word in the description box. Make sure it is in ALL CAPS. Call the Office for Faculty (585-5355) if you still cannot locate the school code;
- When the employee ID is assigned, the next day all IT functions like provisioning an Email account, UCard, Building Badge, and Library Labs access will be available;
- W-4 forms should be sent directly to tax services for processing (411 Park Building) or completed on line in CIS by the employee once their eForm has had final approval and job data is in PeopleSoft;
- Direct Deposit forms can be mailed directly to payroll or completed on line in CIS by the employee once their eForm has had final approval and job data is in PeopleSoft.

### Exception to Search Policy

The University of Utah is best served when a national search is performed for faculty candidates. There are, however, rare occasions when a national search is impractical because of circumstances. A waiver of national recruitment for a tenure-track faculty position may be requested in instances where departments have an opportunity to offer a position to an outstanding scholar in the field, wish to transfer an outstanding auxiliary faculty member to a tenure-track position, or offer a position to a spouse of another new hire or as part of a retention package for an existing faculty member.

When these circumstances exist and if approved, a department can fulfill the advertising and search requirements by performing an abbreviated local search. Open a Position Request for Faculty hire in PeopleAdmin portal with the attached documents:

- Letter from the Department Chair to the College Dean detailing the reasons for the request to waive a national search and the funding sources including:
  - The benefit to the department, college and university of the proposed hire;
  - The potential contribution to campus equity and diversity of the potential hire;
  - The likelihood of finding a better or similarly qualified candidate if a search was conducted.
- Letter from the College Dean to Associate Vice President for Equity and Diversity (academic campus) or to Associate Vice President for Academic Affairs Health Sciences indicating support of requested waiver;
- Draft of the offer letter to the candidate;
- Candidate's CV and three letters of recommendation;
- Any other supporting documentation.

Questions should be addressed to:

#### **ACADEMIC CAMPUS**

*Jennifer Aoyagi Bangerter, Ed.D.*

*Director, Administration and Faculty Recruitment*

*Office for Equity and Diversity*

201 Presidents Circle, Room 204

Salt Lake City, UT 84112

801-581-7569 j.aoyagi.bangerter@utah.edu

#### **HEALTH SCIENCES CAMPUS**

(COH, CON, COP, SOM, Eccles Library)

*Jennifer Allie, Ph.D., MPA*

*Director, Office of Faculty and Academic Personnel UUHSC*

30 N 1900 E, Room 1C047B

Salt Lake City, UT 84132

801-581-5705

jennifer.allie@hsc.utah.edu



FORMS AND APPENDICES

1 Approval to Recruit Process for Health Sciences Campus

HEALTH SCIENCES CAMPUS  
(COH, CON, COP, SOM, Eccles Library):  
Jennifer Allie, Ph.D., MPA  
Director  
Office of Faculty and Academic Personnel UUHSC  
30 N 1900 E. Room 1C047B  
Salt Lake City, UT 84132  
801-581-5705 | jennifer.allie@hsc.utah.edu

Departmental process:

- Draft position description.
  - o To prepare a position description describe:
    - Duties;
    - Responsibilities;
    - Commitments required by position.
  - o Reflect:
    - Educational preparation;
    - Experience;
    - Special knowledge;
    - Skills required to carry out position.
  - o Include Statement of Values for HSC Faculty Position Descriptions (required for SOM Departments; strongly encouraged for all other HSC departments):

*The University of Utah Health Sciences Center is a patient focused center distinguished by collaboration, excellence, leadership, and Respect. The University of Utah HSC values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.*
- Draft proposed advertisement (based on position description). The department must advertise for a minimum of 30 days through at least:
  - o Two (2) national sources, and at least one advertisement in a journal aimed at EEO/AA (see [www.diversity.utah.edu/faculty/advertising.php](http://www.diversity.utah.edu/faculty/advertising.php));
  - o Considering an International Hire? Position must also appear in at least one (1) national PRINT advertisement or two (2) Sunday issues of the Salt Lake Tribune, depending on the position (i.e. electronic postings and ads do not work);
  - o All advertisements must contain the mandated OEO clause:

*The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, disability, or status as a Protected Veteran. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University's nondiscrimination policy or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm. 135, (801) 581-8365.*
- All advertisement should also contain diversity affirming statement:

*The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a demonstrated commitment to improving access to higher education for historically under-represented students.*
- Complete the Request for Recruitment via PeopleAdmin.
- Once the Recruitment Request is completed, an approved requisition number will be generated for the position.
- Complete purchasing requisitions for all journals/sources.
- Submit purchasing requisitions to Jennifer Allie for approval signature.
- Schedule meeting with OEO representative: 801-581- 8365.

- After ad has appeared for 30 days you may begin selection/offer stage.

2 Approval to Recruit Process for Academic Campus

ACADEMIC CAMPUS:  
Jennifer Aoyagi Bangerter, Ed.D.  
Director, Administration and Faculty Recruitment  
Office for Equity and Diversity  
201 Presidents Circle, Room 204  
Salt Lake City, UT 84112  
801-581-7569 | j.aoyagi.bangerter@utah.edu

Departmental process:

- Draft position description.
  - o To prepare a position description describe:
    - Duties;
    - Responsibilities;
    - Commitments required by position.
  - o Reflect:
    - Educational preparation;
    - Experience;
    - Special knowledge;
    - Skills required to carry out position.
- Draft proposed advertisement (based on position description).
  - o Use at least two (2) sources targeting a diverse audience (see [www.diversity.utah.edu/faculty/advertising.php](http://www.diversity.utah.edu/faculty/advertising.php)).
  - o Considering an International Hire? Position must also appear in at least one (1) national PRINT advertisement or two (2) Sunday issues of the Salt Lake Tribune, depending on the position (i.e. electronic postings and ads do not work).
  - o All advertisements must contain the mandated OEO clause:

*The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, disability, or status as a Protected Veteran. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University's nondiscrimination policy or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm. 135, (801)581-8365.*
- All advertisement should also contain diversity affirming statement:

*The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a demonstrated commitment to improving access to higher education for historically under-represented students.*
- Complete the Request for Recruitment via PeopleAdmin.
- Once the Recruitment Request is completed and approved, a requisition number will be generated for the position.
- Complete purchasing requisitions for all journals/sources.
- Submit purchasing requisitions to Jennifer Bangerter for approval signature.
- Schedule meeting with OEO representative; 801-581- 8365.



3 Approval to Offer Process for both Academic and Health Sciences Campuses

Complete Hiring Proposal through PeopleAdmin portal.

- Detail the process of the search, the qualifications of the candidate and the faculty votes.
- Appropriate Offer Letter language based on track (sample offer letters in appendix). All University of Utah Offer Letters must minimally include:
  - o Rank and track;
  - o Appointment date;
  - o Appointment contingent upon usual University approval process:
    - *In accordance with University of Utah policy, this offer of appointment is contingent upon final approval of the President and Board of Trustees of the University of Utah;*
  - o Criminal background check (and drug testing if applicable): See University of Utah Regulation 5-130;
    - *As an employee of the University you will be required to comply with all applicable policies and procedures of the University. It is Utah State law that the University of Utah performs a criminal background check on all full-time employees. This offer of employment is conditioned upon your successfully passing a pre-employment criminal background check. University policies are available online at [http://www.regulations.utah.edu/humanResources/Rules/rule\\_5-130A.html](http://www.regulations.utah.edu/humanResources/Rules/rule_5-130A.html).*
  - o Describe Retention, Promotion and Tenure (RPT) time frame and goals. We also recommend that you include a link to departmental criteria that will be used for RPT evaluation:

Junior faculty review:	The initial term of your appointment will begin on _____, 20__. Faculty hired as (rank) in the tenure track will undergo a formal mid-tenure retention review (insert year(s) of review); and will be considered for promotion to Associate Professor and award of tenure in the seventh year (insert year). In addition, the department will conduct annual informal reviews to assess progress.
Senior faculty review	The initial term of your appointment will begin on _____, 20__. Faculty hired as (rank) in the tenure track will undergo a mid-tenure retention (insert year of review); and will be up for award of tenure in the fifth year (insert year). In addition, the department will conduct annual informal reviews to assess progress.

- Please include a copy of the “INFORMATION LETTER” ([http://www.hr.utah.edu/forms/lib/Accurate\\_Background\\_Check\\_Info.pdf](http://www.hr.utah.edu/forms/lib/Accurate_Background_Check_Info.pdf)) with the offer letter to be sent to the candidate.
- Once faculty candidate has accepted the offer, the department will need to schedule a criminal background screen as outlined in University Regulations 5-130. It is critical that you let the candidate know that the hiring process will not go forward until they have completed this online information to initiate the background check. The background check will be initiated by your HR Representative. The candidate will be sent an e-mail with instructions to log in and complete the background authorization form online within a specific period of time. You will be notified by your HR Representative when the candidate has been cleared for hire. Maintain a copy of this notification for the appointment process.

Sample Documents

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Sample Document 1 Committee Chair Charge

We are writing to ask you to provide an important institutional service as a member of the Search Committee for the {DEPARTMENT} in the College of {{{COLLEGE}}} at the University of Utah. We appreciate your willingness to serve as search committee chair. The responsibility of the search committee is to locate and recruit an outstanding individual who has the breadth and depth of knowledge in {{neurobiology and anatomy and administration}}} to successfully lead the department. This individual should have a clear vision for the role of the department in educating future scientists and physicians as well as generating the knowledge upon which the discipline is based. The {{{FACULTY POSITION BEING RECRUITED}}} is also expected to work collaboratively with other departments and academic leadership in the College and the University to build excellent interdisciplinary programs in education and research.

It is important that we recognize the need to enhance the diversity of our leadership group. Therefore, we urge you to make extra effort to identify and evaluate qualified women and minority candidates. Our offices will work to define the resources necessary for a successful effort in this regard. The committee should anticipate that resources will be clearly defined and outlined for those candidates being recruited.

We expect the committee to closely coordinate the recruitment efforts with me. We would both like to review your recommendations prior to candidates being invited for interviews and we want very much to be involved in all of the visits. Thank you for assisting in this important task. {INSERT ADMINISTRATIVE OFFICE NAME} will be contacting you to set up the first committee meeting. Those being asked to serve on this committee are {INSERT COMMITTEE MEMBER NAMES}.

Sincerely,

HIRING AUTHORITY

Sample Document 2 Committee Member Charge

I am writing to ask you to provide an important institutional service as a member of the Search Committee for the {{{POSITION}}} in the {{DEPARTMENT}}, {{{COLLEGE}}} at the University of Utah. {INSERT COMMITTEE CHAIR NAME} will serve as search committee chair. The responsibility of the search committee is to locate and recruit an outstanding individual who has the breadth and depth of knowledge in neurobiology and anatomy and administration to successfully lead the department. This individual should have a clear vision for the role of the department in educating future scientists and physicians as well as generating the knowledge upon which the discipline is based. The {{{POSITION}}} is also expected to work collaboratively with other departments and academic leadership in the College and the University to build excellent interdisciplinary programs in education and research.

It is important that we recognize the need to enhance the diversity of our leadership group. Therefore, we urge you to make extra effort to identify and evaluate qualified women and minority candidates. Our offices will work to define the resources necessary for a successful effort in this regard. The committee should anticipate that resources will be clearly defined and outlined for those candidates being recruited.

We expect the committee to closely coordinate the recruitment efforts with me. We would both like to review your recommendations prior to candidates being invited for interviews and we want very much to be involved in all of the visits.

Thank you for assisting in this important task. {INSERT ADMINISTRATIVE OFFICE NAME} will be contacting you to set up the first committee meeting. Those being asked to serve on this committee are {INSERT COMMITTEE MEMBER NAMES}.

Sincerely,

HIRING AUTHORITY

Sample Document 3 Notice to Candidate of Nomination

Professor Smith  
Albany Medical Center  
123 W Anywhere  
Albany, NY 12208

Dear Dr. Smith:

We are conducting an international search for a senior faculty member in the Department of \_\_\_\_\_ at the University of Utah. Your name has been placed in nomination for this position, and we hope you will agree to be an active candidate. I am pleased to invite you to submit your Curriculum Vitae and the other materials described in the attached copy of the advertisement that has been posted.

The department faculty has a strong record of accomplishment in research and teaching, and it interacts productively with groups in other departments on campus. Salt Lake City is an attractive place to live and offers a wide variety of easily accessible recreation. For more detailed information, please look at the department website, [www.edu](http://www.edu), and other resources at the University site, <http://utah.edu>.

Please do not hesitate to contact me if I can provide further information on the University, the department or the search.

Yours sincerely

Sample Document 4 Candidate Evaluation Sheet

Evaluation Form for Candidate Review<sup>5</sup>  
FACULTY SEARCH

Name of Applicant: \_\_\_\_\_  
Current Position: \_\_\_\_\_  
Institution: \_\_\_\_\_

Reviewer:							
A.	Academic Excellence	*1	2	3	4	5	CE
Comments: Current research funding essential							
B.	Teaching Experience	*1	2	3	4	5	CE
Comments:							
C.	Administrative Experience	*1	2	3	4	5	CE
Comments: Prior experience as a Chair is not a requirement							
D.	Leadership Capabilities	*1	2	3	4	5	CE
Comments:							
D.	Institutional Service	*1	2	3	4	5	CE
Comments:							
D.	Harmonious Team Member	*1	2	3	4	5	CE
Comments: Able to work harmoniously with faculty and other Chairs							
E.	References/Comments from home institution:						
F.	Overall Assessment	*1	2	3	4	5	CE
Comments:							

<sup>5</sup> Scoring system: 1 = the ideal candidate; 5 = someone we wouldn't take under any circumstances; CE = can't evaluate from current information. Use the comments section in each category to highlight particular accomplishments (or failings) for the other members of the committee). This can (and should) include personal knowledge or information from other sources.



Sample Document 5 Candidate Evaluation Matrix

APPLICANT	SCHOLARSHIP	REQUIRED				VALUED			
	1. Established Agenda in .... 2. Research Focus on ...	Doctoral or terminal degree in ...	Strong Methodo-logical Skills (Quantita-tive, Qualitative, etc.)	Epistemo-logical stance informing research, policy, practice...	Experience working in settings and with students from diverse backgrounds, demonstrated commitment to improve access for under-represented students	Research, teaching, service reflect value of equity and social justice and commitment to improve conditions of underserved communities in U.S.	Ability to promote and sustain collegial and collaborative relationships	Ability to prepare both researchers and practitioners	Experience in or working knowl-edge of ...

Sample Document 6 Request for Letters of Recommendation

«NAME»  
«TITLE»  
«ADDRESS1»  
«ADDRESS2»  
«ADDRESS3»  
«CITY», «ST» «ZIP»

Dear Dr. «LNAME»:

\_\_\_\_\_, (M.D., Ph.D.) has been nominated for the {{{POSITION}}}} at the University of Utah Department of {{DEPARTMENT}} and has given the Search Committee permission to request letters of reference. We would greatly appreciate your candid appraisal of Dr. \_\_\_\_\_ since this will be invaluable to the search committee in completing a thorough evaluation of the candidate’s suitability for the position.

- Please evaluate the candidate’s work in the areas listed below with which you are familiar:
- a. National and international recognition
  - b. Research/scholarly activity and its quality
  - c. Teaching experience and ability
  - d. Administrative experience and leadership ability
  - e. Other aspects of the candidate’s personal qualities or experience that are relevant to their potential to be a successful department chair.

We are aware of the time and effort your response requires and appreciate your help. Your prompt reply would be greatly appreciated.

Yours sincerely,



*Sample Document 7 Applicant not Selected/Will not be Interviewed*

«NAME»  
«TITLE»  
«ADDRESS1»  
«ADDRES2»  
«ADDRESS3»  
«CITY», «ST» «ZIP»  
Dear Dr. «LNAME»:

Thank you very much for taking the time to submit your application for the {{POSITION}} search at the University of Utah Health.

At this time however, I regret to inform you that the search committee will not pursue your candidacy for the above position beyond this point. This in no way should be viewed as a reflection on your obvious talents. Rather, this decision must be viewed in the context of the very competitive field of candidates we were privileged to consider.

Thank you for your interest in the University of Utah. On behalf of the search committee, I wish you continued success with your exciting pursuits.

Yours sincerely,

*Sample Document 8 Acknowledgment Receipt of Application*

Professor Smith  
Albany Medical Center  
123 W Anywhere  
Albany, NY 12208

Dear Dr. Smith:

We are glad to receive your application for the position of ((POSITION)) in the Department of \_\_\_\_\_ at the University of Utah. I expect the initial screening of applicants to be completed (((Date))). You will be notified of your status after that date.

Please do not hesitate to contact me if I can provide further information on the University, the department or the search.

Yours sincerely,



Table 2 Permitted and Prohibited Pre-Employment Questions<sup>6</sup>

In general: When preparing questions for candidate interviews, make sure that the questions are related to the academic/business requirements or needs of the position.

Race/Ethnicity	A candidate may not be asked questions concerning his/her ethnic background and national origin. The information required for federal reporting is collected through the application system.
Age	A candidate may not be asked questions concerning age. Inquiries regarding retirement should be avoided.
Disability Status	<p>Prior to a job offer, a candidate may not be asked questions concerning whether s/he has a disability or health problem which may affect job performance. A candidate may only be asked if s/he can perform the essential functions of the job, or if there is anything that would prevent him/her from performing the job.</p> <p>It is the responsibility of the candidate to inform the University that s/he has a disability and to request reasonable accommodations. In light of the Americans with Disabilities Act, it is important to consult with the Office of Equal Opportunity and Affirmative Action if any questions arise regarding disabilities.</p>
Religion or Creed	A candidate may not be asked questions concerning religious denomination, religious affiliations and/or church attendance. To avoid possible conflict with religious or other personal convictions, a candidate may be advised of normal hours or days of work required by the position.
Pregnancy	Questions regarding pregnancy or future pregnancy should not be asked. A candidate may be asked about expected duration in the position or anticipated absences if the questions are asked of all candidates and weighted equally for males and females.
Organizational Membership	A candidate may be questioned regarding organizational memberships, which would be associated with the ability to discharge the responsibilities of the position. However, a candidate may not be questioned regarding membership to any organization which might indicate the race, religion, national origin or ancestry of its members.
Veteran's Status	Questions about dates of service and information on service assignments are permitted if they are job related. A candidate may not be asked about the type of discharge or about service related disabilities. Information supporting claims of Veteran's Preference is obtained through the Office of Human Resources.
Sexual Orientation	A candidate may not be asked questions regarding his/her sexual orientation.

<sup>6</sup> Source: Office of Equal Opportunity & Affirmative Action, University of Utah

Table 3 University of Utah Policies & Procedures Governing the Hiring Process

POLICY	RELEVANCE TO THE HIRING PROCESS
<b>Policy 5-106: Equal Opportunity &amp; Nondiscrimination Employment.</b> <a href="http://www.regulations.utah.edu/humanResources/5-106.html">http://www.regulations.utah.edu/humanResources/5-106.html</a>	Prohibits discrimination based on race/ethnicity, gender, color, religion, national origin, sexual orientation, gender identity/ expression, age, disability, genetic information or protected veterans.
<b>Veteran's Preference.</b> <a href="http://www.admin.utah.edu/facdev/pdf/veterans-procedures.pdf">http://www.admin.utah.edu/facdev/pdf/veterans-procedures.pdf</a>	Preference in the hiring process is given to those veterans who meet minimum job qualifications and establish eligibility by providing the necessary documentation.
<b>Policy 6-302: Appointments</b> <a href="http://www.regulations.utah.edu/academics/6-302.html">http://www.regulations.utah.edu/academics/6-302.html</a>	Policy governs all appointments of regular faculty.
<b>Policy 6-303, Rev 20: Retention, Promotion and Tenure</b> <a href="http://www.regulations.utah.edu/academics/6-303.html">http://www.regulations.utah.edu/academics/6-303.html</a>	Establishing criteria, standards, and procedures for retention, promotion, and tenure of regular faculty.
<b>Policy 6-319: Procedures for Initiating and Administering Joint Appointments to Faculty Positions</b> <a href="http://www.regulations.utah.edu/academics/6-319.html">http://www.regulations.utah.edu/academics/6-319.html</a>	Establishing procedures for joint appointments to faculty positions.
<b>Policy 6-310: Appointment, Reappointment and Evaluation Of Auxiliary Faculty and Other Instructional Personnel</b> <a href="http://www.regulations.utah.edu/academics/6-310.html">http://www.regulations.utah.edu/academics/6-310.html</a>	Establishing procedures for appointment, reappointment and evaluation of auxiliary faculty and other instructional personnel.





Table 4 Utah State Laws Governing the Hiring Process

LAW	RELEVANCE TO THE HIRING PROCESS
<b>Utah Antidiscrimination Act Title 34 A, Chapter 5</b> <a href="http://le.utah.gov/~code/TITLE34A/34A05.htm">http://le.utah.gov/~code/TITLE34A/34A05.htm</a>	Prohibits discrimination based on race, color, sex, pregnancy, age (over 40), religion, national origin, or disability.
<b>Veteran's Preference Title 71, Chapter 10</b> <a href="http://le.utah.gov/~code/TITLE71/71_10.htm">http://le.utah.gov/~code/TITLE71/71_10.htm</a>	Permits veteran's preference when initial hiring to a preference eligible veteran, or a preference eligible spouse according to specified procedures and requirements.



Table 5 Federal Laws Governing the Hiring Process

LAW	RELEVANCE TO THE HIRING PROCESS
Age Discrimination in Employment Act of 1967 as amended (ADEA)	Prohibits discrimination against applicants 40 years of age or older.
Americans with Disabilities Act of 1990, (ADA)	Provides reasonable accommodations and access and prohibits discrimination against individuals with disabilities.
Civil Rights Act of 1991	Permits parties complaining of intentional discrimination to have a jury decide to award damages for emotional injuries and/or punitive damages.
Davis-Bacon Act of 1931	Requires employers with contracts in federally financed construction to pay specified minimum hourly rates.
Employee Polygraph Protection Act of 1988	Prohibits employers from using lie detector tests for pre-employment screening.
Equal Pay Act of 1963	Prohibits pay differentials on the basis of sex.
Civil Rights Act of 1964- Title VI	Prohibits discrimination on the basis of race, color, and national origin.
Civil Rights Act of 1964 - Title VII	Prohibits discrimination on the basis of race, color, religion, sex, and national origin.
Education Amendments of 1972- Title IX	Prohibits discrimination on the basis of sex.
Executive Order 11246 of 1965	Prohibits discrimination against applicants and requires covered employers to take (as amended) affirmative action (AA) to assure equal employment opportunity. Requires AA to eliminate present/future effects of past discrimination against ethnic/racial minorities, and individuals from other underrepresented groups.
Fair Credit Reporting Act	Requires employers to disclose to applicants the intent to use credit reports as part of the hiring process. Requires disclosure of the results of credit checks to applicants.
Fair Labor Standards Act (FLSA)	Requires paying employees the minimum wage. Governs the hiring and work duties of those under the age of 18.
Genetic Information Nondiscrimination Act – Title II (GINA)	Prohibits employers from making employment decisions on the basis of genetic information and family history. It also prohibits employers from requesting or requiring genetic information, subject to specific exceptions.
Section 504 of the Rehabilitation Act of 1973	Provides equal access and reasonable accommodations and protects qualified individuals from discrimination based on a disability.
Section 402 of the Vietnam Era Veterans Readjustment Act (VEVRAA) of 1974	Prohibits discrimination and obligates employers to employ and advance in employment disabled veterans of all wars, Vietnam-era, and other qualified veterans. This has been modified by the Jobs for Veterans Act (JVA) of 2002.
Uniformed Services Employment & Reemployment Rights of 1994 (USERRA)	Prohibits employment discrimination against applicants who are of, or applying for, membership to any branch of the armed services or reserves or the National Guard. Requires that employers grant reinstatement rights to employees who leave to serve the U.S. military as long as the employee returns within five years.
Section 503 of the Rehabilitation Act of 1973	Requires affirmative action to hire, retain, and promote qualified individuals with disabilities along with a duty to refrain from discrimination in employment against qualified individuals with disabilities. Requires reasonable accommodation of applicants during the hiring stage.
Walsh-Healy Act of 1936	Requires employers with government contracts to pay the prevailing minimum wage.
Immigration Reform & Control of 1986 (IRCA)	Prohibits discrimination when hiring, discharging, or recruiting on the basis of national origin or citizenship status.
Immigration and Nationality Act (INA)	Employers may hire only persons who may legally work in the United States.



Table 6 Faculty Recruitment Incentives

RECRUITMENT INCENTIVE	UNIVERSITY REGULATION(S)	CONTACT INFORMATION
Moving Expenses	Policy 3-032: Reimbursement or Payment of Moving Expenses	The Office of the Vice President for Financial and Business Service 801-581-7520
Recruitment Expenses (travel, accommodations, entertainment)	Policy 3-031: Recruitment and Entertainment Expense Reimbursement Policy	Office of the Controller, Travel Office 801-581-7142
Dual Career Hiring	<a href="http://www.hr.utah.edu/dualcareer/">http://www.hr.utah.edu/dualcareer/</a>	University of Utah Division of Human Resources, Greg Hughes 801-581-6033
Tuition Reduction	Policy 5-305: Reduced Tuition Programs	University of Utah, Division of Human Resources, Benefits Department.
Faculty Parental Leave	Policy 6-315: Faculty Parental Leaves of Absence  Policy 8-002: School of Medicine Parental Leave of Absence	Academic campus: Associate Vice President for Academic Affairs, 801-581-8763  Health Sciences Campus: Jennifer Allie, Director for Faculty Affairs, 801-581-5705

\*This table is not assumed to be an exhaustive list of potential recruitment incentives departments may offer. Departments wishing to discuss recruitment incentives for faculty offer letters should work closely with their representative Faculty Affairs Officer as well as their Associate Vice President for Budget and Finance, before offering faculty candidates additional incentives. All recruitment incentives are subject to IRS rules and regulations.



Table 7 Value-Based Interviewing Example

VALUE	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Compassion	Give me an example of a time when you were particularly perceptive regarding a patient's (or customer) feelings and needs?	Describe what you did? What was the impact for you? For the patient?	Taking time to listen Observant of non-verbal cues Observant of patient needs Going the extra mile to make a difference Linking job duties with patient experience
Collaboration	Describe a situation when it was critical that you establish an effective working relationship with either an individual or group, outside of your own department, to complete an assignment or deliver a service?	What did you learn from this experience? Was there anything that you would have done differently?	Taking ownership for assignment completion and service Delivery Recognition that one person cannot do everything Working with others
Innovation	Give an example of a problem that you have personally solved in a unique or creative way?	How satisfied were you with the outcome? What did you learn about problem solving from this experience?	Ability to look at issues from different perspectives Thinking outside the box Prepared to take considered risk
Accountability	Tell me/us about a time when you made a significant mistake at work?	What were the consequences for you personally? How did you approach the conversation with your Supervisor/ Co-worker/Patient/Customer?	Ownership for consequences Commitment to putting things right and learning from the experience Timeliness for communicating with those impacted
Diversity	What has been the most difficult challenge that you have faced personally in working cooperatively with another person who did not share your values, beliefs or ideas?	What was the impact on your ability to get things done? What was the impact on the other person's ability to get things done?	Listening Open to other person's perspective Being accountable for own beliefs, ideas and attitudes Self-awareness
Integrity	Can you give an example of a situation when you saw someone at work stretch or bend the rules beyond what you felt was acceptable?	What did you do? What lead you to take the action you did? What was the consequence of taking the action you did?	Willingness to hold others accountable Willingness to do the right thing, however difficult
Quality	Quality is not just one person's job. Describe a time when you identified a potential quality concern and addressed it personally before it became an issue?	What was the outcome? Were you able to resolve the concern by yourself? If not, who else did you involve	Ability to connect job duties with quality outcomes Willingness to bring quality issues to the attention of appropriate others or to take personal action within scope of job duties
Trust	Tell me/us what steps you personally take to build trust with your Supervisor and Co-workers?	What has been the impact on your working relationship with your Supervisor? Coworkers? What actions would you take if you received feedback to suggest that your own actions were not seen to be trustworthy?	Commitment to "walking the talk" Awareness of the importance of relationship building Recognition that trust works both ways in effective relationships

7 Source: University of Utah Office of Human Resources "Exceptional Patient experience" Value-Based Interviewing Matrix

ACKNOWLEDGEMENTS

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The University of Utah  
Health Sciences

