

faculty recruitment **TOOLKIT**



UF | UNIVERSITY of
FLORIDA

The Foundation for The Gator Nation

faculty recruitment TOOLKIT

Office of the Associate Provost for
Faculty Development
PO Box 113050
Gainesville, FL 32611-3050
Phone 352.392.6004 • Fax 352.392.3575

UF | UNIVERSITY *of*
FLORIDA

Table of Contents

Senior Vice Presidents' Letter	iv
Introduction.....	1
Overview of the Search Process.....	2
Glossary	57

Chapter 1

Faculty Hiring Policies and Procedures.....	6
Search Committee Certification	7
Government in the Sunshine.....	8
Documenting the Search	8
GatorJobs	9
Applicant Data Card	9
How Long a Position Should Advertise	9
Rolling Deadlines.....	10
When to Seek Review of the Viable Outreach Process	10
Reasonable Accommodations	11

Chapter 2

Beginning the Search.....	12
Charge to Search Committee	12
Search Committee Procedures.....	13
Search Committee Communications.....	14
Recruitment Plan and Checklist.....	15
Advertising Venues	16
Advertisements and International Hires.....	17
The Position Description	18
Language for Advertisements and Announcements.....	19
When Recruitment Plan Is Due	20
Special Coaching.....	20

Chapter 3

Enlarging the Pool of Candidates	21
--	----

Chapter 4

Evaluating Candidates.....	23
The First Screening	23
Phone Interviews.....	23
References	24

Chapter 5

The Interview.....	26
Developing Interview Questions	26
Interaction with Candidates	27
Closing the Interview	29
Notification of Unsuccessful Candidates	29
Selection Notification Timeline	29

Chapter 6

Dual Careers 31
Who Qualifies for Dual Career Services? 31
Procedures..... 31
Provost’s Office Dual Career Salary Support 33
Salary Support Approval..... 33
Support Structure..... 34

Chapter 7

Retaining Faculty, Including Minority and Women Faculty..... 35
Faculty Mentors 35
Service..... 36

Chapter 8

Resources for Enhancing Diversity 37
Discipline-based Organizations 38
Publications / Web sites..... 38
Additional References on Diversity..... 40
National Resources..... 42

Chapter 9

Posting Exemptions..... 44

Appendix A

Sample Letters..... 45

Appendix B

The Legal Basis for Non-discrimination 51

Appendix C

Appropriate and Inappropriate Questions 53

Appendix D

Tips on Interviewing Applicants with Disabilities..... 54

Appendix E

Recruitment Expenses 55
Glossary of Useful Terms..... 57
Acknowledgements..... 60

Senior Vice Presidents' Letter

Dear Colleagues,

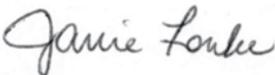
We are pleased to introduce and endorse the University of Florida's Faculty Recruitment Toolkit. This informative resource is useful to not only those charged with the responsibility of conducting faculty searches but also each of us involved in faculty recruitment and retention efforts.

This document is designed to assist search committees as they conduct proactive and equitable searches. It demystifies the recruitment process and provides answers to many procedural and practical questions committee members face. Additionally, you will find suggestions about how to convey fully the collegial warmth and welcoming spirit of our University.

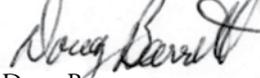
The University is committed to providing a supportive, intellectually prosperous and productive environment for its faculty, staff, students and guests. This commitment to excellence and service cannot be fully attained without acknowledging the value and necessity of diversity. It is critical that the University offers its students educational experiences in the context of a broadly diverse student body and faculty. This will enable our students to develop the skills necessary to understand the world from many perspectives, live and work productively in a diverse environment, and identify and satisfy the needs of a diverse society. The Toolkit is designed to assist us in achieving a richly diverse community. We are sure you will find it both useful and thought-provoking.

The University must serve our students and society by providing the best education to all of our students, undertaking excellent research that increases knowledge, and serving the State of Florida's and the nation's need for a well-qualified and prepared citizenry, workforce and leadership. We can only accomplish this mission by creating a campus community where all are welcome and valued. To achieve this goal, all members of the University community must join us. It is imperative that search committee participants, as well as hiring authority designees, read this document prior to serving in this capacity.

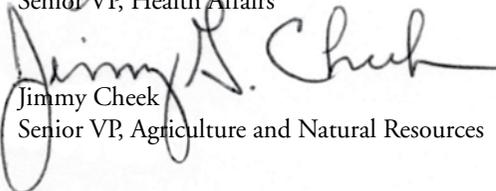
Thank you for your support and cooperation in this effort, and good luck in your searches.



Janie Fouke
Provost and Senior VP, Academic Affairs



Doug Barrett
Senior VP, Health Affairs



Jimmy Cheek
Senior VP, Agriculture and Natural Resources

Introduction

The University of Florida provides equal employment opportunity through non-discriminatory hiring practices and advocates more than simple non-discrimination. The University recognizes that an adequate representation of well-qualified minorities, women and persons from other underserved groups, in all fields and at all employment levels, adds cultural and cognitive richness to the institution and enhances its vitality, effectiveness and reputation. The presence and retention of a diverse faculty broadens the University's instructional and research programs. A broadly diverse faculty, one that reflects all aspects of diversity (experience, talent, socioeconomic background, racial, ethnic, gender, etc.), is critical to achieving the University's educational mission of providing the best education to all of our students, conducting excellent research to increase knowledge, and serving the state's and the nation's needs, including their need for a well-qualified and prepared citizenship, workforce and leadership. The importance of faculty diversity to our educational mission has been affirmed in the University's draft strategic work plan endorsed by the Faculty Senate. The University has been successful through regular means in achieving many aspects of diversity in our faculty. However, racial, ethnic and gender diversity have proven more difficult and have not been achieved through regular means. Greater awareness and outreach to fully diversify the faculty is needed. In fact, part of what qualifies a search as "good" is the search participants' awareness of the roles that retention and broad diversity play in recruitment. For this reason, you will find discussions of diversity and retention incorporated throughout this document.

Immediate responsibility for recruiting, retaining and developing faculty talent is vested in the faculty. It is a responsibility not to be taken lightly. In this Toolkit, you will find resources, guidelines and practical suggestions that will help make your task more productive and successful. We hope you find it useful as you engage in this very important task.

General Note: This Toolkit provides guidance for good searches to further high priorities of the University and its mission. The requirements for Search Committee members to complete information Tutorials or Workshops and undertake a Viable Outreach Process (VOP) and for Deans or their designees to review and confirm the VOP are obligations of members of the University community. Failure to fulfill these obligations may be grounds for the University to impose consequences. However, as to any applicant, this Toolkit does not constitute a University regulation, policy or procedure in itself and searches that do not adhere in any particular way to this Toolkit are not, for that reason, invalid or improper searches. University regulations, policies and procedures in effect from time to time and as interpreted by the University continue to govern searches and hiring and supersede any summaries of such regulations, policies and procedures in this Toolkit if there are any inconsistencies.

Provisions of applicable collective bargaining agreements in effect from time to time govern in the event of any inconsistency with any provision of this Toolkit.

Overview of the Search Process

CHOOSE SEARCH CHAIR AND COMMITTEE

The hiring authority (Provost, Vice President, Dean, Department Chair or Director) chooses the search chair and Committee members. As of fall 2007, participating Search Committee members must earn certificates indicating completion of either the University's on-line Search Committee Tutorial or an in-person Recruitment Workshop. The certified workshop leader must report to the Associate Provost for Faculty Development that a workshop using the official recruitment module / PowerPoint presentation has been delivered to all Committee members not holding a certificate before beginning work on the Committee. Workshop leaders must have obtained certification from the Associate Provost for Faculty Development prior to beginning the search process. The Associate Provost also offers recruitment workshops to assist workshop leaders and Committees achieve certifications. Workshop or Tutorial completion is an obligation of service equal to Committee meeting attendance. All certificates should be renewed after three years. Repercussion for non-compliance is possible. See Chapter 1.

PREPARE COMMITTEE

The hiring authority charges Committee and participates in formulating job criteria. The Associate Provost for Faculty Development provides Committee technical assistance, if requested. Committee develops procedures for its work, including the use of evidence and thoughtful judgment over unsubstantiated assertions, and a proactive outreach in conjunction with passive advertising and screening. It may also develop core questions that allow comparative judgments between candidates, review and understand its role in relation to the hiring authority. It may choose to develop an instrument or worksheet for faculty and staff input to be used at the conclusion of on-campus interviews and a methodology to convey results to the hiring authority. See Chapter 2.

PROACTIVE AND WIDE SEARCH FOR PROMISING CANDIDATES

Deans or Dean's designees are required to evaluate the outreach process to ensure the greatest possible breadth of search pool diversity before on-campus interviews begin. The Committees are advised to use wide-net advertisements that invite equivalent skills and experience when possible. (Do not forget to give potential candidates information about Florida's "Sunshine Law.") Efforts may involve sourcing and prospecting phone calls to identify and encourage applications from top talent (including qualified women and minorities and those from other underserved groups at other campuses who may be currently "under-placed" but, nevertheless, doing excellent work). All applicants should be advised to apply through the University's GatorJobs on-line applicant tracking system: <https://jobs.ufl.edu>. Search Committees choosing not to use this system for receipt of official applications should include the electronic self-disclosure card link in letters acknowledging application receipt <http://www.hr.ufl.edu/job/datacard.htm>, evaluate the adequacy of outreach efforts before

interviews begin; submit a Viable Outreach Process report to the Provost, Vice President, Dean or Dean's designee for review. See Chapters 1 and 2 and Appendix A.

CAREFUL SELECTION OF FIRST-ROUND CANDIDATES

Evaluation of candidates should be fair and thorough with all candidates being evaluated under the same criteria and in the same process. Phone or hotel interviews may be utilized. If a candidate's application needs clarification, the candidate may be called for clarification. It is preferable that every effort is made to maintain a broadly diverse pool, including representation of women, minorities and those from other underserved groups in the first round. See Chapter 4.

NARROWING TO SECOND-ROUND CANDIDATES AND PROVIDING THE BEST POSSIBLE TREATMENT

The Committee may want to talk with the references for short-list candidates, again adhering to consistency rules. Do not hesitate to make such calls when necessary. In Committee deliberations, use an agreed upon matrix of criteria as a guide for discussions. Phone candidates again if more information or clarification is required. Agree on those to be invited for further consideration by consensus, if possible, and consult with the hiring authority for approval. Avoid quantitative ranking of candidates. Also avoid "courtesy" interviews or "faux" finalists. All candidates invited for interviews should be deemed viable by agreed upon criteria and Committee deliberations completed thus far. Remember to provide all candidates the best possible treatment. See Chapters 2 and 5.

FACE-TO-FACE INTERVIEWS AND ON-CAMPUS JOB TALKS BY CANDIDATES

The names and vita of short-listed candidates should be presented to the hiring authority for approval prior to arranging campus interviews. The development of a short list does not mean that other candidates may not be considered as the process continues. Also in connection with (preferably prior to) face-to-face interviews, send candidates a summary of the position profile and campus benefits and, as applicable to the candidate, campus resources — including a brochure or the Web address (<http://www.aa.ufl.edu/aa/facdev/support/dual-career.shtml>) of the Dual Career Services program. You may also consult the Human Resource Services Web site (<http://www.hr.ufl.edu/>). Reserve time for candidates to visit specialized locations or meet with campus organizations of interest. Inform unsuccessful candidates of their application status as soon as possible. Care should be taken to make a good impression and to ask core questions that allow comparative judgments to be made between candidates. See Chapters 4 and 5.

CONTINUE TO SEEK INFORMATION ABOUT CANDIDATES, IF NECESSARY

The Search Committee should call one or more candidates or the candidates' references to get clarifications it needs. Careful deliberations at this point often require gathering more information in order to better understand the promise of each candidate. Review input from faculty and other interviewing groups. See Chapter 5.

COMMITTEE DECIDES ON FINALISTS AND CONSTRUCTS LISTS OF STRENGTHS, WEAKNESSES AND POSSIBLE CONTRIBUTIONS OF EACH CANDIDATE

The assumption at this point would be that each selected finalist is sound and possibly acceptable for hiring based on minimum and additional criteria, although this does not foreclose a decision to not hire any of the finalists and to continue to search. Again, try to avoid quantitative ranking of candidates. To assist with deliberations and then the interaction with the hiring authority, the Committee may construct a summary of each finalist's strengths, weaknesses (based upon agreed upon criteria) and likely contributions to faculty, students, the college and the campus. Performing this exercise often uncovers important comparisons and contrasts among the finalists that might not have surfaced otherwise. Remember that any written summary created, received or used by the Committee is a public record as you construct your commentary and recommendation. See Chapter 5.

ACTUAL HIRING PERFORMED BY THE PROVOST / VICE PRESIDENT, DEAN, DEPARTMENT CHAIR OR DIRECTOR

Submit unranked recommendations to the hiring authority who then makes the final, and independent, hiring decision. The Search Committee Chair may want to meet with the hiring authority to address questions or concerns and share additional insights and recommendations. The hiring authority's administrative office ensures that the Recruitment Compliance Report is completed and a copy is submitted with the paperwork for hire. Faculty Development should receive the original report. See Chapter 5.

NOTIFYING UNSUCCESSFUL CANDIDATES

Notify all unsuccessful applicant finalists promptly after the selected candidate has accepted the position. See Chapter 5.

CONCLUSION: RETAINING FACULTY

The department should plan mentoring and professional development opportunities for all faculty newcomers. Although the search process has reached its conclusion with the successful hiring of a candidate, a vigorous effort to recruit a faculty member yields little benefit — particularly when recruiting minorities, women and individuals of other underserved groups — if that effort is followed by a failure to do what is necessary to retain the member. See Chapter 7.

Any waiver requests concerning required, as opposed to suggested, aspects of this process should be addressed to the Provost designee (currently, the Associate Provost for Faculty Development) for approval. If a department seeks to hire an individual who is not a US citizen or permanent US resident, contact the International Center at 352-392-5323 prior to making an offer in order to confirm that appropriate work permission is in effect.

Chapter 1

Faculty Hiring Policies and Procedures

Faculty hiring is subject to state and federal law, University regulations and applicable departmental and college / school policies, procedures and guidelines. For most Search Committees, managing the search regulations is a large task. While the policy regarding appointment, salary and rank is very specific, guidelines for searches vary considerably by college. Discipline specific policies and procedures, for instance, vary across campus. Be sure you are aware of policies and procedures specific to your unit, department or discipline employment processes.

The University provides several avenues for support and information regarding the institution's suggested and required hiring procedures. The Associate Provost for Faculty Development serves as a resource to answer questions about policy and procedures related to faculty searches. In addition, the University has a Director of Equal Employment Opportunities, and each college or school has an administrator, human resources specialist, Equal Opportunity Officer or diversity specialist who can assist Committees with searches. The Senior Vice President, Dean, Department Chair or Director may provide guidance in the following areas:

- The process for keeping department faculty informed about the search;
- The level of involvement desired by the Senior Vice President, Dean or designee;
- The approval process and paperwork required before candidates are invited to campus;
- The number of finalists invited to campus for interviews; or
- The nature of faculty input regarding final candidates.

University policy addresses some of the following areas, and this Toolkit provides guidance on good practices in all of the following areas:

- Required Search Committee member certification either by completing the University's on-line Search Committee Tutorial or by appropriate in-person workshop participation;
- Structuring campus visits and conducting interviews;
- Deadlines for conducting searches;
- Advice on wording of the job announcement, advertisement and letters of offer;
- Processing candidate applications, Applicant Data Cards and Hiring and Recruitment Compliance forms;
- Federal and State non-discrimination laws; and
- Travel and meal reimbursements (see Appendix E).

Each of these policies and practices are explained in this Toolkit. This Toolkit does not substitute for legal advice, which may be obtained from the Office of the Vice President and General Counsel. That office works closely with the Office of Human Resource Services, the Provost and the hiring department.

Search Committee Certification

Search Committees should reflect a broadly defined diverse membership. They should consist of individuals representing various perspectives and expertise. They should consist of individuals with diverse backgrounds and experience, and they should reflect diverse genders, races and ethnicities. Sometimes it is difficult to find some aspects of diversity, such as racial or gender diversity or members of other underserved groups, in a department. Where some aspects of broad diversity do not exist, appropriate representation should be secured from outside the unit, if possible. The unit's Equal Opportunity (EO) Officer may be an ex-officio member of the Search Committee and is charged to monitor and confirm (through the Recruitment Compliance Report) all recruitment diversity efforts, deficiencies and achievements. The hiring authority and / or chair of the department should not serve as chair or as a member of the Search Committee in order for the Committee to serve best in an advisory role.

As of fall 2007, certificates indicating completion of a University sponsored recruitment tutorial or workshop is required of all Search Committee members upon appointment and prior to participating in a search, if recruitment workshop information has not previously been obtained or the certificate indicating completion is no longer in effect. This is an expectation equal to Committee meeting attendance and application review. Compliance will be assessed during the yearly faculty review process as part of the service component. This requirement can be satisfied in any of three ways:

- Certificates can be acquired by completing the University's on-line Search Committee tutorial available at <http://www.aa.ufl.edu/aa/facdev/>. A certificate of completion, valid for three years, will be delivered to you once the tutorial is successfully completed;
- A Senior Vice President or Dean may designate an individual to earn the certification and to be determined qualified by the Associate Provost for Faculty Development. That person shall then deliver to Search Committee members an in-person Recruitment Workshop prior to commencing the search process. These workshops shall use the official recruitment module / PowerPoint presentation available upon request at facdev@aa.ufl.edu (which has the same content as the on-line search committee tutorial). The certified workshop leader must report to the Associate Provost for Faculty Development that the workshop, using the official recruitment module / PowerPoint presentation, has been completed by all members of the Search Committee who have not earned on-line certification before the search commences; or
- The hiring authority may arrange for the Associate Provost for Faculty Development to conduct in-person, certificate-earning workshops.

Each unit may supplement required basic recruitment module information by adding locally relevant content. Accountability for this requirement resides with the hiring authority or designee (EO Officer, for instance). Faculty Development monitors certifications, maintains records of all certificates issued, and initiates renewal notices.

Government in the Sunshine

In accordance with Florida's Open Meetings and Open Records Laws, the Search Committee must post notices of meetings within a reasonable period before gathering (three to seven days is a good guide, if possible), conduct an open meeting and create and maintain basic minutes promptly. All written documents made or received by the Search Committee are public (with few exceptions). The college's web site is a good location for posting notices. Personal notes kept by an individual solely for his or her own use and not shared with others are not public records. Please be mindful that Committee members may not communicate in any medium about any matter that will come before the Search Committee for action outside an open meeting. Any time two or more Committee members are gathered to discuss or, otherwise, communicate about matters that will come before the Committee for action, the Open Meetings Law is in effect. Other than to arrange meetings, and similar matters that are not part of the decision-making process, you should not discuss, including via e-mail, anything in regards to the search with other Committee members outside of Committee meetings. (This is a general summary. For specific advice, contact the Office of the Vice President and General Counsel.) It is suggested that external advertisements, announcements and letters requesting recommendations indicate the appropriate provision of Florida's "Government in the Sunshine Law." A statement similar to the following might be included:

"The University of Florida is an Equal Opportunity Employer. The selection process will be conducted in accord with the provisions of Florida's 'Government in the Sunshine' and Public Records Laws. Search Committee meetings and interviews will be open to the public, and applications, resumes, and many other documents related to the search will be available for public inspection." You will find a sample notice of meeting in Appendix A. Consider posting a similar announcement on your department or college web site.

Documenting the Search

Search Committee Chairs should maintain a formal search file with documents made, generated or received during the search process to ensure compliance with University of Florida records retention requirements and Florida's Public Records Law. Information on all individuals who were hired and any documents that reflect reasons for rejections, selection or non-selection of candidates, as well as documents recording the recruitment and selection process and criteria for selection, should be maintained for a period of three years from the date the position is filled. These records include the following:

- The names of Search Committee members and the Chair;
- Copies of the position description and any additional forms, Position Vacancy Announcement and external advertisements;
- Press releases and other publicity materials;
- A list of colleagues and professional organizations from which nominations were solicited;
- A list of applicants and nominees;
- An approved and signed Viable Outreach Process report from the college Dean's office;
- All considered candidate's files (including letters of application, resumes / vitae,

transcripts, letters of recommendation, and examples of letters sent to applicants and nominees);

- A list of interviewees and examples of questions posed during the interview process;
- Copies of written reports submitted to the hiring authority; and
- A copy of the completed faculty Recruitment Compliance Report.

Promptly (i.e., generally within one week) after notifying final candidates that the position has been filled, a Recruitment Compliance report should be completed. A copy of the completed Report must be printed from the on-line compliance system and submitted to the college's EO officer, Chair or Director and Dean or Senior Vice President for original signatures. The signed reports should then be forwarded to the Associate Provost for Faculty Development.

Disposal of documents after three years should be arranged with the Director of Records Management, 352-392-4180.

GatorJobs

All faculty positions must be announced on the University of Florida GatorJobs applicant tracking system (powered by PeopleAdmin) unless the vacancy qualifies for an exemption (see "Posting Exemptions"). GatorJobs can be accessed through myUFL. After entering your Gatorlink ID and password, click on "Manager Self Service", "Recruiting Activities", "Job Requisitions/Postings" and then "GatorJobs." This will link you to the PeopleAdmin site where, based on security, you will have access to post your positions. A GatorJobs tutorial is available on-line at http://www.hr.ufl.edu/gatorjobs/recording/Intro_to_Gator_Jobs.html.

Applicant Data Card

Job applicants are invited to complete an on-line voluntary self-disclosure form. This information is requested to fulfill University and Federal reporting obligations. For searches not using GatorJobs as the means of recording or tracking candidate applications, a self-disclosure form (the applicant data card) can be found at: <http://www.hr.ufl.edu/job/datacard.htm>. Request in letters acknowledging application receipt that applicants visit this Web address to identify themselves (see Appendix A for a sample letter).

How Long a Position Should Advertise

The University encourages a search to be as broad as possible. For an appointment to a tenured or tenure-track faculty position, a national search is generally required. The minimum length of posting time for position vacancy listings is fourteen calendar days. External recruitment should be made to reach any interested and qualified applicant, regardless of race or gender. Because experience has shown that these outreach efforts may not effectively reach candidates who are women, minorities and members of other underserved groups, efforts should include (but not be limited to) contacts with appropriate individual and professional organizations that are focused on the needs of minorities, women and other underserved groups. For assistance in identifying such organizations, see "Resources for Enhancing Diversity" in this Toolkit.

Position vacancies that are being re-advertised must be posted for a minimum of seven calendar days. If a department or unit needs to cancel or fill an announced position vacancy at a rank, salary or qualifications different from what was advertised, the position vacancy must be re-advertised for at least seven calendar days with the updated information. A Change Request Form can be found at <http://www.aa.ufl.edu/aa/forms/AAOCR01.pdf>.

The advertising periods referenced above may be changed in special circumstances as determined by the Dean or Senior Vice President and Provost. Also see Chapter 6 concerning waivers of advertising.

The deadline date established by the GatorJobs requisition is automatically inserted into the advertisement notice. External advertisements should include a deadline for receipt or commencement of review of applications.

Rolling Deadlines

When a “rolling deadline” is applied, a date indicating when the Search Committee will begin reviewing applications should be advertised. This advertisement should include a statement similar to the following: “To ensure full consideration, vitas, dossiers and statements of intent to apply should be submitted by <specify date>, when the Search Committee will begin reviewing applications. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority.” If the Search Committee considers any application after the mentioned date, it should consider all applications until a closing date is established. After a Viable Outreach Process report has been completed or at another point toward the end of the process, a closing date for receiving additional applications may be indicated on the on-line recruitment system (a closing date should be established on or before an offer is made, seven days if possible, is preferred). This update is made with a Change Request Form available at <http://www.aa.ufl.edu/aa/forms/AAOCR01.pdf>. Search Committees may continue to receive and review applications after a VOP report has been completed and approved but not after the closing date.

When to Seek Review of the Viable Outreach Process

All Viable Outreach Process reports must be reviewed by the College’s Dean’s Office to confirm the adequacy and the due diligence of a Committee’s proactive applicant pool development. Search chairs are required to submit a report to their Department Chair or Program Director who will submit the report in turn to the Dean or Dean’s designee. The report should acknowledge the Search Committee’s completion of the process that encouraged a qualified and broadly diverse applicant pool. This report (including data on the availability of candidates, the regular and special outreach efforts undertaken, number of contacts made, locations of advertisements, professional organizations informed, the available sources for candidates and the applicant pool results) should be submitted prior to beginning interviews. This review must be completed before or simultaneously with the confirmation of completion of a short list of candidates.

VOP reports should include a statement documenting the efforts taken to develop a diverse pool (see definition of the process), the availability of qualified individuals from under

represented groups, and the breadth of diversity achieved in relation to availability and outreach data. A cover document outlining actions taken to attempt in good faith to achieve a broadly diverse pool must also accompany the report. Availability data may be found in professional databanks and specialized resources, such as the National Science Foundation and the Minority and Women Doctorial Directory. For addresses and additional resources, please see “Resources for Enhancing Diversity,” Chapter 8 of this Toolkit.

All reports reviewed and signed by the Dean should be forwarded to the attention of the Associate Provost for Faculty Development in preparation for the yearly accountability report to the Provost. The report may be submitted as an addendum with the Search Compliance Report or prior to the Compliance Report submission. Searches will not be considered completed without the report.

Once the process and its review are completed, if there is a rolling deadline, the closing date should be entered into GatorJobs. This action requires a Change Request Form available at <http://www.aa.ufl.edu/aa/forms/AAOCR01.pdf>.

Reasonable Accommodations

It is the policy of the University of Florida to provide reasonable accommodations for qualified persons with disabilities who are applicants for employment. All applicants who are invited for interviews should be informed of this policy so they can request accommodations for interviews, if needed. For more information about accommodations, contact the on-campus ADA Compliance Office at 352-392-7056.

Chapter 2

Beginning the Search

The search for a new faculty member is both routine and unique. The mechanics of the process are the same for most positions and departments: advertise, review applications, interview and hire. Each position calls for specific qualities. Departments will have their own selection criteria and requested candidate qualifications, but all Committees share the need for a recruitment plan. This chapter is useful in achieving the initial steps of such a plan and other activities Committees generally share. It also provides information to help you design a “good” interview process for your search.

Just as you are trying to find the best candidate, applicants are judging whether they want to come to the University of Florida. An organized, professional process will help sell the University to your final candidate. Remember lasting impressions of your department are set by how you treat even those applicants who do not receive an offer.

Charge to Search Committee

The hiring authority should issue a clear and precise charge to the Search Committee. Ambiguity in the charge, in the role of the Search Committee or in the extent of its authority can create confusion that may delay the selection process at crucial points. The Search Committee will benefit from knowing how many finalists it is being asked to recommend and how the qualifications of those finalists are to be presented; who among the Committee members is charged with monitoring diversity; and how and when the Search Committee is to communicate with the hiring authority. If a designee is appointed to act on behalf of the Dean for various transitional duties, the Search Committee should know who the designee is.

Consider the following list of Search Committee assignments:

- Draft the position advertisement and decide where it will be posted, including traditional and targeted (or non-traditional) media;
- Plan a search that is sensitive to needs of the Viable Outreach Process;
- Draft recruitment letters and other appropriate letters (e.g., status of application) — sample letters are available in Appendix A of this Toolkit;
- Collect the names and addresses of persons and institutions to which recruitment letters will be sent;
- Make sourcing phone calls, emails or letters (to encourage nominations) and prospecting phone calls (to solicit applications);
- Inform applicants and nominees of Florida’s Open Meetings and Open Records Laws;
- Establish job-related criteria and procedures for screening all candidates;
- Review and evaluate all candidates, including reference checks and interviews for those under serious consideration;
- Determine or recommend which candidates will be brought to the campus for interviews;
- Ensure completion of all documentation on the search; and

- Timely recommend to the hiring authority one or more (preferably unranked) finalists who meet minimum and additional criteria for hire.

The Search Committee works closely with the department's hiring authority throughout the search process. The Committee must first gain an understanding of the department's short-term and long-term needs. Part of this assessment may be a review of the department's strategic plans or hiring plans to determine the department's goals and priorities. A broadly diverse faculty, including (but not limited to) women, minorities and individuals of other underserved groups, is an overarching priority for the University in order to further its mission. Developing a position profile that outlines briefly the benefits, challenges, opportunities and advantages of the position may be helpful. This profile is a statement with content that moves beyond the position description to help ground the Committee's focus and agreed upon agenda. It may be shared with short-listed candidates who are invited to campus or local sites for face-to-face interviews.

With the agreed upon foci in mind, the Search Committee develops ground rules. Be sure to insist on evidence and well-reasoned judgment over unsubstantiated assertions. Conduct proactive outreach as opposed to only passive advertising and screening, and use aids that contain job criteria. Keep Search Committee discussions grounded. It is important to develop core questions that allow equitable, comparative judgments of the candidates.

Finally, the Search Committee must agree upon the criteria of evaluation, the credentials it wishes candidates to submit (e.g., curriculum vitae, publications, reference letters or names of references), the deadline for application submissions and the manner that matters of confidentiality are to be handled. For instance, the Search Committee may decide how it will communicate with potential candidates who may be hesitant to move forward in the process for fear of risking currently held positions while applying at the University "in the Sunshine". (Please note: you should indicate to the candidate that confidentiality cannot be guaranteed once an official application or a vita is submitted.)

Search Committee Procedures

All Deans are responsible for ensuring that the staff, hiring authorities, Search Committee Chairs and everyone else with whom candidates might interact are aware of faculty recruitment policies and procedures prior to participating in the process. Search Committee technical assistance and resources are available through the Faculty Development Office. As of fall 2007, the required online Search Committee Tutorial or an appropriate in-person Recruitment Workshop must be completed as an assigned Search Committee member responsibility (see the section "Search Committee Certification" in Chapter 1).

Given the current state of employment in higher education, it is not unusual for the University of Florida to receive one hundred applications for one job opening. The Search Committee, being perhaps the only contact many of these individuals will have with the University, is in a unique position to enhance the University's reputation and image. While a Search Committee is evaluating a candidate, the candidate is also evaluating the Search Committee, the department it represents and, ultimately, the University. Most of the candidates for positions at the University will take positions within the profession either

here or elsewhere and will, in turn, work with colleagues and students. The impression a candidate receives of the University will reach many other individuals and will influence our reputation and the success of future Search Committees.

In order to ensure that the impression the candidate receives is a positive one, the Search Committee needs to pay attention to details of the search process. Specific aspects that may influence a candidate's perception include: being candid and forthright, arranging candidate-sensitive meeting timelines and locations, maintaining prompt correspondence, keeping promises, being warm and professional in correspondence, answering telephone inquiries politely, conducting interviews that are probing yet cordial and having campus visits that are well-planned and well-executed. Do not bring a finalist to campus or arrange a phone interview with a candidate who is not viable. Do not arrange "courtesy interviews." If there is a need to contact a person who is not qualified, offer a networking interview. As a result of these efforts, the Search Committee, as well as the University, will be seen as professional, humane and responsive.

No Committee has a greater ability to make profound and substantive changes in a department than the Search Committee does. There should be ongoing conversations and updates shared between the hiring authority and the Committee. Members of such Committees should thoroughly understand the requirements of the position to be filled and the mission and the priorities of the department and the University. Search Committees function as advisory to the hiring authority by recommending one or more individuals for a position. In this capacity, ranking final candidates is imprudent. Instead, the Search Committee should submit to the hiring authority an appropriate and candidate-sensitive commentary offering strengths, weaknesses and likely contributions of each recommended finalist. This may be done orally or in writing as determined appropriate by the hiring authority. If a finalist fails to remain viable and is no longer recommended by the Search Committee as acceptable for hire after on-campus interviews, a similar communication explaining strengths and weaknesses should be developed.

Search Committee Communications

Generally, all communications from the Search Committee should come from the Committee Chair. Early in the search, it is helpful to develop forms of the various types of letters to be sent from the Search Committee (e.g., letters acknowledging receipt of application, letters to nominees and letters to unqualified applicants and unsuccessful finalists; see Appendix A). The Search Committee members should determine how they will communicate with each other and with stakeholders. E-mail communications, like hard copies, are subject to Florida's Public Records Law. Any meeting (whether in person, via e-mail or via telephone) between members of the Search Committee concerning matters that will likely come before the Committee for action is subject to Open Meetings Law requirements. Personal notes that are kept by an individual solely for his or her own use and not shared with others are not public records.

Search Committees are required to retain minutes of their meetings. The minutes should record the date, the names of Committee members and invited guests present and topics discussed.

Recruitment Plan and Checklist

It is important for the Search Committee to discuss the kind of recruitment efforts desired and develop a recruitment plan that will generate a talented candidate pool that is as broadly diverse as possible and is an appropriate size. The discussion of recruitment strategies should include the placement of job advertisements and proactive search activities, such as sourcing and prospecting (contact with prospective candidates and nominees to encourage their application) phone calls.

In addition, the Search Committee may wish to discuss whether steps will need to be taken to prevent unintentional bias, prejudice or stereotyping. Adding an outside, non-voting Committee member charged to signal such occurrences may be useful. Another option is for the department's Equal Opportunity Officer or an assigned diversity specialist to serve in this capacity. Monitors may flag concerns or unintentional moments of bias, prejudice or stereotyping as they occur and assist with problem solving.

To develop proactive searches, consider the following recruitment checklist:

Professional

- Advertise in professional publications;
- Send notices to other institutions, laboratories or programs;
- Recruit at major professional meetings and conferences;
- Consult professional "Talent Banks" and registries;
- Consult departmental "Talent Banks"; and
- Make sourcing and prospecting phone calls.

Public

- Advertise in newspapers;
- Advertise in publications, such as
 - *The Chronicle of Higher Education* (1333 New Hampshire Avenue, N.W., Washington, DC 20036, phone number: 202-466-1050). See "Advertising Venues" for additional information about this resource;
 - *Affirmative Action Register* (8356 Olive Boulevard, St. Louis, MO 63132, phone numbers: 314-991-1335, 800-537-0655, fax number: 314-997-1788);
 - *Diverse Issues in Higher Education* (10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030, phone number of Advertising Department: 703-385-2981, fax number: 703-385-1839);
 - *The Hispanic Outlook in Higher Education* (210 Route 4 East, Suite 310, Paramus, NJ 07652, phone: 201-587-8800, fax number: 201-587-9105);
- Notify specialized organizations, publications, and Web sites, including those focused on women, minorities and other underserved groups; and
- Send notices to placement services at other institutions.

Personal

- Contact other professionals, internal and external;
- Send electronic fliers aimed at relevant personal contacts and appropriate groups or communal organizations to which you belong; and
- Create "Lists of Experts" sourcing references (e.g., Search Committees may choose to

identify, for instance, five possible sourcing contacts who are Alumni and/or are or know of Black, Hispanic and Women professionals in the field).

Timelines should be established and followed. Activities for which you may wish to establish target dates include:

- Review (or, if necessary, preparation) of the position description and position profile;
- Submission of Position Vacancy Announcement on GatorJobs;
- Applicant nomination deadline;
- Application deadline;
- Individual dossier review period;
- Search Committee dossiers discussion meeting;
- Viable Outreach Process report submission to the Dean or Dean's designee;
- Teleconference, video conference, conference in person, or interviews at an airport or hotel;
- Submission of the approval to interview request to hiring authority;
- On-campus interview schedule; and
- Submission of final recommendation(s) to hiring authority.

Selection criteria and screening procedures should be established and agreed upon early in the process. Qualifications for the position and the standards for judgment by the Search Committee should be clearly understood and endorsed by its members. A candidate's publications, teaching, service, community activities, letters of recommendation and the ability to foster multicultural skills should be thoroughly discussed by the Search Committee at the start of the search process. Remember that the diversity needed by the University to achieve its educational mission is broadly defined and not limited to racial or gender diversity. Note that individuals of all races and genders can support or enhance diversity and foster multicultural skills based on their personal experiences and knowledge-based skills. **An individual's race or gender, in and of itself, should not be part of the hiring criteria or decision. Rather, a person's experiences and knowledge-based abilities that enable the person to enhance multicultural skills and support diversity should, along with all hiring criteria, be considered. For example, the following questions should be deliberated: Has the candidate incorporated development of multicultural skills in teaching approaches or course curriculum? Has the candidate experienced discrimination or stereotyping? Has the candidate acted to combat discrimination and stereotyping? How are these experiences incorporated into the candidate's perspectives, teaching and research?** All candidates must be assessed individually, holistically and under all of the applicable criteria. The Search Committee should also determine how and when reference information will be collected (e.g., letters, telephone calls or a combination of both), which interviewing groups to include and the format of on-campus presentations and interviews.

Advertising Venues

Determining where to place an advertisement is as important as determining what language to use in an advertisement. Advertisements placed in reputable publications, such as *The Chronicle of Higher Education* or any publication distributed by a national discipline-based

organization, will most likely reach intended audiences. The need for advertisements in publications to help meet unfulfilled aspects of broadly defined diversity should be considered as well. The growth of the Internet has introduced additional venues for placing advertisements. Many online services offer an institutional subscription rate for placing advertisements. For instance, Human Resource Services has established a centralized contract with *The Chronicle of Higher Education*. Refer to the “Outside Advertising” section of the Human Resource Services Web site for more information at <http://www.hr.ufl.edu/managers/advertising.htm>.

Faculty may be hired only at the ranks included in the advertisement, so you should ensure descriptions of available ranks reflect the full range of opportunities authorized by the Dean or hiring authority. Other points to consider include the following:

- External advertisements may include printed and Internet sources. A minimum of two external advertisements is generally required for faculty positions, except when authorized differently by a Senior Vice President or Dean and the Provost (or designee) in special circumstances. These two advertisements should be placed in two, separate sources, — not an electronic version of the same journal, for instance. Also see Chapter 6 on waiver of advertising requirements.
- The Department of Labor requires position advertisements to be posted in a national print advertisement if non-U.S. citizens or non-permanent residents may be employed.
- Timing of your advertisement is crucial, particularly if similar positions at other institutions are available. Your advertisement should be placed in a timely manner as is appropriate and efficient for the discipline.

Advertisements and International Hires

Advertisements and Foreign National Hires

As you consider hiring foreign nationals, you should be aware that the Immigration and Nationality Act (INA) § 212(a)(5)(A) requires that certain foreign nationals obtain permanent labor certification, which is issued by the U.S. Department of Labor’s Education and Training Administration (ETA), before submitting an immigrant petition. To determine when this is required, contact the University’s International Center at 352-392-5323. The certification makes two determinations: (1) qualified U.S. workers are unavailable or unwilling to fill the position at the time of filing the application in the area of intended employment, and (2) the employment of the foreign national will not adversely affect the wages and working conditions of similarly employed U.S. workers.

In addition to the usual search process, the ETA requires a “print” advertisement for positions requiring the incumbent to teach in a classroom setting. This labor certification filing — for university and college teachers — is referred to as Special Handling [20 C.F.R. § 656.18]. The “print” advertisement for this category must appear in a journal with national distribution.

For positions that do not include instruction of at least one component of an academic course as a required duty, the ETA requires the University to file under the category referred

to as Standard Filing [20 C.F.R. § 656.17]. In order to meet the recruitment guidelines for filing a Standard application, the University must conduct its normal search activities and post the position in two “print” forms, advertise the position with the State Workforce Agency (Agency for Workforce Innovation — Employ Florida) for thirty days [20 C.F.R. § 656.17(e)(1)(i)] and advertise in three, additional venues [20 C.F.R. § 656.17(e)(1)(ii)].

These advertisements must include the following information:

- Name of the University’s division, department or center;
- Instructions regarding the submission of applications or resumes;
- Specific, but not detailed or lengthy, description of the position that includes information in regards to required duties, the work site location (if the location is not evident), travel requirements, etc.
- Minimum qualifications established by the University. Note: The ETA will not accept a determination that U.S. applicants are not qualified for a position because they fail to meet preferred qualifications [20 C.F.R. § 656.17(g)(2)]. Thus, the ETA will not consider qualifications that are listed as preferred as minimum requirements.

The ETA also requires the University to document the recruitment and selection process [20 C.F.R. § 656.18(b) (1) – (5)]. Hiring authorities are responsible for submitting this evidence with the Application for Labor Certification to the International Center for submission to the ETA.

Detailed information about the acquisition of employment-based permanent residence status and links to relevant Web sites are located on the International Center’s Web site: <http://www.ufic.ufl.edu/ifssstatusPerm.htm>. Guidance may be obtained from the International Center by contacting the Coordinator for Academic Programs at 352-392-5323.

The Position Description

The position description should include primary and secondary responsibilities as well as the required / desired qualifications and experience. A well-written description may be helpful in attracting a favorable pool of applicants. It will assist the Search Committee to focus on candidate qualifications and to articulate its expectations while providing a framework for consistent evaluation of candidates.

In developing a position description, it helps to scrutinize and evaluate the requirements to be certain they are genuinely job-related and necessary to perform the required duties. Nothing in the job description can be discriminatory (e.g., “Applicants under the age of 30 are preferred”). For more information, refer to the section “Legal Basis for Non-discrimination” in this Toolkit (Appendix B).

While position descriptions may vary, they usually include the following elements:

- Title of the position;
- Position number;
- Specific duties for which an individual will be responsible;
- Credentials expected or desired;

- Areas of specialization;
- Durations of position (include when position begins; whether there is a probationary period; tenure-accruing status; whether fixed-term, full-time or part-time; whether a 9, 10 or 12 month appointment);
- Salary range;
- Deadline for receipt of applications; and
- Name, address and telephone number of contact person.

Language for Advertisements and Announcements

The language and appearance of advertisements and announcements should be considered as carefully as the position description. The traditional summary statement found in position announcements — “The University of Florida is an Equal Opportunity Institution” — is required by federal law and must appear in all advertisements. In order to be more attractive to a wide range of candidates, the University suggests that departments use the following statement in all advertisements:

The University of Florida is an equal opportunity institution dedicated to building a broadly diverse and inclusive faculty and staff.

Or

The University of Florida is an equal opportunity institution. Because the University is committed to building a broadly diverse educational environment that fosters multicultural skills, applicants should include in their cover letter information about how they will further this objective.

Such proactive language conveys a level of commitment beyond that required by law and informs potential applicants that diversity is a core University value.

Sample Advertisement Texts

Proactive language can be included in specific job qualifications or as a summary statement at the end of job announcements. The following are examples of specific job qualifications and summary statements:

- Candidates should describe how multicultural skills have been or will be brought into courses.
- Candidates should describe previous activities that mentored students and junior faculty, including those who were minorities, women or members of other underserved groups.
- Minorities, women and those from other underserved groups are encouraged to apply.
- Successful candidates must be committed to working with broadly diverse student and community populations.
- The University is responsive to the needs of dual career couples.
- The University is especially interested in candidates who can contribute to the diversity and the excellence of the academic community through their research, teaching and service.

When Recruitment Plan Is Due

The “Comments” section of the GatorJobs requisition submission screen should provide an estimated date when the Viable Outreach Process report will be presented to the Dean or Dean’s designee for approval. This date is not advertised. If the position existed prior to the implementation of PeopleAdmin, the legacy legislative position number must be included.

Also include in the “Comments” section a recruitment plan that identifies specific efforts planned to diversify the applicant pool. Please see “Recruitment Plan and Checklist” in Chapter 1 of this Toolkit.

Special Coaching

Search Committees are encouraged to seek the assistance of the Associate Provost for Faculty Development in planning faculty recruitment efforts or in addressing recruitment and hiring questions. Special coaching sessions can be arranged upon request. Call Associate Provost Debra Walker King at 352-392-6004.

Chapter 3

Enlarging the Pool of Candidates

Creating a broadly diverse pool of qualified candidates is one of the most important parts of every search. It is not unusual to hear the remark that the pool of minorities, women or members of other underserved groups in a specific discipline is meager or even nonexistent. Certain fields may not have large numbers of minorities, women and members of other underserved groups. This is the “pipeline” problem. However, this does not mean that qualified and broadly diverse candidates do not exist. Advertising only in the traditional publications will reach a traditional audience, and this advertising is important. However, experience demonstrates that advertising for broad diversity, including minorities, women and members of other underserved groups, takes additional effort and targeted advertising. Search Committees should look for ways to publicize the position so that non-traditional candidates will be attracted and encouraged to apply (see the section “Resources for Enhancing Diversity” in this Toolkit).

Making direct contact with academic departments, professional organizations and colleagues is another effective method of expanding your search. The direct and personal approach to recruitment is one of the most successful practices for identifying candidates. Departments are urged to:

- Encourage faculty and staff who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts for present and future positions. They can provide institutions and potential candidates with general information about the University of Florida. They should be encouraged to solicit curricula vitae from promising candidates.
- Establish a working relationship with departments and units at institutions with substantial numbers of minorities, women and members of other underserved groups. This will allow a host of mutually beneficial activities to be undertaken, such as a sharing of research facilities and exchanges of faculty and staff. Teaching for a semester, delivering a paper or simply making an informal visit will allow University staff to discuss job openings with the staff, faculty and students at these institutions.
- Request names of potential candidates from faculty (including minorities and women) at the University, as well as at institutions with strong graduate programs in their discipline. These names should be continuously updated with new names provided by various sources, including those who are or who know of minorities, women, students and alumni from the University and other institutions, thereby building a diverse talent pool.
- Query minority and women caucuses within relevant professional and academic associations for the names of potential candidates and maintain ongoing communication with these caucuses on other issues.
- Keep national higher education associations informed of present and possible future positions. A number of such associations contain special interest groups (e.g., the American Educational Research Association has Hispanic and Black caucuses).
- Maintain ongoing contact with professional organizations, associations and agencies that have job referral services.

- Consider encouraging recent minorities, women and those from other underserved groups who are graduates from your own department to apply for junior faculty positions. This activity begins with recruiting and retaining outstanding minority and women doctoral students.
- Maintain close contact with alumni faculty members at other institutions and encourage them to recommend the University to their students for both graduate training and faculty positions.
- Contact minorities, women and those from other underserved groups who have received significant grants or professional recognition and ask for the names of promising scholars.
- Use a personal approach in recruiting candidates. Often outstanding potential candidates do not apply for advertised positions but may be responsive to individual contacts. If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to telephone the person to determine if the reason for declining can be addressed and resolved.
- Invite scholars, including, but not limited to, those who are minorities, women and members of other underserved groups, from a variety of institutions to participate in department-sponsored symposia and visiting professorships. A one-year visiting professorship to replace a faculty member who is on leave will not only assist a department in meeting its instructional responsibilities but will also strengthen the link between the department at the University and a similar department at another institution.
- Inform alumni publications at universities where minorities, women and members of other underserved groups are well-represented, of available positions. Some have minority alumni associations and related publications, which may also prove beneficial.
- If your department is developing plans for creating an endowed chair, consider the possibility of recruiting an eminent scholar whose interest is in students and minority or women's issues. This may, in turn, attract minorities and women to your department.
- If minorities and women are underrepresented nationally in your discipline, aggressively recruit minorities and women graduate students so that the pool of candidates will be greater in the future.
- Publish statements on the department's strategic plan that include its commitment to equal opportunity and broadly defined diversity. These statements should be published in department newsletters or brochures that are sent to constituent groups and alumni, thereby informing them of a department's support of diversity objectives and enlisting their assistance.

Chapter 4

Evaluating Candidates

Although evaluation procedures vary, Search Committees may want to develop an evaluation matrix of strengths and weaknesses based on job-related criteria. Avoid numerical rankings. Such methods often silence support for candidates who may, otherwise, rise to the top of consideration during Search Committee deliberations.

It should also be noted that not all nominees for a position are candidates. Direct contact between the Search Committee and a potential candidate by letter, telephone or submission of documents should be made before a nominee is evaluated by the Search Committee.

The First Screening

Most selection processes involve more than one screening. Generally, the first screening determines if candidates meet the minimum criteria for the position. Someone who meets the minimum criteria is not necessarily suitable for hiring. Subsequent screenings become increasingly qualitative and difficult. Ultimately, it is the hiring authority alone who decides suitability for hiring.

Polite and prompt letters of rejection should be sent to candidates who clearly do not meet the minimum qualifications for the position. Send these immediately when it is clear that a candidate is not viable (see Appendix A). It is advisable not to eliminate any applicant who meets minimum requirements because it is always possible that the Committee will want to reconsider additional applicants during the process.

When applying its criteria, the Search Committee may wish to examine a candidate's entire career. For instance, a candidate who has earned his or her degree and has entered the academic profession after raising a family will undoubtedly have employment gaps and/or fewer publications than another candidate of the same graduating class whose career has been uninterrupted. If one evaluates a candidate's publication record in terms of these considerations however, he or she may well be the stronger candidate. Whatever criteria are used, it is important that they are applied to all candidates.

Phone Interviews

Search Committees may find it useful to conduct phone interviews (or off-campus interviews, interviews at the airport, conference interviews, etc.) with candidates. Such interviews assist greatly in assessments aimed to make the first cut of applicants, creating a short list of recommended candidates for campus interviews. Keep the following checklist in mind as you plan these interviews.

- Schedule a call with candidates and interviewers and establish a target duration of the call (30 minutes is usually adequate);

- Post a public announcement of any interview involving more than one Committee member;
- Prepare core questions as determined from agreed upon criteria;
- Determine the order in which the interviewers will ask questions; and
- Test teleconferencing equipment and procedures.

Conducting the Interview

- Introduce the individuals participating in the interview;
- Describe how the interview will be conducted;
- Get the basics: verify dates of employment and quality of work;
- Solicit information concerning job-related characteristics that may interest the prospective faculty member, such as his or her integrity, work ethic, and reliability;
- Ask questions pertaining to dossier materials and vita;
- Ask why the candidate is interested in leaving his or her current position;
- Ask one or two position specific questions;
- Ask one or two questions that will help you determine the interviewee's contribution to campus climate, department culture or student welfare. For example, you may ask, "What are your philosophy and life experiences in regards to the importance of diversity in learning, research and society?" or "How do you foster multicultural skills among your students and colleagues?";
- Ask follow-up questions as appropriate;
- Alert the candidate that reference calls will be made and inquire as to what he or she expects responses to be to questions requiring details of professional performance;
- Allow time for the candidate's questions;
- Explain what the next step in the selection process is; and
- Thank the candidate for his or her time.

References

To achieve due diligence, there may be individuals whom the Search Committee would like to contact concerning the candidate's qualifications who may or may not have been suggested by the candidate. The Search Committee should inform the candidate of its wishes in this regard. It is not necessary to have the candidate's permission to make such inquiries, but it is advisable to consult the candidate to be sensitive and minimize the effects on the candidate's current position. The best practice is to ask the candidate questions as important issues/ subjects or concern arise.

References should be checked by Search Committee Chairs and members at an appropriate time. The search timetable and the needs of the candidates should be taken under consideration. Although written letters of reference may be accepted and attached to application packets, they should not be considered an adequate substitute to phone reference calls.

The purpose of the reference check is threefold: to verify prior employment, to confirm the Committee's preliminary assessment of the candidate's strengths and weaknesses and to obtain an employment recommendation. Standard questions to ask during reference calls include the following:

- How long have you known <insert the candidate's name> and in what capacity?
- What stands out as most impressive about the professional attitude of <insert the candidate's name>?
- What is the least impressive work-related attribute of <insert the candidate's name> you have witnessed?
- How would you describe <insert the candidate's name> as a colleague, researcher or teacher?
- Describe the impact <insert the candidate's name> has had on fostering multicultural skills and supporting diversity through teaching, research and other activities at his or her current institution? [Remember that a candidate's race or gender, in and of itself, is not the relevant consideration. You should explore the candidate's life experiences (e.g., experiencing or combating discrimination and stereotyping) and the candidate's knowledge-based skills (e.g., knowledge of how to bring diverse perspectives and undermine stereotypes into teaching, research and other activities).]
- Would you hire or rehire <insert the candidate's name> for a faculty position in your department? Why or why not?
- Based on what you know of the open position and the University of Florida, what have you observed about <insert the candidate's name> that suggests he or she would be successful?
- What opportunities have you had to observe <insert the candidate's name> teaching? What strengths does he or she bring to the classroom? What are areas of concern?
- Do you know what <insert the candidate's name> has accomplished and plans for scholarship and research, and what kinds of support do you think he or she would need to be successful as a scholar?
- What challenges do you think <insert the candidate's name> would face in a tenure-accruing position at the University of Florida?
- Is there anything else you can tell me about <insert the candidate's name> that would be helpful for our Search Committee to know?
- Would you recommend <insert the candidate's name> for the position of <insert title of position> at the University of Florida? Why or why not?

Chapter 5

The Interview

Approval to arrange on-campus, or “face-to face,” interviews is generally obtained from the hiring authority prior to scheduling interviews with short-listed applicants. Submit an approval to interview request preferably at least two weeks prior to the date interview scheduling should begin. Candidate assessments may be written or oral and should be addressed to the hiring authority. Submitted packets may include:

- Approval to interview requests from the Search Committee;
- Copy of Search Committee questions and criteria;
- Description of any additional recruitment efforts, beyond those described when the Viable Outreach Process report was submitted;
- Vita or dossier for each candidate listed in the approval to interview request; and
- Tentative interview schedule indicating the names of all individuals with whom the applicant will meet, as well as any lectures, video conferencing or open meetings that will be included. Candidates should meet with a) the Department Chair, b) the School Dean / Director and c) if possible, faculty and student representatives. The Committee should contact the Dean’s staff to confirm the Dean’s schedule prior to scheduling interviews.

Developing Interview Questions

The questions asked of a candidate are important. Care must be taken to avoid asking inappropriate questions in the course of an interview. The Equal Employment Opportunity Commission (EEOC) has made it clear that certain questions or comments are unacceptable. The test is whether these questions or comments can be interpreted as a) soliciting information not pertinent to the person’s ability to perform the job and b) seeking information that could be used to discriminate against the applicant on the basis of his or her race, color, religion, age, sex, national origin, sexual orientation or disability status (refer to Appendix C for more information).

The Search Committee should devise a group of core questions based on the job-related criteria by which candidates are to be evaluated. These questions should be asked of all candidates, thereby allowing comparative judgments to be made while insuring that crucial, job-related information is obtained. Using questions developed ahead of time does not necessarily make interviews unduly restrictive. Follow-up questions based on responses will most likely vary with each candidate. The following are sample questions the Committee may ask:

Teaching

- Describe your style of teaching and interacting with students.
- How do you utilize technology in the classroom?
- How do you engage students, particularly in a course for non-majors?
- Share your ideas about professional development.

- What innovations have you brought to the teaching of <insert area of research or discipline>?
- Describe your favorite courses taught or proposed in the past five years.
- How do you define excellence in teaching?
- Describe your philosophy and experiences regarding the importance of diversity in teaching, research and society and how you foster multicultural skills in the classroom — particularly as it pertains to your syllabus. How have your life's experiences supported the development of these skills?

Research

- Describe how you may prepare your dissertation for publication.
- What do you think are your greatest strengths as a researcher and scholar? In which areas do you feel you can use some further development?
- In what professional development activities have you been involved over the past few years?
- Describe your current research project.
- How would your research background and experiences strengthen this academic department?
- What roles have your students played in your research program to date?
- Describe books and articles read recently that are influencing your current research most.

Service and General

- How would you rank the following areas of faculty workload in terms of value: teaching, research or service? Why?
- How would you describe the best division of these areas in terms of dedicated time and effort?
- What do you know about the University of Florida that encourages your interest in this position? What do you see as a disadvantage or a challenge?

Interaction with Candidates

As part of the interview process, candidates often meet with various members of the University community. To obtain the maximum benefit from these interviews, the Search Committee should circulate to all individuals with whom the candidate will meet, his or her vita, a copy of the position description and a copy of the interview schedule. Faculty members and other stakeholders may be provided an evaluation instrument that allows them to report observed strengths, weaknesses and likely contributions of the candidates interviewed. Evaluative comments should be delivered or communicated to the Search Committee in a timely manner.

Provide candidates with materials and information that will invite expressions of interest in “special” group, topic or organizational meetings. Opportunities for such visits should be made available upon request. Please note that information regarding Dual Career Services should be included in every short-listed candidate’s packet. Brochures are available through the Office of the Associate Provost for Faculty Development. You may also include the Dual Career Services Web address: <http://www.aa.ufl.edu/aa/facdev/support/dual-career.shtml>.

You may also want to invite the relocating spouse or partner to accompany the candidate on the campus visit. Arrange a visit with a Dual Career Services consultant for this guest. Inquiries and appointment requests should be addressed to the Associate Provost for Faculty Development.

Here is a checklist that Search Committees may follow when structuring campus interviews. Each step is important to presenting the University in a favorable manner while providing the best possible treatment of our guests.

Interview Preliminaries

- Send information package to candidates;
- Confirm travel, lodging and meal arrangements;
- Select a Committee member or arrange for Committee representative(s) to escort the candidate from the airport and other locations to the campus and appointed meetings;
- Arrange tour of local community, if possible;
- Arrange campus tour and meetings with “special” groups of interest to the candidate;
- Schedule meeting with hiring authority;
- Arrange meeting with staff, other faculty members and any appropriate standing Committees or groups;
- Arrange initial and debriefing interviews with Search Committee members;
- Schedule candidate’s presentation;
- Schedule meeting with unit diversity specialist or Equal Opportunity Officer, if considered prudent or helpful;
- Schedule breaks as suitable; and
- Announce presentations and public meetings.

During the Interview

- Introduce participating attendees (i.e., Committee members, group members and any other individual);
- Identify guests attending the interview in accordance with Florida’s Open Meetings Law and state whether they will have an opportunity to ask questions at the Search Committee’s discretion, although such opportunity is not required and is not recommended for all circumstances;
- Describe the format of the interview;
- Listen more than talk;
- Keep the interview on track;
- Inform the candidate that Search Committee members may take personal (non-public) notes during the interview for their own recollection;
- Keep personal notes separate from other documents and do not share them with others;
- Leave time for the applicant to ask questions;
- Ask if you can check references and pursue references not listed on the resume, if you have not already done so;
- Describe the remainder of the search process and the timetable;
- Be mindful of scheduled breaks; and
- Thank the candidate for his or her time.

After Interview Considerations

- Answer any questions that may have arisen during the interviews;
- During end of visit debriefings, allow the candidate to speak openly about the interview and his or her assessment of the position;
- Record supplemental personal notes after the interview ends;
- Collect all input documents and comments from interviewing groups, students, staff and participating faculty members;
- Evaluate the candidate, considering strengths and weaknesses without comparing him or her to others interviewed; and
- Document the interview.

Closing the Interview

You may inform applicants of your likely schedule for completing the interviewing process and filling the position. You should also feel free to tell them how many candidates are being interviewed and how and when the hiring authority is expecting to communicate an employment decision. Clarify that you are only relaying the tentative schedule and that the actual schedule may vary significantly.

Recommendations for hiring consideration should be submitted with candidates unranked. Using the means and format requested by the hiring authority, highlight each candidate's strengths, weaknesses and likely contributions to institutional goals, students and the department. (If you are making a written rather than oral report, refer to Appendix A to see a sample letter of recommendation report addressed to the hiring authority.) Be mindful that any written document submitted by the Committee falls under Florida's Public Records Law. You should remain prudent in your commentary and rely primarily on the Search Committee Chair's oral report to the hiring authority to clarify or expand upon agreed assessments.

Notification of Unsuccessful Candidates

Each candidate, especially those interviewed, has made an investment of time and other resources to the search process. It is important that the Search Committee treat each with sensitivity. After an offer is accepted, applicants who have been interviewed but not chosen should be notified by letter (see Appendix A) or by telephone prior to public announcements of the appointment.

Selection Notification Timeline

All candidates who are under the hiring authority's consideration should meet minimum and additional hiring criteria as agreed among Search Committee members. This does not foreclose the hiring authority from deciding to not hire any of the candidates and to continue the search. The hiring authority (or new hire's direct report), however, is the first to know who has been selected for a vacant position. He or she will complete further reference checks when deemed necessary prior to confirming the selection. Position offers should be viewed

as contingent until approved background checks have been completed. Also, it is important to negotiate and include within the notification timeline any confidentiality requests made by the selected hire. Doing this is a professional courtesy, demonstrating collegiality and flexibility.

The following is a checklist of those to notify of the selection. Hiring authorities should contact each in the order suggested:

- 1) Selected candidate;
- 2) Human Resource Services (for background check — all offers are conditional until the check is completed);
- 3) Search Committee Chair;
- 4) Search Committee members;
- 5) Faculty Development Dual Career Services (if applicable);
- 6) Final candidates not selected for the position;
- 7) Department faculty members and staff; and
- 8) General public (i.e., the press et al), if necessary

Chapter 6

Dual Careers

Increasingly, acceptances of offers are made based on the availability of employment considerations for dual career partners and spouses. The University of Florida's Dual Career Services builds and cultivates partnerships for dual career considerations across campus and locally. The program's services are intended to make opportunities for employment accessible to relocating life partners of new faculty members. Although the University cannot guarantee employment, partners of prospective faculty members are encouraged to make inquiries about this service as soon as the possibility of relocation emerges. To meet the urgency of most dual career consideration requests, recruiting departments or programs are encouraged to help relocating partners connect with Dual Career Services. Below you will find information about the program and how you can make it work best for you.

Who Qualifies for Dual Career Services?

- The relocating partner or spouse of an applicant identified for a tenure-accruing or tenured position as a result of an active or targeted recruitment and hiring effort.
- The partner or spouse of an existing employee whose desired retention as a tenured or tenure-accruing faculty member is in jeopardy.

Services Provided

- Professional job search assistance for up to one year after the initial hire start date;
- External employers networking (local and regional);
- Access to job openings at the University; and
- Relocation support services and information (realtors, schools, churches, day care, banks, etc.).

The following steps are provided to assist Department Chairs and other administrators in negotiating dual career opportunities.

Please try to follow the applicable steps in the order listed here:

Procedures

1. Search Committee Chairs should send all short-listed candidates for faculty positions a Dual Career Services brochure, unless it is clear this is not needed.
2. Relocating partners may request Dual Career Services upon receipt of the brochure.
3. Dual Career Services should confirm receipt of the request, answer questions and advise the relocating partner concerning service protocol. Proactive follow-up should occur after Dean's support of the initial hire is confirmed.
4. Initiating Department should inform its College Dean of a dual career challenge and outline the details of the challenge, including an initial hiring timeline.
5. The College Dean should agree to support the hiring outcome of a relocating partner consideration if an offer is secured within the College.

6. The College Dean should then submit a letter or e-mail a request for Dual Career Services support to the Associate Provost for Faculty Development. This letter may be preceded by a phone call but must be confirmed in writing. Please include the following:
 - Name of the initial hire and departmental association;
 - Concise argument or statement concerning benefits of initial hire to the University;
 - Objectives or goals underlying the request for dual career consideration and how the request relates to the overall priorities of the College;
 - Relocating partner's name, career interests and contact information (provide vita if you have it and if one has not been received by Dual Career Services previously);
 - Suggested departments or areas for dual career negotiations;
 - Name of the Initiating College's or Department's follow-up contact;
 - Potential needs of the receiving Department for salary funding support, if known; and
 - Relocating partner's interview status, if interviews have taken place beyond the Dual Career Program's initiation
7. The Associate Provost for Faculty Development should delegate coordination responsibility to a Dual Career Consultant.
8. If the relocating partner has not submitted a vita, resume or dossier already, the Dual Career Consultant should contact the Initiating Department or the Dean's designee to obtain all information concerning the relocating partner. After this information is exchanged, the Initiating Department's involvement in the dual career discussion should end.
9. Dual Career Services should work with the prospective hire and potential receiving Departments.
 - If a dossier exists with Dual Career Services and preliminary assessment has been completed, the consultant should proceed with (internal or external) networking contact and follow-up.
 - If the relocating partner has not made contact with Dual Career Services, the consultant should assess employment requirements via phone consultation with that partner.
10. Following assessment, a proactive internal and external networking process should begin, including any Human Resource Services contact and information exchange needed to secure additional assistance.
11. The Consultant should forward a Dual Career Services introductory e-mail (or letter) with resume or vita to all appropriate internal or external contacts.
 - For non-faculty positions, this letter should request a "consideration" only.
 - For faculty positions, line funding assistance may be available but only in critical situations. All requests of this nature must be made to the Provost by way of the Associate Provost for Faculty Development. Please note:
 - a) Letters of offer should not be issued if the hire is contingent upon Provost rate support.
 - b) Provost's Office salary (or rate) support should not be assumed.
12. Formal interviewing procedures should be followed once a potential recruitment match or position vacancy is identified.
13. When interviews are completed and mutual interests confirmed, the receiving Department should inform the assigned Dual Career Consultant — particularly if negotiation of a dual career funding package is necessary.

14. After finalizing agreements of support (salary, expense support, etc.), the hiring authority should complete an offer and advise all parties of the dual career appointment.
15. Unless the hire results from an ongoing search, the Chair of the receiving Department must request a waiver of advertisement from the Provost's Office. Requests involving faculty, support faculty (i.e., "faculty-in" positions and lecturers) and non-tenure-accruing research and clinical faculty hires should be addressed to Associate Provost Debra Walker King and should have a signature line for the Associate Provost's approval confirmation. These letters must contain the signatures of the receiving Dean, Department Chair, or Director, prior to being routed to the Provost's Office. Other waiver requests related to dual careers (for TEAMS and TEAMS Exempt employees) should provide signature lines for the Associate Provost for Faculty Development and the Vice President for Human Resource Services. All signatures must be in place before routing to Human Resource Services.
16. If mutual interest is not achieved, the interviewing Department should inform the Dual Career Consultant immediately.

Provost's Office Dual Career Salary Support

Salary support for relocating faculty hires (at all levels) is negotiable and reserved for cases in which a Department's or College's financial constraints could break dual career hiring deals. Please note: the Initiating Department is rarely responsible for any portion of the relocating partner's salary.

On behalf of the Provost, the Associate Provost for Faculty Development negotiates dual career salary support agreements with receiving College Deans only. Deans should not request salary support until an offer to hire is imminent. Support requests with the Associate Provost for Faculty Development's endorsement are submitted to the Provost for review and authorizing signature.

Salary Support Approval

1. Department Chairs or Program Directors should discuss hiring details, including salary and salary challenges, with their Deans.
2. The receiving College Dean should request salary support by contacting the Associate Provost for Faculty Development.
3. The Associate Provost and the receiving College Dean should agree upon support rate distribution and timeline.
4. A Memorandum of Understanding (MOU) should be written and circulated to be signed by the receiving Director, Chair and Dean (see Appendix A for a MOU template). The MOU should emanate from the Dean or Dean's designee and should:
 - reflect the negotiated funding timelines and rate support;
 - include a specific statement of how full line funding and/or FTE commitment will be covered;
 - mention only the receiving Department and/or Unit, the receiving College Dean and the Provost's Office.
5. The receiving College Dean or Dean designee should submit to the Associate Provost

for Faculty Development a completed request package, which includes:

- Position description with proposed salary, title and start date;
 - Vita of the candidate for hire;
 - Waiver of advertising request (if applicable);
 - MOU with all signatures secured, except that of the Provost.
6. The Associate Provost for Faculty Development reviews the package and should submit it with an endorsement recommendation or statement of rejection to the Provost.
 7. The hiring authority should complete the hire after the MOU is signed and returned by the Provost.
 8. A copy of the new employee's (i.e., the relocating partner) counter signed letter of offer must be sent to the Associate Provost prior to authorization of funds disbursement.

Support Structure

Practices ranging from 33.3% first year support with equal contributions (receiving Department and College and the Provost's Office) to full line contributions from the Provost's Office (in extreme situations) are anticipated. In an effort to sustain and build program flexibility, the Provost's support will decrease annually with funds circulating back to the Dual Career Services Program after negotiated terms end. The following are examples of possible MOU agreement terms:

Agreement	Receiving College	Receiving Department	Provost's Office	Term of Agreement
Example I	33.3%	33.3%	33.3%	First year
	37.5%	37.5%	25%	Second year
	45%	45%	10%	Final year
Example II	12.5%	12.5%	75%	First year
	37.5%	37.5%	25%	Final year
Example III	20%	No funds available	80%	First year
	40%	No funds available	60%	Second year
	37.5%	37.5%	25%	Third year
	45%	45%	10%	Final year
Example IV	No funds available	No funds available	100%	First year
	50%	No funds available	50%	Final year

If you have any questions about dual career considerations, contact the Associate Provost for Faculty Development at 352-392-6004 or Academic Personnel at 352-392-1251.

Chapter 7

Retaining Faculty, Including Minority and Women Faculty

Little is gained from a vigorous effort to achieve all aspects of broad faculty diversity if that effort is followed by a failure to do what is necessary to retain broad diversity. The University of Florida values efforts to recognize and solve unique problems faced by members of underserved groups in the University community.

Special attention may be needed to inform minorities, women and members of other underserved groups about career issues they will confront at the University and in the development of their professional life.

For instance, the requirements and time frame for tenure and promotion, the types of evidence and records that should be collected and retained, the need to document teaching effectiveness, the importance of research, the requirements for merit pay increases and the role of the annual and third-year reviews are among the topics that should be explained to all new faculty early in their appointments.

Faculty Mentors

Mentoring cultures vary across campus. Some departments or colleges appoint mentoring teams of two to three senior faculty members who assist new arrivals as they become acclimated to their new positions and environments. Others have found success using less structured mentoring arrangements focused solely on tenure and promotion. Regardless of the structure of the mentoring situation, experienced members of the faculty can be valuable advisors and coaches for all junior faculty. Mentors can discuss with new faculty the unique demands on their time, something they will confront in their area of specialization and in the Gainesville community. They will also understand how to balance those demands with their teaching, research and service responsibilities. While such help and counsel are desirable for all new faculty members, it may be especially important to minorities, women and members of other underserved groups who have not traditionally been part of academic life.

In addition to drawing all new faculty into the professional life of a unit, senior members should find other ways to reduce the sense of social isolation often experienced by new faculty members. Inviting new colleagues to lunch or to social functions as a group can help them feel involved in the life of the academic community.

Service

Time is a precious commodity that is often in short supply for everyone. Furthermore, faculty members who are minorities, women and members of other underserved groups often face special demands. They frequently find themselves with above-average numbers of undergraduate and graduate student advisees, with numerous requests for service from the community and with a myriad of invitations to serve on departmental, college and university committees.

A Department Chair or administrator can greatly assist in alleviating such problems by regularly consulting new faculty members to assess the demands on them and to take those pressures into account in determining departmental teaching loads, advisory responsibilities, committee assignments, grant submissions, performance evaluations, etc. These responsibilities should be appropriately distributed. They should not fall disproportionately on women, minorities and other underserved members of the Department.

Chapter 8

Resources for Enhancing Diversity

When actually recruiting to address unfulfilled aspects of diversity in the faculty, many Search Committees report that they cannot find qualified women or minorities to apply for their open positions. Research, however, has shown that Search Committees succeed in recruiting women and members of other underserved groups when they transform the search process and show how they are committed to diversity and are proactive about building a broadly diverse applicant pool.

Search Committees can use the following proactive recruiting tools in addition to the regular processes that reach more traditional candidates:

- Receive diversity coaching from the Associate Provost for Faculty Development or Provost designee;
- Attend diversity recruitment workshops;
- Consult college or department diversity specialist;
- Contact University of Florida faculty to solicit candidate nominations, including minority, women and non-minority candidate nominations;
- Consult List of Experts for nomination letters and prospecting;
- Adopt year-round diversity recruiting techniques;
- Include an external diversity advocate on the Search Committee;
- Underscore diversity through the language used in the position advertisement;
- Inform minority and women's professional interest groups of position openings;
- Assess strengths and weaknesses of the recruitment program;
- Place advertisements in targeted journals and on specialized Web sites; and
- Initiate recruitment trips, or other direct actions, and recruitment strategies to attract minorities, women and members of other underserved groups who are new Ph.D.'s to the faculty.

Transforming the search process requires that the Search Committee do more than simply place advertisements and wait for applicants to express interest. The List of Experts, for instance, is one mechanism that can help Search Committees achieve a diverse applicant pool. These lists may include the names of five individuals who are or who know of qualified women and five individuals who are or who know of qualified minorities. The list may also include external professional contacts and personal or professional networks of existing faculty or alumni whom the Search Committee intends to contact for candidate nomination. If the List of Experts is used in the selection process, the list should be established before the position is advertised. The List of Experts used to identify minority, women and other underserved applicants should be included in the "Comments" section located on the GatorJobs requisition submission screen. It is important that other, more traditional outreach is also used to ensure that a broad range of qualified candidates is aware of the position and has the opportunity to apply.

Discipline-based Organizations

All academic disciplines have professional organizations associated with them. Many have subcommittees or associated groups for women and/or minorities. In addition, most have both national and regional meetings, newsletters, e-mail lists and Web sites. These organizational resources can serve key roles in departmental recruiting efforts. Poll faculty members to determine which organizations are active in the related discipline area. Distribute job announcements to regional contacts or Committee Chairs. Follow-up with sourcing phone calls to discuss the department's needs and how best to identify promising scholars in the field. Examples of discipline-based organizations include:

American Educational Research Association - Special Interest Groups

- 1) Research on Women and Education
 - 2) Research on Black Americans
 - 3) Research on the Education of Asian and Pacific Americans
 - 4) Hispanic Research Issues
 - 5) Critical Examination of Race, Ethnicity, Class and Gender in Education
- <<http://www.aera.net>>

American Physical Society - Committee on the Status of Women in Physics, Committee on Minorities in Physics <<http://www.aps.org/>>

American Political Science Association - Sections on Women and Politics, and Race, Ethnicity and Politics <<http://www.apsanet.org/-rep/>>

Society of Women Engineers - <<http://www.swe.org>>

Society of Hispanic Professional Engineers -<<http://oneshpe.shpe.org/wps/portal/national>>

American Indian Science and Engineering Society - <<http://www.aises.org>>

National Society of Black Engineers - <<http://www.nsbe.org>>

National Science Foundation - <<http://www.nsf.gov>>

Publications / Web sites

NORC Career Outcomes of Doctoral Recipients - <<http://www.norc.uchicago.edu/issues/docdata.htm>>

Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the U.S. Department of Education and the U.S. Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is used frequently to determine the availability of new scholars in a specific field.

nemnet - <<http://www.nemnet.com>>

NEMNET is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994, it has worked with more than 200 schools, colleges and universities and organizations. It posts academic jobs on its Web site and gathers vitas from students and professionals of color.

IMDiversity.com - <<http://www.imdiversity.com/>>

Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the Black Collegian Magazine. The site is dedicated to providing career and self-development information to all women and minorities, specifically African Americans, Asian Americans, Hispanic Americans and Native Americans. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

The WISE Directory -

<<http://www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering/>>

An on-line directory of women students and Postdocs in the science, engineering, and mathematics disciplines at schools that are a part of the Committee on Institutional Cooperation (CIC). This directory is a valuable resource for those looking to hire women from these fields. Women interested in being included need to have completed the Ph.D. within the last two years, expect to complete the degree within a year, or are currently in a Postdoctoral position at one of the CIC institutions.

The Directory of Minority Candidates -

<<http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates/>>

An on-line directory of minority Ph.D, M.F.A. and M.L.S. candidates and recipients at schools that are a part of the CIC. The Minority Directory, which is open to Native Americans, African Americans and Hispanic Americans in all fields and Asian Americans in humanities and social science, is a valuable resource for those looking to hire minorities from these fields. Those listed have completed the Ph.D. within the last year or expect to complete the degree within a year at one of the CIC institutions.

Ford Foundation Fellows -

<<http://www7.nationalacademies.org/fordfellowships/index.html>>

Ford Foundation Fellows recipients include Alaska Natives (Eskimo or Aleut), Native American Indians, Black or African Americans, Mexican Americans or Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database only includes those awards administered by the National Research Council.

The Faculty for the Future Project - <<http://www.engr.psu.edu/fff/>>

Administered by WEPAN (The Women in Engineering Program and Advocates Network), the Web site offers a forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The Web site focuses on linking women and underrepresented minority candidates from engineering, science and business with faculty and research positions at universities.

The UF NSF South East Alliance for Graduate Education and the Professoriate Program (SEAGEP) - <<http://www.seagep.ufl.edu>>

SEAGEP is a part of a national network that unites institutions across the country working to diversify faculty in science, engineering and mathematics (SEM) fields by preparing minority SEM graduate students for academic careers. SEAGEP can support SEM faculty in their efforts to diversify their research group by offering partial graduate student support, partial Postdoc support, international internships, recruiting efforts and undergraduate research opportunities.

Additionally, SEAGEP can also assist faculty across all departments who are interested in identifying minority Postdoc and new faculty candidates through the Compact for Faculty Diversity database that includes more than 700 minority PhD students who are preparing for academic careers.

Additional References on Diversity

Betances, Samuel. Suggested readings:

http://www.aa.ufl.edu/aa/facdev/conversations/2006/document/Betances_Resources.ppt.

Dettmar, K.J. 2004. "What We Waste When Faculty Hiring Goes Wrong." *The Chronicle of Higher Education*, December.

Dowdall, J. 2003. "Going It Alone: Even Though They Might Not Use Search Consultants, Hiring Committees Can Employ Their Tactics." *The Chronicle of Higher Education*, 50 (7). Retrieved on April 12, 2006, from

<http://chronicle.com/prm/weekly/v50/i07/07c00301.htm>.

Gurin, P., E.L. Dey, S. Hurtado, and G. Gurin. 2002. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review*, 72 (3). Retrieved on January 6, 2005, from <http://gseweb.harvard.edu/%7Ehepg/gurin.pdf>.

Mabokela Obakeng, Peitumetse and Anna L. Green. 2001. *Sisters of the Academy: Emergent Black Women Scholars in Higher Education*. Virginia, Sterling: Stylus.

Malcom, S.M., D.E. Chubin, and J.K. Jesse, 2004. *Standing Our Ground: A Guidebook for STEM Educators in the Post-Michigan Era*. American Association for the Advancement of Science; National Action Council for Minorities in Engineering. Retrieved on October 18, 2004, from http://www.aaas.org/standingourground/PDFs/Standing_Our_Ground.pdf.

Milem, J. 2003. "The Educational Benefits of Diversity: Evidence from Multiple Sectors." In *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities*. Edited by Mitchell J. Chang, Daria Witt, James Jones, and Kenji Hakuta. Stanford: Stanford Education/Stanford University Press.

--- and K. Hakuta. 2000. "The Benefits of Racial and Ethnic Diversity in Higher Education." In *Minorities in Higher Education: 17th Annual Status Report*. Edited by Deborah Wilds. Washington, D.C.: American Council on Education.

Moody, JoAnn. 2004. *Faculty Diversity: Problems and Solutions*. New York: Routledge Falmer.

--- 2005. "Rising above Cognitive Errors," <http://www.DiversityOnCampus.com>.

Smith, D. with L. Wolf and B. Busenberg. 1996. *Achieving Faculty Diversity: Debunking the Myths*. Washington, D.C.: Association of American Colleges and Universities.

Springer, A.D. "How to Diversify Faculty: The Current Legal Landscape." Washington, D.C.: American Association of University Professors. Retrieved on April 12, 2006, from <http://www.aaup.org/AAUP/protectrights/legal/topics/>.

Steinpreis, R.E., K. Anders, and D. Ritzke. 1999. "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study." *Sex Roles*. 41(7/8):509-28. Retrieved on April 12, 2006, from <http://www.cwru.edu/president/aaction/ImpactofGender.pdf>.

Supreme Court of the United States, No. 02-241. 2003. Barbara Grutter. Petitioner v. Lee Bollinger et al. June 23, 2003. [Majority] Opinion delivered by Justice Sandra Day O'Connor. Accessed via the Legal Information Institute Web site, Cornell University Law School. Retrieved on April 12, 2006, from <http://supct.law.cornell.edu/supct/html/02-241.ZO.html>.

Trix, F. and C. Psenka. 2003. "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." *Discourse and Society*. 14(2):191-220. Retrieved on April 12, 2006, from <http://www.cwru.edu/president/aaction/Exploring%20the%20color%20of%20glass.pdf>.

Tatum, B.D. 1997. *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books.

Turner, C.S.V. 2003. *Diversifying the Faculty: A Guidebook for Search Committees*. Washington, D.C.: Association of American Colleges and Universities.

Women in Science and Engineering Leadership Institute (WISELI), University of Wisconsin. "Reviewing Applicants: Research on Bias and Assumptions." Retrieved April 12, 2006, from <http://wiseli.engr.wisc.edu/initiatives/hiring/Bias.pdf>.

Whitla, D.K., G. Orfield, W. Silen, C.H. Teperow, J. Reede. 2003. "Educational Benefits of Diversity in Medical School: A Survey of Students." *Academic Medicine*, 78 (5), 460-66.

National Resources

1. American Association of University Professors
Committee on the Status of Women in the Academic Profession
One DuPont Circle, Suite 500
Washington, DC 20036
2. American College Personnel Association
5999 Stevenson Ave
Alexandria, VA 22304
3. American Council on Education
One DuPont Circle
Washington, DC 20036
4. Association for Asian Studies
The University of Michigan
One Lane Hall
Ann Arbor, MI 48109
5. Association of Black Administrators
Massachusetts Avenue, Rm. 10-211
Cambridge, MA 02139
6. Association of Black Women in Higher Education
30 Limerick Drive
Albany, NY 12204
7. Association for Women in Mathematics Newsletter
Wellesley College
Box 178
Wellesley, MA 02181
8. *The Black Scholar*
Black World Foundation
Box 7106
San Francisco, CA 94120
9. College and University Personnel Association
CUPA News
1233 Twentieth Street NW, Suite 503
Washington, DC 20036
10. Council of 1890 College Presidents
Land Grant Institutions
Langston University
Langston, OK 73050
www.nasulgc.org/1890profile.htm

11. National Association
2616 Georgia Avenue, NW
Washington, DC 20001
12. National Association for Equal Opportunity in Higher Education
2234 Wisconsin Ave., NW
Washington, DC 20007
13. National Urban League
500 East 62nd Street
New York, NY 10021
14. National Council of La Raza
235 Peachtree Street, NE
Suite 2000, 20th Floor
Atlanta, GA 30303
(404) 658-1711
fax (404) 420-3233
15. National Society of Black Engineers
World Headquarters
205 Daingerfield Road
Alexandria, VA 22314
(703) 549-2207
fax (703) 683-5312
16. Society of Women Engineers
SWE Headquarters
230 East Ohio, Suite 400
Chicago, IL 60611-3265
17. *Affirmative Action Register*
8356 Olive Boulevard
St. Louis, MO 63132
(314) 991-1335
(800) 537-0655
fax (314)997-1788
18. *Diverse Issues in Higher Education*
Cox, Matthews and Associates, Inc.
10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
(703) 385-2981
19. *The Hispanic Outlook in Higher Education*
Display Advertising
210 Route 4 East
Paramus, NJ 07652
(201) 587-8800 ext. 102

Chapter 9

Posting Exemptions

The following vacancies do not require posting, but hiring departments and divisions are encouraged to give full exposure to all applicants:

1. Academic promotions, such as Assistant Professor to Associate Professor within the same department;
2. Position rotations, e.g., where a member of the faculty is elected on a rotating basis to serve for a specified period as a chairperson or associate chairperson;
3. The reclassification, addition, deletion or promotion of a filled faculty position if an active search was conducted on the initial hire;
4. Change of funding from “soft” money source to a line because of the termination of a grant or contract with no change in duties, responsibilities, classification or status, if the incumbent was hired according to recruiting procedures;
5. Positions funded from contracts and grants that become available because of the termination and re-establishment of a contract and grant and have the same duties and responsibilities under the terminated and re-established contract or grant;
6. Positions less than half time;
7. Positions to be filled by an adjunct or a visiting appointment, if the appointment is for one semester of a nine-month position or six months or less of a twelve-month position, when approved due to special circumstances in advance by the Associate Provost for Faculty Development;
8. Positions to be filled on an acting basis, such as Acting Vice Presidents, Acting Deans, Acting Chairs, etc.; and
9. Postdoctoral Fellows and Postdoctoral Associates.

Appendix A

Sample Letters

Public Meeting Announcement

The University of Florida <insert unit name> announces a public meeting, hearing or workshop.

Date and Time:

Place:

Purpose:

A copy of the agenda, if any, may be obtained by writing to University of Florida, <insert unit name>, at <address> or by calling <name> at <telephone #>.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop, hearing, or meeting is asked to advise the University of Florida at least 72 hours before the workshop/hearing/meeting by contacting <name> at <telephone #>. If you are hearing or speech impaired, please contact the University by calling 352-846-1046 (TDD).

Any person who wishes to appeal a decision made by the University of Florida <insert unit name> with respect to any matter considered at this public meeting, hearing or workshop, will need a record of the proceedings. For such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon that the appeal is based.

Acknowledge Receipt Of Application

We are glad to receive your application for the position of <insert advertised position and rank> in the <insert office/department> at the University of Florida. I expect the initial screening to be completed <insert date>. You will be notified of your status after that date. [Optional: In the meantime, please provide <insert additional information as required> at your earliest convenience.] Visit our Web site at <insert address>. If you have not already visited our on-line applicant tracking system, which we call GatorJobs, please take a moment to do so by going to <https://jobs.ufl.edu>. Use the following position number: <insert number>.

[For positions not requesting applicants visit GatorJobs, include the following.]

We ask your assistance in helping the University of Florida evaluate its efforts to provide equal access and equal opportunity to all groups of people. We request data on the race, sex and ethnic identity of all applicants to monitor our employment practices in accordance with federal Executive Order 11375/11246, and we request additional data to satisfy U.S. Department of Labor non-discrimination obligations for the University with respect to veterans, individuals with disabilities and individuals age 40 and over.

Please complete our Applicant Data Card located at:

<http://www.hr.ufl.edu/job/datacard.htm>. Use the following position number when replying electronically: <insert number>. This information is returned directly to the Faculty Development Office. Submission of this information is entirely voluntary.

Request To Interview Letter Written To The Hiring Authority

To: Dr. <insert name>
Department Chair/School Director/College Dean

From: <insert your name>
<position> Search Committee Chair

Subject: Candidates Recommended for Campus Interviews

Date: <insert date>

The Search Committee for a tenure-accruing position in <add name of specialization or department> reviewed <number of applications>, including reference checks and phone <or airport> interviews. According to the charge received on <date of charge>, we submit and recommend that the following candidates (listed alphabetically) be invited to the University of Florida for a full interview:

<insert list of candidates alphabetically>

These recommendations are based on the Search Committee's view the candidates listed demonstrate appropriate promise for further consideration in meeting the agreed upon criteria and minimum expectations for the position, including: <list major criteria>.

Each candidate's application file with curriculum vitae, letters of reference, correspondence and research materials provided to the Search Committee are submitted for your review.

Sincerely,

<Name of Search Committee Chair>

Application Received After Deadline/ No Longer Accepting Applications

Thank you for your interest in the position of <insert advertised position and rank> in the <insert department> at the University of Florida. Unfortunately, your application was received after the deadline and, therefore, is not among those under consideration for the position. If the position is announced again in the future, I encourage you to re-apply at that time.

Best Regards,

<Name of Search Committee Chair>

Letter To Nominee

You have been nominated as a candidate for the position of <insert advertised position and rank> in the University of Florida's Department of <insert department name>. I have enclosed the position description for your perusal. We would be delighted if you allow your nomination to stand for consideration. We hope you will submit a cover letter along with your current vitae for our Search Committee's review.

<Offer additional, persuasive information about the search, the department, the University.>

Feel free to telephone me at <insert phone number> if you have any questions.

Best Regards,

<Name of Search Committee Chair>

Reasonable Accommodation Paragraph

[If a letter is used as part of the interview scheduling process, the following paragraph should be added.]

It is the policy of the <insert unit or department> to provide reasonable accommodations for qualified persons with disabilities who are employees or applicants for employment. If you need assistance or accommodations to interview because of a disability, please contact me <insert address or telephone number of the person signing the letter>. Employment opportunities will not be denied to anyone because of the need to make reasonable accommodations to a person's disability.

Best Regards,

<Name of Search Committee Chair>

Applicant Not Selected/ Will Not Be Interviewed

Thank you for applying for the advertised <insert advertised rank> position in the <insert department> at the University of Florida.

We appreciated the opportunity to review your credentials and interest. We have narrowed our search to a smaller number of applicants. Although we have made the decision not to proceed further with your application, we wish you well in your professional endeavors.

Best Regards,

<Name of Search Committee Chair>

Qualified Finalist Not Selected (at end of search)

Thank you for visiting the University of Florida to interview for the <insert advertised rank> position in <insert discipline>. [You may wish to personalize the letter by commenting on a particular, non-evaluative feature of that candidate's interview.]

After careful deliberation about the candidate who best fits our current campus and department needs, we have completed our search. While we have made the difficult decision to select another candidate, we would like to express our appreciation for your time and your interest throughout the search process.

Best wishes in all your professional endeavors.

<Name of Search Committee Chair>

Employment Inquiry Received (opening unavailable)

Thank you for your query regarding employment with <insert department/office> at the University of Florida. I am sorry to report we do not have openings presently in your described areas of expertise and interest.

Employment opportunities with the University of Florida are available on the Internet at <http://jobs.ufl.edu> and are most often advertised in professional journals, such as The Chronicle of Higher Education. We encourage you to apply, following the instructions indicated in the position vacancy announcements that appear in these sources.

Best Regards,

<Name of Search Committee Chair>

Employment Inquiry Received (now have an opening)

A/an <insert position and rank> vacancy in <department/office> has become available (Position Vacancy Listing attached). Based upon the letter you sent to us previously, it appears that this position may be of interest to you. If you wish to be considered for this position, please provide your current vita and a cover letter.

Best Regards,

<Name of Search Committee Chair>

Letter Of Recommendation Written To The Hiring Authority

After completing on-campus interviews with <insert number> of candidates, the Search Committee for a tenure-track position in <insert department and specialty, if appropriate> submits for your review this summary of the candidates' strengths, weaknesses and possible contributions:

Best Regards,

<Name of Search Committee Chair>

Candidates Acceptable For Hire (In Alphabetical Order):

This information may be conveyed in writing or orally by the Search Committee Chair to the hiring authority by using personal (non-public) notes.

The Search Committee submits for your consideration the following candidates (in alphabetical order):

<Summarize each recommended candidate's strengths, weaknesses and likely contributions to students, the department, University and community. Be prudent in any written communication, leaving clarifications and proliferate details for the Chair's interview with the hiring authority.>

[Communicate only if it applies] After closely scrutinizing the on-campus performance and interviews of the following candidates, each was re-assessed and determined unacceptable for hire (in alphabetical order):

<Summarize each candidate's strengths and weaknesses and contribution deficits. Be prudent in your written discussion, leaving clarifications and proliferate details for the Chair's interview with the hiring authority.>

These comments are based on the Committee's view of the candidates in light of agreed upon criteria for the position: <list major criteria>. In addition, <insert number> of evaluations from faculty, staff and students who met the candidate contributed to our discussions and recommendations.

We look forward to hearing from you regarding the final hiring decision and conclusion of this search.

Best Regards,

<Name of Search Committee Chair>

Memorandum Of Understanding

TO: Janie Fouke, Ph.D.
 UF Provost and Senior Vice President, Academic Affairs

<Name of Receiving College Dean>
 Dean, College of _____

FROM: <Name of Receiving Department Chair or Unit Director>
 Department of _____

DATE: _____

SUBJECT: <Name of Hire/ Position Title>

The UF Provost's Office, _____ Dean's Office and the Department of _____ each agree to provide salary support of _____ in the position identified above for three years beginning <insert date> Below is a breakdown of the support.

Time Period	Provost	Dean	Dept	Institute
Salary				
Name of Hire				
\$_____Base + fringe	33.33%	33.33%	33.33%	N/A
09/01/06 - 08/31/07				
\$_____Base + fringe	25.00%	37.50%	37.50%	N/A
09/01/07 - 08/31/08				
\$_____Base + fringe	10.00%	45.00%	45.00%	N/A
09/01/08 - 08/31/09				

Per the official letter, _____ will be provided office space within the Department of _____ located in the _____, Room _____.

Please sign below and return to the attention of _____, Dept. of _____
 _____. <add address>_____

Name
 Professor and Chairman

Name
 Director, UF Institute (if applicable)

Name
 Dean, College of _____

Janie Fouke, Ph.D.
 UF Provost

Appendix B

The Legal Basis for Non-discrimination

The University of Florida has long recognized that its values include equal opportunity in the workplace. University policy strictly prohibits discrimination against any individual for reasons of race, color, creed, religion, sexual orientation, national origin, sex, age, disability or Vietnam veteran status. Equal access to employment opportunities, admissions, educational programs and all other University activities is to be extended to all.

Numerous federal and state laws and executive orders give legal force to the prohibition against discrimination of various types in the workplace. Among the more important pieces of legislation that provide a legal basis for the goals of equal employment opportunity are the following:

Immigration Reform and Control Act of 1986. This revision of the U.S. Immigration law requires employees to verify the identity and employment authorization of every employee, including U.S. citizens, hired after November 6, 1986.

Title I of the Americans with Disabilities Act (ADA) of 1990. This act prohibits employment discrimination against qualified applicants and employees with disabilities and requires employers to provide reasonable accommodations unless undue hardship would result.

Title II of the Americans with Disabilities Act (ADA) of 1990. This act prohibits discrimination against qualified individuals with disabilities and requires that facilities, programs and activities be accessible.

Title VII of the Civil Rights Act of 1964, as amended. This act prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, treatment of pregnancy and other conditions of employment) on the basis of race, color, religion, national origin or sex.

Title IX of the Education Amendments of 1972, as amended. This act prohibits discrimination on the basis of sex in all educational programs and activities receiving federal funds.

Executive Order 11246/11375, as amended. These presidential executive orders prohibit federal contractors and subcontractors (like the University of Florida) from discrimination in employment (including hiring, upgrading salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, national origin or sex.

Equal Pay Act of 1963, as amended. This act prohibits discrimination in salaries (including almost all fringe benefits) on the basis of sex.

Age Discrimination in Employment Act of 1967. This act prohibits discrimination against applicants and employees who are 40 or more years of age.

Vietnam-Era Veterans Readjustment Assistance Act of 1974. This act prohibits discrimination in employment practices (including hiring, upgrading, demotion or transfer, recruitment, layoff or termination, rate of pay or other forms of compensation and selection for training) on the basis of the applicant's being either a veteran with disability or a veteran of the Vietnam era.

Section 503 of the Rehabilitation Act of 1973, as amended. This act prohibits discrimination against any qualified applicants, students or employees on the basis of disability in all programs and activities receiving federal funds.

Section 504 of the Rehabilitation Act of 1973, as amended. This act prohibits discrimination against any qualified applicants, students or employees on the basis of disability in all programs and activities receiving federal funds.

The Retirement Equity Act of 1984. This act is designed to provide greater pension equity for women and for all workers, their spouses and dependents by taking into account changes in work patterns and in the status of marriage (child-care leave) as an economic partnership.

None of these statutes, executive orders and regulations automatically insures equity and equality in employment. That can only be achieved by the full and enthusiastic support of the ideals and goals of all members of the University community. Ultimately, we all have ownership of equal opportunity. For more information, contact the Equal Opportunity Office located in Human Resource Services.

The University's Office of the Vice President and General Counsel can be of assistance in questions regarding legal issues in the search process.

Appendix C

Appropriate and Inappropriate Questions

The following examples may assist Search Committees and interviewing groups conducting interviews.

Note: This is general advice. For more specific advice relating to appropriate questions for special positions requiring particular attributes (e.g., height) for non-discriminatory reasons, contact the Office of the Vice President and General Counsel.

Subject	Appropriate	Inappropriate
Age	None	Questions about age, request for birth certificate
Citizenship	Questions about legal authorization to work in the specific position if all applicants are asked	If person is a U.S. citizen
Convictions	Record of convictions of felony or misdemeanor offenses if all applicants are asked. However, this is part of the background check	Questions about convictions unless the information bears on job duties and responsibilities.
Education	Inquiries about degrees or equivalent experience.	Questions about educational choices that are unrelated to job requirements.
Disability	Applicant's ability to perform job-related functions with or without accommodations.	Whether applicant has a disability.
Marital / Family Status	Whether an applicant can meet work schedule or job requirements. Should be asked of both sexes.	Any inquiry about marital status, children, pregnancy or child-care plans.
Name	Current legal name.	Questions about national origin, ancestry or prior marital status.
National Origin	Legally authorized to work in this specific position if all applicants are asked.	Whether applicant is legally eligible to work in the U.S. if other applicants are not asked.
Organizations	Inquiries about professional organizations related to the position.	Inquires about organizations indicating race, sex, religion or national origin.
Race Or Color	None.	Comments about complexion, color of skin, height or weight.

Appendix D

Tips on Interviewing Applicants with Disabilities

In light of the Americans with Disabilities Act (ADA), even experienced managers are wondering what questions may and may not be asked when interviewing an applicant with a disability. In addition, managers and supervisors are often unsure of disability etiquette when interacting with employees and applicants with disabilities. These guidelines are provided to assist managers in the interviewing process, as well as to enhance communication skills of managers and supervisors when interacting with employees with disabilities.

When interviewing an applicant with any disability

- Do not ask: What happened to you? Do you have a disability? How will you get to work?
- Do not ask questions phrased in terms of disability: Do you have a medical condition that would preclude you from qualifying for this position?
- Do not ask: How often will you require leave for treatment of your condition? (However, you may state the organization's attendance requirements and ask if the applicant can meet them.)
- Do not try to elicit the applicant's needs for accommodation. The interview should focus on whether the candidate is qualified for the job in question. Focus on the applicant's need for accommodation only if there is an obvious disability or if the applicant discloses a disability or need for accommodation.
- Do ask job-related questions: How would you perform this particular task?
- Always offer to shake hands. Do not avoid eye contact but do not stare either.
- Treat the applicants as you would any other applicant – do not be patronizing. If you do not usually address applicants by their first name, do not make an exception for applicants with disabilities.
- If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door) but do not assume it will necessarily be accepted. Do not automatically give assistance without asking first.
- Whenever possible, let the applicant visit the actual work area.
- “At what point are you able to ask about what accommodations a person may need due to a disability?” Only after the position has been offered are you allowed to inquire about any disability-related accommodations. At the point you offer the position, you may want to ask if the applicant will need any disability-related accommodations. If a person does not ask for an accommodation, then do not ask any further but remind him or her to ask at any point an accommodation is needed.
- Ask a person to take medical examinations after a job offer has been accepted. Examinations are only required for specific jobs that require medical examinations. There is no reason to ask a person to take a medical examination because he or she is disabled.
- Do not lean on an applicant's wheelchair.
- When interviewing candidates with obvious disabilities (blindness, deafness, etc.), do not be embarrassed to use such phrases as: “I see what you mean” or “I hear what you're saying.”
- No matter what disability a person may have, you should speak to or interact at the applicant's eye level.

Appendix E

Recruitment Expenses

The University of Florida will reimburse certain expenses incurred during the recruitment process, dependent on department's or college's funding. Any department seeking to recruit for a position may, with the approval of its Dean, Department Chair or Director, pay either full or partial travel expenses of candidates for the position. Interview costs are the responsibility of the department involved. When approval by the Dean, Department Chair or Director has been obtained, the department can proceed with arrangements for interviews. All candidates should be advised of allowable expenses prior to the interview.

1. Tax issues - Before an offer is accepted, payment of authorized recruitment expenses, such as airfare, hotel and meals incurred during the recruitment process, is not taxable to the prospective employee. A detailed accounting of all recruiting expenses is required.

After an offer of employment has been accepted, however, the employer-employee relationship is established, and pre-move, house-hunting expenses incurred by the employee and family are considered taxable/reportable income.

2. Reimbursements
 - a. Reimbursement of Travel Expenses to Prospective Employees - Prospective employees may be reimbursed for the following expenses incurred during the recruitment process:
 1. Cost of transportation to and from the interview site, including local transportation.
 2. Actual cost of lodging.
 3. GSA rates for meals.
 4. Expenses for transportation, food and lodging for accompanying guest (generally limited to one visit).

Travel expenses will be reimbursed in accordance with University Travel Directives and Procedures (<http://fa.ufl.edu/uco/handbook/handbook.asp?doc=1.4.14>) and at rates specified in those directives. Requests for reimbursement of travel expenses must be processed through the Travel and Expense module in myUFL.

- b. Reimbursement to University Employees for Recruitment Expenses - Employees may participate in recruitment activities (luncheons, dinners, receptions, etc.) for the purpose of allowing the prospective employee to meet with a Search Committee, University hosts and/or faculty/staff within the department. In order to reimburse the University employee sponsoring and paying for the recruitment event, the department fiscal staff should enter an unencumbered voucher in the Accounts Payable module of the myUFL system for reimbursement of expenses incurred. Original paid receipts must be forwarded to the appropriate disbursement approval office (<http://fa.ufl.edu/uco/handbook/handbook.asp?doc=1.4.13.5>) along with the following information:

1. Name of prospective employee.
 2. Title of open position for which recruitment expenses have been incurred.
 3. A list of University hosts and any accompanying guests attending the activities.
 4. A statement by the individual incurring the expense: "I certify these expenses were incurred as a result of recruiting for employment by the University of Florida."
- c. Expenses for alcohol may only be reimbursed using discretionary Foundation Funds (see Guidelines for Certain Types of Expenditures).
- d. One area of significant cost that needs additional oversight is meals with candidates. The general guideline is that candidates are to be entertained at dinner by the appropriate department head (or substitute) plus a maximum of two other university hosts. The University will not cover the costs for large groups of employees.
3. Executive Search Firms – If the recruiting process requires use of an executive search firm, contact Purchasing Services prior to engaging any firm.
 4. Exceptions to policy - All exceptions to this policy must be approved in advance by the appropriate President's Cabinet officer or Dean.

Glossary of Useful Terms

Applicant Data Card – An instrument used to document and track voluntary, self-identified, applicant demographics. The University requests data on the race, sex and ethnic identity of all applicants to monitor our employment and recruitment practices in accordance with Federal Executive Order 11375 (11246) and U.S. Department of Labor non-discrimination regulations.

Applicant Pool – List of all individuals who have applied for a vacancy.

Closing date – The date identifying when a position vacancy will no longer post and when applications for the position will no longer be accepted.

Dual Career – Refers to employment challenges facing two-income families.

Dual Career Consideration – Implies an assessment of mutual interest occurring between a potential hiring Department and a relocating partner of a University faculty member or a candidate to whom an offer to hire has been extended.

Dual Career Consultants – Liaisons between the relocating partner and potential hiring agents or Departments, initiating and coordinating contacts and hiring opportunities.

Diversity – Socioeconomic background, talent, life experiences, discipline, perspective, ethnic, gender, racial and other differences in characteristics of individuals. Broad diversity contributes to maximizing the potential of achieving the University's educational mission in an increasingly diverse society by, among other effects, building multicultural skills in the campus community. Many aspects of broad faculty diversity have been easy to achieve, while others such as racial and gender diversity have proven more difficult. There are at least four important expressions of diversity needing acknowledgement within a university community:

Cognitive – Fostering multicultural skills and understanding. Utilizing the variety of ways people learn and achieve academic goals or pursue research interests while engaging the vast range of pedagogical opportunities institutional and sociocultural differences provide;

Demographic – Achieving reasonable representation of individuals who meet each aspect of broad diversity according to availability data. This alone may be inadequate to support the University's educational mission because the pipeline problem limits availability of some aspects of diversity, such as women and minorities;

Structural – Working across a variety of organizational lines to achieve a common goal; and

Global – Understanding and utilizing methods for doing business that extend beyond the boundaries of the university context (for instance, following federally mandated employment guidelines for international applicants).

Equal Employment Opportunity – Administering all terms and conditions of employment without unlawful or improper discrimination based on age, color, disability, national origin, race, religion, veteran status, sex or sexual orientation.

Hiring Authority – The person making the final hiring decision and offer. For some searches this may be the Department Chair or Director; for others, the Dean, Senior Vice President or Provost.

Initiating Department – Refers to the home Department of the initial hire or short-listed candidate for hire in spousal or partner employment considerations prompted by dual career opportunities.

Initial Hire – The individual in dual career opportunities whose faculty appointment the Initiating Department is attempting to secure.

List of Experts – A list of sourcing contacts intended to solicit applicant nominations. These lists should include names of alumni, professionals and personal contacts who may be able to recommend qualified candidates. Identifying and including experts who can nominate qualified minorities, women and individuals of other underserved groups should be an important focus of these lists.

Minority – An individual who is a member of a racial or ethnic group that the University determines in its academic discretion, is not adequately represented to further the University's educational mission.

Race/National Origin/Ethnicity

American Indian or Alaska Native – A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand and Vietnam.

Black or African American – A person having origins in any of the black racial groups of Africa.

Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South American or Central American or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

White – A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

Receiving Department or College – The entity making a Dual Career consideration or requesting Dual Career salary support from the Provost's Office.

Recruitment Compliance Report – A document completed by the hiring authority's administrative designee, highlighting search strategies, outreach efforts and results (including applicant pool demographics) and documentation concerning the individual hired for a vacancy.

Relocating Partner – The person receiving services from the University's Dual Career Services Program.

Rolling Deadline – The date when a Search Committee may begin reviewing applications without establishing a posting close date. This deadline “rolls,” allowing the Committee to continue to receive applications and review them until a posting close date is established and achieved.

Search Committee – An appointed body with membership determined by a Departmental, College or University hiring authority to recruit, evaluate, screen, interview, inform and make recommendations to the hiring authority, regarding applicants for a position. Sometimes identified in this document as “the Committee,” this appointed body may possibly include faculty, staff, students and community representatives.

Self-identification – A voluntary action taken by applicants to identify their racial or ethnic heritage and gender for federal data-gathering and reporting purposes.

Sourcing – Activities generating ideas and information useful in identifying prospective applicants or applicant nominations.

Talent Banks – Database of potential hires created by a department that is updated regularly. This information may come from current faculty, AAU and other doctoral programs, former faculty, students and alumni. Names may also be gathered from the List of Experts.

Viable Outreach Process – A proactive process that is adequate to identify qualified candidates of the broadest diversity possible in the circumstances, including minorities, women and members of other underserved groups. Evidence considered in determining the process includes, without limitation, data on availability of diverse qualified candidates, data on contacts made and notices published, as well as data on available sources to identify and encourage applications by candidates. Candidates included in a pool should meet the requirements or expectations for hire as defined at various points in the search process. For instance, first-cut pools meet minimum requirements for hire while final recommended candidates satisfy minimum and additional criteria for hire.

Acknowledgements

This Toolkit reflects the input and professional advice of many people. The Associate Provost for Faculty Development, Debra Walker King, thanks the following individuals for their contributions, recommendations and review of this document during various stages of its development:

- Kyle Cavanaugh, Senior Vice President for Administration
- Donna Burdge, Associate Director, UF Human Resource Services
- P. Jan Eller, Assistant Dean, Administrative Affairs, College of Medicine
- Nelda McNeill, Coordinator, Administrative Services, College of Medicine
- Brent Ransom, Assistant Director, IFAS Personnel
- Elnora Mitchell, Assistant Director, Academic Support Services, Faculty Development
- Larry Ellis, Director of Administration and Equal Employment Opportunity
- Jamie Keith, Vice President and General Counsel
- Barbara Wingo, Associate Vice President and Deputy General Counsel
- Imogene Cathey, Assistant General Counsel
- JoAnn Moody, Ph.D., J.D., National Diversity Consultant Director (part-time), Northeast Consortium for Faculty Diversity

Portions of this Toolkit are compiled, excerpted or adapted from external sources to reflect recommended standards and practices at the University of Florida. These resources include:

University of Wisconsin-Madison, Search Handbook, 1998,
<http://www.ohr.wisc.edu/polproced/srchbk/sbkmain.html>

University of Washington-Seattle, Presidential Summit Faculty Recruitment Toolkit, 2001, <http://www.ucop.edu/pressummit/toolkit.pdf>

University of Michigan, Faculty Recruitment Handbook, 2004-05,
<http://www.umich.edu/-advproj/handbook.pdf>



UF UNIVERSITY of
FLORIDA
The Foundation for The Gator Nation

Office of the Associate Provost for
Faculty Development
PO Box 113050
Gainesville, FL 32611-3050

Phone 352.392.6004
Fax 352.392.3575
Email facdev@aa.ufl.edu
<http://www.aa.ufl.edu/aa/facdev/>