A Resource Guide for Recruiting a Diverse Workforce

–Executive Administrators and Other Senior Administrators Positions –

Prepared by

Office of Institutional Equity and Compliance
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1. Introduction

1.1 Purpose
This Recruitment Guide supports the University’s commitment in fulfilling our academic interest in the pursuit of excellence and the legal requirement of nondiscrimination under federal and state laws. The commitment to diversity and equal opportunity recognizes that a diverse workforce enhances our vision and further positions the university in obtaining Tier One status. We can greatly enhance the university’s mission by recruiting, hiring, and retaining diverse individuals committed to academic excellence. The following guidelines will assist hiring managers and search committees in recruiting a diverse workforce that is essential to maintaining legitimacy as a public university dedicated to serving the needs of Texas and the world.

This guide complements the hiring practices outlined by Human Resources/Employment Services Hiring Guide (http://www.utdallas.edu/hr/employment/resources/#guide) and supports UTS187 Interviews of Executive Administrators and Other Senior Administrators (http://www.utsystem.edu/board-of-regents/policy-library/policies/uts187-interviews-executive-administrators-and-other-senior).

This Recruitment Guide describes the search process required for all executive administrator and other senior administrator positions at UT Dallas.

- Recruitment Guide also is available online at https://www.utdallas.edu/oiec/equity/.

1.2 Leadership Commitment
System and University leaders on the importance of diversity in employment.

1.2.1 UT System Chancellor
There is a war for talent, and we intend to win it. Now I want to talk about an issue that goes hand in hand with attracting the best and the brightest to UT System institutions – fairness and diversity. [The comparison of student to employee demographics at UTS institutions] makes it very clear that we are not doing the job we ought to be doing in driving equal opportunity and fairness in our hiring and promotion processes. This is particularly disappointing because education is all about opportunity. Making sure our faculty and staff reflect the changing look of Texas is not just about fairness. It’s also about effectiveness. We need faculty, administrators, and campus leaders who understand the people they’re serving, who come from the same kinds of places.

1.2.2 UT Dallas President

The UT Dallas faculty, which is 78% male and 58% Anglo, is less diverse than the student body. There are few arenas for talent-acquisition more ferocious than the competition for Tier I faculty. We will fully embrace the Fairness and Opportunity Rule to build a talented and diverse faculty.

– President, Richard C. Benson, November 21, 2016

1.2.3 UT Dallas Vice President, Diversity and Community Engagement

Departments and colleges can and should pay attention to issues of equity and inclusion in their units and the availability of women and underrepresented minorities in the applicant pools. Developing a community of diverse and academically talented faculty is an essential component of ensuring UTD’s long term success and viability. As one of the most diverse student bodies in the country it is imperative that our faculty and staff appreciate the significance and importance of diversity. In addition to this Resource Guide, the Office of Institutional Equity and Compliance can supply departments with information on the availability of underrepresented groups in the workforce.

– Vice President, Diversity and Community Engagement/Dean, School of Interdisciplinary Studies George Fair

1.3 Nondiscrimination

The University of Texas at Dallas is committed to providing an educational, living and working environment that is welcoming, respectful and inclusive of all members of the university community. An environment that is free of discrimination and harassment allows members of the university community to excel in their academic and professional careers. To that end, to the extent provided by applicable federal and state law, the University prohibits unlawful discrimination against a person because of their race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, veteran status, sexual orientation, and gender identity. The University's commitment to equal opportunity extends its nondiscrimination protections to include gender expression.

– Nondiscrimination (UTDBP3090).

1.4 Definitions

Equal Employment Opportunity (EEO) ensures that all applicants have equal access to the selection process – that none are excluded on the basis of their protected status. EEO prohibits discrimination and requires fair treatment in employment; but by itself typically does not change existing conditions.

Affirmative Action (AA) goes beyond nondiscrimination and requires positive action in terms of outreach and access.

• Good Faith Effort: expand outreach and recruitment of women, minorities, individuals with disabilities, and protected veterans; thereby making them aware of employment opportunities and providing access to be able to pursue such opportunities.

The principle is that absent discrimination, over time an employer's workforce, generally, will reflect the demographic profile of the labor pools from which the employer recruits and hires its employees.
Affirmative Action Plan: assists an employer in annually evaluating the impact of its employment decisions and compensation systems on those protected classes.

Together EEO & AA act to remedy past discriminatory practices by eliminating barriers to success in areas where individuals in protected classes have been underrepresented. These efforts are made consistent with applicable laws and regulations; and collectively represent the University’s Affirmative Action Program.

At UT Dallas, we define diversity as recognizing, respecting, valuing, and celebrating individual differences based on but not limited to one's race, ethnicity, gender, gender expression, gender identity, national origin, religion, disability, age, sexual orientation, socio-economic status, genetic information, sex, pregnancy, veteran status, marital status, job title/role, work experiences, parental status, caregiver status, and educational background. Finally, these categories of difference are not always fixed but also can be fluid; it is essential to respect individual rights to self-identification.

UT Dallas is committed to fostering a culture of inclusion that nurtures understanding of each other and moves beyond tolerance to embracing co-existence, interdependence, and equity.

2. Recruitment & Selection Process

2.1 Overview

Hiring managers play an essential role in fulfilling the University’s EEO and AA responsibilities. It is the responsibility of all managerial and supervisory staff to implement the University’s Affirmative Action Program.

These responsibilities include, but are not limited to:

- Assisting in the identification of problem areas, formulating solutions, and establishing departmental goals and objectives when necessary;
- Reviewing the qualifications of all applicants and employees to ensure qualified individuals are treated in a nondiscriminatory manner when hiring, promotion, transfer, and termination actions occur; and
- Reviewing the job performance of each employee to assess whether personnel actions are justified based on the employee’s performance of his or her duties and responsibilities.

Affirmative Action outreach efforts are proactive and may vary depending on such variables as identified underrepresentation and statistical availability, as well as the position and recruitment resources. Expanded recruitment efforts continue to be required for all positions in which women and minorities are underrepresented. When the job group or the department is underrepresented, search committees are required to take extra measures to identify, recruit and hire women, racial/ethnic minorities, individuals with disabilities, and veterans.

The Hiring Manager is responsible for developing a recruitment plan that encourages the formation of a diverse, highly qualified applicant pool. The best practices outlined in this Recruitment Guide are designed to assist hiring managers in ensuring an equitable recruitment and selection process.

2.1.1 Executive Administrators and Other Senior Administrators

The UTS 187 Opportunity Rule outlines a recruitment and selection process for executive administrator and other senior administrator positions.
• **Executive Administrators**: each position that performs executive duties and reports directly to the president, each dean, and each other position the president designates as an Executive Administrator under this policy.

• **Other Senior Administrators**: an associate vice president, assistant vice president, associate dean, assistant dean, department chair, associate department chair, assistant vice chancellor, division chief, section chief or head coach, other similar administrator, and each other position the president designates as an Other Senior Administrator under this policy.

In particular, the pool for interview by the final decision-maker (*this is usually the campus interview or equivalent*) must include a female, a male, and a member of an underrepresented group (*the final pool must include at least two individuals*). Underrepresented groups include:

- **Hispanic or Latino**: an applicant of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race;

- **Black or African American (Not Hispanic or Latino)**: an applicant having origins in any of the black racial groups of Africa;

- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)**: an applicant having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands;

- **Asian (Not Hispanic or Latino)**: an applicant 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 Philippine Islands, Thailand, and Vietnam;

- **American Indian or Alaska Native (Not Hispanic or Latino)**: an applicant having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

– Interviews of Executive Administrators and Other Senior Administrators (*UTS 187*).

This Recruitment Guide describes the search process required for all executive administrator and other senior administrator positions at UT Dallas. See [Search Process Flowchart](#) for an overview.

### 2.1.2 Other Staff Positions

Hiring managers should utilize good faith efforts and adhere to EEO and AA principles during the recruitment and selection process. Before conducting a search, hiring managers should be aware whether there is a placement goal for the particular position type to be filed or for the general unit/department in which the position will be housed. Please contact the Office of Institutional Equity and Compliance (OIEC) for more information about placement goals and to discuss outreach efforts for your unit.
2.2 Search Process Flowchart

Step 1: Position Review & Request Form (PRR)

Step 2: Recruitment Plan & Job Posting

Search committee reviews all applicants who meet minimum qualifications. Conducts screening interviews as necessary (using a core set of questions). Search Chair appropriately dispositions each applicant based on committee’s review.

Step 3: Search Committee Training

Search committee, hiring manager, and appropriate constituent groups interview finalists (using a core set of questions). Search Chair prepares evaluation summaries for each finalist (may include a recommendation for hire as charged by the hiring manager) and forwards to the hiring manager for consideration.

Step 4: Applicant Review & Screening

Search Chair sends list of proposed finalists to OIEC for EEO review.

Step 5: Candidate Selection Process

OIEC & HR review. Hiring manager submits candidate evaluation to OIEC for review.

Step 6: Interview Finalists (Campus Interview)

HR facilitates remaining hiring procedures.

Step 7: Hiring Proposal

Required for all executive administrator and other senior administrator positions.
3. Planning the Search

Once the Position Review and Request form is reviewed and approved by Human Resources, the Recruitment Plan must be reviewed and approved by the Office of Institutional Equity and Compliance.

3.1 Recruitment Plan

The Hiring Manager is responsible for developing a recruitment plan that encourages the formation of a diverse, highly qualified applicant pool. The Recruitment Plan must address at the minimum the following items:

3.1.1 Position Description

The position description should describe those duties regarded as essential to the specific position being advertised and also those duties expected of all other comparable personnel in the department. When developing the job specifications, the Hiring Manager should keep in mind that it can be a tool to widen the applicant pool by eliminating unnecessary qualifications. The position description serves as the basis of the vacancy announcement that will be used for all advertising. For additional information, see minimum requirements. The applicable Employment Specialist will assist you with developing a job requisition template.

3.1.2 Recruitment and Advertising

The Hiring Manager identifies the specific recruitment sources to be used in advertising the position. An effective recruitment strategy includes national, highly visible publications, professional newsletters, electronic postings, and other relevant sites. It includes advertising widely and going beyond the traditional methods of identifying applicants. Hiring managers are encouraged to use electronic job-posting services targeted at diverse groups such as veterans, individuals with disabilities, caucuses or female and minority professional association job boards for specific disciplines. Many professional organizations maintain directories of minority professionals. See Appendix A for list of targeted recruitment sources.

There are numerous other strategies to assist in “casting a wide net” when recruiting for vacant positions:

- At professional conferences, make personal contacts with minorities, veterans, individuals with disabilities, and women and invite them to apply.
- Contact colleagues at other institutions to seek nominations of students nearing graduation (where consistent with the qualifications of the position), recipients of fellowships and awards, or others interested in moving laterally, making sure to request inclusion of qualified women and minorities (as appropriate for the position).
- Identify suitable administrators at other institutions and send job announcements. Telephone calls and letters to nominees and applicants can send a strong message of openness and welcome.
- Place announcements in newsletters (electronic and print), journals, and publications aimed specifically at underrepresented groups.
- Send announcements and request nominations from departments in Historically Black Colleges and Universities (HBCUs); and Hispanic-serving, American Indian- serving, and Asian-serving institutions.
- Consult with staff of color, veterans, women, and individuals with disabilities already on campus on outreach strategies.
Other Considerations for an effective diverse search:

- Review how many women and underrepresented minorities have applied for past positions in your department or school, as a percentage of the total applicant pool. The Office of Institutional Equity and Compliance (OIEC) may be able to provide you with a benchmarking report specifically for your department or larger organizational unit.
- Review how many women and underrepresented minorities have been brought to campus for interviews in your field in previous searches.
- If women or underrepresented minority candidates have been hired in recent searches, ask the search committees, the department chair or dean of the school, and the recently hired faculty or staff themselves how they were successfully recruited.
- Learn what happened to women and underrepresented minorities who were not offered positions in previous searches. Where are they now? Was the assessment by the search committee at UTD an accurate predictor of the individual’s current achievement?
- If no women or underrepresented minorities have been offered positions in recent searches, consider redefining departmental evaluation systems in ways that might better take strengths of underrepresented candidates into account. Consider whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria for the current search.

### 3.1.3 Search Committee

The search committee plays a very important role in the hiring process. The primary goal of recruiting and hiring highly qualified applicants is better achieved by bringing together individuals who understand the requirements of the position and are committed to the goals of the department.

The Hiring Manager determines the members of the search committee, designates a search chair, and describes the role of the search committee in the search process. The search committee should have a diverse composition and **must include at least one female, one male, and one member of an underrepresented group.** It should also reflect adequate representation of interests such as staff within the department, staff in associated departments, faculty, students, and other constituent groups (as appropriate). The ideal size of a search committee is five to seven members reflecting these diverse interests. A search chair manages the search process and serves as a point of contact for applicants. The role of the search committee includes its scope and function in reviewing applications, recommending potential candidates, interviewing, and providing commentary on the final candidates to the hiring manager.

### 3.1.4 Proposed Timeline

The Hiring Manager sets a tentative timeline for the search process. The recruitment period for collecting applications must be at least 10 business days.

### 3.1.5 OIEC Review of the Recruitment Plan

The Hiring Manager submits the Recruitment Plan (as defined above) to the Office of Institutional Equity and Compliance for review. This information may be submitted by email to institutionalequity@utdallas.edu. The Director of Institutional Equity & EEO will work with the Hiring Manager to discuss any additional outreach that may be needed to attract a broad pool of diverse, qualified applicants.

After approval of the Recruitment Plan, the Hiring Manager announces the vacancy and follows the Recruitment Plan. See the [HR Hiring Guide](#) for more information outreach and advertising.
3.2 Vacancy Announcement

All vacancy announcement must include the following statements:

- The University of Texas at Dallas is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, pregnancy, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.
  - Advertisements with limited space may use: UTD is an EEO/AA Employer (M/F/D/V).
- Individuals with disabilities requiring disability-related accommodations in the application and interview process, please visit our ADA website.

The Hiring Manager is encouraged to also include: UT Dallas is especially interested in qualified candidates who can contribute, through their experience, research, teaching and/or service, to the diversity and excellence of the academic community.

The applicable Employment Specialist will assist the Hiring Manager with developing a job requisition template.

4. Search Committee Charge

The Hiring Manager is responsible for the employment decision and for providing guidance and support to the designated Search Chair throughout the entire employment process. The Hiring Manager must explain to the search committee its duties as outlined in the Recruitment Plan.

In charging a search committee, the Hiring Manager should define expectations for the search by detailing the position’s minimum and preferred qualifications, advertising and outreach sources, and developing selection criteria to include an assessment of the candidate’s qualifications for working within a diverse environment. This charge should include the hiring manager’s overall vision for the position and the skills/knowledge a successful person in this position will possess. This is the opportunity for the hiring manager to make clear to the search committee exactly what the priorities are for the role and give the search committee a clear and consistent framework by which to evaluate the applicants. It is also a good time to review any placement goals for the particular position type to be filed or for the general unit/department in which the position will be housed.

4.1 Search Committee Training

Before the search committee begins reviewing applications, all members must be trained on best practices for conducting a fair, equitable search. As soon as the committee is named and before engaging in the important work of the committee, the Search Chair should schedule an “orientation” with staff from the Office of Institutional Equity and Compliance (OIEC). Such an orientation can take place before or at the first meeting of the search committee, which is also a good time for the Hiring Manager to charge the committee. The OIEC staff member will share data from the Affirmative Action Plan for this department, discuss best practices, brainstorm about additional recruitment efforts, and address any questions. To arrange search committee training, contact OIEC at institutionalequity@utdallas.edu.
4.2 Confidentiality
The Hiring Manager and Search Chair are responsible for ensuring that all application materials are secure. All applicant materials and committee deliberations are confidential and may only be shared with those directly involved in the employment process.

5. Applicant Review & Screening

An important role of the search committee is to establish the selection criteria and procedures for screening, interviewing candidates, and keeping records before material from applicants begin to arrive. The selection criteria must be carefully defined, directly related to the requirements of the position, and clearly understood and accepted by members of the committee. The ability of the candidate to add intellectual diversity and cultural richness to the department is a criterion that should be included among the selection criteria.

5.1 Evaluating the Applicant Pool
The search committee evaluates the applicant pool by screening each applicant’s materials based on advertised minimum and preferred qualifications. The committee must use the minimum requirements specified in the posting and the priorities expressed by the Hiring Manager in order to have a consistent frame of analysis for committee members to evaluate the applicants. The search committee should review all applicants that meet the advertised minimum qualifications.

Some of the duties and responsibilities of the Search Chair will be to keep documentation of:

- Major criteria used to select applicants beyond “initial screening.”
- Major criteria used to select finalists (for interview).
- Major criteria used to select successful candidate.
- Specific reasons for rejection of candidates interviewed but not selected.
- Interview notes/forms, tests and test results, and reference questions and responses.

5.1.1 Evaluating the “Best Qualified” Candidates

To assist you in identifying the “best qualified” candidate, ask the following questions:

Does the candidate:

- Satisfy advertised requirements for the position?
- Possess the skills needed to perform the essential functions of the position?
- Possess experience and/or work with diverse populations?
- Add intellectual diversity to the college community?
- Enlarge the cultural richness available within the college community?
- Alleviate underrepresentation in a discipline or within the department?
- Demonstrate special talents and knowledge needed to serve as a mentor and role model for employees or students in underrepresented groups?
- Enhance other factors valued on your campus?

See the HR Hiring Guide for more information about screening applications.
5.1.2 Unconscious or Implicit Bias

Research demonstrates that everyone of us has a lifetime of experiences and a cultural history that influences our judgments during the review process. Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways. A first step toward ensuring fairness in the search and screening process is to recognize that unconscious biases and attitudes not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations, even if we are committed to egalitarian principles.

It is important to recognize that diverse paths and experiences can make positive contributions to a candidate’s qualifications. Acknowledge the value of candidates who are “less like us” and consider their contribution to our students who are increasingly more diverse. As a search committee you are encouraged to think carefully about your definition of “merit,” taking care to evaluate the achievements and promise of each applicant, rather than relying on stereotypical judgments. Make sure the process allows each member of the group to contribute to the evaluation of all applicants.

The search committee is cautioned to be mindful of biases in the screening process that could inadvertently screen out well-qualified applicants with non-traditional career paths, with non-traditional research interest or publications, and from Historically Black Colleges and Universities (HBCUs) or other minority-serving institutions.

The results from controlled research studies have shown that bias and assumptions can affect evaluation and hiring of candidates for academic positions. These studies show that the assessment of CVs and postdoctoral applications, evaluation of journal articles, and the language and structure of letters of recommendation are significantly influenced by the sex of the person being evaluated. It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions.


Other Resources Addressing Implicit Bias

- Understanding and Overcoming Implicit Bias in Higher Education: https://www.youtube.com/watch?v=GPjGtY1yEtE.

It is important to be aware of our biases and create a safe environment within the search committee meetings where demonstrated biases can be challenged and discussed openly in order to be eliminated from the evaluation process.

5.2 Conducting Screening Interviews

The next stage in the search process will be for the search committee to conduct screening interviews (phone or skype) as needed to narrow the pool to final candidates. Screening Interviews are an intermediate screening step to help the committee determine who will be invited for an on-campus interview. If the search committee elects to conduct screening interviews, make sure that they are handled consistently and professionally. Even though you are talking face-to-face, your questions...
should be uniform. Thus, it would be helpful to make a plan in advance. This will help achieve fairness, equity, and consistency during the interview process. Discriminatory behavior is improper even if it occurs inadvertently. Perception is as important as reality to the applicant; and such perception can disproportionately impact women and persons of color.

The search committees should develop a core set of questions to ask each applicant. However, you may also ask additional questions that are specific to each applicant or triggered by the applicant’s response. There may be something in an applicant’s background that will be unique and may warrant other questions, e.g., different kinds of research or other kinds of experiences. These different questions are appropriate as long they are job related. Screening interviews are usually short (30 minutes), and the entire search committee need not be convened for screening interviews. Teams of two work well for this purpose. The core set of questions provides consistency and makes evaluation easily assessable. After the initial screening, the search committee may conduct a second round of more in-depth screening interviews to help further narrow the pool if necessary.

In preparation for the screening interviews, committee members should review the position description and the vacancy announcement for specific knowledge, skills, and abilities required for the position. Review the applicant’s resume, cover letter, and any other pertinent material. Note areas that may need clarification or further inquiry.

The Search Chair begins by introducing her/himself to the applicant. Other committee members present should also be introduced. Explain to the applicant the purpose, format, and agenda of the interview. Briefly review the position and, in general, what will be expected of the successful applicant. Give the applicant a moment to become comfortable and have an idea of what will be happening. Note taking by committee members is encouraged as an aid to recall and to ensure accuracy.

As the interview proceeds, listen carefully and allow the applicant sufficient time to respond to inquiries. If the applicant tends to answer excessively, the chair should interrupt and move on to the next area of inquiry. The key is to combine good listening with good use of questions. Don’t rush through the process and be sure to take time to answer the applicant’s questions.

Conclude the interview by thanking the applicant for taking the time to speak with the committee and explain what will happen next, i.e., the rest of the selection process. However, do not make commitments you cannot keep (i.e., scheduling an on-campus interview at this time) or lead the applicant to believe he/she will be moved to the next round.

Documentation of all screening interviews should be maintained in the search records. See the HR Hiring Guide for more information about interviewing.

### 5.3 Other Considerations

#### 5.3.1 Social Media

It is highly recommended that search committee members do not use social media as an applicant reference or fact checking tool. Information posted in social media forums may be inaccurate, unverifiable, and often reveals information that should not be considered during the hiring process including, but not limited to, a person’s age, race, and/or family status.

If social media skills are essential to the position, include interview questions that ask applicants to demonstrate their social networking skills, or ask applicants to submit materials related to the job requirements. Be sure to request materials or ask questions of all applicants in a fair and consistent manner.
5.3.2 Communicating with Applicants

Typically, each applicant’s status is viewable to the applicant in the online applicant tracking system once they apply online and create an applicant profile. The system will display if they are still under review.

Be courteous and responsive to applicants who seek information about the position, the school, department, institution and university community. Keep applicants informed on the progress of the search (especially if it is taking longer than expected). We make friends for the university by treating applicants with thoughtfulness – no matter how ill-suited an applicant may be for your particular position. However, it is extremely important to be consistent in the information you share with applicants. Be careful to give the same level of detail to applicants especially concerning the application process. Remember, sometimes less is more. Standardize the information that is communicated to applicants by only having the Chair make any necessary contacts with applicants. Treat internal applicants just like the external applicants. Consider regular phone and/or email contact with applicants in whom you are especially interested. You don’t have to have any particular news; just keeping in touch is an effective recruitment strategy if the process seems to be taking a long time.

Once the search committee begins evaluating applicants, committee members should end their contact with individual applicants and direct applicants to the Search Chair.

A notification letter can be sent to each applicant, once the individual is no longer under consideration for the position. For example, applicants who are no longer being considered after an initial screening can be notified at that point. You do not have to wait until an offer is actually made. However, be careful not to eliminate a person from consideration too early. If you wait until a final candidate is selected, try to notify applicants as soon as possible before any formal public announcements about the selected candidate are made. All interviewed candidates should be notified in writing that they were not selected. The applicable Employment Specialist can assist the Search Chair or Hiring Manager with changing an applicant’s status to trigger an appropriate notification in PA7.

5.3.3 Veteran’s Preference

An individual who qualifies for a veteran’s employment preference is entitled to a preference in employment over other applicants who do not have a greater qualification for the same position. A veteran is defined as an individual who served in the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard or in an auxiliary service of one of the branches of the U.S. Armed Forces.

1. A veteran qualifies for a veteran’s employment preference if the veteran meets all the following conditions:
   • served in the military for not less than 90 consecutive days during a national emergency declared in accordance with federal law or was discharged from military service for an established service-connected disability;
   • was honorably discharged from military service; and is competent.

2. A veteran’s surviving spouse who has not remarried or an orphan of a veteran qualify for a veteran’s employment preference if all of the following conditions are met:
   • the veteran was killed while on active duty;
   • the veteran served in the military for not less than 90 consecutive days during a national emergency declared in accordance with federal law; and the spouse or orphan is competent.

3. When interviewing individuals qualified for a veterans’ employment preference, follow the guidelines below:
   • If the total number of individuals interviewed is 6 or fewer, at least 1 interview must be with a qualified veteran eligible to claim the veterans’ preference.
   • If the total number of individuals interviewed is more than 6, at least 20% of the total number of interviews must be with qualified veterans eligible to claim the veterans’ preference.
• If no applications are received from individuals who qualify for a veterans’ employment preference, there is no interviewing requirement.

– Veteran’s Employment Preferences – Chapter 657 of the Texas Government Code provides for employment preference for qualified veterans (as defined by the statute) to include interview and appointment under specific circumstances.

5.4 Reference Checks
Checking references is a valuable tool in the employment process. The search committee determines the process by which references will be checked and letters of recommendation requested. Do not just rely on letters of reference or personal references provided by the job applicant. A telephone reference check takes less time than a written reference and usually more information is gained. Forms rarely uncover negative information. Employers hesitate to put into writing what they may say in a conversation.

Reference checks are a critical part of the selection process. There are two primary reasons to conduct reference checks:

• At UTD, it is important to demonstrate that we have made reasonable efforts to find out about a future employee’s previous work performance. If the hiring manager fails to conduct a reference the University can be held liable if the applicant hired has a known violent history or other patterns that could have been discovered through reasonable efforts, especially if those tendencies result in threats or injuries to others in the new workplace.

• At UTD, we can minimize the risk of hiring an employee who will not be able to succeed in the new job provided we take the time to try to find out about previous job performance. The best predictor of future performance is past performance. Even if it proves difficult to obtain information from previous employers, the prospective employer can still demonstrate that a good faith effort to check references was made.

Reference checks may be conducted relatively early in the hiring process to assist in identifying a smaller group of finalists, or at a later stage, to help select one applicant from among finalists, or after a final selection has been made, but before an offer of employment, as a means of verifying job-related information. The Hiring Manager is responsible for ensuring that the final candidate’s references have been appropriately checked, and that the credentials are appropriate for the advertised vacant position.

It is expected that reference checks be conducted in teams whenever possible. This practice helps ensure that accurate notes are taken during these conversations.

When calling an applicant’s reference:

• Identify yourself immediately; tell the reference about the position for which the applicant is being considered.
• Verify dates of employment, titles, educational credentials and licenses.
• Ask only job-related questions and document all answers. Avoid questions that can be answered with only a “yes” or “no.” Instead, ask open-ended questions such as “Describe the applicant’s ability to...”.

Develop a standard set of questions to be asked of all references, based on the requirements for the job. Job related questions are the key to a good reference check. Follow-up questions may be asked, but must be job-related. Remember that the illegal questions used for interviewing also pertain to reference checks. The most important question to ask is whether the previous employer would rehire the applicant you are considering. If you get no other response, try to get this question answered. Try to contact the same number of references for each applicant. Ask the applicant if there is anyone you should not contact.
and why you should not contact this person. Ensure that all references are individuals who have worked with the applicant in a professional capacity or who have knowledge of the applicant’s skills, abilities, and performance record.

Search Committees and/or hiring managers should check the references of an internal applicant in the same manner as any other applicant, including contacting current and former supervisors. It is permissible to contact references other than those provided by the applicant, but again, applicants should be so informed. See the HR Hiring Guide for more information about reference checks.

6. Candidate Selection Process

6.1 Candidate Selection

The Search Committee, in consultation with the Hiring Manager, determines the proposed finalists to be invited on-campus interview or final round equivalent. Every proposed finalist must meet the minimum qualifications of the position. Applicants meeting the minimum and preferred qualifications represent the best qualified candidates. Please make sure search committee has included an appropriate disposition code for every person who submits materials.

6.2 OIEC Review of Candidate Selection

The UTS 187 Opportunity Rule requires a pool for interview by the final decision-maker that includes female, male and underrepresented group candidates. No candidate may be invited for an on-campus interview or final round equivalent until the Candidate Selection is reviewed the Office of Institutional Equity and Compliance (OIEC).

The Search Chair forwards the list of finalists recommended for interview to the OIEC for review. Also, please describe any deviations from the recruitment plan and/or any additional outreach efforts taken as necessary. This information may be submitted by email to institutionalequity@utdallas.edu. The Director of Institutional Equity & EEO may ask for explanations or review of others in the pool if diversity objectives could not be met from the list of applicants suggested for further consideration. If the candidate pool is of insufficient size or diversity, the decision may be made to return to the applicant pool and/or re-open the screening process. The Director will notify the Hiring Manager upon completion of the EEO review.

7. Interview Finalists

In order to ensure that the appropriate affected constituencies are included in the interview process, schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates. Focus on the candidate’s ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation or veteran status. Federal laws and university policies prohibit discrimination on the basis of an applicant’s race, color, religion, sex (including pregnancy), national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

- Assess the candidate’s qualifications for working within a diverse environment.
• Provide an opportunity for the candidate to discuss any special requirements or circumstances.
• Create opportunities for candidates to meet with staff, faculty, students, or community members who share similar backgrounds.

7.1 Interview Questions
Develop a group of core questions based on the position-related criteria by which the candidates are to be evaluated. Use the same questions with all candidates to allow consistent evaluation and ensure that crucial position-related information is obtained. Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed.

If a candidate reveals information that you are not allowed to ask, do not pursue the topic further. The “he/she brought it up” excuse will not work in court, so change the subject right away. Some questions could make the university vulnerable to a lawsuit. Do not ask questions that require a candidate to reveal information related to membership in a protected group including, but not limited to:

• Marital status, relationship status
• Age
• Questions about children, number, age, etc.
• Own or rent home
• Church
• Debts
• Membership in social or political groups
• Insurance
• Illness or disability
• Health and hospitalization history
• Days of work missed
• Disabilities or impairments that might require a reasonable accommodation.
• Drugs taken-addiction or alcoholism history
• Marriage, family and day care plans
• Comfort level with supervising the opposite sex
• Are you a United States citizen?
• Have you ever been arrested?

This list is intended as a sample, not a complete listing of inappropriate subjects or questions. See HR Interview Guidelines for more information.

7.2 Assessing a Candidate’s Qualifications for Working in a Diverse Environment
Incorporate inquiries throughout the interview process and raise them in varied context along with exploring other qualifications regarding effective teaching, scholarship, service, and teamwork. Ensure all members of the search committee ask questions so that diversity issues will be raised regardless of the gender and racial make-up of the group. Solicit information about the candidate’s work in the areas of diversity. For example – experience or opportunity to recruit, retain and promote women and minorities in previous position and, if so, success at these efforts; information about programs,
committee memberships, and diversity initiatives in previous position.

The following are examples of an opening statement and appropriate open-ended interview questions and assessment tools to assist you:

**Suggested opening remarks:** “Our University values diversity among its students, faculty and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues of leadership within a diverse environment are important, and we’d like to discuss your experience with and views about diversity.”

- What do you see as the most challenging aspects of an increasingly diverse community? What have you done, formally or informally, to meet such challenges?
- How do you view diversity course requirements for students? For employees?
- How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, and/or in the department?
- How have you mentored, supported or encouraged students or employees on your campus? What about minority students, women, or international students or employees?
- In what ways have you integrated multicultural issues as part of your professional development?

**How to assess what you heard. What to look for:**

- Is the candidate at ease discussing diversity related issues and their significance to the position? Or is the candidate reluctant to discuss diversity issues?
- Does the candidate use gender-neutral language or are “males” used for examples and answers? Does the candidate address all the members of the interview committee?
- How does the candidate show experience, concern, commitment or willingness to advance the university’s diversity efforts?

## 8. Hiring Proposal

### 8.1 Search Committee Report

The purpose of the Search Committee Report is (1) to document the search process and the candidates considered for the position, and (2) to provide a compelling case for the candidate who is selected. This report need not be long; typically, four to five paragraphs are sufficient. See Appendix B for further details regarding the Report.

The search committee should select the best-qualified candidate(s) for referral to the Hiring Manager based on advertised position requirements, candidates’ qualifications, and diversity objectives. The committee should select and refer the candidate(s) who will contribute to the diversity of the department or unit, when two or more candidates possess equivalent qualifications.
8.2 OIEC Review of Candidate Evaluation

While preparing the Hiring Proposal for submission to HR, the Hiring Manager submits the Search Committee Report to the OIEC. This information may be submitted by email to institutionalequity@utdallas.edu. The Director Institutional Equity & EEO may ask for further explanation. See Appendix B for further details regarding the Report.

9. Completing the Hiring Process

The applicable Employment Specialist, in coordination with the Hiring Manager, facilitates remaining hiring procedures (criminal background through onboarding). See HR Hiring Guide for more information.
Appendix A: Recruitment Resources

Personal contacts through professional organizations, training facilities, and colleagues at other institutions are usually the most effective networking resources. You are encouraged to personally contact professional organizations in your field to request that the position announcement be shared with members, especially with any women’s or minority caucuses. Making personal contacts with the caucuses is most likely to result in applicants for your position.

You are encouraged to list your position announcement on websites and LISTSERVs specific to your discipline which potential applicants are likely to read because of their interest in the subject. In addition, the following are some general electronic resources that have been useful in other searches.

The following contacts are designed to aid in meeting recruitment goals:


– THE BLACK COLLEGIAN Online http://www.blackcollegian.com/

– Chicanos and Native Americans in Science (SACNAS) http://sacnas.org/; http://sacnas.org/institutions/advertising/web-ads


– Hispanic Association of Colleges and Universities (HACU) www.hacu.net; http://www.hacu.net/hacu/InformationRates.asp


– National Society of Black Engineers (NSBE) www.nsbe.org; http://careers.nsbe.org/employer/pricing


– National Physical Science Consortium (NPSC) http://www.npsc.org/


– The Spencer Foundation http://www.spencer.org/


Appendix B: Sample Search Committee Report

**Introduction:** Provide a brief overview of the search area, efforts made to attract a diverse pool of applicants, and the extent to which the efforts were successful in achieving a broad and inclusive pool.

**Overview of the evaluation process:**
- Provide a description of how the applicants were reviewed and evaluated, including for example, how many individuals reviewed each file?
- What selection criteria and/or rating scales were used?
- How were the finalists for interview selected?
- How were campus visits conducted?
- How did the committee rank the finalists (if applicable)?
- How was the selected candidate ultimately chosen?

**Brief narrative description of the finalists:** Provide a brief description of the strengths of the finalists (everyone who was interviewed) as measured against the selection criteria, and ultimately why individuals were deselected, or became a selected candidate (or alternate).

**Qualifications of the finalist:** Describe the strengths of the candidate in relation to the job position, refraining from relying on comparisons with other shortlisted candidates to the extent possible.

**Language used to describe the candidates:** The Search Committee Report should put forward a description of the strengths of the candidates. The State of Texas and other laws do not allow selection on the basis of identity or personal circumstances. Do not use any personal characteristics when deliberating about or referring to candidates, either in search committee meetings or in the Search Committee Report.
Appendix C: Checklists

Organizing the Committee Checklist:

- Create and/or review charge to the search committee.
- Identify tasks to be completed by search chair.
- Identify tasks to be completed by search committee as a group. Establish search committee meeting schedule.
- Schedule a search committee orientation with OIEC to be held prior to or in conjunction with your committee’s first meeting.
- Review expectations of confidentiality and attendance at committee meetings.
- Identify the person(s) responsible for meeting minutes, applicant records, correspondence, travel arrangements, on site and off campus interviews and meetings, candidate itineraries, completing and processing required search and appointment paperwork, and budgetary accounting.
- Develop budget, including advertising and travel expenses for candidates and committee members. Remember to plan for reasonable accommodations if requested.
- Determine where search records will be maintained. Search records must be retained for two (2) years from the date of the hire. For the selected candidate(s), material used as part of the selection process, including applications, resumes, transcripts, letters of reference, and similar documents whose submission by candidates for vacant positions is required on the application form, by application procedures, or in the employment advertisement, need to be retained for length of the employee’s employment plus five (5) years.

Organizing the Search Checklist:

- Develop timelines for search, including application deadline, screening dates, interview schedule, and target dates for submitting recommendations.
- Determine materials to be submitted by applicants.
- Define the various stages of the recruitment process. Phone interviews, in-person interviews, public presentations, etc.
- Address all affirmative action policies and procedures.

Creating the Vacancy Announcement Checklist:

- Develop or review the position description with the hiring manager and all members of the search committee.
- Identify essential and marginal job functions for the position.
- Identify required and preferred qualifications that reflect performing the job functions.
- Ensure vacancy announcement contains only job related criteria, and does not reflect bias or unlawful discrimination based on protected status.
- Use inclusive and welcoming language in your description of work. For example, list things like “ability to interact with...” or “…communicate effectively with diverse groups” as a departmental requirement or preference. You can also list “commitment to ensuring an inclusive and welcoming environment” as a job expectation in the description of work.
Advertising the Position Checklist:

- Identify the name and address of the person to whom applications/nominations will be submitted. Determine mode of receipt of supplemental materials.
- Determine the international, national, regional, and local recruiting market for the position. Consult with Employment Services (HR) for assistance with your advertising and search activities.
- Develop the advertisement/announcement. Ensure that the EO/AA Employer and Reasonable Accommodation notices, are included in all advertisements:
- Identify publications, websites, institutions, individuals and other sources for the advertisement/announcement
- Identify additional outreach sources to attract underrepresented groups (women, minorities, persons with disabilities, etc.), consulting with OIEC for assistance as necessary.
- Send electronic position information to relevant personal contacts and appropriate groups or organizations to which you belong.
- Note the publication deadlines for submission of advertisements and announcements and ensure they permit the advertisement to be published for at least one month prior to the date applicant screening is to begin. Submit the advertisement/announcement to the identified sources. Employment Services has contacts for advertising. Consult with them on options.
- Keep original copies of the advertisements and announcements from all publications (including electronic media) and retain with the official search file.

Communicating with Applicants Checklist:

- Review guidelines from your search committee orientation for appropriate questions to ask applicants (as well as information in the Recruitment Guide).
- The Search Chair is the single point of contact between applicants and the search committee. This helps to provide clear and consistent information to applicants.
- Committee members who are contacted directly by applicants during the evaluation period should direct the applicant to the Search Chair.
- Do not alter the process for internal candidates. Internal candidates should receive the same treatment as external candidates.
- Be courteous and responsive to all applicants who seek information about the position, the school, department, institution and University community.
- Keep applicants informed on the progress of the search (especially if it is taking longer than expected).
- Do not disclose any reference letters or responses to candidates to others not serving on the search committee.
- Take care to maintain confidentiality promised to applicants; adhere to timing and conditions for reference checks.
Selecting Interviewees Checklist:

- Develop a standardized mechanism for screening applications, including record keeping to explicitly document why an applicant was screened out.
- Review materials submitted by the applicants; consider transferability of the applicant’s experiences and skills; identify those who do and do not meet minimum qualifications.
- Ensure that all applicants are evaluated on the basis of pre-established criteria related to the position. Avoid extraneous comments, both verbal and written, that are not job related.
- Determine persons to be interviewed. If there are no targeted group members in the top group but one is next on the list of well-qualified candidates, consider ways to add the person to the list if possible.
- Note candidates who may be well qualified for future positions, or for positions in other areas of the university or division and maintain their records for future reference and share information with colleagues, as appropriate. Note targeted group members that were screened out of the pool and ensure they were given serious consideration.

Conducting Interviews Checklist:

- Design the interview process and campus visit to avoid bias or unlawful discrimination. Identify all persons and groups to be involved in the interview process.
- Develop specific job-related questions to ask each candidate. All candidates should be asked the same questions, allowing for individualized follow-up questions as needed.
- Design an interview rating sheet. Provide this to each interviewer before the interview and explain the importance of completing it accurately based on job-related criteria.
- Collect rating sheets from all interviewers. Retain the forms with the official search file.
- Collect comments from others who interacted with each candidate. These should be documented and retained with the official search file.

Evaluating the Candidates:

- Critically evaluate the applicant pool for representation of underrepresented groups.
- If there are no underrepresented group members (including women) on the short interview list, ensure that the reasons are without unfair bias or unlawful discrimination. If unclear, consider re-evaluating or expanding the pool.
- Evaluate candidates on their qualifications and the full range of their strengths and contributions.