

UNIVERSITY OF FLORIDA

Faculty Development

235 Tigert Hall

PO Box 113175

Gainesville, FL 32611-3175

Phone 352.392.6004 • Fax 352.392.8735

Faculty Recruitment Toolkit

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Introduction

The University of Florida provides equal employment opportunity through non-discriminatory hiring practices and advocates more than simple non-discrimination. A faculty that reflects all aspects of diversity (experience, talent, socioeconomic background, race, ethnicity, gender, etc.) broadens the university's instructional and research programs and adds cultural and cognitive richness to the institution, enhancing its vitality, effectiveness and reputation. 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. Although the university has been successful through regular means in achieving many aspects of diversity in our faculty, 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, diversity and retention will be addressed throughout this document.

Recruiting, retaining and developing faculty talent is a responsibility not to be taken lightly. This Toolkit includes 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 in support of the priorities of the university and its mission. 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 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

[1. CHOOSE SEARCH CHAIR AND COMMITTEE](#)

The hiring authority (Provost/Vice President, Dean or Department Chair) chooses the search chair and committee members.

[2. PREPARE COMMITTEE](#)

The committee chair ensures that all committee members have completed the Online Search Tutorial within the past two years. This can be accomplished in the first committee meeting. Tutorial completion is an obligation of service equal to committee meeting attendance. There may be repercussions for non-compliance. See Chapter 1.

The hiring authority charges committee and helps formulate job criteria. A designated Associate Provost provides technical assistance, if requested. Committee develops procedures for your work, including the use of evidence and thoughtful judgment over unsubstantiated assertions, and a proactive outreach in conjunction with passive advertising and screening. Identify core questions that allow comparative judgments between candidates; review and understand your role in relation to the hiring authority. You 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.

[3. PROACTIVE AND WIDE SEARCH FOR PROMISING CANDIDATES](#)

To ensure the greatest possible breadth of search pool diversity before on-campus interviews begin, 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.") Include sourcing and prospecting phone calls to identify and encourage applications from top talent (including qualified women and minorities and other underserved groups at other campuses who may be currently "under-placed" but doing excellent work). All applicants should be advised to apply through the university's GatorJobs online applicant tracking system: <https://jobs.ufl.edu>. Search Committees that do not 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 your outreach efforts before interviews begin. See Chapters 1 and 2 and Appendix A.

[4. CAREFUL SELECTION OF FIRST-ROUND CANDIDATES](#)

Evaluation all candidates fairly and thoroughly, with all candidates being evaluated under the same criteria and in the same process. Phone or hotel interviews are acceptable. If a candidate's application needs clarification, you may call him or her. Make every effort to maintain a broadly diverse pool, including representation of women, minorities and those from other underserved groups in the first round. See Chapter 4.

5. 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. In committee deliberations, use an agreed upon matrix of criteria as a guide for discussions. You may phone candidates again if more information or clarification is needed. Agree on those to be invited for further consideration by consensus, if possible, and consult with the hiring authority (Provost/Vice President, Dean or Department Chair) 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.

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

Present the names and vita of short-listed candidates to the hiring authority for approval prior to arranging campus interviews. The other candidates not on the short list may still be considered as the process continues. Prior to face-to-face interviews, send candidates a summary of the position profile and campus benefits and appropriate campus resources—including a brochure or the Web address of the Dual Career Services program (<http://www.aa.ufl.edu/dual-career>). 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. See Chapters 4 and 5.

7. CONTINUE TO SEEK INFORMATION ABOUT CANDIDATES, IF NECESSARY

Call one or more candidates or their references to get clarifications as needed. More information is often needed at this point in order to better understand the potential of each candidate. Review input from faculty and other interviewing groups. See Chapter 5.

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

The finalists at this point should be sound and possibly acceptable for hiring based on minimum and additional criteria, although you may choose to not hire any of the finalists and to continue to search. Again, try to avoid quantitative ranking of candidates. To help with evaluation, 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. This exercise often uncovers important comparisons and contrasts among the finalists. 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.

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

Submit unranked recommendations to the hiring authority who will then make the final and independent hiring decision. The search committee chair might want to meet with the hiring authority to address questions or concerns and share additional insights and recommendations. The hiring authority ensures that the Recruitment Compliance Report is completed and submits a copy with the paperwork for hire. Send the original report to Faculty Development. See Chapter 5.

10. NOTIFYING UNSUCCESSFUL CANDIDATES

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

11. CONCLUSION: RETAINING FACULTY

The department can 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, the recruitment effort yields little benefit—particularly when recruiting minorities, women and individuals of other underserved groups—if we are not able to retain the member. See Chapter 7.

Address any waiver requests concerning required—as opposed to suggested—aspects of this process to the Provost designee 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.

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. While the policy regarding appointment, salary and rank is very specific, guidelines for searches vary considerably by college. 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. A designated Associate Provost, the university's Director of Equal Employment Opportunities, and your college's administrator, human resources specialist, Equal Opportunity Officer or diversity specialist can all serve as resources to answer questions about policy and procedures related to faculty searches. The Senior Vice President, Dean or Department Chair 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 online Search Committee Tutorial or by appropriate in-person workshop participation;
- Structuring campus visits and conducting interviews;
- Deadlines for conducting searches;
- 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).

This Toolkit does not substitute for legal advice, which may be obtained from the Office of the Vice President and General Counsel.

Search Committee Certification

Effective search committees will reflect a broadly defined diverse membership and will be composed of individuals representing various perspectives and expertise and with diverse backgrounds, experience, 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, secure appropriate representation from outside the unit, if possible. The unit's Equal Opportunity 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 2009, all search committee members are required to view the online Search Tutorial upon appointment and prior to participating in a search. The Tutorial must be viewed at least every two years. 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. 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 (EEO Officer, for instance).

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, do 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

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 four 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;
- 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.

Complete a Recruitment Compliance Report within one week after notifying final candidates that the position has been filled. A copy of the completed report must be printed from the online posting system (GatorJobs) and submitted to the college's EO officer, Chair or Director and Dean or Senior Vice President for original signatures. Forward the signed reports to the designated Associate Provost responsible for Faculty Development.

Disposal of documents after four 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 "Managers 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 online at <http://hr.ufl.edu/jobs/gatorjobs/index.html>

Applicant Data Card

Job applicants are invited to complete an online 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> Add a 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. Use external recruitment to reach interested and qualified applicants, 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, recommended efforts include (but are not 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. Please contact Recruitment & Staffing to make changes or readvertise a position.

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. Include a deadline for receipt or commencement of review of applications in your external advertising.

Rolling Deadlines

When a “rolling deadline” is applied, advertise a date indicating when the search committee will begin reviewing applications. 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. Toward the end of the process, a closing date for receiving additional applications may be indicated on the online recruitment system. Establish a closing date before an offer is made. Seven days, if possible, is preferred. Search Committees may continue to receive and review applications but not after the closing date.

Advertising Waivers

Waivers of the requirement to advertise are necessary if the above provisions cannot be met. The Unit Director submits the Request for Waiver, through the dean’s office, to the designated Associate Provost. Include the position number, title and a rationale for the waiver, and the citizenship status of the proposed candidate. For procedures and forms, visit:

http://www.aa.ufl.edu/Data/Sites/18/media/forms/waiver_procedures_form.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. Inform all applicants who are invited for interviews of this policy so that they can request accommodations for interviews, if needed. For more information about accommodations, contact the campus ADA Compliance Office at 352-392-7056.

Beginning the Search

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 Senior Vice President, Dean or Department Chair issues a clear and precise charge to the search committee. The charge includes how many finalists the committee should recommend; how the qualifications of those finalists are to be presented; who 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.

Here is a list of search committee assignments:

- Draft the position advertisement and decide where it will be posted, including traditional and targeted (or non-traditional) media;
- 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 understand the department's short-term and long-term needs. Review the department's strategic plans or hiring plans to determine the department's goals and priorities. Develop a position profile that outlines briefly the benefits, challenges, opportunities and advantages of the position. This profile will 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 and 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: inform 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 everyone 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 Faculty Development. The 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).

While a search committee is evaluating a candidate, the candidate is also evaluating the search committee, the department it represents and, ultimately, the University. 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.

To best influence a candidate's perception, be candid and forthright, arrange candidate-sensitive meeting timelines and locations, maintain prompt correspondence, be warm yet professional in correspondence, conduct interviews

that are probing yet cordial and have 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.

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 submits 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, submit a similar communication explaining strengths and weaknesses.

Search Committee Communications

Generally, all communications from the search committee comes from the committee chair. Early in the search, develop templates for 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). Determine how the search committee 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. The meeting must be announced and a physical location must be provided, even for conference calls. 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 including the date, the names of committee members and invited guests present and topics discussed.

Recruitment Plan and Checklist

Develop a recruitment plan that will generate a talented candidate pool that is as broadly diverse as possible and is an appropriate size. In the plan, include the placement of job advertisements and proactive search activities, such as sourcing and calling prospective candidates and nominees to encourage their application.

Discuss what steps will be taken to prevent unintentional bias, prejudice or stereotyping. Consider adding an outside, non-voting committee member charged to signal such occurrences, such as the department's Equal Employment Officer or an assigned diversity specialist, to flag unintentional moments of bias, prejudice or stereotyping as they occur and assist with problem solving.

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;
 - *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).

Established and follow timelines, which might 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;
- 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.

Establish and agree upon selection criteria and screening procedures 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. Thoroughly discuss each candidate's publications, teaching, service, community activities, letters of recommendation and the ability to foster multicultural skills at the start of the search process. The diversity needed by the university to achieve its educational mission is broadly defined and not limited to racial or gender diversity and 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, consider a person's *experiences* and *knowledge-based abilities* that enable the person to enhance multicultural skills and support diversity. The following questions can be considered: 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. 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

Where you place an advertisement is as important as what language you 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. Consider advertisements in publications to help meet unfulfilled aspects of broadly defined diversity. The Internet provides many additional venues for placing advertisements and many online services offer an institutional subscription rate for placing advertisements. For instance, Human Resource 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/recruitment/resources/advertising.asp>

Faculty may be hired only at the ranks included in the advertisement. Be sure descriptions of available ranks reflect the full range of opportunities authorized by the Dean or hiring authority.

- 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. Place these two advertisements 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. Place your advertisement in a timely manner as is appropriate and efficient for the discipline.

Advertisements and Foreign National Hires

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 ext. 650. 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/> Guidance may be obtained from the International Center by contacting the Coordinator for Academic Programs at 352-392-5323 ext. 650.

The Position Description

The position description will include primary and secondary responsibilities, as well as the required / desired qualifications and experience. A well-written description will help attract a favorable pool of applicants and it will help 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, 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 month 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 is as important 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

Include proactive language in specific job qualifications or as a summary statement at the end of job announcements. The following are examples of 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.

Special Coaching

Search Committees are encouraged to seek the assistance of the designated Associate Provost who is responsible 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 Dr. Kathleen Ann Long at 352-392-6004.

Enlarging the Pool of Candidates¹

It is important to create a broadly diverse pool of qualified candidates. The pool of minorities, women or members of other underserved groups in a specific discipline may be meager or even nonexistent. This is the “pipeline” problem but this does not mean that qualified and broadly diverse candidates do not exist. Advertising for broad diversity, including minorities, women and members of other underserved groups, takes additional effort and targeted advertising. 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).

Make direct contact with academic departments, professional organizations and colleagues in order to expand your search. The direct and personal approach to recruitment is one of the most successful practices for identifying candidates.

- 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. Encourage them 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 for 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.

¹ Excerpts taken from University of Wisconsin-Madison, *Search Handbook*, 1998, <http://www.ohr.wisc.edu/pol/proced/srchbk/sbkmain.html>.

- 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. Continuously update 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 diversity 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. Potential candidates might 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.
- 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. Publish these statements in department newsletters or brochures that are sent to constituent groups and alumni, informing them of a department's support of diversity objectives and enlisting their assistance.

Evaluating Candidates

You 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.

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 and subsequent screenings become increasingly qualitative and difficult. Ultimately, it is the hiring authority alone who decides suitability for hiring.

Send polite and prompt letters of rejection 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.). But, it is best not to eliminate any applicant who meets minimum requirements because the committee may want to reconsider additional applicants during the process.

When applying its criteria, you 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

You might choose to conduct phone interviews (or off-campus interviews, interviews at the airport, conference interviews, etc.) with candidates. Such interviews help with 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.

Interview Preparation

- 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 of 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, such as "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 ask what he or she expects responses to be to questions about 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, you may want to contact certain individuals concerning the candidate's qualifications who may or may not have been suggested by the candidate. Inform the candidate of this. It is not necessary to have the candidate's

permission to make such inquiries, but it is good to consult with the candidate about how to be sensitive to, and if possible minimize the effects on, his or her current position.

Search committee chairs and members should check references at an appropriate time, taking into consideration the search timetable and the needs of the candidates. Although written letters of reference may be accepted and attached to application packets, do not consider them an adequate substitute to phone reference calls.

The reference check will verify prior employment, confirm the committee's preliminary assessment of the candidate's strengths and weaknesses and 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 his/her professional attitude?
- What is his/her least impressive work-related attribute that you have witnessed?
- How would you describe him/her as a colleague, researcher or teacher?
- Describe the impact he/she 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. 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 him/her 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 him/her that suggests he or she would be successful?
- What opportunities have you had to observe him/her teaching? What strengths does he or she bring to the classroom? Areas of concern?
- What has he/she accomplished and planned 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 he/she would face in a tenure-accruing position at the University of Florida?
- Is there anything else you can tell me about him/her that would be helpful for our search committee to know?
- Would you recommend him/her for the position of <insert title of position> at the University of Florida? Why or why not?

The Interview

The hiring authority generally approves on-campus, or “face-to face,” interviews with short-listed applicants. Submit an approval to interview request at least two weeks prior to the date you wish the interviewing to begin. Submit candidate assessments (written or oral) to the hiring authority including:

- Approval to interview requests from the search committee;
- Copy of search committee questions and criteria;
- Description of any additional recruitment efforts;
- 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 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. Contact the Dean’s staff to confirm the Dean’s schedule prior to scheduling interviews.

Developing Interview Questions

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).

Devise a group of core questions based on the job-related criteria by which candidates are to be evaluated. Ask all candidates these questions, allowing comparative judgments to be made while insuring that crucial, job-related information is obtained. 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. Be sure that all individuals with whom the candidate will meet has 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 note strengths, weaknesses and likely contributions of the candidates interviewed, to be delivered 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. Include the Dual Career Services Web address in every short-listed candidate’s packet:

<http://www.aa.ufl.edu/dual-career>

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.

Here is a checklist for campus interviews

Interview Preliminaries

- Send information package to candidates;
- Confirm travel, lodging and meal arrangements;
- 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 Provost / Senior Vice President, Dean, Director and/or Department Chair;
- 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;
- 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;
- 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

Inform applicants of your likely schedule for completing the interviewing process and filling the position. You can also 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.

Submit your recommendations for hiring consideration 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.) Remember that any written document submitted by The committee falls under Florida's Public Records Law. 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.

Notifying Unsuccessful Candidates

Each candidate, especially those interviewed, has made an investment of time and other resources to the search process and it is important that the search committee treat each with sensitivity. After an offer is accepted, notify applicants who have not been chosen 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. The hiring authority may decide 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 are contingent until approved background checks have been completed. Also, it is important to negotiate and include within the notification timeline any offer confidentiality requests made by the selected hire as a professional courtesy, demonstrating collegiality and flexibility.

The following is a checklist of those to notify of the selection by the hiring authorities, 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

Dual Careers

The University of Florida's Dual Career Services Program assists with dual career considerations across the campus and locally. The program's services are intended to make opportunities for employment accessible to relocating life partners of new UF faculty members. Although the university cannot guarantee employment, department chairs and deans are encouraged to inquire about this service as soon as the possibility of relocation emerges for the spouse or domestic partner of a new faculty hire.

1. Dual Career Referral Service:

This service is offered to non-faculty spouses or partners of University of Florida tenure-track new hires. The Dual Career Service in the Provost's Office can provide information about the major employers in the general Gainesville/Alachua County area. We encourage accompanying partners/spouses to use the information found at: <http://www.aa.ufl.edu/referral> to make initial contacts and share resumes directly with prospective employers. We can also provide, as requested, information about community activities and services in the area. Please call (352) 392-6004 as needed with questions or special requests.

2. Dual Career Academic Hire Service:

The Dual Career Academic Hire process applies to the partner or spouse of a University of Florida faculty hire. The partner or spouse must also be qualified for a faculty position at UF. With the agreement and cooperation of the Dean(s) and Department Chair(s) of both the original hire and the spouse/partner hire, cooperative funding may possibly be arranged across the two departments and the Provost's Office. See procedure at the Academic Hire Procedures page: <http://www.aa.ufl.edu/academic-hire>

If you have any question about dual career considerations, call 352-392-6004.

Retaining Faculty, Including Minority and Women Faculty

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 in order to retain them.

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

Some department 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 use 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 members. Mentors can discuss with new faculty the unique demands on their time and how to balance those demands with their teaching, research and service responsibilities. Such help 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 members into the professional life of a unit, senior members can reduce the sense of social isolation often experienced by new faculty members by inviting them to lunch or to social functions to help them feel involved in the life of the academic community.

Service

Faculty members who are minorities, women and members of other underserved groups often face special demands and can 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 alleviate 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 and not fall disproportionately on women, minorities and other underserved members of the department.

Resources for Enhancing Diversity

Many search committees report that they cannot find qualified women or minorities to apply for their open positions. Search committees can succeed in recruiting women and members of other underserved groups when they 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 responsible 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 description;
- Inform minority and women's professional interest groups of 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.

The List of Experts may help you achieve a diverse applicant pool. These lists may include the names of five individuals who are or who know of women and five individuals who are or who know of 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, establish this before the position is advertised. Include the List of Experts used to identify

minority, women and other underserved applicants 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. 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](http://www.aera.net) - 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](http://www.aps.org/) - Committee on the Status of Women in Physics, Committee on Minorities in Physics <<http://www.aps.org/>>

[American Political Science Association](http://www.apsanet.org/~rep/) - 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) –
<http://oneshpe.shpe.org/wps/portal/national>

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

[National Society of Black Engineers](http://www.nsbe.org) - <<http://www.nsbe.org>>

Publications / Web sites

[National Science Foundation](http://www.nsf.gov) - <<http://www.nsf.gov>>

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) - <<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/) - <<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.

[Ford Foundation Fellows](http://sites.nationalacademies.org/pga/fordfellowships/) –

<http://sites.nationalacademies.org/pga/fordfellowships/>

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 Pre-Doctoral 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/) - <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 Post-Doc support, international internships, recruiting efforts and undergraduate research opportunities. Additionally, SEAGEP can also assist faculty across all departments who are interested in identifying minority Post-Doc 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.

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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. National Association for Equal Opportunity in Higher Education
2234 Wisconsin Ave., NW
Washington, DC 20007
11. National Urban League
500 East 62nd Street
New York, NY 10021
12. National Council of La Raza
235 Peachtree Street, NE
Suite 2000, 20th Floor
Atlanta, GA 30303
(404) 658-1711
fax (404) 420-3233
13. National Society of Black Engineers
World Headquarters
205 Daingerfield Road
Alexandria, VA 22314
(703) 549-2207
fax (703) 683-5312
14. Society of Women Engineers
SWE Headquarters
230 East Ohio, Suite 400
Chicago, IL 60611-3265

15. Affirmative Action Register
8356 Olive Boulevard
St. Louis, MO 63132
(314) 991-1335
(800) 537-0655
fax (314)997-1788

16. *Diverse Issues in Higher Education*
Cox, Matthews and Associates, Inc.
10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
(703) 385-2981

17. *The Hispanic Outlook in Higher Education*
Display Advertising
210 Route 4 East
Paramus, NJ 07652
(201) 587-8800 ext. 102

Posting Exemptions

For information about advertising exemptions and advertising waiver request procedures, please refer to the Recruitment Waivers Procedure and Form at:

http://www.aa.ufl.edu/Data/Sites/18/media/forms/waiver_procedures_form.pdf



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 sites at <insert address>. If you have not already visited our online 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 employment 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 Faculty Development. 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 that 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, add the following paragraph.]

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>

DUAL CAREER ACADEMIC HIRE APPLICATION FORM

Name and title of original hire: _____

College/Department of original hire: _____

Name of spousal/partner hire candidate: _____

College/Department of spousal/partner hire candidate: _____

Please attach justification for spousal hire request, and the plan for continued employment for the spouse/partner after Provost Office funding ends, or **acknowledgment that the spouse/partner has been informed that this position may not continue after the funding period.**

Is spouse/partner qualified for a faculty position at the University of Florida? ___ Yes ___ No

Is this request on behalf of a member of an underrepresented group? ___ Yes ___ No

Requested period of funding: ___ 1 year ___ 2 years ___ 3 years

Note: If 3 years is requested, please attach a brief justification.

Amount of Salary: _____ Anticipated Hire Date: _____

Approvals:

Department Chair of original hire:

I will support this position for _____ years, in the amount of (salary + benefits)
\$ _____ per year.

Name: _____ Title: _____

Signature: _____ Date: _____

Dean: Signature: _____ Date: _____

Department Chair of spouse/partner hire:

I will support this position for _____ years, in the amount of (salary + benefits)
\$ _____ per year.

Name: _____ Title: _____

Signature: _____ Date: _____

Dean: Signature: _____ Date: _____

Provost Approval

Signature: _____ Date: _____

The Provost's Office will support this position for _____ years, in the amount of (salary + benefits) \$ _____ per year.

Please submit to:

Office of the Provost, c/o Ellen Sattler Or fax to: 392-8735, Attention Ellen Sattler

PO Box 113175

Or email to: esattler@aa.ufl.edu

(Rev May 2010)

The Legal Basis for Non-discrimination²

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.

² This section is borrowed from the University of Wisconsin-Madison, *Search Handbook*, “Appendix A,” 1998.

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.

Appropriate and Inappropriate Questions³

The following examples may assist search committees and interviewing groups conducting interviews.

<u>Subject</u>	<u>Appropriate</u>	<u>Inappropriate</u>
AGE	None.	Questions about age, request for birth certificate.
CITIZENSHIP	Questions about legal authorizations 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.

³ Excerpts taken from University of Wisconsin-Madison, *Search Handbook*, 1998, <http://www.ohr.wisc.edu/polproced/srchbk/sbkmain.html>.

FACULTY DEVELOPMENT

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.
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.
RELIGION	The work schedule and whether applicant can work that schedule. Also information that accommodations to schedule are possible.	Inquiries on religious preferences, affiliations or denominations.
WORK EXPERIENCE	Applicant's previous employment experience.	Inquires of protected group members based on generalizations or stereotypes of that group.

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.

Tips on Interviewing 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. 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.

*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 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.

*Medical examinations are required only for specific jobs. There is no reason to ask a person to take a medical examination simply 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, speak to or interact at the applicant's eye level.

Recruitment Expenses

Certain expenses incurred during the recruitment process can be covered by departmental or college funding. With the approval of the Dean, Director or Department Chair, department or college funds may be used to pay either full or partial travel expenses of candidates. Any additional interview costs are also the responsibility of the department or college and should be approved by the Chair or Dean in advance.

When approval by the Dean, Director or Department Chair has been obtained, the department can proceed with arrangements for interviews. Advise all candidates 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) (<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 enters 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](#)). Such funds may or may not be available for a given search.
- d. One area of significant cost that needs oversight is meals with candidates. The general guideline is that candidates are to be entertained at dinner by the appropriate department head (or substitute) and possibly one or two additional faculty members. Reimbursement for meal costs must be approved in advance by the appropriate Department Chair or Dean. These expenses are covered at the college or department level.

3. Executive Search Firms – If the recruiting process may require 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 Dean or Vice President.

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. 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 socio-cultural 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; 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 including 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 is an important focus of these lists.

Minority – An individual who is a member of a racial or ethnic group that the University determines 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. 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.

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- Nelda McNeill, Coordinator, Admin. Services, College of Medicine
- Brent Ransom, Assist. Director, IFAS Personnel
- Elnora Mitchell, Assist. Director, Academic Services, Faculty Development
- Larry Ellis, Director of Equal Employment Opportunities
- 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/pol/proced/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>

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