



A Guide
to
Successful Searches

The University of Arizona

Produced by:

**Human Resources
&
Office of the Provost**

In partnership with The University of Arizona Diversity Coalition

A Successful Search Checklist

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|--|---|-------------|
| | 1. Review "A Guide to Successful Searches." | Hiring Authority | |
| | 2. Write draft position description. | Hiring Authority | |
| | 3. Appoint search chair. | Hiring Authority | |
| | 4. Appoint search committee and provide link to "A Guide to Successful Searches" to be read before first meeting. | Hiring Authority and Search Chair | |
| | 5. Identify potential search advisory committee members (<i>optional</i>). | Hiring Authority and Search Chair | |
| | 6. Describe committee expectations and expected outcomes. | Hiring Authority | |
| | 7. Arrange for Search Committee orientation. | Search Chair | |
| | 8. Agree on decision-making approach. | Search Committee | |
| | 9. Review confidentiality guidelines. | Search Chair | |
| | 10. Decide on committee spokesperson. | Search Committee | |
| | 11. Finalize Search Advisory Committee membership committee (<i>if search advisory committee is formed</i>). | Hiring Authority with input from Search Committee | |
| | 12. Invite individuals to serve on search advisory committee (<i>if Search Advisory Committee is formed</i>). | Hiring Authority | |
| | 13. Develop search process timeline including targets for advertising, initial screening, phone interviews and campus visits. | Search Committee | |
| | 14. Solicit feedback on desired minimum and preferred qualifications from the Search Advisory committee (<i>if Search Advisory Committee is formed</i>). | Search Chair | |

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|---|---|-------------|
| | 15. Solicit feedback on desired minimum and preferred qualifications from constituent groups and the University community. | Search Committee | |
| | 16. Using draft position description, develop minimum and preferred candidate qualifications. | Search Committee | |
| | 17. Develop operational definitions and evaluation strategies for all qualifications. | Search Committee | |
| | 18. Review /suggest enhancements to position description. | Search Committee | |
| | 19. Decide on application materials required. | Search Committee | |
| | 20. Write position announcement. | Search Committee | |
| | 21. Secure position description and position announcement approval from hiring authority. | Search Chair | |
| | 22. Approve position description and announcement. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 23. Develop draft recruitment plan. | Search Committee | |
| | 24. Solicit recruitment strategies and potential nominees from Search Advisory Committee (<i>If Search Advisory Committee is formed</i>). | Search Chair | |
| | 25. Incorporate Search Advisory Committee recommendations to craft a proposed recruitment plan. | Search Chair | |
| | 26. Certify recruitment plan. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 27. Develop recruitment plan budget to include advertising, direct mail, conference attendance, candidate travel, and campus visit cost (note: Human Resources can provide advertising costs) | Search Chair with Hiring Authority | |

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|---|---|-------------|
| | 28. Request nominations from the University community, especially people of color and individuals well positioned to suggest viable candidates. | Search Chair with Hiring Authority (who may ask for Executive Search Team advice) | |
| | 29. Write and place advertisements. | Human Resources at Search Chair's direction | |
| | 30. Develop screening matrix., phone and campus interview questions and reference check questions. | Search Committee | |
| | 31. Secure Hiring Authority approval of proposed screening process. | Search Chair | |
| | 32. Approve/modify screening process. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 33. Invite nominees to apply. | Search Chair | |
| | 34. Acknowledge receipt of application materials and describe anticipated timeline for search process. | Search Chair | |
| | 35. Provide hiring authority with report on applicant pool diversity. | Search Chair (with data provided by Human Resources) | |
| | 36. Analyze diversity of applicant pool. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 37. "Certify" the applicant pool or direct search committee to redouble efforts to create a diverse applicant pool. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 38. Provide status report to affected department, the Search Advisory Committee and the University community as appropriate. | Search Chair | |
| | 39. Notify applicants <i>(if search is to be extended or if they have been excluded from further consideration)</i> . | Search Chair | |
| | 40. Develop and implement plan to diversify applicant pool <i>(if search is to be extended)</i> . | Search Committee with input from Search Advisory Committee | |

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|---|--|-------------|
| | 41. Return to step 26 <i>(if search was extended)</i> . | Search Chair | |
| | 42. Review application materials and document screening process. | Search Committee | |
| | 43. Identify top candidates. | Search Committee | |
| | 44. Approve initial finalist list or direct search committee to redouble efforts to create a diverse finalist list. | Hiring Authority (who may ask for Executive Search Team advice) | |
| | 45. Return to step 43 <i>(if finalist list is rejected)</i> . | Search Committee | |
| | 46. Conduct phone interviews and document responses. | Search Committee | |
| | 47. Develop finalist list. | Search Committee | |
| | 48. "Certify" finalist list or direct search committee to extend search. | Hiring Authority (who may request Executive Search Team advice) | |
| | 49. Notify finalists of plans to conduct reference checks. | Search Chair | |
| | 50. Conduct reference checks. | Search Committee | |
| | 51. Notify applicants who are no longer under consideration. <i>(If search is extended, return to step 47.)</i> | Search Chair | |
| | 52. Design campus visit itinerary to include visits with potential colleagues, community groups, etc. | Search Committee | |
| | 53. Secure Hiring Authority approval of campus visit itinerary. | Search Chair | |

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|---|--------------------------|-------------|
| | 54. Invite finalists to visit campus. | Search Chair | |
| | 55. Arrange travel and lodging arrangements. Ask: "Will you require any special accommodations?" and "To help us in meal planning, do we need to be aware of any food preferences or restrictions?" and "Are there groups or individuals with whom you'd like to meet during your visit?" | Search Chair | |
| | 56. Revise campus visit itinerary, if possible, based on candidate meeting requests. | Search Committee | |
| | 57. Invite community members and potential colleagues to meet with finalists. | Search Chair | |
| | 58. Appoint individual(s) to greet candidate at airport and return him/her to airport after visit. | Search Chair | |
| | 59. Announce campus visits to the University community. | Search Chair | |
| | 60. Schedule search committee members or others to accompany candidates during the campus visit. | Search Chair | |
| | 61. Forward campus visit itinerary to candidates. Include information on the Tucson community, the University, the hiring college/division and department, information on the value of UA employment, dual career resources, and the University's diversity plan. | Search Chair | |
| | 62. Contact candidate in advance of visit to answer questions, allay concerns and express excitement about impending visit. | Search Chair or designee | |
| | 63. Conduct campus visits. | Search Committee | |

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|---|-----------------------------------|-------------|
| | 64. Evaluate candidates and write recommendations for Hiring Authority. | Search Committee | |
| | 65. Share recommendations/analysis with hiring authority. | Search Committee | |
| | 66. Select candidate or direct Search Committee to close search or invite additional candidates. | Hiring Authority | |
| | 67. Provide status report to affected department, University and Tucson community and Search Advisory Committee (<i>if search is terminated or extended</i>). | Search Chair | |
| | 68. Design offer, which may include start-up package, effort requirements, travel funds, and employment for partner. Ensure that proposed offer maintains departmental/college/division equity. | Hiring Authority | |
| | 69. Make offer by phone or invite selected finalist (and family) to visit Tucson. Arrange for meeting with Above & Beyond Relocation Service for community orientation and housing search (no charge to University or department for this service) , Human Resources to discuss benefit options and Human Resources or the Provost's Office to discuss dual career services as needed. Schedule meetings with individuals as requested by finalist. | | |
| | 70. Announce hire to search committee, department, the Search Advisory Committee, the University Community, and the Tucson community. | Hiring Authority and Search Chair | |
| | 71. Thank Search Committee and Search Advisory Committee for their efforts. Request feedback on how future efforts might be improved. | Hiring Authority | |
| | 72. Search related documents such as copies of hiring forms, interview | Search Chair | |

| | | | |
|--|---|--|--|
| | questions, screening tools and committee notes must be retained in department files for a period of three years . Electronic copies of job postings, resumes and applications will be maintained by Human Resources. | | |
|--|---|--|--|

A Successful Search Checklist (Continued)

| DONE? | TASK | RESPONSIBLE PARTY | TARGET DATE |
|-------|--|---|-------------|
| | 73. Share committees' feedback with Human Resources or Office of the Provost to support enhancement of University search guidelines. | Hiring Authority | |
| | 74. Announce hire through press release to <i>Lo Que Pasa</i> , local media, and appropriate professional organizations. | Hiring Authority with assistance from University Advancement. | |
| | 75. Share media announcements with new hire. | Hiring Authority | |
| | 76. Hold a welcome reception for new hire. | Hiring Authority | |
| | 77. Support the success of the new colleague. | The University Community | |

A GUIDE TO SUCCESSFUL SEARCHES

I. INTRODUCTION

A. Overview

Nothing strengthens or differentiates an organization more than its people.

Because each new University of Arizona hire represents an opportunity to shape our collective future, exceptional care must be taken each time we seek to add new members to our academic community or to promote individuals from within it.

Search committees play a critical role in shaping the University of Arizona's future by identifying promising candidates likely to increase the University's success. To support search committee members in their important and challenging roles, this guide has been developed to:

- ◆ Clarify search committee roles and responsibilities;
- ◆ Provide strategies for developing diverse and qualified applicant pools;
- ◆ Offer guidance about effective screening and selection criteria;
- ◆ Describe strategies for effectively communicating with applicants, constituents and the University of Arizona community; and
- ◆ Suggest protocols designed to protect the University of Arizona against unnecessary liability.

This guide is one of many strategies designed to support University excellence. It is a work in progress and will be revised and updated as the University community provides suggestions for its enhancement and improvement and continues to strengthen its diversity efforts.

B. A Few Words about Equal Employment Opportunity, Affirmative Action and Diversity

Before beginning a search, it is helpful to understand the difference between the concepts of "equal employment opportunity," "affirmative action," and "commitment to diversity."

Equal employment opportunity means that all individuals must be treated equally in all employment decisions, including hiring. Each applicant must be evaluated on the basis of his or her ability to perform the duties of the position without regard to race, color, religion, sex, national origin, age, disability, veteran status or sexual orientation.

Affirmative action requires that additional efforts be made to increase employment opportunities for women and members of underrepresented groups when there is underutilization in a job classification. Affirmative action also requires an organization to demonstrate a good faith effort to recruit, employ and advance in employment qualified individuals with disabilities and veteran status. These efforts may include expanded efforts in outreach and recruitment to increase the pool of qualified women, people of color, individuals with disabilities and veterans.

Diversity is a broader more inclusive concept. An organization committed to diversity welcomes, values and engages people heterogeneous in background, perspective and experience. An

organization committed to diversity builds a community in which people feel included, understood, and appreciated. An organization committed to diversity recognizes the power of difference and creates opportunities to build on the strengths of a rich and varied community of committed individuals.

We recognize there is power in diverse perspectives and experiences and seek to build and sustain an inclusive community. Therefore, a commitment to diversifying our academic community is imbedded in the strategies described in this guide. We demonstrate this commitment by extending beyond federal equal opportunity and affirmative action requirements.

C. Search Committee Support

The University of Arizona has established an Executive Search Team to support the success of often challenging executive level searches. Coordinated by the Vice Provost for Academic Affairs, the Executive Search Team serves as a resource to the Provost providing advice on search committee composition, search design, and screening process. When necessary, the Executive Search Team may be active partners in the recruitment process.

II. SEARCH COMMITTEES

A. The Chair's Role

The search committee chair acts as the committee's facilitator, official spokesperson, budget manager and liaison to the hiring authority. In most cases, the chair should not be the local representative of the hiring authority (i.e., the unit head) because that constitutes a conflict of interest. The unit head is the representative of the hiring authority that provides local oversight over the search.

In this role, the chair must communicate the committee's charge; articulate expectations for committee conduct; monitor the committee's budget; coordinate outreach efforts; manage communication with the University community, press, potential leads, and potential and actual applicants; ensure compliance with state and federal laws and University policy, and mediate conflict.

In addition to past search committee experience, a committee chair should be a person of integrity who is recognized for his or her commitment to diversity and ability to lead under potentially difficult conditions.

B. Committee Size and Composition

Establishing a strong and credible search committee is essential for a successful search process. Because decisions are made most effectively and efficiently by groups no larger than 5-7 people, search committees should be limited in size. Search advisory committees (described below) can complement search committee activities.

Search committee members must be respected within the University community and their respective disciplines or professions. When possible, a majority of the members should have experience participating in successful searches and should be open-minded, committed to diversity and fair process, and able to negotiate conflict to achieve group results and knowledgeable in the area/field/responsibilities of the advertised position

A diverse committee is more likely to withstand public scrutiny and to generate diverse candidate pools and finalist lists. Individuals from outside a hiring department or the University may be invited to serve on a search committee to share insights, challenge assumptions and bring lessons of experience from other perspectives, disciplines and organizations.

C. Search Committee Roles and Responsibilities

Effective search committee members are well-connected, available to participate fully and consistently, and comfortable engaging in rigorous debate in order to effect the best outcome.

The most effective search committee members:

- ◆ Protect confidentiality of applicants and the decision-making process;
- ◆ Draw upon connections to support recruitment efforts;
- ◆ Participate fully and consistently;
- ◆ Challenge conventional assumptions;
- ◆ Treat all applicants in a thoughtful and respectful manner;
- ◆ Set aside biases and preconceptions in order to fully consider all those who may be qualified to assume University roles; and
- ◆ Give fair consideration to all applicants.
- ◆ Act promptly to ensure that top candidates are not lost to organizations who move quickly to hire top talent.

D. Search Advisory Committees

A search process can be greatly enhanced by appointing a search advisory committee. Search advisory committee members are not asked to participate in regular search committee meetings or activities. Instead, they support a search process by sharing their connections and perspectives. A search advisory committee can support the important work of the search committee by representing constituent interests, providing applicant leads, encouraging nominations, and interviewing and welcoming candidates during campus visits and participating in celebrations that follow a successful hire.

E. Decision-making

Clarity about “what are we deciding” is a key question for search committees (e.g., the hiring authority has requested the top three candidates in ranked order; the top five candidates unranked but with comments about strengths and weaknesses, etc.). Once the charge is determined, “deciding how to decide” should be the search committee’s next task.

Will the committee vote, try to reach consensus, use negative voting, or provide majority and minority opinions? Contrary to what many believe, there is no one right way to make decisions and there are pros and cons to each approach. For example, while many committees believe in secret ballots, the anonymity that supports difficult decision-making may inhibit productive discussions about candidate strengths and weaknesses. The consensus approach feels friendlier, but sometimes results in a finalist list of mediocre candidates. When there are no clear finalists, the chair should have a conversation with the hiring authority about appropriate next steps.

A note about scoring matrices: Quantifying candidate qualifications through a scoring matrix is an appealing approach, but don’t be fooled. The individual with the highest score is not always the best candidate. Scoring matrices are best used as a way to organize impressions of candidates in order to have broader conversations with other committee members (e.g., “I ranked her a 5, but you gave her a 1, why is that?”)

F. Confidentiality

Confidentiality is the foundation of a credible search committee and trustworthy search process. The importance of maintaining strict confidence throughout the process cannot be overestimated.

A breach of confidentiality threatens a successful outcome in two ways. First, it may result in the immediate termination of the search, a serious loss of time and money and potentially viable candidates. Second, it may cause the most qualified candidates to withdraw from the search, fearing that a premature disclosure of their candidacy will jeopardize their current positions. In short, confidentiality is an absolute requirement to be understood and honored by everyone on the search team, from the first meeting until the conclusion of the search.

G. Communication

An external communication plan should be discussed early in the search process. In general, it is best to designate one individual (usually the chair) to communicate with applicants, constituents, the press, and others who may inquire about a search process.

A committee communication plan should also be developed. Because written documents may be subject to public records requests, judicious use of written and email communication is recommended to protect applicant confidentiality and the integrity of the search process.

III. POSITION DESCRIPTIONS and ANNOUNCEMENTS

A. Assessing Department Needs In Order to Create a Position Description

Each hiring opportunity presents a department with the opportunity to position itself for the present and the future. The position description is a comprehensive document that outlines responsibilities, essential functions, expected outcomes, reporting relationships, and required and desired qualifications. Rather than updating existing position descriptions, search committees should partner with hiring authorities to develop a list of responsibilities and qualifications likely to meet department and University needs and to attract the broadest possible candidate pool. To ensure that all who are qualified feel eligible to apply, care should be taken to describe expected *outcomes* rather than ways in which work should be accomplished, e.g., “disseminate information” rather than “deliver speeches” if verbal ability is not absolutely required or “travel to offsite locations” rather than “drive to remote sites” if sight and the ability to drive are not required for position success.

B. Qualification Requirements

The stated requirements, both *preferred* and *required*, must accurately match the needs of the position. Expectations must be clearly stated and there must be no “unwritten rules.” Everything that will be used as criteria in the selection process should be accounted for somewhere in the qualification requirements.

Beware of overly narrow or indefensible requirements. Is ten years of experience really more impressive than eight? Must someone be a dean currently in order to be considered for a dean position here? Is experience in a Research I university truly required? Is an MBA really required, or might a solid liberal arts degree with finance-related experience be acceptable? Is a degree in computer science required, or could significant network systems experience substitute? Committee members should challenge each other about the merits and necessity of each qualification statement in order to attract the broadest pool of qualified applicants.

C. Operational Definitions and Evaluation Strategies

Rigid selection criteria limit search committee flexibility and may unintentionally eliminate excellent candidates. When developing a list of selection criteria, the search committee should differentiate between “must haves” and “wouldn’t it be nice to haves.”

The committee should also develop operational definitions for each required qualification and be prepared to determine whether and when these criteria can be evaluated. For example:

| CRITERIA | EVALUATION STRATEGY |
|---|---|
| An earned doctorate from an accredited university | Statement on C.V. and later verification through university admissions office. (Evaluating the “quality” of a university -- e.g., “ivy “vs. state school, etc., may unintentionally eliminate qualified candidates) |
| Record of scholarly achievement | This will be defined as a minimum of 10 peer-reviewed articles in the last 3 years and will be evaluated by C.V. review |
| Strong communication skills | First screening via telephone interview; final screening during campus visit |
| Commitment to creating an inclusive classroom | This will be evaluated by reviewing the written teaching philosophy statement requested of our first group of finalists and observation during a guest seminar. |

D. The Position Announcement

The position announcement is used to advertise the opening. Drawn from the more comprehensive position description, it used to “sell” the opening and promote the University of Arizona. An announcement sent to potential applicants will likely be more comprehensive than an advertisement placed in a journal. Careful attention to tone and content will make the difference between an intriguing announcement and an uninspiring one.

E. Diversity Commitments

The position announcement should include language strongly expressing the University’s commitment to diversity, specifically describing requirements to meet the diversity commitments of the department. This language sends a powerful message about our commitment to becoming a diverse and inclusive University community and may result in a larger, more diverse applicant pool.

The University is required to provide public notice of its status as an equal opportunity and affirmative action employer on all recruitment materials, including bulletins, announcements, publications, and application forms. In those cases where advertising costs are a critical consideration, position announcements must minimally include the following language:

“The University of Arizona is an Equal Opportunity and Affirmative Action Employer- M/W/D/V” or “The University of Arizona is an EO/AA employer-M/W/D/V.”

Because this statement inadequately expresses the University of Arizona’s commitment to creating and sustaining a diverse and inclusive community, the recommended language for position announcements reads:

“As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives and backgrounds0 M/W/D/V.

In addition to this commitment statement, sample qualification statements might include:

- ◆ *Experience using a variety of teaching methods and/or curricular perspectives*
- ◆ *Previous experience engaging diverse communities in college outreach efforts*
- ◆ *Proven accomplishment in diversifying a department or college*

F. Application Materials

When asking for application materials, search committees must ask for enough information to evaluate candidate viability, but should guard against overburdening candidates with complex application requirements. For example, asking for the names of 3-5 references is preferable to requesting 3-5 letters of reference – those can be requested AFTER the first cut. Requesting that journal article reprints be included with application materials can make it expensive to apply. Attracting the broadest possible pool requires that we make applying for employment as painless as possible. Outstanding individuals are wanted by multiple institutions. We will have greater success in attracting them by making the application process relatively straightforward. Letters of reference and expanded dossiers can be requested once a search committee determines an individual is a serious and viable candidate.

At some point during the search process, candidates may be asked to provide:

- ◆ Descriptions of scholarship, teaching and work experience, and disciplinary background desired in the position;
- ◆ A letter of application, curriculum vitae, and other pertinent materials, such as copies of articles, samples of course syllabi, and letters of reference;
- ◆ A personal statement describing the applicant's experience in working with diverse students, diversifying a department, or demonstrating success in increasing a sense of academic inclusiveness.

IV. RECRUITMENT AND ADVERTISING

A. Developing a Recruitment Plan

Generating a diverse and qualified pool of applicants requires significant energy because we want to reach those looking for new opportunities in addition to capturing the attention of outstanding individuals who are not “on the market.” The following matrix can serve as a foundation for a recruitment plan design and should be completed during the initial search committee meetings.

| | |
|--|--|
| Potential applicants suggested by current department members | |
| Names of people who “know people” in the field (who may be called upon to nominate individuals) | |
| Journals read by people in the discipline/profession | |
| Professional associations for people in the discipline/profession | |
| Which websites are visited by people in the discipline/profession? | |
| What are the relevant professional or community organizations, caucuses, etc. that respond to the needs of women, people of color, people with disabilities, etc.? | |
| Where do people in this discipline/profession congregate (professional meetings, concerts, lecture series, etc.)? Who is available to recruit at these venues? | |
| Where do the best people in this discipline/profession work? (strong departments at other universities, etc.)? | |
| What are the names of people who are publishing interesting research, giving strong talks nationally, etc.? | |
| Does the department have a website on which the announcement may be placed? Is it accessible to all who may try to access it? If so, what is the URL? | |
| How might we contact affinity groups and placement offices at other Universities and institutions? | |
| How can we obtain nominations from alumni, members of the University and Tucson community? | |

B. Writing the Advertisement

(link to: http://www.hr.arizona.edu/01_rec/ads/write2.php)

C. Marketing the Position with the Advertisement

(link to: http://www.hr.arizona.edu/01_rec/ads/market.php)

D. Resource Database of Publications

(link to: http://www.hr.arizona.edu/01_rec/ads/resources.php)

V. APPLICANT SCREENING

A. Committee Participation

Is it acceptable for a subset of the committee to review application materials? Is it acceptable to divide the materials in order to reduce the amount of review required by members? NO.

Search committee members are held accountable for the committee's selection decisions. As such, they are expected to actively participate in each step of the review process.

B. Paper Review

The first step of the screening process is called the "paper review." During this process, committee members assess whether applicants have the minimum qualifications required for the position. Documenting why an applicant has been screened out during this process is essential. Comments such as "lacks Ph.D." or "teaching experience is in pathology rather than toxicology" will be valuable if the search process is challenged and an investigation is conducted. Once minimum standards are evaluated, committee members are likely to rank applicants based on preferred qualifications or the strengths of their experience.

C. Narrowing the Field

Once the paper review is complete, search committee members must narrow the field of potential candidates. Asking each committee members to propose and defend his or her "top 10" candidates is one way to assess applicant viability. Often, committee members will agree on several applicants and can debate the merits of applicants selected by fewer committee members. As in the paper review, documenting why an applicant has been eliminated from further consideration is essential.

D. Interview Formats

A well-developed interview process can reveal a great deal about a candidate. Rather than "winging it" when a candidate arrives, committees are advised to develop a set of interview questions in advance.

E. Interviewing Consistency

A consistent process enables a committee to effectively evaluate one candidate against another. Using the same set of questions for each candidate also makes it easier to defend hiring decisions.

When developing questions, use the position description as guide. Questions should be related to the work described in the position description and the qualifications required to be effective in the role.

Remember that past performance is often the best predictor of future success.

Telephone interviews are an inexpensive way to assess the qualification of several candidates and to narrow the field to a shorter list of individuals for campus visits.

F. Sample Interview Questions

SAMPLE QUESTIONS RELATED TO QUALIFICATIONS AND EXPERIENCE

| Identified Need | Potential Interview Question |
|--|--|
| Experience teaching large sections of undergraduates | This person selected for this position will teach two sections of 200+ students. What strategies have you used or would you use to ensure a positive learning experience for everyone on the roster? |
| A commitment to a diverse student body | Please tell us about your experience in supporting a diverse student body. Why does this matter, and how does one demonstrate commitment? How do you ensure that your curriculum is relevant to students with varied experiences, perspectives, backgrounds, and abilities? |
| Effective teaching skills | Please be prepared to discuss your research to faculty and graduate students within the department. Please prepare 40-minute talk to be followed by 20 minutes for questions. |
| Ability to manage conflict | The ability to manage conflict is an essential competency for this position. We'd like you to describe a serious professional conflict you have experienced; how you resolved it, and what, in retrospect you would have done differently. |
| Analytical and persuasiveness skills | Analytical skills and the ability to be persuasive are critical components of this position. This package contains several sets of data related to faculty salaries at the UA and at peer institutions. You have 30 minutes to review this information and write a letter to the legislature describing what is required to be competitive with our peers. |
| A successful fundraising record | The ability to develop strong relationships is a critical component of fundraising. How do you identify "who's who" and develop the kinds of relationships that lead to sustained giving? |

Asking questions designed to determine the “character” of a candidate should also be included, though search committees members must be cognizant of in their individual biases and the human tendency to look for people “just like us.”

| Character Trait | Potential Question |
|--------------------------------------|---|
| Willingness to collaborate | Tell us about some of your most successful partnerships. |
| Commitment to a civil workplace | Tell us about a time when you witnessed someone intimidating or harassing another person. What did you do? In retrospect, what might you have done differently? |
| Willingness to work across “status” | <p>If a research technician challenged one of your lab protocols, how might you respond?</p> <p>If your departmental business manager questioned one of your perfectly valid travel expenses, how would you respond?</p> |
| Ability to manage emotions and anger | <p>Tell us about a time when a colleague or employee “let you down.” How did you react? How do you work to ensure that commitments to you get honored?</p> <p>Our work can be difficult and stressful. What do you do to ensure that you keep your emotions in check?</p> |
| Propensity for workplace violence | What makes you really mad? |

G. Interview Documentation

Committee members are encouraged to make notes on the answers to all questions and to submit them to the committee chair for inclusion in the search file. Brief notes that capture the essence of each response can be especially helpful if a search process is challenged. Investigators can leave search committees out of the investigation if search-related documents are comprehensive and explain the rationale behind selection decisions.

H. Interviewing Legalities

While it may be interesting to learn about a candidate’s hobbies, country of origin, age, or family life, if it’s not directly related to a position’s requirements, it’s better not to ask. And remember, meals and social events are still part of the interview process. Questions such as “What does your spouse do?” “So, do you have kids?” or “Were you born in the states?” are no more appropriate over dinner than they are in a more formal setting. Inappropriate questions can and will be used against you. DON’T RISK IT.

Don't ask the following:

- ◆ Are you married?
- ◆ How many children do you have living at home? What arrangements will you make for them?
- ◆ Do you plan to have children?
- ◆ Do you plan to have more kids?
- ◆ What work does your spouse/partner do?
- ◆ Have you ever been arrested? (An arrest is different than a conviction)
- ◆ When did you graduate from high school?
- ◆ Where were you born?
- ◆ Horetski, is that a Polish name?
- ◆ Is Spanish your first language?
- ◆ Are you a U.S. citizen?
- ◆ Do you have any disabilities?
- ◆ Will you require any days off for religious holidays that the University does not observe?
- ◆ That's a nasty scar, is there an interesting story behind that?

VI. Communication

A. Applicant Communication

Each search presents an opportunity to tell the University's "story." A well-managed search will reflect well on the University; while a poorly managed search has the potential to damage the University's reputation and hamper the success of future searches. Applicants who feel that they were treated in a courteous and respectful manner during the search process are less likely to be angry if not selected and less likely to file a complaint about the decision or process.

In recognition of the time and effort required to pursue University employment, search committees must treat all applicants in a respectful manner. Communicating efficiently and effectively is essential. As such, the search committee chair must ensure that applicants:

- ◆ Receive acknowledgement that their materials have been received and are informed of the decision-making timeline;
- ◆ Are informed as soon as they are removed from consideration (though be cautious about notifying "second tier" candidates who make eventually move to the "first tier" of consideration; and
- ◆ Are informed of delays in the search process.

When a candidate interviews on campus, but is not advanced to the next stage, a phone call rather than a letter sends an important message about our appreciation for the candidate's time and effort.

If an applicant inquires about why he or she was not selected, the inquiry should be forwarded to committee chair. A detailed explanation of why the applicant was not selected is neither required nor advised, though a telephone conversation during which you provide specific guidance about the search committee's impressions about the individual's strengths and weaknesses may be appreciated.

B. Search Status Communication

It is important to maintain on-going communication to the campus community regarding the status of key searches. Such "progress reports" may be distributed through the normal channels used to communicate to the campus constituents such as 3-D memos and listservs. Progress reports should be drafted by the chairperson at key points in the search:

- ◆ After semi-finalists have been identified and selected for pre-interview (not to include actual names of candidates);
- ◆ After the finalist list has been identified and candidates have been notified;
- ◆ Prior to the campus visits of final candidates to include schedule of on-campus meetings or open forums; and
- ◆ When a candidate is selected and has accepted an offer.

C. Open Forum Invitations

Engaging the University committee in the search process can provide the search committee with valuable feedback about candidate viability and give the candidate an opportunity to assess campus climate. To engage the broader University community, search committees are encouraged to announce the schedule of open forums and invite a wide range of constituent groups to attend including students, staff, faculty and interested members of the Tucson community. After the finalist list has been made public, the curriculum vitas of the candidates should be made available for public review. Evaluation forms should be provided to all parties involved and responses should be included in search committee discussions.

VII. Candidate Visits

The campus visit is an extremely important part of selecting the ideal candidate. Communication and interaction with the candidate should represent the University in the most positive and favorable light possible. Just as search committee members will be evaluating the candidate, the candidate will be evaluating the University of Arizona to determine if the position and the organization are a good "fit" for him or her. The candidate's early impressions of the University will play a major role in the decision-making process.

A. Campus visit preparation

- ◆ Make travel and lodging arrangements (when possible, pay for travel arrangements rather than reimbursing them)
- ◆ Arrange for transportation to and from the airport
- ◆ Allow candidate opportunity to request disability-related accommodations

B. Preparing the Candidate

Taking the time to prepare a candidate for his or her visit sends an important message about the University of Arizona as a potential employer. The following items should be sent to each final candidate prior to the visit:

- ◆ Letter of welcome confirming the day and time of the visit, travel and lodging arrangements, list of expenses that are reimbursable and contact information;
- ◆ Itinerary for the visit including a complete schedule of events and the names and titles of individuals the candidate will meet. Provide opportunity for candidate to request disability-related accommodations
- ◆ Brochures and information about the department, the University, benefits of UA employment, diversity efforts, and the Tucson community; and
- ◆ Departmental mission and goals.

C. Welcoming the Candidate

- ◆ Arrange for someone to meet and greet the candidate at the airport.
- ◆ Arrange for a host to give the candidate a tour of the campus and to accompany the candidate to and from interview and open forum locations.
- ◆ Schedule open forums within an accessible location and invite students, staff, faculty and interested members of the community.
- ◆ Invite the candidate to meet with special interest groups or employees with whom he or she may have a particular affinity. Ensure that the selected location is accessible to all.
- ◆ Arrange for the candidate to attend campus events.
- ◆ Host a lunch and/or dinner with candidate and key representatives in an accessible location.
- ◆ Schedule a meeting with a Human Resources Representative to discuss benefits, life and work resources, relocation services and dual career hire assistance for spouses and partners.

IX. REFERENCE CHECKS

A. Overview

Two words: DO IT. Checking references and verifying credentials is a critical step in the screening process.

For out-of-state candidates, reference checks in advance of a campus visit can reduce potential embarrassment and unnecessary expense for both parties. It's essential for committees to explore beyond the names of references provided. Asking a candidate to sign a waiver permitting the collection of information from collateral references will permit the committee to thoroughly assess a candidate's qualifications.

B. Letters of Reference

While poor letters of reference may be considered damning, strong letters of reference should not be considered proof of candidate excellence. Let's face it; it's not that hard to obtain three strong letters of recommendation. Deeper conversations with others are critical for a strong screening process.

C. Phone Inquiries

Like the interview process, reference inquiries should be related to the position description and consistent for all candidates. The reference interview should not be done "on the fly," so committee members are advised to schedule appointments with prospective references to ensure that there is adequate time to conduct a comprehensive conversation.

D. Potential Reference Questions

| Area of Concern | Potential Question |
|---|---|
| Interpersonal skills | Can you describe a time when <i>candidate</i> experienced conflict with another member of your department? How was it resolved? |
| Organizational savvy | From your perspective how well "connected" is <i>candidate</i> and how does she form strategic relationships with others? |
| Willingness to mentor graduate students | What did graduate students say about <i>candidate's</i> willingness to providing coaching and guidance? |

When those questioned respond with, "I'm not the right person to ask," those conducting reference checks should ask, "Then, who is?"

When those questioned begin to share information with the caveat, "This is off the record, but..." stop the conversation by saying, "I can't accept off the record comments. Who will speak with me *on the record* about your concerns?"

X. PUBLIC DISCLOSURE

A. Search Committee membership

The names, titles, academic degrees and facts of past or present employment information of search committee members are public information under ABOR Policy 6-912.

B. Candidate Names

It is the intention of the University to maintain the integrity of search processes by protecting applicant confidentiality. To encourage applications from those reluctant to “go public” with their interest in UA employment, the names of applicants should be only be released to the campus or general public when a candidate becomes a finalist.

At the time an invitation to interview on campus each finalist should be informed that his or her name shall be made public and that his or her curriculum vitae shall be open for review.

(Note: Under Arizona State law, names and other information concerning those interviewed may be subject to disclosure to third parties upon request.)

C. Search Documentation

In the course of conducting a search, the issue of public disclosure of search-related information or documentation may arise. The University of Arizona’s release of public records policy is to be as open as possible while protecting legitimate privacy or confidentiality issues.

Documents prepared by University employees while performing work-related duties are, with some exception, public records. Search-related reports or records produced during the search process such as screening matrices, interview questions and committee notes should remain confidential among search committee members and other key individuals on a need-to-know basis. Under no circumstances, should members of the committee or other departmental personnel, release search-related information or documentation to unauthorized individuals. Requests for documentation or reports under the State’s “Release of Public Records” statute should be forwarded to the Employee Records unit of the Human Resources Department.

X. WRAPPING THINGS UP

Once the search is complete and a candidate has been hired, or in the event a search is terminated unsuccessfully, the committee chair must collect all search-related documents (search committee notes, copies of advertisements, copies of correspondence, etc.) and forward them to the hiring department representative for retention. Hiring departments are required to retain all screening and hiring records for three years for purposes of resolving any questions that may arise related to employment discrimination. Human Resources will retain electronic copies of employment applications, job requisitions and job postings.

It is recommended that search committees hold a final “post-search” meeting to share lessons learned. When appropriate, these lessons may be shared with the cognizant hiring authority, dean or vice president and/or with the Office of the Provost and Human Resources Department. Strategies to improve the University’s search process are welcome and the Office of the Provost and Human Resources Department appreciate opportunities to streamline processes and increase resources for future search committees.

XI. Relevant Policies, Documents, and Web Resources

Advertising/Recruiting Resources

Advertising Template

http://www.hr.arizona.edu/01_rec/ads/adsamp.php

Advertising Database

http://www.hr.arizona.edu/01_rec/ads/resources.php

Recruiting Resources

<http://fp.arizona.edu/affirm/Recruitlinks.htm>

Tips for Recruiting A Diverse Faculty

<http://fp.arizona.edu/affirm/Tipsrdw.htm>

Disability-Related Resources

Disability Resource Center

<http://drc.arizona.edu>

Determining Reasonable Accommodation

<http://drc.arizona.edu/drc/reasonableacc.shtml>

Disability Resource Center

<http://drc.arizona.edu>

Determining Reasonable Accommodation

<http://drc.arizona.edu/drc/reasonableacc.shtml>

Additional Resources

Dual Career Resources

<http://w3.arizona.edu/~vprovacf/couples/>

Equal Opportunity and Affirmative Action Office

<http://fp.arizona.edu/affirm/>

Human Resources

<http://www.hr.arizona.edu>

Office of the Provost

<http://w3.arizona.edu/~provost/>

Relocation Resources

http://www.hr.arizona.edu/03_hire/reloc/

Policies

UA Recruitment Policy

http://www.hr.arizona.edu/09_rel/policies/pp116var.php)

UA Equal Opportunity and Affirmative Action Policy

http://www.hr.arizona.edu/09_rel/policies/pp100.php

ABOR Access to or Disclosure of Personnel Records or Information Policy

http://www.abor.asu.edu/1_the_regents/policymanual/chap6/chap6_part2.htm#6-912

Attached Forms and Templates

Budget Worksheet

Sample Letters to Applicants and Candidates

- First level review
- Post-interview follow-up letter
- Search delayed letter
- Search extended letter
- Review delayed letter

Constituent Meeting Announcements

- Pre-Search Informational Meeting
- Call for Nominations

Search Advisory Committee Invitation

BUDGET ESTIMATE

| EXPENSE | DETAIL | BUDGET |
|--|--|---------------|
| Advertising | Journal X Journal Y Letters to 50 universities requesting nominations 500 flyers for distribution at MLA conference | |
| Travel and Interview arrangements for 3 candidates | Air travel Hotel Meals | |
| Telephone, postage, duplication | | |
| TOTAL BUDGET | | \$ |

SAMPLE LETTERS TO APPLICANTS AND CANDIDATES

SAMPLE REGRETS LETTER (1st Cut)

Dear :

I want to provide you with an update on our search for an assistant professor. Our committee received 297 high quality applications. After a lengthy and difficult review, the committee has decided to focus on other candidates whose teaching and research interests more closely meet the needs of our department.

On behalf of our committee, I want to thank you for taking the time to express your interest in opportunities at the University of Arizona.

Sincerely,

SAMPLE REGRETS LETTER (2nd Cut)

Dear :

On behalf of our search committee, I want to thank you for taking the time to visit with us regarding our assistant professor position. As I indicated during our phone conversation, our committee has selected a candidate whose teaching and research interests are most closely aligned with our department's future direction.

I know I speak for the entire committee when I say that we were impressed with your ideas, research agenda, and commitment to teaching. You have a promising academic career ahead of you.

If I can be of assistance to you in the future, please do not hesitate to contact me.

Sincerely,

SAMPLE SEARCH DELAYED LETTER

Dear :

I am writing to provide you with an update on our search for an assistant professor. Because our new dean has asked us to complete a program review before extending employment offers, our search is on temporary hold. We expect to complete our review and resume the search process at the end of June.

I apologize for any inconvenience our delay may have caused you.

Sincerely,

SAMPLE SEARCH EXTENDED LETTER

Dear :

I am writing to provide you with an update on our search for an assistant professor with specialization in the field of _____. Because the pool of applicants was smaller than we anticipated, we have decided to extend the application deadline. Please be assured that your application is still under consideration and will be reviewed by our search committee late next month.

Sincerely,

SAMPLE REVIEW DELAYED LETTER

Dear :

I am writing to provide you with an update on our search for an assistant professor

Because summer vacation schedules have hampered our ability to meet as a full search committee, we have decided to postpone candidate review until late August.

I apologize for this delay and thank you in advance for your patience.

Sincerely,

SAMPLE CONSTITUENT MEETING ANNOUNCEMENT

TO: Department Faculty/Graduate Students/ etc

FROM: Search Committee Chair

DATE:

SUBJECT: Dean of Medicine Constituent Meeting

The Dean of Medicine Search Committee invites you to share your thoughts about the dean search during the following meeting:

Date:

Time:

Place:

During this meeting, participants will be invited to share their thoughts about desired characteristics of our next dean, and will be provided an update on the progress of the search.

SAMPLE NOMINATIONS REQUESTED LETTER FOR CONSTITUENTS

TO: College of Medicine Faculty, Staff and Students

FROM: Search Committee Chair

DATE:

SUBJECT: Dean Search

The Dean of Medicine Search Committee is now accepting applications for the position of Dean of the College of Medicine. A review of these materials will begin November 17th.

The University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspective and backgrounds. We ask your assistance in bringing this position to the attention of qualified prospects and invite you to nominate outstanding individuals.

A position announcement is enclosed. Please forward contact information on prospective candidates to my attention at jr1296@email.arizona.edu.

SAMPLE SEARCH ADVISORY COMMITTEE INVITATION

Dear :

As chair of the College of ____ Dean search committee, I am writing to invite you to serve on the Search Advisory Committee we are assembling.

Should you agree to serve the University of Arizona in this capacity, we would ask you to represent the interests of *organization, organization* and *organization*. We would appreciate your ideas about the qualities essential in our next dean and would ask that you forward the names of potential candidates and be willing to make calls of encouragement to these individuals should that be required.

When candidate visits are scheduled, your attendance at a welcome reception would be greatly appreciated.

Recognizing your significant community commitments, I want to assure you that we will do our best to limit the time commitment this committee assignment will require. We value your insights and connections and know that our search will be more successful with your involvement.

An informational meeting with the search committee and search advisory committee will be held _____. Please let me know by ____ if you will be able to join us. A location for this meeting will be announced shortly.

Thank you for considering this request.

Sincerely,