

Faculty Search Committee Procedures Handbook

October 28

2009



OFFICE *for*
EQUITY AND INCLUSION
AND

OFFICE *of*
EQUAL OPPORTUNITY



**Office of the Provost & Executive
Vice President for Academic Affairs**

The University of New Mexico • Scholes Hall 240 • MSC05 3400

1 University of New Mexico • Albuquerque, NM 87131-0001

Phone (505) 277-2611 • Fax (505) 277-8275

October 22, 2009

Dear Search Committee Members:

Upon my arrival at the University of New Mexico I began working with the Office for Equity and Inclusion and the Office of Equal Opportunity to develop a document that would inform and create consistency, equity and fairness in our search processes. The information contained in this document will be useful to search committees engaged in searches for faculty and academic administrators.

Every search is important to our institution and the diversity of our faculty and administrators is critical. I wish you well on your searches.

Sincerely,

Suzanne Ortega

Provost & Executive Vice President for Academic Affairs

Location / Ship to:

**Office of the Provost & Executive
Vice President for Academic Affairs**

Scholes Hall 240

Phone (505) 277-2611 • Fax (505) 277-8275

**Associate Provosts for
Academic Affairs**

Scholes Hall 240

Phone (505) 277-2611 • Fax (505) 277-8275

**Faculty
Contracts / Services**

Scholes Hall 240

Phone (505) 277-4528 • Fax (505) 277-8275



Diversity is Our Strength



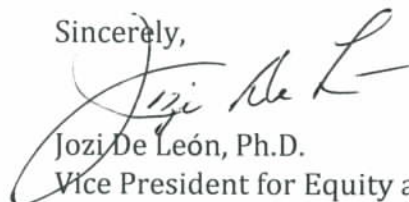
Dear Search Committee Members:

This handbook was developed to provide academic search committees with the information they need to conduct a fair and equitable search. One of the University's goals is to have processes in place that are inclusive of women and underrepresented minorities. In addition, by increasing the diversity of our faculty and academic administrators, we will create an academic environment that is not only more representative of our diverse student body, but also one that will provide opportunity for diverse perspectives in our research, teaching pedagogy and in our service to communities.

Please use this handbook in conducting your administrative and faculty searches. The emphasis on diversity is deliberate and the recommendations included are the result of an extensive review of best practices in recruiting and hiring underrepresented faculty at institutions of higher education across the country. As contributing members of this wonderful institution, when we consciously think about fairness, equity and inclusiveness, we will create an environment that will also impact retention.

Each person hired at the University of New Mexico is important in creating the kind of campus climate that not only values diversity, but also views it as a distinct advantage in preparing our students for the world of tomorrow. I look forward to working with you and others to ensure that women and underrepresented minorities are equitably represented in all areas of our institution. Best of luck on your search process!

Sincerely,



Jozi De León, Ph.D.

Vice President for Equity and Inclusion

Table of Contents

INTRODUCTION	6
CHAPTER ONE: ROLES AND RESPONSIBILITIES.....	7
Role of Hiring Official.....	7
Responsibilities of the Hiring Official.....	7
Charge to Search Committee.....	8
Role of the Search Committee Chair.....	8
Responsibilities of the Search Committee Chair.....	8
Role of the Search Committee Member	9
Responsibilities of Search Committee Member.....	9
Role of the Department Faculty Member.....	10
Responsibilities of the Department Faculty Member.....	10
Role of Dean/Director.....	10
Responsibilities of Dean/Director.....	10
Role of the Provost/Deputy Provost.....	11
Responsibilities of the Provost/Deputy Provost.....	11
Role of the Search Coordinator.....	11
Responsibilities of the Search Coordinator.....	11
Role of the Faculty Department Originator.....	12
Responsibilities of the Faculty Department Originator.....	12
Role of the Office of Equal Opportunity.....	12
Responsibilities of the Office of Equal Opportunity.....	12
Role of the Faculty Contracts Office.....	12
Responsibilities of the Faculty Contracts Office.....	13
CHAPTER TWO: GROUNDWORK FOR THE SEARCH.....	14
Faculty Position Description.....	14
Preparing the Position Announcement.....	14
Diversity Commitments	15
CHAPTER THREE: RECRUITMENT.....	17
Advertisements	17
Recruitment Period.....	18
Recruitment Resources	18
Diversity Commitments.....	19
Affirmative Action Review.....	19
Application Materials	
CHAPTER FOUR: SCREENING APPLICANTS.....	21
Receiving and Responding to Applicants/Candidates	21
First Screening.....	22
Second Screening.....	22
Telephone Interviews.....	22
Third Screening.....	23
Confidentiality.....	23

CHAPTER FIVE: INTERVIEW PROCESS/OFFER LETTER.....	24
Preparing for the Interview.....	24
The On-Site Interview Process.....	25
Preparation of Itinerary Materials for Other Campus Participants.....	26
Informal Conversations.....	26
Semi-Formal Interviews.....	27
Colloquium/Demonstration/Seminar.....	27
Formal Interview.....	27
Appropriate Interview Questions.....	28
Types of Interview Questions.....	28
Evaluating the Candidate’s Interview Responses.....	28
Reference Checks.....	29
Assessment of Fit.....	29
Making a Recommendation.....	29
Position Offer.....	29
Making the Tentative Offer.....	30
Summary.....	30

APPENDIX

[Note: The provisions of the handbook are illustrative and not all inclusive, and may be changed, amended or revoked by the University with or without notice.]

INTRODUCTION

Before beginning a search, it is helpful to understand the differences between the following key concepts to ensure a successful recruitment.

Equal employment opportunity (EEO) 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, ancestry, age, disability, veteran status, sexual orientation, gender identity or spousal affiliation.

Affirmative action requires that additional efforts be made to increase the employment opportunities for women and minorities when there is underutilization in a faculty job group. Affirmative action also requires an organization to demonstrate a good faith effort to recruit, employ and advance qualified individuals with disabilities and veterans. These efforts may include expanded efforts in outreach and recruitment to increase the representation of qualified women, minorities, individuals with disabilities and veterans.

The University of New Mexico (UNM) is an Equal Opportunity/Affirmative Action employer and educator. The University recognizes its responsibility to extend equal employment opportunities to all qualified individuals. UNM is committed to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups.

Diversity is a broader, more inclusive concept. An organization committed to diversity welcomes values and engages people heterogeneous in background, perspective and experience. The University is committed to diversity and recognizes the opportunities and experiences created by a diverse faculty. Diversity builds on the strengths of a rich and varied community of committed faculty who enhance our academic programs. Therefore, a commitment to diversifying our academic community is imbedded in the strategies described in this handbook. We demonstrate our commitment by extending beyond federal equal opportunity and affirmative action requirements. The University of New Mexico's commitment to diversity is reflected in the President's Strategic Framework and in the VP for Equity and Inclusion's Diversity Plan.

(UNM Faculty Hiring Guidelines and University of Arizona: A Guide to Successful Searches, 2004)

CHAPTER ONE: ROLES AND RESPONSIBILITIES

This chapter identifies the different roles that key individuals may hold during the faculty search process. Within each role, we have outlined responsibilities related to the faculty recruitment and hiring process, as well as information related to goals and values to recruit a strong and diverse pool of candidates.

Role of the Hiring Official

The hiring official (Provost/Deputy Provost, dean/academic director, or department chairperson) is primarily responsible for the administrative and affirmative action dimensions of the faculty hiring process. This includes providing clear expectations in the charge to the search committee regarding the position, and recruitment and evaluation of candidates. The hiring official is also responsible for monitoring the diversity and quality of the applicant pool. He or she is responsible for providing information to the dean/director regarding the success or failure of the recruitment, the search committee's progress, and recommendation of hire. The hiring official will also address any procedural issues that may arise during the process.

Responsibilities of the Hiring Official

1. Requests approval from the dean/academic director/Provost/Deputy Provost to initiate faculty recruitment.
2. Identifies diverse search committee (must have at least one minority and at least one female, cannot be the same individual).
3. Identifies members with different points of view and is aware of dynamics of junior level faculty with tenured faculty.
4. Identifies diverse graduate students and/or undergraduate students who may participate.
5. Identifies the chair of the search committee.
6. Identifies the search coordinator.
7. Gives charge to search committee clearly defining specific functions, timetable for search process, and extent of authority.
8. Identifies diversifying the faculty as an important goal.
9. Approves recruitment plan that includes targeted recruitment resources and outreach.
10. Provides guidance on all University policies and procedures related to the search process.
11. Provides resources for training and support to search committee to accomplish its tasks.
12. Assumes responsibility for the administrative, fiscal and affirmative action consequences of the entire process.
13. Approves all advertisements that will be utilized in the recruitment process.
14. Notifies dean/academic director of any procedural concerns, such as conflict of interest, insufficient pool of candidates, etc.
15. Consults with dean/academic director/Provost/Deputy Provost in timely manner if recruitment does not attract a diverse pool and/or assist with underutilization goals.
16. Assumes responsibility for all formal communication to the candidates once the interview process has commenced.
17. Recommends successful candidate to dean/academic director/Provost/Deputy Provost to initiate offer.

Charge to Search Committee

The hiring official will provide written instructions to the search committee as to the scope and nature of its responsibilities, including making a clear distinction between the activities of the search committee in the earlier stages of the process and those of the hiring department in the final stages of the process which culminate in the selection of a successful candidate. The charge:

1. Identifies the number of positions to be filled.
2. Identifies the parameters of these positions, e.g., rank, tenure constraints, salary.
3. Identifies preferred timetable for the appointment(s).
4. Identifies essential characteristics in the candidates, such as national reputation, teaching experience, areas of specialty for research, ability or experience with working with diverse population, and grant experience.
5. Confirms affirmative action consideration focusing on department diversity.
6. Clarifies administrative support, including fiscal resources for the process.
7. Confirms the importance of good record keeping and compliance with University policies and processes related to faculty hiring.
8. Identifies format for committee's recommendations on semifinalists and interviewees to the hiring official, which may include:
 - How many names are to be brought forward?
 - What information, comments or evaluation should be attached?
 - Are the names to be rank ordered?
 - Is the committee's recommendation advisory?
 - Under what circumstances can the search committee reject the entire pool?
 - What is the role of the search committee in interviewing the candidates and in checking credentials?
 - What is the role of the search committee in deciding to cancel the search or re-open the process?
 - Specific information on how to transfer responsibilities for the hiring process from the search committee to the department and its hiring official at or about the time the semifinalists are selected.

Role of the Search Committee Chair

The search committee chair acts as the committee's facilitator, official spokesperson, budget manager and liaison to the hiring official. The search committee chair should be a person of integrity who is recognized for his or her strong communication and leadership skills, and commitment to diversity. Because of the importance of the search committee chair in the hiring process, the search committee chair normally should be a senior member of the department.

Responsibilities of the Search Committee Chair

1. Assists hiring official with identifying search committee members.
2. Reviews charge with search committee members.
3. Articulates expectations for committee conduct, including confidentiality and conflict of interest.
4. Monitors search committee's responsibilities.
5. Coordinates outreach and/or recruitment efforts to attract strong and diverse pool of applicants.

6. Meets immediately with hiring official any time the search process may be compromised due to insufficient pool of candidates, disputes, conflict of interest, etc.
7. Consults with hiring official in timely manner if recruitment does not attract a diverse pool and/or assist with underutilization goals.
8. Manages communication between hiring official and search committee, as well as with the University community, nominees and applicants.
9. Ensures compliance with state and federal laws and University policy.
10. Mediates conflict during the search process.
11. Provides search coordinator with information regarding the applicant screening process for all candidates.
12. Assists search coordinator with managing applicants and budget.

Role of the Search Committee Member

A search committee is formed to assist the hiring official and/or chairperson with recruiting and evaluating the pool of candidates. The committee must have at least three members and it must be diverse. There must be at least one female and at least one minority and they cannot be the same person. The search committee should be made up of individuals who are recognized for their integrity, strong communication skills, and relevant experience/expertise, as well as their commitment to diversity.

Because decisions are made most effectively and efficiently by groups no larger than five to seven people, search committees should be limited in size. The committee should include an appropriate representation of individuals who can evaluate the qualifications of the candidates. Individuals from outside a hiring department or the University may be invited to serve on a search committee to share insights, experience from other perspectives, disciplines and organizations. The search committee must document the screening process (Position Analysis Memorandum).

Responsibilities of Search Committee Member

1. Participates fully and consistently.
2. Assists with the recruitment of a strong, diverse pool of qualified candidates.
3. Assists with the development of the position description to be advertised.
4. Develops clear minimum and preferred qualifications for the position.
5. Develops clear and objective evaluation tools related to the qualifications.
6. Screens applicants based on minimum and preferred qualifications in a fair and consistent manner.
7. Assists with identifying interviewees.
8. Assists with the on-site interview itinerary, including scheduled interviews with the candidates.
9. Participates in departmental discussions and provides recommendations based on interviewees' performance.
10. Acts promptly to ensure that top candidates are not lost to organizations that move quickly to hire top talent.
11. Protects confidentiality of applicants and the decision-making process.

Role of the Department Faculty Member

The role of the departmental faculty is to provide input to the search committee on the qualifications of the candidates who meet the advertised qualifications. The departmental faculty should consider the mission of their department and whether or not the candidates will enhance their program.

Responsibilities of the Department Faculty Member

1. Participates fully and consistently.
2. Assists with the recruitment of a strong, diverse pool of qualified candidates. Assists in identifying potential candidates for on-site interviews, with particular emphasis on qualified members of under-represented groups.
3. Acts promptly to ensure that top candidates are not lost to organizations that move quickly to hire top talent.
4. Protects confidentiality of applicants and the decision-making process.
5. Participates in departmental discussions and provides recommendations based on interviewees' performance.

Role of Dean/Director

The dean/academic director is responsible for ensuring that all recruitments are conducted in accordance with the University's policies and procedures and that the hiring department conducted targeted recruitment to attract a strong and diverse pool of candidates. The dean/director must also confirm and support that the hiring department meets its commitment to diversity initiatives/strategies and that all candidates are given equal consideration. He or she is also responsible for ensuring that all faculty hires are in line with the academic mission of the college/school/branch campus, as well as the departmental program.

Responsibilities of Dean/Director

1. Oversees the search process to ensure compliance with policies and procedures.
2. Approves the initiation of the hiring process after review of the position analysis, screening process and recruitment plan, while ensuring that required targeted recruitment is conducted.
3. Approves the search committee membership to assure composition is diverse.
4. Approves the selection of semifinalists and interviewees before the interviewees are invited to campus.
5. Notifies the hiring official of any procedural concerns, such as conflict of interest, insufficient pool of candidates, etc.
6. Discusses a plan of action with hiring official and/or Provost/Deputy Provost if recruitment does not attract a diverse pool and/or assist with underutilization goals.
7. Participates in the interviewing process, either personally or through designees.
8. Discusses the implications of the potential hire with the Provost/Deputy Provost and the academic department.
9. Approves negotiating points and proposed job offers.
10. Monitors compliance with recruitment and hiring guidelines.

Role of the Provost/Deputy Provost

The Provost/Deputy Provost is responsible for ensuring that all recruitments are conducted in accordance with the University's policies and procedures and that the hiring department conducts targeted recruitment to attract a strong and diverse pool of candidates. The Provost/Deputy Provost must also confirm and support that the hiring department meets the University's commitment to diversity initiatives/strategies to diversify its faculty and that all candidates are given equal consideration. He or she is also responsible for ensuring that all faculty hires are in line with the academic mission of the University and respective academic college/program.

Responsibilities of the Provost/Deputy Provost

1. Oversees the search process to ensure compliance with policies and procedures.
2. Approves request to initiate the hiring process.
3. Discusses the implications of potential appointments with the dean/academic director, including the fulfillment of affirmative action objectives.
4. Monitors compliance with administrative and fiscal guidelines.
5. Reviews to assess if hire supports diversity initiatives.
6. Assists dean/academic director with any procedural concerns, such as conflict of interest, insufficient pool of candidates, etc.
7. Advises dean/academic director and hiring official if recruitment does not attract a diverse pool and/or assist with underutilization goals.
8. Reviews and approves formal job offer.
9. Reviews and approves that faculty rank and title for hire is in line with the Faculty Handbook.
10. Confirms that hiring department and college/school/branch campus have an orientation protocol in place to support new hire that includes a faculty mentor.
11. Directs the faculty contracts office to issue the employment contract.
12. Reviews all hiring documentation, including the request to extend job offer and the formal letter of offer.

Role of the Search Coordinator

The search coordinator serves as a non-voting member of the search committee who provides administrative support to the search committee and does not evaluate candidates.

Responsibilities of the Search Coordinator

1. Coordinates with department originator to request to post a position in UNM Jobs.
2. Serves as a contact to applicants regarding the application process.
3. Provides administrative support to a search committee and search committee chair.
4. Assists search committee with managing applicant pool.
5. Assumes responsibility for collecting and managing the search documentation for submission and retention.
6. Assists the search committee chair with policy and process guidance related to EEO/AA policies
7. Serves as the liaison for the search committee with OEO.
8. Assists the search committee chair with travel accommodations, interviewing schedules, preparation of letters, etc.
9. Assists in conducting search committee training.

10. Advises the search committee about recruitment sources and methods.

Role of Faculty Department Originator

The faculty department originator works closely with the hiring official to submit request to post in UNMJobs and works with the various approvers to ensure all information needed to post and fill position is provided. The faculty department originator may be the same individual as the search coordinator.

Responsibilities of the Faculty Department Originator

1. Collaborates with hiring official/search coordinator to obtain all necessary information to initiate a request to post in UNMJobs.
2. Initiates and monitors faculty hiring actions in UNMJobs for a department or departments.
3. Informs hiring official and search coordinator of the status of their recruitment.
4. Collaborates with search coordinator to manage applicants in pool if necessary.
5. Collaborates with hiring official/search coordinator to initiate hiring proposals in UNMJobs.

Role of the Office of Equal Opportunity

The Office of Equal Opportunity is responsible for ensuring that University equal opportunity and affirmative action requirements are adhered to during the recruitment and hiring process.

Responsibilities of the Office of Equal Opportunity

1. Reviews and monitors actions submitted through UNMJobs.
2. Approves and posts faculty positions through UNMJobs.
3. Reviews and monitors all faculty hiring.
4. Provides equal employment and affirmative action guidance to hiring department.
5. Monitors to ensure that the University equal opportunity and affirmative action requirements are met during the search process.
6. Serves as contact for conflict of interest matters and collaborates with appropriate areas to address these matters, including Provost/Deputy Provost.
7. Provides information regarding the Search Committee Procedures Handbook, as requested.
8. Maintains the Search Committee Procedures Handbook.

Role of the Faculty Contracts Office

The University has two faculty contract offices that provide guidance on faculty recruitments and hires to their respective administration, hiring departments, and faculty. They also review and monitor requests submitted by hiring departments to ensure that the requests meet budgetary guidelines and are in compliance with the Faculty Handbook. These offices collaborate with the Office of Equal Opportunity to monitor for compliance with equal employment and affirmative action policies, laws and regulations.

Responsibilities of Faculty Contracts Office

1. Reviews and approves actions submitted through UNMJobs to ensure compliance with Faculty Handbook.
2. Reviews and approves that funding is available for requests to recruit.
3. Collaborates with Provost/Deputy Provost as needed.
4. Reviews funding and offer letters for all faculty hires.
5. Generates faculty contract and processes all new hire paperwork.
6. Processes new hires in Banner HR/PR
7. Assists with confidential issues or process questions.

(University of New Mexico's Faculty Hiring Guidelines, January 2007; New Mexico State Search Committee Procedures Handbook, June 1, 2003; CUPA Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members, 2000; A Guide to Successful Searches, University of Arizona, December 2004)

CHAPTER TWO: GROUNDWORK FOR THE SEARCH

Faculty Position Description

The first and most important step in the hiring process is developing the faculty position description. The position description should include duties and responsibilities of the position. A good position analysis accurately describes the work to be performed in a faculty position. Position qualifications should identify work characteristics that allow for varied backgrounds and experiences. Narrow descriptions may limit the quality and diversity of an applicant pool. Some considerations in identifying essential duties and responsibilities are:

1. Determine if the incumbent actually performed the duties and responsibilities.
2. Determine if the new individual in the position will be expected to perform these duties and responsibilities.
3. Identify if position is tenure/tenure track or non-tenure track.

In addition to minimum and preferred qualifications for the position, the academic department/program should identify job responsibilities associated with its needs, goals and mission. The hiring department should develop broad descriptions of scholarship, experience, and disciplinary background.

Preparing the Position Announcement

The position announcement is used to attract a strong and diverse pool of qualified applicants and, in the screening process, to evaluate these applicants. Each hiring opportunity presents a department with the opportunity to enhance its current and future academic programs, including research. Appropriate attention to position analysis and production of an accurate position announcement will facilitate every other task in the hiring process. Qualifications described in the position announcement should focus on opening the pool to a wide range of applicants. Poorly specified or unclear job qualifications increase the risk that excellent candidates will be eliminated for poorly defined reasons. Attention to tone and content will make the difference between an interesting and an uninspiring position announcement.

In addition, information from [UNM's Welcome Page](#) regarding UNM and information regarding [New Mexico](#) should also be included in the position announcement as recruitment strategies.

There are two main requirements in writing well-developed qualifications: sufficient clarity and specificity, while maintaining flexibility. The hiring official and the search committee should include the following in the position announcement:

1. Describe the academic department/programs needs, goals and mission.
2. Include diversity goals and accomplishments of department/college/institution.
3. Identify responsibilities and duties of position to attract the broadest pool of candidates.
4. Identify everything that will be a criterion in the selection process in the qualification requirements.
5. Clearly state the position's minimum qualifications, must solicit a yes or no response.
6. Clearly state preferred qualifications, may be evaluated along a continuum of how closely candidates meet qualifications of an ideal candidate.
7. Identify expected start date for position.
8. Identify all application materials that must be submitted by the applicant.

9. Define deadline date to apply or “for best consideration date”.
10. Provide information regarding availability of relocation funding.

The position announcement should also consider the following:

1. Experience with varied teaching methods and/or curricular perspectives.
2. Experience engaging diverse communities in college outreach efforts.
3. Experience working with a diverse student population.

Diversity Commitments

The position announcement should always include language expressing the University’s commitment to diversity and inclusion. Proactive language conveys a level of commitment beyond that required by law and informs potential applicants that diversity is a core University value. It should also describe the hiring department’s commitment to and/or success with diversity and inclusion. This may result in a larger, more diverse applicant pool. For example:

1. “Because the University is committed to a broadly diverse educational environment that fosters multicultural skills, applicants should include in their cover letter information about how they will further this objective.”
2. “Successful candidates must be committed to working with broadly diverse student and community populations.”
3. “The University is especially interested in candidates who can contribute to diversity through their teaching, research and service.”

The hiring official and search committee should also consider the following factors to enhance a candidate’s interest and the position’s attractiveness. The following provide a broad range of concepts that may assist in attracting diverse candidates to the University:

1. Campus and community demographics.
2. Special research opportunities.
3. Availability of a broad range of cultural communities and resources.
4. Presence of a diverse faculty community and faculty support and/or organizations, such as Black Faculty Alliance, Native American Faculty Council, SHRI Associate Faculty, Diverse/Faculty Alliance (STEM).
5. Administrative support for mentoring and creating opportunities for leadership positions.
6. Possibility of tenure and promotion.
7. Faculty development opportunities and mentors.
8. Success of diversity and inclusion programs on campus.
9. Infusion of diversity issues in the curriculum.
10. Asking candidates to describe their experience with diversity issues, diverse students, and working in multicultural environments.

Incorporate content into position announcement that addresses the importance of issues of diversity, the value placed upon those who can share and reach differing points of view and a description of an atmosphere where faculty members can receive support from diverse faculty and leadership.

In achieving a more culturally diverse academic environment, quality of life factors and campus and community climate are important components to consider in setting goals for diversity. Qualified women and minorities contribute to providing a balance to the campus community.

University of New Mexico. Faculty Hiring Guidelines, January 2007; New Mexico State University. Search Committee Procedures Handbook, June 1, 2003; CUPA. Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members, 2000; University of Arizona. A Guide to Successful Searches, December 2004; Villanova University. A Comprehensive Resource for Recruitment and Retention of Diverse Faculty, Administrators, and Staff in Higher Education; Turner, C. S. Diversifying the Faculty: A Guide for Search Committees; UCLA Faculty Diversity and Development. Faculty Search Committee Toolkit.; University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty.; Faculty Recruitment Toolkit University of Florida; APA American Psychological Association How to Recruit and Hire Ethnic Minority Faculty-Online at www.apa.org/pi/oema/diversity/book2/)

CHAPTER THREE: RECRUITMENT

The goal of the University's recruitment and hiring process is to achieve an excellent and balanced workforce with representation and participation from all of the diverse sectors of our society. The University of New Mexico recognizes its responsibility to extend equal employment and educational opportunities to all qualified individuals. This University exists to educate, to conduct research and creative activities, and to perform related services on behalf of the community that supports it. The University of New Mexico has a responsibility to its students and to the citizens of the state to actively recruit and hire the best qualified candidates it can, and to do so in the context of its commitment to affirmative action principles and diversity.

Recruitment activities conducted by the hiring department and search committee ensure that there is a strong and diverse pool of qualified candidates. Generating a diverse and qualified pool of applicants requires thoughtful planning and coordination to reach those looking for new opportunities in addition to capturing the attention of outstanding individuals who might not actively be looking for new opportunities. An effective recruitment plan is vital to the search process and well-written advertisements should encourage applications from those who are qualified and help to discourage persons unsuited to the position. Effort, time and money can be saved by soliciting applications from those whose qualifications are clearly appropriate.

Advertisements

The UNMJobs posting is considered to be the complete position announcement. The position announcement is created based on the detailed information provided in the position description and by the search committee. Hiring departments may utilize abbreviated advertisements that link applicants to the full position announcement in UNMJobs for complete details about the position and instructions on how to apply through UNMJobs. The use of abbreviated advertisements allows the hiring department to maximize its recruitment resources and minimize cost associated with faculty recruitments. This may also assist the search committee in casting the net to attract a strong and diverse pool of applicants. If a hiring department determines that it will utilize abbreviated advertisements, they should be succinct and:

1. Include a brief job summary that includes position title; it may also include minimum and preferred qualifications. If included; minimum and preferred qualifications must be identical to those stated in complete position announcement.
2. May include the application deadline date or "for best consideration date".
3. Must include a link to the complete position announcement in UNMJobs.
4. Must include "The University of New Mexico is an EEO/AA Employer".
5. Consider including a statement that "all qualified applicants are encouraged to apply, including women, minorities and those from other underrepresented groups".
6. Consider including a statement that offer of employment is contingent upon verification of individual's eligibility for employment in the United States.
7. Consider including, if applicable, "Position contingent upon availability of funding".

For specific UNM advertisement information, please refer to Appendix B: Recruitment and Advertising for additional resources that clarify elements in an advertisement, sample checklists and/or sample advertisements.

Recruitment Period

In order to attract a strong, diverse pool of applicants and fill a vacancy in a timely manner, the hiring official should consider the length of the recruitment period. The University requires a minimum of fifteen days, although national recruitments may run up to 30 days or longer. In order for applicants to meet deadlines set by the hiring official, it is important to determine if the recruitment will have a specific closing date to give closure to the recruitment process, or to leave it open ended until a qualified candidate is identified. Use of a “for best consideration date”, with the position “open until filled” affords the search committee the greatest degree of flexibility. Regardless of the recruitment period, it is important that the search committee provides updates to individuals in the applicant pool. The following are samples of posting timeframes:

1. “For best consideration to apply by (date); the position will remain open until filled”.
2. “First review of applications will begin on (date); the position will remain “open until filled”.
3. “Application materials must be submitted by no later than (date).”
4. “Complete applications must be received no later than (date).”

Recruitment Resources

Advertisements should be placed where they are likely to be seen by a wide range of diverse, qualified applicants. This may require placement in a number of resources. National, regional and local recruitment resources should be considered depending on the type of position vacancy. Consideration should also be given to resources that are specific to the discipline being sought. The position’s salary range and level of responsibility, the prestige of the organization, the time of year in which recruitment is undertaken, and other factors also help to determine where recruitment efforts will be targeted.

In addition, the hiring department and search committee should consider additional efforts to attract a strong, diverse pool of qualified candidates in addition to national recruitment and/or discipline specific publications. Search committees should look for ways to publicize the position so that non-traditional candidates will be attracted and encouraged to apply. The direct and personal approach to recruitment is one of the most successful practices in identifying a diverse and strong pool of applicants. The hiring department and search committee should:

1. Encourage faculty who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts.
2. Establish working relationships with departments at institutions with substantial numbers of underrepresented groups.
3. Request names of potential candidates from faculty at universities with strong graduate programs in their discipline.
4. Query women and minority caucuses within relevant professional and academic associations for names of potential candidates and maintain ongoing communications.
5. Keep national higher education associations informed of present or possible future positions.
6. Maintain ongoing contact with professional organizations, associations and agencies that have job referral services.

Although this form of recruitment is an inexpensive way to recruit, it is important that the individuals requesting interviews at conferences be advised that formal on-campus interviews will be conducted

with finalists. Meetings with potential candidates at conference should be targeted to recruitment, dissemination of information about the position and the University, and answering questions.

The University has also identified other possible recruitment resources on the UNMJobs department resource page at: <http://unmjobsresources.unm.edu/advertisements.php> . This resource page includes targeted recruitment resources for women and minorities. Because of the limited number of ethnic minority doctoral recipients, programs should consider their own ethnic minority alumni as viable.

Diversity Commitments

Attracting a diverse pool of applicants requires active recruitment and the search committee should market the campus as welcoming to diverse faculty. Consulting with current faculty on campus from underrepresented groups about effective outreach strategies may assist the search committee in developing its recruitment plan to broaden the pool of applicants. Targeted recruitment is an essential component of diversifying the pool and is always part of the recruitment plan. Targeted recruitment should include resources that will attract qualified women, African Americans, American Indians, African Americans and Asians, as well as veterans, and/or individuals with disabilities.

Valuing faculty contributions to diversity as part of faculty recruitment, selection, and advancement is helpful to attracting strong diverse candidates. Hiring departments must consider whether faculty members' research, teaching, or service makes an outstanding contribution to the educational diversity of the academic community. In considering candidates, departments and search committees may consider whether a candidate's research will serve curricular needs in addressing societal issues related to gender, race, ethnicity and culture. Departments and search committees may also consider a candidate's demonstrated commitment to issues of social, educational, and economic disadvantages as evidenced in teaching and service. Increasing faculty diversity is one of the valuable consequences of a commitment to a broad and diverse academic curriculum.

Proactive language conveys a level of commitment beyond that required by law and informs potential candidates that diversity is a core University value. Because the University is committed to a broadly diverse educational environment that fosters multicultural skills, applicants may be asked to include in their cover letter information about how they will further this objective. The following are examples of specific job qualifications and summary statements:

1. Candidates should describe how multicultural skills have been or will be brought into courses.
2. Successful candidates must be committed to working with broadly diverse student and community populations.
3. The University is especially interested in candidates who can contribute to diversity through their teaching, research and service.

Affirmative Action Review

In order to meet the University's commitment to maintain and/or improve workforce diversity, hiring officials must show good faith efforts to target recruitment of women and minorities and other underrepresented groups to ensure their representation in the applicant pool regardless of whether the position is underutilized, and to treat all applicants fairly. If the advertised position is in an underutilized faculty job group, additional efforts need to be extended to recruit women and/or minorities to

establish a more diverse applicant pool. Under conditions of underutilization, a department should make every effort to:

1. Advertise in regional/national recruitment resources and other journals, electronic listservs, job lists, and related sites where qualified women and minorities are likely to view the announcement(s).
2. Recruit women and minority candidates directly through formal and informal networks described above.
3. Consider pipeline scenarios and advertise at a more junior position level or rank to attract a larger pool of qualified women and/or minorities and/or other underrepresented groups who could be mentored and considered for promotion.

If women and ethnic minority applicants are not present in the pool at a comparable rate of their estimated availability, then the hiring official and search committee should review whether recruitment and outreach activities were sufficiently broad, and, if not, consider reopening the search and expanding its recruitment efforts.

Application Materials

When considering application material, make sure that you inform potential candidates when you will utilize the materials in the screening process. It is far more efficient to request only a cover letter, curriculum vitae, and/or teaching statement at the initial application stage. It is not unusual to find that many applicants may be deselected following the initial screening before there is a need for recommendation letters and/or other materials. If requests for reference letters and/or reference contact information (at least 3 are recommended) and/or other materials are sent to applicants after the initial screening, the applicant then is more likely to feel that it is worthwhile to go to the additional expense of having the documents sent. It is also reasonable to assume that qualified persons for faculty positions may be unwilling to submit references at an early stage, not wanting to let their current employer know that they are considering a change of position. However, once candidates become finalists, their information becomes public and releases UNM to contact former employers, co-workers, and any other persons having information concerning the candidate's employment history, credentials, and relevant qualifications. Receipt of the official transcript may also be specified as a condition of employment in the offer letter.

University of New Mexico. Faculty Hiring Guidelines, January 2007; New Mexico State University. Search Committee Procedures Handbook, June 1, 2003; CUPA. Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members, 2000; University of Arizona. A Guide to Successful Searches, December 2004; Villanova University. A Comprehensive Resource for Recruitment and Retention of Diverse Faculty, Administrators, and Staff in Higher Education; Turner, C. S. Diversifying the Faculty: A Guide for Search Committees; UCLA Faculty Diversity and Development. Faculty Search Committee Toolkit.; University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty.; Faculty Recruitment Toolkit University of Florida; APA American Psychological Association How to Recruit and Hire Ethnic Minority Faculty-Online at www.apa.org/pi/oema/diversity/book2/

CHAPTER FOUR: SCREENING APPLICANTS

Another important responsibility of the search committee is to screen applicants based on the advertised qualifications and determine who is the most qualified for the position and best fit with the institution. The screening process begins with analysis of materials sent in response to recruitment and/or announcement of an open position. This analysis is undertaken to ensure that applicants have all the qualifications specified in the position announcement. Depending on the position to be filled, the screening process can continue with verification of credentials, checking of references, and assessment of presentations and samples of work. The more exhaustive the screening process, the more likely the best qualified candidate available will be matched to a job vacancy.

Receiving and Responding to Applicants/Candidates

Each search presents an opportunity to market the University to potential faculty. A well-managed search will reflect well on the University and applicants who feel that they have been treated in a courteous and respectful manner during a search process are less likely to be upset if not selected and less likely to challenge the decision or process.

In recognition of the time and effort required to pursue University employment, search committees must treat all applicants consistently and fairly and communicate their status as the screening progresses. Communicating efficiently and effectively is essential and, as such, the search committee chair and search coordinator must ensure that applicants:

1. Receive acknowledgment that application materials have been received and are complete.
2. Receive information about the process and timetable.
3. Receive notice when they are no longer being considered based on minimum qualifications.
4. Receive notice that they are removed from consideration based on preferred qualifications and/or other screening criteria (though be cautious about notifying bona-fide candidates who may eventually move to the first tier of consideration).
5. Receive information if there are delays in the search process.

The tools utilized during the screening process should be created and agreed upon by the search committee. The committee should:

1. Agree on standard criteria before the search begins and ground rules for the evaluation process.
2. Agree on evaluation criteria and their relevance to the decision-making process.
3. Agree on rules of discussion and how to handle disagreement.
4. Agree on method for determining who will be invited to campus.
5. Use the same criteria in review of all candidates.
6. Rely on qualifications described in the position announcement.
7. Use candidate evaluation tool.
8. Insist on evidence and not opinions. Ask committee members to back up their statements with evidence.

First Screening

The purpose of the initial screening is to determine if applicants meet minimum qualifications listed in the advertisement and/or to eliminate applicants who have not submitted the required application materials as requested. This analysis not only ensures that all semifinalists/finalists are qualified for the position but also provides an objective basis for fair evaluation of all candidates. A well-documented screening process in which each candidate's qualifications are compared with the announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the legitimacy of the process. Screening for minimum qualifications is an objective assessment that clearly specifies that the candidate has all required minimum qualifications or does not. The committee may have a subcommittee (at least two members, preferably three) screen for minimum qualifications if there is a large pool of applicants. Again, to withstand a challenge, the subcommittee should always be the same individuals.

Once the closing date or "for best consideration date" has arrived, all application materials will be checked by the search committee. If candidates have not submitted all the required documents, further consideration should cease. There may be occasions when the search committee may inform candidates of missing materials and allow candidates to submit by the deadline date or "for best consideration date".

If all requested materials have been received and the candidate meets minimum qualifications necessary for the position, the applicant has passed the first screening. Similarly, if the applicant does not meet the minimum qualifications, she/he did not pass the first screening. Applicants who fail to pass the first screening should be notified as soon as possible.

Second Screening

The second screening should be qualitative and should be done by the full committee. During the second screening, the search committee examines the material submitted by candidates with great care and assesses the degree to which each bona-fide candidate has met or exceeded the preferred qualifications advertised. The search committee will utilize the screening tools it created to screen the preferred qualifications. These may have weighted values to assist the second level screening to evaluate the semifinalists and identify the candidates should move forward in the screening process as outlined by the hiring official in the charge to the search committee. During this process search committee members must document why an applicant has been screened out. On occasion, the search committee may wish to further screen qualifications by bringing the qualified semifinalists based on their scoring/ranking to the full faculty for their assistance before establishing finalist lists and/or rendering recommendations, due to the number of qualified semifinalists based on the scoring/ranking conducted by the search committee.

Telephone Interviews

Search committees may use telephone interviews to determine the list of finalists to present to faculty of the department and/or the hiring official. Contact the candidates in advance to schedule the interviews in order to allow the candidates the opportunity to set aside time to give their undivided attention. It is important that the same members of the search committee participate in all of the telephone interviews to ensure that telephone interviewees are treated fairly and in a consistent

manner. Prepare interview questions in advance and use the same questions for all telephone interviewees.

Third Screening

The Search Committee will recommend qualified finalists for faculty positions to the hiring official as outlined in the charge to the search committee. Careful consideration should be extended to include qualified women and minority candidates in the pool of finalists consistent with the University's equal opportunity, affirmative action and diversity goals, and the academic parameters of the position. It is important to mention that the search committee, with input from departmental faculty, may forward its assessment of strengths and weaknesses on each finalist; however, the final decision on individuals to be interviewed rests with the hiring official who must receive approval/support from the appropriate dean/academic director and/or Provost/Deputy Provost.

Confidentiality

Until search committee members reach a consensus on the finalists and the finalists are approved by the hiring official, appropriate dean/academic director and Provost/Deputy Provost, special care should be taken to safeguard confidentiality and to protect the names of candidates. Additionally, personal information will be redacted from candidate materials, or removed (if attached) any time the finalists' materials are made available to the public. As a matter of professional courtesy, advise candidates when newspaper releases and public viewing of credentials are scheduled. All requests for copies of public records should be referred to the University's Custodian of Records immediately.

University of New Mexico. Faculty Hiring Guidelines, January 2007; New Mexico State University. Search Committee Procedures Handbook, June 1, 2003; CUPA. Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members, 2000; University of Arizona. A Guide to Successful Searches, December 2004; Villanova University. A Comprehensive Resource for Recruitment and Retention of Diverse Faculty, Administrators, and Staff in Higher Education; Turner, C. S. Diversifying the Faculty: A Guide for Search Committees; UCLA Faculty Diversity and Development. Faculty Search Committee Toolkit.; University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty.; Faculty Recruitment Toolkit University of Florida; APA American Psychological Association How to Recruit and Hire Ethnic Minority Faculty-Online at www.apa.org/pi/oema/diversity/book2/)

CHAPTER FIVE: INTERVIEW PROCESS/ POSITION OFFER

A well developed interview process can reveal a great deal about a candidate's ability to meet the responsibilities of the position. The interview itinerary should be consistent for all finalists and interviewers should be prepared to participate in the process. This will allow the hiring department to effectively evaluate one candidate against another and also makes it easier to defend the hiring decision. Interviewing (and the immediate follow-up) gives the search committee the opportunity to see its work to completion. Some factors to consider that may make the department more attractive to candidates are:

1. Transparency in policies and procedures for evaluation and promotion.
2. Mentoring resources for junior faculty and women and ethnic minority faculty.
3. Weighing evaluation criteria such as community outreach and teaching as much as research.

However, a candidate may not seem nearly as attractive when present on campus, or the University may not appear attractive to the candidate. There may also be occasions when a person of authority may decide not to approve a candidate for interview for legitimate reasons. It is conceivable that a dean academic director/Provost/Deputy Provost may not agree to interview a candidate or that a hiring official/dean/academic director/Provost/Deputy Provost may not approve the search committee's recommendations and want to see additional candidates. These possibilities make it vital that persons who have approval authority over the interview of candidates be consulted concerning the suitability of candidates ***before*** an invitation to interview. Through the interviewing process, the following can be evaluated:

1. The candidate's communication skills, conduct, and motivation.
2. Interest in the position, department and University.
3. Ability and interest in academic, research or administrative responsibilities.
4. Reaction, attitude, or philosophy towards relevant issues.
5. Perspectives on diversity and the candidate's ability to work with diverse populations, different backgrounds and/or perspectives.
6. Information that may not otherwise be obtained.

The interview process also provides the candidate an opportunity to assess the hiring department and the university.

Preparing for the Interview

Two major factors must be taken into account in the scheduling of interviews. The first is that all interested parties with legitimate concerns be extended an opportunity to meet the candidate and learn about him or her. Meetings with prospective peers, subordinates, and/or superiors are important for the candidate, as well as for the University. Depending on the position, candidates might meet with the Provost/Deputy Provost to whom they would ultimately report. Various customers or constituents might be included in the interview process. As a result, the interview often takes up to one to two full days, depending on the level of the position in question.

The second major factor that must be taken into account is the potential need for the search committee to arrange or provide meals and other quasi-social events as well as transportation and lodging. The committee chair is usually the chief host but will often seek volunteers or assign committee members to

the task of hosting. As a host, a committee member may be responsible for picking a candidate up from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews.

When on-campus interviews will involve meeting with many people and various meal and other functions, the search committee should send candidates a schedule of events in advance. The schedule should note the names and titles of the individuals with whom the candidate will meet. Copies of the schedule should be given to these individuals and should identify the individuals responsible for escorting the candidate to and from meetings. This information can accompany the welcome package that should be sent to all interviewees. In addition to the interview itinerary, the committee should consider the following:

1. Consider the travel and accommodation arrangements for the candidates. The Search Committee should notify each candidate in writing of the University's travel and accommodation policies. The hiring official may ask all candidates invited for on-site interviews if special accommodations will be needed for transportation, hotel room(s) meeting rooms, etc. If an accommodation is requested, every effort should be made to comply. If there are any questions related to accommodations, contact the University's ADA Coordinator.
2. Consider accommodating the candidate's spouse and family given that candidates may bring spouses to investigate a location unfamiliar to them. In such cases, the usual courtesy is to give the spouse a tour of the city and answer questions about schools, housing, or other topics of interest.
3. Discuss reimbursement arrangements and provide the candidate with process to submit such requests and when to expect reimbursement. All information regarding expenses and reimbursement should be communicated in advance (in writing) to the candidates to avoid misunderstandings.
4. Provide a benefits synopsis to all candidates who come to campus so that they are familiar with the institution's benefits package. This synopsis takes on added importance when the salary for the open position is lower than that expected or desired by a candidate. It should list all benefits, including all leaves (such as sabbaticals and administrative leave) in addition to sick leave and vacation time. It should note any computer purchase programs, health and gym facility access, tuition assistance for the employee and his or her family, and support for professional development activities.
5. The itinerary should be provided to all participants involved in the interviews in advance of the interview dates.

The On-Site Interview Process

There are several different methods for interviewing and applicants have the right to expect that they will be judged against stated measures, namely the requirements of the job, position description and position qualifications. The interview procedure should be designed to assure that all applicants are treated equally. The following should be considered when preparing for on-site interviews:

1. Devise questions based on the job-related criteria by which the candidate will be evaluated (found in the job description and position announcement). These should be agreed upon by the committee and the same questions asked of all candidates.
2. Provide each candidate the same access to information about the department and the campus.

3. Give each candidate the opportunity to talk with others not on the search committee and not in the department about campus climate issues.
4. Provide information to all candidates about the process, your schedule for filling the position, and when they can expect to hear from you.
5. Interviewers should have a list of items regarding the position to discuss with the candidates.
6. Interviewers should address any concerns or issues the candidate may have. Possible items that interviewers may address include:
 - The programs status regarding cultural diversity in its teaching, research, and service functions.
 - Plans for cultural diversification of the program.
 - Asking about his or her teaching and research interests and their fit with the program's teaching and research needs.
 - Informing the candidate of other programs and university faculty whose teaching and research may be compatible.
 - Review of tenure and promotion criteria, especially where these may reward teaching, research and service.
 - Availability of financial support for such areas as faculty development and research.
 - Ways in which the program will support the retention of faculty.

Preparation of Itinerary Materials for Other Campus Participants

Provide an opportunity for review of finalists' letters of application and vitae (if opted by the hiring official/dean/academic director) for faculty, staff, students, and relevant constituency groups prior to arrival of the candidates. Reference letters will not be subject to public disclosure. During scheduled or unscheduled meetings, interested parties may have conversations revealing how the candidate interacts with various UNM constituencies. Informal meetings might include prospective faculty members meeting with staff, faculty members from other disciplines, or student organizations. During these informal meetings, it is important to keep to the itinerary schedule.

Informal Conversations

It is the function of informal meetings to make the candidate aware of the distinctive characteristics of the university and the community. Arrangements are often made for a candidate to meet a broad section of the University community in relaxed surroundings. It is common for one or several persons to meet a candidate at the airport, take him or her to the hotel, and have a meal together. At these informal meetings, the candidate and host(s) tend to have unstructured conversations. Hobbies, activities, interests, and travel are all good topics for light conversation. However, there should be no attempt to pry into matters that deal with areas that are not related to the candidate's suitability for the position. Be advised that "small talk" that is related to personal information about family, religious preference, and similar topics may create the perception that the information may be used as a basis for non-selection.

While applicant self disclosures are unavoidable, direct personal questions should be avoided. Examples of inappropriate personal inquiries are:

- Who is going to take care of the kids if you are offered this job?
- If your husband is not willing to relocate, will you commute or rent?
- Since you and I belong to the same church, how do you feel about....?

- Who's going to cover your classes while you're out for maternity reasons?

Semi-Formal Interviews

A meeting between interviewees and faculty/student groups is common. A time may be set for each group to assemble and have a session with the candidate. Attendance by faculty members or students usually depends on the number of candidates to be interviewed, the perception by the groups as to the importance of the position, and the hour and date for which the meeting is set. The search committee should provide evaluation forms for the participants to solicit their feedback for consideration.

Colloquium/Demonstration/Seminar

The purpose of a presentation is to determine how well the candidate expresses himself or herself, interacts with other people, and demonstrates mastery of a particular subject. The search committee might ask each candidate to give a presentation on the same topic or allow each candidate to choose his or her own topic.

It is common for prospective faculty members to conduct a colloquium or teach a lesson to a class. The colloquium should be attended by all interested parties, and the class session could be observed by members of the search committee and evaluated by students and members of the committee. Observers will have an opportunity to see how well the prospective instructor handles organization of material, interacts with students, utilizes instructional materials, and employs any non-traditional teaching strategies. All candidates should be treated equally to avoid any perception of preferential treatment.

The colloquium or class session should be arranged well in advance of the on-campus visit. Preferably, a regularly scheduled class will be used for the demonstration class session. The instructor in charge may give the candidate a list of potential topics or the candidate may choose the topic and inform the regular instructor. The candidate may also request any special equipment or materials needed for the demonstration. Observers of the demonstration class session may make a formal, but simple, evaluation and forward it to the chair of the search committee prior to the overall evaluation. An individual member of the search committee may be assigned the responsibilities of collecting evaluations at the end of each colloquium or class presentation.

Formal Interview

Formal meetings are interviews with the search committee, hiring official and/or chain of command. The formal interview is a major event in the search requiring a reasonable amount of planning to ensure that the outcome is a success. The focus of the interview may be narrowed with adequate preparation. The search committee already has verified the qualifications of candidates and has assurances from the candidate and others about competencies, skills, knowledge, and personality traits.

It is beneficial to have an outline prepared of the areas to be covered by the search committee and that questions are directed accordingly. When a candidate's answer is particularly interesting, the matter may be pursued at greater depth. The areas to be explored and the questions to be developed must relate to the criteria for the position. There should be agreement among the search committee members as to who will ask about certain areas. Some committee members may not have enough experience to ask insightful questions.

Appropriate Interview Questions

An interviewer needs to determine how a candidate will function in everyday job activities. Methods to gather this information must be job-centered and pursued without discrimination. Questions should stimulate the applicant to respond naturally.

Good Interview questions will illuminate the experience of a candidate well enough to indicate the prospects for his or her success in the position. Bad interview questions will provide no indication of these prospects. Moreover, they could expose the institution to certain legal liabilities.

Generally, all questions should be related to the knowledge, skills, and abilities necessary to successfully carry out the duties and responsibilities of the position. Questions about work ethic, decision making, problem-solving, and interpersonal relations that indicate a person's professional character are also appropriate. Candidates should be asked the same set of questions; follow up questions can and will vary from candidate to candidate.

Three rules for determining which questions are acceptable:

1. Ask only for information that you intend to use to make a hiring decision.
2. Know how you will use the information to make the decision.
3. Recognize that the practice of seeking information that you do not use can be difficult to defend.

These rules suggest that the best questions will emerge from a careful analysis of the position. Another source of good interview questions is the candidate's experiences that relate to the position requirements. The candidate's responses are yet another good source of questions. Because most applicants practice for interviews, it is important to ask pointed questions to ensure that you hire the best performer, not the best rehearsed.

Types of Interview Questions

Interview questions can be informational, situational, or behavioral. Informational questions ascertain the facts of a person's education and career. Situational questions ascertain a candidate's response to a hypothetical or real-life situation and also test a candidate's ability to analyze and solve a problem or make decisions. Behavioral questions ascertain the nature of the candidate's past behavior, which may indicate future performance. An effective interview technique is to frame all three types of questions in a way that a simple "yes" or "no" answer cannot be given. An example of a question framed in such an open-ended fashion is "Why are you interested in leaving your current position?"

Evaluating the Candidate's Interview Responses

The telephone interview might focus on the candidate's possession of the knowledge, skills, and abilities required for the job. If a telephone interview has been conducted, the on-site interview might focus on the candidate's work ethic, professional character, interpersonal skills, and match with the position and organization. If no telephone interview is conducted, then the on-site should focus on all of the above.

Along with information on evaluation forms, the selection committee may wish to consider feedback from individuals with whom the candidate met on campus.

Reference Checks

Checking references and verifying credentials is a critical step in the screening process. For out-of-state candidates, consider reference checks in advance of campus interviews to reduce potential embarrassment and unnecessary expenses for both parties. 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.

Poorly written letters of reference may not truly reflect the candidate's abilities; strong letters of reference could provide an inaccurate portrayal of a candidate's excellence. Therefore, it is critical to have a strong screening process that provides opportunities to have conversations with individuals in addition to references provided by the candidate.

Assessment of Fit

Both the program and job applicant should be at the point of reviewing program needs and goals and the specific position. The candidate may be reviewing and assessing fit in the program, desire and ability to meet the program's job expectations, and opportunities to reach professional and personal goals. The program should be knowledgeable about the candidate's:

1. Genuine interest in the position.
2. Interpersonal skills and other attributes.
3. Teaching interests and abilities to meet current and future curriculum needs of the program
4. Multicultural competencies and background that will contribute to diversity goals of the department.
5. Research interests and needs.
6. Sense of fit with mission and program goals.
7. Ability to perform the job.

Making a Recommendation

After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend. The search committee recommendation may include departmental faculty recommendations. It can recommend one candidate, rank all the interviewees, or provide a report outlining the strengths and weaknesses of each interviewee. Please make sure to follow the charge to the committee to determine appropriate format. No one other than the hiring authority should be notified of the recommendation.

Position Offer

Making the Tentative Offer

The hiring official must obtain approval from the appropriate dean/academic director to extend a tentative offer to the selected candidate. Negotiation factors such as salary, rank, moving expenses and any contingencies (experience credited towards tenure, transcripts, visa documents, spousal/domestic partner hire) are to be cleared in advance in writing. The hiring official/dean/academic director/Provost/Deputy Provost must keep in mind that he or she is part of the process of creating a legally binding agreement between the institution and the individual. The terms and conditions of

employment are to be discussed thoroughly to avoid any misunderstanding on the offer. All letters of offer are to be signed by the respective dean/academic director. The verbal offer may be delegated to the hiring official.

Some candidates will accept an offer at the time extended and others will ask for a week or two to decide, citing the need to discuss the matter with a spouse/domestic partner and consider local living conditions. Occasionally, a candidate will ask for an unusually long period in which to consider the offer. If this occurs, there should be a specific deadline given in writing, and if the candidate has not replied by the deadline date, he or she should be sent a letter informing him/her that the offer is rescinded. If a candidate refuses the offer or does not reply within the agreed-upon time frame, an alternate candidate may be considered and must receive appropriate approvals. If there are no other suitable candidates, the recruitment may be extended, cancelled and initiated at a later date, or tabled pending deliberations with the Provost and Deputy Provost. All withdrawals or declined offers should be documented by the hiring official with the assistance of the chair of the search committee.

There are many reasons for extending the tentative offer in writing. Tentative offer letters can be used to avoid misunderstandings, outline the nature and functions of the position, specify terms and conditions of employment, and may offer new employees a sense of certainty and permission to extend current employer notice. As with any written document, there are reasons to exercise certain precautions to avoid litigation. Remember to avoid any verbal or written assurances of employment security, longevity, or future commitments. See Appendix E for sample offer letter.

A high salary is not necessarily the sole incentive; candidates will examine the fit between themselves and the program and institutional climate. Although studies have shown that salary level was the most important reason faculty from underrepresented groups turned down a position, the second, third, and fourth ranked variables were geographic location, impression of a less supportive environment, and lack of ethnic minority presence outside the University. Sensitivity to market supply and demand must be considered. Other types of compensation for consideration include:

1. Housing costs, changes in cost of living, and relocation expenses.
2. Funds for research travel and attendance at professional meetings.
3. Funds for research equipment and lab needs.

Personal reasons for not accepting may range from being offered a higher salary elsewhere, teaching load expectations, geographic location, perceived ability to achieve tenure, lack of mentors for support, and limited numbers of ethnic minorities on and off campus.

Summary

The opportunities for a faculty member to join a program that has the right campus climate, to teach courses important to the candidate's values and interests, to pursue meaningful research with knowledgeable collaborators, and to participate in academic life with colleagues who respect and support professional and social development are the ingredients of a successful hire.

University of New Mexico. Faculty Hiring Guidelines, January 2007; New Mexico State University. Search Committee Procedures Handbook, June 1, 2003; CUPA. Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members, 2000; University of Arizona. A Guide to Successful Searches, December 2004; Villanova University. A Comprehensive Resource for Recruitment and Retention of Diverse Faculty, Administrators, and Staff in Higher Education; Turner, C. S. Diversifying the Faculty: A Guide for Search Committees; UCLA Faculty Diversity and Development. Faculty Search Committee Toolkit.; University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty.; Faculty Recruitment Toolkit University of Florida; APA American Psychological Association How to Recruit and Hire Ethnic Minority Faculty-Online at www.apa.org/pi/oema/diversity/book2/)

Appendix A - E

October 28

2009



OFFICE *for*
EQUITY AND INCLUSION
AND

OFFICE *of*
EQUAL OPPORTUNITY

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

Table of Contents

APPENDIX A – E

A. General Search Checklists.....	1
1. Search Timeline	2
2. Budget Estimate	3
3. A Successful Search Checklist.....	4
4. Tips on Forming a Search Committee	7
5. Elements of Charge to Search Committee	8
6. Search Committee Duties.....	9
B. Recruitment and Advertising.....	10
1. Developing a Recruitment Plan.....	11
2. Recruitment Activities Checklist.....	12
3. Job Advertisement Checklist	13
4. Elements in Advertisement - Competitive	15
5. Elements in Advertisement – Temporary Part-Time Faculty	16
6. Faculty Hiring Advertisement Samples	17
C. Screening.....	18
1. Initial Screening	19
2. Ranking Matrix – Preferred Qualifications.....	20
3. Managing Applicants in UNMJobs.....	21
D. Interview	23
1. Interview Preparations Checklists	24
2. Sample Questions Related to Qualifications and Experience	26
3. Avoiding Discriminatory Interview Questions.....	27
4. Evaluation of Colloquium or Demonstration Class Session.....	29
E. Sample Letters.....	30
1. Constituent Meeting Announcement.....	31
2. Letter to Candidates Not Meeting Minimum Qualifications.....	31
3. Regrets Letter (1 st Cut)	32
4. Regrets Letter to Non-Interviewees.....	32
5. Regrets Letter to Interviewees Not Selected for Hire (2)	33
6. Search Delayed Letter	34
7. Search Extended Letter	34
8. Letter to Acknowledge Letter of Reference	34
9. Faculty Position Offer Letter	35

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/-oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

Appendix A – General Search Checklists

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

Search Timeline

STEP	TIMETABLE	DATES
1. Develop job description, position announcement, (including preferred qualifications that will serve as a screening criteria), determine classification.		
2. Schedule and conduct first meeting of search committee.		
3. Develop and document recruitment plan, recruitment resources, and advertisement.		
4. Advertise for a minimum of 15 calendar days		
5. Search Committee reviews and screens applicants and develops a list of recommended semi-finalists.		
6. Hiring official reviews the search committee's recommended finalists for interviews.		
7. Campus interviews.		
8. Selection of hire.		
9. Complete hire.		

Budget Estimate

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

A Successful Search Checklist

Done?	Task	Responsible Party	Target Date
	1. Review "Faculty Search Committee Procedures Handbook."	Hiring Official	
	2. Draft faculty position description to describe duties and responsibilities.	Hiring Official	
	3. Prepare charge to the search committee that describes expectations and expected outcomes, including decision-making approach. (See Appendix A-5)	Hiring Official	
	4. Appoint chair of the search committee and ensure that chair reviews "Faculty Search Committee Procedures Handbook."	Hiring Official	
	5. Appoint search committee and ensure that committee members review "Faculty Search Committee Procedures Handbook."	Hiring Official	
	6. Appoint search coordinator and department originator and ensure that both review "Faculty Search Committee Procedures Handbook."	Hiring Official	
	7. Review confidentiality guidelines with search committee.	Search Committee Chair	
	8. Using draft position description, develop minimum and preferred candidate qualifications, incorporating feedback from hiring official, department faculty, and any relevant constituent groups or members of the University community.	Search Committee	
	9. Prepare position announcement that includes all relevant elements to recruit strong, diverse pool. Create abbreviated announcements, if needed. (See Appendix B)	Search Committee/Hiring Official	
	10. Develop recruitment strategies to attract strong and diverse pool of candidates. (See Appendix B)	Search Committee/Hiring Official	
	11. Decide on application materials required. (See Appendix B)	Search Committee Chair	
	12. Secure position announcement and recruitment plan approval from hiring official.	Search Committee	
	13. Develop screening matrix, phone and campus interview questions and reference check questions. (See Appendix D)	Search Committee	
	14. Secure hiring official approval of proposed screening process.	Search Committee Chair/Hiring Official	
	15. Review applicant material and document screening	Search Committee	

	process. (See Appendix C)		
	16. Provide hiring official report on applicant pool strength and diversity.	Search Committee Chair/Hiring Official (with data provided by Search Coordinator)	
	17. Approve the applicant pool or direct search committee to redouble efforts to create a strong and diverse applicant pool by extending recruitment, if needed.	Hiring Official	
	18. Provide status reports to affected department and University community, as appropriate.	Search Committee Chair	
	19. Notify applicants if search is to be extended or if they have been excluded from further consideration. (See Appendix E)	Search Committee Chair	
	20. Review application materials again if recruitment has been extended, and document screening process.	Search Committee	
	21. Identify top candidates.	Search Committee	
	22. Approve semifinalist list, or direct search committee to redouble efforts to create a strong, diverse semifinalist list, if needed.	Hiring Official	
	23. Conduct telephone interviews (optional, consistent with charge to search committee) and document responses.	Search Committee	
	24. Conduct reference checks, after notifying finalists.	Search Committee	
	25. Develop list of on-campus interviewees, incorporating department faculty feedback, as appropriate and consistent with charge to the committee, and secure hiring official approval. (See Appendix D)	Search Committee/Department Faculty/Hiring Official	
	26. Design consistent on-campus interview itinerary, to include visits with potential colleagues, teaching demonstrations, etc., and secure hiring official approval of itinerary. (See Appendix D)	Search Committee/Hiring Official	
	27. Invite finalists to visit campus, making accommodations as appropriate. (See Appendix D)	Search Committee Chair/Search Coordinator	
	28. Conduct campus interviews, using consistent itinerary.	Search Committee	
	29. Evaluate interviewees and share written recommendations with hiring official, incorporating feedback from department faculty, students, and other members of the University community.	Search Committee	
	30. Select candidate or direct search committee to close search or invite additional candidates to interview on-campus, providing status updates to affected	Hiring Official	

	department and University community, as appropriate.		
	31. Design offer, which may include start-up package, effort requirements, travel funds, and employment for partner. Ensure that proposed offer maintains departmental/division/college equity.	Hiring Official	
	32. Announce hire to search committee, department, the University community, the Albuquerque community, and appropriate professional organizations.	Hiring Official	
	33. Search-related documents, such as copies of hiring paperwork, interview questions, and committee notes must be retained in department files for a period of five years. Electronic copies of job postings, CV's and other application materials, as well as relevant attachments, will be maintained in UNMJobs.	Search Committee Chair/Search Coordinator	
	34. Support the success of the new colleague.	Hiring Official, Department Faculty, University community	

Tips on Forming a Search Committee

Done?	Task	Responsible Party	Target Date
	1. The committee must have at least three members.	Hiring Official	
	2. The committee must be diverse, with at least one woman and at least one minority (cannot be the same person).	Hiring Official	
	3. Determine whether each potential appointee has sufficient time to devote to Search Committee duties.	Hiring Official	
	4. Ensure that the committee possesses technical expertise sufficient to make astute comparisons among applicants.	Hiring Official	
	5. Ensure that the committee represents a variety of perspectives on the role and function of the vacant faculty position.	Hiring Official	
	6. Appoint stakeholders, for example, may appoint graduate or undergraduate student, or community member who works in a field of specialization related to the academic discipline.	Hiring Official	

Elements of Charge to Search Committee

The hiring official will provide written instructions to the search committee as to the scope and nature of its responsibilities, including making a clear distinction between the activities of the search committee in the earlier stages of the process and those of the hiring department in the final stages of the process which culminate in the selection of a successful candidate.

	Element
	1. Identifies the number of positions to be filled.
	2. Identifies the parameters of these positions, e.g., rank, tenure constraints, salary.
	3. Identifies preferred timetable for the appointment(s).
	4. Identifies essential characteristics in the candidates, such as national reputation, teaching experience, areas of specialty for research, ability or experience with working with diverse populations, and grant experience.
	5. Confirms affirmative action consideration focusing on department diversity.
	6. Clarifies administrative support, including fiscal resources for the process.
	7. Confirms the importance of good record keeping and compliance with University policies and processes related to faculty hiring.
	8. Identifies number of candidates for committee to recommend as semifinalists and/or interviewees.
	9. Identifies what information, comments or evaluations should be attached to recommendations.
	10. Identifies whether the names are to be rank ordered.
	11. Identifies whether the committee's recommendation is advisory.
	12. Describes under what circumstances the search committee can reject the entire pool
	13. Describes the role of the search committee in interviewing the candidates and in checking credentials.
	14. Describes the role of the search committee in deciding to cancel the search or re-open the process.
	15. Provides specific information on how to transfer responsibilities for the hiring process from the search committee to the department and its hiring official at or about the time the semifinalists are selected.

Search Committee Duties

Done?	Task	Responsible Party	Target Date
	1. Serve as liaison between the committee on the one hand and the hiring official on the other	Search Committee Chair	
	2. Ensure that the charge is carried out	Search Committee Chair	
	3. Call and chair meetings	Search Committee Chair	
	4. Ensure that proper records and meeting minutes are kept	Search Committee Chair/Search Coordinator	
	5. Correspond with semifinalists	Search Committee Chair	
	6. Coordinate administrative and logistical support	Search Committee Chair	
	7. Serve as lead host for candidates on campus	Search Committee Chair	
	8. Coordinate the efforts of all committee members	Search Committee Chair	
	9. Perform all duties of regular committee members	Search Committee Chair	
	10. Perform other duties as requested by hiring official	Search Committee Chair	
	11. Help to identify and contact potential applicants	Committee Members	
	12. Attend all scheduled meetings	Committee Members	
	13. Review all materials	Committee Members	
	14. Screen applicants	Committee Members	
	15. Host candidates	Committee Members	
	16. Participate in the interview process	Committee Members	
	17. Check references	Committee Members	
	18. Maintain appropriate confidentiality about search committee proceedings	Committee Members	
	19. Other duties as assigned by chairperson	Committee Members	

Appendix B – Recruitment and Advertising

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

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. Please note that your recruitment plan must identify at least one national recruitment resource and at least one resource for each of the five targeted groups (women, African American/Black, Hispanic, Native American, and Asian).

Identify the Following:

1. Potential applicants suggested by current department members.	
2. Names of people who “know people” in the field (who may be called upon to recruit potential candidates).	
3. Journals read by people in the academic discipline.	
4. Professional associations for people in the academic discipline.	
5. Websites visited by people in the academic discipline.	
6. Relevant professional or community organizations, caucuses, etc. that respond to the needs of women, people of color, people with disabilities, and veterans.	
7. Places people in this academic discipline congregate (professional meetings, conferences, etc.) Identify who is available to recruit at these venues.	
8. Places the best people in this academic discipline work (strong departments at other universities, etc.).	
9. Names of people who are publishing interesting research, giving strong talks nationally, etc.	
10. Department website on which the announcement may be placed, ensuring it is accessible to all who may try to access it.	
11. Affinity groups and placement offices at other Universities and institutions.	
12. Recruitment help from alumni, members of the University and Albuquerque community.	

Recruitment Activities Checklist

Classifieds

Done?	Task	Responsible Party	Target Date
	1. Send to local, regional, national newspapers.	Search Coordinator	
	2. Send to Chronicle of Higher Education or other national recruitment resource.	Search Coordinator	
	3. Send to newspapers and journals of associations serving professionals in academic discipline.	Search Coordinator	
	4. Send to publications read by female and minority professionals in academic discipline.	Search Coordinator	
	5. Send to electronic sources (e.g. websites, listservs)	Search Coordinator	
	6. See UNMJobs Department Resource Page for some suggested targeted recruitment resources.	Search Committee/ Search Coordinator	

Position Announcements

Done?	Task	Responsible Party	Target Date
	1. Send to schools with programs in academic discipline.	Search Coordinator	
	2. Send to placement offices of similar schools.	Search Coordinator	
	3. Send to job clearinghouses of University systems.	Search Coordinator	
	4. Post on job boards of associations and other organizations serving professionals in academic discipline.	Search Coordinator	
	5. Post at conferences of professionals in academic discipline.	Search Coordinator	
	6. Mail to members of targeted populations.	Search Coordinator	

Job Advertisement Checklist

Description of Job

Done?	Task	Responsible Party	Target Date
	1. Position title (descriptive, working, or official) and rank and tenure status.	Search Committee Chair	
	2. Position summary including responsibilities.	Search Committee Chair	
	3. Reporting relationships.	Search Committee Chair	
	4. Information about the department, University, Albuquerque and NM that would attract candidates.	Search Committee Chair	
	5. Salary range (if desired).	Search Committee Chair	

Minimum Qualifications (Must Elicit Yes/No Response)

Done?	Task	Responsible Party	Target Date
	1. Knowledge, skills, abilities required for the job.	Search Committee Chair	
	2. Education (advanced degree and academic discipline).	Search Committee Chair	
	3. Licensure (if required).	Search Committee Chair	
	4. Experience (type, number of years, and academic discipline).	Search Committee Chair	

Preferred Qualifications

Done?	Task	Responsible Party	Target Date
	1. Special abilities or experience.	Search Committee Chair	
	2. Area of specialization within academic discipline.	Search Committee Chair	
	3. Research program.	Search Committee Chair	
	4. Years of teaching (graduate or undergraduate, class size, type).	Search Committee Chair	
	5. Experience working with diverse populations.	Search Committee Chair	

Job Advertisement Checklist (Continued)

Examples of Application Materials Sought

Done?	Task	Responsible Party	Target Date
	1. Letters of Interest	Search Committee Chair	
	2. Curriculum Vitae	Search Committee Chair	
	3. Statement of teaching or leadership philosophy	Search Committee Chair	
	4. Samples of publications or other work, if appropriate	Search Committee Chair	
	5. References and their full contact information (may be requested of candidates selected as semifinalists)	Search Committee Chair	
	6. Letters of Recommendation (may be requested of candidates selected as semifinalists)	Search Committee Chair	
	7. Copies of transcripts (may be requested of candidates selected as semifinalists)	Search Committee Chair	
	8. Student evaluations (may be requested of candidates selected as semifinalists)	Search Committee Chair	

Information to be Provided to Applicant

Done?	Task	Responsible Party	Target Date
	1. For Best Consideration Date or Closing Date	Search Committee Chair	
	2. Position Availability or Start Date	Search Committee Chair	
	3. Point of Contact for Information (Search Coordinator, Hiring Official, Search Committee Chair)	Search Committee Chair	

Ad Placement

Done?	Task	Responsible Party	Target Date
	1. Place ad in places most likely to attract appropriate applicants	Search Coordinator	
	2. Place ad in targeted recruitment resources	Search Coordinator	
	3. Determine where in the printed media the ad will appear and under what heading	Search Coordinator	
	4. Size the ad to reflect the type of position in question, the relative availability of applicants	Search Coordinator	
	5. Seek advice and assistance from the staff of the publications in which ads were placed	Search Coordinator	
	6. Seek advice and assistance of OEO regarding targeted recruitment	Search Coordinator	

Elements in Advertisement - Competitive

Rank and Title of Vacancy	<p>Tenure track/tenured, (highlight each to go to: University of New Mexico Faculty Handbook. Section B2 and B3</p> <p>Regular non-tenure track</p> <p>Clinician Educator (link to SOM site)</p> <p>Flex Track (link to SOM site)</p> <p>Research</p> <p>Visiting Faculty</p> <p>Open Rank</p>
Identify Qualifications for Position	<p>Minimum Qualifications</p> <p>Preferred Qualifications</p>
How To Apply	<p>Link to UNMJobs with Posting Number</p> <p>Identify Application Materials</p>
Affirmative Action Statement	<p>"The University of New Mexico is an Equal Opportunity/Affirmative Action employer and educator."</p>
Recruitment Period	<p>Minimum of 15 calendar day</p> <p>More than 15 days</p> <p>Extensions</p>
Application deadline clearly stated	<p>Date Specified (hard deadline)</p> <p>Best Consideration Date, Open Until Filled</p>
Options for Types of Advertisements	<p>Abbreviated Ad Position/title only with mechanism to access complete information</p> <p>Moderately Abbreviated Ad Position/Title/Minimum Requirements/mechanism to access complete information</p> <p>Complete Ad (Must not exceed/differ from UNMJobs Posting) Minimums and preferred qualifications must appear in the ad</p>
UNM's confidentiality policy	<p>("Disclosure of Information about Candidates for Employment," UNM Board of Regents' Policy Manual 6.7), which includes information about public disclosure of documents submitted by applicants, is located at http://www.unm.edu/~brpm/r67.htm</p>

Elements in Advertisement - Temporary Part-Time Faculty

Colleges and/or departments	<p>Identify the areas of study for which instructors are needed.</p> <p>Identify link to UNMJobs with Posting Number by position for complete information or to apply.</p> <p>Identify Minimum Qualifications (must elicit a "yes" or "no" response).</p> <p>Identify Preferred Qualifications</p> <p>Affirmative Action statement clearly stated, i.e., "The University of New Mexico is an Equal Opportunity/Affirmative Action employer and educator."</p> <p>UNM's confidentiality policy ("Disclosure of Information about Candidates for Employment," UNM Board of Regents' Policy Manual 6.7), which includes information about public disclosure of documents submitted by applicants, is located at http://www.unm.edu/~brpm/r67.htm</p>

Faculty Hiring Advertisement Samples

Abbreviated Ad

The University of New Mexico's (Department Name) will be (or anticipates) hiring or requests applications for (position title). For complete details of this position or to apply, please visit the UNMJobs website:

<https://unmjobs.unm.edu/> Please reference Posting Number xxxx.

EEO/AA Statement.

Moderately Abbreviated Ad

The University of New Mexico's (Department Name) will be (or anticipates) hiring or requests applications for (position title). Minimum requirements include: (Show all MRs). For complete details of this position or to apply, please visit the UNMJobs website:

<https://unmjobs.unm.edu/> Please reference Posting Number xxxx.

EEO/AA Statement.

Complete Ad

Please make sure that any complete ad you send out to an external recruitment resource does not contain information that exceeds or differs from the information in your UNMJobs posting. The posting is a complete ad.

- Department Name and Position Title
- Minimum Qualifications
- Preferred Qualifications
- Job Duties
- Application Procedure
- Descriptive Language about Department/University/New Mexico/Albuquerque (optional)
- EEO/AA Statement

Appendix C – Screening

Initial Screening

Name _____ Date _____

Position _____

Has the applicant sent all requested materials by due date?

Yes No

Cover letter/letter of interest (date stamped)

Curriculum Vitae

List of References

Teaching Philosophy

Other Information

Does the applicant meet minimum qualifications?

Degree(s)

Experience:

Administrative

Teaching

Scholarly research and publications in refereed journals

Other: _____

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

University of New Mexico Libraries
Ranking Matrix – Preferred Qualifications

Posting# xxxxx
 Position Title: xxxxxx

Committee Member Name:

Instructions: Using all the information received and collected to date on each applicant listed below, determine a score for each Preferred Qualification (A-I)

APPLICANT NAME	A	B	C	D	E	F	G	H	I	TOTAL SCORE	Your Notes
Scoring System	0-5	0-10	0-5	0-5	0-5	0-10	0-5	1 or 0	0-5		

Preferred Qualifications:

- A. Demonstrated knowledge of digital library content and metadata standards, such as EAD, METS, and Dublin Core including demonstrated competence with XML.
- B. Demonstrated technical experience with current digital collection architectures, platforms, and products such as CONTENTdm and DSpace.
- C. Demonstrated knowledge of Institutional Repositories management, including policy matters, intellectual property issues and strategies for securing appropriate content.
- D. Demonstrated ability to work collaboratively with faculty and colleagues, as well as independently, in a dynamic environment.
- E. Demonstrated service experience with diverse populations.
- F. Experience with project management.
- G. Minimum two years of professional library experience in an academic or research library.
- H. Additional degree in information or computer science-related discipline.
- I. Demonstrated leadership ability.

Managing Applicants in UNMJobs

Viewing Applicants to Your Postings

Information about the Viewing/Screening Your Applicants

Underneath the **Job Postings** heading on the left navigation bar, click on View Active Postings.

Active Postings: Postings that are Active are either:

- Currently posted on the applicant site, or
- No longer posted but contain applicants still under review

The **Apps In Process** column shows the number of applicants who have applied to the posting.

1. Click on the **View** link below the relevant title to view the details of a specific posting, including the description and the applicants to that posting.

The **Active Applicants** screen will display.

2. You will notice the posting data is divided into tabs, listed across the top, starting with "Applicants". This first tab lists the applicants who have applied to this posting. Additional information is also provided on this screen, including their date applied, status, etc. You may click through the other tabs at the top of the screen to view more details about the posting.

View/Edit Posting - Clinician Ed-Assist Prof

Reports
[Posting Preview](#)

Applicants	Posting Details	Documents	Posting Specific Questions	Disqualifying / Points	Hiring Steps	Guest User	DRA	Notes / History
Active Applicants								
3 Records								
▼ Name	Documents	▲ Score	▲ Date Applied	▼ Status	External Status	All / None		
Candidate 1 View Faculty Profile	List of References CV Cvr Ltr	0	08-26-2009	Under Review by Department/Committee Change Status	In Progress	<input type="checkbox"/>		
Candidate 2 View Faculty Profile	List of References CV Cvr Ltr	0	08-27-2009	Under Review by Department/Committee Change Status	In Progress	<input type="checkbox"/>		
Candidate 3 View Faculty Profile	List of References CV Cvr Ltr	0	08-30-2009	Under Review by Department/Committee Change Status	In Progress	<input type="checkbox"/>		
CHANGE MULTIPLE APPLICANT STATUSES								
Refresh				View Multiple				
Minimum Score: <input type="text"/> Include: <input checked="" type="checkbox"/> Active Applicants <input type="checkbox"/> Inactive Applicants <input type="button" value="REFRESH"/>				<input type="button" value="VIEW MULTIPLE APPLICATIONS"/> <input type="button" value="VIEW MULTIPLE DOCUMENTS"/> Applications / documents will open in a new window. To print, select File > Print after documents appear in that window. Documents may take several minutes to load. <input type="button" value="CONTINUE TO NEXT PAGE >>"/>				
<input type="button" value="SAVE AND STAY ON THIS PAGE"/>								

From

the

screen shown above you may perform a number of tasks, including:

Sort and view applicants by different criteria

Print applications and documents, if desired. (If you write on printed documents, please be sure to retain the documents for the file.)

Change an applicant's status. (Only the search coordinator should change an applicant's status, based on direction from the search committee chair.)

To choose to show Active Applicants, Inactive Applicants, or both:

3. Check the boxes next to "Active Applicants" (active applicants are those still under review) and "Inactive Applicants" (inactive applicants are no longer under review). Click the **Refresh** button to refresh the screen.

When a candidate's status is changed to "Not Hired," a reason for non-selection must be assigned.

When a candidate is in the status of "Selected for Campus Interview," the search coordinator will enter the department's reasonable assessment (DRA) of the candidate's gender and ethnicity based on a report of a visual assessment by the hiring official during the interview process.

When a candidate's status is changed to "Recommend for Hire," the department originator will begin a hiring proposal. This should not be done until the selected candidate has signed a tentative offer letter.

Appendix D – Interview

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

Interview Preparation Checklists

Campus visit preparation

Done?	Task	Responsible Party	Target Date
	1. Make travel and lodging arrangements (when possible, pay for travel arrangements rather than reimbursing them).	Search Coordinator	
	2. Arrange for transportation to and from the airport.	Search Coordinator	
	3. Allow candidate opportunity to request disability-related accommodations.	Search Coordinator	

Welcome Package/Preparing the Candidate

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

Done?	Task	Responsible Party	Target Date
	1. Letter of welcome confirming the day and time of the visit, travel and lodging arrangements, list of expenses that are reimbursable and contact information.	Search Coordinator	
	2. 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.	Search Coordinator	
	3. Brochures and information about the department, the University, benefits of UNM employment, diversity efforts, and the Albuquerque community.	Search Coordinator	
	4. Departmental mission and goals.	Search Coordinator	
	5. History of the institution	Search Coordinator	
	6. Links to relevant UNM websites such as the department's home page and the University's Fact Book	Search Coordinator	
	7. Organizational chart (department and institution)	Search Coordinator	
	8. Faculty handbook	Search Coordinator	
	9. College or University catalog	Search Coordinator	
	10. Information from local Chamber of Commerce	Search Coordinator	

Interview Preparation Checklists (Continued)

Welcoming the Candidate

Done?	Task	Responsible Party	Target Date
	1. Arrange for someone to meet and greet the candidate at the airport.	Search Coordinator/ Search Committee Chair	
	2. 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.	Search Coordinator/ Search Committee Chair	
	3. Schedule open forums within an accessible location and invite students, staff, faculty and interested members of the community.	Search Coordinator/ Search Committee Chair	
	4. Invite the candidate to meet with special interest groups or faculty with whom he or she may have a particular affinity. Ensure that the selected location is accessible to all.	Search Coordinator/ Search Committee Chair	
	5. Arrange for the candidate to attend campus events.	Search Coordinator/ Search Committee Chair	
	6. Host a lunch and/or dinner with candidate and key representatives in an accessible location.	Search Coordinator/ Search Committee Chair	
	7. Schedule a meeting with appropriate representative(s) to discuss benefits, life and work resources, relocation services and dual career hire assistance for spouses and partners.	Search Coordinator/ Search Committee Chair	
	8. Arrange meeting with hiring official.	Search Coordinator/ Search Committee Chair	
	9. Arrange meeting with chief executive, provost, vice president as appropriate	Search Coordinator/ Search Committee Chair	
	10. Arrange tour of local community (if appropriate).	Search Coordinator/ Search Committee Chair	

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	<p>Please tell us about your experience in supporting a diverse student body. Why does this matter, and how does one demonstrate commitment?</p> <p>How do you ensure that your curriculum is relevant to students with varied experiences, perspectives, backgrounds, and abilities?</p>
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.

Avoiding Discriminatory Interview Questions

SUBJECT	IT <i>IS</i> DISCRIMINATORY TO INQUIRE ABOUT:	IT IS <i>NOT</i> DISCRIMINATORY TO INQUIRE ABOUT:
Relatives	Name and address of any relative of applicant.	Name(s) of relative(s) already employed by UNM. Name and addresses of emergency contacts.
Military	Applicant's military experience in other than U.S. Armed forces, National Guard or reserve units. Applicant's whereabouts in 1941-1945, 1950-1953, 1964-1975.	Military experience in U.S. Armed Forces.
Organizations	All clubs, social lodges, fraternities, societies or organizations to which the applicant belongs, other than professional trade or service organizations.	Applicant's membership in any professional or trade organizations.
References	The name of the applicant's pastor or religious leader.	Names of persons willing to give professional and/or character references.
Sex and Family	Sex of applicant, marital status, dependents of applicant.	
Arrest Record	The number and kinds of arrests of an applicant.	Number and kinds of convictions.
Height and Weight	Any inquiry into height and weight of applicant, except where it is a bona fide occupational requirement.	
Mental/Physical Disabilities	Any inquiries into any mental or physical disabilities. Pre-employment physicals.	Applicant's ability to perform essential functions of the position. Post-offer or pre-employment physicals.
Name	The maiden name of a married woman or applicant. The original name of an applicant whose name has been legally changed.	
Birthplace & Residence	Birthplace of an applicant. Birthplace of an applicant's parents. Birth certificate, naturalization or baptismal certificate.	Applicant's place of residence. Length of applicant's residence in state and city where employer is located.
Creed or Religion	Applicant's religious affiliation, church, parish or religious holidays observed.	
Race or Color	Applicant's race or color of applicant's skin, eyes, hair, etc.	
Photographs	Photographs with application or after interview but before hire.	
Citizenship	Any and all inquiries into whether applicant is now or intends to become a citizen of the U.S. or any related inquiry.	
National Origin & Ancestry	Applicant's lineage, ancestry, national origin, descent, parentage or nationality. Nationality of applicant's parents or spouse.	

Language

Applicant's mother tongue or language commonly used by applicant at home.

Evaluation of Colloquium or Demonstration Class Session

Name _____ Date _____

Position _____

NOTE: The purpose of this colloquium or class session is to determine how well the candidate can express him/herself, interact with colleagues and students, use aids and materials, and demonstrate mastery of the subject matter.

	Yes	No
1. Was the candidate well-prepared?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were instructional aids used well?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the candidate handle colleague and/or student questions or comments well?	<input type="checkbox"/>	<input type="checkbox"/>
4. Was the purpose of the presentation clear?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did the candidate appear to be knowledgeable with the subject matter?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did the candidate hold the attention of colleagues and students?	<input type="checkbox"/>	<input type="checkbox"/>
7. Was the student-faculty interaction of high quality?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the candidate seem to understand our students?	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Appendix E – Sample Letters

Sample Letters

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 upcoming search.

Letter to Candidates Not Meeting Minimum Qualifications

Dear:

The Search Committee for the position of _____ in the University of New Mexico's Department of _____ has concluded initial evaluation of applications. From the materials submitted with your application, we have determined that your credentials do not satisfy the minimum qualifications which were posted as required for the position. For this reason, we cannot consider you a bona fide applicant and there will be no further review of your file.

I have enclosed a copy of the position announcement [job advertisement] as it was posted. If you believe that we have made an error in our evaluation of credentials, please feel free to contact me.

Although your application was not selected for consideration, I and the other members of the Search Committee wish to thank you for your interest in the University of New Mexico. We extend to you our best wishes for a successful and rewarding career.

Sincerely,

Please note that the materials in Appendix A-E are samples and are not meant to be all-inclusive. Please visit the OEO website at <http://www.unm.edu/~oeounm/> if you wish access templates of the materials in Microsoft Word in order to modify them for use in your search.

Sample Letters, Continued

Regrets Letter (1st Cut)

Please exercise caution in sending rejection letter to any bona fide candidate who may be considered further as an alternate.

Dear:

I want to provide you with an update on our search for an assistant professor. Our committee received (#) 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 New Mexico.

Sincerely,

Regrets Letter to Non-Interviewees

Please exercise caution in sending rejection letter to any bona fide candidate who may be considered further as an alternate.

Dear:

Thank you again for applying for the position of _____ in the University of New Mexico's Department of _____. We had approximately _____ applications for the position, including many unusually well-qualified individuals. It was difficult to reduce the pool to one that included those individuals we felt most nearly met or exceeded the qualifications and responsibilities of the position. Only a small number of candidates were retained on the list of finalists for the position.

While your application was not selected for the final round of consideration, my colleagues and I greatly appreciate the interest you showed in The University of New Mexico by virtue of your candidacy. I want to congratulate you for your past accomplishments and to thank you sincerely for allowing us the opportunity to evaluate your credentials.

I wish you the best for a continued successful career.

Sincerely,

Chairperson, Search Committee

Sample Letters, Continued

Regrets letter to Interviewees Not Selected for Hire

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.

Regrets Letter to Interviewees Not Selected for Hire

Please exercise caution in sending rejection letter to any bona fide candidate who may be considered further as an alternate.

Dear:

It was a great pleasure to meet you during your recent visit to the University of New Mexico and your interview for the position of _____ in the Department of _____.

After an intensive and difficult review of a number of highly qualified semifinalists such as you, the Department has extended an offer to _____ and gained the acceptance of Dr. _____. We had a number of qualified applicants, and I would like to congratulate you once again for being one of the finalists. The search committee and program faculty were greatly impressed by your credentials.

My colleagues and I sincerely appreciate your interest in the University of New Mexico, which you have demonstrated through your candidacy for this position. We extend our best wishes for a successful and rewarding career.

Sincerely,

Chairperson, Search Committee

Sample Letters, Continued

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,

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,

Letter Acknowledging Letter of Reference

Dear:

Thank you for your letter of reference on behalf of _____, who has applied for the position of _____ in the University of New Mexico's Department of _____.

Your thoughtful letter will be of great assistance to the Search Committee as we begin evaluation of candidates for this position. We appreciate your taking the time to submit this reference.

Thank you.

Sincerely,

Chairperson, Search Committee

Sample Letters, Continued

Faculty Position Offer Letter

Dear:

I am pleased to extend to you an offer of a position on the faculty of the Department of (*dept name*) as a (*rank*) at tenure code _____ beginning (*date*). This offer has the unanimous endorsement of the current members of the Department and of Dean (*name*) of the (*department/college*). The academic year salary attached to this position for 20XX-XX is (*salary*). In addition to salary, the position carries a variety of fringe benefits as described on the UNM Employee Benefits webpage at <http://hr.unm.edu/>.

The rights and responsibilities of UNM faculty are covered chiefly by the Faculty Handbook, and additionally by other University, College, and Department practices and policy documents. Copies of these additional documents will be made available for your review at the beginning of your appointment or as needed, if you so request. You may view the Faculty Handbook online at <http://www.unm.edu/~fco/enter.htm>.

The nominal, full instructional responsibility of a full-time, tenure-track faculty member is nine semester hours of classroom assignment each semester, or the equivalent. Depending upon circumstances specific to individuals and units, significantly above average contributions in the areas of service (*departmental, university or professional*) or scholarship can serve as the equivalent of classroom responsibilities when institutional resources and priorities make this advisable.

This offer letter is subject to UNM rules and regulations. Should you be offered this position officially, your terms and conditions of employment, including such matters as secretarial support, teaching loads, and courses assigned, will be subject to UNM rules and regulations, except as otherwise specified in this letter. UNM rules and regulations are subject to change from time to time.

If you are agreeable to the terms of this offer, please sign the original copy of the letter and return it to _____, keeping a copy for your records. This offer will remain in effect until _____.

This is a tentative job offer, subject to review by UNM's Office of Equal Opportunity and the Provost's office. We will request their decision as soon as we receive your signed copy of this letter.

Your official contract will be issued by the Provost through the Faculty Contracts Office. This contract is the document that will be legally binding upon the University. It will specify salary, tenure status, and academic rank. It will also incorporate by reference University policies and procedures.

Let me again emphasize how enthusiastic the (*department/college*) faculty are about the prospect of your joining us as a colleague.

Sincerely,

(*Chairman of Department*) Date

(*Dean of College*) Date

Offer Accepted,

(*Faculty Member*) Date