



FACULTY RECRUITMENT PACKET

**Human Resource Services (HRS),
Office of Diversity, ADA and Affirmative Action**
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President's Statement on Equal Opportunity and Affirmative Action

The University of Maryland, Baltimore is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of race, color, religion, age, ancestry, national origin, gender, sexual orientation, gender identity or expression, physical or mental disability, marital status, or protected veteran's status to recruit, hire, compensate, train, and promote employees and applicants for employment in all job levels with regard to their qualifications and without consideration to the aforementioned categories. Exceptions to this policy will be made only as allowed by law; for example, due to bona fide occupational qualifications or lack of reasonable accommodations for disabilities.

The University is committed to equal opportunity in the workplace and affirmative action to identify qualified applicants from many backgrounds and to retaining a diverse workforce. All of us benefit from the opportunity to work in an environment that brings together people from diverse backgrounds, and equal employment opportunity is essential to achieving diversity. The University prepares an annual Affirmative Action Plan aimed at developing and maintaining a broadly representative workforce. Through internal monitoring and reporting systems, the University assesses the effectiveness of its Affirmative Action Plan.

The University is committed to fostering a work environment free of discrimination where respect and civility is valued. To that end, the University condemns incidents of hate crimes, intimidation, and bias. Harassment or acts of violence that are racially, ethnically, and/or otherwise motivated and which infringe on the rights and freedom of others will not be tolerated at the University's institutions or facilities.

The coordination of responsibilities for the implementation and monitoring of the Affirmative Action Plan has been assigned to Sheila K. Blackshear, Administrator of Diversity, Americans with Disabilities Act (ADA) and Affirmative Action (AA), HRS, with the full support of the President, Deans, and Vice Presidents. Although school and departmental Affirmative Action Coordinators have responsibility for implementing the Affirmative Action Plan, administrative officers involved in University employment actions are also expected to promote the principles of equal opportunity and affirmative action.

**Bruce E. Jarrell, MD, FACS,
President**

Affirmative Action

The University of Maryland, Baltimore (also referred to as the University) is fully committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment.

Affirmative Action is a set of focused procedures and good faith efforts, which an employer carries out to ensure that equal employment opportunities are provided for all employees and applicants. According to Federal regulations, “an affirmative action program is a management tool designed to ensure equal employment opportunity.” Federal affirmative action regulations and University policy require the development and maintenance of a written affirmative action program covering staff, faculty, and all other academic employees.

A central premise of the Federal affirmative action requirements is that absent discrimination, over time, the demographic profile of employees generally will reflect the gender, racial, and ethnic profile of the pools from which the employer recruits and selects. In all employment decisions, selections must be made in a non-discriminatory manner. The University will make efforts to expand the pool of candidates by reaching out to areas that may have been previously overlooked and by doing so will increase the number of qualified minorities, women, protected veterans, and individuals with disabilities who are eligible for employment with the University.

Affirmative Action does not allow quotas, or extending preferences to any individual based on race, color, religion, gender, or national origin. Merit selection procedures are not superseded by affirmative action programs. Under UMB Policy on Waivers of Formal Search Requirements for Faculty Appointments - II 1.00(H), there are certain compelling circumstances, a School may request permission to waive the posting of a particular faculty position. A faculty search waiver requires the advance written approval of the UMB Administrator of Diversity/ADA/AA and the Senior Vice President and Chief Academic and Research Officer.

A thorough effort should be made to seek out minorities, women, protected veterans and applicants via:

- Appropriate publications
- Professional Associations
- Personal letter and phone calls
- Professional networking

Job Advertisement Tagline

Federal contractor obligations require UMB to advertise positions using the following expanded tagline: “UMB is an equal opportunity/affirmative action employer. All qualified applicants will receive consideration for employment without regard to sex, gender identity, sexual orientation, race, color, religion, national origin, disability, protected Veteran status, age, or any other characteristic protected by law or policy.”

Search Committee Checklist

Each search committee has the ability to make substantive change in the University’s representation of women and minorities. Each department should make an effort to appoint a search committee that represents a diverse cross-section of faculty and include members who will monitor the affirmative action efforts of the search committee. Departments that lack diversity in their own departments should consider appointing faculty outside the department to search committees or develop other alternatives to broaden the perspective of the committee and increase the reach of the search.

In accordance with Equal Employment Opportunity/Affirmative Action and as a Federal contractor, search committees should engage in good faith efforts to correct the under-representation of women and minorities and review the [Faculty Recruitment Legally Compliant Interview Practices](#)

The Makeup of a Search Committee

- ❑ Chairperson – Responsible for coordinating with the hiring authority all aspects of the search to include developing a diverse committee.
- ❑ Committee - Should include members who represent diversity and share a working knowledge of the position to be filled.

Search Committee’s Charge

Prior to advertising the position obtain the Dean’s approval for the recruitment

- ❑ The Hiring Authority develops a charge to the committee which normally covers:
 - The character of the post to be filled, a job description
 - Limitations to the search – internal, local, national
 - Instructions as to the form in which final recommendations are to come forward
 - A knowledge of the search related financial\staff support resources available to the committee
 - A knowledge of the timeframe for conducting the search

Committee Develops Recruitment Strategy

- ❑ Develop an advertising and Networking Plan. Strategize how you will pursue the candidates.
- ❑ Meeting dates – block time for planning and interviewing for the length of the search on all committee members calendars in advance.
- ❑ Establish how the work load will be divided:
 - Who will keep records, minutes, interview notes etc.?
 - Who will be the key point of contact and who will serve as back-up?
- ❑ Office Support – who will provide staff support for things such as placing ads, managing mail, scheduling, arranging travel and coordinating interviews, etc.
- ❑ Manage Confidentiality – The committee should strategize processes and procedures to ensure each candidate’s confidentiality.
- ❑ Preparation and Distribution of recruitment materials (this will vary during different stages of the search)

Interview Organization

- ❑ Use Effective Techniques
- ❑ Consistent Process [Collect the same information on all candidates]
- ❑ Document interview comments

Search Committee Activities

- ❑ Sell the Opportunity
- ❑ Describe next steps to candidate and Close the Interview

Interviewing Applicants

- ❑ Most productive interviews will be structured, planned in advance and executed with discipline.
- ❑ Interview questions should be developed that elicit specific past experiences which demonstrate a candidate’s ability to perform the tasks of the position. Questions related to defined competencies are essential.

- ❑ Establish an interview schedule that is consistent for each candidate. Internal and external candidates should be treated the same.
- ❑ Group interviews can save time and allow you to get other people's perspective as well as provide good follow-up discussion, which tends to correct biases or misunderstandings.
- ❑ An evaluation sheet should be developed and used by each rater.
- ❑ Candidates to be interviewed may be contacted by phone, but correspondence containing directions to the campus, the date & time of the interview; the names and titles of interviewers and other appropriate information should be forwarded to the applicant.

Prior to Making an Offer

- ❑ Check References and Validate Credentials
 - Get permission to check references.
 - Candidates that will continue in the process should have credentials validated prior to being referred to the hiring authority
- ❑ At the conclusion of all interviews inform candidates of the next steps in the recruitment process. Include timelines.
- ❑ The hiring authority should confirm the following details with the appropriate persons:
 - Title, Salary, fringe benefits, other remuneration
 - Start date and length of term
 - Reporting and supervisory responsibilities
 - Academic, social or other expectations

Search Committee Activities

- Criteria for interview performance evaluation

Selecting a Candidate/ Hiring

- ❑ Make an offer after you have obtained approval
- ❑ Complete the Faculty Recruitment Confirmation Statement and forward to Human Resource Services, Diversity, ADA, and Affirmative Action



Administrator. For appointments at the rank of Assistant Professor, Associate Professor or Professor, please forward the Confirmation Statement along with the faculty appointment packet to the Academic Affairs, Graduate School, Chief of Staff.

- ❑ Extend offer to the candidate and prepare an offer letter
- ❑ Confirm start date
- ❑ Coordinate orientation and training

Post Offer Considerations

- ❑ The selected candidate should be given time to inform their current employer before any official notification goes out to the community.
- ❑ Remaining candidates should now be informed that they were not the selected candidate and thanked for their interest. This notification can be done by phone, letter or both.
- ❑ The Chair should send a thank you note to committee members.
- ❑ Collect all key search committee documents and retain for 3 years.

Interview Structure

Why is structure necessary?

- Lends to validity by providing systematic coverage of content
- Essential for accurate and consistent measurement
- Promotes fairness by ensuring all applicants are treated equally
- Facilitates a process that is efficient

How is the interview organized?

Questions are organized by competency area and are based on an analysis of the following: work, strategic direction, and culture. Interviewer(s) should ask questions relevant to these topics make a conclusion concerning the applicant's level of competency.

What techniques lend to successful interviews?

Interviewing techniques alone will not result in a successful hire. To select high performers, the interview and selection process must have defined what a high performer is to include competencies. The following are techniques that may be used in the interview:

- Open-ended questions
- Two-step probe
- The echo
- The compliment
- Situational Questions
- One-step probe
- Pause or silence
- Comparison and contrast
- Use of examples
- Self disclosure

Collect the Same Information

Each applicant should be provided the same preparation material and given the same questions. Follow-up questions can vary based on the applicant's answers but it is important to ensure that candidates are asked the same questions on the initial interview. **Make sure that you probe for specific details in response to questions.** If the interview schedule includes meals and tours ensure that internal candidates are not automatically excluded from these activities; this can be viewed as discriminatory if it allows other candidates an opportunity to “sell themselves” in a different setting.

Manage the Interview

- The interviewer should control the interview. For group interviews, there should be a plan as to who will serve as spokesperson. Candidates should be given an opportunity at the end of the interview to ask questions.

Documenting Interview Comments

- Proper note taking reduces the amount of information that the interviewer must hold in memory and ensures specifics can be used to evaluate the interview.
- Documentation regarding the search and evaluation forms are considered part of the process and in the State of Maryland must be retained for a period of 3 years.

Sell the Opportunity

- Be prepared to entice the superior candidate(s) – Why should they want to accept this position?
- Know how to package your “problem areas” in the most positive manner
- Have information about benefits available
- Provide an strategic Plan or Annual Report
- Information on local community/housing information

Close the Interview

- Provide the candidate an opportunity to ask questions. Outline next steps and conclude the interview.

Complete an Evaluation Form

- The evaluation form should have a ranking system and cover all the competencies needed to perform the position.
- Be aware of your personal biases; try to focus on specific behaviors and responses when weighing a candidate's qualifications.

Check References

- Prepare questions and check the same number of references for all finalists.

Interview and Reference Questions

Appropriate Interview Questions

1. Tell us about your teaching experience.
2. What class sizes have you handled in your teaching experience? What class size do you consider ideal for optimal learning? How do you manage different size classes to ensure a positive learning environment is achieved?
3. How do you see your research interests fitting in with the research directions of this department?
4. How have you involved students in your research in the past?
5. Our student body is a diverse group in terms of race, ethnicity, age, economic class, first generation college student, and sexual orientation. What kinds of steps might you take to effectively help students from such varied backgrounds be successful?
6. What steps would you take to ensure that diversity is respected and valued by students in your classes?
7. How have you demonstrated your commitment to women's issues in your current position?
8. How have you demonstrated your commitment to minority/ethnic issues in your current position?
9. Approximately how many men have you nominated for fellowships, awards and prizes? _____ How many women? _____
10. How many teaching or research assistants have you hired in the last two years? _____ How many are women? _____
11. How have you encourage female students to enter traditionally male fields?
12. Have any students ever complained to you about sexual harassment or discrimination in any work with professor or staff? If so, how did you respond?
13. What are your long-term teaching goals? Your long-term research goals?
14. What is your greatest strength as a teacher? Your greatest weakness?

15. How can we assist your professional growth and development?
16. Do we have permission to contact your references?
17. What are your expectations of this University and this position?
18. What questions do you have for us?

Inappropriate Interview Questions

The following types of questions are suspect and can potentially create legal liability for the University, and should **not** be asked.

1. You have a distinctive accent. What is your cultural background?
2. This department presently consists entirely of men. How do you see yourself fitting in within that environment?
3. You have had a distinguished career. What makes this job opportunity attractive to you? [Note: without the introductory remark, the question would be entirely appropriate. The introductory remark may cause a candidate to feel that age is a negative factor in the selection process.]
4. From your credentials, we were expecting someone much older. How old are you?
5. Will your physical or mental impairment allow you to do this job? [Note: this question assumes that the candidate has either an obvious physical impairment or has disclosed either a physical or mental impairment. Under the ADA you are prohibiting from asking questions that might reasonably elicit disability-related information. However, you are not required to ignore the obvious or ignore information a candidate has chosen to share with you. You should ensure that all questions focus on the candidate's ability to perform the essential functions of the position, with or without reasonable accommodation, rather than on the candidate's disability.]
6. Do you have children? How old are they? Do they attend school? [These questions are not related to the needs of the position. Especially when asked of women, these questions may suggest some question on the part of the hiring unit as to whether the candidate can put in the time necessary for the position if he or she has young children.]

Appropriate Reference Questions

1. How long have you known _____, and in what capacity?
2. What type of professional position did _____ hold at your institution?
3. How would you rate the overall performance of _____ in that role?
4. Given the opportunity, would you rehire or hire this person for a position in your department? If not, why? [Pursuant to the Faculty Hiring Process, this type of question should always be asked.]
5. Have you experienced any negative working interactions with _____? Explain.
6. This position for which _____ is being considered involves the following job responsibilities. Based on your knowledge of _____ training and experience, what is your opinion regarding _____'s ability to successfully perform those duties?
7. Have you observed _____ in a teaching setting? What would you say are _____'s strengths as a teacher? What are his/her weaknesses, if any?
8. How would you rate the performance of _____ in his/her current role?
9. Did _____ engage in research while at your institution? What is your professional opinion regarding the quality of that research?
10. To the best of your knowledge, has _____ effectively incorporated students in his/her research?
11. Working effectively as a team toward goals and objectives defined by the faculty as a whole is critical to the overall effectiveness of our department. Based on your observations, does _____ function effectively as a member of a team effort?
12. Respecting and valuing diversity are critical to the role and mission of UMB. What experience does _____ have with respect to diversity? Has _____ actively incorporated a commitment to diversity in his/her work at your institution? In what ways has _____ incorporated a commitment to diversity in his/her approach to his/her work?
13. Is there any additional information that you would like to share?

Inappropriate Reference Questions

Questions unrelated to the candidate's ability to perform the functions of the position, such as the following, create potential liability for the University and should **not** be asked:

1. _____ has quite a resume. How old is he/she?
2. I noticed that _____ has a physical impairment. How did you accommodate that in the workplace?
3. Our department presently consists only of women. How do you see _____ adjusting to this environment?
4. _____ has an interesting accent. What can you tell us about his/her background?
5. We need someone in this position who will fit in with our students. How do you see _____ fitting in with traditionally aged college students? OR We need someone in this position who will fit in with our predominantly male students. How do you see _____ fitting in within that environment?
6. We notice that _____ belongs to a number of Black/Hispanic/Asian professional organizations. We are particularly interested in diversifying our faculty. Can you tell us whether _____ is African American/Hispanic/Asian?

Completing the Faculty Recruitment Confirmation Statement

Read the full document and complete page 2 with the following information:

- Selected candidate's name
- Taleo Requisition Number
- FRIS Number (SOM Only)
- School/Department
- Date of Appointment
- Academic Rank/Tenure/Tenure Track/Non-Tenure Track
- Search Committee Chair and Members' Name - Race – Gender

SEARCH COMMITTEE REPORTING

All selected candidates must have a completed application in Taleo. Candidates who are not selected, must receive a disposition code in Taleo. This confirmation statement is to be included in the appointment packet and/or recruitment file. All recruitment files should be purged 3 years after the selected candidate starts their employment.

Selected candidate _____

Taleo Requisition Number _____ FRIS Number (SOM only) _____

School _____ Department _____ Date of Appt. _____

Academic Rank _____ Tenure _____ Tenure Track _____ Non-Tenure Track _____

	Name	Race Number(s)	Sex
Chair			
Member			
Member			
Member			
Member			
Member			
Member			
Member			



- 1 - White – (Not Hispanic or Latino)
- 2 - Black or African American (Not Hispanic or Latino)
- 3 - Hispanic or Latino
- 4 - Asian (Not Hispanic or Latino)
- 5 - American Indian or Alaska Native – (Not Hispanic or Latino)
- 6 - Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)
- 7 - Two or more
- 0 – Unknown

M - Male
F - Female

SEARCH COMMITTEE CONFIRMATION STATEMENT

As Search Committee Chair, I confirm that to the best of my ability, I managed a fair and open recruitment for the above-named position. I held the committee members to the highest level of professionalism and compliance in accordance with all policies, guidelines and laws; and maintained the confidentiality of the applicants.

Search Committee Chair

Date

After the Department Chair or Designee signs and dates the Confirmation Statement, please forward the document immediately to:

Sheila K. Blackshear, MSL, MS, Sr. CAAP
Administrator, Diversity/ADA/AA
Human Resources
620 West Lexington Street, 3rdFloor
Baltimore, Maryland 21201
sheila.blackshear@umaryland.edu
(410) 706-3451

For faculty appointments at the rank of Assistant Professor, Associate Professor or Professor, please forward the statement with the faculty appointment packet to:

Meghan Bruce Bojo, MSW
Executive Director, Academic Administration
Office of the Provost
University of Maryland, Baltimore
220 Arch Street, Room 03-143D
Baltimore, MD 21201
mbojo@umaryland.edu
410-706-2055

Diversifying the Faculty: New Report Identifies Barriers and Opportunities

Whether at a small liberal arts college or a large research university, educational leaders have recognized the crucial need to increase faculty diversity. While the number of doctoral degrees awarded to persons of color and to white women has increased over the past several decades, the numbers of white women and people of color in faculty ranks remain low. Of a total number of full-time faculty (533,770), only 155,492 are white women, 23,976 are women of color, and 41,024 are men of color.

What are the barriers to increasing the diversity of faculty in higher education? What can committed educational leaders do to remedy this problem?

With support from the Ford Foundation, The American Council on Education recently completed a project that begins to answer these questions. The project involved 11 major research universities. While the sample is a selected and small group of institutions, the project report does reveal important issues applicable to other kinds of institutions.

In *Achieving Diversity in the Professoriate: Challenges and Opportunities*, authors Marjorie Fine Knowles and Bernard W. Harleston identify problems and barriers to diversifying faculty and offer strategies campuses can use to overcome them.

Project researchers gathered institutional data and interviewed top-level administrators and also minority faculty members and graduate students. They note that all the administrators with whom they met identified "the pool problem" as the principle barrier to diversifying the faculty--that is, they believe that there are simply not enough minority faculty candidates, or minority undergraduates applying to graduate school, to provide an adequate pool. But, confirming the findings of AAC&U's report, these researchers note that both minority faculty members and minority graduate students identify other factors that also contribute to the lack of diversity among college faculty.

Administrators admitted that they recruit from only a few Ph.D. granting institutions-, in fact, that do not award the greatest number of minority Ph.D.'s. In addition, very few administrators were even aware of a variety of resources available to help in recruiting faculty of color such as the Directory of Fellows published by the National Research Council or several directories published by the Committee on Institutional Cooperation.

Another clear problem has to do with the nature of faculty searches. Most research universities have decentralized governance structures and hiring is done primarily at the departmental level. Knowles and Harleston note that "identification, recruitment, and retention of personnel seemed like a foreign subject to many department chairs." Further, "faculty search committees apparently are rarely briefed or educated on recruiting for diversity."

Minority faculty members and graduate students repeatedly pointed out how departments define minority scholars out of the pool of candidates.

Minority faculty and graduate students also note problems with how job descriptions are developed. Faculty seem to define categories or fields for searches in traditional ways and when a department consistently defines its needs in the same way, it tends to replicate itself. As these authors put it, "Minority faculty members and graduate students repeatedly pointed out how departments define minority scholars out of the pool of candidates."

These authors also note that, "Many university administrators also seemed unaware of the special burdens borne by minority faculty members--what one minority faculty member called 'the cultural tax,' which includes heavy committee and advising work as well as substantial community involvement." These burdens may decrease retention rates of faculty of color and set a discouraging example for undergraduate students of color considering academic careers.

Some schools that have had some success in diversifying their faculty have established special funds to support the appointment and retention of faculty of color. Others have established post-doctoral positions to provide new scholars of color with opportunities to pursue research and scholarly activities before they are appointed to tenure-track positions.

Finally, however, the key seems to be leadership. At schools that had success in this area, not only did top-level leadership express commitment, they took concrete actions to support departments in their efforts to diversify faculty. "At the institutions that were more successful, there was presidential leadership and commitment, which penetrated through layers of administration. The combination of strength of commitment and depth of that commitment made the difference."

<http://www.diversityweb.org/digest/F97/diversifying.html>