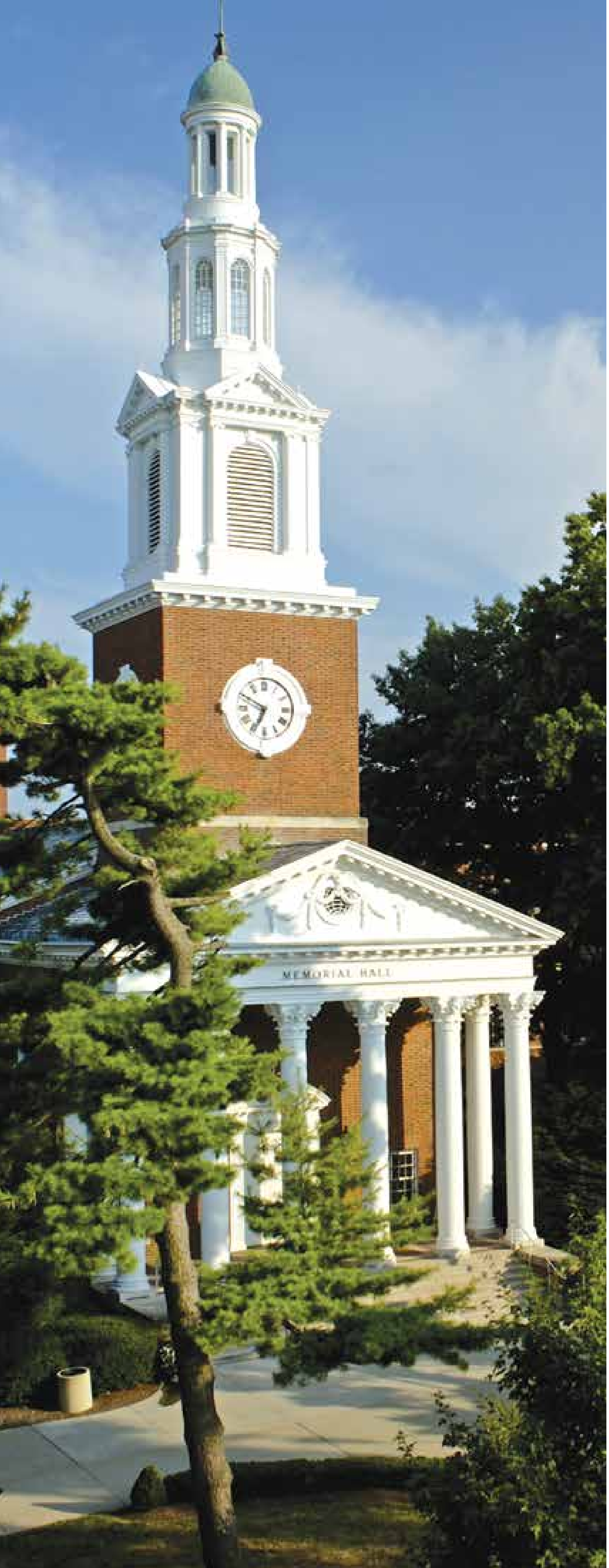

University of Kentucky

FACULTY HIRING GUIDELINES, BEST PRACTICES AND TOOLKIT

This toolkit was developed by the following workgroup:

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Office of
The Provost

DEAR UNIVERSITY **COLLEAGUE:**

In October 2015, the UK Board of Trustees met and formally endorsed our 2015-2020 Strategic Plan. It was a data-rich conversation about the multifaceted mission of our University. The dialogue underscored our commitment to our objectives and action steps, the specific ways we plan to measure progress, and the ambitious path we plan to forge for the future.

For the University to achieve its goals, we are committed to improving the recruitment, selection, promotion, and retention of the faculty we entrust with much of the responsibility for carrying out our teaching and advising, research and other creative activity, and service and health care missions. Toward that end, and as a complement to the implementation of the Integrated Employment System (IES) for faculty hiring in July 2015, I am pleased to convey this "Faculty Hiring Guidelines, Best Practices and Toolkit."

We envision this will be a resource for deans, chairs, directors, and search committee members as we continually strive to improve our systems and processes for hiring faculty. As a "living document," it supports the enhancement of workplace diversity and inclusivity of our University community.

This toolkit contains details on best practices and all recommended steps necessary to conduct an efficient, effective, and successful search, with the following required steps:

- Approval from dean and provost to conduct a search
- Approval from Faculty Advancement to create any new position description
- Position posted on UK Jobs
- Report to Faculty Advancement the names and person IDs of the members of the search committee
- All search committee members trained on Unconscious Bias for the Faculty Search Process
- Approval from dean and provost for a job offer above expected salary
- Retain all search materials for five years

With the best faculty in place, the University is committed to the advancement and career progression of each of our approximately 2,800 University faculty as we fulfill our leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond.

Sincerely,

Dr. Timothy S. Tracy Provost,
University of Kentucky

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Additional resources can be found at www.uky.edu/hr/facultyhiringguide.

INTRODUCTION

As the flagship university for the Commonwealth of Kentucky, it is our responsibility to set high standards for everything we do. Successful faculty hiring is a critical element of that mission. In the pages that follow, you will find a detailed framework for the steps necessary to conduct an efficient, effective, and successful search. Included are resources to lighten the administrative burdens created by a faculty search.

The University of Kentucky is committed to a diverse and inclusive workforce by ensuring an environment of openness and acceptance for all our students, faculty, and staff. We strive to foster a community where people of all backgrounds, identities, and perspectives can feel secure and welcome. The University prides itself on being an equal opportunity employer and treats every job search as an opportunity to demonstrate its commitment to that principle.

OVERVIEW OF SEARCH PROCESS WITH A BREAKDOWN OF ALL RECOMMENDED STEPS

The Faculty Hiring Guidelines, Best Practices and Toolkit document is designed to support deans, unit chairs, school directors, and other faculty charged with conducting faculty searches; and

to provide a foundation for a fair and equitable search process for hiring faculty. We believe the recommendations set forth within this toolkit will ensure a transparent and effective process for faculty seeking employment with the University of Kentucky. Ultimately, the goal of every search is to be straightforward, inclusive, and successful. We believe the steps that follow will help the University reach that goal.

In addition, the toolkit was built with the understanding that it would allow for flexibility to include specific processes established within a college or department. In many instances, these specific processes can easily be incorporated with the recommendations set forth in this document.

STEP 1 IDENTIFY AND DEFINE NEED FOR POSITION

When a faculty need arises, regardless if this is a new or replacement position, approval from the dean and provost is required. Once approved, the unit is responsible for initiating a posting within UK's online employment system. For more information on the posting process, see Step 4.

For new positions, a position description and an approved departmental Statement of Evidences appropriate for the title series (if one does not already exist) are also required before officially launching a search.

The position description provides a **foundation for what is expected from the faculty member.** Taking time to clarify these details prior to initiating a search helps to develop an **accurate job advertisement** as well as ensure the search committee understands what type of credentials **will make a candidate successful in the position.**

The position description should also support the University's mission and strategic goals and reflect all necessary qualifications.

The position description should be clear and specific about the primary job responsibilities and provide an overview of the unit's commitment to diversity and inclusion.

Information to include in position descriptions:

- Title series (e.g., regular, special, clinical, etc.)
- Rank
- Appointment period (e.g., 9-month, 12-month)
- Tenure eligibility
- Proposed criteria for appointment, reappointment, promotion, and tenure, as detailed in the appropriate section of AR 2 for the title series position being proposed
- Area of specialization
- Distribution of effort (e.g., Instruction, Research (or other Scholarly Activity), Service, Administration, and Professional Development)
- Essential duties of the position including primary and secondary job functions
- Minimum and preferred qualifications


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see blue
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STEP 2 APPOINT AND PREPARE THE SEARCH COMMITTEE

All search committees should include individuals with varying perspectives, experiences, and expertise. It is important to ensure the committee has a diverse makeup including gender, age, and ethnic background, and presents a well-balanced view of the hiring unit and the University. Some units have found it beneficial to involve students and staff members in the selection process. Additionally, it is strongly encouraged to have someone from a different unit on the committee to provide an outside perspective.

The **search committee chair** is responsible for **keeping the search committee on task, adhering to the defined timeline, communicating on behalf of the committee through the department chair to the dean,** and **ensuring all UK employment policies and procedures are followed throughout the process.**

The chair of the hiring unit will chair or select a search committee chair, in consultation with the dean. The search committee chair is responsible for keeping the search committee on task, adhering to the defined timeline, communicating on behalf of the committee through the department chair to the dean, and ensuring all UK employment policies and procedures are followed throughout the process.

After the search committee has been selected, the chair of the hiring unit or dean will officially send out the search committee charge.

>SEARCH COMMITTEE CHARGE

The written charge provides the committee with a clear understanding of its responsibilities as a search committee. The charge may include:

- List of all search committee members
- Approval to conduct search
- Reminder of applicable state, federal, and UK policies and procedures as well as required search committee trainings and commitment to diversity
- Draft of the position announcement and letters for candidate communication
- Recommendations for specific individuals, professional organizations, and/or institutions for recruitment
- Overview of job-related criteria and screening procedures
- Approved budget allowances (e.g. advertising, number of on-campus interviews, etc.)
- Recommendation of finalists

Resource 2-2: Hiring and Selection Timeline Overview

Prior to any search, the search committee should meet to set expectations for the process. This meeting is also a good time to provide training to ensure all committee members are prepared for their responsibilities. The Office for Faculty Advancement and Human Resources can provide customized training to assist with preparing your committee members. The list below includes descriptions of available training programs, the first of which is required for all search committee members.

UNCONSCIOUS BIAS FOR THE FACULTY SEARCH PROCESS (REQUIRED)

This training session addresses how individual and organizational biases can impact the faculty search process. It expands upon the idea that a bias is a tendency or inclination that results in judgment without question, whether favorable or unfavorable. This session also provides mitigation strategies to limit biases within the selection process.

LEGAL CONSIDERATIONS

This training session provides a foundation for managing a fair, equitable, and legally credible search process. It focuses on reviewing federal and state legislation, as well as University policies and procedures, to understand the proper way to ask job-related questions and obtain the information needed to make the best hiring decision.

DETERMINING SELECTION CRITERIA

It is essential for the search committee to reach consensus on the necessary competencies and skills required for the position in consideration. This session facilitates a conversation on identifying and establishing a written selection criteria that will be applied consistently throughout the selection process.

CONDUCTING INTERVIEWS

This training session provides information on best practices for interviewing, including selecting interview questions, understanding the legal considerations, and learning general interviewing techniques.

STEP 3 ORGANIZE THE SEARCH

A search committee will be successful in recruiting the finest, most qualified faculty available and present the University as an attractive and welcoming community by taking time to organize and define its search process in alignment with college goals. As a public institution, we are required by our own policy, as well as state and federal law, to make hiring decisions uniformly based on merit. It is the responsibility of the search committee to adhere to a process that is transparent and produces solid documentation regarding the candidate's ability to perform the functions of the job. This process will result in an efficient, effective and legally defensible hiring decision.

Below are several topics to consider when organizing the search.

ESTABLISH GUIDELINES TO CONDUCT A FAIR AND EQUITABLE SEARCH

Search committee members are charged with making a hiring recommendation and supporting the University's obligation to adhere to state and federal legislation. Below are items to keep in mind throughout the search process.

- **AWARENESS OF HOW UNCONSCIOUS BIAS CAN MANIFEST ITSELF IN SEARCH COMMITTEES**

  The University is committed to a diverse and inclusive workforce by fostering an environment of openness and acceptance. With that in mind, the University has embraced the Unconscious Bias Initiative, which provides training and resources for search committee members.

  A bias is a tendency or inclination that results in judgment without question, whether favorable or unfavorable. Most biases are unconscious and operate without awareness, intention, or control. Unconscious bias refers to automatic stereotypes or attitudes about people and/or groups. Often these unintentional biases occur in the hiring and selection process. To mitigate these biases, it is critical to understand and realize when they occur and to anticipate their impact to better know how to control them. To ensure the search process is fair, inclusive, and successful, it is important to recognize what drives thinking, behaviors, and decisions. For more information on unconscious bias training, see Step 2.

- **KNOW UNIVERSITY OF KENTUCKY POLICY AND ADMINISTRATIVE REGULATIONS**

  HR Policy & Procedure 2.0: Equal Opportunity, Discrimination, and Harassment

  All employment decisions shall be made uniformly on the basis of merit.

  Equal opportunities shall be provided for all persons throughout the University in recruitment, appointment, promotion, payment, training, and other employment practices. Any employee or applicant for employment shall not be discriminated against on the basis of race, color, national origin, ethnic origin, religion, creed, age, physical or mental disability, veteran status, uniformed service, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status,

genetic information, social or economic status, or whether the person is a smoker or nonsmoker, as long as the person complies with University policy concerning smoking. **(See also Governing Regulation XIV.B.1, Nondiscrimination Policy)**

The University, in its efforts to foster an environment of respect for the dignity and worth of all members of the University community, is committed to maintaining an environment free of prohibited discrimination, which includes sexual and other forms of harassment. Discrimination and harassment are prohibited between members of the University community and shall not be tolerated.

To ensure the search process is **fair, inclusive, and successful,** it is important to recognize **what drives thinking, behaviors, and decisions.**

For additional policies and information, please review:

- **HR Policy & Procedure 11.0, Pre-employment Screening**
- **Administrative Regulation 3:5, Statement for Recruitment and Selection of Faculty**
- **Administrative Regulation 6:1, Policy on Discrimination and Harassment**
- **Governing Regulation, Part I.D, The University of Kentucky**
- **Governing Regulation, Part X, Regulations Affecting Employment**
- **Governing Regulation, Part XIV, Ethical Principles and Code of Conduct**

- **BE MINDFUL OF THE BASICS OF EMPLOYMENT DISCRIMINATION LAW AND BE ABLE TO DISCERN APPROPRIATE VERSUS INAPPROPRIATE QUESTIONS**

For more information, see Resource 3-2. Also understand documentation responsibility. It is crucial to record the efforts made by the search committee, as well as demonstrate how all decisions were made. However, it is inappropriate to document any information that is personal in nature and could be perceived as discriminatory. All search committee documentation needs to be retained within the unit for five years after the appointment has been made. Conversation in casual settings (e.g., transporting a candidate to and from the airport, lunch, dinner) needs to be professional and focused mainly on the position, the unit, the University, and the Lexington community.

- **CONSIDER THE RISKS AND BENEFITS OF UTILIZING SOCIAL MEDIA**

With the growth of social media, it can be tempting to view candidates' social media sites as part of the reference process. However, this is not recommended, and search committee members must be cautious of the personal information they obtain. Social media sites often include personal information (e.g. pictures, personal blogs) that is not pertinent to the hiring decision. Viewing a candidate's site can often lead to biases, personal judgments, and stereotyping. Although search committee members may not intentionally use this information in a harmful manner, if a candidate perceives this information was used to discriminate, he/she has the right to file an EEO complaint. For the same reasons, the University discourages searching for a candidate via Google or other electronic search engines.

- **RESPECT THE CONFIDENTIALITY OF ALL CANDIDATES AND INFORMATION SHARED IN THE SEARCH PROCESS FOR INDIVIDUALS BEING CONSIDERED AND FOR THOSE WHO MAY NO LONGER BE IN CONSIDERATION FOR THE POSITION**
  No information regarding candidates should be discussed with individuals outside the search committee or those not engaged in the selection process. This prohibition includes disclosing the names of candidates, information shared during the interview process, and evaluation of candidates. Once a candidate accepts an invitation to an on-campus interview, confidentiality cannot be guaranteed. Because the University is a state agency, all records are classified as "public records" and thus are subject to inspections pursuant to the terms of the Open Records Act unless a specific exemption in the Act applies. For more information, visit the Office of Legal Counsel's website.

Resource 3-2: Do's and Don'ts of Interviewing

CONFIRM OR RECONFIRM QUALIFICATIONS FOR CANDIDACY

Each member of the search committee may have differing ideas of what is important in the defined position. Discuss these ideas and reach a consensus on what skills, knowledge, and abilities a successful candidate will need to possess. It is also important to consider what areas of expertise would best complement those of the existing faculty. Be sure to include the following in the minimum qualifications:

- Educational background
- Teaching and advising experience
- Scholarly productivity
- Professional service and/or administrative experience

Defined selection criteria will be referenced throughout every stage of the search and therefore should be well documented prior to vetting the applicant pool.

AGREE ON WHAT CANDIDATE MATERIALS SHOULD BE REQUIRED

Discuss what information should be required from the candidate in the application process. Consider requesting materials that will aid the search committee in identifying candidates who meet stated qualifications. These materials should also provide the search committee with information to effectively narrow the candidate pool to establish a manageable list of individuals to interview. Determine in advance

when in the application process each necessary item will be requested and clearly communicate the timeline as necessary to applicants.

Application materials may include the following:

- Letter of interest/cover letter
- Curriculum vitae
- Letters of recommendation (the UK Integrated Employment System can automate this process if requested)
- Teaching/course evaluations
- Transcripts/degree certification
- Philosophy of teaching/research
- Sample syllabi
- Representative publications and other evidence of scholarly accomplishments

ESTABLISH HIRING TIMELINE

Managing the progress of the search in an efficient and timely manner is a challenge faced by most search committees. Outline the pivotal stages of the search process in the form of a timeline to address this challenge, and stay on schedule. Prioritize the discussion on advertising dates, as this must be determined when posting the position. Also consider the following:

- Date application materials will be reviewed
- Interview structure and schedule (e.g., phone, Skype, on-campus visits)
- Number of candidates invited for on-campus interviews
- Target date for presentation of final candidates to hiring official

Resource 2-2: Hiring and Selection Timeline Overview

SET SEARCH COMMITTEE MEETINGS AND MILESTONES

It is important for all search committee members to meet throughout the process. Identify major milestones and stages when the search committee will need to reach a consensus to move forward with the selection process. Use this information to come to an agreement of when and how often the search committee will meet. Establishing this expectation early in the process allows the search committee members to coordinate their professional calendars appropriately. It is important for the search committee chair to establish ground rules for the committee to ensure each member has an opportunity to voice concerns and issues that may arise and to build rapport among members of the search committee.

ADDRESS ADVERTISING AND RECRUITMENT STRATEGIES

A well-written and strategically placed job advertisement/announcement helps the unit attract a qualified and diverse candidate pool. The advertisement/announcement should provide candidates with all the information needed for him/her to discern if it is an opportunity that fits his/her interest and how he/she should apply. Information regarding the University's commitment to equal opportunity should also be included. All advertisements/announcements must reference the UK Jobs posting, as well as direct applicants to only apply through the Integrated Employment System (IES).

To reach a broad array of qualified and diverse candidates, successful search committees may find it necessary to utilize various resources. The committee will need to consider the targeted audience, have knowledge about the advertising budget, and set a hiring timeline to determine where best to place job ads.

Avenues to consider include:

- Higher education journals
- Professional publications and listservs
- Online newsletters
- Discipline-specific job boards

In an effort to broaden applicant pools, HR has partnered with a number of job boards to advertise all faculty jobs posted on UK Jobs. This is an automated process and includes the following sites:

- InsideHigherEd.com
- HigherEdJobs.com
- Academic Keys
- Diverse Issues in Higher Education

In support of the University's mission, vision, and strategic plan, diversity recruitment is highly encouraged. The Diversity Recruitment Resource Guide can help identify, recruit, and target potential applicants by discipline and professional associations. This guide can be found at **www.uky.edu/hr/facultyhiringguide.**

Appendix 3-1: Diversity Recruitment Resource Guide

NETWORKING

Building and developing a diverse professional network is an extremely effective means for locating qualified candidates. Often, outstanding potential candidates do not apply for advertised positions, but they may instead respond to an invitation from an individual within their network. Specific inquiries to those who are members of networks including women and members of underrepresented groups can help to expand and diversify the pool of applicants for a position.

STEP 4 POST POSITION TO UK JOBS

All faculty positions must be posted through the University of Kentucky's job board, also known as the Integrated Employment System (IES) or the UK Jobs website. In order to complete the posting process, the academic unit must designate an individual responsible for collecting the necessary information from the search committee to officially post the position in IES. To maximize the posting process, the search committee and the administrative resource will collaborate with HR to customize system functionalities such as automated reference checks, required document uploads (e.g., CV, teaching philosophy, research overview), and coordination of national/niche advertising.

When preparing the position for posting, the search committee should consider the following:

Job title: Rank and department (e.g., Assistant Professor of Biology)
Open rank options (e.g., Assistant, Associate, or Full Professor of Biology)

Deadline to apply: Specific deadline date

Open Until Filled (this option will also need to include language such as, the review of applications will begin XXXX and will continue until the position is filled.)

References: A confidential, automated reference check can be set up to solicit letters of recommendation for each candidate.

Decisions to make prior to posting the position include:

- Minimum and maximum number of references required
- When system will solicit letters from reference contacts provided by the candidate (at the time of application or later in the selection process)
- Last date reference letters will be accepted

Job summary: Detailed overview of position, department, and University.

Contact information: If search has a dedicated contact, the contact information can be listed in job summary of posting.

Required materials: IES can house up to eight different documents for each applicant per posting.

Best practice is to outline what documents will be obtained from the applicants within the job summary of the posting.

Decisions to make prior to posting the position include:

- Documents requested (e.g., letter of interest, curriculum vitae, teaching philosophy)
- If documents will be required or optional for completing application process

Advertising: Traditional advertising can be coordinated through Human Resources (e.g., Chronicle of Higher Education, professional journals). **For additional information and diversity-focused advertising recommendations, the Diversity Recruitment Resource Guide located at www.uky.edu/hr/facultyhiringguide.**

Guest user: A list of search committee members plus emails should be provided so all committee members will receive posting confirmation and direct access to applicant materials.

When advertising for a full-time position, consider that the candidate may be a foreign national who will later need to pursue permanent residency. In this case, specific recruitment steps need to be followed to ensure immigration requirements are met. These requirements include advertising in outside journals as well as specific verbiage within the advertisement itself.

HR can assist with ensuring these and other requirements are met. For additional information on this process, please contact UK's International Center at **859-323-2121, www.uky.edu/international/ISSS.**


KENTUCKY

STEP 5 REVIEW CANDIDATE MATERIAL

The first step to ensure candidates meet the minimum qualifications for the position is to do an in-depth review of the candidates' submitted materials. All materials must be thoroughly reviewed to ensure they meet the defined minimum qualifications and selection criteria as outlined in the position description. The review process needs to ensure every qualified candidate has a fair and equal chance to be selected. The defined selection criteria must be applied to all candidates, and candidates should only be eliminated from the pool based on job-related reasons. No comments that are personal in nature or that could be perceived as discriminatory should be part of the selection process. Emails, written documentation and social media comments are all probably subject to an open records request under the Kentucky Open Records Act and definitely subject to a subpoena.

A good strategy for mitigating biases when reviewing candidate material is to ensure the committee has **established** its **hiring criteria** and is **applying** them **fairly and consistently** as all information is reviewed.

Be aware everyone has unconscious bias that can affect the hiring and selection process. Biases can be both positive and negative. For example, one may have positive biases toward individuals who graduated from highly ranked, research-intensive institutions and unconsciously give a higher preference to those candidates. However, one may have overlooked candidates from other institutions who meet the qualifications and could be equally successful in the position. Or one may have a negative bias toward a new female graduate who revealed she was recently married. It may be assumed she might not be as committed to the position due to interest in starting a family, and therefore a lower preference may be given.

To help the committee stay consistent and ensure it is adhering to the defined selection criteria, HR recommends using an evaluation tool to assist in narrowing down the candidates and establishing a short list of individuals to interview.

STEP 6 CONDUCT INTERVIEWS

Interviews are an essential part of the faculty hiring process for both the hiring unit and the candidates. For the hiring units, interviews provide the opportunity to move beyond the submitted materials and engage the candidate in discussion regarding his/her education, experience, research/creative activity, and potential contributions toward the advancement of the unit's and University's mission.

ESTABLISHING INTERVIEWING AND SELECTION MILESTONES

The search committee chair, along with the unit administrator, will determine a timeline that includes consultations and/or approvals with the dean. These steps allow the search committee to share recommendations and rationale with University leadership regarding the progress of the search.

The final candidate approval request shall be submitted to the dean in written form and include:

- Recommendations, not rankings.
- List of strengths and weaknesses for each candidate.
- Potential contributions of each candidate to the mission of the unit/college and the University.

TRADITIONAL TYPES OF INTERVIEWS

Phone/Skype interviews – These interviews are a time-efficient and cost-effective method for hiring units to initially evaluate top qualified applicants in an effort to narrow their candidate pool to arrive at a short list for on-campus interviews. Search committees can use this time to assess if the candidate can articulate and effectively expand upon the information already provided in the submitted materials. Phone/Skype interviews should be consistently conducted for all candidates to ensure a fair and equitable process.

The **interview allows** the committee to **gather the information** needed to continue to **evaluate the candidate** based on the pre-established selection criteria. For the candidate, interviews provide the opportunity to **learn more** about the **working environment** at the University and the **resources available to ensure success.**

Conference interviews – Some disciplines traditionally begin the interview process at a national conference. This may be done in place of phone/Skype interviews, and it allows search committees to have in-person interviews with a larger candidate pool than what typically would be possible through on-campus interviews. The goals, however, are the same. Each interview should be consistently conducted for all candidates to ensure a fair and equitable process. The search committee should take great care in providing a professional interview environment, irrespective of setting.

On-campus interviews – The final stage of most academic job searches is on-campus interviews with the top candidates. Candidates come to campus for a day or more. The schedule may include:

- Research presentations
- Teaching demonstrations
- Multiple interviews with predetermined stakeholders such as students, unit chairs, and deans, as well as internal and external constituents (e.g., research/clinical collaborators, advisory board members, or alumni) and the search committee.

The on-campus interviews allow for all interviewers to assess each candidate's contributions toward the advancement of the unit's and University's mission.

These interviews require considerable planning and careful attention to detail to help ensure a positive experience for everyone involved. It is important to include tours, breaks, and meals in the interview schedule. Final interview details should be approved by the unit administrator.

INTERVIEW PREPARATION

A successful search can only be achieved when a search committee takes the time to organize its questions, establish a schedule, and effectively communicate these details to each candidate, as well as all individuals involved in the interview process.

Develop interview questions – Each candidate should be asked the same core interview questions to allow for comparative evaluation. All interview questions should be job-related and focus on education, overall work experience, established competencies and professional qualifications, and the candidate's interests and motivations.

The best interview questions originate from a determination of the top five or six competencies the hiring unit is seeking in its ideal candidate. From those competencies, the search committee should develop a set of core questions based on job-related criteria by which each candidate will be evaluated. These questions can include assessing the candidate's teaching, research/creative activity, scholarly accomplishments and ideas for future endeavors, research, clinical and/or outreach interests, and other critical competencies.

Resource 6-5: Competencies and Sample Interview Questions for Faculty Positions

Only ask questions pertinent to the candidate's ability to perform the job in consideration. Regardless of intent, questions unrelated to the job can be perceived by the candidate as soliciting information that could be used to discriminate in the hiring process. All interviewers must be aware of inappropriate questions for both formal and informal gatherings. It is strongly recommended to share a list of inappropriate questions with all interviewers prior to any candidate interviews. **For more information on appropriate interview questions, see Resource 3-2.**

Consider scheduling logistics – Organization and communication are key to scheduling any type of interview. It is critical to plan every detail, whether it is a 45-minute phone interview or a day-long campus visit. Distributing a detailed agenda prior to a campus visit allows the individuals involved in the interview to maximize their time assessing the candidate. A well-organized interview process makes a positive impression on the candidate. Each candidate should be given a detailed agenda in advance, with names, room locations, and times of meeting with interviewers and any scheduled presentation. The unit administrator should provide each candidate with a list of emergency telephone numbers.

Ensure a positive candidate experience – All communications and interactions with the candidate should be courteous and professional, with the ultimate goal of representing the University as "One Great Place to Work." Keep in mind the candidate is evaluating the unit/college, the University, and the search committee as much as the committee is evaluating the candidate.

Only ask questions **pertinent to the candidate's ability to perform the job** in consideration.

To help ensure a good experience, start by building a good rapport with the candidate and maintaining it throughout the process. Building rapport is important because it helps create an environment that encourages the candidate to respond openly to questions and leaves the candidate feeling that he/she was treated fairly and with respect. Candidates who leave the interview process with bad impressions can damage the reputation of both the unit and the University.

A few tips for building rapport are:

- Thank the candidate for his/her time and interest in the position.
- Share committee members' job titles, UK experience, connection to the position, and overall vision for the unit.
- Actively listen. Be OK with silence. Offer to rephrase a question after a few moments if needed.
- Offer procedural suggestions if the interview goes off track. (e.g. "We only have an hour together, let's move on to the next questions so we have time to answer any questions you might have.")

- Eliminate distractions from the interview process (e.g. turn off cell phones, computers).
- Encourage all faculty members, students, and postdocs (as appropriate) to attend candidate presentations/lectures.
- Allow the candidate to ask questions.
- Treat each candidate with respect.

Determine how post-interview feedback will be collected – After interviews are completed, the search committee should meet as soon as possible to review, discuss, and determine the candidates who meet the selection criteria and expectations for the position. Ideally, and in the spirit of shared governance, this process should include a consideration of all relevant feedback from individuals outside of the search committee who interacted or otherwise engaged with the candidate during the interview.

Establish an evaluation rubric to obtain and compare constructive feedback regarding each candidate's qualifications for the position. This could include an evaluation form or email survey that is distributed to all relevant parties. At a minimum, this form should assess the candidate's strengths, weaknesses, and potential contributions to the unit. For best results, provide a clear and strict deadline date for receiving all feedback. It is important to note that no comments that are personal in nature and could be perceived as discriminatory should be documented. Emails, written documentation, and social media comments are all probably subject to an open records request under the Kentucky Open Records Act and definitely subject to a subpoena.

Resource 6-10: Evaluation Rubric

Additional details to consider when conducting an interview:

- Prior to meetings with the candidates, ensure all interviewers have a copy of each candidate's application material, a copy of the position description, interview schedule, and knowledge of the evaluation method that will be utilized to provide feedback.
- Determine a primary point of contact for the candidate. This individual can greet the candidate and help ensure smooth transitions between interviews, presentations, meals, etc. For non-local candidates, the primary contact can ensure arrangements are made to transport candidates to and from the hotel and/or airport. Having a reliable contact, with contact information, will help organize all interactions and put the candidate at ease.
- When meals are involved, determine in advance who will be the primary point person to cover expenses for reimbursement or unit billing.
- Develop an information packet to share with all candidates. This packet may include information about the University of Kentucky (e.g., University's Strategic Plan, annual report, UK Facts booklet, campus map) and the specific unit (e.g., unit/college strategic plan, publications, curricula), as well as the Bluegrass region. An administrative support staff within

the hiring unit can coordinate these packets, or contact HR for more guidance.

- The University of Kentucky is dedicated to providing reasonable accommodation to qualified students, employees, and all those with disabilities participating in its programs and services. This practice includes reasonable accommodations for qualified individuals with disabilities who are applicants for employment. Best practice is to inform all applicants invited for interviews of this policy so that they may request needed accommodations, if necessary. **For more information about reasonable accommodations, contact the Office of Institutional Equity and Equal Opportunity at 859-257-8927 or www.uky.edu/EVPFA/EEO.**

COMMUNICATION WITH CANDIDATES

Follow-up communication with each candidate, especially with those interviewed, is an important step. Each candidate invested time and other resources into the process, and the search committee should provide professional and timely communications. The search committee should be particularly sensitive when an internal candidate is involved. Proper communication should occur whether or not the internal candidate is selected to move forward in the process. Every candidate deserves the respect of knowing where he/she stands in the process. This practice is one more way a search committee can add value to a candidate's experience with the University.

After an offer is accepted and the position has been marked as "Filled" in the IES system, an automated email will notify all candidates who have not been selected that the search process has concluded. Best practice is to notify all interviewed candidates prior to the system-generated email with a customized email or letter from the search committee chair.

STEP 7 CONDUCT REFERENCE CHECKS

Reference checks are a valuable part of the hiring process. They allow the hiring unit to confirm and verify general information such as dates of employment, position title, and type of work performed. In addition, they can provide valuable insight on the candidate's skills and knowledge as well as confirm interviewers' initial assessments of strengths and weaknesses. Obtaining this information can help validate a committee's final recommendations. This step can be conducted at different points within the selection process; however, it must be consistent with all candidates.

Although letters of recommendation are a customary part of most faculty searches, it is also a **good practice to conduct phone reference calls.**

Although letters of recommendation are a customary part of most faculty searches, it is also a good practice to conduct phone reference calls. Not all references submitted by the candidate have to be checked; the search committee can contact the references they believe will provide the most relevant information. Conducting three to four professional reference checks per candidate is usually sufficient.

Determine the appropriate time to conduct reference calls – The search committee should determine in advance the stage at which reference calls will be conducted. Regardless of this decision, the timing should be consistent for all candidates. The candidate should be informed that the committee will be contacting references.

What to include in a reference check – Prior to conducting reference checks, determine who will conduct the calls, develop job-related questions that will be used in all reference checks, and determine the approximate duration of the calls.

Reference check functionality in IES – IES has the functionality to collect confidential letters of recommendation for applicants. The system can send reference requests at the time of application or later in the selection process for identified applicants only. This determination is made prior to posting the position, and reference letters are uploaded and accessed through IES.

STEP 8 DEVELOP AND SUBMIT FINALISTS FOR FURTHER CONSIDERATION

Once interviewers' feedback has been collected from all groups involved, the search committee needs to review the assessments based on established selection criteria and determine final candidate(s) to recommend for hire. This recommendation must be submitted through the unit administrator to the dean for approval.

The written recommendation should include:

- Finalists recommended for further consideration. Candidates can be ranked if requested.
- List of strengths and weaknesses for each candidate.
- Potential contributions of each candidate to the mission of the unit/college and the University.

After the list of recommendations has been forwarded to the dean, he/she may request to meet with the search committee or each individual member to gain additional feedback on candidates' strengths, weaknesses, and potential contributions. After considering the candidates' application material, search committee recommendations, and other feedback, the dean makes the final hiring decision, in consultation with the unit administrator.

The dean may decide not to hire any of the candidates and to continue or to suspend the search. The dean typically communicates all decisions through the unit administrator to the search committee chair, who then updates the search committee members.

The search committee meets to discuss next steps, if applicable, or debrief the hiring process, and submits suggestions, areas of improvement, etc. to the unit administrator. Again, do not provide comments that are personal in nature and that could be perceived as discriminatory.

STEP 9 EXTEND OFFER

Extending a job offer is a very important step in the hiring process and should be well thought out and organized. The unit administrator and/or dean will collaborate to negotiate the compensation package with the preferred candidate. The goal is to gain acceptance from the top candidate but ensure an equitable and fair salary structure with current faculty.

An **offer letter** is a formal way to **extend a job offer to a candidate.** This written format provides **important details** regarding the position, unit, and University as well as the **total compensation package.**

Key items to include in an offer letter:

- Title/series and rank
- Salary and benefits
- Academic assignment (e.g. 9-month,12-month)
- Initial appointment period and whether the appointment is termed or continuous
- Tenure eligibility
- Anticipated start date
- Anticipated distribution of effort
- Teaching load
- Summer research support
- Moving expenses
- Additional terms of offer (e.g. start-up funds)

All hires are contingent on the successful completion of a pre-employment screening. A newly hired faculty member cannot begin a new position without successfully completing the required screening. **For further information, refer to HR Policy & Procedure 11.0: Pre-Employment Screening.** The pre-employment process is managed through IES.

An offer letter is a formal way to extend a job offer to a candidate. This written format provides important details regarding the position, unit, and University as well as the total compensation package. In order to maximize this formal communication, include the appropriate information while reminding the candidate why the University of Kentucky is "One Great Place to Work."

Resource 9-1: Offer Letter Checklist


SAMSUNG
EMERGENCY

STEP 10 CONCLUDE SEARCH AND PREPARE FOR NEW FACULTY MEMBER

After the final candidate has accepted the job offer, it is important to announce this new appointment with all appropriate individuals. The announcement should reach internal and external groups: search committee members, the faculty and staff of all relevant units/colleges, all individuals involved in the hiring and selection process, and the general public, if applicable.

If not already done, inform other candidates that a final offer has been extended and accepted. The committee chair will also need to enter turndown reasons/dispositions in IES for each candidate who was not selected to fill the position. Once the position has been officially filled in IES, the applicant data is automatically included in the annual Equal Employment Opportunity (EEO) report. This fulfills the federal reporting requirements for the University.

Units are responsible for coordination of reporting new faculty members to the Board of Trustees and ensuring all credentialing requirements are completed in a timely manner.

In order to place the new faculty on payroll and successfully enter new hires into the faculty database, new hire paperwork must be completed by the unit's business officer and processed according to college procedures.

This includes the following:

- I-9 form (this document must be completed on or before the first day of employment)
- Drug Free Policy form
- Tax forms (W-4, K-4, Local/City)

Other pertinent details to consider for new faculty*:

- Access to all necessary systems (e.g. Canvas)
- Desk/work area (e.g., computer, email accounts, mailbox, business cards, desk supplies, name plate, pager, lab coats)
- Start-up requirements
- Keys and/or card access
- Parking
- Payroll schedules, direct deposit
- ID badges and/or faculty ID card
- Distribution of effort form reviewed and signed
- Transfer grants from previous institution (as needed)
- Faculty Handbook
- Leave information (vacation, temporary disability leave, etc.)
- Information on navigation of myUK Employee Self Service for pay statements, leave balances, class roll/grading access, etc.

- UK benefits orientation
- Online training (e.g., Corporate Compliance, HIPAA, Harassment & Discrimination, Emergency Disaster Preparedness, Fire Safety)
- Any state or national licensing requirements, privilege applications
- Emergency campus numbers
- Contact information sheet
- Campus dining facilities
- Faculty development offerings
- Dual career partner services available

*Note: Refer to any departmental checklists for additional detail; this list is provided only for general purposes. Additional resources are also available by accessing the Canvas site used as part of the annual New Faculty Orientation Program, which is organized by the Office for Faculty Advancement.

For more details regarding New Faculty Orientation visit: **www.uky.edu/ofa**

ADDITIONAL RESOURCES

Office for Faculty Advancement
www.uky.edu/ofa

Recruitment expenses (Business Procedures Manual E-7-9)
www.uky.edu/ufs/business-procedures-manual

UK International Center
www.uky.edu/international

Office of Institutional Equity and Equal Opportunity
www.uky.edu/eeo

Office of Strategic Planning & Institutional Effectiveness
www.uky.edu/ie

Office for Institutional Diversity
www.uky.edu/diversity

Faculty Dual Career Partner Assistance
www.uky.edu/ofa/content/dual-career-partner-services

Related UK Regulations (Administrative Regulations & Governing Regulations)
www.uky.edu/regs/ar.htm & www.uky.edu/regs/gr.htm

Center for Enhancement of Learning and Teaching
www.uky.edu/celt

RESOURCES/APPENDIX

The remaining pages include resources that can assist in the faculty hiring and selection process. These resources can be used directly by the search committee or distributed as particular assignments are delegated. Additional resources may be found at **www.uky.edu/hr/facultyhiringguide.**

RESOURCE 2-2: HIRING AND SELECTION TIMELINE OVERVIEW

During the hiring and selection process, there are many critical steps to consider to ensure you hire the most qualified candidate for your position. Therefore, it is important to invest time in this process and make it a priority. The timeline below outlines the necessary steps to successfully hire a candidate from start to finish.

3-4 weeks prior to posting

- ☐ Create/revise position description (PD) for position and seek approval through the Office for Faculty Advancement.

2-3 weeks prior to posting

- ☐ Select search committee members and chair, as well as create the search committee charge.

1-2 weeks prior to posting

- ☐ Conduct search committee orientation meeting to determine:
  - ☐ Meeting schedule and milestones
  - ☐ Advertisement and recruitment strategies.
  - ☐ Established selection criteria for candidates.
  - ☐ Preferred qualifications for candidates.
  - ☐ Documents required from candidates.
  - ☐ On-campus interview agenda and how candidate feedback will be collected .
- ☐ Ensure search committee members have completed Unconscious Bias Faculty Search Committee training.

Day of posting

- ☐ Ensure quicklink for posting is included on all advertisements and distribute to committee members. Use the quicklink to direct all interested applicants to submit an application via UK Jobs/IES system.

During initial stage of search

- ☐ Review applicant materials after published review date to determine qualifications for candidacy.
- ☐ Create a set of agreed-upon interview questions for the search committee.
- ☐ Determine top candidates to receive first-round interviews and call to schedule.
- ☐ Conduct first-round interviews, and determine top candidates to bring in for second-round/on-campus interviews.
- ☐ Contact top candidates to schedule second-round interviews.
- ☐ Contact each candidate who completed a first-round interview, but who was not selected to move forward in the process, and update them on the status of the search.
- ☐ Create evaluation tools for search committee to review applicant credentials.

During second stage of search

☐ Create on-campus interview agenda, and share with applicable parties.

☐ Conduct second-round/on-campus interviews.

☐ Collect evaluations for each candidate from all applicable parties on the selection criteria and preferred qualifications.

During final stage of search

☐ Reassemble search committee to discuss candidates as they align to the selection criteria and reach consensus for top candidates to move forward.

☐ Review evaluation data from key stakeholders and provide a summary.

☐ Confirm all reference checks have been completed.

☐ Search committee chair conveys top candidates to unit administrator.

☐ Unit administrator seeks approval for hire from dean.

☐ Extend job offer to top candidate.

☐ Create formal offer letter and ensure approval through dean's office.

☐ After candidate accepts offer, initiate pre-employment screening on new hire.

☐ Contact candidates who completed on-campus interviews but were not selected for the position.

☐ Ensure disposition reasons are entered into IES for remaining candidates. This triggers an email notification to all applicants that the position has been filled.

☐ Unit administrator should collaborate with dean to ensure all stakeholders are aware of the new faculty hire.

Prior to faculty member's first day of employment

☐ Prepare and coordinate the following:

- ☐ Complete new hire paperwork (e.g., I-9, LinkBlue ID)
- ☐ Confirm desk/work area
- ☐ Access to all necessary systems
- ☐ Provide link to faculty resources (e.g., handbooks, websites)

RESOURCE3-2: DO'S AND DON'TS OF INTERVIEWING

Even experienced interviewers can find themselves asking potentially inappropriate questions in an interview. The tables below provide examples of appropriate and inappropriate questions to discuss with candidates during the hiring and selection process. For consistency, it is a best practice for core interviewing questions to be the same in order to obtain comparative information from all candidates. However, conversational interviewing is going to have a variation of follow-up questions. Please be mindful of the following guidance to ensure all questions are appropriate.

CITIZENSHIP, NATIONALITY OR ETHNIC ORIGIN

Inappropriate interview questions	Appropriate interview questions
• Where were you born? • Do you agree with the foreign policy of the U.S.? • What an interesting accent. Where are you from? • What languages do you speak? (no job-related requirement)	• Are you legally eligible to work in the United States? • Do you speak/read/write (specify a language required for the job)?
Federal Legislation	
The Civil Rights Act of 1964/1991 and the Immigration Reform and Control Act of 1986 prohibit discrimination based on national origin, race, and/or citizenship status.	

DISABILITIES

Inappropriate interview questions	Appropriate interview questions
• Are you disabled? • I see that you use a cane, how will you get to classrooms across campus?	• This position requires you to travel across campus as well as work with a diverse population. Can you perform these responsibilities with or without reasonable accommodations?
Federal Legislation	
The Americans with Disabilities Act prohibits discrimination against any qualified candidate with a disability who could perform the job with or without a reasonable accommodation.	

MARITAL OR FAMILY STATUS

Inappropriate interview questions	Appropriate interview questions
• Are you married? What is your spouse's name? • Do you have children? Who will take care of your children when you are working?	• This position requires teaching evening classes and traveling upon occasion. Are you able to meet these requirements? • If a candidate brings family issues up on their own, it is appropriate to respond to reasonable questions (e.g. local schools, child care).
Federal Legislation	
Although we cannot say the above questions are illegal, the American with Disabilities Act and Civil Rights Act of 1964 and 1991 does prohibit employment discrimination based on the assumption that certain genders are heavily associated with martial and child care responsibilities.	

PREGNANCY

Inappropriate interview questions	Appropriate interview questions
• Are you pregnant? • Do you plan to become pregnant in the next few years?	• This position requires teaching evening classes and traveling upon occasion. Are you able to meet these requirements?
Federal Legislation	
The Pregnancy Discrimination Act of 1978 prohibits employment discrimination based on whether women were pregnant or could become pregnant during their employment.	

RACE OR COLOR

Inappropriate interview questions	Appropriate interview questions
• This position is responsible for teaching Native American History; do you have a Native American lineage?	• No questions are appropriate.
Federal Legislation	
The Civil Rights Act of 1964 and 1991 prohibits employment discrimination based on race or color.	

RELIGION OR CREED

Inappropriate interview questions	Appropriate interview questions
• This position requires teaching a course on evolution. What are your views on evolution vs. creationism? • Would it be a problem for you to work on Sundays?	• This position requires teaching a course on evolution. What methods have you used to teach this subject matter? • This position requires some travel commitments on weekends. Are you able to meet this requirement?
Federal Legislation	
The Civil Rights Act of 1964 and 1991 prohibits employment discrimination based on religious affiliation.	

PHYSICAL CHARACTERISTICS

Inappropriate interview questions	Appropriate interview questions
• Do you have any distinguishing physical characteristics such as scars, birthmarks, tattoos, body piercings, etc.?	• Please review our unit's dress code. If hired, can you meet these requirements? (Note: If unit does not have a dress code, no question is appropriate.)

Federal Legislation
Although we cannot say the above questions are illegal, the American with Disabilities Act and Civil Rights Act of 1964 and 1991 does prohibit employment discrimination based on the assumption that certain scars are associated with past medical history, tattoos with certain lifestyles, risky behaviors, or such.

POLITICAL BELIEF

Inappropriate interview questions	Appropriate interview questions
• Are you Republican? • Who did you vote for in the last election? • How do you think the president is doing? What do you think of the governor?	• No questions are appropriate.

Federal Legislation
None. However, the University of Kentucky is a public university, and we are therefore bound by the First Amendment, which prohibits political discrimination.

ALCOHOL, DRUG, AND TOBACCO USE

Inappropriate interview questions	Appropriate interview questions
• Have you been addicted to or used any illegal drugs in the past? • This position requires a drug screening. Are you taking any legal or prescription drugs?	• The University of Kentucky is a Tobacco & Drug Free campus. Can you abide by these policies?

Federal Legislation
The Americans with Disabilities Act prohibits discrimination against a qualified candidate who in the past was addicted to or used illegal drugs and/or alcohol. There is no ADA protection for people currently using illegal drugs.

SEX, GENDER, OR SEXUAL ORIENTATION

Inappropriate interview questions	Appropriate interview questions
• This is a male dominated field. Why do you want to work in this field? • UK has sponsored dependent health benefits. Would that be something of interest to you?	• No questions are appropriate. • If a candidate brings issues up on their own, it is appropriate to respond to reasonable questions (e.g. LGBTQ* resources).

Federal Legislation
The Civil Rights Act of 1964 and 1991 prohibits employment discrimination based on sex.

UNION BELIEFS

Inappropriate interview questions	Appropriate interview questions
• Are you a member of a union? • What are your views on unions?	• Are you a member of a professional organization related to this position?
Federal Legislation	
None. However, some academic organizations, such as the National Council for Teachers of Mathematics, or the National Education Finance Academy, are distinct from unions because these organizations do not bargain collectively on behalf of their members as employees.	

VETERAN STATUS OR MILITARY SERVICE

Inappropriate interview questions	Appropriate interview questions
• Are you a veteran? Did you serve in Iraq or Afghanistan? • Are you currently in the National Guard?	• Describe how your experiences relate to this position.
Federal Legislation	
The Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA) makes it illegal to discriminate against veterans and disabled veterans, and the Uniformed Services Reemployment Rights Act of 1994 (USERRA) makes it illegal to discriminate against members of the active or reserve military.	

AGE

Inappropriate interview questions	Appropriate interview questions
• What is your date of birth? • How old are you?	• This position requires a doctorate. Do you meet this requirement?
Federal Legislation	
The Age Discrimination in Employment Act prohibits employment discrimination against individuals age 40 and over. The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in federal, state, and local governments. The federal youth employment provisions, authorized by the FLSA of 1938, also known as the child labor laws, were enacted to ensure that when young people work, the work is safe and does not jeopardize their health, well-being, or educational opportunities.	

RESOURCE 6-5: SAMPLE COMPETENCIES AND INTERVIEW QUESTIONS FOR FACULTY POSITIONS

Competency #1: Teaching – Applying knowledge in a field of study toward the education of students to create a vibrant learning community.

- Describe your style of teaching and interacting with students.
- Provide an example that highlights how you have used technology in the classroom.
- How do you engage students, particularly in a course for non-majors? Tell me about a time when a student excelled because of this engagement.
- How do you define excellence in teaching?
- Tell us about your philosophy regarding the importance of diversity in teaching. How have you fostered, or would you foster, multicultural skills in the classroom?

Competency #2: Research – Systematically investigating and studying materials and sources to establish facts, reach conclusions, and promote a robust environment.

- Describe your current research project.
- What do you think are your greatest strengths as a researcher and scholar, and why?
- Tell us about a professional development activity that has made a large impact on your career.
- We all have areas to develop further. In which areas do you feel you can use some further development? What steps have you taken to develop these areas?
- Describe books and articles you have read recently that are influencing your current research project or initiatives.

Competency #3: Valuing Diversity & Solidarity – Making decisions and initiating action to ensure the capabilities and insights of individuals with diverse backgrounds, styles, abilities, and motivation are taken into consideration.

- Tell me about a time when you led a group in reaching a consensus on a difficult issue.
- Tell me about a time when your opinion on a matter changed after receiving input from others. How did this affect your actions or attitudes?
- What have you done to promote collaboration and cooperation with your colleagues to create new opportunities within your unit?

Competency #4: Building Trusting Relationships – Developing effective relationships with faculty, staff, stakeholders, and internal partners; interacting with others in a way that promotes openness and trust and gives them confidence in one's intentions.

- There are many ways to show respect to others. What ways work best for you? Give me a specific example.
- Provide an example of when you made a decision with which others did not agree. How

did this impact your relationships?

- Describe how you have encouraged divergent perspectives in a group setting. Give a recent example of when you used this approach.

Competency #5: Innovation/Entrepreneurship – Using an understanding of higher education and key market drivers to create and seize opportunities; using one's understanding of major business functions, industry trends, and position of one's institution to contribute to effective strategies and tactics.

- What innovations have you brought to the teaching of (insert area of research/discipline)?
- What systems have you put in place to recognize or reward those who suggest or make effective changes?
- Describe how your research is innovative and could contribute to the University.

Competency #6: Leadership – A lucid and authoritative communicator and an excellent, active listener, effective in delegating authority while guiding and monitoring critical operations; enthusiastic and effective in dealing with students, faculty, staff, and stakeholders; adept at collaboration in all facets.

- Briefly describe your most defining leadership experience.
- What are some of the most effective traits of a unit chair or leader with which you have worked? Tell me how you have incorporated at least one of those traits into your own leadership style.
- Describe how you have worked with a unit or group of individuals to set measurable objectives. How did you monitor the process toward achieving these objectives?

Competency #7: Community Outreach and Engagement – Initiating and maintaining strategic relationships with stakeholders and potential partners outside the organization (e.g., customers, peers, cross-functional partners, external vendors, alliance partners) who are willing and able to provide the information, ideas, expertise, and/or influence needed to advance understanding of issues and achieve strategic goals.

- Describe a time you engaged community partners to achieve strategic goals. What led you to work with the individuals that you did?
- Provide an example of a time you worked with diverse individuals and groups. What influence did this group have on your work?
- Describe a community assessment you performed. How did you present your findings, and what groups did you choose to include?
- Explain what leadership skills you have used in developing partnerships. Provide an example of a time you demonstrated these skills.
- Describe a course or learning experience when a community partner co-taught or co-lectured with you.
- Describe how you collaborate with community partners in the evaluation of student work done in the community site.
- Describe how you collaborate with students in the evaluation of a community site or community partner, paying special attention

to the utility of the site (and partner) in supporting course goals and learning objectives.

Competency #8: Extension Faculty –

Faculty whose primary assignment is to one of the University extension programs serving the citizens of the Commonwealth.

- Describe your experience, or the approach you would use, to translate a body of scientific evidence into a program for extension clientele.
- Tell us about a program evaluation you conducted.
- Describe how technology can be used to deliver extension programs.
- Describe how your extension programming is recognized by local clientele, leaders, and university administration as leading edge and how it is adopted by your clientele.
- Explain how you manage your electronic files and communications to ensure timely responses.
- Tell us how you would effectively transfer knowledge to your extension clientele.
- What tools would you use to ensure you effectively reach your clientele?

RESOURCE 6-10: EVALUATION RUBRIC

An evaluation rubric is also a useful tool in evaluating candidates in relation to the competencies previously established for a position. The rubric may be used to gather the search committee's feedback on candidates, as well as feedback from any other individuals who may have interacted with the candidates.

University of Kentucky Department: ______________________________

Job Title: ______________________________

Candidate Name: ____________________ Degree: ____________________

Interviewer: ____________________ Date: ____________________

Evaluation Criteria	4 - More than Acceptable	3 - Acceptable	2 - Less than Acceptable	1 - Not Acceptable
Teaching/Mentoring Skills Teaching evaluations, demonstrated commitment to student focus, active learning				
Scholarship/Creativity Potential, commensurate with level of experience and departmental needs				
Research Type of research				
Service History of service				
Commitment to Diversity Demonstrated mentoring, pedagogy, recruitment, research on issues related to diversity, evidence of valuing equity				
Department Specific Categories Outreach, leadership, etc.				
Communication Skills Delivers clear message, uses appropriate terminology, ensures understanding, communicates with positive impact				
Recommendation Letters				

Comments: ______________________________

____

In conclusion: Please provide your overall recommendation for this candidate.

☐ Strong ☐ Acceptable ☐ Not Acceptable

RESOURCE 9-1: OFFER LETTER CHECKLIST

Extending a job offer is a very important step in the hiring process and should be well thought out and organized. The unit administrator and/or dean will collaborate to negotiate the compensation package with the preferred candidate. The goal is to gain acceptance from the top candidate but ensure an equitable and fair salary structure with current faculty.

Key components of a faculty offer letter may include:

- ☐ Title series and rank
- ☐ Approval by the provost and Board of Trustees (e.g. appointment is subject to provost and Board of Trustee approval)
- ☐ Information regarding appointment
  - Primary college appointment and (if applicable) courtesy appointment college
  - Academic assignment (e.g. 9-month, 12-month)
  - List of applicable administrative duties, in addition to academic appointment
- ☐ Tenure eligibility
- ☐ Distribution of efforts
- ☐ Percentage breakdown among responsibilities
- ☐ Outline of teaching load
  - May also include verbiage to expand upon primary and secondary responsibilities
- ☐ Salary
  - Include an annualized salary, as well as verbiage that describe salary being paid on a monthly basis
  - Additional verbiage concerning salary review on a yearly basis, through the merit system
- ☐ Service basis
  - Length of appointment
  - Whether the appointment is termed or continuous
  - Reappointment evaluations and how often these occur
- ☐ Summer research support
- ☐ Dedicated space
  - Research and office
- ☐ space Moving expenses
- ☐ Information concerning benefits and vacation time including appropriate links
  - Number of vacation days offered per year
- ☐ Additional contract terms
  - Startup funds
  - Additional staff provided to support research and other endeavors
- ☐ Pre-employment screening and I-9 information
  - Include information on contingency of offer based on pre-employment screening
  - Also include information on contingency of offer based on eligibility to work in the United States
- ☐ Dates
  - Start date of appointment
  - Deadline date for offer – detail on how long offer will remain in effect

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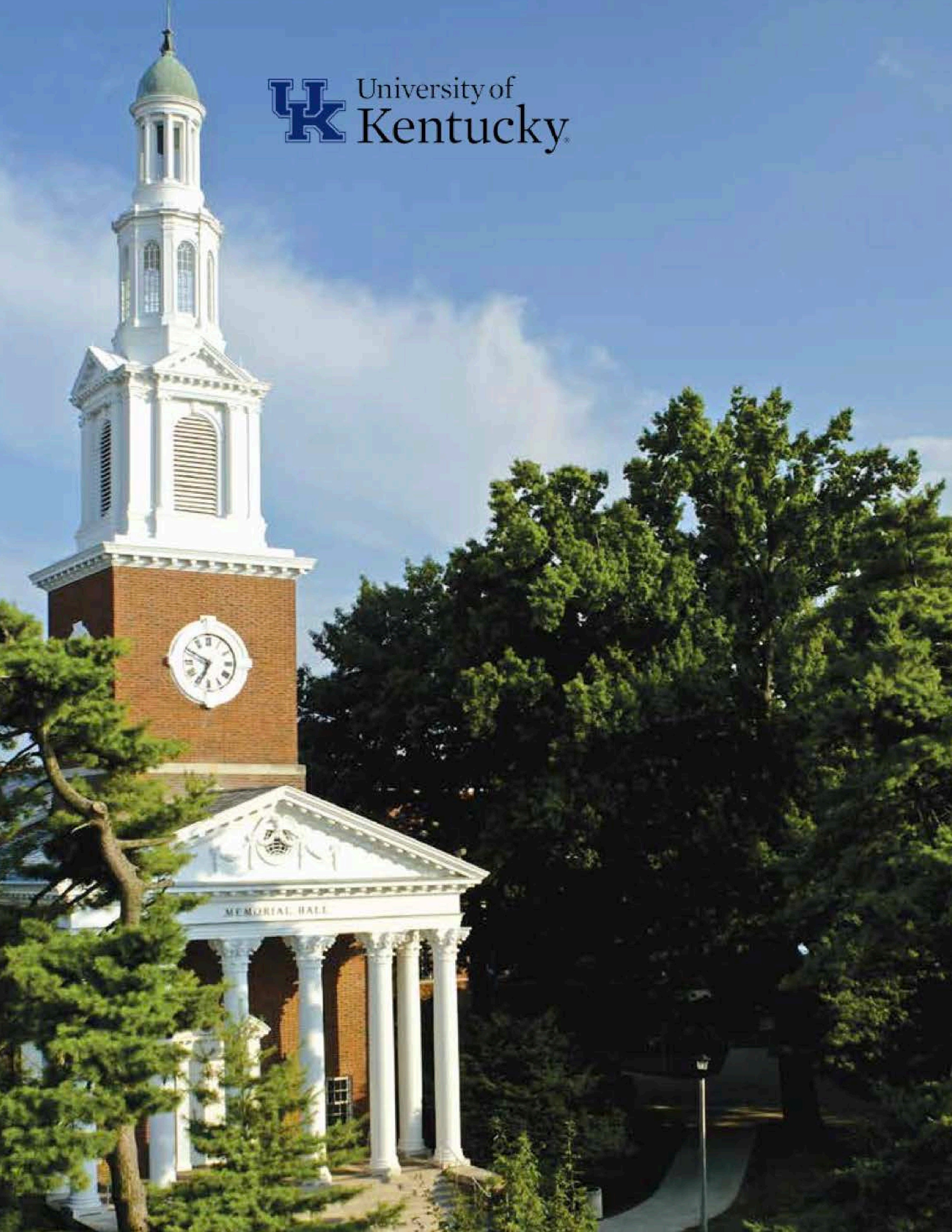
University of Kentucky
MEMORIAL HALL