

**RESOURCE GUIDE FOR FACULTY AND  
EXECUTIVE COMMITTEE RECRUITMENT**

**A General Resource for Search Committees with Special  
Emphasis on Equal Opportunity and Affirmative Action Guidelines**

**The Equal Employment Opportunity/Affirmative Action Office**

**The University of Texas Health Science Center at San Antonio**

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# TABLE OF CONTENTS

A Message From the President .....	3
The Search Process .....	4
Getting Organized .....	4
Selecting Committee Members .....	4
First Meeting.....	4
The Position Description .....	5
Advertising the Position .....	5
Communicating with the Candidates .....	5
Screening the Candidates .....	6
Checking References .....	6
Communicating with Candidates to be Interviewed .....	7
Items to Handle in Advance of Candidate Interviews .....	7-8
Organizing the Campus Visit .....	9
Follow Up To A Campus Visit .....	9
Evaluating the Candidates .....	9
Presenting the Candidate(s) .....	10
Evaluating the Search .....	10
Documenting the Search .....	10
Addressing EEO/AA Issues.....	11-13
Legal Issues .....	13-14
<b>APPENDICES</b> .....	15
A. List of References .....	16
B. Guidelines for Asking Questions During the Search Process .....	17-18
C. Handbook of Operating Procedures References .....	19

## **Acknowledgement:**

*“The Resource Guide for Faculty and Executive Committee Recruitment” is adapted from the “Resource Guide for Search Committees” from the Provost Office, John Hopkins University with the written permission of Ray Gillian, Assistant Provost and Director of the EEO/AA Programs.*

As President of The University of Texas Health Science Center at San Antonio, I am strongly committed to upholding the policies and practices of this University as an Equal Opportunity and Affirmative Action employer. I pledge to ensure that both employees and applicants for employment are treated in compliance with all applicable federal and state laws, regulations and executive orders and that no one will be discriminated on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability or veteran status. We will ensure that all qualified employees are given equal opportunity and consideration in regard to recruitment, selection, training and promotion for all job classifications and other personnel actions. It is the responsibility of all hiring and supervisory personnel to provide good faith effort toward Equal Employment Opportunity and Affirmative Action.

This Resource Guide for Faculty and Executive Committee Recruitment is designed to equip deans, chairs, directors and others who have the responsibility of hiring faculty with the essential tools they need to carry out this vital function. This guide goes hand-in-hand with the University's Affirmative Action Program which is designed to enhance, encourage and provide opportunities for employment for all individuals who seek to participate more fully in the life and growth of the Health Science Center. The Health Science Center is committed to excellence through diversity in education and employment.

I encourage you to review this document in detail because the time you spend conducting the best possible search is critical to our University's future success. Please accept my thanks for the contribution you are making to our UT Health Science Center.

With respect,



Francisco G. Cigarroa, M.D.  
President and  
Professor of Pediatric and Transplantation Surgery

## The Search Process

### Getting Organized

*The time spent by the President, Deans, the department chairs, and/or the search committee chairs in selecting and preparing the committee is time well invested. The composition of the committee can influence the outcome, and clarity in the charge can help ensure that the final candidates have the appropriate skills and qualifications.*

*If a Search Firm is engaged ensure the firm understands and agrees to adhere to all the Health Science Center Faculty Recruitment Policies and Procedures. Have the firm representative meet with the EEO/AA Office to clarify the process*

### Selecting Committee Members

Select committee members keeping the following factors in mind.

First, consider a person's ability to make sound judgments. Select at least one or two committee members who have experience in the search process. Ensure that every committee member has the appropriate areas of expertise to evaluate the candidates and the ability to exercise judgment that is fair.

Second, evaluate who will adequately represent the professional interests of various factions within the academic community. Are considerations of tenured and non-tenured faculty relevant? Should a wide range of seniority be represented? Is there representation of those who reflect concern with relevant research, teaching, service, and administrative interest?

Third, where possible and appropriate, select those who will represent a diverse mix of gender and race. (Keep in mind that it is unfair to burden any individual with an unduly large number of such assignments, since extensive service may adversely impact on his or her own career).

### First Meeting

- Review the charge to the committee. Usually the charge to the Search Committee comes from the Chair, Dean, or President as appropriate
- Identify the tasks to be completed by the committee chair and develop a timeline.
- Identify the tasks to be completed by the search committee and develop a timeline.
- Establish committee expectations regarding confidentiality and attendance.
- Establish a search committee meeting schedule.
- Identify a search administrator to type minutes, handle correspondence, travel arrangements, itineraries for candidates who visit campus, and search documentation.
- Establish, as part of the timeline for the search, an interview schedule, and target dates for submitting recommendations.

- Determine materials to be submitted by candidates.
- Identify ways in which the committee as a whole will ensure that affirmative action is properly addressed.
- The Chair, Dean or President should advise the committee of the affirmative action commitment of The University of Texas Health Science Center at San Antonio.

### **The Position Description**

*The position description is a tool that can widen the pool of candidates by eliminating unnecessary qualifications. Please consult the Affirmative Action section for suggestions on developing the position description.*

- Develop or review the position description based upon input from all appropriate individuals.
- Submit final position description to the appropriate individuals for approval.

### **Advertising the Position**

*All advertisements, letters, flyers, posters, etc. must be approved by the Equal Employment Opportunity/Affirmative Action Office. While advertisements are important, recruitment, especially for women and minority candidates, is often better done through networking with colleagues in the field.*

- Identify the person to whom applications/nominations will be sent.
- Develop advertisements which include the standard EEO/AA statement and the U.T. System mandated statement (see possible additional verbiage that may be used).
- Identify appropriate publications for advertisements.
- Submit posting to publications and other identified sources.
- Contact colleagues and individuals in other institutions to begin to build a list of potential candidates.

### **Communicating with the Candidates**

*Keep in mind that the way you treat each candidate says a great deal about The University of Texas Health Science Center at San Antonio, each school and each department.*

- Send all individuals nominated an invitation to apply and a description of the position.
- It is a nice touch to acknowledge receipt of c.v.'s or letters of application.
- Some committees develop a set of standard letters which can ease the burden of communication throughout the search process.
- Ensure that every person communicating with the candidates has accurate and updated information regarding the search process and position.

- Keep all candidates informed in a courteous and timely manner about the progress of the search.
- Inform candidates who do not meet minimum qualifications as soon as they are definitely eliminated, rather than waiting until the end of the search. Candidates not making a final list should also be informed as soon as they are definitely eliminated. The “short list” of candidates will, of course, not be notified until the successful candidate has accepted the offer. If there is any doubt about the appropriateness of eliminating and contacting selected candidates, consult with the Equal Employment Opportunity/Affirmative Action Office

## Screening the Candidates

*An objective screening process helps keep bias out of the search process. Use the qualifications developed earlier and stated in the job description to screen candidates.*

- Determine, prioritize and document search criteria based on position duties.
- Develop a mechanism for screening applications, including a record-keeping mechanism to indicate why an applicant was screened out. When documenting the search you need to justify the candidate recommended based upon the position description.
- Complete the initial screening of all candidates to identify those who do not meet minimum qualifications. Determine the number of people to be interviewed. Allow for comparison, but don't overwhelm the committee. Review materials submitted by each candidate and request additional information as needed to complete the files of viable candidates.
- Rate materials based upon criteria which the group has established.
- Critically review the selected group to ensure that a qualified pool of candidates will be invited to interview.
- Select potential interviewees.

## Checking References

*This step provides excellent insight into a candidate's scholarship and personal style. Essential information gained through reference check is needed to balance impressions gained from interviews, where personalities can cause committees to make premature judgments about candidates. To be an effective screening tool, references, whether checked by phone or by letter, should be conducted in a consistent and objective manner.*

- Determine the stage of the search process at which reference checks will occur. Often, the bulk of what you need to know about the top several candidates can be learned before deciding whether to invite them for campus interviews. This investigation keeps travel costs and committee time to a minimum.
- With candidates, it is appropriate to confirm that references will be checked. Candidates should be asked to supply a list of references. Additional contact should be made to others who know the candidate **only** with the permission of the candidate at the appropriate time.
- Develop procedures to follow if references are not available or cannot be reached.
- Identify the individuals who will personally conduct reference checks.

- If telephone reference checks are made, determine and standardize questions to be asked of references. These questions must be job related; you cannot ask a reference a question you cannot ask the candidate (for example, “Does she have children?”).
- Written reference checks should also pose a consistent set of questions.
- Review “Guidelines for Asking Questions During the Search Process”, (See appendix) with individuals who are checking references.
- Identify approximate time frame of telephone reference check (i.e., 20-30 minutes) to ensure equity and consistency of reference checks across candidates. Most references appreciate the opportunity to schedule a phone conversation in advance for this purpose.

### **Communicating With Candidates to be Interviewed**

*Communication between the institution, candidates, and others involved in the search process (‘i.e., those making nominations or giving references) is sometimes slow, inadequate, or otherwise frustrating. This can create a negative impression of the department and of the institution as a whole, so it is worth taking time to handle communication properly.*

- Contact candidates about an appropriate time frame for an interview.
- Send candidates information on the position, the department, the school, and The University of Texas Health Science Center at San Antonio and San Antonio.
- You may wish to note in your correspondence that any person requiring accommodation should notify the committee in the event there is a candidate with a disability.
- Be prepared to offer preliminary employment information for partners or spouses. As a first step, consider communicating with Deans, Department Chairs, or the Human Resources Office for ideas to assist a particular candidate’s spouse.

### **Items to Handle in Advance of Candidate Interviews**

*How the candidate’s time is allocated sends a signal about priorities. You may wish to demonstrate a commitment to teaching by including students in the schedule, a commitment to interdivisional activity by scheduling interviews with colleagues in other departments, and so forth.*

- Identify all people and groups to be involved in the interview process.
- Consider interviewing a limited number of high priority candidates at professional society meetings. It is cost efficient and a good way to gain visibility for the department.
- Develop the interview schedule.
- Consider asking each candidate to present and defend a paper, to lead a colloquium, or to teach a class while on campus for the interview. (optional)

- Develop an interview format to include:
  - Welcome
  - Questions asked of the candidate
  - Closing and review of the rest of the search process
- Develop questions which relate to the position, based upon the position description. Determine, in advance, those things you would like to know about the candidate. If a group is interviewing, determine who will pose which questions.
- Determine the form in which the committee would like to have feedback and communicate this to interviewers. Some search committees develop an interview rating sheet based on the questions to be asked and the position description. If this is done, distribute the rating sheet to all interviewers. Other committees prefer that interviewers prepare a ranked list of candidates after all interviews are complete.
- Review the interview process with all interviewers.
  - Provide relevant information about the position: position description, essential functions of the position, and necessary areas of inquiry.
  - Provide information about the candidate and his or her scholarly work to all interviewers and encourage them to read it. Prepared interviewers ask better questions and make a better impression on the candidate.
  - Be sure interviewers understand the rating sheet, the ranking system, or other feedback mechanisms, and know when they must provide this information to the chair of the search committee
  - Review the interviewer’s responsibility to “market” The University of Texas Health Science Center at San Antonio, School, Department, etc.
  - Discuss the overall structure of the campus visit.
  - Be explicit about confidentiality expectations.
  - Be certain that the interviewer has a copy of “Guidelines for Asking Questions During the Search Process.”
- Schedule and reserve appropriate spaces for interviews and communicate times and places to interviewers.
- Confirm interviews and campus visits in writing with candidates. Include any information about the position, the department, school, or about The University of Texas Health Science Center at San Antonio which was not sent earlier. Explain the composition of any interviewing committee to the candidate.

## **Organizing the Campus Visit**

*Make the campus visit a positive and supportive experience for all candidates. Careful preparation and planning enhances the reputation of your department, school, and the University.*

- Provide transportation to and from the airport and the hotel and provide a search committee member or another designated individual to escort the candidate to and from interviews.
- Give all candidates equal opportunities to meet and interact with campus colleagues. Plan schedules which are similar in format to ensure an equitable basis for evaluation. Some searches are enhanced by providing opportunities for candidates to meet with students (without faculty); other searches are enhanced by interviews with the Dean or the President. Prepare these interviewers in advance.
- Provide a guided tour of campus if appropriate
- Show off the community; one way to do this is to have breakfast, lunch and/or dinner in a nice off-campus restaurant.
- Openly discuss standards of scholarly productivity, teaching, and research with all candidates.
- Remember that the candidate should do the bulk of the talking during the interview.
- Allow time at the end of the visit for a private meeting between the candidate and the chair of the search committee. This is a good opportunity to find out what questions remain, whether there is interest in the position, and what obstacles are perceived in accepting it.
- Inform candidate what will/will not be reimbursed, what receipts are needed, and how to fill out expense forms.
- When appropriate, invite the candidate's spouse to campus, and provide necessary information on employment, schools, child care, real estate, or other concerns. Active "recruitment" of a spouse can be critical in recruiting the candidate, so plan such visits with care.

## **Follow Up To A Campus Visit**

- Quickly follow up the visit with a letter.
- Provide reimbursement promptly if it was not handled during the visit.
- A friendly call a few days after the visit can provide positive feedback and give more information on timing.

## **Evaluating the Candidates**

- Collect feedback on each candidate from all interviewers.
- Add to this all written reference checks and other materials.
- Evaluate candidates for the full range of strengths and contributions each can give to the University in support of its research, teaching, and service mission, based upon the qualifications specified in the position description.

## **Presenting the Candidate(s)**

- Recommend final candidates to the department Chair, Dean, or President as appropriate. The Search Committee should indicate why the recommended candidate is the best candidate in their opinion, as compared to the other leading candidates.
- Ensure that all committee opinions are expressed to the individual making the hiring decision, not just the majority opinion.
- Provide criteria used to evaluate and select finalists.
- Rank order finalists, if asked to do so.

## **Evaluating the Search**

- The search committee should meet one final time when the search is concluded to evaluate the search process. Ideas which might improve future searches should be conveyed to the department Chairs, the Deans, and/or to the President's office

## **Documenting the Search**

Documentation has two purposes. First, to be able to track candidates as needed and second, to provide rationale for inclusion or exclusion of candidates as the search progresses.

- Refer to the Faculty Recruitment Procedures in the Handbook of Operating Procedures or on the Equal Employment Opportunity/Affirmative Action website.
- A search committee member or another designated individual should be asked to keep official minutes of search committee meetings. These can be brief, but can serve to document general criteria established by the committee.
- Communicate appropriately with candidates throughout the process. Form letters can ease this burden. A set of form letters might include letters to:
  - invite nominations
  - encourage nominees to apply
  - acknowledge receipt of applications or other materials
  - rejection letters for those who do not meet minimum criteria
  - to check references
- Keep copies of letters and advertisement.
- Send rejection letters to candidates who do not meet minimum criteria and who will not be considered.
- Ensure that documentation provides rationale for search committee decisions and recommendations. This can be as extensive as notes to the candidate files, or as brief as a line in committee minutes (e.g., “the committee decided to limit interviews to those candidates having more than ten years of teaching experience.”)

- Send all records of the search process to the Equal Employment Opportunity/Affirmative Action Office

## Addressing EEO/AA Issues

*Ideally, all members of a search committee are advocates for equal employment opportunity/affirmative action. The Executive Director of the Equal Employment Opportunity/Affirmative Action Office will serve on all major search committees as an ex officio member. This individual assumes primary responsibility for monitoring affirmative action within the search process. Alternatively, the chair, supported by the entire committee, is responsible for affirmative action.*

*Faculty search committees are required to follow principles in the search process in order to comply with our Equal Employment Opportunity/Affirmative Action Plan. Those requirements are listed below. Following each general principle is a series of ideas about how a committee might accomplish that particular requirement. There is no single correct way to meet these requirements, and all suggestions in this section will not work for all committees. Search committees are encouraged to review the suggestions offered here, then develop the most effective strategy for their particular search.*

### 1. All announcements and advertisements must contain the following tag lines:

“The University of Texas Health Science Center at San Antonio is an Equal Employment Opportunity/Affirmative Action Employer “

“All faculty appointments are designated as security sensitive positions”

Additional verbiage that may be used are listed below:

Extended verbiage conveys a strong commitment to diversity. Examples include:

- The University of Texas Health Science Center at San Antonio is committed to developing and maintaining a diverse student body, faculty, and staff.
- The University of Texas Health Science Center at San Antonio is committed to excellence through diversity in education and employment.

### 2. Generally, open publication and advertisements should include the following information:

- Title of position available;
- Type and level of major qualifications required (research, teaching, administrative activities, community service, clinical care, etc.)
- Date by which nominations or applications should be received or date by which position is expected to be filled. (It may be appropriate to leave deadlines for application open)
- Name, title, and address of person or committee to be contacted;

**3. A thorough effort should be made to seek out minority and female applicants via appropriate publications, professional associations, personal letters, and phone calls.**

*The committee should discuss, among themselves and with the Chair, Dean, or President the benefits of developing a diverse candidate pool that could lead to a more diverse faculty in an individual department or school.*

- Use multiple and creative recruitment methods.
- Publicize in appropriate national publications.
- Identify additional publications that target appropriate female and minority populations.
- Identify minority and women's caucuses associated with relevant professional associations. Often these organizations will allow use of their mailing lists or newsletters and personal contact with these groups can yield candidates.
- Contacts with departments in women's colleges or in historically black colleges and universities may be appropriate where it can help generate a diverse group of applicants. Sometimes the alumni publications or the affirmative action office of these schools will carry position announcements.
- References are available to check which departments in which universities graduate large numbers of minority and women Ph.D.'s. Contact with those departments may help expand the pool of candidates.
- Talk with school, departmental or divisional faculty or staff for help in identifying candidates or additional ways to tap into different populations.
- Make personal calls to colleagues in other institutions who might identify potential candidates.
- Target specific minorities or women whose work you admire. Talk with students about minorities or women whose work they admire. Contact these scholars for names of colleagues or students they have mentored.
- Consider minorities and women who have held part time or temporary positions in your school or department for full time faculty positions or as a source of information about other candidates.
- Consider minorities and women from business, industry, and government as candidates or as sources of information about potential candidates.
- Personally encourage those potential candidates who have been identified to apply, including internal candidates when appropriate. Outstanding potential candidates often do not apply for advertised positions; they must be contacted by a member of the search committee and invited to apply.
- If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to contact him or her to discuss the reasons for declining. The individual may be able to lead you to other qualified candidates.

**4. A fair and unbiased search should determine the best candidate.**

*The committee should attempt to uncover any potential and unintended biases in the position description, the interview process, and the selection process and determine ways to eliminate these biases. (An example might be assumptions about appropriate institutions from which to recruit candidates. Even if a particular university is especially strong in a particular area, applicants from other institutions should not be automatically eliminated.)*

- A position description should be written which accurately portrays the qualifications in areas of specialization sought, and that is not unduly restrictive given the needs of the school or department. Identify essential and marginal requirements for the position by examining all of the duties listed, and from these, identify minimum and preferred candidate qualifications. If a qualification is preferred rather than required, indicate this on the position description. You may wish to consider hiring at a more junior level than may be customary since the pool of minority and female candidates is generally larger at those levels.
  - Consider programmatic and research needs and determine whether these could be modified to enhance the diversity of the curriculum and/or linked to the recruitment of minority and women candidates.
  - Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns. Ensure that campus visits provide similar opportunities for each candidate, including **internal candidates**.
  - To the extent possible, ensure that interviews are consistent. This can be done by establishing a similar set of initial questions. Obviously, the interviews will differ in response to candidate answers.
  - When a slate of candidates is requested, develop a slate that, whenever possible, gives the department Chair, Dean or President the opportunity to hire from a diverse pool of qualified candidates.
  - Monitor all search committee activities to ensure that differences are respected and that fairness is the norm.
- 5. Documentation must be compiled and kept in a central location. The Official files are kept in the Equal Employment Opportunity/Affirmative Action Office according to the approved State of Texas Records Retention Schedule.**

**Legal Issues**

*It is not unusual for challenges to be raised by disappointed candidates. You may wish to review these guidelines as the search progresses. The best way to protect your department, school, and the University, and our ability to hire the most qualified candidate is to keep these legal issues in mind as you proceed.*

- Job related criteria for the advertised position should be developed at the outset of the search and approved by the department Chair or the Dean.
- Committees should carefully record job related reasons to advance candidates through the search process. Comments should directly address the candidate being evaluated and not compare strengths and weaknesses relative to other candidates.

- Assume you will need to defend your final decision. Document your search process accordingly.
- All persons on the search committee should exercise judgment to avoid having any one person eliminate a candidate. Individual, unintentional bias is less likely to prevail when all opinions are openly expressed.
- **Only applicants meeting minimum advertised qualifications should be invited for campus interviews.** “Courtesy” interviews are discouraged because this may give a candidate a false impression of their ranking among other candidates.
- Interview questions designed in advance of campus visits help provide fair and objective evaluation of each candidate. Candidates should be asked similar questions initially, although obviously the discussion and follow up will vary depending upon the comments of the candidate.
- Contacts with candidates, or any other individuals, concerning any aspect of the search should be made by the appropriate administrative official or search committee designee. This provides consistency and accuracy.
- Notes on telephone contacts with candidates should be made for subsequent committee use and for the candidate’s file.
- Relative weights for various qualifications should be developed and assigned prior to the review of any application. Fluctuation in the application of weighted criteria may lead to allegations of manipulation and may indeed indicate manipulation to select a particular candidate.
- Avoid comments to the candidates that might indicate bias or favoritism (i.e., “we’re looking for young blood”).
- Only job-related reasons can be used to advance candidates. Objective criteria are less susceptible to legal challenge. The higher level the position, the more acceptable the use of subjective criteria becomes. Nevertheless, even subjective criteria should be related to the position in question. (For example: leadership ability for a dean’s position.)
- As an institution required by the federal government to develop and adhere to an institutional affirmative action plan, documents generated by the search committee may be subject to disclosure to Department of Labor, Texas Workforce Commission, Board of Regents, and other auditors upon extremely short notice. Verifiable compliance with the Affirmative Action Plan will be necessary. The institution also may have to disclose such documents to other governmental agencies or in the course of litigation in the event a discrimination complaint is filed.
- If a discrimination action is filed, investigating agencies will have access to all search committee records.
- Ensure that all portions of the application and interview process are accessible to persons with disabilities.

These are guidelines only and are not meant to constitute legal advice, which can only be rendered when related to specific situations. For legal advice on a faculty search, contact the Senior Legal Officer (210) 567-2020 or the Executive Director, Equal Employment Opportunity/Affirmative Action Office (210) 567-2691.

## **APPENDICES**

### List of References

- Deciding Who Shall Lead - Recommendation for Improving Presidential Searches.* Washington, DC: American Council on Education and Association of Governing Boards of Universities and Colleges, 1986.
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- Marchase, Theodore. *The Search Committee Handbook. - A Guide to Recruiting Administrators.* Washington, DC: American Association for Higher Education, 1988.
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- Mintz, Suzanne D., ed. *Sources. Diversity Initiatives in Higher Education.* Washington, DC: Office of Minorities in Higher Education, American Council on Education, 1993.
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- Office of Affirmative Action, The University of Iowa. *Affirmative Action Recruitment Manual for Faculty and Professional and Scientific Searches.* The University of Iowa
- Office of the Chancellor, California State University. *A Report on The California State University Faculty Recruitment Workshop.* Los Angeles, April 24-25, 1989. The Faculty Affairs Section: Faculty and Staff Relations. California State University, June, 1989.

## Appendix B

### Guidelines for Asking Questions During the Search Process

The Equal Employment Opportunity Commission (EEOC) and most courts assume that every pre-employment question is asked for a purpose, and any answer will then be used to influence hiring decisions. Thus, the simple act of asking about an applicant's age or national origin could be used as evidence of discrimination, unless you have a legitimate job-related reasons for asking.

State and federal laws protect job applicants and employees against various forms of discrimination. At the federal level, there are prohibitions on employment discrimination based on race, color, religion, sex, national origin, pregnancy, age, citizenship status, disability, military status, and union membership. State and local laws can be even more inclusive, protecting characteristics such as sexual orientation, marital status, and even smoking habits. If interviewers ask questions that are not clearly job-related, or that tend to reveal an applicant's membership in any of these protected classes, you are risking a potential discrimination claim.

In order to prevent legal claims and misperceptions, you should make sure all questions are related to an applicant's ability to perform the job and suitability for the position. In addition, you should analyze questions for their potential to "screen out" certain groups disproportionately and consider alternative questions, if necessary. According to the EEOC, a "screening out" question is allowable only if: (1) the information sought is necessary for the safe and efficient operation of the business; (2) the question effectively targets this information; and (3) there is not other less discriminatory way to obtain this information.

- In a series of interviews for a given position, you may not ask questions of one gender and not of the other. (For example, "What are your child care arrangements?")
- You may not ask questions about race, color, place of birth, national and family origin, religion, gender, sexual orientation, disability, age, ancestry, veteran, or mental status of the applicant.
- You may not ask questions about past, present, or future marital status, pregnancy, plans for family, or child care issues.
- You *may* ask if the applicant has any commitments that would preclude him or her from satisfying requirements of the position or performing job-related travel. If such questions are asked, they must be asked of both men and women.
- You may not ask questions about weight and height, unless this information is related to the position.
- You may not ask questions about the candidate's state of health, unless the information is related to the position.
- You may not ask questions about disabilities, or the time needed for treatment of the disabilities, unless this information is necessary to determine the candidate's ability to perform activities of his or her position without significant hazard.
- You *may* ask all candidates whether there are any responsibilities in the position description with which they may have some difficulty, for any reason.

- You may not ask questions about a foreign address which would indicate national origin.
- You *may* ask about the location and length of time of a candidate's current residence.
- You may not ask questions about a candidate's native-born or naturalized status. **{Foreign nationals may only be offered term appointments (AKA temporary) unless and until they are able to become permanent residents or citizens of the U.S.}**
- You may not ask questions about a candidate's native tongue or how his or her foreign language ability has been acquired.
- You *may* inquire about foreign language skills if the position requires such ability.
- You may not ask questions about a candidate's willingness to work on religious holidays.
- You *may* ask about his or her willingness to work a required schedule.
- You may not ask questions about whether a candidate has filed or threatened to file discrimination charges.
- You may not ask questions about any relative of a candidate which would be unlawful if asked of the candidate.
- You may not ask questions designed solely to elicit information about the race, color, religion, gender, sexual orientation, veteran, or marital status of the applicant.
- You *may inquire* about membership in professional organizations or activities that also indicate or imply a person's protected group status.
- You may not ask questions about military service and/or the candidate's type of discharge. You *may* ask questions concerning service in the U. S. armed forces only if such service is a qualification for the position being sought.
- You may not ask questions which would reveal arrests without convictions.
- You *may* ask about criminal convictions.
- You may not ask questions about a candidate's credit rating or financial standing.
- You may not ask questions about a candidate's worker's compensation history.

**Note:** The Guidelines for Asking Questions During the Search Process has been reviewed and approved by The University of Texas Health Science Center at San Antonio Senior Legal Officer.

**HANDBOOK OF OPERATING PROCEDURES REFERENCES**

**Faculty Recruitment Procedures,**

Chapter 3, Section 3.3, Policy 3.3.1

or

Affirmative Action or Equal Employment Opportunity Website  
(Forms on EEO/AA Website)

**Academic Training Positions**

Chapter 4, Section 4.3, Policy 4.3.9

**Guidelines for Academic Trainees Becoming Faculty Members**

Chapter 3, Section 3.6, Policy 3.6.7

**General Appointment Policies**

Chapter 3, Section 3.4, Policy 3.4.1

**International Services**

Chapter 2, Section 2.5, Policy 2.5.4