



**INTERNAL
FACULTY
LEADERSHIP
RECRUITMENT**

Academic Affairs

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STATEMENT OF PURPOSE

As The University of Texas at San Antonio (UTSA) evolves into a Hispanic Thriving, multicultural discovery enterprise, it is committed to building a highly qualified and diverse leadership to support academic excellence. This Internal *Faculty Leadership Recruitment Manual*, provides guidance to ensure that a fair and effective standardized process is followed as you recruit colleagues to serve our diverse student population in faculty administrative appointments (e.g. associate dean, associate vice provost, department chair, or other faculty appointed leadership roles). The recruitment process is designed as a collaborative process with the result being general concurrence regarding the best qualified candidate for a position. Our collective efforts will continue to move us down the path of Inclusive Excellence.

RECRUITMENT PROCESS & DIVERSITY

It is a university goal to identify, recruit, and retain highly qualified, talented, and diverse faculty for positions in leadership..

Vice Provosts and Deans are responsible for ensuring that equal opportunity is afforded to all candidates to further the university's goal of identifying and recruiting diverse, qualified and talented leaders.



Tips on Recruiting Diverse Applicants:

- ✓ Incorporate inclusive excellence language in your position descriptions.
- ✓ Maximize traditional and nontraditional search strategies.
- ✓ Communicate the availability of positions to a broad, diverse, non-main stream and innovative advertisement platforms.
- ✓ Actively search for diverse candidates by using the committee's network and resources.
- ✓ Incorporate structured application and review processes.
- ✓ Develop and execute strategies to attract qualified women and members of underrepresented groups.

For more, see [UTSA Inclusive Faculty Recruitment Tips](#) at the end of this manual.

GUIDELINES FOR RECRUITMENT OF FACULTY LEADERS

The recruitment process is designed as a collaborative process with the result being the best-qualified candidate for a position.

If an external search for a faculty leadership position is being conducted than the [Faculty Recruitment Manual \(T/TT\)](#) should be followed.

[HOP 1.02](#) outlines the process for internal department chair/school director search and appointment.

Participants in the Search Process

Provost

- Reviews and approves Dean's/ Vice Provost's selection for Department Chair/School Director, Associate Dean, Associate Vice Provost, or other faculty appointed leadership roles

Dean or Vice Provost

- Reviews and appoints Department Chair/School Director, Associate Dean, Associate Vice Provost, or other faculty appointed leadership roles with concurrence from the Provost.
- Selects a diverse search committee. Diversity (e.g. URM, women, knowledge of the position duties, collaborators) should be taken into consideration when appointing members to a Search Committee.

Search Committee

- Incorporate inclusivity practices into recruitment of a faculty leader.
- Actively recruit qualified diverse candidates.
- Screen applicants, identify leading candidates, and advise the Dean or Vice Provost concerning candidate qualifications and suitability for the position.
- Interview candidates.
- Submit review of candidates to the Dean or Vice Provost.

*Under Represented Minority (URM)

Underrepresented minority (URM) faculty are faculty whose identified race/ethnicity falls into one of the following groups: Hispanic, Black/African-American, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, or two or more races. Race/ethnicity is measured using IPEDS categories, therefore International faculty (faculty who are not US citizens or legal permanent residents) are retained in their own racial/ethnic group and are not considered URM faculty. Source: Texas Higher Education Coordinating Board Faculty Report (CBM008)

1) Position Description and Posting

- a) Position Description should include but not limited to these items
 - (1) Position title
 - (2) Required and preferred qualifications
 - (3) What candidates must submit
 - (a) CV
 - (b) Provide an inclusive excellence statement along with a leadership statement.

- (4) Nominations including self-nominations and how application should be submitted
- (5) Closing date of applications
- b) Required statements in description
 - (1) Inclusive Excellence language,
<https://www.utsa.edu/inclusiveexcellence/programs/recruitment/inclusivehiring/language.html#language>
- c) How the position is Advertised and Posted
 - i) The position description should be emailed to all faculty in the college or institution (if applicable)

2) Candidate Screening Process and Interviews

- a) A review matrix should be used for submitted candidate applications
 - i) Examples including a diversity rubric are provided in the appendix.
- b) Interview questions should include the following diversity question
 - i) UTSA strives to be a model of equity and inclusion to support all members of the UTSA community representing varied abilities, viewpoints, backgrounds, and life experiences. Please describe what qualifications and/or experiences have prepared you to contribute to fostering an inclusive environment where everyone is welcome and valued?
 - (1) Diversity rubric is provided in the appendix.
- c) The same interview questions must be used with each candidate
- d) All search committee members must be present during interviews

3) Recommending Final Candidate

- a) By memo, the Search Committee makes recommendations to Dean/Vice Provost
 - i) All candidates interviewed with strengths and weaknesses for each candidate must be provided
 - ii) Can include a ranking order of the candidates for consideration by the Dean/Vice Provost
- c) Dean reviews and submits appointment to Academic Affairs for Provost review and approval.

UTSA INCLUSIVE FACULTY RECRUITMENT TIPS-

Inclusivity and Excellence are two core values of UTSA. Recruiting, and retaining highly qualified, faculty leaders from all academic fields is paramount to being a model University as it relates to teaching, research and student success. To this end, below are some additional proven best practices to assist in your quest to be inclusive in recruiting high quality faculty leaders.

Before the Search

- Commitment, this is the most important resource as faculty make up over 70 percent of the persons evaluating, implementing policies, recruiting formally and informally, referring and designing position responsibilities and position descriptions for the faculty leader.
- Review College and Department data. Having an understanding of your College and Departments faculty leader diversity (gender and race/ethnicity, etc.) will assist you in developing your strategy for recruitment. It is important to know year to year how your College and Department is doing in regard to diversifying your faculty leaders.
- Review the position description to ensure that Inclusive Excellence language is incorporated throughout the announcement. Please visit <https://www.utsa.edu/inclusiveexcellence/programs/recruitment/inclusivehiringlanguage.html> for more information and to review examples.
- Share the position announcement with all faculty to promote diversity.
- Create a diverse search committee consisting of men, women and members from underrepresented groups who can bring multiple perspectives to the committee; and who are fully committed to the institution's goal of recruiting excellent diverse faculty leaders.

During the Search

- Encourage all search committee members to reach out to high potential diverse candidates to encourage them to apply for open positions. Networking and hands on recruiting efforts can be very effective.
- Cast a wide net; underrepresented groups and organizations, listservs, bulletin boards, etc.

After the Search

- Evaluate the search process; what went well during the search? What, if anything, could have been done better to enhance a more diverse outcome?
- Follow up soon with the appointed faculty leader to introduce them to "key" College/University contacts to promote a smooth transition and successful onboarding.
- Continue to develop internal data bases and systems to identify and hire diverse talent,

Final Thought

*The goal is **not** to recruit diverse faculty leaders who are excellent.....The goal is to **appoint** excellent faculty leaders who are **diverse**. ~Dr. Myron Anderson~*

Questions?

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Appendix

Example Candidate Assessment Rubric

Reviewer Initials:

Core Values

We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

Statement of Inclusivity

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to ending generations of discrimination and inequity. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice.

Qualifications (Exceptional, Above Average, Meets Criteria, Below Average, Does not meet Criteria, Need More Information)

Overall Grade* (A, B, C)

Comments

Candidate Name(s)	Experience in or understanding of the <i>Specific Position Criteria</i>	Experience in or understanding of the <i>Specific Position Criteria</i>	Experience in or understanding of the <i>Specific Position Criteria</i>	Experience in or understanding of the <i>Specific Position Criteria</i>	Experience in or understanding of the <i>Specific Position Criteria</i>	Ability to integrate the job responsibilities and align with strategic vision, and accelerate trajectory	Exhibits thoughtful leadership in complex environments to achieve a vision	Experience working in close partnership with leadership in the college/unit and/or university	Demonstrated commitment to cultural intelligence (intercultural engagement, cultural understanding, and intercultural communication), diversity and inclusion	Experience developing and strengthening partnerships to deepen stakeholder relationships in alignment with college/unit goals	Experience leading and managing change within an unit and streamlining processes and procedures	Overall Grade* (A, B, C)	Comments

*A = Meets or exceeds qualifications; recommend for interview
 B = Neutral; recommendation deferred for committee deliberation, if needed
 C = Does not meet qualifications; do not recommend for interview

Inclusive Hiring Question

We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered. The evaluation rubric serves as a guide to measure the applicant’s response.

Question

UTSA strives to be a model of equity and inclusion to support all members of the UTSA community representing varied abilities, viewpoints, backgrounds, and life experiences. Please describe what qualifications and/or experiences have prepared you to contribute to fostering an inclusive environment where everyone is welcome and valued?

Evaluation Rubric

1 being lowest- 4 being highest

Criteria	1 (no demonstration)	2 (limited articulation of issues; few examples of experiences related to diversity and inclusion provided)	3 (adequate understanding of issues; multiple examples related to diversity and inclusion provided)	4 (exceptional understanding of issues; substantial, consistent examples related to diversity and inclusion provided)
Identifies qualifications, intellectual contributions and experiences working and engaging with diverse populations				
Demonstrates participation in events and initiatives designed to promote equity, diversity and inclusion				
Demonstrates leadership in developing and/or implementing policy or programs designed to advance diversity and inclusion				