

# THIS IS THE HOUSE INNOVATION BUILT.



Welcome to the Powerhouse

UNIVERSITY of **HOUSTON**

[uh.edu/factoolkit](http://uh.edu/factoolkit)

# **Powerhouse Faculty Recruitment Toolkit**

Office of the Provost  
Faculty Recruitment, Retention, Equity and Diversity  
University of Houston

## Contents

|   |           |
|---|-----------|
| <b>INTRODUCTION .....</b>   | <b>4</b>  |
| <b>RECRUITMENT .....</b>  | <b>5</b>  |
| <b>SEARCH COMMITTEE .....</b>   | <b>6</b>  |
| <i>Job Description .....</i>  | <i>6</i>  |
| <i>Special Efforts to Identify Women and Underrepresented Minority Applicants .....</i> | <i>7</i>  |
| <i>Advertisement and Resources .....</i>  | <i>8</i>  |
| <i>Posting the Job.....</i>   | <i>9</i>  |
| <b>DUAL CAREER PROGRAM.....</b>   | <b>10</b> |
| <b>UH POINTS OF PRIDE .....</b>   | <b>13</b> |
| <b>HOUSTON POINTS OF PRIDE .....</b>  | <b>13</b> |
| <b>ASSESSMENT .....</b>   | <b>16</b> |
| <b>EVALUATION RUBRIC TEMPLATES.....</b>   | <b>20</b> |
| <b>CAMPUS VISIT .....</b>   | <b>26</b> |
| <b>APPROPRIATE AND INAPPROPRIATE INTERVIEW QUESTIONS.....</b>                           | <b>26</b> |
| <b>CLOSING THE DEAL .....</b>   | <b>30</b> |
| <i>Benefits and Resources for UH Powerhouse Faculty .....</i>                           | <i>31</i> |
| <i>Office of the Provost.....</i>   | <i>42</i> |
| <i>Office of Equal Opportunity Services.....</i>  | <i>42</i> |

## Introduction

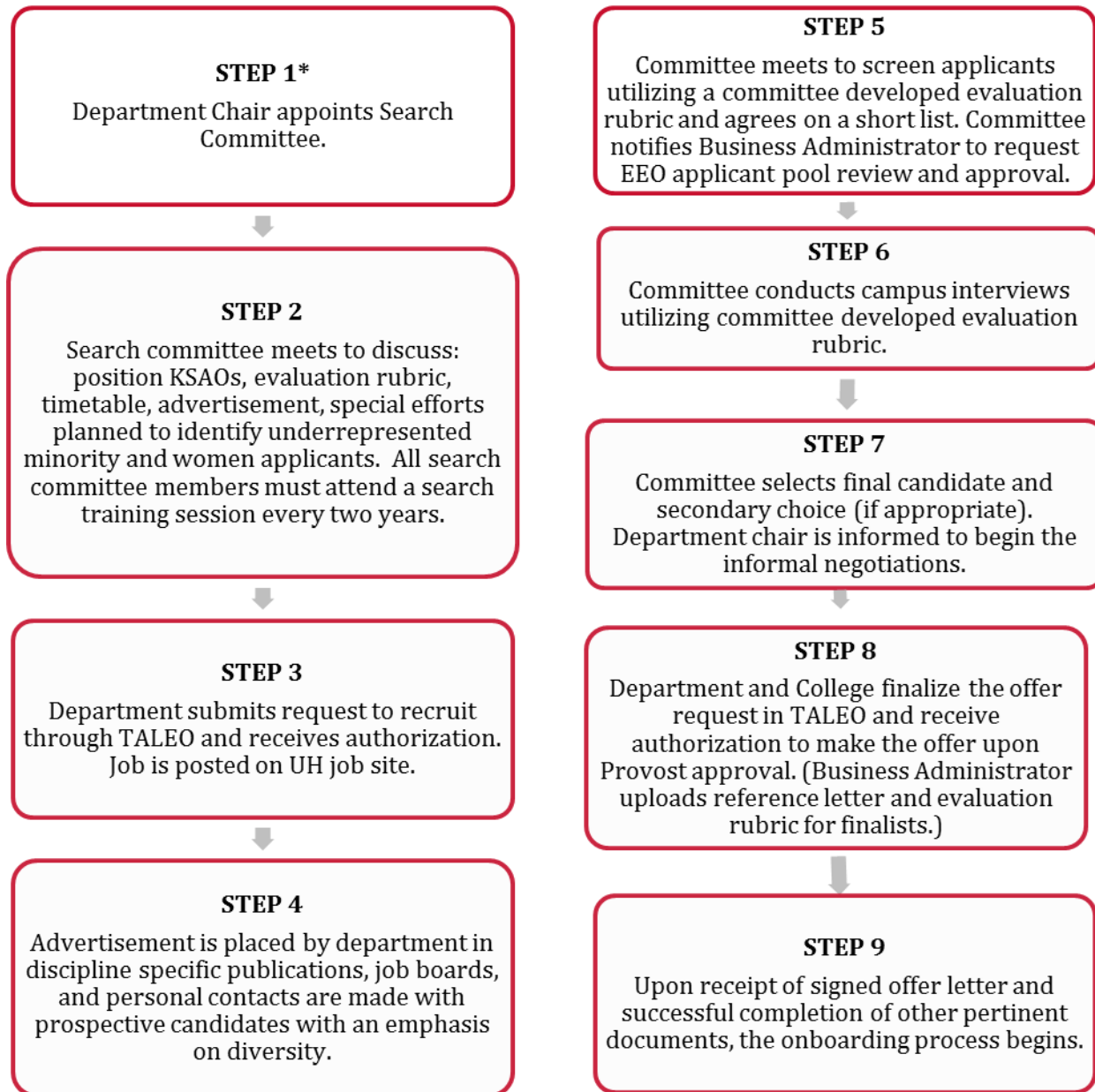


Great universities are comprised of a wide range of faculty members who have developed as a diverse community of teacher-scholars. The University of Houston is poised to become a prominent educational force globally, and as such, holds the responsibility for recruiting and retaining a diverse Powerhouse Faculty that will advance the University's national competitiveness, student success, and community engagement goals.

The Office of the Provost through its office of Faculty Recruitment, Retention, Equity, and Diversity strives to ensure that the University of Houston recruits and retains an excellent and diverse faculty. This is accomplished by partnering with search committees and stakeholders to identify and hire the best talent and making sure it is diverse and representative of the talent pool and the UH student population. This toolkit includes resources, guidelines and practical suggestions that will help make this task more productive and successful.

## RECRUITMENT

### Recruitment Workflow



\*It is assumed that the college has previously received budgetary approval from the Provost on this hiring line.

## Search Committee

A search committee is an integral part of an effective faculty search process. The committee should be comprised of individuals who understand the requirements of the position and who are committed to the mission and goals of the department and the university. Having a diverse search committee helps in gaining access to and evaluating candidates of different backgrounds, it also makes it less likely that the committee will



overlook talented individuals with nontraditional kinds of experiences. Departments and schools with low numbers of women and minority faculty should consider inviting faculty of color and female colleagues from related departments or schools to serve on search committees.

The search committee should be prepared to be proactive and go beyond just placing advertisements and waiting for applications. They will need to energetically seek out promising prospects through their network of colleagues and scholars at other institutions and also explore the numerous online resources to search for PhD students and postdoctoral scholars from groups that are historically underrepresented in higher education.

## Job Description

Efforts should be made to define the position in the widest possible terms consistent with the department's needs. Make sure that the position description does not needlessly limit the pool of applicants. Some position descriptions may unintentionally exclude women or minority candidates by focusing too narrowly on subfields in which few specialize. The committee should establish selection criteria and procedures for screening and interviewing candidates before advertising the position. Examples of candidate evaluation rubrics (Tenure/Tenure-Track, Instructional/Clinical, and Research) are available on page 20.

## Special Efforts to Identify Women and Underrepresented Minority Applicants

A special effort is a recruitment strategy that specifically targets underrepresented minorities and women. Therefore, a strategy that does not specifically target these groups would not qualify as a special effort. Examples of a special effort would be one where the search committee members deliberately and intentionally solicit applications, nominations, or referrals from:

- Minority and women scholar organizations
- Minority and women scholars/professionals on- and off-campus
- Contact faculty who are from underrepresented groups for recommendations
- Professional caucuses or organizations that are organized around women or minority concerns
- Internet discussion groups
- Community agencies related to underrepresented groups
- Meetings of professional organizations
- Journals targeted at women and minority readerships
- Engage the Office of Faculty Recruitment, Retention, Equity and Diversity to develop a tailored candidate prospect contact list
- Minority and women doctoral or post-doctoral directories
- Departments in HBCUs and other predominantly minority institutions

**Listed below are examples of special efforts:**

**Example 1:** Women and minority candidates will be encouraged in all advertisements, which will appear in highly visible publications that are specifically marketed to minority audiences and those with extensive national and international circulations. In addition, women and minority applicants will be identified via position announcements circulated to all schools and colleges of Optometry and via personal contacts with leaders in the field of eye care. The members of the Faculty Recruitment and Search Committee,



as well as the faculty at large, will be solicited to nominate underrepresented minorities and women for consideration.

**Example 2:** The department will send an announcement that encourages women and minority candidates to apply to all Engineering Department Chairs including minority serving universities. The department will also post the ad on the National Society of Black Engineers, Society of Hispanic Professional Engineers, and the Society of Women Engineers online job boards.

**Example 3:** Special efforts will be made by asking colleagues to help identify women and minority candidates; distributing the advertisement specifically to women and minority leaders; and searching resume banks of organizations targeting women and underrepresented minorities.

## Advertisement and Resources

### REQUIRED LANGUAGE FOR POSITION ANNOUNCEMENTS

UH Position Announcements must include:

1. The University's Equal Employment Opportunity and Affirmative Action Policy statement.

***"The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans and persons with disabilities are encouraged to apply."***

2. Dual Career statement.

***"The University of Houston is responsive to the needs of dual career couples."***

### PROACTIVE DIVERSITY LANGUAGE

Research indicates that there is a positive correlation between including proactive diversity language and the diversity of the applicant pool. "Adding an explicit criterion in the job description for experience and success in working with diverse groups of students has significant potential to broaden the qualities being considered." (Smith et al, 2004). The diversity of the UH student body demands that job descriptions stress experience in teaching different kinds of students as well as skill





in developing classroom environments that facilitate learning for all students.

Proactive language can be included as a specific job qualification or as a summary statement at the end of job announcements. Examples of proactive language include the following:

- The University of Houston, with one of the most diverse student bodies in the nation, seeks to recruit and retain a diverse community of scholars.
- We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.
- Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.
- The department is seeking outstanding candidates with the potential for exceptional research, excellence in teaching, and a clear commitment to enhancing the diversity of the faculty, graduate, and undergraduate student population.
- A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.
- The Department is particularly interested in candidates who have experience working with students from a diverse background and a demonstrated commitment to improving access to higher education for disadvantaged students.
- Experience in mentoring women and minorities in STEM fields is desired.
- The University of Houston is an ADVANCE institution, one of a select group of universities in receipt of National Science Foundation funds in support of our commitment to increase the number and success of women faculty in the STEM fields.
- The University of Houston is responsive to the needs of dual career couples.

## POSTING THE JOB ANNOUNCEMENT

Circulating ads in traditional scholarly publications remains useful but can result in a relatively homogenous pool of applicants. To enlarge the applicant pool, consider posting ads in a variety of publications and on listservs, websites, or social media sites of relevant professional organizations, including those aimed specifically at underrepresented minorities and women. This should not only help enlarge the potential pool of applicants, but also help convey the department's commitment to diversity, equity, and inclusion.

UH faculty jobs are automatically posted on the following websites: UH website, Chronicle of Higher Education, INSIGHT Into Diversity, Texas Workforce Commission, Higher Education Recruitment Consortium (HERC), Indeed and Glassdoor.

## Dual-Career Program

Recognizing dual-career assistance is a crucial element in recruiting and retaining excellent faculty, the University of Houston has established a program that offers assistance to qualified couples. The UH Dual-Career Program is a partnership between the departments, deans, the Provost's Office and the broader community. The program is administered by the Office of Faculty Recruitment, Retention, Equity and Diversity.

Although there is no guarantee of job placement, we will help facilitate the job search process at UH and in the local community. Career searches are most successful when the spouse takes a great deal of initiative. Spouses are urged to conduct an active job search, using the Dual-Career Program.

The Dual-Career Program applies to the spouse of an individual who has either accepted a Tenure/Tenure-Track faculty position or who is selected to receive an offer for a Tenure/Tenure-Track faculty employment. Due to resource constraints, dual-career support can only be provided for spouses of individuals who are selected to receive an offer or who have accepted an offer, but not for individuals who are among multiple finalists.

UH commits to making every effort to assist with the employment search for spouses of recruited candidates.

- We encourage spouses to be open to a host of employment settings and locations across the Houston area to enhance the likelihood of a successful placement.
- The program does not create any entitlement or contractual rights to employment or to a particular type of position on campus or off campus.
- Career searches are most successful when the spouse takes an active role in the job search both with the assistance offered by UH and independently.

### Basic Principles:

- Must be an appropriate fit between spouse qualifications and position.
- Academic positions offers for spouses are only extended if strong support exists in target unit or department.
- In the case of internal hires, the spouse hire must comply with UH policies and receive all appropriate approvals.
- UH will provide search support, but is unable to guarantee placement.

### Process:

- Departments encourage candidates to disclose whether their spouse will be in need of dual career support. Without this disclosure the process cannot be activated.

**Spouse Seeking Faculty/Academic Positions:**

- Once a candidate is selected as the finalist for a position and extended an offer, the department chair is responsible for contacting the Office of Faculty Recruitment, Retention, Equity and Diversity with any questions and to initiate the search at 713-743-3213 or [fac-rred@uh.edu](mailto:fac-rred@uh.edu).
- The spouse will provide information regarding their academic background and job experience utilizing the online Dual Career Program Request form [https://uhacademicaffairs.co1.qualtrics.com/ife/form/SV\\_6YJbMSzT8nhQTnT](https://uhacademicaffairs.co1.qualtrics.com/ife/form/SV_6YJbMSzT8nhQTnT)
- The Office for Recruitment, Retention, Equity and Diversity reviews the completed form and contacts the spouse schedule a consultation session.
- Under circumstances defined by the Provost, the Provost will provide funding on a case by case basis for a spousal hire in a Tenure/Tenure-Track position, if the hire meets the receiving unit criteria, and if funds are available and the unit faculty are in agreement with the hire.
- 'Bridge' funding of a position for a preliminary period may be possible if relevant Deans provide necessary support.
- The Greater Houston area has 14 major institutions of higher learning. UH has partnerships with many of these institutions and will continue to expand on these partnerships. The Assistant Provost for Recruitment, Retention, Equity and Diversity will assist with disseminating the spouses credentials to partner institutions.
- This policy only applies during twelve-month period after a new faculty member is offered a position.

**Spouse Seeking Staff Positions On-Campus:**

- Spouses seeking a staff position on-campus are encouraged to explore and apply for on-campus staff positions that match their skill set utilizing [UH's job web portal](#).
- Once a candidate is selected as the finalist for a position and extended an offer, the department chair is responsible for contacting the Office of Faculty Recruitment, Retention, Equity and Diversity with any questions and to initiate the search at 713-743-3213 or [fac-rred@uh.edu](mailto:fac-rred@uh.edu).
- The spouse will provide information regarding their academic background and job experience utilizing the online Dual Career Program Request form [https://uhacademicaffairs.co1.qualtrics.com/ife/form/SV\\_6YJbMSzT8nhQTnT](https://uhacademicaffairs.co1.qualtrics.com/ife/form/SV_6YJbMSzT8nhQTnT)
- The Office for Faculty Recruitment, Retention, Equity and Diversity reviews the completed form and resume and contacts the spouse to schedule a consultation session.

**Spouse Seeking Positions Off-Campus:**

- Once a candidate is selected as the finalist for a position and extended an offer, the department chair is responsible for contacting the Office of Faculty Recruitment, Retention, Equity and Diversity with any questions and to initiate the search at 713-743-3213 or [fac-rred@uh.edu](mailto:fac-rred@uh.edu).

- The spouse will provide information regarding their academic background and job experience utilizing the online Dual Career Program Request form [https://uhacademicaffairs.co1.qualtrics.com/jfe/form/SV\\_6YJbMSzT8nhQTnT](https://uhacademicaffairs.co1.qualtrics.com/jfe/form/SV_6YJbMSzT8nhQTnT)
- The Office for Faculty Recruitment, Retention, Equity and Diversity reviews the completed form and resume and contacts the spouse to schedule a consultation session.

The University of Houston is a member of the [Greater Texas Higher Education Recruitment Consortium \(HERC\)](#), which is a non-profit consortium of colleges and universities. One of HERC's primary goals is to help the spouses of faculty and staff members to secure employment. They have a web-based search engine that is free and includes faculty and staff job listings at all 19 Greater Houston member institutions.

For additional information, please contact the Office of Faculty Recruitment, Retention, Equity, and Diversity at 713-743-3213 or [fac-rred@uh.edu](mailto:fac-rred@uh.edu).

## UH Points of Pride



Please let the prospective UH Powerhouse Faculty know that The University of Houston is more than a Carnegie-designated Tier One public research university; we are a community of groundbreakers and innovators. We are marketplace leaders. We are thought provokers. We are transforming education. This is Cougar nation.

- The University of Houston is ranked as the **second most ethnically diverse** major research universities in the United States (*U.S. News & World Report, 2018, 2019*).
- **1<sup>st</sup> in the Nation** Subsea Engineering Master's Program.
- Listed as one of the 2019 **Best Colleges in the U.S.** (Princeton Review's "Best Colleges" Book).
- Ranked among **Best colleges in the United States** (*U.S. News & World Report, 2017, 2018, 2019*).
- **#2 on Top 25 Best Undergraduate Programs for Entrepreneurship** (*The Princeton Review, 2019*).
- **One of "Best Engineering Schools"** (*U.S. News & World Report, 2017, 2018, 2019*).
- University of Houston is designated a **Hispanic Serving Institution**.
- University of Houston is designated an **Asian American and Native American Pacific Islander-Serving Institution**.
- University of Houston (Bauer) is ranked No. 85 (tie) in **Best Business Schools**. Schools are ranked according to their performance across a set of widely accepted indicators of excellence (*U.S. News & World Report, 2018, 2019*).

- **3 Law School Programs ranked in the Top 10** (*U.S. News & World Report, 2018, 2019*).
- Students come to UH from more than **137 nations** and from across the world.
- University of Houston is ranked **#5 in Best Online Graduate Education Programs**. Schools are ranked according to their performance across a set of widely accepted indicators of excellence (*U.S. News & World Report, 2018, 2019*).
- The University of Houston is located in **close proximity to the Texas Medical Center**, which is home to The MD Anderson Cancer Center, UT Medical School, Michael E. DeBakey Veteran's Administration Medical Center, and Baylor College of Medicine, among other institutions. This environment is rich in potential for numerous collaborative opportunities.
- University of Houston will launch a medical school in Fall of 2020. The **UH Medical School** will focus on training primary-care doctors, to practice in underserved areas. The College of Medicine has received a \$3 million gift to cover full tuition for the first class of 30 students.
- UH **College of Nursing** Received \$3.5M from Houston's Largest Health Care System, Health Care Association (HCA).
- **UH Physics Program** is recognized for Inclusion. The Department of Physics at UH is **one of only 21 universities awarding 30% or more of its Ph.D. degrees to women**.

## Houston Points of Pride



Please let the prospective UH Powerhouse Faculty know that Houston, the country's fourth largest city with 2.3 million residents, is a vibrant, international community committed to cultural and commercial progress, with an extraordinary mix of world-class arts, affordable housing, excellent school districts, booming business, diverse population and a time-honored spirit of enterprise.

- Houston offers a great quality of life that includes affordable housing options in excellent school districts, world-class arts, pro sports, award-winning cuisine and employment opportunities in numerous industries throughout the region.
- Houston has 5 cultural districts, 500 arts organizations and 12,000 visual and performing arts organizations, 90 of which are devoted to multicultural and minority arts and is one of five U.S. cities that offer year-round resident companies in all major performing arts.
- More than 145 languages are spoken throughout the Houston area.
- With more than 10,000 restaurants, representing over 70 countries and American regions, to choose from, Houston has you covered with a variation of eateries.
- 92 countries have consular offices in Houston, the third highest in the nation.
- Houston has professional teams representing football, baseball, men's basketball, and men and women's soccer.
- Third-largest Hispanic and third-largest Mexican population in the United States.
- Houston boasts more than 40 colleges, universities and institutions - offering higher education options to suit all interests.
- Houston is home to the Texas Medical Center, the largest medical center in the world, with a local economic impact of \$20 billion. More than 106,000 people work within its

facilities, which encompass 50 million square feet. Altogether 10 million patients visit them each year.

- When comparing Houston's economy to a national economy, only 21 countries excluding the United States have a gross domestic product exceeding Houston's regional gross area product.
- Houston ranks second in employment growth rate and fourth in nominal employment growth among the 10 most populous metro areas in the U.S.
- Home to over 5,000 energy related firms, Houston is considered by many as the energy capital of the world.
- Houston's economy has a broad industrial base in the energy, aeronautics, and technology industries: only New York City is home to more Fortune 500 headquarters.

## Assessment

There is more than one appropriate approach to assess applicants, and it may be useful for the search committee to conduct multiple levels of screening. Typically the initial screening will be for the minimal, objective qualifications that are gleaned from the application and the vita (e.g. highest degree).

Thereafter, screening interviews may be conducted (via Skype) to further assess candidates before determining which candidates will be invited for a campus interview. Whatever approach is adopted, the following guidelines should be adhered to:

- The evaluation of applicants should be objective and equitable, based solely on the qualifications that are noted in the position description.
- The utilization of an evaluation rubric to ensure that all candidates are subject to the selection criteria consistently. Listed below are evaluation rubric templates that the committee members can modify as necessary for their own use.
- All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question.
- Everyone participating in the interview process should be made aware of the interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.
- All interview methods should be consistent for each candidate that the committee screens. For example, if the first round of interviews are conducted via Skype, conduct all interviews via Skype regardless of the geography of any candidate.





## 1. Defining the Job: Identifying Skills Needed to Succeed

Conducting multiple levels of screening is common in the search committee process, but all procedures should share one goal: job performance. First, the search committee should define successful job performance according to their academic discipline by answering the following questions:

- What tasks and projects does a successful faculty member need to complete?
- What are the knowledge, skills, abilities, and orientations (KSAOs) faculty members need to possess to successfully complete the most important tasks and projects listed?

## 2. Comparing Applicants Using Rubric-Based Scoring

Once the committee has defined the critical KSAOs, a scoring sheet (evaluation rubric) should be derived to compare applicants on each of the KSAOs. Members of the search committee then score all or some of the applications using the KSAO criteria defined earlier in the process. We recommend that applicants who score high on the most pertinent KSAOs be invited for first stage (skype, conference, Google hangout, airport, or hotel) interviews.

## 3. Asking the Right Questions: Interviews

Interviews with no pre-defined questions do not treat each candidate equally, and can be biased towards women and minority group members.

Search committees should develop structured interviews with set questions aligning to the knowledge, skills, abilities and orientations developed from step 1. For instance, if your committee wants information about a candidates' statistics expertise, you may want to ask them to describe a complex methodological challenge they encountered in their research and the behavior they engaged in to address the challenge.

Note that questions that ask about specific past behaviors tend to be better predictors of job performance than generic questions or questions that ask what one "would do" in a hypothetical situation.

Ideal interviews should contain 5-10 questions that capture the KSAOs and map those skills onto important job performance components (research, teaching, service, ethical conduct, etc.).

Search committee members should score each applicant's answers individually and then create an aggregated, final score. This approach again limits bias against minorities and women applicants (who tend to be rated less favorably when overall judgments of interview performance are used in contrast to decomposed judgments).

## 4. Organizing Site Visits: Present a Positive Environment

Campus visits are a critical step in the evaluation and selection process for the hiring department and in the decision-making process for candidates. Therefore, it is important to make the interview experience as positive as possible.



In a competitive recruitment environment, it is important to consider the following aspects of the candidate's visit:

- Accommodations;
- Transportation;
- Free time to see the campus and community;
- A well-scheduled interview day;
- Well-attended seminar;
- Pleasant meals; and
- An opportunity for them to get questions answered about UH research and teaching programs, as well as the city of Houston.

With thoughtful planning, a campus visit can provide adequate opportunities to gather information about and provide information to the candidates.

Site visits serve as an opportunity for the candidate to evaluate UH just as much as the university evaluates them. Departments should utilize a combination of structured and unstructured interviews for the site visits. Again, scoring sheets and standardized interview questions should be used for the structured interviews, which serve a selection function. No structured questions and no scoring rubrics need to be used for the meetings (e.g. meals) that serve a recruitment function – the goal is to provide the candidate with relevant information, research discussions, and community resource information that will enable him/her to make an informed decision as to whether they would ultimately like to join UH.

Information gathered in structured interviews should be scored and scores should be aggregated across faculty members who interact with the candidates. We recommend faculty members complete scoring sheets for each interview, and scoring sheets for the candidate's research presentations.

### Key Takeaways:

- The evaluation of applicants should be objective and equitable, based solely on the qualifications that are noted in the position description and the job performance definition.

- The utilization of a KSAO rubric to ensure that all candidates are subject to the same evaluation criteria, and to ensure that members of search committees apply selection criteria consistently. *\*Listed below are rubric templates that the committee can modify as necessary for their own use.*
- All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question.
- Everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.
- All interview methods should be consistent for each candidate that the committee screens.
- Provide applicants with the opportunity to ask questions about the University of Houston, the department and Houston as a city and place to live. However, information gleaned from these questions should not be accounted for in scoring the applicant's interview performance.

During interviews or interactions with department chairs, applicants should have the opportunity to discuss issues that may prevent them from accepting a UH job offer (e.g. a spouse who may also be seeking a position, need for child care, need for specific community, religious, or medical services). A good way to inquire about these needs is for the chair to ask whether there is anything the department would need to know about the candidate's situation that could or would prevent him/her from accepting a job offer.

## Evaluation Rubric Templates

### Evaluation Rubric Template- Tenure/Tenure-Track Faculty Search

Candidate \_\_\_\_\_ Rate \_\_\_\_\_

| <i><b>Instructions:</b></i> The following statements describe behaviors in which job candidates engage or conclusions you are able to draw based on your experiences with the candidate. Please read the following items and indicate the level of your agreement with the statements. Leave items blank if you had insufficient opportunity or information to draw inferences in a given area. | Strongly Agree             |   |   |   |   |
|---|----------------------------|---|---|---|---|
|   | Agree                      |   |   |   |   |
|   | Neither Agree nor Disagree |   |   |   |   |
|   | Disagree                   |   |   |   |   |
| Strongly Disagree   |                            |   |   |   |   |
| <b>JOB-RELEVANT KNOWLEDGE &amp; RESEARCH CAPABILITIES:</b>  |                            |   |   |   |   |
| Demonstrates in-depth skill in specific knowledge area.....   | 1                          | 2 | 3 | 4 | 5 |
| Fully understands the position and institutional context for the position.....  | 1                          | 2 | 3 | 4 | 5 |
| Demonstrates knowledge in a wide variety of content areas in his/her field.....   | 1                          | 2 | 3 | 4 | 5 |
| Has made or has the potential to make a substantial impact on research in his or her field .....  | 1                          | 2 | 3 | 4 | 5 |
| Demonstrates that s/he has multiple projects in the pipeline .....  | 1                          | 2 | 3 | 4 | 5 |
| Has defined a programmatic line of research.....  | 1                          | 2 | 3 | 4 | 5 |
| Has published in peer-reviewed outlets (or as appropriate within the discipline).....   | 1                          | 2 | 3 | 4 | 5 |
| Has obtained practical experiences (e.g. through internships) that are an asset for a faculty member.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>INSTRUCTION:</b>   |                            |   |   |   |   |
| Demonstrates enthusiasm for instructional component of faculty job .....  | 1                          | 2 | 3 | 4 | 5 |
| Appears to be able to initiate and moderate in-class discussions.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to be an effective instructor in graduate classes .....  | 1                          | 2 | 3 | 4 | 5 |
| Effectively communicates complex research content to audiences .....  | 1                          | 2 | 3 | 4 | 5 |
| Has provided evidence of teaching effectiveness as appropriate for his/her level.....   | 1                          | 2 | 3 | 4 | 5 |
| His/her research talk was well organized.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>MENTORING AND COLLABORATION:</b>   |                            |   |   |   |   |
| Collaborates effectively with students and other faculty at his/her current institution and within his/her field.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to initiate opportunities to guide students in applying their knowledge beyond academic environments .....   | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to initiate opportunities to guide students in learning research skills .....  | 1                          | 2 | 3 | 4 | 5 |
| Is likely to develop graduate students to be independent researchers .....  | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to be an effective mentor .....  | 1                          | 2 | 3 | 4 | 5 |
| <b>ENTHUSIASM AND PERSISTENCE:</b>  |                            |   |   |   |   |
| Demonstrates enthusiasm and genuine interest in his/her work.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears open to explore new research ideas (e.g., as suggested by graduate students or faculty).....  | 1                          | 2 | 3 | 4 | 5 |
| Follows through on projects he/she has started .....  |                            |   |   |   |   |
| <b>INITIATIVE:</b>  |                            |   |   |   |   |
| Appears to be able to engage students in research activities.....   | 1                          | 2 | 3 | 4 | 5 |
| Engages in independent thinking and research.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>POISE/SELF-CONFIDENCE:</b>   |                            |   |   |   |   |
| Accepts feedback gracefully and diligently tries to overcome shortcomings.....  | 1                          | 2 | 3 | 4 | 5 |
| Effectively deals with critical questions/comments .....  | 1                          | 2 | 3 | 4 | 5 |
| Appears sure of self and abilities.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>COMMUNICATION:</b>   |                            |   |   |   |   |
| Oral expressions are clear and concise.....   | 1                          | 2 | 3 | 4 | 5 |
|   |                            |   |   |   |   |

**Competency Assessment Form - Tenure/Tenure-Track Faculty Search**

Candidate \_\_\_\_\_ Rater \_\_\_\_\_

|  |                                   |                          |                          |                          |                          |
|--|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Instructions:</b> The following statements describe behaviors in which job candidates engage. Please read the following items and indicate the level of your agreement with the statements. | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <b>Strongly Agree</b>             |                          |                          |                          |                          |
|  | <b>Agree</b>                      |                          |                          |                          |                          |
|  | <b>Neither Agree nor Disagree</b> |                          |                          |                          |                          |
|  | <b>Disagree</b>                   |                          |                          |                          |                          |
| <b>Strongly Disagree</b>   |                                   |                          |                          |                          |                          |
| <b>SERVICE TO FACULTY, PROFESSION &amp; INSTITUTION:</b>   |                                   |                          |                          |                          |                          |
| Has demonstrated a commitment to service through prior work .....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Has a record of community engagement in his/her professional community.....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| <b>EXTERNAL COLLABORATION:</b>   |                                   |                          |                          |                          |                          |
| Appears likely to secure grants and other sources of funding.....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Appears likely to foster relationships with external stakeholders to promote UH.....   | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Would be likely to effectively collaborate with faculty and students outside his/her immediate content area .....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| <b>INCLUSIVENESS AND ADAPTABILITY:</b>   |                                   |                          |                          |                          |                          |
| Has demonstrated resilience when encountering challenges/problems .....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Has demonstrated a commitment to adopting new technologies for teaching and research.....  | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Fosters respect for all individuals he/she interacts with irrespective of their background   | 1                                 | 2                        | 3                        | 4                        | 5                        |
| Has demonstrated commitment to diversity and inclusion oriented principles through specific prior actions  | 1                                 | 2                        | 3                        | 4                        | 5                        |

**SOVERALL ASSESSMENT** – An evaluation of the candidate’s overall performance and prediction of their future contribution as a faculty member at UH. Please indicate the extent to which you recommend hiring this candidate by circling the appropriate number.

|                     |          |          |          |          |                 |          |          |          |           |
|---------------------|----------|----------|----------|----------|-----------------|----------|----------|----------|-----------|
| <b>1</b>            | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b>        | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| Definitely Not Hire |          |          |          |          | Definitely Hire |          |          |          |           |

What factors, in addition to those above, support the hiring of this candidate?

\_\_\_\_\_

What factors, in addition to those above, do not support the hiring of this candidate?

\_\_\_\_\_

What type of contact did you have with the candidate? (Check all that apply):

- Transportation     
  Meal/Dining     
  Poster Session  
 Job Talk     
  Informal Conversation     
  Interview     
  Other

Evaluation Rubric Template - Instructional/Clinical Faculty Search

Candidate \_\_\_\_\_ Rater \_\_\_\_\_

| <p><b>Instructions:</b> The following statements describe behaviors in which job candidates engage or conclusions you are able to draw based on your experiences with the candidate. Please read the following items and indicate the level of your agreement with the statements. Leave items blank if you had insufficient opportunity or information to draw inferences in a given area.</p> | Strongly Agree             |   |   |   |   |   |
|---|----------------------------|---|---|---|---|---|
|   | Agree                      |   |   |   |   |   |
|   | Neither Agree nor Disagree |   |   |   |   |   |
|   | Disagree                   |   |   |   |   |   |
|   | Strongly Disagree          |   |   |   |   |   |
| No Means to Access  |                            |   |   |   |   |   |
| <b>JOB-RELEVANT KNOWLEDGE &amp; TEACHING CAPABILITIES:</b>  |                            |   |   |   |   |   |
| Demonstrates in-depth skill in specific knowledge area.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Fully understands the position and institutional context for the position.....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge in a wide variety of content areas in his/her field.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Has made or has the potential to make a positive impact on the teaching and student success mission of the university .....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Demonstrates that s/he knowledge of current teaching pedagogy and available instructional technologies.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Has obtained practical experiences teaching in the classroom or practicum situation.....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| <b>INSTRUCTION:</b>   |                            |   |   |   |   |   |
| Demonstrates enthusiasm for instructional component of faculty job .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears to be able to initiate and moderate in-class discussions.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears likely to be an effective instructor in undergraduate or graduate classes (as appropriate to the position) .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Effectively communicates complex concepts to audiences .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Has provided evidence of teaching effectiveness as appropriate for his/her level.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| His/her teaching demonstration was well organized.....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| <b>MENTORING AND COLLABORATION:</b>   |                            |   |   |   |   |   |
| Collaborates effectively with students and other faculty at his/her current institution and within his/her field.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears likely to initiate opportunities to guide students in applying their knowledge beyond academic environments .....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears likely to be an effective mentor .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| <b>ENTHUSIASM AND PERSISTENCE:</b>  |                            |   |   |   |   |   |
| Demonstrates enthusiasm and genuine interest in his/her work.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears open to explore new teaching methodologies.....   | 0                          | 1 | 2 | 3 | 4 | 5 |
| Follows through on projects he/she has started .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| <b>POISE/SELF-CONFIDENCE:</b>   |                            |   |   |   |   |   |
| Accepts feedback gracefully and diligently tries to overcome shortcomings.....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Effectively deals with critical questions/comments .....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| Appears sure of self and abilities. ....  | 0                          | 1 | 2 | 3 | 4 | 5 |
| <b>COMMUNICATION:</b>   |                            |   |   |   |   |   |
| Oral expressions are clear and concise.....   | 0                          | 1 | 2 | 3 | 4 | 5 |

**Competency Assessment Form - Instructional/Clinical Faculty Search**

Candidate \_\_\_\_\_ Rater \_\_\_\_\_

|   |  |                                   |   |   |   |   |   |
|---|--|-----------------------------------|---|---|---|---|---|
| <b><i>Instructions:</i></b> The following statements describe behaviors in which job candidates engage. Please read the following items and indicate the level of your agreement with the statements. |  | <b>Strongly Agree</b>             |   |   |   |   |   |
|   |  | <b>Agree</b>                      |   |   |   |   |   |
|   |  | <b>Neither Agree nor Disagree</b> |   |   |   |   |   |
|   |  | <b>Disagree</b>                   |   |   |   |   |   |
|   |  | <b>Strongly Disagree</b>          |   |   |   |   |   |
|   |  | <b>No means to access</b>         |   |   |   |   |   |
| <b>SERVICE TO FACULTY, PROFESSION &amp; INSTITUTION:</b>  |  |                                   |   |   |   |   |   |
| Has demonstrated a commitment to service through prior work .....   |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Has a record of community engagement in his/her professional community.....   |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| <b>EXTERNAL COLLABORATION:</b>  |  |                                   |   |   |   |   |   |
| Appears likely to secure grants and other sources of funding relevant to classroom instruction or student success.....  |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Appears likely to foster relationships with external stakeholders to promote UH.....  |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Would be likely to effectively collaborate with faculty and students outside his/her immediate content area.....  |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| <b>INCLUSIVENESS AND ADAPTABILITY:</b>  |  |                                   |   |   |   |   |   |
| Has demonstrated resilience when encountering challenges/problems .....   |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Has demonstrated a commitment to adopting new technologies for teaching   |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Fosters respect for all individuals he/she interacts with irrespective of their background  |  | 0                                 | 1 | 2 | 3 | 4 | 5 |
| Has demonstrated commitment to diversity and inclusion oriented principles through specific prior actions   |  | 0                                 | 1 | 2 | 3 | 4 | 5 |

**OVERALL ASSESSMENT** – An evaluation of the candidate’s overall performance and prediction of their future contribution as a faculty member at UH. Please indicate the extent to which you recommend hiring this candidate by circling the appropriate number.

- |            |          |          |          |          |          |          |          |            |           |
|------------|----------|----------|----------|----------|----------|----------|----------|------------|-----------|
| <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b>   | <b>10</b> |
| Definitely |          |          |          |          |          |          |          | Definitely |           |
| Not Hire   |          |          |          |          |          |          |          | Hire       |           |

What factors, in addition to those above, support the hiring of this candidate?

\_\_\_\_\_

What factors, in addition to those above, do not support the hiring of this candidate?

\_\_\_\_\_

What type of contact did you have with the candidate? (Check all that apply):

\_\_Transportation      \_\_Meal/Dining      \_\_Poster Session

Evaluation Rubric Template - Research Faculty Search

Candidate \_\_\_\_\_

Rater \_\_\_\_\_

| <p><b>Instructions:</b> The following statements describe behaviors in which job candidates engage or conclusions you are able to draw based on your experiences with the candidate. Please read the following items and indicate the level of your agreement with the statements. Leave items blank if you had insufficient opportunity or information to draw inferences in a given area.</p> | Strongly Agree             |   |   |   |   |
|---|----------------------------|---|---|---|---|
|   | Agree                      |   |   |   |   |
|   | Neither Agree nor Disagree |   |   |   |   |
|   | Disagree                   |   |   |   |   |
| Strongly Disagree   |                            |   |   |   |   |
| <b>JOB-RELEVANT KNOWLEDGE &amp; RESEARCH CAPABILITIES:</b>  |                            |   |   |   |   |
| Demonstrates in-depth skill in specific knowledge area.....   | 1                          | 2 | 3 | 4 | 5 |
| Fully understands the position and institutional context for the position.....  | 1                          | 2 | 3 | 4 | 5 |
| Demonstrates knowledge in a wide variety of content areas in his/her field.....   | 1                          | 2 | 3 | 4 | 5 |
| Has made or has the potential to make a substantial impact on research in his or her field.....   | 1                          | 2 | 3 | 4 | 5 |
| Demonstrates that s/he has multiple projects in the pipeline.....   | 1                          | 2 | 3 | 4 | 5 |
| Has defined a programmatic line of research.....  | 1                          | 2 | 3 | 4 | 5 |
| Has published in peer-reviewed outlets (or as appropriate within the discipline).....   | 1                          | 2 | 3 | 4 | 5 |
| Has obtained practical experiences (e.g. through internships) that are an asset for a faculty member.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>INSTRUCTION:</b>   |                            |   |   |   |   |
| Demonstrates enthusiasm for instructional component of faculty job.....   | 1                          | 2 | 3 | 4 | 5 |
| Effectively communicates complex research content to audiences.....   | 1                          | 2 | 3 | 4 | 5 |
| His/her research talk was well organized.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>MENTORING AND COLLABORATION:</b>   |                            |   |   |   |   |
| Collaborates effectively with students and other faculty at his/her current institution and within his/her field.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to initiate opportunities to guide students in applying their knowledge beyond academic environments.....  | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to initiate opportunities to guide students in learning research skills.....   | 1                          | 2 | 3 | 4 | 5 |
| Is likely to develop graduate students to be independent researchers.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears likely to be an effective mentor.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>ENTHUSIASM AND PERSISTENCE:</b>  |                            |   |   |   |   |
| Demonstrates enthusiasm and genuine interest in his/her work.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears open to explore new research ideas (e.g., as suggested by graduate students or faculty).....  | 1                          | 2 | 3 | 4 | 5 |
| Follows through on projects he/she has started.....   |                            |   |   |   |   |
| <b>INITIATIVE:</b>  |                            |   |   |   |   |
| Appears to be able to engage students in research activities.....   | 1                          | 2 | 3 | 4 | 5 |
| Engages in independent thinking and research.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>POISE/SELF-CONFIDENCE:</b>   |                            |   |   |   |   |
| Accepts feedback gracefully and diligently tries to overcome shortcomings.....  | 1                          | 2 | 3 | 4 | 5 |
| Effectively deals with critical questions/comments.....   | 1                          | 2 | 3 | 4 | 5 |
| Appears sure of self and abilities.....   | 1                          | 2 | 3 | 4 | 5 |
| <b>COMMUNICATION:</b>   |                            |   |   |   |   |
| Oral expressions are clear and concise.....   | 1                          | 2 | 3 | 4 | 5 |
|   |                            |   |   |   |   |
|   |                            |   |   |   |   |





## Campus Visit

Campus visits are a critical step in the evaluation and selection process for the hiring department and in the decision-making process for candidates. Therefore, it is important to make the interview experience as positive as possible. In a competitive recruitment environment, it is important to consider all aspects of the candidate’s visit: the accommodations; transportation; free time to see the campus and community; a well-scheduled interview day; well-attended seminar; pleasant meals; and an opportunity for them to get questions answered about UH research and teaching programs, as well as the city of Houston. With thoughtful planning, a campus visit can provide adequate opportunities to gather information about and provide information to the candidates.

## Appropriate and Inappropriate Interview Questions

### RULES TO REMEMBER

1. Ask only what you need to know, not what you would like to know.
  - Need to know: affects the day-to-day requirements of the job.
  - Like to know: does not pertain to the job, usually personal in nature.
2. If you have any questions about the appropriateness of the question, don’t ask it.
3. If you ask a question to one candidate, you must ask the question to ALL candidates.

Source: Fine, E., & Handelsman, J. (2012). Searching for excellence and diversity: A guide for search committees. WI: WISELI. (p. 98-99)

| Subject                       | Inappropriate  | Appropriate   |
|-------------------------------|--|---|
| AGE                           | Questions about age, dates of attending school, dates of military service, request for birth certificate.  | Questions about age are only permitted to ensure that a person is legally old enough to do the job. |
| ARREST RECORD AND CONVICTIONS | Questions about arrests, pending charges and convictions that do not relate substantially to the job.<br><br>Example: Have you ever been arrested? |   |

| Subject                  | Inappropriate   | Appropriate  |
|--------------------------|---|--|
| CITIZENSHIP              | <p>Any question about citizenship.</p> <p>Examples: Are you a U.S. Citizen? Where were you born? Are you an American? What kind of name is that?</p>  | <p>May ask about legal authorization to work in a specific position, if all applicants are asked.</p>  |
| DISABILITY               | <p>Questions about disability are not appropriate.</p> <p>Examples: Do you have a disability? What is the nature or severity of your disability? Do you have a health condition? Do you require accommodations?</p> | <p>Questions about ability are appropriate.</p> <p>Example: Are you able to perform the essential functions of this job with or without accommodations?</p>            |
| FAMILY OR MARITAL STATUS | <p>Any inquiry about marital status, pregnancy, children, or child care plans.</p>  | <p>Questions about whether an applicant can meet work schedules or job requirements if asked of all candidates, both men and women.</p>                                |
| HEALTH                   | <p>Any question about health.</p> <p>Examples: How is your health? How is your family's health?</p>   | <p>None.</p>   |
| NAME                     | <p>Questions about national origin, ancestry, or prior marital status.</p> <p>Examples, What kind of name is that? Is that your maiden name?</p>  | <p>May ask about current legal name.</p> <p>Example, Is additional information, such as a different name or a nickname necessary in order to check job references?</p> |
| NATIONAL ORIGIN          | <p>Any questions about national origin or citizenship.</p> <p>Examples: Are you legally eligible to work in the U.S.A.? Where were you or your parents born? What is your native language?</p>                      | <p>May ask if legally authorized to work in this specific position, if all applicants are asked this question.</p>   |

| Subject                     | Inappropriate  | Appropriate   |
|-----------------------------|--|---|
| ORGANIZATIONS               | Inquiries about membership in organizations that might indicate race, sex, religion, or national origin. | Inquiries about membership in professional organizations related to the position. |
| RACE, COLOR, HEIGHT, WEIGHT | Questions about complexion, color, height, or weight.  | None.   |
| SEXUAL ORIENTATION          | Any question about sexual orientation.<br><br>Examples: Are you gay? Why do you wear an earring?         | None.   |

Source: Fine, E., & Handelsman, J. (2012). Searching for excellence and diversity: A guide for search committees. WI: WISELI. (p. 98-99)

## Veteran’s Hiring Preference

In compliance with Texas State Senate Bill (S.B.) 805, the University of Houston is committed to providing a preference in employment to eligible veterans, disabled veteran, surviving spouse of veteran and orphan of veteran applicants who meet minimum qualifications and any special qualifications for the position to which they apply. The required preferences do not compel the University to appoint a veteran, disabled veteran, surviving spouse of a veteran or orphan of a veteran. However, they do require that those who meet the veteran preference eligibility be appointed when their application assessment, combined with the veteran's preference, is equal to, or higher than that of a non-veteran.

### WHO'S COVERED?

A person who served in the active military, naval, or air services (including Air National Guard and National Guard) and who was discharged or released under honorable conditions only or who later received an upgraded discharge under honorable conditions, notwithstanding any action by the United States Department of Veterans Affairs on individuals discharged or released with other than honorable discharges.

1. a veteran with a disability whose disability is service connected;
2. a veteran;

3. a veteran's surviving spouse who has not remarried; and
4. an orphan of a veteran if the veteran was killed while on active duty.

**Is there a special interview process for veterans who qualify for this preference?**

An individual who qualifies for a Veteran's Preference in employment is entitled to a preference in the interview process over other applicants for the same position who do not have a greater qualification. However, the Veteran's Preference statute does not guarantee the veteran (or those who qualify) a job. Positions at the University of Houston are filled with the best qualified candidate as determined by the hiring manager.

Also, please note that all offers of employment are tentative and based upon successful completion of a background check. As such, all individuals who qualify for a Veteran's Preference and are extended a job offer will be required to provide a copy of his or her DD214 (or equivalent certification from the Department of Veterans Affairs) as part of the background check.

For more details or questions regarding the Veteran's Preference in Employment, please contact our Veteran's Employment Liaison in Human Resources:

MJ Jackson

(713) 743-0339

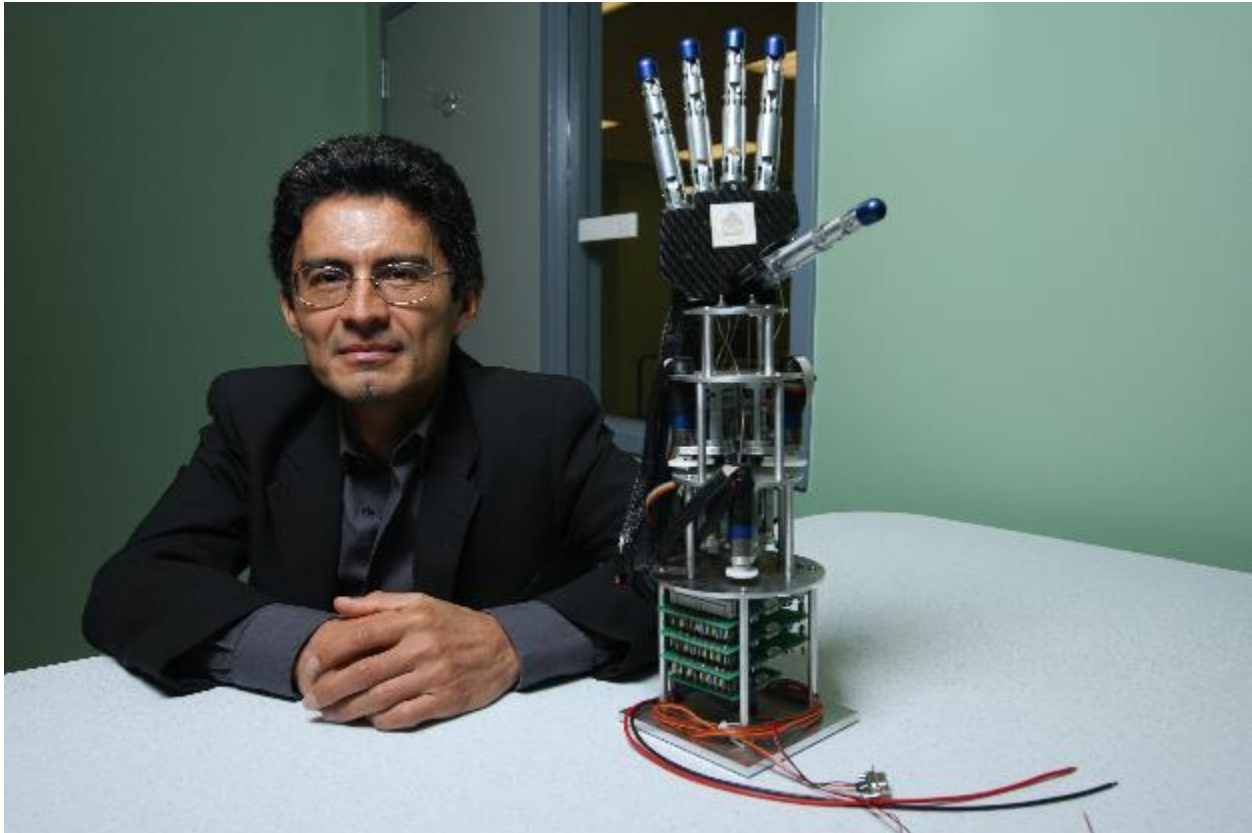
[majacks8@central.uh.edu](mailto:majacks8@central.uh.edu)

## CLOSING THE DEAL

The University of Houston's mission is to develop, motivate, and retain a diverse and engaged workforce committed to supporting and enhancing the mission of the University. We accomplish this through providing Tier One customer service and partnering with the UH community to maximize the potential of our greatest asset- Our Employees. In addition to competitive salaries, candidates will be impressed with the variety of [Resources and Benefits](#) that are available.

- Once a final candidate is determined, take all reasonable measures to speed up the offer process by effectively communicating with HR and managing all steps.
- If for any reason, the department cannot respond to the final candidate in a timely manner, maintaining communication with the candidate is critical.
- Continue communicating with the final candidate to show your interest in their candidacy as well as to avoid them taking another job offer.
- After the candidate is hired, members of the search committee should maintain contact making the new faculty member feel wanted and welcomed by introducing them to other colleagues.

## Benefits and Resources for UH Powerhouse Faculty



Here at the University of Houston (UH), we enjoy a number of both personal and professional benefits. As university employees, we are offered an excellent benefits package to include medical, dental, life, accident, short-term disability, long-term disability, and flexible spending accounts. Some of our integrated, and competitive benefits packages are intended to identify the various needs of you and your family. Medical coverage is provided through Employees Retirement System of Texas (ERS) at no cost to full-time benefits-eligible faculty and staff. Dependent medical coverage and other insurance coverage is available at affordable group rates. As of June 26, 2015, same-sex spouses and dependent children of those spouses became eligible for medical/dental and life insurance coverage.

You can also take advantage of professional resources and enjoy perks such as access to a world-class library, research facilities, technology and employee discounts with various external vendors.

### PROFESSIONAL DEVELOPMENT

[National Center for Faculty Development & Diversity](#) through the UH institutional membership, all faculty have access to free professional development, training, and mentoring. These services

are provided by highly trained and successful mentors that offer a confidential “safe space” for problem solving and can be accessed 24 hours a day, 7 days a week, 365 days a year. It’s all about learning the secrets to increasing your research productivity, getting control of your time, and living a full and healthy life.

**Office of Faculty Engagement and Development** provides resources to support growth in teaching proficiency and effectiveness, successful faculty career progress, research productivity, and service to the University. Professional development is supported at all stages of faculty careers and for all faculty groups, including actively promoting existing opportunities for professional development.

**Provost's Travel Fund** a source of support for Tenured/Tenure-Track faculty and librarian travel when presenting peer-reviewed work at important professional meetings. The fund was established by the Provost in the spring of 2008 to provide a vehicle to strengthen research and creative programs while enhancing the university's national and international presence in the scholarly community.

**Global Faculty Development Fund** established to further faculty involvement in the globalization process of the university. This Provost initiative will increase both the assortment and quality of UH’s global programs by helping faculty to defray the costs of engaging in innovative global activities.

**Provost Visiting Scholars Program** designed to support visits by faculty who are potential candidates for current or future faculty hires, and contributes to increasing Tier One excellence, student success, and equity and diversity at UH.

**Learning and Talent Development** the UH Department of Human Resources’ Learning and Talent Development unit offers staff and faculty classes and resources on leadership and management. Staff and faculty have the advantage to access Lynda, an online educational company offering video courses taught by industry experts in software and a variety of business skills.

## RESEARCH

**The Office of Research Development** advances research by identifying relevant funding opportunities for faculty; working with research teams to successfully apply for opportunities; providing workshops and resources on grantsmanship; and seeking collaborative opportunities across local, regional and national entities for faculty.



**Office of Contracts and Grants (OCG)** assists faculty in submitting proposals and managing their awards. As such, OCG plays a role in helping the University fulfill its research, instruction and public service missions.

**Office of Policies, Compliance and Committees (ORPCC)** works with faculty to ensure compliance with federal regulations in areas concerning human subjects, animal subjects, conflicts of interest, grant congruency, and responsible conduct of research. ORPCC conducts congruency reviews prior to award set up (verification of IRB, IACUC, COI, safety approvals).

**Office of Tech Transfer and Innovation** manages patents, copyrights and trademarks, and works with faculty and the Intellectual Property Committee to file patents for inventions. The principal goal is to foster research and scholarship through the effective transfer of University-wide technology to industry.

**Animal Care Operations (ACO)** provides professional veterinary and husbandry services to support animals used in biomedical and behavioral research, including the maintenance of standards for animals, facilities, equipment and procedures. ACO provides such services to faculty, such as animal procurement, training, veterinary consultation in research design, transportation of animals and veterinary care. ACO also provides professional veterinary medical, husbandry and proposal review services to support animals used in biomedical research.

**Strategic Research Communications** is responsible for raising the visibility of UH research and innovation programs nationally, among peer institutions and throughout Houston's regional industry. In addition, the team manages programs to engage UH researchers and inventors, and supports Division of Research business communications.

## TEACHING

**Teaching Innovation Program (TIP)** this program is an award opportunity for departments to develop and implement a plan for new and innovative approaches to teaching in the online and hybrid environments. The Provost and Office of Academic Affairs is committed to providing resources and support to departments and faculty who can present a collaborative and innovative plan for accomplishing the TIP program objectives.

**Learning Opportunities** the Faculty and Departmental Instructional Support office provides learning opportunities that include consultations, workshops, and knowledge base services to UH faculty or graduate teaching assistants.

**Writing Center** staff can assist in designing discipline-specific writing assignments that effectively communicate your expectations, developing rubrics that ensure workable feedback and reduce the grading workload, and training TAs on an individual and departmental basis.

**Libraries** UH Libraries offer services such as teaching support, course reserves, distant education support, off campus access, open educational resources and research services.

**Libraries' Technology Training Program** offers free technology courses to staff and faculty. Classes are held in the Learning Commons Training Lab of the MD Anderson Library. Some of the trainings offered include Excel, Photoshop, Adobe Creative Suite and Web design.

**UH Bookstore** offers Faculty Enlight which makes it easier for faculty to research, discuss, discover, and adopt learning materials.

**University Information Technology** offers classroom equipment, telephone service, video conferencing assistance, and computer labs.

**Dean of Students** is available to help faculty promote positive behavior in the classroom. The office aims to help students chart a path toward success, overcoming barriers as they arise and ensuring that the proper support services are being utilized as needed. The Office also provides Student Advocacy Services and is dedicated to helping students find answers and resolutions to any barriers to their success. Faculty and staff can refer students to the Dean of Students office or [advocacy@uh.edu](mailto:advocacy@uh.edu).

**Faculty Awards** the Office of the Senior Vice President for Academic Affairs is proud to sponsor a number of awards for faculty, with the vision of promoting and recognizing excellence at UH.

**Center for Students with DisABILITIES (CSD)** provides individual and departmental consultation and assistance to faculty and staff regarding student ADA accommodations and disability-related issues. CSD offers faculty and staff customized training on working with students who have disabilities. Some of our services and resources include a dedicated testing center, adaptive equipment, and computer labs.

**Veteran Services Office** is a hub for info and services that address the needs and concerns of our nation's Military, Veterans and their dependents who attend UH. Veteran Services can assist faculty when dealing with Veteran Issues in the classroom to ensure their success in the classroom. Veteran Services has a wealth of knowledge and resources all Veterans on Campus.

## FAMILY RELATED RESOURCES

**Dual Career Program** the UH Dual Career program provides assistance with career searches for qualified Dual Career couples. Although there is no guarantee of job placement, the Office of Faculty Recruitment, Retention, Equity and Diversity will help facilitate the job search process at UH and in the local community. The UH Dual Career Program is a partnership between the departments, deans, the Provost's Office and broader community. For a successful career search, the spouse must take a great deal of initiative. Spouses are urged to conduct an active job search, using the Dual-Career Program.

**Family and Medical Leave** provides faculty and other employees with up to twelve (12) weeks of job protection for covered family and medical situations. Covered leave is unpaid, but can run concurrently with an employee's worker's compensation, as well as paid leave, when available and appropriate.

**Flexible Spending Plans** available to employees to take advantage of flexible spending accounts that can be used for Health Care, Dependent Care, or Consumer Spending for specific expenses.

**Commuter Spending Accounts (CSAs)** are similar to flexible spending accounts in that they deduct money from the employee's paycheck before it is taxed and put in an account to use for a specific type of expense. In this case parking or mass transit for work commutes. You can either utilize the CSA to pay for eligible parking expenses near your workplace or to pay for public transit or vanpool expenses to get to and from work.

**Non-Resident Tuition Employment Waivers** a teacher or professor at UH or another Texas institution of higher education, and their spouse and children are entitled to the tuition and fees set for Texas residents without regard to the length of time the teacher or professor has resided in Texas. The teacher or professor must be employed at least .50 FTE on a regular monthly salaried basis. The teacher or professor must be employed on or before the official census date of the respective fall, spring, or summer term. For more information please refer to the MAPP for Non-Resident Tuition Employment Waivers in UH Policies and Procedures.

**Parental Leave** individuals who do not qualify for Family and Medical Leave because they are new to UH or work a part-time schedule that does not meet the FMLA minimum, may qualify instead for Parental Leave, which provides up to twelve (12) weeks of job protection for the birth of a child or the adoption or foster placement of a child under 3.

**Employee Assistance Program (EAP)** the UH EAP is a service designed to help employees find balance between their personal and professional life. The EAP is available to all faculty and staff

and provides free and confidential access to: licensed counselors, financial advisors, legal services and more.

**Lactation Rooms** UH recognizes the importance and benefits of breastfeeding for working mothers and their infants and in promoting a family-friendly work environment, UH has accessible lactation rooms across campus.

**Extension of Probationary Period for Childbirth or Adoption** an Untenured/Tenure-Track faculty member who becomes a parent due to the birth or adoption of a child and who is responsible for the primary care of that child will be given upon request a one-year extension of the probationary period. The policy details are listed on page 9 of the UH Faculty Handbook.

**Teaching Relief** full-time Tenured/Tenure-Track faculty who are primary caregivers of an infant or newly adopted child may apply for one semester of teaching relief, during which time other duties will be assigned in lieu of teaching. The policy details are listed in the [UH Faculty Handbook](#).

**Back-Up Care** provides temporary care when regular child or adult/elder care arrangements are not available. Care reservations are required and requests can be made one month in advance or up to the day the care is needed in your safety net, subsidized by your employer, for when disruptions to your regular dependent care arrangements (for children or adult/elders) happen and you need to get to work. Through this arranged temporary care for you, quickly and conveniently, at one of our high-quality child care centers or find a fully screened and credentialed caregiver to come to you, where and when you need one.

**Childbirth and Adoption Workload Redistribution Program** this program is designed to provide flexibility in the teaching obligations of Tenured/Tenure -Track faculty members at UH who are the primary or co-equal caregiver to a newborn infant, or to a newly adopted infant or child.

**Sick Leave** full-time faculty earn sick leave hours at the rate of eight hours per month. Part-time faculty earn sick leave hours at a rate proportionate to the scheduled work hours for their position.

**Sick Leave Pool** the sick leave pool provides a source of additional paid sick leave for employees who have suffered a catastrophic illness or injury and have exhausted all accrued leave. If sick leave pool hours are needed the employee or their designee must submit an application to Human Resources.

**UH Children's Learning Centers** conveniently located on campus, the UH Children's Learning Centers is dedicated to ensuring that every child's needs are met in a stimulating and developmentally appropriate environment that is joyful, safe, warm and secure. To assist in the recruitment of Tenured/Tenure-Track faculty and as a hiring incentive, the Provost has reserved 10 infant slots prior to the start of each fall semester.

**Guaranteed Childcare Spot at UH Children's Learning Centers (CLC)** to support the recruitment of Tenured/Tenure-Track faculty members, the Provost is able to include in new faculty offer packages access to 15 total guaranteed childcare spots (5 infant, 5 toddler, 5 pre-school) for an August 1<sup>st</sup>, start date during each academic year. The spots have to be claimed by May 31<sup>st</sup>. To support the retention of faculty members, the CLC will give high priority to Tenured/Tenure-Track faculty member's children and will be able to match faculty members' children with spots if they apply at least six months in advance. Families will further, in order to receive high priority placement, have to agree to accept a spot at the beginning of an academic semester rather than mid-semester. For additional information, please contact the Office Faculty Recruitment, Retention, Equity and Diversity at (713) 743-3213 or [fac-redd@uh.edu](mailto:fac-redd@uh.edu)

**UH Charter School** UHCS is a Texas Education Agency Recognized Public school serving kindergarten through fifth grade students in a model constructivist program. They provide a student-centered curriculum that enhances the intellectual development, technological fluency and leadership ability of students.

**Collaborative for Children** finding quality child care is important and Collaborative for Children is a rich resource for finding the right provider. Collaborative for Children is a nonprofit that strengthens early education throughout Greater Houston.

**UH Summer Camps** UH offers summer camps for all ages, in a wide range of interests and specialties including sports, music, STEM, pharmacy, art, business and recreation. Many UH summer camps offer discounts for the children of faculty members.

**Houston Area Summer Camps** this searchable resource is a rich resource for camps of all types throughout the Houston area.

## MEDICAL & LIFE BENEFITS

**Insurance** UH faculty and staff enjoy a comprehensive choice of insurance plans including medical, dental, vision care, life, accident, short-term disability, long-term disability, long-term care insurance and flexible spending accounts. Optional benefits include accident, cancer, critical illness and hospital protection plans as well as universal life with long-term care. Medical coverage is provided through Employees Retirement System of Texas (ERS) at no cost to full-

time benefits eligible faculty and staff. Dependent medical coverage and other insurance coverage are available at group rates.

## UH RETIREMENT TRS & ORP SUPPLEMENTAL

**Teacher Retirement System (TRS)** all TRS-eligible employees at Texas public institutions of higher education and Texas public educational institutions (e.g., K-12 ISDs) are automatically enrolled in the Teacher Retirement System (TRS) on their first day of employment. TRS is a traditional defined benefit pension plan that provides formula-based retirement annuities. Vesting occurs after 5 years of participation.

**Optional Retirement Program (ORP)** eligible employees at Texas public institutions of higher education may elect to participate in the Optional Retirement Program (ORP) as an alternative to TRS. ORP is a defined contribution plan that is similar to a 401(k) plan with employer “matching” contributions. The vesting period is after a year and a day of participation.

**403(b) Plan** the tax deferred annuity program or supplemental retirement annuity is offered to all employees, upon date of hire or anytime thereafter. Investments are through life insurance companies and mutual fund companies licensed to do business in the State of Texas. You may defer monies into the plan as either before-tax or Roth contributions or both.

**457 Plan** TexaSaver is a voluntary retirement savings program offered through ERS to all employees, upon date of hire or anytime thereafter. You may defer monies into the plan as either before-tax or Roth contributions or both.

## HEALTH AND WELLNESS RESOURCES

**A.D. Bruce Religion Center** a non-denominational facility offering programs and activities in many different spiritual traditions with an emphasis on Interfaith Dialogue. No religious affiliation is required to host or attend an event at the A.D. Bruce Religion Center.

**Campus Recreation & Wellness Center** a vibrant facility with indoor and outdoor pools, spas, and a sauna; a fitness zone comprised of weight, cardio, and functional training spaces; an indoor track, climbing wall, multi-purpose rooms for group fitness, and courts for volleyball, soccer, basketball, racquetball, and squash. Faculty membership rates are available.

**Counseling and Psychological Services (CAPS)** the CAPS staff consist of licensed psychologists, doctoral and master’s level mental health professionals, and advanced graduate trainees in counseling and clinical psychology. CAPS recognizes the critical roles of faculty and staff at the university, as you are often the frontline contact with students. We offer crisis triage and

consultative support to UH faculty and staff. For more details, including self-help resources, please visit the faculty and staff page of our website.

**Dining Services Nutrition Information** the UH Dining Services offer free nutritional news and tips on a variety of topics such as vegetarian menu options, understanding food allergies, dietary sodium and the importance of hydration. Staff and Faculty also have the option of purchasing a meal plan that is payroll deductible.

**Dental Services** Our dentist and staff make up an experienced team of licensed professionals who aim to provide UH students, faculty, and staff with the most affordable, high-quality, and convenient dental care available. UH PPO Dental Insurance is accepted.

**Health Center** the UH Health Center has been accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) since 2012 and offers general medical, immunization and pharmacy services to faculty and staff.

**Health Center Pharmacy** the UH Student Health Center Pharmacy is committed to excellence inpatient care. Our pharmacists serve as an integral part of the health care team to help provide optimum outcomes and medication management. Health Center Pharmacy's limited formulary carries a variety of both prescription and OTC medication at competitive prices. Pharmacy services are available to all currently enrolled students, faculty and staff.

**Human Resources** the UH Human Resource's Wellness website offers monthly wellness tips on such topics as eye health, nutrition, and cholesterol and stress reduction. Power Up is a wellness initiative that offers weight management programs such as Naturally Slim and Real Appeal, online weight loss programs available to HealthSelect (Blue Cross Blue Shield of Texas) plan members.

**University Eye Institute** the UH Eye Institute has been serving the vision needs of the city of Houston since 1952. Faculty who are insured with HealthSelect (Blue Cross Blue Shield of Texas) are eligible for one free eye exam per year. The clinic also offers competitive pricing for glasses and contact lenses.

**UH Wellness** UH Wellness seeks to empower the campus community to make healthy choices across all dimensions of wellness through evidence-based programs and services that contribute to student success. The office offers educational programs on-request to classrooms, student organizations, and other campus events. UH community members can also take advantage of free educational materials and brief wellness consultations with staff.

## HOUSING

[Faculty-in-Residence Program](#) faculty members from an array of disciplines live on campus and work closely with Student Housing & Residential Life staff members to provide opportunities where residents can interact with professors outside the classroom environment.

[Houston Association of Realtors](#) the most frequently visited website for Houston Real Estate. This website recently expanded to cover the entire state of Texas.

## DIVERSITY RESOURCES

[Center for Advancing UH Faculty Success](#) UH is the recipient of a National Science Foundation Institutional Transformation (IT) ADVANCE grant to create a Center for ADVANCING UH Faculty Success. The goal of the NSF ADVANCE program is to increase the number and success of women faculty in the science, technology, engineering, and mathematics (STEM) fields. The five-year ADVANCE grant supports sustainable activities and programs that are part of a systemic effort that will transform the institution.

[Center for Diversity and Inclusion](#) fosters an inclusive university community by providing services, programs, and support that engages, empowers, and educates our highly diverse student population and campus partners.

[LGBTQ Resource Center](#) is committed to cultivating safe spaces on campus and providing LGBTQ friendly policies. The center also offers monthly Cougar Ally workshops to assist faculty, staff and students in increasing their awareness of issues that Lesbian, Gay, Bisexual, Transgender and Queer people face.

[Women and Gender Resource Center \(WGRC\)](#) promotes gender equity, and justice through advocacy, education, and support services. The WGRC serves students, faculty, and staff of all gender identities and expressions.

## EMPLOYEE PERKS

[Cougar Gear](#) if you're a diehard UH Cougar fan, shop the Official Houston Athletics Shop for the best Houston Apparel and Gear available. Show your school spirit and represent any time in Houston Cougars Gear from Nike and all of the hottest brands out there.

[Employee Discounts](#) as an employee of UH and the state of Texas, faculty have access to discounts with various external vendors.



**Relocation Expenses and Reimbursement:** if UH is providing a relocation allowance, this information will be useful in processing a relocation reimbursement.

## EVENTS AND ENTERTAINMENT

**Things to do in Houston** UH offers links to a variety of information about Houston shopping, museums, sports venues and parks. A searchable local event guide is also linked.

**UH Calendars and Events** the UH Arts and Athletics calendars are available in one place so faculty can plan for upcoming campus events such as football games, theatre performances and concerts. Many campus events are free or offer faculty discounts.

**UH Athletics** UH Athletics is the home of a wide variety of team sports played on campus, including football, men/women's basketball, baseball, track and field, volleyball, soccer and softball. Priced affordably.

**Blaffer Art Museum** the UH Blaffer Art Museum furthers the understanding of contemporary art through exhibitions, publications, and public programs of merit and distinction. Its exhibitions and programs are free and open to the public.

**Cynthia Woods Mitchell Center for the Arts** the UH Cynthia Woods Mitchell Center for the Arts is an interdisciplinary collaboration in the performing, visual and literary arts. Many events are free.

**Moore School of Music** the UH Moore School's primary purpose is to educate and train professional performers and teachers, but it also serves the community at large with public concerts and class offerings. Priced affordably.

**School of Theatre and Dance** the UH School of Theatre and Dance offers a full schedule of performances each year. With Tony award nominated faculty, and nationally renowned dance faculty, the program provides an opportunity to see wonderful works on stage. Priced affordably.

## Contact Information

### Office of the Provost

Erika J. Henderson, Ed.D.

Assistant Provost for Faculty Recruitment, Retention, Equity and Diversity

[ejhenderson@uh.edu](mailto:ejhenderson@uh.edu)

Sarah Castillo

Senior Faculty Affairs and Assessment Analyst

[slopez4@uh.edu](mailto:slopez4@uh.edu)

### Office of Equal Opportunity Services

Toni Sanchez Benoit, J.D.

Interim Assistant Vice President, Equal Opportunity Services

[tisanche@uh.edu](mailto:tisanche@uh.edu)