



# BEST HIRING PRACTICES

NCAA  
NACWAA  
BCA

Partnering For A Better Tomorrow



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## Four factors that must be addressed before progress can be made with diversity of administrative and coaching staffs in Division II:

Floyd Keith, executive director  
of the Black Coaches Association

### Knowledge and awareness

The hiring process must be a proactive exercise. All parties involved in the process must know what resources to use to find viable candidates who can diversify the candidate pool.

### Accountability

Title IX would not have been a positive influence to enhance women’s athletics without the force of federal law. An individual on campus must be responsible for making certain that searches are fair and that efforts are made to diversify the candidate pool.

### Political and financial influences

Division II shouldn’t be misled because less money is available than at the Division I level. In fact, the financial pressures are relative. National and local resources can help ensure diversity in every search.

### Development

Organizations that are in a position to make a difference take the time to develop and maintain candidate lists for future vacancies. This preparation pays dividends in the future.

# Foreword

## Jennifer Alley NACWAA Executive Director

The National Association of Collegiate Women Athletics Administrators (NACWAA) has as one of its major focuses the development of a document to assist schools in monitoring their hiring practices.

It has become apparent that although the NCAA has funded many programs to train women and people of color for coaching and administrative positions, hiring practices are not resulting in increases in those individuals being hired. When asked, "How can this be?" NCAA President Myles Brand answered, "It is in the hiring process."

Universities have addressed the issue of diversity and hiring and are showing improved results. Athletics, within the structure of the university, could learn from those policies that institutions are using for hiring and, hopefully, improve the results with more diversity in their coaching and administrative positions. Athletics can use the tools that their universities have established in hiring and adjust them to fit the unique needs of their athletics program.

Based on Dr. Brand's assessment and encouragement from NACWAA members, this manual has been developed to assist collegiate athletics programs in changing the status quo and providing more opportunities for women and people of color in a fair and open hiring process.

Jennifer Alley  
Executive Director  
National Association of Collegiate Women Athletics Administrators

## Floyd Keith BCA Executive Director

The Black Coaches Association supports the efforts of NACWAA and the Division II Presidents Council in the development of this Best Hiring Practices document for colleges and universities. As an association, we believe that for positive changes to occur in the equitable hiring of ethnic minorities and women for collegiate coaching and administrative positions, a plan of accountability and inclusion should be at the forefront. A focus on communication, inclusion, a reasonable time frame and adherence to institutional affirmative action policies should be the priorities.

During the past two years, we have worked closely with NCAA President Myles Brand and the NCAA's Minority Opportunities and Interests Committee in exploring ways to address this issue. We also have participated in specific workshops and panels at the Division II level.

We stand ready and willing to assist in any manner to enhance opportunities for ethnic minority and female candidates in their pursuit of realizing the dream of sports professional advancement.

Floyd Keith  
Executive Director  
Black Coaches Association



# Step 1: Search Committee Selection

## Questions CEOs should consider

To attain the most qualified and diversified staff, chief executive officers should evaluate their institutions' hiring practices through the following questions:

- How often is the CEO involved in the hiring process?
- Is the search committee itself reviewed and approved by a higher administrative level before it is authorized to do business?
- Is the search committee required to be diverse in ethnicity, gender, age and rank?

## Search committee make-up

The search committee make-up should reflect the institution's goals for diversity. Women and minorities must be represented on the committee. A diverse search committee will assist in contacting and evaluating candidates of different backgrounds.

Floyd Keith, executive director of the Black Coaches Association, identified the following questions that should be considered when developing a search committee:

- Who is involved with the search team?
- What is the gender and ethnic diversity of the search team?
- Does the search have a realistic time frame?
- Is the search consistent with the institution's affirmative action principles?

The institution may want to have a standard format for search-committee membership (that is, the number of faculty members, coaches, staff, students, student-athletes, athletics administrators, campus administrators, boosters and alumni). The diversity of gender and ethnicity on the search committee is essential to a successful search. It is important to ensure membership includes at least one senior member of the faculty. Senior members are able to communicate campus history and philosophy and the importance of athletics to the university.

## Search committee policies and guidelines

If the institution has any campus-wide personnel policies that include search committee conduct, those should be provided to each committee member. The department also may want to develop its own policies to complement the campus policies. Those policies may include:

- Confidentiality of the search (including identity of candidates, resumes and schedules)
- Ensuring the legality of questions for interviewees
- Identity of the search spokesperson
- Charge to the committee (for example, forward three names unranked with comments from the group)

To objectively review each candidate, the department should provide the search committee with guidelines for evaluation of the candidates based on the advertised skills and abilities.

## Search committee training session

A training session for the search committee, provided by the campus human resources department or office of affirmative action, should occur as the committee's first meeting. The search committee should be informed and provided copies of any campus, state or federal affirmative action or equal opportunity policies at this meeting. An explanation and discussion of subtle and covert forms of discrimination should occur to ensure that all committee members are educated in this area.

## Checklist and timeline

In the instructions to the search committee, the leadership should provide a checklist of tasks to be done and a timeline to be followed. The checklist minimally should include the following items:

- Search committee training session
- Job description review and update
- Advertisement in appropriate venues
- Deadlines (or will the process remain open until the position is filled?)
- Review of the diversity of the candidate pool by an appropriate university or college official. If diversity is not met, the search remains open and effort is made to diversify
- Review of applications using guidelines adopted by the search committee
- Discussion of candidate's evaluations
- If a female or minority is dropped from the pool, document the reason
- Selection of top ten candidates
- Selection of top five candidates

- Background checks
- Invitations for interviews
- Arrangements for interviews
- Interviews
- Search committee review of interviews
- Written evaluations to the hiring official
- Notification of selection
- Notification to other candidates not hired
- Thank you to committee and others involved

A timeline that helps the institution obtain the desired candidate pool should be attached to the checklist. Each item should also have an assigned committee member.

The timeline can be adjusted as needed, but the checklist itself should not change from search to search.

The checklist and timeline are valuable tools in documenting and recording due process in the search and ensuring that a thorough, equitable and legal search occurs.

Institutions should have systematic reviews of hiring practices with meaningful consequences for decision makers to maintain accountability. All departments should be required to document the ethnicity and gender of all staff members, along with the dates hired.



## Step 2: The Job Description

### Job description characteristics

The job description is the first step in the search process. A good job description should include the following:

- Skills
- Abilities
- Education
- Experience
- Reporting relationship
- Program priorities

An accurate, detailed job description leads to a full understanding of job requirements, qualifications and expectations. The stated qualifications must provide the basis for the selection criteria used in the final decision. Qualifications must not unnecessarily prevent or lessen employment opportunities for any class of applicants or potential applicants.

### Compliance statement

A compliance statement on the campus-wide policy of nondiscrimination should be included at the end of the job description. Written statements that encourage diversity, developed either by the campus or the department, should be included. For example, "...is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff."

### Sample job description

*Institution X, a Division II member of the Sports Conference that sponsors 16 sports, seeks applicants for an Assistant Director of Athletics who also will serve as the Senior Woman Administrator. Institution X is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. The successful candidate for this position will be an integral member of the senior management team, providing leadership and support in the areas of student services and compliance. Responsibilities could include serving as a sports liaison, attending to institutional policies and student-athlete issues, serving on various committees, representing the institution at conference meetings, maintaining squad lists, dealing with recruiting issues and handling other duties as assigned. This individual will work closely with the Associate Director of Athletics for Academic Integrity and Governance to cover all aspects of student-athlete academic and welfare issues, as well as to provide support for rules compliance in addition to being the Senior Woman Administrator. Candidates must have a bachelor's degree and knowledge of NCAA rules. An advanced degree and*

*experience in intercollegiate athletics as a student-athlete, coach or administrator at the Division II level is preferred. Candidates must visit the XYZ Web site to complete an XYZ application. Please attach a resume and list of references to the online application. Review of candidates will begin immediately and continue until the position is filled.*



## Step 3: The Job Posting

### Diversifying the candidate pool

To bring together a truly diverse candidate pool, institutions must be committed to creatively targeting as many diverse labor sources as possible. Advertising is a crucial step in the search for qualified and diverse candidates, but it should not be the only method used. Besides printed advertisements in a variety of publications that encourage diversity, institutions should strive to constantly expand their contacts by networking with female and minority coaches, professional organizations and students in graduate programs of related fields. This means that institutions need to be very open when they have a vacancy for the word to spread further. One method of direct involvement is to send athletics directors a position announcement with a cover letter either in hard copy or via e-mail to encourage nominations.

### Job posting possibilities

Below is a list of organizations and Web sites that should be taken into consideration when posting a new coaching or administrative position at your institution.

National Collegiate Athletic Association  
[www.ncaa.org](http://www.ncaa.org)

National Association of Collegiate Women Athletics Administrators  
[www.nacwaa.org](http://www.nacwaa.org)

National Fastpitch Coaches Association (NFCA)  
[www.nfca.org](http://www.nfca.org)

Women's Basketball Coaches Association (WBCA)  
[www.wbca.org](http://www.wbca.org)

U.S. Tennis Association (USTA)  
[www.usta.com](http://www.usta.com)

American Volleyball Coaches Association (AVCA)  
[www.avca.org](http://www.avca.org)

Black Coaches Association (BCA)  
[www.bcasports.com](http://www.bcasports.com)

National Association for Girls and Women in Sport (NAGWS)  
[www.nagws.org](http://www.nagws.org)

Onnidan (Historically Black Colleges and Universities)  
[www.onnidan.com](http://www.onnidan.com)

Black Issues in Higher Education  
Journal

Black Women in Sport Foundation (BWIS)  
[www.blackwomeninsport.org](http://www.blackwomeninsport.org)

Women's Sports Foundation  
[www.womenssportsfoundation.org](http://www.womenssportsfoundation.org)

Women in Higher Education  
[www.wihe.com](http://www.wihe.com)

Chronicle of Higher Education  
[www.chronicle.com](http://www.chronicle.com)

Athletic Administration  
Official publication of NACDA

### Recruiting candidates beyond paper

Another way to increase the diversity of the candidate pool is to recruit beyond paper. Through consistent networking, an institution can begin to develop and maintain candidate lists to aid its present and future searches. Responding to the need for diversity in the world of athletics, many programs have been established to aid in the development of more ethnic minority and women candidates to fill the positions.

#### **NCAA**

The NCAA is a voluntary association of about 1,200 colleges and universities, athletics conferences, and sports organizations devoted to the sound administration of intercollegiate athletics.

#### **National Association of Collegiate Women Athletics Administrators**

The National Association of Collegiate Women Athletics Administrators (NACWAA) is a membership organization dedicated to providing educational programs, professional and personal development opportunities, information exchange, and support services to enhance college athletics and to promote the growth, leadership and success of women athletics administrators, professional staff, coaches and student-athletes.

#### **Black Coaches Association**

The Black Coaches Association (BCA) is a nonprofit organization whose primary purpose is to foster the growth and development of minorities at all levels of sports, both nationally and internationally. The BCA is committed to providing a positive and enlightening environment and common ground where issues can be examined closely, debated sincerely and resolved honestly. The BCA's focus envelopes the concerns of its colleagues at the professional, NCAA (Divisions I, II and III), junior college and high-school levels.

The NCAA, NACWAA and BCA are excellent resources for potential candidates. Below is a list of professional opportunities for further enhancement of women and ethnic minorities in athletics.

### **NACWAA/HERS**

Contact: 910/793-8244

NACWAA and HERS-Mid America founded the NACWAA/HERS Institute for Administrative Advancement to conduct an annual week-long residential program designed to offer women coaches and administrators intensive training in athletics administration.

### **NACWAA Executive Institute**

Contact: 910/793-8244

The NCAA Committee on Women's Athletics and NACWAA partnered to develop and establish funding for an institute to enhance opportunities for women to move into positions as athletics directors or conference commissioners in Division I. ([http://www.nacwaa.org/pe/pe\\_IAE\\_main.php](http://www.nacwaa.org/pe/pe_IAE_main.php))

### **NCAA Internship Program**

Contact: Kim Ford 317/917-6360

The NCAA offers one-year internships at its national office in Indianapolis, providing on-the-job learning experiences for college graduates who express an interest in pursuing a career in intercollegiate athletics administration.

### **NCAA Fellows Leadership Development Program**

Contact: Kim Ford 317/917-6360

The NCAA Fellows Program was developed to enhance employment and leadership opportunities for women and minorities at the senior management level of intercollegiate athletics administration.

### **NCAA Leadership Institute for Ethnic Minority Males and Females**

Contact: Kim Ford 317/917-6360

The Leadership Institute for Ethnic Minority Males and Females is designed for athletics administrative staff at NCAA member institutions and conferences. The Institute prepares diverse leaders through a 12-month leadership training and skills development experience. Developed by the Minority Opportunities and Interests Committee, the Leadership Institute for Ethnic Minority Males and Females represents a commitment to address the critical shortage of senior-level ethnic minorities involved with athletics programs at member institutions and conference offices. The Institute will enhance job-related competencies in selected areas through the completion of four professional-development sessions, practical work experiences and a week-long intensive workshop.

### **NCAA Men's Coaches Academy**

Contact: Kim Ford 317/917-6360

The NCAA Coaches Academy is administered by the NCAA with support from the American Football Coaches Association, the

Black Coaches Association and the National Football League. The Academy is designed to address the lack of ethnic minorities in the football coaching ranks.

### **NCAA Women's Coaches Academy**

Contact: Rosie Stallman 317/917-6321

The NCAA Women's Coaches Academy (WCA) provides skills training for coaches at all levels to assist them in being more efficient, productive, resourceful and successful. The Academy is designed for female coaches who are ready to increase their individual effectiveness by learning advanced skills and strategies that directly affect their personal and team success. Participants learn skills that are not sport specific, but ones that are at the heart of coaching, beyond the X's and the O's. The WCA provides relevant, usable skills and perspectives, and aids in career retention.

### **NACDA Internship Program**

Contact: 440/892-4000

The National Association of Collegiate Directors of Athletics (NACDA) Foundation supports the NACDA Internship Program, which provides opportunities for students who are aspiring collegiate athletics administrators. The purpose of the program is to increase a student's knowledge of the administrative duties within college athletics by providing practical experience.

## **Search firms**

The use of search firms also can be an effective way to build a strong candidate pool. When choosing a firm, it is important to investigate each firm's commitment to diversity. Much can be said about a firm's commitment by looking at its demographics. In addition, one should consider the firm's track record of past hires to see how diverse its previous selections have been. A firm that is truly interested in finding qualified, diverse candidates most likely will have a diverse staff of its own.



## Step 4: The Candidate Pool

### Position criteria

The criteria for the position should be set in writing and agreed upon before the start of the search process. A set minimum number of candidates should be chosen to ensure a thorough search. All applications should be initially screened by the athletics director and search committee chair for minimal advertised qualifications (for example, education and experience). The entire committee then should review all qualified applications.

### A truly diverse candidate pool

The most important part of forming a truly diverse candidate pool is to move forward only when the candidate pool accurately approaches or matches the labor pool. Once this criterion has been met, phone interviews may be used to shorten the candidate list. When the short list is set, the final candidates should be contacted for onsite interviews.

### Strategies to broaden the candidate pool

To continue to broaden future candidate pools, the following strategies may be helpful:

- Internships are an excellent way of field-testing quality candidates. They provide an opportunity to watch candidates in action in the position.
- Athletes and student support personnel should be encouraged to look at athletics administration and coaching as a profession.
- To contribute to diversity in top management positions, young staff and coaches must be encouraged to move ahead in the profession.
- Encourage current staff always to be on the lookout for quality people who would make great candidates.

### NCAA resources

Division II commits significant funding in its budget each year to provide resources to member schools to assist in diversifying administrative and coaching staffs. The following are two of the resources offered by the NCAA.

#### **Division II Strategic Alliance Matching Grant**

The Strategic Alliance Matching Grant provides funding for Division II institutions and conference offices to enhance gender and racial

diversity through full-time professional administrative positions in athletics administration.

Selected institutions and conference offices receive grant funding for three years, with diminishing contributions by the NCAA. The NCAA will fund 75 percent of the position during the first year, 50 percent the second year and 25 percent during the third year.

#### **Division II Coaching Enhancement Grant Program**

The purpose of the Division II Coaching Enhancement Grant Program is to address the issues of access, recruitment, selection and long-term success of women and ethnic minority coaches in Division II by providing grant money for the creation of assistant coaching positions in Division II.



## Step 5: The Interview

### Determining institutional fit

The interview is used to determine institutional fit and to clarify any questions that arise from the application and cover letter. The key to an effective interview is to have clearly defined and documented the selection criteria with related interview questions before the start of the process. All candidates should be asked the same questions, and internal and external candidates should be treated equally.

Do not use absolute “scores” as an evaluation tool; they are neither valid nor reliable. Instead, encourage the search committee members to write out their personal judgments of each candidate.

### Types of interviews

It is important to determine the type of interview that you would like to use before the start of the process and then maintain that style with each candidate. Regardless of the type chosen, the interview should move beyond the “what and when” to the “how and why” a candidate did something and how the competencies of the candidate match the current job description. Five of the most common interview types are listed below:

- **Phone interview:**

- Could be used early in the screening process
- May be done with select committee members instead of the entire committee

- **Interactive video interview:**

- Similar to a phone interview
- Provides ability to see body language and facial expressions

- **Campus interview:**

- Finalists
- Methods may include panel, sequential or one-on-one

- **Return interview:**

- Selected candidate returns to finalize negotiations

### Interviewing the candidate

The list of questions to be asked should be developed by the sub-committee. Those questions should include, but are not limited to, areas such as previous experience and organizational fit.

Once the interview process is complete, the committee will have received a charge that may include forwarding a list of names ranked in preference. The committee also may be asked to submit written summaries on each finalist, possibly in rank order.

### The final cut

Once the short list has been identified, notify each finalist in advance, providing them with adequate preparation and travel time. Before any candidate’s arrival, an itinerary should be established that includes a facilities tour, meetings with various groups (such as student-athletes, faculty, other coaching staff, support staff, athletics administrators, individual’s boss-to-be) and the interview with the search committee. The candidate also should be given ample time to share his or her philosophy of sport and to ask any questions he or she might have for any of the groups.



# Preparing for interview: Do your homework

By Barbara Reinhold  
Monster Contributing Writer

Whether you're the interviewer or the interviewee, you need to know what industrial psychologist Brad Smart has to say about interviews: Using thorough, structured interview questions will boost your hiring effectiveness by more than 25 percent. What's more, hiring somebody at \$100,000 only to have that person not work out probably will cost you nearly \$840,000 when you consider the costs of hiring, training, unsuccessful interventions, severance and rehiring. So, this is serious business.

If you're the interviewer, that means you must ask the following questions (some specific, some very open-ended) about every job a candidate has held. And if you're on the receiving end of this challenge, it means that you have a ton of homework to do, so you don't have to troll for answers in terror while the interviewer sits and waits. **Here are the 15 things that need to be explored in a good interview.**

1. The name of the employer, the location and the dates of employment
2. The job title
3. Starting and final levels of compensation. You can be vague about or fudge salary history on resumes and in cover letters, but you'd better have real numbers for the interview because someone will be checking.
4. Responsibilities and accountabilities
5. What was going on when you arrived? What challenges did you face?
6. Results, successes and accomplishments
7. Major mistakes: What would you like to be able to do differently?
8. The most enjoyable and rewarding aspects of the job
9. The least enjoyable and least rewarding aspects
10. Talents you inherited and changes you made
11. Reason for leaving
12. Supervisor's name, title and contact information
13. What was it like to work for this person?
14. What were his or her major strengths and shortcomings as a supervisor?
15. What would your supervisor say about your strengths, weaknesses and general performance?

**There's more to come. In addition, ask or expect the next four questions about future goals, says Smart:**

1. What do you want in your next job?
2. What other jobs are you considering and why?

3. What is your ideal position?
4. Rate this job in terms of your ideal position.

**Then comes self-appraisal and skill.**

1. What are your strengths, assets, and things you do well and like about yourself?
2. What are your shortcomings, weaker points and areas for improvement?

**Finally, leadership.**

1. Describe your leadership philosophy.
2. How do you think your subordinates view you?
3. How might you modify your approach to dealing with subordinates?
4. For your last two jobs, give a sketch of each subordinate—title, length of employment, strengths, shortcomings and overall performance.

Are you tired yet? On either side of the interviewer's desk there is a ton of careful preparation to be done. Without it, the interviewer won't know what he or she is getting, and the applicant won't make it past first base. The job market is good, but not good enough to allow for sloppiness or lack of careful preparation by either party.

Source: [http://content.ncaacareercoach.monster.com/prep\\_search/prepare/](http://content.ncaacareercoach.monster.com/prep_search/prepare/)



## Step 6: Review and Selection

### Guidelines

Leadership should establish guidelines about review of applicants, and those guidelines should be reviewed with the search committee. Those guidelines may include the following:

- Specific criteria based on the skills, knowledge and abilities in the job description.
- How each criterion is weighed in the overall evaluation of the candidate.
- All candidates must be reviewed by all committee members or the athletics director and search committee chair will screen all candidates and only those meeting the criteria will be reviewed by the entire committee.

### Reference checks

To protect the integrity of the hiring process, reference checks should be made for all short-list candidates. This review should include educational credentials, credit, public record, criminal and civil litigation, and NCAA violations. Reference checks should be completed before a final list of candidates is established.

### Selection — Look outside the box

Transferable job skills are those skills that can be gained from experience in one professional area but are applicable in another. For example, if someone is successful in sales, that person obviously is highly motivated and enthusiastic about the product. Those are the same skills needed to succeed in athletics recruiting and therefore are considered transferable. Another example is an individual who has started a successful business. This individual is most likely highly organized, a self-starter and competitive. Those are the same skills to look for when selecting coaches. A certain amount of sports experience is obviously necessary, but evidence of success in business can be parlayed into the coaching arena. Communication skills and an engaging personality, along with integrity and evidence of leadership capability, transfers into a whole host of skills in a variety of different job scenarios.

### Take a chance

Since there is not a huge pool of women and minorities in the world of athletics and the good ones will be lured to higher paid Division I jobs, Division II must be willing to nurture young professionals and “take chances” with those individuals who show promise and poten-

tial. In these situations the hiring institution should assign a mentor to assist with the professional growth and development of the new hire. Also, if the institution is truly committed to diversifying its applicant pool, money speaks volumes; therefore, salaries should be as competitive as possible in an effort to attract qualified candidates.



## Step 7: Notification and Documentation

### Making the job offer

The supervisor of the position should contact the top candidate and offer the job. The candidate should be asked to return to the campus to finalize negotiations. Before any official public announcements, all other interviewed candidates should be notified of the decision via phone by the search committee chair. Only after that point should the media be contacted and news conferences conducted.

#### *What happens if the top choice says no?*

If the top choice declines the offer, it is important to determine why the job was turned down. If the candidate is highly sought-after and the university is high on the candidate's list, the institution may want to make a counteroffer if reasonable accommodations can be made. Another possibility is to offer the job to the No. 2 candidate, provided the search committee deems that individual acceptable. If the applicant pool is weak and there are no strong remaining candidates, the position can be re-opened with a stronger effort to recruit qualified candidates. In the meantime, consider an interim hire of someone already on staff until a permanent replacement can be identified. It is more important to take the time to find the right person for the job rather than to rush and hire someone who is just OK.

### Documenting the hiring process

It is imperative to document the entire hiring process. In some cases, data collection is critical for the following purposes:

- To influence those with power in the affected institution to support change
- To create a positive social climate for change in the wider community
- To create benchmarks for progress and prove the existence of discrimination

These data can be analyzed using tables or charts (see suggested format on page 12). By creating a table such as the one shown, the data can be manipulated many different ways using the sorting capabilities of the table program to illustrate various aspects of the level of diversity within a department and hiring practices over time. For example, sorted by gender the information in the other columns can be analyzed based on gender (that is, it will become obvious if there is a discrepancy between salaries for men and women within the department). Sorting by yet a different parameter, such as ethnicity, might provide further insight.

Each search committee should keep a file in the hiring official's office and the campus office of affirmative action or human resources

documenting the differences in the candidates' qualifications and their evaluations. In case the hire is challenged legally, this documentation will be useful.

### Continuing to strive for diversity

To constantly strive for improvement, it is important to have the human resources department ask both the people hired and those who were not hired for their evaluation of the institution's hiring process. This will provide diverse perspectives on the process and will highlight what should continue to be a part of the hiring process and what needs to be improved upon or discarded.





# Best Hiring Practices Manual: Checklist

## Institutional policies

- Inform search committee of any campus, state or federal affirmative action or equal opportunity practices
- Explain and discuss subtle and covert forms of discrimination
- Actively involve the CEO in the hiring process
- Have a higher administrative level review the search committee itself before it is authorized to do business
- Ensure that the search committee is diverse (diversity of ethnicity, gender, age and rank)
- Network with professional organizations to acquire a diverse candidate pool
- Subscribe to diverse publications
- Encourage and reward faculty for nominating candidates or diversifying their staff, or both
- Systematically review hiring process to maintain accountability
- Document the ethnicity, gender and dates hired of all staff members

## Mission statement

- Create a statement that reflects the goals of the hiring process
- Include words that mandate diversity in the search committee and candidate pool
- Review and update the statement regularly

## Checklist and timeline

- Provide the search committee with a checklist and timeline to be followed
- Create a deadline for each item on the checklist
- Assign a committee member to each item on the list

## Search committee

- Ensure that top management is involved with the search committee
- Make certain that the committee's make-up reflects the institution's goals for diversity

- Follow a standard format for search committee membership (number of faculty, coaches, students, administrators, alumni, etc.)
- Provide committee with any campus-wide or department personnel policies

## Job description

- Provide the basis for the selection criteria in this statement
- Describe the skills, abilities, education, expertise, reporting relationship and program priorities in the statement
- Include a compliance statement on the campus policy for nondiscrimination
- Develop a statement that encourages diversity

## Advertisements and the search

- Target as many diverse labor sources as possible during the search
- Recruit beyond paper
- Network with female and minority coaches as well as graduate students in related fields
- Use a search firm with a strong commitment to diversity
- Ensure that all searches are given the same amount of time and effort to prevent discrepancies between the hiring of men and women coaching positions

## Candidate pool

- Ensure that candidate-pool criteria are set in writing before the search begins
- Set a minimum number of candidates to ensure a thorough search
- Involve multiple search committee members in the initial screening process
- Have two committee members review each resume
- Move forward only if the candidate pool accurately matches the entire labor pool
- Develop a short list of candidates for on-site interviews
- Offer internships to field-test quality candidates
- Ask faculty to always be on the lookout for quality candidates

## Interview

- Clearly define and document selection criteria with related questions before the start of interviews
- Ask all candidates the same questions
- Treat internal and external candidates equally
- Do not use absolute scores as an evaluation tool (they are neither valid nor reliable)
- Encourage each member of the search committee to write out personal judgments of every candidate
- Determine the interview style before the start of the process and maintain it with all candidates
- Notify finalists in advance of the interview date
- Create an itinerary before the candidate's arrival
- Provide each candidate ample time to ask questions

## Review and selection

- Establish a set of candidate review guidelines with the committee and management
- Conduct background checks of all possible short-list candidates
- Complete reference checks before finalizing the short list
- Present committee with a charge (for example, forward one name, or three names in rank order, or three names not in rank order)
- Ask committee members to submit written summaries on each finalist
- Document the differences in the candidates' qualifications and committee evaluations for legal purposes

## Notification

- Offer the position to the top candidate
- Enter contract and salary negotiations
- Notify all other candidates of the decision before making any public announcements

## Documentation

- Document the entire hiring process
- Analyze the data to monitor trends (especially trends in diversity)
- Ask hired and denied candidates to evaluate the hiring process
- Decide ways in which the process can be improved based on the data



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360,000  
student-athletes

1,200  
members

88  
championships

23  
sports

3  
divisions

1  
association

100  
years

