A Toolkit for **Inclusive Excellence in Recruiting and Retaining a More Diverse Staff**

UAMS®
Division for Diversity,
Equity and Inclusion

**UAMS**®
Office of Human Resources

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A Message from the Division for Diversity, Equity and Inclusion and the Office of Human Resources

Diversity and excellence go hand in hand. Diversity of life experience, expertise, intellectual outlook, personality and cognitive style of individual faculty, staff and students enrich the collective intellectual environment in which learning and discovery occur. Diversity is often associated with race, ethnicity, gender, sexual orientation, age, religion, ability/disability, or other demographic characteristics. While it is true that diversity is much more, these categories are essential aspects of the excellence that academic institutions should seek. UAMS' Vision 2029 recognizes the importance of acquiring and retaining talent, and sets forth a plan to develop a targeted recruitment strategy to hire the best talent possible with greater retention by 2023.

From its distinction as the first predominantly-white medical college south of the Mason-Dixon line to admit an African American student in 1948, UAMS has a strong history of recognizing "strength lies in differences, not similarities.", as noted by author Stephen R. Covey, Creating a campus environment that authentically includes and values diverse histories, experiences and perspectives strengthens our university. A diverse body of faculty, students and staff is vital for UAMS to fulfill its mission to improve the health, health care and well-being of Arkansans and others in the region, nation and world. By embracing a permanent focus on diversity, equity and inclusive excellence, UAMS is committed to increasing all levels of staff recruitment, representation and retention of historically underrepresented groups.

In that spirit, a policy adopted in 2000 affirms UAMS' commitment to "positive, good-faith efforts to recruit, employ, and promote qualified minorities, women, individuals with physical or mental disabilities and protected veterans," and recognizes that the "ability of UAMS to meet its mission will increasingly depend upon constructively incorporating diversity and inclusive excellence in its faculty and staff."[1] This guide is designed to assist our leaders with practical and effective solutions to hire and promote qualified diverse candidates that reflect the communities we serve. We thank members of the Division for Diversity, Equity and Inclusion (DDEI) staff subcommittee, the DDEI, and the Office of Human Resources for their work on developing this guide and hope it will serve as a resource during your hiring process.

Thanks again for your ongoing commitment to creating a more diverse, inclusive and equitable UAMS community.
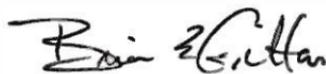
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Your Role as Supervisors and Hiring Managers

With the distinct ability to institute change through inclusive hiring practices, supervisors and hiring authorities serve a crucial role in recruiting a more diverse and talented staff. By embracing hiring practices that reflect UAMS values and priorities, and by recognizing and addressing implicit bias, we can eliminate disparities and ensure all students, faculty and staff have access to high-quality and culturally humble health care and services.

Why a Diverse and Inclusive Academic Health Care Workforce Matters

Diversity in any workplace means having a workforce comprised of multiple races, ages, genders, ethnicities, and orientations with a variety of experiences and backgrounds. A diverse academic health care workforce carries a host of benefits, including:

- Higher employee morale
- Better care for diverse populations
- Higher employee retention
- Better recruitment
- Increased cultural humility
- Stronger individual motivation
- Better problem solving
- Better results
- Different perspectives

Important Concepts

These concepts underlie the development of this guide:

- **Diversity:** Individual differences, e.g. personality, abilities, and life experiences, and group differences, e.g. race/ethnicity, age, culture, socioeconomic status, sexual orientation, gender identity/expression, language, and country of origin as well as political, religious, or other affiliation.

- **Inclusion:** A sense of belonging, feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work. (Miller and Katz, 2002)

- **Inclusive Excellence:** The active, intentional, and ongoing engagement with diversity, using ways that enhance our individual and collective awareness, content knowledge, and empathetic understanding of one another without distinction (Association of American Colleges and Universities.) Diversity and recruitment represent one of the five pillars of inclusive excellence.

- **Equity:** Equality, impartiality, justice, and fairness as it applies to opportunity, access and resources, including institutional, professional and employment equity, e.g. salary, support staff, opportunities for hire, and advancement.

- **Cultural Competency:** A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enables them to work effectively in cross-cultural situations, including cultural humility, awareness and sensitivity. (adapted from the National Center for Cultural Competence definition for cultural competency in the health professions, 1989)

- **Cultural Humility:** Seeks to develop a process-oriented approach to cultural competency that requires a) a lifelong commitment to self-evaluation and self-critique; b) a desire to fix power imbalances were none ought to exist; and c) an aspiration to develop mutually beneficial and non-paternalistic partnerships with people and groups who advocate for others (Tervalon & Murray-Garcia, 1998).

- **Underrepresented Minority:** Racial, ethnic, and other populations that are under-represented in a profession, at an institution or department

or division of a university, relative to their numbers in the general population. (adapted from the Association of Medical Colleges definition for "Underrepresented in Medicine," 2004)

This guide offers a set of recommended practices that may be adapted to the unique needs of a college or department. It aims to provide guidance to:

- Assist in diversifying the applicant pool
- Ensure that inclusiveness, equity and objectivity prevail in every step of the process
- Enable selection of the best candidate and increase the diversity of UAMS staff
- Increase the likelihood that an offer is accepted
- Ensure that hiring practices adhere to federal and state law and UAMS policy
- Assure that all candidates emerge from the process holding UAMS in higher regard

13 Steps to Recruiting a More Diverse Staff

1. Seek position approval from the Office of Human Resources (OHR). A set of questions to guide the justification process is provided, along with suggestions for determining your area's diversity goals and creating job descriptions/PCQs. This is known as the Position Management Process. For this or more information go to the OHR website. Information on the OHR website is updated regularly.

2. Reach out to OHR to review your department/division's affirmative action plan.

3. Select a diverse hiring committee and identify an ex-officio diversity advocate. See "Selecting a Diverse Hiring Committee" section below

4. In conjunction with DDEI and/or OHR, onboard the hiring committee. See "Hiring Committee Orientation" section below

5. In partnership with DDEI and/or OHR, develop a diverse recruitment plan. See "Developing a Diverse Recruitment Plan" section below

6. In partnership with OHR create inclusive, clear and standardized hiring practices. The "Creating Inclusive Content Messaging" section below provides guidance on developing clear, systematic and inclusive language messaging, and establishing criteria to evaluate candidates, including the list of minimum qualifications.

7. Expand the applicant pool to ensure diversity. The "Conducting the Search" section below provides recommendations on developing effective outreach strategies and practices to attract diverse candidates, along with guidance on monitoring the applicant pool to ensure diversity. Utilize system-generated ID, as opposed to the specific name of the applicant, as bias can occur.

8. Screen applicants. See "Screening Applications for Initial Interviews" section below.

9. Create a shortlist. See "Creating the Shortlist" section below

10. Conduct final interviews. See "Final Interview" section below

11. Make a final selection.

12. Make the offer. See "Making the Offer" section below

13. Conclude and Evaluate the Hiring Process. See "Concluding the Search" section below

Select a Diverse Hiring Committee

Generally, the Hiring Manager should intentionally select a committee comprised of individuals with different perspectives and expertise, different race/ethnicity/gender/age, and a demonstrated commitment to diversity. Those chosen should hold positions both senior and junior to the hiring one. There are many ways to demonstrate a commitment to diversity including awareness of unconscious bias, communication of the importance

of managing bias, promotion of pay equity, acknowledging all cultures and mixing up teams. In addition, all members of the hiring committee are required to have received and/or be in compliance with implicit bias training, as required by the UAMS Anti-Discrimination policy, within 12 months of serving as a member of the hiring committee.

Recommendations for composing a diverse hiring committee are:

- Include potential peers, subordinates and supervisors of the position as well as other stakeholders within the department, unit, college and university to provide diverse perspectives.

- Diversify. Racial, ethnic and gender diversity of the committee will enhance the hiring process. A hiring committee should include women and underrepresented minorities whenever possible.

- Include a non-voting ex officio member to serve as a diversity advocate, e.g., HR business partner, recruiter, or DDEI staff member, who could serve as an advisor to the committee, monitor the hiring process to ensure diversity, and provide guidance on diversity related issues.

- It should be noted that if a panel member has a conflict of interest, i.e., interviewing a family member or close friend, they should self-disclose and excuse themselves from the committee. The Hiring Manager should then select a replacement for this person.

Hiring Committee Orientation

It is recommended that the Hiring Manager, at the hiring committee's initial meeting, affirm the department's commitment to conducting an equitable search and recruiting a qualified diverse candidate pool. Consider allowing the person designated as the ex-officio diversity advocate (e.g., a representative from DDEI or OHR) to lead the orientation. The initial meeting is also an opportunity to review:

- The department's expectations of their role, as well as the expectations of the vacant position

- The recommendations of this guide

- The required time commitment and attendance expectations for hiring committee members

- Ways to minimize implicit bias in the hiring process
- Forms and tools used in the diverse recruitment process
- Applicable policies, procedures and laws which can be found on Compliance 360 (All UAMS Policies & Procedures) and are available on the OHR website and updated regularly.
- UAMS HR Hiring Toolkits
- Staff Hiring Resources

Developing a Diverse Recruitment Plan

Understanding Factors that can Affect Success

To launch a diverse, inclusive, and equitable recruitment plan, the hiring committee needs to be aware of factors that have affected outcomes in past recruitment efforts and how they may influence current efforts. The hiring committee needs to review past recruitment efforts to increase diversity and answer the following:

- Did the previous recruitment effort result in a qualified diverse applicant pool? If not, why? (For example, failing to identify an ex-officio diversity advocate).
- Were the finalists for the position diverse?
- Where and how was the previous position advertised?
- What criteria determined a "qualified" candidate?
- Were all the qualified diverse candidates interviewed? If not, what criteria were used to determine which qualified candidates advanced to the interview stage of the process?
- Were applications received from diverse applicants but not considered because they arrived later in the process? If so, consider the length of time applicants are allowed to apply.
- Are there diverse candidates from previous recruitment efforts who should be considered and contacted for the current opening? If yes, determine the process to do so.
- How many qualified applicants self-identified as female, minorities, people with disabilities or veterans? How many were interviewed?

- If offers were made to self-identified females, minorities, veterans or candidates with a disability and they declined, is the reason for their decision known? If yes, was the reason based on a structural, cultural or systemic issue that may be remedied/accommodated?

- What can we learn from the past?

The Written Plan

A robust and diverse recruitment plan delineates the essential steps of the diverse recruitment process, identifies who is responsible for each and sets target completion dates. It may also include dates for hiring committee meetings. The most efficient approach may be for the hiring manager, in conjunction with DDEI/OHR to draft the full committee's plan for review and approval. The comprehensive plan will address and clarify processes for:

- In collaboration with DDEI/OHR diversity checkpoints during each stage of the recruitment process to address:
  - How the position is advertised to notify qualified, diverse applicants of the opening
  - The extent qualified, diverse applicants are represented in the applicant pool
  - Whether qualified, diverse candidates are included in the initial, short-list and final interview selection process
  - How candidates are advanced and evaluated
  - Corrective actions, if necessary

- Increasing the applicant pool of qualified, diverse candidates.

- Reaching an agreement that intentionally addresses diversity on the selection criteria for the position and weighting them. Consider not only the overall goal of attracting and hiring qualified diverse candidates, but also important criteria that pertain to a candidate's possible contribution to the knowledge, skills, talent and diversity of the department, and their ability to work with diverse peers, students and other stakeholders.

- Writing an inclusive position description (For additional guidance, see staff hiring resources)

- Establishing each cut point in the selection process and ensuring diversity – selection from the initial applicant pool to the final recommendation of one to three candidates. Identify candidates throughout the process once a final decision is made. Define what the scoring method will be.

- Contacting internal and external references for selected qualified applicants

- Selecting candidates for an initial interview

- Setting initial interviews (by phone, video-conferencing or in-person.) This includes preparing the interview questions.

- Evaluating candidates after the initial interview. The committee should review each candidate to discuss next steps.

- Selecting candidates for shortlist interviews

- Final interviews

- Comparative evaluation of candidates on the shortlist

- Choosing the final candidate and creating offer details in My Compass

- Concluding the recruitment process after the candidate accepts the offer. This will include a debriefing of what went right/wrong and where to improve.

Creating Inclusive Content Messaging

After the hiring committee is clear on the position qualifications and has finished the position description and recruitment plan, preparing inclusive messaging content begins. DDEI, OHR and Communications & Marketing are available to provide assistance with content messaging. When developing content messaging, consider:

- Linguistic inclusion (localize text to the intended pool of applicants)

- Literacy inclusion (write in an accessible way by keeping sentences/ paragraphs short and using white space to decrease visual "noise.")

- Gender inclusion (depending on language, use pronouns that are not specific to one gender over another)

- Cognitive inclusion/neurodiversity (use sans serif fonts)
- Industry inclusion (avoid jargon to make text more accessible to broader applicant pool)

Excerpt from RTOG, 11 Tips for Writing Inclusive Job Ads, harver, 2020

Content messaging includes position descriptions, UAMS jobs announcements, advertising and social media. DDEI, OHR and Communications & Marketing are available to provide guidance. In addition, the Office of Human Resources must approve all job announcements and advertisements prior to publication.

Use the UAMS recruitment system to post the position on the UAMS Job Opening website. It is required that all advertisements include the UAMS Affirmative Action and Equal Opportunity tagline, as stated in the Affirmative Action policy:

- UAMS will advertise in publications that focus on minority, female, veteran, and disability issues, if appropriate. To directly address candidates from diverse backgrounds are welcome to apply, all advertisements must include, at a minimum, the phrase "UAMS is an Affirmative Action and Equal Opportunity employer of individuals with disabilities and protected veterans." Advertisements may also state, "UAMS is an inclusive Affirmative Action and Equal Opportunity employer of individuals with disabilities and protected veterans and is committed to excellence." The use of the abbreviation "EOE/AA" is not sufficient notice.

Conducting the Search

Effective Recruitment Practices

Finding qualified diverse candidates includes reaching out to colleagues through established, familiar networks. In collaboration with DDEI and OHR, the following recruitment approaches may help broaden the pool. Some require time to nurture, but in the end they can be fruitful. Allowing 30 days for responses is recommended.

- Advertising in related journals and publications, including those that focus on diverse populations.

- Announcements, including UAMS Announcements, on diverse job lists that focus on females, minorities, people with disabilities and veterans

- Announcements to professional organizations and listservs

- Announcements to diverse organizations that represent females, minorities, people with disabilities and veterans

- Contacting colleagues at other institutions who may know of qualified diverse candidates

- Contacting and sending the job announcement to diverse staff at other institutions who might be potential candidates

- Announcements to departments at institutions that graduate or employ a high percentage of minorities, women, veterans and/or people with disabilities

- Announcements through funding and advocacy agencies, particularly those that seek to advance and support females, minorities, people with disabilities and veterans

- Networking via listservs, particularly those that advance and support diverse groups

- Networking at professional meetings - utilize meetings as an opportunity to identify and connect with potential diverse candidates, even when no vacancy exists

- Soliciting help from minority staff (at UAMS and elsewhere) with cultivating relationships at minority-serving institutions (i.e, historically black colleges and universities, colleges or associations focused on serving diverse populations, etc.)

- Asking peers and other staff to help identify qualified diverse candidates

- Consider promotion from within, i.e., current staff within the department or institution

- Social media

Monitoring Demographics of the Applicant Pool

Applicants are automatically tracked within the UAMS system. For more information on applicant tracking processes and requirements, contact the Office of Human Resources.

After the application deadline closes, the ex-officio diversity advocate or HR representative on the hiring committee should review the disclosed demographics of applicants to determine if underrepresented groups are sufficiently represented. This determination is based on national, state and local U.S. Census demographics data for various staff positions. If not, the ex-officio diversity advocate or HR representative may recommend that the committee consider revising its recruitment approach; for example, if targeted marketing was not used, it may decide to extend the closing date to try that approach.

Standardized processes for evaluating candidates and documenting each evaluation will help reduce bias, identify all who are qualified and protect UAMS in the event of litigation. This applies to the initial screening of all applicants, initial interviews, shortlist candidate interviews and the final selection.

The end of this guide contains tools to help in the candidate evaluation process

- Template for Defining and Weighting Search Criteria/Candidate Evaluation
- Sample Interview Questions
- Avoiding Inappropriate or Unlawful Questions

Screening Applications for Initial Interviews

In this initial round, it is important for the hiring committee to keep the following in mind:

- All the criteria by which candidates are judged without disregard for the importance of some
- Prioritization of criteria often yields varying perspectives. Try ranking candidates by different criteria to generate candidate lists, e.g. promotion potential, relevant volunteer experience, mentoring capacity, etc.
- The effect of evaluation bias on the rating of women, minority, veteran and candidates with disabilities. Double-check their qualifications and their rating for signs of bias.

- Be aware of biases that could inadvertently or unfairly exclude qualified candidates
  - Non-traditional career paths
  - Non-traditional work or life experience
  - Education from historically black colleges and universities or other minority-serving institutions
  - Disability status
  - Veteran status

Consider having the hiring committee, the ex-officio diversity advocate and/or the HR representative independently screen the applications for minimum qualifications.

Checking References

This step in the recruitment process helps resolve concerns about a candidate or yield information that may be helpful in the future if the candidate is hired. It is recommended that references are checked prior to the final interview. By doing so, the expense of interviewing an unsuitable candidate can be saved.

Regardless of when references are checked, the hiring department must make a reasonable effort to learn about a candidate before making an offer. Checking references is critical to protecting UAMS against liability for "negligent hiring" or a lawsuit filed by a candidate who was not hired.

Many references are reluctant to give more than minimal information about a former or present employee, e.g. position title and years of employment. Nonetheless, an attempt at a reference check and completion of related documentation are essential to this process. If the candidate is internal, you may also go through HR to review previous evaluations and personnel records.

Considerations when checking references

- Develop a standard procedure and form for conducting reference checks. Please see staff hiring resources for guidance.

- Only contact the references the candidate has provided. If you would like to contact her/his/their direct supervisor or present employer, be sure you first obtain the candidate's permission. Before contacting an

internal candidate's current supervisor or anyone else for any reason, make sure you receive permission from the candidate.

- When calling a reference, immediately identify yourself, explain your position with UAMS and that you are calling for a reference on a candidate for employment.

- Ask if they are free to discuss the candidate and assure them that the discussion is confidential.

- If you sense that the person doubts the legitimacy of your call, offer to have them call you back.

- Describe the position for which the candidate has applied so the reference can give a more accurate evaluation of the candidate's suitability.

- Let the reference talk freely for as long as they wish without interruption. An interruption may mean you might miss getting important information.

- Ask follow-up questions when you feel the reference is reluctant to discuss certain factors. It may help to explain why you are continuing with the line of questioning.

- Do not end the call until you are sure you know the reference's opinion. If the reference was ambiguous or reticent, try summarizing their comments by saying, "I take it that you don't recommend the candidate very highly for this position" or "It sounds like you highly recommend the candidate for this position." This may encourage the reference to clarify their opinion.

- Conclude the call by thanking the reference.

- Check more than one reference. Doing so will help ensure that you are not getting a one-dimensional perspective.

- It is important to remember that all questions asked during reference checks must be job-related. It is illegal to ask a reference question that you cannot ask the applicant. See Tools: *Avoiding Inappropriate or Unlawful Interview Questions.* Also, be mindful of legal considerations when reviewing a candidate's social media sites. If you are in need of further guidance regarding reference checks, please reach out to OHR.

Best Practices for Interviewing and Evaluating Candidates
These apply to all interviews.

Preparation for the interview

- To ensure consistent treatment of all candidates, schedule interviews so that absent an emergency, all hiring committee members can participate.

- Prior to the interview, develop and distribute a basic set of interview questions to hiring committee members. See Developing Interview Questions.

- During every interview, at the same stage in the process, use identical questions to ensure a fair comparison of all candidates.

- To minimize implicit bias, provide all hiring committee members ample time prior to the interview to review the candidate's application and resume as well as an opportunity to ask questions.

- Arrange to record the interview (you must have all parties consent) and someone to take notes. It is helpful to have a form with the interview questions and space to write notes. All notes may be subject to discovery in the event of an audit or litigation.

Developing interview questions

- Focus on the minimum qualifications and the candidate's knowledge, skills and abilities rather than their demographic characteristics.

  - It is not helpful to point out that the department is eager to hire women, minorities, veterans and/or people with disabilities.

- Work with your HR recruiter to create an interview guide for your specific hiring needs.

- Only include questions that are appropriate and lawful. This is essential to UAMS' compliance with its equal opportunity obligations. Ensure all hiring committee members review the Inappropriate or Unlawful Questions guide.

At the start of the interview

- Ask permission to record the interview

- Introduce everyone participating in the interview including names and position
- Review the documents sent in advance
- Explain the interview process and ask if the candidate has any questions before starting the interview

During the interview

Three messages to communicate whether on video, telephone or in-person are:

- UAMS is very interested in the candidate
- UAMS is a great place to work, grow professionally and thrive in an inclusive atmosphere
- UAMS has a variety of supportive, family-friendly policies and cultivates a diverse, inclusive and equitable environment

It is important to communicate these messages effectively. It can make a difference in whether or not the top candidate joins Team UAMS.

Initial Interview

It is more efficient for the hiring committee to use phone or video interviews as the first step in the interview process. In many cases, a 30-minute phone interview can determine if the candidate is a good match for the position and if the recruitment process should proceed. The phone or video interview is as serious as any in-person interview. To execute this step, the hiring manager or recruiter takes down the responses verbatim for the committee to review. Once the committee reviews and makes their final recommendations, the hiring manager contacts the selected candidates to continue the interview process.

Creating the Shortlist

Now the objective is to identify up to three highly qualified candidates for a campus visit. To ensure selection of the most qualified candidates, the

committee should review their selection process up to this point.

- Evaluation of each candidate against all selection criteria
- The way criteria is prioritized. Different approaches can yield varying perspectives. Rank candidates by consistent criteria, e.g. promotion potential, relevant volunteer experience, mentoring capacity, etc.
- Be aware of biases that could inadvertently or unfairly exclude qualified candidates
  - Non-traditional career paths
  - Non-traditional work or life experience
  - Education from historically black colleges and universities or other minority-serving institutions
  - Disability
  - Veteran status

Final Interview

Recommended practices to consider:

- Focus on the candidate's ability to perform the essential functions of the job. Try to avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, gender expression, socio-economic status or veteran status.
- Give the candidate a chance to interact with the department's leadership, staff and potential co-workers. Consider including Q&A sessions, meet and greets and other less formal interactions.
- Introduce diverse staff to all candidates, not just women, minorities, veterans or candidates with disabilities.
- Follow the strict adherence to the interview guide to ensure you stay away from any potential legal issues.

Follow-up to the interview

To reduce risk of unconscious bias influencing judgments as recollections of the candidate fade consider the following:

- As soon as possible, hiring committee members who interviewed the candidate should independently make their rating using the same evaluation template. See Template for Defining and Weighting Search Criteria/Candidate Evaluation Form.

- The hiring committee should meet as soon as possible after an interview to evaluate the candidate.

- Appropriately move candidates through the candidate pool, identifying those you want to move forward or remove from consideration.

Making the Offer

Offer negotiations are important and can have a considerable impact on not only the hiring outcome but on a new employee's future success. The actual negotiation is often between the candidate and the recruiter and may not involve the hiring committee. Diverse candidates may have received less mentoring about hiring negotiations during their careers, therefore, needing guidance on possible compensation elements. These might include:

- Salary

- Moving expenses, if applicable

- Assistance with partner or spouse career options, if applicable

Be sure to provide clear, detailed information about mentoring and professional development opportunities and evaluation criteria. Work with your HR compensation partner for any salary negotiations.

Concluding the Search

The search concludes with the following actions by the chair of the hiring committee, hiring committee members, department personnel and the Office of Human Resources:

- Debriefing and thanking the hiring committee

- Notifying unsuccessful candidates

- Announcing the new hire to the department, and in some cases, the university

- Gathering and retaining documentation according to applicable laws regarding document retention
- Evaluating the search

Evaluating the search should happen during and after the process. If, at any point, it becomes apparent that the applicant pool is not diverse enough whether from market availability or those sufficiently qualified, reassess the advertising and recruitment process. If you determine your reach was too limited, develop corrective measures.

If the department hires a woman, minority or candidate with a disability, consider the factors that may have contributed to this outcome. Keep a record of good practices and successful searches for future reference. If the applicant pool was not as large, qualified or diverse as anticipated, consider the following questions:

- Could there be a rewrite of the job description to bring in a broader, more diverse qualified pool of candidates?
- Could the department have recruited qualified diverse candidates more actively?
- Were there criteria for this position not consistently met by women, minorities, veterans or candidates with disabilities?
- Did the offer go to a woman, minority, veteran or candidate with a disability who chose not to accept it? Why? Are there things that the department could do to make it more attractive to such candidates? Share the analysis and insight with departmental decision-makers, and make sure Human Resources is part of the process for evaluating searches.

For more Information or Assistance

Contact the **UAMS Division for Diversity, Equity and Inclusion** at (501) 686-7299 or @DDEI.uams.edu or the **Office of Human Resources** at (501) 686-5650 or AskHR@uams.edu

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