University of Colorado **Boulder**

Faculty Search Process Manual

Department of
Human Resources

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Letter of Support from the Provost

Dear Faculty Search Committee,

You have been selected to engage in a faculty search process. The University of Colorado Boulder (CU Boulder) is guided by its mission of delivering comprehensive teaching, research, and service for the campus and its constituents. The future of this great public research university is dependent on the recruitment of the very best scholars and teachers. To this end, I want to thank you for your service, expertise, and commitment to participating in a fair, legal and inclusive search process. At CU Boulder, we are committed to building a culturally diverse community of faculty, staff, and students dedicated to working within a multicultural environment who can fulfill this mission. In every search process, we are committed to diversity and inclusion excellence and encourage each faculty search committee to recruit the most diverse applicant pool and select and welcome in the top candidate for the position. Search committees have the opportunity to create a profound and substantive institutional impact by committing to hiring the best candidate while strategically expanding upon the diversity of the CU Boulder campus. I encourage you to utilize all of the resources available for attaining a successful search process designed to recruit and hire diverse top talent. Staff within the Department of Human Resources are available to provide consultation, an online course, tools and resources with best practices and strategies. I hope you will utilize their services and resources to help guide your faculty search process.

Thank you for your service and time.

Russell L. Moore

Russell Moore
Provost and Executive Vice Chancellor
University of Colorado Boulder

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Acknowledgements

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Purpose

The purpose of this manual is to provide guidance to hiring authorities, chairs, and members involved in faculty search committees. The manual details the tasks, responsibilities, and guidelines for conducting a fair, legally defensible, and unbiased search process designed to recruit and hire diverse top talent.

How to Use This Manual

This manual is divided into five guides. Each guide details processes, steps, best practices, and tools for conducting each phase of the faculty search process. The guides are presented in the order of tasks to be undertaken by a faculty search committee.

This manual is provided by the University of Colorado Boulder Department of Human Resources.

For additional support regarding conducting faculty searches, contact the Diversity Search and Outreach Program Manager and the Affirmative Action officer or Department of Human Resources.

Diversity Search & Outreach Program Manager:
Teresa.Hernandez@colorado.edu or 303-735-3577

Affirmative Action Officer:
David.Pacheco@colorado.edu or 303-735-9019

Department of Human Resources: https://www.colorado.edu/hr/diversity-inclusive-excellence or 303-492-1600.

Additional Support and Guidance

In addition to utilizing this manual, campus HR also provides an online course which is available by going to the following link: https://www.colorado.edu/hr/learning-development/employee-learning#diversity_search_amp_hiring-389

In-person faculty search committee guidance is also available. Contact the Diversity Search and Outreach Program Manager and Affirmative Action Officer in the Department of Human Resources at: https://www.colorado.edu/hr/diversity-inclusive-excellence

These individuals can provide information on the following:

- Compliance with federal laws and policies governing the hiring process
- Affirmative Action placement goals
- Strategies for mitigating bias in the search process
- Best practices for inclusive hiring

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Guidebook One: Getting Started

The purpose of this guidebook is to provide an overview of the search process including responsibilities, inclusive excellence definitions, search process definitions and the rationale for diverse and inclusive searches.

Pre-Search Committee Support – Faculty Searches

A best practice for an inclusive search process is to start by diversifying the search committee to include representation of multiple identities, subject matter expertise, campus partners committed to diversity and inclusion work, members representing the department and the university as a whole. Consider asking faculty and staff within other departments to serve as well as students who represent diverse values and perspectives. Contact the Diversity Search and Outreach Program Manager, Teresa Hernandez, with the campus Department of Human Resources at (303) 735-3577 for referrals.

Faculty Search Committee Responsibilities

The search committee has a responsibility to manage a timely, fair, legal, and equitable search process to comply with laws and university regulations. Roles and responsibilities to ensure this are detailed below:

Participation Agreement
- Uphold required time commitments.

- Solidify meeting times that work for everyone and determine a plan to record information if attendance at meetings is not possible.

Communication with Candidates
- Communicate with candidates throughout the search process. Notify candidates who are no longer being considered in a timely fashion.

- Respond to and address candidates' questions and concerns in a timely manner.

- The search contact person should be knowledgeable about the department and the position, and maintain candidate's confidentiality when fielding questions and concerns.

Confidentiality and Disclosures
- Keep conversations with applicants as well as applicants' materials confidential until the finalist stage at which time the names and applications of finalists can be released.

- There will be times when candidates know committee members. Committee members should share who is known to them at the earliest point in the process and the committee should determine a plan for the committee member to continue to participate or recuse themselves from evaluating and interviewing the candidate. Discussing with the search chair first can be helpful to determine whether communicating with the committee.

Inclusive Strategies

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- Discuss a plan to operationalize the university's institutional commitment to diversity and inclusion. Reference the Office of Diversity, Equity, and Community Engagement definition of Inclusive Excellence and valued behaviors for wording and ideas: https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence

  A commitment to understanding diverse identities and discussing the importance of diversifying departments and creating an inclusive environment is instrumental in developing successful recruitment and retention processes. If it is helpful for faculty in the department to learn more about these best practices beyond the search process, contact the Diversity Search and Outreach Program Manager within the Department of Human Resources at: https://www.colorado.edu/hr/diversity-inclusive-excellence

- Ensure the advertisement includes proactive language to attract underrepresented candidates.
  - Creating the Job Announcement section in this manual (in Guidebook Two) provides guidance and strategies.

- Conduct expansive and creative outreach, publicizing widely, and extend personal invitations to diverse candidates.
  - The Department of Human Resources Diversity Search and Outreach Program Manager and the Affirmative Action Offer can assist with identifying networks and other resources to help broaden advertising and outreach options.

  - Guidebook Two has helpful information in the **Developing a Faculty Recruitment and Outreach Plan** and **Faculty Advertising Sources for Diversity** section.

- Develop evaluation criteria and interview questions that align with the job responsibilities and use an evaluation rubric in the application review and interviews.

- Use the same core set of interview questions and simulations for all candidates, ideally administered by the same set of interviewers.

- Follow a plan to reduce evaluation errors and unconscious bias. A simple way to do this is to reference the strategies in The Potential Influence of Unconscious Bias handout.

- Ask yourself if you can provide a job-related reason for non-consideration when evaluating candidates.

- Consider concrete evidence, not personal opinion or hearsay about candidates.

- Refrain from checking social media to avoid information that may be related to an applicant being in a protected class (i.e. race, religion, age, health issues).

Discussions and Decision-making

- o Determine how decisions will be made at each stage of the search process before beginning the work of the search committee.

- o Listen to all search committee members' perspectives and use these to inform decisions about candidates.

- o Respect, rather than silence or dismiss search committee members. This is especially important when power differentials exist (such as with tenured faculty and junior faculty).

Record Retention
The following documents need to be retained following the conclusion of the search process. When a faculty position is posted via the CU Boulder's job site, the information the committee needs to retain is minimal as this system will retain them.

Document Type	Files Retained by CU Boulder Job Site	Files retained by the search committee	Retention Period
Search Committee documents	● Evaluation forms/rubrics from all search committee members. ● Retaining notes with information regarding candidate status, such as when a candidate was released from a pool, finalists, who was selected, and the reasons each candidate moved forward or did not move forward. ● Interview questions ● Reference check results	● Evaluation forms/rubrics ● Interview questions	3 years
Application materials	● Curriculum vitae/resumes ● Statement of interest ● Cover letters ● Any written essays/statements required for submission ● Letters of reference ● Candidate references		3 years
Finalist applicant materials	● Offer letter for new hires, administrative faculty appointments, retention agreements, system agreements		10 years after the person hired

	for instructors, endowed appointments, etc. ● Curriculum Vitae ● Letters of reference		leaves the University

Note: By posting on the CU Boulder's job site, most required documents will be retained as outlined in the chart above. See the following link for additional information regarding the CU Boulder Retention Policy: https://www.cu.edu/sites/default/files/RecordRetentionUCB.pdf

Inclusive Excellence at CU Boulder

Inclusive Excellence Campus Definition:

The Office of Diversity Equity and Community Engagement (ODECE) developed a working definition of inclusive excellence for the campus. This information serves as a foundation for objectivity, equity, and inclusive excellence for applicants and candidates.

The working definition of inclusive excellence for the University of Colorado Boulder is outlined below. Divisional definitions of inclusive excellence may vary, but are expected to reflect the values and behaviors presented below.

The University of Colorado Boulder exemplifies excellence through diversity* by:

1. Creating a welcoming and inclusive environment

2. Deepening our ability to share and to engage with diverse perspectives

3. Maximizing the success and inclusion of all students, staff and faculty

This is embodied not only in the Colorado Creed, but also in the core values that the campus community identified as critical to making excellence inclusive at CU Boulder:

Integrity/Accountability: We are all responsible for our conduct, relationships, and interactions with colleagues, students and the broader university community in creating a climate of inclusive excellence.

Collaboration: Foster partnerships across the campus community, value diverse perspectives, interdisciplinary/transdisciplinary work, and work with all campus constituents to remove barriers and solve problems.

Innovative Thinking and Continuous Improvement: Adapting to change, continuous learning, critical thinking, promoting growth of the individual and the organization.

Engage in Effective Communication: Open dialogue, listening and communication, being respectful of each other's unique backgrounds and perspectives. Ensure that key and critical information is shared within the unit and provide timely information across the campus community.

Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Please also refer to Regent Policy 10P.

Making the Case for a Diverse and Inclusive Environment
Why is this Important?

CU Boulder is committed to recruiting diverse applicant pools. The following list outlines the benefits of diversifying and promoting an inclusive environment.

Key Benefits of Diversity and Inclusion:

- Exposure to varied viewpoints and positions

- Enhanced cognitive complexity

- Groups with greater diversity can solve complex problems better and more quickly than homogenous groups

- Increased cultural knowledge and understanding

- Enhanced leadership abilities

- Enhanced self-confidence, motivation and educational aspirations

- Greater cultural awareness

- Greater degree of cross-cultural interaction

- Diminished cultural stereotypes

- Enhanced ability to adapt successfully to change

- Envelopment of values and ethical standards through reflection

- Greater commitment to equality for underrepresented communities

Sources:
Page, Scott E. The Difference. How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies. Princeton University Press, 2009.
"What is the Impact of Gender Diversity on Technology Business Performance? "National Council of Women in Technology, www.ncwit.org/businesscase. Accessed 30 Jan 2018.

Definitions

Definitions are given below to guide the search committee process:

- **Affirmative Action (AA):** The purposeful recruiting, mentoring, training, & development established to hire and retain qualified women, minorities, protected veterans, and individuals with disabilities.

- **Applicant:** To be considered an applicant, a jobseeker must satisfy all four of the following criteria:
  - Submit application materials for a specific, open, and advertised position
  - Be considered by the relevant department for employment in a particular position;
  - The individual demonstrates possession of the basic qualifications for the position; and
  - The individual, at no point in the selection process, prior to receiving an offer of employment, removed himself or herself from further consideration or from interest in the position.

- **Candidate**: An applicant who, following the evaluation and selection process, is invited to interview for the specific position for which they applied.

- **Diversity**: Variety of similarities and differences among people, including but not limited to: gender, gender identity, ethnicity, race, native or indigenous origin, age, generation, sexual orientation, culture, religion, belief system, marital status, parental status, socio-economic difference, appearance, language & accent, disability, mental health, education, geography, nationality, work style/experience, job role & function, thinking style, & personality type. Inclusion of various dimensions may vary by geography or institution.

- **Equal Employment Opportunity (EEO):** Fair treatment of applicants and employees, preventing unlawful discrimination based on an individual's race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status.

- **Hiring Authority:** The person who makes the final hiring decision. Usually a director, dean, chair, or hiring authority who ensures that the search process is initiated in accordance with university procedures.

- **Inclusion**: How diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued.

- **Search Committee:** The individuals, including the chair, who recruit for the position, evaluate candidates and recommend finalists to the hiring authority.

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- **Search Committee Chair:** The person who acts as the link between the hiring authority and the search committee. The chair ensures that the search process follows university guidelines, maintains the official record of all committee activities, and serves as its official spokesperson.

- **Unconscious bias**: Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness.

Sources:
Centre for Global Inclusion,www.diversitycollegium.org
CU Boulder Affirmative Action: https://www.colorado.edu/hr/policies-guidance/affirmative-action
Department of Labor: https://www.dol.gov/ofccp/regs/compliance/faqs/iappfaqs.htm#Q2GI
Fiske, S. T., & Taylor, S. E. *Social cognition*, 2nd ed. New York, NY, England: Mcgraw-Hill Book Company, 1991.
Valian, V. *Why So Slow? The Advancement of Women*. London: MIT Press, 1999.

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Guidebook Two: Recruitment and Outreach

The purpose of this guidebook is to provide checklists, strategies and best practices for creating an inclusive job announcement and recruiting diverse applicants.

Developing a Faculty Recruitment and Outreach Plan

Active Recruitment Strategy

Active recruitment means continuously recruiting for future candidates by engaging others (graduate students, faculty at other institutions, etc.) and building relationships over time through conferences and professional networking opportunities. This technique is important to attracting diverse top talent.

Recommendations and considerations for creating a Faculty Recruitment and Outreach Plan:

- Identify the elements of recruitment and outreach that will encourage prospective candidates to apply by:
    - Ensuring the advertisement includes proactive language to attract underrepresented candidates (guidance provided in the appendices of Guidebook Two: Recruitment and Outreach).
    - Conducting expansive outreach such as sharing the ad with everyone in the department and across campus as appropriate; creative outreach; publicizing widely; and extending personal invitations to diverse candidates.

- Share the ad with everyone in the department and across campus as appropriate.

- Encourage each search committee member to reach out to prospective candidates at colleges and universities nationally and internationally. Outreach can be done by encouraging them to apply in-person, by phone, personalized email, via social media, etc.

- Encourage word of mouth advertisement to colleagues, experts in their field, universities/colleges the department has not reached out previously (tribal colleges, historically Black Colleges and Universities, and Hispanic Serving Institutions).

- Encourage graduate students to help advertise the position by sending the posting to candidates in their networks.

- Recruit at national meetings, via professional publications, and email lists serving the position's discipline.

- Reach out to alumni and encourage them to apply and/or to share the posting with others.

- Post the position on the National Registry of Diverse and Strategic Faculty and/or to affinity group networks or associations.

- Keep in mind that reaching out is an invitation to apply – it does not mean special consideration in the hiring process.

- Be aware of where underrepresentation exists before posting the position. For example, does your department have an affirmative action placement goal?

For more information on:

- Current workforce representation
- Affirmative action placement goals (schools/colleges will be contacted by the Affirmative Action Officer if they have placement goals)
- Demographic statistics of potential applicant availability
- Sources for posting advertisements, searching databases, and additional strategies that can help attract diversity
- Recruitment guidance throughout the search process
- Diversity and inclusion best practices
- Strategies and practices for reducing unconscious bias

Contact the Department of Human Resources at: https://www.colorado.edu/hr/diversity-inclusive-excellence

Creating the Job Announcement

Purpose of the Job Announcement

The purpose of this guide is to provide inclusive job announcement best practices. A 2015 study indicated that applications from candidates of color increased by 27% in 2015 due to placement and arrangement of information in the job posting (Shropshire, 2018). Stating the institution's commitment to academic excellence, as well as diversity and inclusion allows candidates to determine if this community is one where they can both work and live (Shropshire, 2018). A job announcement conveys information about the position and the university. Providing scope and detail helps candidates understand the position within the context of the department and campus.

The following provides details on each component of the job announcement. Also included are best practices, a checklist for creating a job announcement, and a sample job announcement.

Components of a Job Announcement
    I.   **Job Summary**

- Provide general summary information about the position including the department name and anticipated semester the position would start.

- Describe the connection between the position and CU Boulder's mission/vision/strategic imperatives.

- The posting though the CU Boulder job site will automatically include the university's diversity statement:

  The University of Colorado Boulder is committed to building a culturally diverse

community of faculty, staff, and students dedicated to contributing to an inclusive campus environment. We are an Equal Opportunity employer, including veterans and individuals with disabilities.

II. **Who We Are:**
   - Provide department specific information including:
      o   Accomplishments
      o   Discipline specific information
      o   Program highlights that speak to diversity and inclusive excellence

III. **What You Should Know:**
   - Highlight information about the role, hours, travel, campus and Boulder region including outdoor life, accessibility to Denver, restaurants, nightlife, etc.

IV. **What We Can Offer:**
   - Provide clear salary information. Including the full salary range is discouraged if the available salary sits closer to the minimum salary.

   - The following information about benefits is hardcoded into each CU job posting:

     The University of Colorado offers excellent [benefits](), including medical, dental, retirement, paid time off, tuition benefit and ECO Pass. The University of Colorado Boulder is one of the largest employers in Boulder County and offers an inspiring higher education environment. Learn more about the [University of Colorado Boulder]().

   - Highlight benefits unique to your department including faculty recognition programs, flexible work schedules, special events/programs, dual career opportunities, etc.

   - Share HR's Living Here resources which shares information about renting, buying a house, area schools, childcare, and parks and recreation: https://www.colorado.edu/jobs/living-here/living-here-resources

V. **What We Require - Minimum Qualifications:**
   - Describe the minimum required qualifications necessary to be considered for the position. This likely includes education and experience related to the specific position.
   - Delineate between what is needed and what will be accepted, only including the true minimum level of experience and education needed to be considered for the position.

   Example:
   - **Education**: Include required discipline(s), sub-disciplines or areas of specialties. Example: *An earned doctorate by XX date in the field of instructional design or a related discipline such as educational technology or instructional systems.*

VI.   What You Will Need - Required Competencies:
- Include specific knowledge, skills, or abilities that are necessary to successfully perform the duties listed in the position. These are typically competencies that are not easily evaluated by reviewing application materials, but rather evaluated during interviews and reference checking steps in the search process.

  ○ Are there skills, knowledge, and/or abilities listed as 'required' that could be learned while in the position? Consider setting these as preferred qualifications (below) with the focus on the 'ability to teach' or 'ability to publish' rather than the 'must have' mentality. This shift will help broaden the pool of qualified diverse candidates.

  Example:
- **Diversity and Inclusive Excellence**: Identify the campus and/or department's diversity and inclusive commitment and incorporate a qualification asking applicants to demonstrate this experience such as asking if candidates have the ability to work with diverse audiences.

VII.   What We Would Like You to Have - Preferred Qualifications:
- Describe additional job-related education, experience, skills, competencies, and credentials desired by the hiring department. These are not essential to the job but enhance a candidate's ability to perform the job.

- For example, preferred qualifications may be demonstrated success supporting diversity and inclusive excellence through researching, teaching, mentoring, or sponsoring these initiatives in a work or educational environment.

- Describe preferred discipline(s), sub-disciplines or areas of specialty.

- Provide clear examples of what is desired.

- Include areas of knowledge, skills, and abilities where there is flexibility

- Examples:
  ○ **Teaching**: Include examples of transferable experience.
    Example: *Teaching experience at the college level in a variety of courses in Psychology or Neuroscience is preferred and can include General Psychology,*
    Psychological Methods and Statistics, Biological Psychology, Behavioral Neuroendocrinology, Principles of Neuroscience, and Neurobiology Learning and Memory.

  ○ **Service:** Include examples of acceptable service experience and think broadly about what constitutes service (i.e. mentorship experience).

○ **Research:** Identify the department's research needs and interests and include examples of transferable experience.

VIII. Special Application Instructions for Applicants:
Information including full consideration dates, details on how many letters of recommendation might be requested, timing of when referee information might be requested, and specific document types that will be collected during the application process will be listed here. Human Resources will add this language into the posting based on the information submitted by campus departments in the Search Committee Portal when requesting a new posting.

- **Consider asking only finalists** for letters of recommendation.
    - o This saves time and moves the process forward more quickly. Also, letters of recommendation can introduce bias (reference the Letters of Recommendation section in Guidebook Five to learn more). Collecting letters later in the process is a better candidate experience, eliminating the need to identify reference providers for candidates who will not move forward in the process.

- **Provide the submission deadline**
    - o Vague deadlines diminish efforts to recruit top talent who may opt for job postings that are clear about their deadlines and time to fill. Set a clear application deadline to provide candidates with a timeframe for the search process.

    - o If the department does not use an application deadline, use a soft deadline (also known as a consideration deadline): "For full consideration, applications must be submitted by [DATE]."

    - o If a search needs to remain open, the committee can extend the deadline and update as needed.

- Full consideration means that applications submitted before [DATE] will be reviewed, and applications submitted after [DATE] may be reviewed, however, this review is not guaranteed.

V   Job Posting Contact:
- **Provide a posting contact:** Provide applicants with a "Posting Contact" whom they can ask questions about how to apply, submitting or replacing application documents, anticipated salary, or relevant application deadlines. This role requires a high level of applicant care.

- **Requesting accessibility assistance or an accommodation:** The following language for how to request accessibility assistance or an accommodation with the job application process is automatically included on all pages of the CU Boulder job site:

CU Boulder is committed to making information and resources that are available via the web accessible for all users. If you are a job seeker and need accessibility assistance or an accommodation in order to apply for one of our open positions, please [submit an accessibility request](#) or call 303-735-4357 (5-HELP) to submit a request for assistance.

Best Practices Regarding Job Announcements

Authentic Representation

If linking to department website pages, photos, and graphics within the job announcement, they should accurately represent the demographic makeup of the department and university. Ensure people in photos represent diversity of gender, race, ethnicity, ability, etc. without creating an inaccurate portrayal of diversity within the department.

Use of Inclusive and Neutral Language

Some research suggests word choice can encourage or discourage candidates from applying. Dominant words and phrases can deter applicants, especially women and other underrepresented populations, who may have been raised to modulate their knowledge and skills, demonstrate humility, and view success through a familial and community based lens rather than through a competitive lens. Neutral words and inclusive and inviting language encourages a diverse range of applicants. Guidelines regarding the use of gender neutral language include the following.

- Ensure a balance of neutral based language (see examples below)
- Eliminate gender bias from job ads by eliminating words associated with gender stereotypes
- Ashcraft recommends avoiding dominant language and extreme modifiers that may be unappealing to some candidates. Examples include:

    Words: *world class, unparalleled, off the charts, high-powered, results-driven, action-oriented, dominant, competitive environment, manages, directs, self-starter*

    Phrases: *"We are determined to be a **dominant leader** in this field and are seeking self-starters determined to **stand apart from the competition**."*

- Appeal to a wide range of diverse candidates by neutralizing language where possible.

Examples of neutral language: *community, commitment, team player, collaborative, supportive, understands, works with, creative problem solving, commitment, team-orientation, excellence, demonstrated success, dedicated, committed, respected, thorough, attentive, inquisitiveness, follow-through, observant, and insightful*.

TIP: Human Resources has tools to assist departments with crafting a more inclusive posting. Contact your recruiting contact in HR to learn more.

Consider Including a Diversity and Inclusion Preferred Qualification

- Setting a diversity and inclusion qualification demonstrates the department and university's commitment to being a welcoming and inclusive environment to faculty with diverse perspectives, skills, abilities, and experiences. This qualification can also help the

search committee learn how applicants have applied their diversity and inclusivity commitment and experience with their work.

  o Examples:
    ▪ Demonstrated ability to cultivate and advocate for an environment of diversity and inclusion based on the position's responsibilities.

    ▪ Demonstrated success working with diverse constituents as this relates to the duties for this position.

- A diversity and inclusion requirement can be demonstrated by asking applicants to submit a statement with their application materials
  o Example: An inclusivity statement must be included that demonstrates your commitment to engagement and inclusion of culturally diverse audiences in higher education (see the links below for further guidance).

- If you add a diversity and inclusion qualification, please ensure that your search committee sets expectations about how they will evaluate candidates based on this qualification prior to reviewing applicant materials. See the links below for further guidance.

Vetting the Job Ad
- Share the job ad with a diverse group of faculty, graduate students and others to determine if the ad resonates, is inviting, is inclusive, and makes sense to others.
- Review peer institution advertisements classified as Diversity Champions to view their language via Insight for Diversity at http://www.insightintodiversity.com/diversity-champions/

Reference the *Job Announcement Checklist*, the *Sample Posting Synopsis and JobAnnouncement*, *Samples of Diversity Statement Questions*, and *Guidance When Reading Diversity Statements* for additional information and guidance.

Sources:
Kay, A. (2018). *How Job Ads Can Reinforce or Undermine the Status Quo.* Retrieved from *https://www.ncwit.org/sites/default/files/a.kay_jobpostingbias_ncwitsummit12_0.pdf*.
Ashcraft, C. (2017). *NCWIT Tips for Writing Better Job Ads*. Retrieved from https://www.ncwit.org/resources/ncwit-tips-writing-better-job-ads.
Shropshire, S. (2018). Faculty Selection Committee Diversity Training [Webinar]. The Academic Network. Retrieved from *https://academicnetworkinc.com/webinars*.

Faculty Advertising Sources for Diversity

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Please Select Your College or School

College of Arts and Sciences

College of Engineering and Applied Sciences

College of Media, Communication and Information

College of Music

Leeds School of Business

Program in Environmental Design

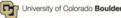School of Education

University Libraries

General Advertising Sources

Appendix One: Job Announcement Checklist

The purpose of this document is to provide guidance based on best practices of creating a job announcement that will be inviting to underrepresented communities including women identified applicants, applicants of color, LGBTQI applicants, applicants with disabilities, or veterans

1) Are the **qualifications clearly stated?** If examples are included, are they broad enough to be inclusive of various types of experience?

2) Are the **application instructions clear** and easy to follow?

3) Do the qualifications include a **diversity and inclusion qualification** that involves demonstrated experience and commitment through one's teaching, research, service, and/or mentor experience?

4) Is information provided regarding the university and the department utilizing language that is neutral and appealing to a wide range of candidates? Does the posting avoid use of extreme modifiers (i.e. "unparalleled," "off the charts," "world class," etc.)?

5) Is the **Affirmative Action/Equal Employment Opportunity statement included as well as** information/language that shares **CU Boulder's commitment to diversity and inclusion?** This information is already included on the CU Boulder job site so this information needs to also be included on ads shared outside of the CU Boulder job site.

6) **Is the representation of diversity authentic? Authentic representation** is important in making prospective candidates feel welcome and included. Be mindful of accurate and authentic demographic representation when utilizing photos or graphics.

7) Is the contact information for non-search committee individuals included? Consider providing a **contact person for accommodations and a search committee contact** person in the job announcement. This non-search committee individual can be available to answer questions about campus climate, questions about the community such as area schools, places to grocery shop based on dietary needs, barber/hair salons, etc. Human Resources also has a Living Here webpage available with resources related to housing and schools: https://www.colorado.edu/jobs/living-here/living-here-resources

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Appendix Two: Job Posting Synopsis

When the position is posted through the CU Boulder job site, it will be fed to multiple sites. You may also post the job to external sites. Given the multiple posting formats, consider a shortened version of the job posting for the external sites. This is typically pulled from the top of the description. An example follows:

> The University of Colorado Boulder Astrophysical and Planetary Sciences (APS) invites applications from collaborative and innovative candidates for an Assistant Professor position**.**
>
> Candidates for this position must hold a Ph.D. or equivalent degree in astrophysics, planetary science, or a related field *or equivalent* must be in place no later than (Day/Month/Year—application deadline).
>
> The successful candidate will have a broad background in astrophysics, planetary science, or a related field and will be committed to inclusive excellence for students, staff, and faculty.

The full position description can be viewed at https://www.colorado.edu/aps/our-department/job-opportunities

Appendix Three: Sample Job Announcement
Full Position Description
University of Colorado Boulder Astrophysical and Planetary Sciences Job Announcement
Assistant Professor

Job Summary

The Astrophysical and Planetary Sciences (APS) Department at the University of Colorado Boulder (CU Boulder) is conducting a search for a new faculty member at the Assistant Professor rank. We seek applications from candidates across all areas of astrophysics and planetary science, including fields of strategic priority for APS, which are exoplanets, extragalactic astrophysics, and transient phenomena. These positions require the ability to develop and conduct an innovative independent research program, a dedication to teaching in our undergraduate and graduate programs, and a commitment to supporting the diverse student populations in our department. The APS department recognizes that the effectiveness and creativity of a group is strengthened by contributions from a broad range of perspectives. As such, we particularly welcome candidates from groups that are historically underrepresented in our field and/or have demonstrated leadership toward building an equitable and inclusive scholarly environment.

Comment: This section provides information about the University and helps to entice the reader to learn more. Including diversity and inclusive language speaks to the department's commitment. An example: "*The X department benefits from the contributions and expertise of its diverse community of scholars and learners.*"

Additionally, including information about the university's size, areas of study, location, and CU's founding year helps to demonstrate the university's stability. When using the CU Boulder job site to post the job announcement, comprehensive information about the university, its size, location, living in the area, and benefits will already be included.

Who We Are

The College of Arts and Sciences at the University of Colorado Boulder conducts research, scholarship, creative work and education in more than 60 fields. Our research generates new knowledge, solving some of the world's most critical problems. The college leads nationally in undergraduate and graduate education, bringing world-class research and scholarship to our students, both in and out of the classroom. The college is the academic home to all five of the university's Nobel laureates. Additionally, it is home to the university's four National Medal of Science winners, eight MacArthur "Genius Award" winners, 100 Fulbright Scholars, 17 Guggenheim Fellows, 14 Packard Fellows, 24 members of the National Academy of Sciences, and 23 members of the American Academy of Arts and Sciences. CU-Boulder is the only university in the Rocky Mountain region in the American Association of Universities, a group of the nation's leading research institutions.

The APS department is affiliated with several research centers and institutes (CASA, JILA, LASP) and offers ample resources for teaching and research, including access to observational, instrumental, and theoretical facilities. The University of Colorado is a member of the ARC 3.5 meter and ARCSAT 0.5 meter telescopes, as well as two new 0.5 meter telescopes at the on-campus Sommers Bausch Observatory. CU Boulder is an institutional member of the SDSS IV and V Surveys and has institutional access to the Las Cumbres Observatory. Successful candidates would also have access to the CU Boulder facility for high-performance computing and the development of spaceborne and ground-based hardware. The headquarters of the National Solar Observatory, which expects to begin operations of the DKIST 4 meter solar telescope in 2019, is located on the Boulder campus. Additional information about faculty life and expectations in APS and at CU Boulder can be found at https://www.colorado.edu/aps/.

Comment: This information will vary depending on the department and position being hired for. This area is an opportunity to highlight the department and discipline's success.

Benefits
The University of Colorado offers excellent benefits, including medical, dental, retirement, paid time off, tuition benefit and ECO Pass. The University of Colorado Boulder is one of the largest employers in Boulder County and offers an inspiring higher education environment.

Be Ambitious. Be Impactful. Be Boulder.

What We Require
Candidates for this position must hold a Ph.D. or equivalent degree in astrophysics, planetary science, or a related field.

Comment: The qualifications are clear and broad providing for an opportunity to diversify the candidate pool. These minimum qualifications must be objective and non-comparable. An applicant should be able to tell whether they meet the minimum requirements based on the posting itself and not based on a subjective evaluation.

What You Will Need
- Demonstrated ability to cultivate collegiality and to work effectively with colleagues, patrons, and donors
- Excellent interpersonal, presentation, facilitation, and communication skills.
- Potential for research, scholarly work, and professional service.
- Demonstrated success working with diverse constituents

Comment: Competencies give the reader an opportunity to address their transferable skills. An example is describing potential for research, scholarly work, and professional service.

Demonstrated success working with diverse constituents is also included as a qualification which informs the reader of the department's commitment to diversity and inclusiveness. Asking candidates to speak to diversity and inclusion in a statement in their application and interview substantiates this commitment.

What We Would Like You to Have

Demonstrate a strong capacity for, and a commitment to, interdisciplinary approaches and collaborative research across multiple disciplines.

Comment: Providing examples of research, scholarly work, and/or professional service is helpful.

Special Application Instructions
This position is open until filled. Applications received by Friday May 5, 2020 will receive full consideration. Application must be made online at CU Boulder Jobs (**requisition #____**) and must include the following in PDF format:

1. Current Curriculum Vitae
2. Cover Letter, which specifically addresses the job requirements and outlines qualifications.
3. List of references
4. Statement of Research Interests
5. Statement of Teaching and Mentoring Statement
6. Statement of Diversity and Inclusion Goals (please see
https://www.colorado.edu/aps/faculty-application-guidance for guidance on these items)
7. You may be asked to submit 3 references for this position at a later time. These individuals will be contacted and asked to submit a letter of recommendation as part of your application materials once all materials have been submitted. This information will be kept confidential and viewable only by the search committee. Review of applications will begin on May 5, 2020; applications will be accepted until the position is filled.

Comment: Providing applicants with clear submission instructions (bulleted here) is key to collecting required materials.

Affirmative Action/Equal Employment Opportunity, Inclusion, and Accommodation Statement:

The University of Colorado Boulder is committed to building a culturally diverse community of faculty, staff, and students dedicated to contributing to an inclusive campus environment. We are an Equal Opportunity employer, including veterans and individuals with disabilities.

Comment: Including the AA/EEO statement demonstrates the university's federal compliance obligations paired with the university's commitment to diversity and inclusion. Research shows that underrepresented candidates believe in an institution's commitment to diversity via well-crafted diversity and inclusion statements. The Department of Human Resources, the Office of Diversity, Equity, and Community Engagement and other stakeholders on campus developed the statement above which is now included in every job posting to share our campus commitment to diversity and inclusive excellence, to be in compliance, and to provide consistency with the language being used.

Additionally, when using the CU Boulder job site to post the job announcement, an automated AA/EEO statement and accommodations information will already be included.

Search Committee Contact:
Questions about the search process, campus climate, resources, etc. may be directed to ____, at ___@Colorado.EDU.

Comment: A staff member familiar with the department, position, and connected with the hiring authority or search chair outside of the search committee allows candidates to freely ask questions without influencing search committee members.

Guidebook Three: Evaluating Applicants

The purpose of this guidebook is to provide information and tools to assess candidates' qualifications based on their application materials. Making consistent decisions about a candidate based on their materials ensures each candidate is assessed equitably. This also allows search committee members to quickly reference notes about each candidate.

Working with the Affirmative Action Officer and Diversity Search and Outreach Program Manager

The search committee is encouraged to work with the Diversity Search and Outreach Program Manager and Affirmative Action Officer from the Department of Human Resources when the search process begins for guidance and support.

Contact information:

Diversity Search & Outreach Program Manager: Teresa.Hernandez@colorado.edu or 303-735-3577

Affirmative Action Officer: aao@colorado.edu or 303-735-9019.

These individuals can provide information on the following:

- Compliance with federal laws and policies governing the hiring process
- Affirmative Action placement goals and demographics of the available applicant pool
- Best practices for inclusive hiring

The Affirmative Action Officer can also provide a demographics report of the current applicant pool. The purpose of the demographics report is to:
- Allow the committee to review the demographics of the applicant pool. Based on how applicants identified (if they elected to self-identify their gender, race/ethnicity, disability, and/or veteran status), the demographics report can provide the committee with the makeup of the pool. The demographics report is not intended to identify characteristics of individual applicants based on their identities. The report provides a group profile of the reported demographics within the applicant pool.
- Allow the committee to determine if additional outreach is justified to continue to diversify the pool based on the demographics of the estimated available applicant pool.

This report should be generated prior to the review of applications and prior to the application deadline.

Determining Criteria Prior to Review

Agreeing on criteria prior to screening applications will enhance the committees' ability to be consistent and objective. Utilizing consistent criteria provides a foundation to more accurately identify top candidates. Evaluation criteria can also contribute to mitigating unconscious bias.

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Defining Terms Prior to the Application Review

In addition to defining the knowledge, skills, and abilities of desirable candidates, it is also helpful to define terms and ideas related to the qualifications. Common words and phrases that are helpful to define include:

- Excellence
- Expertise
- Demonstrated experience
- Potential
- Successful record
- Outstanding scholar

Defining terms can help mitigate unconscious bias by highlighting subjective interpretations and differences based on committee members' own lens.

Conducting an Applicant Review Exercise

Search committees can practice their application review skills by conducting the following exercise:

1. Invite the Diversity Search and Outreach Program Manager and/or Affirmative Action Officer to participate in the meeting when conducting this exercise.
2. Select one candidate at random from the pool.
3. Ask each committee member to review the application materials and evaluate the candidate using the established qualifications, definitions, and criteria.

The committee can then discuss the evaluation based on each member's evaluation of the candidate. This exercise can identify differences in how committee members interpret terms and qualifications and prepare them for issues that may arise as the review process continues.

Utilizing an Applicant Evaluation Rubric

Rubrics allow committee members to reference the qualifications as advertised in the job posting and more easily discuss and compare candidates during the review process. Utilizing an applicant evaluation rubric provides for an objective, defensible, and inclusive process.

The search committee should agree on criteria being assessed and how each criterion will be evaluated (i.e. which criteria should be weighted more than others). Selection criteria must be applied consistently for each candidate. A rubric can be used both as a preliminary screening tool to eliminate applicants who do not meet the required qualifications and as a way to further evaluate qualified applicants.

Elements of a rubric

1) Applicant Names
2) Minimum and Preferred Qualifications
   A listing of minimum and preferred qualifications, as well as desired competencies to be assessed.
3) A weighting method (if desired).

If a weighting method is used, required and important qualifications should be weighted more heavily than others.

4) A ranking method.
A variety of ranking methods can be utilized. Numerical rankings are common and are best if a three point scale is utilized. Challenges associated with numerical rankings include the possibility of creating a false belief that only the individual with the highest number is qualified. Additionally, numerical rankings across multiple criteria may not be adjusted based on priorities. Finally, numerical rankings without weighting are sometimes overruled in the final decision. While this is acceptable, documentation would reveal that the final selection and the numerical rankings were not aligned, which could be difficult to defend. Examples of non-numerical rankings could be yes/maybe/no, or top, secondary, not under consideration. Non-numerical rankings eliminate the challenges associated with numerical rankings.

5) Application Documents
Documents to be included in the rubric could include the curriculum vitae, cover letter, finalists, letters of recommendation, and a commitment to diversity and inclusion.

6) Commitment to Diversity Statement
It may be desirable to evaluate a candidate's commitment and experience with diverse communities. Asking applicants to submit a statement addressing this is appropriate and could be tailored to the department (asking the applicant to connect their experience to the department's diversity goals for example). If used, this criteria should have also been listed in the job posting. See appendices eight and nine for Samples of Diversity Statement Questions and Guidance When Reading Diversity Statements that can be used when evaluating diversity statements.

See the following rubric template and a sample: Applicant Screening Template and Applicant Screening Sample

The search committee should also create a plan for reducing bias during the application review process. Examples of Bias in the Hiring Process result in an unfair evaluation of women and other underrepresented communities.

Reference the Criteria Evaluation Best Practices Matrix for a review of strategies.

While reviewing applications, work with HR to obtain any missing application materials needed to complete your evaluation. Gathering missing materials instead of eliminating candidates because of missing documents is a more inclusive strategy and can assist in our efforts to recruit top diverse talent. (Shropshire, S., 2018, February 8).

Sharing Rubric Ratings in Committee Discussions
Once committee members have rated applicants utilizing the rubric, committee members can share their ranking. The use of the rubric makes discussions regarding applicant strengths and weaknesses more consistent and allows the committee to group candidates. It also allows differences between committee members in their evaluation of applicants to emerge. **Note**:

Search committee members can record a Yes, No, or Maybe response for each candidate within the CU Boulder Job site, and in the future this will likely include the ability to add notes/comments. Search committee members can change or edit their responses on each candidate. Search committee members can see a summary of their own responses for candidates in the pool, and the Search Chair can review the responses from all committee members.

Notifying Applicants in the CU Boulder Job Site

Once candidates are screened and a list of semi-finalists emerge, those not moving forward should be notified. Unsuccessful faculty candidates are not automatically notified when being removed from the pool. General (not specific) reasons can be provided to the candidate not moving forward. Reason codes are available in the CU Boulder job site as are email templates that provide general reasons. Criteria used to eliminate applicants must be job-related and documented. Notify HR if you would like them to send notifications to unsuccessful applicants on your behalf.

Letters of Recommendation and Unconscious Bias

Unconscious bias can occur during the review of letters of recommendation. Letters written for women, for example, tend to be shorter in length and focus on interpersonal skills rather than knowledge, skills, and abilities as compared to men identified candidates. Another example is that letters written by authors from other countries can be different in tone and language than letters written by those from the US. The Potential Influence of Unconscious Bias in the appendix provides additional information. To help mitigate bias, one strategy is to wait to collect letters of recommendation of only the finalists rather than from all candidates in the pool. Not only is this a time saver for candidates, references, and the search committee, it also allows the committee to focus on the candidate's qualifications and contributions and consider all factors. For example, if an author of a letter of recommendation is well respected in the field, this should be only one of many factors considered when evaluating candidates. There will be candidates who do not have well-known mentors or who do not hail from highly regarded institutions. However, they may be top candidates based upon their work, their life experience, and their resiliency. As such, evaluating applicants based upon their application without letters of recommendations is one strategy to mitigate bias. The search committee should also create a plan for reducing bias during the application review process. Examples of Bias in the Hiring Practices resulting in an unfair evaluation of women and other underrepresented communities can also be found in the appendix.

When a Committee Member Knows a Candidate

There will be times when candidates know committee members. Committee members should share who is known to them and the committee should determine a plan for the committee member to continue to participate or recuse themselves from evaluating and interviewing the candidate. Discussing concerns with the search chair first can be helpful to determine a plan for communicating with the committee. Contact the Department of Human Resources with questions.

Internal Candidates

Internal candidates should be provided with the same questions, assessments, and evaluations as external candidates. When discussing and considering internal candidates, ensure that any information about work history is job-related and verifiable. It is not uncommon for committee members to want to grant internal candidates an interview as a courtesy rather than as a result of their standing among the other candidates. We do not recommend offering internal interviews if a candidate is not among the most qualified for the position. There is always an opportunity to have a discussion regarding interest in a new appointment, however, interviews should only be reserved for the most qualified candidates. Internal knowledge is valuable and can be considered as part of one's qualifications.

Source:
Shropshire, S. (2018, February 8). Faculty Selection Committee Diversity Training [Webinar]. The Academic Network.

Appendix Four: Applicant Screening Template

Applicant Screening Evaluation		Position: _____		Position #: _____		Evaluator: _____		
Last Name	First Name	Minimum Qualification	Minimum Qualification	Preferred Qualification	Preferred Qualification	Preferred Qualification	NOTES/ comments	Mark your decision yes, maybe, or no.

How to use this template:

For each candidate, indicate if they meet the minimum and preferred qualifications by marking the appropriate box with yes, maybe, or no. Provide comments to support your rating. In the final column, provide your final decision (yes, maybe, no) on the candidate.

To access this template, link to: *Applicant Screening Template*

To see how this template can be used via a sample, link to: *Applicant Screening Sample*

Appendix Five: Examples of Bias in the Hiring Process

The following demonstrates unconscious bias in hiring practices and its negative impact on underrepresented candidates. Developing strategies that mitigate unconscious is important in conducting an unbiased search process.

Orchestra Auditions

An analysis between 1970-1996 audition records of 14,000 US symphony orchestra musician positions reveals the following:

- As of 1970, only 10% of newly hired musicians were women
- As of 1980, there were no more than 12% women musicians within the top 5 U.S. orchestras
- Once objective (blind) auditions were put in place that prevented seeing candidates and hearing footsteps (through the use of a carpet to muffle foot sounds and a carpet), this practice resulted in the following:
  - An increase of women advancing from preliminary screening rounds by 50%
  - A 30% increase in the hiring of women musicians

Applications

In a study in Boston and Chicago, fictitious resumes were submitted for job advertisements. Resumes were randomly assigned African American or White sounding names. The findings revealed:

- White sounding names receiving 50% more callbacks for interviews
- Job applicants with White sounding names needed to submit 10 resumes in order to obtain one callback while African American sounding names needed to submit 15 resumes to obtain one callback

Note: The racial gap is uniform across occupation, industry, and employer size

Letters of Recommendation

In a study of medical faculty at a large medical school in the United States, 300 letters of recommendation were examined from a theoretical perspective of gender schema from cognitive psychology. Letters written for women identified candidates differed significantly from those written for men identified candidates.

- Men's letters are longer, more references were made to their CV, publications, patients and colleagues
- Women's letters were shorter and more references were made to their personal life
- From a global perspective, dependent on a person's identity, country of origin and upbringing, letters of recommendation may be different in tone and language. For example, authors from other countries may be more direct in their communication and tend to understate a candidate's excellence versus another reference writer who has a tendency to uplift any and every accomplishment a candidate had.
- "Doubt raisers" for women were incorporated which included faint praises and irrelevant information. For example:
  - "It's amazing how much she has accomplished."
  - "She is kind."

- o "She is close to my wife."
- o "It appears her health is stable."
- o Gender schema language is used that reinforces gender stereotypes such as through the portrayal of women as teachers and students versus researchers and professionals. For example:
  - "Her teaching" vs. "his research"

In a study of 886 chemistry or biochemistry faculty position letters of recommendation at a large U.S. research university, the use of language for male-identified candidates versus female-identified candidates revealed words focused on men's abilities and experiences and used "standout adjectives" while women's abilities and experiences were not as amplified (Schmader, et al, 2007).

For example:
- **Words used for men**: excellent, outstanding, exceptional, magnificent, unmatched
- **Words used for women**: careful, thorough, conscientious, hardworking
- **Research words used for men**: research, publication, contribution, discover
- **Teaching words used for women**: instructs, counselor, communicate, rapport

Sources:

Betrand, M. & Mullainathan, S. (2004). Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *American Economic Review*, 94 (4), 991-1013.

Goldin, C. & Rouse, C. (2000). Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians. The American Economic Review, 90(4), 715-741.

Schmader, T., Whitehead, J., Wysocki, V. (2007). A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants. *Sex Roles*, 57(7-8), 509-514.

Trix, F. & Psenka, C. (2003). Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty. Discourses & Society, Vol 14(2), 191-220.

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Appendix Six: Criteria Evaluation Best Practices Matrix

The purpose of this document is to provide best practices when evaluating applications.

Best Practice	Consequences of Overlooking this Practice
- Search committee members select **set criteria** that screens for candidates who have the knowledge, skills, and abilities to be successful in the position. - Candidates are screened on the criteria rather than comparing candidates.	- Candidates screened without criteria and reference points is confusing, difficult to defend, and lends itself to unintentional bias. - Decisions about candidates can be based on irrelevant factors.
- A **screening rubric** is used to track each application, document notes, and track candidates' strengths and shortcomings. - Notes are job related. - Information unrelated to the job is excluded.	- Use of notes without a screening rubric is difficult to defend, especially when the notes are not job related. - The review is subjective.
Committee members submit their evaluations to the search chair and share their results for discussion and decisions.	When each criteria is not consistently applied, committee members rely on unrelated factors and assumptions such as fit, gut feeling, institutional fondness, etc.
Committee members review articles, tips, and schema charts related to implicit bias. This helps committee members practice mental checks to mitigate bias during the search process.	Without unconscious bias reminders, committee members may inadvertently make decisions that negatively impact candidates. Pushing ourselves to focus on the criteria enables the committee to look beyond typical decisions that can result in selecting candidates who share similar

• One example is in-group bias when people look for candidates similar to themselves because they can relate.	identities, values, communication style, etc.
• **Move *beyond* traditional practice**s (judging candidates based on an institution, their recommenders, etc.) and focus on assessing qualifications based on the candidate's individual knowledge and experience.	• Cognitive errors are made when shortcuts occur. • Research shows that relying upon judgments (i.e. institution affiliation, mentors, etc.) are unreliable methods for evaluating candidates.
• **Intentional space is created to discuss** each committee member's thoughts and ideas. This is an opportunity to hear what other search committee members may have missed or did not consider. This is valuable in informing decisions about candidates.	• Momentum of the group is lost when committee members are stressed or tired, or members have made a decision about their top candidates and do not hear others' thoughts. • This is a cognitive error that can contaminate the evaluation of candidates.
• **Slowdown in the process**. Allow for adequate time to evaluate and discuss candidates. This is critical to enable a conscious and objective process.	• "When people are distracted or put under pressure to respond quickly, they become far more vulnerable to cognitive errors and faulty decision making" (Pinker, 2002)
• **Careful record taking and scribing** throughout the process regarding decisions about candidates is important.	• Relying on memory is difficult especially when drawing upon specifics about each candidate. Taking notes and keeping records helps to ensure decisions are made based on job related criteria.

To access this matrix, link to: *Criteria Evaluation Best Practices Matrix*

Source:
Moody, J. (2012). *Faculty Diversity: Removing the Barriers*. New York, NY. Routledge.

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Appendix Seven: The Potential Influence of Unconscious Bias on Evaluation of Candidates

Although we may believe that we are objective scholars and professionals who are able to evaluate candidates based entirely on merit, the quality of their work and the nature of their achievements, an enormous body of research has shown that each of us brings with us a lifetime of experience and cultural context that shapes the way in which we evaluate other individuals.

Studies show that people who have strong egalitarian values and believe they are not biased may, in fact, implicitly or inadvertently behave in discriminatory ways. A first step toward ensuring fairness in the evaluation process is to recognize that implicit biases, attitudes, and other influences not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations of them, even if we are committed to egalitarian principles.

The results from several controlled research studies in which individuals are asked to make judgments about human subjects demonstrate the potentially prejudicial nature of our many implicit assumptions. These implicit biases show up in a range of situations from our everyday social interactions to those that have a clear connection to hiring for faculty and staff positions or evaluating individuals for promotion and tenure.

It is important to note that in most of these studies, the gender and sometimes the race or ethnicity of the evaluator was not significant, indicating that people in general share and apply some of the same assumptions.

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on a search or review of faculty candidates. Constructing clear guidelines and spending sufficient time on evaluation can reduce the influence of implicit bias.

The Power of Implicit Biases
- Such biases are pervasive
- Biases can occur even when there is no intent or motivation to be biased (and in fact the perceiver might be horrified to realize the bias)
- Biases are a product of what are otherwise very normal cognitive processes essential for navigating a complex environment
- Biases derive from expectations or learned associations based on our "models" of the world
- Simply talking about bias is often insufficient for eliminating its influence

See the Reducing Bias section in the next guidebook for a list of unconscious biases.

Examples of Possible Implicit Biases
Decades of research demonstrates that biases show up repeatedly at every level of organizations including recruitment, screening, hiring, evaluating for tenure and promotion, and determining salary and raises. For example:

1. Faculty from underrepresented groups may be subject to higher expectations in evaluation areas such as the number and quality of publications, name recognition, or personal acquaintance with a committee member.

2. The ideas and research findings of individuals from underrepresented groups may be undervalued or unfairly attributed to a mentor or other collaborators despite contrary evidence in publications or letters of recommendation.

3. The ability of underrepresented people to run a research group, obtain funding, navigate a complex system, and supervise students and staff may be underestimated.

4. Assumptions about possible family responsibilities and their effect on a person's career path may negatively influence evaluation of merit, despite evidence of productivity.

5. Negative assumptions about whether underrepresented people will "fit in" to the existing academic environment can influence evaluation.

6. The professional experience a person may have acquired through an alternative career path may be undervalued.

7. Biases or assumptions may exist such as over valuing someone who holds a degree from a peer institution or knowing the references for a candidate. These things on their own do not necessarily mean the person is the most qualified.

Practices That Can Minimize the Impact of Implicit Bias
1. Reflect on your impressions
   - The greatest amount of bias happens in the early stages of the "acquaintance process"
   - Run "mental simulations" evaluating a candidate by substituting a different gender or ethnicity into the materials and considering whether this changes the narrative you construct about the scholar, credit for their work, probability of future success, etc.
   - Talk through your decision with someone with whom you generally disagree or don't know well
   - Make a plan in your mind for how you will handle situations when you recognize that bias is at work
2. Minimize or eliminate cues that trigger implicit bias
   - Identify one thing that you may have in common with a candidate when reviewing their background and then re-review their materials
   - Focus solely on relevant or diagnostic cues – have agreed upon specific concrete procedures for reviewing candidates before reviewing them
   - Explain the thinking behind decisions (and ask for clarification if the reasoning is unclear)

3. Create a culture of pointing out bias or the potential for bias
   - Elicit feedback and be open to receiving it through a range of formats
   - Encourage everyone to take part in recognizing and pointing out potential bias and value them for doing so

4. Create a culture of explaining and describing processes (transparency & self-awareness)
   - Slow down decision-making to create more opportunity for identifying and interrupting bias
   - Make decisions collectively (when appropriate and possible)

5. Continue exploring implicit bias and selection and evaluation processes that enhance inclusive excellence, such as asking all candidates the same set of job related questions and rating their responses.

Appendix Eight: Samples of Diversity Statement Questions-Assignments in the Application

Colleges and universities are looking to increase their diversity and retention of students including underrepresented students. Hiring faculty members who understand their role in improving these outcomes may be one way to succeed in this regard, thus learning more about candidates and their work with/for underrepresented populations may help hiring committees gain a better understanding of their work on inclusive excellence and enhancing diversity and retention.

Tips:
- Diversity statement instructions can provide clarity when the statement includes a definition of diversity and inclusive excellence and/or goals defined by the hiring department.

- Providing expectations and examples of what can go into the statement may be helpful to the reader as well (although broad statements allow for academics to provide a response tailored to their research, teaching, and/or service experience and/or ability).

- Work with the committee to read diversity statements early in the search process.
  - This practice can promote a holistic evaluation of the candidate when application materials including the diversity statement are considered early on.

Sample Requests for Inclusive and Diversity Statements of Candidates:

1)   For the Diversity and Inclusion Statement, please include a 1-2 page statement on how your teaching, research and/or service demonstrates a commitment to diversity and inclusion; examples might include scholarly work, efforts to improve access to higher education for underrepresented individuals or groups, or other contributions to diverse communities.

2)   Submit a statement (1-2 pages maximum) within your application demonstrating how your work would advance diversity, equity, and inclusion.

3)   Explain how your teaching, research, mentoring, and/or service experience can bolster institutional efforts to improve diversity, equity, and inclusion.

4)   Describe your beliefs and approaches to addressing systemic discrimination in the *[insert field or discipline]* field with regard to the history of this discipline and, based on your experience and/or ability, opportunities for shifting towards inclusive excellence based practices in the class/field/lab.

 5)   Our department recognizes that our mission is strengthened by contributions from diverse perspectives. How do you feel you could contribute to this mission of diversity and inclusion?

Appendix Nine:
Guidance When Reading Diversity Statements

It may help to review the following article to continue to help keep in mind mitigation of bias when evaluating applicants and looking at ways to work toward retention of faculty based on the department's diversity and inclusive excellence commitment: https://www.chronicle.com/article/How-Serious-Are-You-About/243684?cid=wcontentgrid_article_bottom

Specific to advice for *reading* diversity statements:

Tie-Breaker or Framework?

Because a diversity statement is a relatively new requirement in the standard application package, the committee should decide whether this statement is read as an *add-on* to established components (such as cover letters, curriculum vitae, teaching statement, and research plan). If so, it is typically used as a tie-breaker. Ideally, it should be read as a framework that contextualizes other documents. Committees that read the diversity statement *first*, tend to maintain a more inclusive pool of candidates at each stage of the search. *Specifically, what can we learn from reading the diversity statement that informs our understanding of other achievements?*

Identity or Practice?

If the diversity statement is used as a framework document, the committee should provide a strong prompt (and perhaps assign their department's inclusive excellence plan as required reading), so that an applicant understands the purpose of the statement, the expectations of its readers, and the goals of the campus. Otherwise, the committee will struggle with evaluating highly autobiographical stories against dryly theoretical visions of diversity. It is an indisputable fact that diverse students feel validated in their academic goals by diverse faculty who model these attainments. However, personal identity does not necessarily equate to professional practice. *Specifically, what can we learn from reading the diversity statement that tells us about the applicant's practice of inclusive excellence in teaching, research, and service?*

Assumption or Lesson?

At an R1 institution, it takes intentional effort from each committee member to check assumptions underlying early decisions to eliminate applicants, especially if an applicant belongs to an underrepresented group at CU Boulder. Faculty who are experienced peer reviewers may default to traditional hiring practices that yield traditional hiring outcomes. Because inclusive excellence is not the status quo, we need to be intentional about how we arrive at individual votes or group consensus. *Specifically, what can I learn from reading the diversity statement that teaches me something about my own assumptions on diversity, equity, excellence, and inclusion?*

Source: Created by Corinna Rohse, PhD, Student Academic Success Center, University of Colorado Boulder

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Guidebook Four: Candidate Interviews

The purpose of this guidebook is to provide committee members the necessary steps, best practices, and checks for conducting a thorough, equitable, and defensible search process. These practices are designed to identify top candidates, meet our federal Affirmative Action/Equal Employment obligations, and provide strategies to mitigate unconscious bias in the interview stage. Tools are provided at the end of this guide in the appendix section.

Developing the Interview Format

It is important that the interview process be well organized and provide each candidate the opportunity to share their qualifications and skills. The interview process should make candidates feel welcome and supported.

Include these elements in the interview:

- Welcome the candidate and introduce the committee
- Provide an opportunity for the candidate to describe their qualifications for the job and how the position relates to their career path
- Ask consistent, legal questions, utilizing a rubric to evaluate candidates objectively
- Provide an opportunity for the candidate to ask questions
- Be prepared to answer questions from candidates related to mentorship and development, campus environment and culture, and department/position specific questions
- Provide next steps and the notification process including a contact person
- Thank candidates for applying and participating in the interview process

Provide guidance for individuals and groups involved in the interview process:

- Provide relevant interviewing documents to individuals and groups involved in the interview process. These include:
  o Essential qualifications needed to be successful in the position
  o The job posting
  o Interview questions
  o "Unlawful vs. Lawful" questions handout (see below or see the appendix)
  o An interview rubric or feedback form for evaluating candidates
  o The interview format and interview schedule

Check Appropriateness of Information Requests of Candidates:

- If there are questions about whether it is appropriate to seek additional information or if questions are permissible, consult with the CU Boulder Affirmative Action Officer or the HR Diversity Search Outreach Program Manager to ensure the questions are objective, job-related, and do not unfairly discriminate against the candidate.

Communicate with Candidates Regarding Their Status:

- Notify candidates no longer being considered throughout the process rather than waiting until the end of the search. HR can assist with communication to applicants and can provide you with templates that provide general reasons for not being moved forward. Candidates need not be given the specific reason for not moving forward in the process.

Document Reasons Why Candidates Do Not Move Forward

- Reason codes are available in the CU Boulder job site to document why candidates are not moving forward. A reason must be given why each candidate was not selected in order to comply with our legal obligations and to track data related to campus diversity and inclusion efforts. As a reminder, reasons must be job related and non-discriminatory.

Provide Adequate Information to the Hiring Authority:

- The committee may recommend more than one finalist to the hiring authority. The recommendation may include a search committee summary with information about each finalist (i.e. strengths, areas needing improvement, potential contributions, etc.), and application materials for each finalist including their CV, cover letter, letters of recommendations, references, any statements they were required to submit, and search committee notes about the candidates. Application materials can be shared electronically through the CU Boulder job site.

Developing and Administering Interview Questions

Develop a **core set of questions** based upon the criteria established in the position description to be asked of all candidates.

- Ask questions related to the requirements of the job including competencies and behaviors that support the qualifications being evaluated.
- Do not ask questions that are not job-related as these may potentially be discriminatory. Reference the Lawful vs. Unlawful Questions in the appendix when developing questions.
- Ask the same set of core questions of all candidates to ensure equity and to assist in comparing candidates at the final decision-making stage. It is acceptable to ask different questions based on candidates' CV, research, etc. However, the questions must relate to the position and the candidate's knowledge, skills, and abilities. Define characteristics you might explore during the interview related to fit and style. Consider how those elements relate to success in the position, and further explore the job related behaviors you are interested in evaluating.
- Consider using the **critical-behavior interviewing** technique, which identifies a candidate's potential based upon past behaviors rather than hypothetical questions. The idea is that past performance is the best predictor of future performance. Critical behavior interview questions may be useful to learn more about a candidate's teaching experience, diversity and inclusion work and commitment, and soft skills. See the appendix (Sample Faculty Interview Questions) for suggestions. Ask questions that require the candidate to describe specific experiences and examples of past performance related to job competencies.

- o Example: Please give an example of a goal you reached in a former position and describe how you were able to achieve it.
- o Example: When you did "x" or were faced with "x,"? How did you handle the situation?
- It is acceptable to ask follow up questions or probe candidates for specific details rather than philosophical responses or theory. If the answer you receive does not fully address the question, rephrase, ask for more specifics, and/or ask what the outcome was.
- The Human Resources Diversity Search and Outreach Program Manager and a Human Resources Recruiter can provide guidance regarding interview questions that are legal and focus on candidates' qualifications and potential, as well as information on how to explore a candidate's commitment to diversity and inclusion.

Developing and Utilizing an Interview Rubric

- Utilizing an Interview Review Rubric (also in the appendix) promotes consistency and clarity regarding qualifications, assists in determining how qualifications will be measured, and can help to identify what constitutes a strong/top candidate.

- The rubric should be based on objective and measurable job relevant criteria drawn from the position description. **Note**: After the interview, search committee members can record a Yes, No, or Maybe response for each candidate within the CU Boulder Job site. Search committee members can change or edit their responses on each candidate at any point in the process prior to the final decision. Search committee members can see a summary of their own responses for candidates they have interviewed, and the Search Chair can review the responses from all committee members.

- Reference the Criteria Evaluation Best Practices Matrix (see in the appendix) for best practices when evaluating candidates.

Determining the Type of Interview

Various types of interviews may be used depending on the department and the position. The following describes common types of interviews.

1. Screening interviews

Screening interviews may take place at conferences, professional meetings, informational interviews, etc. It is important to utilize the same best practices provided for search committee interviews. Consistent, legal questions, and use of a rubric to evaluate candidates will help maintain objectivity and will aide in defending the process. For a screening interview, be sure to:

- Provide a detailed description of the position (along with the job posting or position description if possible)
- Assess the applicant's interest in working in Boulder, at CU, and in the position
- Take careful notes related to the applicant's qualifications and skills
- Encourage the applicant to ask questions
- Keep in mind that candidates are also interviewing us and this is an opportunity to recruit them

2. Semi-Finalist interviews

Providing for a semi-finalist video or phone interview provides an opportunity to screen candidates prior to bringing them on campus, which saves time and money. A semi-finalist interview may be desirable for a couple of reasons:

- To give the search committee an opportunity to learn more about candidates. This is an inclusive strategy that allows a larger group of candidates to interview and demonstrate their skills for the position. For example, the committee may interview eight to ten candidates if implementing a semi-finalist step versus three to five without it.

- To allow candidates to elaborate what is in their application materials.

The semi-finalist interview could entail twenty to thirty minute phone or video interviews with at least five minutes of transition time between, and search committee time for discussion following the final interview.

- Double-check phone numbers, links and contact information for phone or video interviews. Clearly communicate interview information to candidates should they need to initiate contact for the interview. Reference the Sample Candidate Interview Schedule (see in the appendix).

3. Campus interviews

- Review your department policy regarding interview logistics and expenses
- Determine and confirm interview dates with finalists
- Tend to details needed for travel to campus including:
  o Giving as much advance notice as possible to candidates with the interview date, plan, location, format, and technology resources to be provided, and a point of contact for accessibility information (provided to all candidates)
  o Providing a general format of the questions
  o Providing a list of who will be present during the interviews
  o Sharing travel logistics (flight confirmation, transportation, meals, hotel information) as well as on campus logistics
    - If flight, hotel, and transportation is not funded by the department, notify candidates. If possible, allow for candidates to opt in to video interview if they do not have the funds to travel on their own.
    - Arrange for host(s) to meet candidates, pick them up, drop them off, etc.
    - Set interview schedule logistics
    - Reserve room space, determine presentation and equipment needs
    - Provide campus map, visitor guide, parking information, clear directions to interview space and restrooms in the building, and a phone number to contact if needed
  o Establish the same/similar interview environment for all candidates (i.e. same opportunities for interactions, similar/same meeting rooms, etc.)
  o Provide sufficient break time for candidates between interviews, including restroom breaks
  o Provide time for candidates to meet with individuals or university groups by asking ahead of time if there are additional people they would like to meet

- This can be an opportunity for candidates to meet with campus partners who can serve as helpful colleagues based on shared identities or commonalities
  - o Provide CU Boulder swag and/or departmental materials to candidates such as a notepad, pen, sticker, window decal, pin, etc.
  - o Provide an interview itinerary (see the appendix for an example)

4. Group Structured Interviews

Planning a group structured format can be helpful in ensuring that a diverse group of campus partners and colleagues are part of providing feedback from a variety of perspectives. When campus partners are asked to participate in a group interview to provide feedback regarding finalists, it is important to provide them with the Group Interview Feedback Form for the search committee to review later. An alternative to using a feedback form is to set up an online survey and collect feedback electronically. Consult HR or the above Group Interview Feedback Form to determine the best way to design your online survey.

- It is important that group forum participations are provided guidance regarding questions that are legal and not legal to ask via the Lawful vs. Unlawful Questions resource. The university can still be held responsible if discriminatory or unlawful questions are asked during group interviews.
- Ensure that participant feedback collected in the group structured interview will be evaluated by the search committee. Groups scheduled to participate in the group structured interview should be selected based on the need and desire to receive their feedback. A diverse group of constituents can provide valuable feedback in the search process and providing opportunities for diverse feedback should be intentionally scheduled.
- Have a moderator (the Search Chair or search committee member) available to introduce the candidates, field questions, and intervene when and if illegal questions are asked. The moderator should attempt to ensure that the questions are relevant and job-related.
- Provide participants in the group interview with the position description and/or job posting, CV, cover letter, and any other required application documents such as a diversity and inclusion statement.
- Lastly, in order to protect candidates' privacy, be certain to redact personal contact information from materials distributed at the group interviews (such as a finalist's personal home address, personal email, cell phone number, etc.).

Utilizing Inclusive Practices

- **Provide a search committee contact**: Applicants often have questions about the department, campus climate, spousal hires, area schools, places to go/things to do in the area, etc. Provide applicants with a contact whom they can ask questions and feel comfortable knowing that these inquiries will not be shared with the search committee. This person should ideally be someone outside of the search committee who is familiar with the department. The contact person needs to maintain confidentiality to protect applicants.

The Department of Human Resources Diversity Search and Outreach Program Manager can serve as an objective contact for candidates. Contact Human Resources if you would like to request an HR representative to serve in this capacity.

- Avoid scheduling interviews on religious holidays and holy days. Reference the Diversity Best Practices Diversity Holidays site for guidance: https://www.diversitybestpractices.com/2020-diversity-holidays

- Utilize universal design principles (in the appendix) when possible to make a candidate's experience both welcoming and accessible.

- Be hospitable, friendly, relational and be considerate of candidate's anxiety.

- Be open to a variety of cultural differences in body language and verbal and nonverbal communication (eye contact use of pauses, etc.). There are many cultural cues that diverse candidates use as a sign of respect that may differ from one's own understanding. Being mindful of this ahead of time will allow the committee to be open and to focus on the interview responses.

- Allow the interview to be conversational and give candidates the opportunity to ask any questions candidates may have. This practice allows candidates to engage in dialogue and develop friendly rapport.

- Allow for silence in the interview. This gives candidates time to formulate more robust responses and accommodates a variety of styles.

- Have a committee discussion before starting the interview process regarding ideas and words such as: "fit," "gut feeling," "I could see myself working with this person," etc. These terms/ideas need to be carefully examined to determine if they apply to job related criteria before making decisions about candidates.

Reducing Bias

Review the Potential Influence of Unconscious Bias handout and the following list of unconscious biases to mitigate judgements that may lead to inappropriate decisions.

- *Conformity Bias -* Related to bias caused by peer pressure; individuals tend to change their opinion in favor of the group opinion.

- *Beauty Bias -* Often relates to physical attraction yet can include other physical attributes. We then may rate a candidate higher or lower based on their age, size, attractiveness, style, etc.

- *Halo/Horns Effect -* Halo is seeing one great point about a candidate and letting this color everything else, such as attending a highly regarded university. Horns is the opposite in which seeing one bad point colors all other information about that candidate.

- *Affinity/Similarity Bias -* Favoring those with a shared attribute such as the same alma mater, being raised in the same town, the same field of study, etc. Candidates may be treated differently based on the evaluator's affinity.

- *Contrast/Compare Effect -* Comparing candidates to one another based on non-job related information.

- *Attribution Bias -* The way in which people explain their own behavior and that of others. If one does well, this is attributed to their own merit or skills. However if one fails, this is blamed on external factors or other people preventing one's success. When outside people succeed, they did so because of luck, and when they fail, this is attributed to their merit, skills, or personality.

- *Confirmation Bias -* When a judgement is made of someone, evidence will be sought out to subconsciously support what we believe to be accurate information about that person.

- *Past Failure Bias -* Relates to when someone did something or made a decision in the past that did not work out. We then assume that applies to every circumstance in every case.

- *First Impressions* - Making decisions about a person's candidacy based on their first/initial interaction

- *Cultural Noise* – Focusing on socially acceptable responses from candidates that appeal to a search committee members but are not consistent with the candidate's application materials or other responses.

Considering Diversity in the Interview
- To identify individuals who can contribute to diversity and inclusion, probe for examples such as the following:
  - Contribution to addressing diverse learning styles
  - Experience with and commitment to understanding and addressing barriers facing underrepresented groups
  - Experience serving and mentoring underrepresented populations
  - Contributions in areas of primary research
  - Communication and collaboration among diverse communities demonstrated throughout the application and interview process

Candidates and Accommodations
Individuals with disabilities may require accommodations during the recruitment process. While the search committee may not ask about a candidate's disability, we encourage any applicant to request a disability accommodation if needed. The ADA Director or Human Resources may be

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able to assist in this process. Candidates may be asked to demonstrate or address how they can perform the essential functions of the job, with or without an accommodation. If questions arise about whether a candidate can successfully perform the essential functions of the job, the committee should not make an assessment on its own and should contact the ADA Coordinator for additional guidance about how to evaluate these requests at 303-492-9725 or adacoordinator@colorado.edu.

Utilize the Universal Design Principles for Accommodations Guide (see the appendix) when possible to make a candidate's experience both welcoming and accessible.

Provide an accommodations contact: Include the name and contact information that individual candidates can access to inquire about and secure accommodations. Being proactive regarding accommodations demonstrates the department's commitment to being inclusive of all abilities and minimizes barriers for applicants with disabilities. Include the following suggested statement from CU's ADA Compliance Office:
The University of Colorado Boulder is committed towards providing equal access to individuals with disabilities. If you are an interview candidate and require accommodations, please contact the ADA Coordinator at: ada@colorado.edu no later than three days before your interview. We will make all reasonable efforts to fulfill requests submitted after the deadline.

Addressing Power Dynamics Among Search Committee Members

- Search committees often include faculty who have positional and political power. It is important to have diverse search committee members including a range of positional levels (including junior faculty and graduate students). Addressing power dynamics during committee meetings can diminish the formation of unconscious power alliances that can influence candidate decisions. Techniques to address this may include asking committee members to change who they are sitting next to each meeting or utilizing a different facilitator at each meeting.

Sources:
Burnham-Williams W. (2017). Diverse Talent Recruitment and Retention [Webinar]. Academic Impressions. Retrieved from https://academicnetworkinc.com/webinars.
Railey, M. (2016). *Reducing Bias in Academic Search Committees,* JAMA, Volume, (316), number 24.

Vaugh, B. (n.d.).*The Top Ten Culturally Competent Interviewing Strategies,* Diversity Officer Magazine. Accessed 2018, February 14. Retrieved from http://diversityofficermagazine.com/cultural-competence/the-top-ten-culturally-competent-interviewing-strategies.

Appendix Ten: Sample Faculty Interview Questions

This document provides sample interview questions in the areas of teaching, research, service/mentoring, and others. Tying interview questions to the position description, candidates' application materials, and specific areas are key in covering the criteria for an equitable and inclusive approach.

Teaching

- What are your greatest strengths as an instructor? In which areas do you feel you need further development?
- What do you think are the most important attributes of a good instructor? Give an example of how these attributes help students learn.
- How do your professional and research interests contribute to teaching a diverse student body?
- Describe your teaching style. (Probe for specific examples)
- What teaching strategies do you use in your classes? What are the intended outcomes of these strategies?
- What is your philosophy of teaching and learning? How have you demonstrated this in your teaching?
- How do you engage students, particularly in a course of non-majors?
- Describe a recent difficult situation you encountered in class. How did you handle this?
- What teaching techniques have you found to be most effective to engage students?
- Describe a positive experience you had with a mentor, and how do you intend to apply that to your mentoring roles?
- How do you adjust your style for less motivated or underprepared students?
- Describe a past teaching success. How do you measure teaching success?
- What is your teaching philosophy? Give an example of how students have responded and/or benefitted from this philosophy.
- In an undergraduate/ graduate xxx curriculum, which core (in-major) courses do you believe are most essential for all students?
- Our teaching program has had limited connections to non-majors in the past. What would be the advantages of introducing a course to non-majors and how would you develop such a course?
- If you could choose a course that you have always wanted to teach, what would it be and how would you teach it?
- Give specific examples of what you do in your classes to enhance student learning.
- What content areas would you most like to teach?
- What instructional strategies would you use to bring about the greatest understanding of diversity and inclusiveness among your students?
- What ideas do you have to encourage more underrepresented students to study this discipline?
- Integration of a diverse range of course content, including diversity and inclusion is important to our department and discipline. How would you integrate a multidisciplinary and multicultural focus in your courses?
- What are the most important skills and abilities majors must take into the workforce? Give an example of how you have taught students to apply their learning to the workforce.
- Describe a successful teaching team experience you participated in as a teacher. What made it successful?
- What is notable about your teaching? Give an example of how this is apparent.

Research

- How do your personal and professional interests and your research agenda contribute to your teaching in diversity and inclusive based education?
- What do you consider an appropriate (or desirable) balance of teaching and research?
- What other research areas are you interested in pursuing in conjunction with students or other colleagues?
- What essential research skills do you possess that will support the type of research program you envision?
- What research projects would you want to undertake if you receive this position? Are the current facilities adequate to take on these projects? If not, what equipment would be needed?
- What experience do you have in writing grant proposals/obtaining funding for research projects? To what granting agencies might you look for research funding?
- What is the significance of (discipline/field) in present society? Given an example of how you make this connection relevant for students.
- What types of resources would you require to successfully continue your research agenda?
- Tell us about your research interests and how you see that fitting in with the department's/college's mission/direction.
- Tell us about your research interests and how you see your research program developing over the next few years. How well developed will your network of research contacts be when you get here?
- Describe research projects that would you bring to CU Boulder
- What types of research resources and support do you require to continue your research agenda?
- What are your research interests?
- Would you classify your research as applied or theoretical? Please describe and give examples.
- What journals would you target for your work?
- In your research, do you prefer to collaborate or work alone? Why?
- How will you develop your research platform as a faculty member?
- How would you preserve your research growing and developing in our department?

Service, Mentoring, and Outreach

- What do you consider to be the appropriate role of service in the teaching, research, & service mix?
- Describe a professional service assignment you have completed and are proud of. What, if any, continuing education workshops or courses would you be interested in organizing or promoting?
- How do you see your responsibilities relative to the public service component of this position?
- How will your teaching, research, service, and/or mentoring activities interconnect and how will you work to foster this connection?
- Service and mentoring are important. How do you see yourself contributing to the development of the department/college and the university?

Diversity and Inclusion
- Describe a learning opportunity you had that increased your understanding and appreciation for workplace or educational diversity.
- What is diversity and inclusive excellence and how have you created opportunities for students to engage in this in the classroom?
- What does having a commitment to diversity and inclusive excellence mean? How have you/ would you incorporate this commitment to the classroom and to CU Boulder?
- How have your experiences prepared you to advance CU Boulder's commitment to diversity and inclusion?
- Give examples of diversity and inclusion work you have done.
- What challenges have you experienced working in a diverse environment? What strategies have you pursued to address these challenges?
- What experiences have you had engaging and/or working with others with diverse backgrounds other than your own identities/backgrounds?
- Describe an experience when a colleague or student was unreceptive to the diversity of others.
- What have you done to grow and develop with regard to diversity and inclusion? How have you demonstrated what you have learned?
- Provide examples of ways you integrated underrepresented communities into your planning or decision-making.
- Students of color are not well represented in our field, how do you see yourself contributing to the recruitment and retention of students of color for our department?

Achievement
- Describe your involvement and accomplishments in relation to nurturing the academic success of women and students of color.
- What is one of two of your proudest professional accomplishments? Why?
- What do you consider to be one of your greatest achievements? Why?

Collaboration
- How do you expect to interact with department faculty who are not in your specialty?
- How will your experience and your professional goals contribute to this department's goals?
- Describe your style and how you utilize this style to work with colleagues to address challenges/problems.
- How do you approach working with your dean?
- Provide an example of a challenge you had with your dean or colleague. What did you do? Would you do anything differently in the future?
- What do you look for to aide in your development and growth with your academic colleagues?
- How would you describe the role of an effective faculty member in the department?
- In what ways do you expect to interact with other faculty who are in your department/college but not in your specialty?
- How have you worked with staff in your role as a faculty member?
- What role has staff played in supporting your teaching and research in your career?

Creativity and Innovation
- What is an educational innovation of which you are aware that would enhance your classroom/work? Why is it valuable, and what have you done to incorporate it into your work?
- What new technologies and pedagogies would you utilize in teaching class?
- Describe any accomplishments or interests you might have in broadening the curriculum, introducing innovative teaching methods, mentoring students or responding to the needs of special groups, or other areas that may not be reflected in your vita.
- Tell us how you would use technology in your day-to-day job.
- What technology applications have you utilized in your classroom?
- How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- Give examples of courses have you created or proposed in the past
- If you had the ability to influence one major change in your discipline, what would that change be and how would you go about making that change?

Discipline/Field of Study
- Why did you choose this profession/field?
- How would your background and experiences strengthen this academic department?
- What pedagogical change do you see on the horizon in your discipline?
- Why did you choose to become a (field) Professor?
- What kind of institution do you consider an ideal match for your professional talents and interests?

Future/Vision/Goals/Direction
- What do you see as the most important issues or challenges in your discipline within the next few years? Does research relate to these issues?
- Tell us about your vision of the field. Where do you think the field is headed in the next few years? What do you think this means for the preparation needed of professional educators?
- How does the mission statement of the college resonate with your work?
- What difference do you want to make through your professional work over the next several years? Given an example of what you are doing now to work toward this goal

Measurement and Assessment
- What teaching strategies do you use in your classes? Why? What are the intended outcomes of these strategies?
- How do you assess the learning outcomes of your assessment? Give an example of what you have done to adjust your courses to address assessment findings.

Planning and Organizing
- In your opinion, how should the workload of a faculty member be split and into what areas?
- Tell us how you go about organizing your work. Describe tools you utilize for planning and organization.
- Faced with many competing demands on your time, how do you determine your priorities?

Problem Solving
- Based on the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
- What is the biggest conflict you experienced professionally? How did you handle the situation?
- Describe how you go about solving a problem. Please give examples.
- Describe a situation you believe you handled well yet was still unsuccessful. What did you learn from this experience?
- Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?

Professional Development
- What efforts have you made to increase and enhance your knowledge as a faculty member?
- In what areas would you like to improve (i.e. research or teaching) in the next couple of years?
- What are your professional goals?

General
- What interests you about this position?
- Tell us more about why CU Boulder interests you. What specific attributes as they relate to your experience made you want to apply to this position?
- What specific skills and talents would you bring to CU Boulder?
- Do you have any additional information that you would like to share?
- Do you have any questions for us?

Sample Interview Questions for Teaching Faculty. (2018, February 2). Retrieved from
http://adminfinance.umw.edu/hr/employment-opportunities/best-practices/interview-process/what-to-ask-and-not-ask-during-the-interview/sample-interview-questions-for-teaching-faculty/

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Appendix Eleven: Lawful vs. Unlawful Questions

The interview process is your opportunity to ask questions to assist you in learning more about the candidate's knowledge, skills, and abilities. You may wish to conduct a very structured interview with a standard set of questions that will be asked of each candidate, or, an interview that is more dialogue.

Whatever the interview format, it is important to limit inquiries to areas related to the job in order to ensure a non-discriminatory selection process. During the interview, you should talk about the job, and the duties and responsibilities associated with it; the organization, its programs; opportunities for growth, development, and advancement; and the individual's qualifications, abilities, experience, and education.

Under the American with Disabilities Act (ADA), it is illegal to refuse to hire a qualified individual on the basis of disability if, with or without reasonable accommodation, the person can perform the essential functions of the job. If the applicant is a person with a disability who requests a reasonable accommodation, you may wish to contact the University of Colorado Boulder ADA office at adacoordinator@colorado.edu or (303) 492-9725 concerning the provision of the accommodation.

The following may be used as a guide (provided by the Colorado Civil Rights Division) to determine if inquiries are lawful or unlawful in an interview. Remember to ask yourself, "How does the question I'm asking relate to the job?" before you ask it during an interview. Contact the Human Resource Department at 303-492-6475 for assistance if you are uncertain if an inquiry you wish to make is legal.

MAJOR AREAS OF PRE-EMPLOYMENT INQUIRIES	IT IS NOT DISCRIMINATORY TO ASK…	IT MAY BE DISCRIMINATORY TO ASK…
ADDRESS	…for applicant's current and previous address and length of residence.	…for foreign addresses which would indicate national origin. Whether applicant owns or rents home. Relationship of persons with whom applicant lives.
AGE	"If hired, can you submit proof of age?" May state that selection is subject to proof of age if age is a *legal requirement*. If applicant is a minor, proof of age in form of work permit, certificate of age or birth certificate can be required.	…for birth or baptismal certificate as proof of age *prior* to selection.
ANCESTRY OR NATIONAL ORIGIN	None. Any questions in this area may lead to a discriminatory reference.	…about ancestry or national origin of applicant's parents, spouse or associates, or any

		membership in association which may indicate ancestry or national origin. Language commonly used by an applicant or how an applicant acquired a proficiency in a foreign language.
ARRESTS	None. Any questions in this area may lead to a discriminatory reference.	…about arrests.
BIRTHPLACE	None. Any questions in this area may lead to a discriminatory reference.	…about birthplace.
CITIZENSHIP	"Are you legally entitled to work in the U.S.?" May inform applicants that they will be required to complete an I-9 form verifying either their citizenship or their legal right to work in the United States.	"Of what country are you a citizen?" "Are you or your parents naturalized or native born?" ….for U.S. citizenship for a particular job unless it is required by federal, state, or local law, or by government contract.
CONVICTIONS/COURT RECORDS	…about actual convictions which are substantially related to applicant's ability to perform a specific job, if this question is addressed to every applicant.	…about a conviction of court record which is not substantially related to applicant's ability to perform job duties.
CREDIT RATING	None. Any questions in this area may lead to a discriminatory reference.	…about applicant's economic status or other source of income. Whether applicant owns or rents a home. Method of transportation if not related to job requirement.
DEPENDENTS	None. Any questions in this area may lead to a discriminatory reference.	…about children, number of, names, ages. Child care arrangements. Marital status.
DISABILITY	"Can you perform the essential job functions of this position?" May ask applicant for a demonstration or verbal description of how the applicant would perform essential job functions, **if required of all applicants.**	"Do you have any disabilities?" "List all serious illnesses for the past five years." General questions about disabilities or physical conditions which do not relate to applicant's fitness to perform the job. Physical examination, **if required only of some**

		applicants, whether prior to or after selection.
EDUCATION	…for schools attended. Academic, vocational or professional education. Language, office or other skills if substantially related to ability to perform job duties.	…the nationality or religious affiliations of schools attended. How language skills were acquired.
EMERGENCY CONTACT	…for schools attended. Academic, vocational or professional education. Language, office or other skills is substantially related to ability to perform job duties.	…the nationality or religious affiliations of schools attended. How language skills were acquired.
EXPERIENCE	…for applicant's work experience. Other countries visited.	
LANGUAGE SKILLS	…for a level of language proficiency required to perform the duties of the job.	…for a level of language proficiency or the use of a particular language at all times, if not a business necessity. "Mother tongue" or language commonly used by applicant. How applicant acquired proficiency in a foreign language.
MILITARY RECORD	…about military experience and education in the armed forces of the United States which relate to specific job duties.	…type or date of discharge. Applicant's general military service which is not substantially related to ability to perform specific job duties.
MARITAL/ COMMITMENT STATUS AND/OR CHILDREN	…whether Mrs., Miss, Ms. When made in good faith and not for the purpose of discrimination. Whether applicant can meet specific work schedules. Any other commitments which might hinder attendance. Anticipated duration on job or anticipated absences, if asked of all genders.	"Are you single, married, divorced, separated, in a relationship, widowed?" Questions concerning pregnancy, birth control, children, or future child-bearing plans. Spouse or partner's name, age, place of employment, or income.

		Married to or engaged to marry or commit to a current employee of the employer (for employers of 26 or more employees)
MISCELLANEOUS	…warn that misstatements, omissions, and false information on application may result in discharge.	…any non-job related question which is unnecessary to determine an applicant's eligibility for employment.
NAME	"Have you ever worked for this organization under another name?" Is additional information concerning change of name necessary to check work or education records? If yes, this can be asked.	…about former names which have been changed by court order or otherwise, if not required to check necessary records.
ORGANIZATIONS	…about memberships and offices held in organizations which related to applicant's ability to perform a particular job.	"List all organizations, clubs, or societies to which you belong." About membership in organization which would indicate race, color, national origin, ancestry, sex, disability, and creed or religion.
PHOTOGRAPH	…for photograph *after* hiring.	…for photograph prior to hiring unless based on a *bona fide occupational qualification* (BFOQ).
PHYSICAL CHARACTERISTICS SUCH AS HEIGHT AND WEIGHT	Only if necessary to perform substantial duties of the job.	…about applicant's height and weight, if unrelated to abilities necessary to perform substantial job duties.
RACE	None. Any questions in this area may lead to a discriminatory inference.	…direct or indirect questions which would indicate an applicant's race or color. Color of skin, eyes, or hair. Race or color is never a BFOQ.
REFERENCES	"Who referred you here?" Names of professional and character references.	…for a religious reference.
RELATIVES	…for names and addresses of parents/guardians of a minor. Names of the relatives already employed with the organization if this affects company policy.	…for name and address of a relative of an adult applicant.
RELIGION	None. Any questions in this area may lead to a discriminatory inference.	…any questions that, if answered, would reveal religious affiliation,

		denomination, customs, holidays observed, or name of minister.
SEX	…whether Mr. Mrs., Ms. Male or female when made in good faith and not for the purpose of discrimination. A voluntary request only and stated as such. Job advertisement or classification on the basis of sex and an inquiry concerning the sex of the applicant are permissible only if a bona fide occupational qualification (BFOQ) exists.	…applicant's sex or any questions which, if answered, would reveal applicant's sex, unless sex is a BFOQ for the position. Note: Gender is rarely considered a lawful qualification for any job other than, for instance, an attendant in a single sex bath house. Sex is not a BFOQ just because a job requires physical labor, unusual work hours, or travel, or because customers or employees prefer members of one sex over the other or hold stereotypes concerning abilities of attitudes of members of a sex.
WORK SCHEDULES	…whether applicant can meet a specific work schedule.	REASONABLE ACCOMMODATION is required for an applicant on the basis of religion or creed. Inquiry made prior to selection should be justified by business need.

To access this document online, link to: *Lawful vs. Unlawful Questions*

Appendix Twelve: Sample Candidate Phone Interview Schedule

<u>Assistant Professor Phone Interviews</u>

Date: _____

Search Committee Location: _____

*Be certain to review all candidate materials prior to the interviews
We will meet at 9:30am discuss the process and prepare

*10-4pm available times each day for 30 minute interviews

Note: It is helpful to plan at least 5 minutes between interviews to have time to prepare for the next candidate and to take breaks.

<u>Tuesday May 22nd</u>:

<u>Time</u>	<u>Interviewee:</u>	<u>Phone Number:</u>
9:30am	**Review materials and prepare**	
10:00-10:30am	Jonathan Hernandez	(303) 778-1234
10:35-11:05am	Diana Pitkar	(720) 888-3250
11:10-11:40am	Thomas Littleton	(404) 123-4567
11:45-12:15pm	Sara Blume	(505) 891-1121
12:15-12:50pm	*BREAK*	
1:00-1:30	Seth Andrews	(719) 555-4650
1:35-2:05	Anthony Samora	(323) 786-1212
2:10-2:40	Marie Li	(808) 555-7575
2:45-3:45	**Break and Discussion**	

Note: Double check all phone numbers with candidates when scheduling phone interviews. Give candidates a back-up number to call in case of an emergency or in case they need to call in for the interview.

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Appendix Thirteen: Interview Itinerary Sample

University of Colorado Boulder Associate or Full Professor of _____

Campus Interview Itinerary

Sunday September 21st

3:00pm	Arrive at Denver International Airport Board pre-paid Green Ride shuttle on 5th floor to Hotel Boulderado in Boulder, CO confirmation #AB456890 Check in to Hotel Boulderado
4:00pm	Meet graduate student group leader, Jamie Watson, on the east side of the hotel to have dinner with student group and attend student program hosted by the College of Music
8:00pm	Jalen Watson takes you back to hotel

Monday September 22nd

Breakfast at hotel on your own

9:30 am	Pick up and drive to campus with Dr. Salazar, Search Chair (meet on the east side of the hotel)
10:00am-11:00am	Meet with Dean Hernandez, room C190
11:00am-11:10pm	Break
11:10-11:30am	Building tour with college graduate student, Ruth Lane (meet at Dean's office, room C1907)
11:30am-12:30pm	Interview with Search Committee, room C113
12:30-2:00pm	Lunch on your own (guided by student assistant Mario Esposito to C4C Dining Hall with meal pass)
2:00pm	Meet Mario Esposito at the dining hall for campus tour and walk to rm C199
2:30pm-3:30pm	Presentation with department staff and faculty, room C199
3:30pm	Dr. Salazar meets to drive you back to hotel
Evening	Dinner on your own Pearl Street Mall shopping/dining ideas: https://www.boulderdowntown.com/shop-dine

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Find out why CBS Sunday Morning called us the happiest place in the United States

Tuesday September 23rd

	Breakfast on your own
9:15 am	Meet Dr. Wong on east side of hotel to drive to campus
10:00am-10:45am	Deliver mini classroom lecture to existing 3000 level students on topics discussed with Search Chair Dr. Salazar (30 minutes plus 15 minutes of Q&A), room C245
10:45-11:00am	Break
11:00am	Meet student assistant at room C245 who will escort you to open forum
11:10-12:10	Open Forum with campus partners, interested faculty, staff, and students, room C245
12:00-12:30	Open Forum: Meet with interested faculty/staff/students, C199
12:30-1:30	Lunch with Search Committee members, Dr. Rohse and Dr. Glenarm Meet at room C199
1:30pm	Returned to hotel by Dr. Rohse and Dr. Glenarm
5:30-8:00pm	Invited to optional campus Women's Basketball Game
	Picked up by graduate students Victor Nira and Nevaeh Jaramillo on east side of hotel
8:00pm	Victor and Maya take you back to hotel for the evening

Wednesday September 24th

9:00am	Board pre-paid Green Ride shuttle on east side of hotel to depart to Denver International Airport
	Flight departure, United Airlines flight #UA540187, 12:35pm

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Appendix Fourteen: Interview Review Rubric

The purpose of this interview handout is to connect the position criteria with the interview questions. Each question format is included with ideas for the types of questions that might be considered. The second page is a template with critical behaviors/competencies and space for questions and responses as well as a rating scale. Competencies can be pulled from the campus' competencies, the department's and/or can be competencies that are specific to the needs of the position itself.

Interview Review Guide
Suggested Interview Questions

- We suggest asking 6-8 questions during a 60 minute interview period. Follow up questions are encouraged and can probe a specific area for clarity and/or to hear specific examples from prior work experience.
- You are encouraged to seek specific examples demonstrating prior experience as these are a better indicator of future performance than philosophical answers. Use the STAR method to probe on examples and in your evaluation:
  - The **STAR** method is: **S** – What was the situation? **T** – What needed to be done? Why? By Who? **A** – What action was taken? What was the candidates role in developing and executing the action? **R** – Result – Outcome, what happened?
- Please allow a few minutes at the conclusion of the interview for the candidate to ask questions.

Question Format	Suggested Questions/Framework
Welcome / Introductions	• Thank the candidate for being a part of the process. • Formally introduce **CANDIDATE** to the Interview Team.
Candidate Introduction	• Please take a few minutes to walk us through your background.
Creative Approach	• Describe a challenging situation you have encountered that required a creative approach.
Partnership	• Describe the impact you've had on your institution in terms of working across the organization and collaborating with others to accomplish common goals.
Team Builder /Manager	• How would you describe your leadership style? • What steps have you taken to develop your team, and what success or challenges have you faced in this area?
Higher Education	• What do you see as the major trends in higher education finance and how might our campus consider taking advantage of these circumstances?
Institutional Cultural	• What steps have you taken in the past when moving into new organizations or roles to learn and understand the relevant culture in a new environment? What lessons have you learned in this respect that you might apply if hired into this position?
Experience with Resource Constrained Environment	• As with most public academic institutions, state funding continues to be reduced over time. Our goal is to develop new sources of revenue to ensure long-term financial health. Can you provide us with an example where you have been able to assist your institution in looking for alternative sources of revenue. How have you dealt with reduced state funding?
Change Agent	• Describe your approach as it relates to driving change. Share with us an example of a time when you initiated or lead a change effort. What was the approach and outcome? What lessons were learned?
Data/Metrics	• We have been building our data analytics capability over the last few years. It is an important part of our culture. Please share your experience as it relates to using metrics and data to inform decisions and recommendations.
Questions from candidate	• We have a few minutes left; please let us know what questions you have for the Committee?

Interview Stage - Candidate Evaluation

Interviewer's Name: _____   **Date:** _____

Candidate Name:_____

Interview Questions

Interest in Position:

Interest in Position:
Question 1:

Strategic Leadership and Change Management:
Question 2:

Question 3:

Evidence of Innovation and Initiative
Question 4:

Question 5:

Management Style
Question 6:

Question 7:

Communication Skills
Question 8:

Question 9:

Candidates	Interest in Position	Strategic Leadership & Change Management	Evidence of Innovation and Initiative	Management Style	Communication Skills / Interpersonal Skills	Overall (Yes, Maybe or No)
Candidate						

Rating Scale Based Candidate's Response: Yes, No or Maybe

To access this document online, go to the following link: *Interview Review Rubric*

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Appendix Fifteen: Group Interview Feedback Form

Thank you for participating in the open forum for the _____ position in the department of _____. The department is collecting feedback from campus partners participating in open forums.

The purpose of this form is to provide individuals outside of the search committee an opportunity to learn more about the candidate and provide feedback.

Prior to your review, please provide feedback related to the candidate's qualifications based on the job announcement and position description. This can be found at _____ or picked up today in this forum.

 Please review the Lawful vs. Unlawful Questions handout prior to asking the candidate questions. This can also be picked up today in this forum. If a question that is unlawful is asked, the moderator may ask the candidate to move on and not respond to the question.

Your input will be shared with the search committee. Please be objective in your review and focus on the candidate's qualifications rather than the candidate's likeability.

Rate the candidate's presentation style:

____Strong   ____Good   ____Weak   ____Unsure

Rate the candidate's pedagogical approach:

____Strong   ____Good   ____Weak   ____Unsure

Based on the interview and application materials, rate this candidate's ability to succeed at the duties as described in the position description/job ad:

____Strong   ____Good   ____Will need guidance/mentorship ____Unsure/no opinion

Based on the interview and application materials, rate this candidate's ability to succeed at research, service, and teaching duties as assigned of this tenure-track position.

____Strong   ____Good   ____Will need guidance/mentorship ____Unsure/no opinion

Additional comments about candidate's skills as they relate to this position:
_____

Date: _____ Candidate's Name: _____Position: _____

Optional:
Your Name and title: _____ (optional)
Circle One: Student   Staff   Faculty   Other (please explain): _____

What were your interactions with the candidate?
___ Presentation ___Other meeting(s) only ___ Presentation and other meeting(s)
___ Other (please describe)

Adapted from the CU Libraries Faculty Search Open Forum Feedback Form

Appendix Sixteen: Universal Design Principles for Accommodations

The University of Colorado Boulder (CU Boulder) is committed to providing equal access to individuals with disabilities. In an effort to ensure that candidates with disabilities do not face barriers with regard to inaccessible design of facilities and software, curriculum, and/or web pages existing on campus, the Americans with Disabilities Act (ADA) Compliance office recommends the use of Universal Design. Universal Design principles incorporated into the interview process ensure equal access regarding accessibility considerations.

An applicant may have a learning disability or visual, speech, hearing, and mobility impairments. Rather than designing your interview process for those currently in your department, designing it for people with a broad range of characteristics and disabilities. Ensure everyone is able to:

1. Get into the facilities, as well as maneuver within them
2. Make use of equipment and software provided
3. Utilize resources and materials provided to them

In the event an interview accommodation request is made, respond in a timely manner. Generally, providing at least an initial contact within one to two business days would be considered timely, depending on the interview turnaround time. While ADA Compliance will help implement and secure the accommodation, this process is a shared responsibility on campus. The request should be relayed to ADA Compliance with all of the necessary information (date, time, nature of interview, etc.) from the recruiter.

The checklist below provides suggestions that are intended to assist departments in ensuring the interview process is accessible for all candidates.

ACCESS CONCERNS
- € Check that parking areas, pathways, and entrances to buildings used in the interview process are wheelchair-accessible
- € Check that application forms are accessible
- € Offer applicants information on wheelchair-accessible routes of travel
- € To the extent that the applicant will be navigating different rooms within a building, confirm that there are high-contrast, large-print directional signs to and throughout the facility. Confirm braille signage is available in appropriate rooms.
- € Within the building, check that aisles are kept wide and clear of obstructions
- € Confirm that adequate light is available in rooms where interviews are occurring
- € Confirm that your department is conducting interviews in buildings that have wheelchair-accessible restrooms with well-marked signs

PLAN FOR ACCOMODATION
- € Do pictures in departmental publications and on websites include people with diverse characteristics that accurately reflect the employee and student body?
- € Does the department include a statement about its commitment to universal access and procedures for requesting disability-related accommodations in publications?

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Suggestion for statement:
  - o The University of Colorado Boulder is committed to providing equal access to individuals with disabilities. If you are an interview candidate and require accommodations, please contact the ADA Coordinator at adacoordinator@colorado.edu no later than three days before your interview. We will make all reasonable efforts to fulfill requests submitted after the deadline.

€   Explain the interview process to applicants ahead of time so that the applicant can identify their potential need for an accommodation in the interview process. Also, inform applicants ahead of time if they will be required to take a test to demonstrate their ability to perform actual or simulated tasks, so that the applicant can make an accommodation request.
  - o An applicant with a visual impairment may request assistance in completing forms. Applicants who are deaf may request a sign language interpreter, and applicant with cognitive impairments may request specific instructions on portions of the interview process in advance.

TRAIN STAFF
€   Ensure staff members know how to respond to requests for disability-related interview accommodations
€   Train administrators, hiring authorities and search committee members on how to properly assess candidates who might complete the application, interview, and/or assessments in alternative formats or using different means (i.e. Do you have multiple ways of assessing a candidate's experience and skills)?
  - o Concentrate on the job qualifications, and not the disability
  - o Treat the individual with the same respect you would afford other candidates
  - o Hold individuals with disabilities to the same standards as all applicants
  - o Ask only job-related questions that are relevant to the functions of the job for which the applicant is applying
  - o Adhere to the same disability etiquette standards as used in other interactions with people with disabilities.
    - ▪ Do not ask questions about a disability (What treatment do you need? What happened to you?).
    - ▪ Do not ask about the amount or type of leave the applicant may take to get treatment for a condition
    - ▪ Do not proactively ask whether the applicant will need an accommodation to perform the job

€   **Ensure that your department is aware, both within the application and interviewing process, that the ADA prohibits asking disability-related questions before a job offer is made.**
  - o **Do not conduct an employment test unless all employees in the same job category need to take one**
  - o **Do not request a medical examination prior to making a job offer.**

CONFIRM THAT RESOURCES ARE ACCESSIBLE

- € Ensure the departmental website is accessible. Call 303-735-4357 (5-HELP) or email help@colorado.edu for assistance with this process.
- € Are printed publications available in an accessible format on the department's website and in alternate formats such as Braille, large print, and electronic text?
- € If the interview process involves the use of digital technology or software by the candidate, ensure that the technology and/or software is accessible. Please call 303-735-4357 (5-HELP) or email help@colorado.edu for assistance with this process.
- € Do video materials provided to applicants have captions? Audio descriptions?
    - o Suggestion if not:
        - ▪ The University of Colorado Boulder is committed to providing equal access to individuals with disabilities. If you require captioning to view our video content, please contact (the contact you've identified). We will make all reasonable efforts to provide a captioned video within 24 hours of your request.
- € Is there an adjustable-height table available for use by an applicant?
- € Is there a screen enlargement software available for users with low vision? Is a large monitor available so that a larger amount of screen can be viewed while magnified?

- € Ensure all testing materials are in an accessible format. If they haven't been reviewed for accessibility or have known issues, ensure that an equally effective alternate access plan is in place while remediation is in progress. This could include providing testing materials in alternative formats or making other adjustments to tests as an accommodation because the format and manner in which a test is given may pose problems for persons with impaired sensory, speaking, or manual skills, as well as for those with certain learning disabilities.

For consultation, guidance and training on any of the strategies listed in this resource, contact the Office of ADA Compliance at 303-492-9725 or email at adacoordinator@colorado.edu

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Guidebook Five: Completing the Search

The purpose of this document is to provide best practices for unbiased decision-making and to support the search committee and hiring authority during the last stages of the search process.

Letters of Recommendation

Letters of recommendation are typically written by colleagues selected by the candidate to reflect the candidate in the best light. When reviewing letters of recommendation, keep in mind the following:

- Focus on the candidate's work experience and their ability to be successful in the position.

- Avoid being influenced by extraneous and non-position related factors such as the status of the candidate's recommender or the status of the candidate's institution.

- To get a richer understanding of the candidate's qualifications, contact the recommender.

- Consider asking for letters of recommendation from finalists only (as opposed to all applicants in the pool). In addition to saving time by moving the search process along more quickly, this strategy can aid in maintaining confidentiality for candidates until the final stage, and can mitigate bias early in the process.

- Consider gender bias when reviewing letters of recommendation. Men typically receive stronger letters of recommendation due to the gender bias of the recommender. Studies reveal that letters of recommendation for women tend to be shorter, include more gender references and include descriptors such as kind, nice, pleasant, and friendly rather than focusing on the candidate's knowledge, skills, and abilities (Ashcraft, 2017).

- Additionally, consider letters written by authors from other countries and cultures. Language and tone may differ based on geographic and cultural differences.

Reference Checks

A hiring authority may call or email references provided by the candidate. It is considerate to inform the candidate before references are contacted, especially when contacting the candidate's current supervisor or upline. You may contact additional references not provided by the candidate, however you should let the candidate know that you will be doing so. Occasionally candidates will ask that their current institution not be contacted to maintain confidentiality until an offer is imminent, we recommend honoring that request.

- Conduct reference checks consistently, with the same questions, and by the same person(s).

- Ask only questions that are relevant to the position.

- Focus on the candidate's work experience and avoid being influenced by extraneous non-position related factors.

- Contact references by calling or emailing. The CU Boulder job site also uses Skill Survey, a reference check tool that will email references directly.

- If you have questions as to how to evaluate information received, please contact Human Resources.

    See the appendix for a [Faculty Reference Checks](#) sample.

Making the Offer

Once a finalist is selected, the search committee's job is complete. At this point, the hiring authority should extend a verbal offer to the selected candidate and provide a timeframe for a response (such as 48 hours to contact the hiring authority with their decision).

- Candidates should be aware that employment is contingent on successfully passing the background check

Criminal Background Check

A criminal background check and other checks needed for the position (such as a financial or motor vehicle checks) must be requested through the CU Boulder job site when the offer is accepted by the candidate. To do so, advance the candidate to the Offer Accepted workflow step within CU Boulder Jobs or contact your Recruitment Coordinator in HR.

- New hires cannot start work until they have completed their background check.
- Depending on where the finalist has lived, various databases need to be checked. As a result, background check results can take 7-10 business days on average.
- HR will inform the Hiring Authority whether or not the candidate successfully passed the background check.

Offer Letter

Once a finalist accepts the position, the Hiring Authority will draft an offer letter with the agreed upon salary, benefits, criminal background check language, start date, additional legal information, etc.

The Office of Faculty Affairs offers several offer letter templates based on the position type at: https://www.colorado.edu/facultyaffairs/a-z#O

Closing the Search

Once the search concludes, the search committee must tend to record-keeping compliance and analyze the success of outreach and advertising efforts.

Notify candidates

- Notify all candidates through a letter in the CU Boulder job site or by email of their status when the search is concluded.
- It is preferable to notify candidates throughout the process when they are no longer being considered. This prevents applicants from having to wait weeks or months to be notified.
- Work with your Recruitment Coordinator in HR if you would like guidance on notification language to candidates.

<u>Track candidate reasons</u>

Once a finalist is offered a position and accepts, track and note candidates' applicant status via the CU Boulder job site:

- Provide reasons candidates were not selected using the reason codes provided. Sometimes there may be multiple reasons why a candidate was not selected. The disposition chosen should reflect the closest match to the most overarching reason.

- Mark the hired candidate as "Offer Accepted"

Note: Candidates will not have visibility to the reason they were not selected, instead they will only see the status of "not selected" when viewing their status in the CU Boulder Jobs system.

<u>Record retention:</u>
- Record Retention for the person selected for the position:

  - According to CU Boulder's records retention guidance, search committee records should be retained for 10 years following an employee's separation from the University as part of the employee's personnel file. This could mean that search committee records for the **finalist** who is hired must be held onto indefinitely, including the CV, letters of reference, faculty oath, Recruiting Authorization Form, offer letter, and degree verification.

- Record retention for all candidates:

  - In order to comply with Affirmative Action requirements and CU record retention policy, applicant information and applications including curriculum vitae, resumes, statement of interest, cover letters, written essays/statements required for submission, letters of reference, candidate references will be retained in the CU jobs system for three years. In order to track and retain records, it is best practice to incorporate all documents in the CU jobs system when possible. Alternatively, for anything not maintained in the CU job system, these documents should reside in a designated location in the hiring department.

  - Information not tracked in the CU jobs system could include the evaluation forms/rubrics, interview questions, and interview notes from search committee members. These documents (if not housed in the CU Boulder job site) must be retained for at least three years, at which point they can be deleted or shredded.

  - Finalist application materials, including the offer letter package, must be given to The Office of Faculty Affairs following the search process.

Appendix Seventeen: Faculty Reference Checks

- When introducing yourself to the reference, share what position the candidate is a finalist for.

- Maintain the highest level of confidentiality throughout the process. Do not delegate the reference gathering process to anyone outside the hiring process and share information gathered on a need to know basis only. It is good practice to have as few people as possible involved in checking references to maintain consistency in this step of the process.

- Script:
  Thank you for taking my call. My name is (name) from the University of Colorado Boulder. (Applicant's name) is a finalist for the position of (job title) and has indicated they were employed by your organization from (beginning/end dates).

Possible Questions to ask a Reference:
- What was the nature and length of your professional relationship with the candidate?

- How would you describe the candidate's leadership skills?

- Describe this candidate's teaching experience.

- Describe the candidate's research background and its impact on this field.

- Describe the candidate's service background and its impact on this field.

- Please describe the candidate's ability to work with senior leadership.

- How does ___ handle difficult people? What is __'s conflict resolution approach?

- Describe how the candidate interacts with others. Explain.

- What are the candidate's key accomplishments or impact on the department?

- What area of development could the candidates focus on?

- Please speak to ____ 's ability to recruit undergraduate majors. Can you cite specific examples?

- Would you work with this individual again?___Yes___No (If No, why not?)

Thank you very much for talking with me about this candidate. I appreciate your time.
Adapted from the University of Colorado Boulder's Faculty Affairs search process

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