

Guidebook One: Getting Started

The purpose of Guidebook One 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, and 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.

Please contact your department's designated Human Resources (HR) Professional Recruiter or the Diversity, Equity, & Inclusion Recruitment Program Manager
Program Manager, Teresa Hernandez, with the campus Department of Human Resources at teresa.hernandez@colorado.edu with questions.

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. Recording interviews is not recommended as it is important to ensure that candidates and interviewers feel comfortable while in conversation with one another. A live interview is intended to be a free flow of discussion, and recording it can make either party less comfortable, and therefore, less forthcoming.

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. Be sure to communicate with finalists before making their information public to allow them adequate time to inform their current department of their candidacy.
- 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.

Contact your department's designated Human Resources (HR) Professional Recruiter or the Diversity, Equity, & Inclusion Recruitment Program Manager Program Manager, Teresa Hernandez, with the campus Department of Human Resources at teresa.hernandez@colorado.edu with any questions.

Inclusive Strategies

- 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 Department of Human Resources.
- Ensure the advertisement/job posting includes proactive language to attract historically underrepresented candidates. When developing the job posting, work with Human Resources' Recruiter or Recruitment Coordinator to utilize Textio (when applicable). Textio is an augmented writing tool that provides suggestions in order to enhance the neutral tone and outreach to a wider more collective based audience.
 - [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, Equity, and Inclusion Recruitment Program Manager and the Affirmative Action Officer 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](#) sections.
- 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. Assumptions can be checked during interviews and should not drive decisions about a candidate without further exploration
- 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

- Determine how decisions will be made at each stage of the search process before beginning the work of the search committee.
- Listen to all search committee members' perspectives and use these to inform decisions about candidates.
- 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 much of this information.

Document Type	Files Retained by CU Boulder Job Site if collected through the site	Files retained by the search committee	Retention Period
Search Committee documents	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Evaluation forms/rubrics ● Interview questions and notes 	3 years
Application materials	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Offer letter for new hires, administrative faculty appointments, retention agreements, system agreements for instructors, endowed appointments, etc. ● Curriculum Vitae ● Letters of reference 		10 years after the person hired 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 meant here 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 many 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 culture 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 historically underrepresented communities

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 selection process, prior to receiving an offer of employment, removed, themselves 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.
- **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.

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.newit.org/businesscase. Accessed 19 Sept 2022.

Valian, V. *Why So Slow? The Advancement of Women*. London: MIT Press, 1999.