

## Course Overview

### *Introduction*

---

The University of Colorado follows a process intended to create an inclusive and diverse pool of qualified applicants. This course outlines the steps of the search process. As an individual who will participate on a search committee or as a hiring authority, it is your responsibility to ensure the steps and best practices presented are followed.

PLEASE NOTE: To complete this course, you must read all the content of each module before you are able to proceed. If you skip a module, you will not be able to complete and submit the training for credit at the end.

## Course Topics

This course covers:

- Welcome Module
- Module 1 – Organizing the Committee
- Module 2 – Recruiting and Outreach
- Module 3 – Evaluating Applicants
- Module 4 – Interviewing Candidates and Selecting Finalists
- Module 5 – Completing the Search

## Welcome to Inclusive Recruiting Practices

### *Introduction*

---

Welcome to the Search Committee – Inclusive Recruiting Practices online course. Our university is deeply dedicated to attracting, hiring, and retaining colleagues who will help us achieve our commitment to diversity and inclusion. This training program provides guidance and guidelines for a search process that will facilitate identifying and hiring qualified candidates from a wide variety of backgrounds.

#### **Welcome from Dr. Brenda J. Allen**

Welcome to the inclusive recruiting practices online course. Our university is deeply dedicated to attracting, hiring, and retaining colleagues who will help us achieve our commitment to diversity and inclusion. This training program provides guidance and guidelines for a search process that will facilitate identifying and hiring qualified candidates from a wide variety of backgrounds.

### *Commitment to Diversity and Inclusion*

---

What is the university's commitment to diversity and inclusion?

#### **Enacting Our Commitment to Diversity and Inclusion**

Our university's mission is to be a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world. We strive to be a

model of inclusion with a diverse faculty, staff, and student body actively pursuing the benefits of that diversity. We also value the educational richness that derives from diversity of thought and experience.

## Adhering To Hiring Regulations

The university strives to ensure equal employment opportunity by finding the most qualified talent for a position while complying with state and federal regulations. To do this, the university takes affirmative action to recruit, hire, train, and promote qualified individuals from historically underrepresented groups.

## Complying with Affirmative Action Requirements

As a federal contractor, the University of Colorado is required by the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) to take affirmative action to ensure equal opportunity is provided to all aspects of employment. Affirmative action compliance is **critical** to the university's ability to secure new federal contracts and retain current contracts.

## Following a Search Process

The university follows a process intended to create a substantial pool of qualified applicants that includes women, minorities, individuals with disabilities and veterans. Each module in this course describes a step in the search process.

## *Principles of a Successful Search*

---

What are the four principles of a successful search?

### Dedicated to, Experienced In, and Trained

Committee members must be committed to diversity through a proactive approach to developing a diverse applicant pool and it is recommended they are experienced in hiring.

Search committee training is available both through this online course and in a classroom. Contact your campus Human Resources office for information about training search committee members.

## Developing a Qualified and Diverse Applicant Pool

A robust applicant pool is the most useful tool for recruiting highly qualified candidates who can further the university's education mission and goals. A qualified and diverse pool also provides the following benefits:

- Ensures that you are recruiting diverse candidates including women, minorities, individuals with disabilities and veterans.
- Augments future searches because future search committees can use your pool for their outreach efforts.
- Continues to fill until you select your finalists. If you are proactive, candidates should continue to flow into the pool by responding to your advertisements, colleague referrals, and committee invitations.

## Avoiding Exclusionary Thinking

Exclusionary thinking occurs when your bias (tendency toward stereotypes or personal attitudes) unconsciously eliminates candidates from consideration. For example:

- "Candidates from historically black colleges (or universities where minorities are majorities) would lower our academic standards."
- "Minorities mainly excel in 'their' specialties: Hispanics in Latino population research, women in nursing, disabled in physical therapy, and so on."
- To counter exclusionary practices, committee members should use the "Search, Don't Sort" rule.

# Search Committee Training: Inclusive Recruiting Practices

## Searchers:

- Recruit actively through phoning, emailing, meeting, networking, and advertising.
- Recruit creatively by thinking of unconventional advertising sources and imaginative advertising lines.
- Continuously search for applicants until the hire is made.

## Sorters:

- Post jobs passively, mailing out an ad and waiting for a response.
- Use only the traditional posting locations of their profession.
- Sort through applications when they arrive.

## Operating from a Recruitment Plan on Diversity

Promote a rich intellectual environment, each CU campus has a campus diversity plan that is a blueprint for diversity action. Many academic and nonacademic units also have their own diversity plans based on the guiding principles outlined in their campus plan.

Refer to diversity plans throughout your committee's hiring process. See the **Resources** page for links to campus diversity plans.

## Resources

---

### Colorado Springs Campus

- [Colorado Springs Blue Ribbon Commission on Diversity Report](#)

### Denver and Anschutz Medical Campus

- [Job Advertisement Template](#)
- <http://equity.ucdenver.edu/affirmative-action/>
- Departments may contact the Office of Equity to discuss specific placement goals.
- [Downtown Denver and Anschutz Medical Center Blue Ribbon Commission Report](#)

## Summary

---

Congratulations! You have completed the Welcome Module.

In this module you have been introduced to:

- The concepts for maximizing your chance of creating a diverse applicant pool:
  - Adhering to Hiring Regulations
  - Complying with Affirmative Action Requirements
  - Following the Search Process
- The Principles of a Successful Search
  - Dedicated to, Experienced In, and Trained
  - Developing a Qualified and Diverse Applicant Pool

- Avoiding Exclusionary Thinking
- Operating from a Recruitment Plan on Diversity

## Module 1 – Organizing the Committee

### *Introduction*

---

The search committee is responsible for managing a timely, fair, legal, and equitable hiring process. The first step in the process is to organize the committee. To do this, you should be aware of the roles the committee has to fill and what members are obligated to do.

In this module, you will explore the following information by answering questions based on your current knowledge:

- Roles and Obligations of committee
- Determining the size and who should be on the committee
- Objectives of the committee's first meeting
- Maintaining Confidentiality

Feedback and recommendations will be provided as you review the content. You must review all the content to proceed through the module. Page numbers indicate your progress within a module.

### *Identifying Roles and Obligations*

---

A search committee member has specific roles and obligations.

#### Hiring Authority

The person who makes the final hiring decision. Usually a director, dean or chair, the hiring authority also ensures that the search process is initiated in accordance with university guidelines and procedures.

The hiring authority's role is to initiate the search process, contribute to the search plan, and make the final hiring decision.

#### 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.

#### Search Committee Members

The individuals who recruit for the position, evaluate candidates and recommend finalists to the hiring authority.

# Search Committee Training: Inclusive Recruiting Practices

## Support Staff

Usually, there is also a staff member who facilitates the hiring process by updating applicant status information in CU Careers (the university's online applicant tracking system) on a regular basis, responding to applicants' questions on behalf of the Search Committee Chair, and scheduling committee meetings and applicant interviews.

## *Committee Experience*

---

Should everyone on the search committee have search committee experience?

Not everyone on the search committee needs to have previous experience, but at least one member and the Committee Chair, should have experience with search committees.

## Organizing the Committee

### *Committee Members*

---

Your search committee should include:

- a. Students, who will bring diverse perspectives and fresh ideas.
- b. Staff members, who will bring hiring experience.
- c. Faculty members, who will bring diversity of thought.

The hiring authority is not generally a part of the search committee. Instead, their responsibility is to initiate the search process, contribute to the search plan, and make the final hiring decision.

### *Size of Search Committee*

---

The search committee can be as small as three members, but it is best to have about five. Choose committee members who will:

- Work with the candidate at all levels, such as students, directors, and colleagues
- Know the work and can effectively judge an applicant's qualifications for the job
- Represents the university or department well to the candidate

### *First Meeting Objectives*

---

What would you discuss in the first meeting?

#### Clarify the position and timeline to fill it.

At your first meeting, the hiring authority should deliver his or her charge to the committee to define the following details:

- Job title and description for the position
- Search timeframe
- Expectations regarding qualifications and skills

## Search Committee Training: Inclusive Recruiting Practices

- Preferred number of finalists and how to organize them (ranked, unranked)
- Ideas for recruitment and outreach, including sources of diverse applicants
- Confidentiality

### Establish meeting calendar

The committee should establish their meeting calendar at this initial meeting, making sure everyone can make the scheduled times.

### Determine how the committee will communicate

Some search committees use their first meeting to determine how the committee will communicate with each other (email, website, informal meetings).

## Maintain Confidentiality

---

Confidentiality of the search documents should be maintained by:

- The search support staff, especially regarding the candidate's current job information.
- The search committee chair, especially regarding candidates' ranking.
- Search committee members, especially regarding discussions about candidates' answers.

## Confidentiality

---

In order to maintain confidentiality, the following rules apply:

- Keep all discussions among committee members confidential.
- Store hardcopy applicant materials, submitted outside of CU Careers and official search notes and records, in a locked filing cabinet and shred them at the conclusion of the search. The official electronic search file including a search summary is retained in CU Careers.
- Disclose any confidentiality breach to the committee chair.

Everyone involved in the search should ensure that search documents are always out of sight and that their search conversations cannot be overheard.

All applicants are protected until they are declared finalists. Then their records may be released, if requested. Please reference the [Colorado Open Records Act](#).

## Review

---

Dr. Kelly O'Brien of CU Anschutz is forming a search committee for a pediatric anesthesiologist. He has a white male student and a white female anesthesiologist as his first two committee members. There are no minority anesthesiologists in the department. Kelly wants minority representation on the committee. What might he do?

Dr. Kelly O'Brien could recruit a minority faculty member from another department, recruit a minority anesthesiologist from the community as a committee member, or recruit a minority resident from the anesthesiology department. Taking the time to find qualified minority representation on the committee will not only assist in Kelly's outreach to minority applicants but also demonstrate that he is committed to creating a diverse committee.

## *Committee Members Obligations*

---

As you are organizing the committee, it is imperative that committee members understand the role they are filling and their obligations. Each search committee members has the following obligations:

- Be an active recruiter
- Create a diverse applicant pool
- Ensure the search process is confidential
- Evaluate all candidates, consistently and fairly
- Attend all meetings

As soon as you start organizing your committee, consider contacting Human Resources to help you identify trained prospective committee members who are committed to diversity. HR will answer questions and assist you throughout the search process. On some campuses, an HR representative, if requested, may serve as an advisor and member of the search committee.

The role of active recruiter is essential. The member should be involved in all phases of the recruiting process such as application review and analysis, participating in meetings, and continually thinking of ways to reach a diverse pool of applicants. Lastly, everyone involved in the search should ensure that search documents are always out of sight and that their search conversations are not overheard. Confidentiality must be maintained at all times.

## *Resources*

---

### **CU Denver | Anschutz Medical Campus Human Resources**

- Phone: (303) 315-2700
- Email: [human.resources@ucdenver.edu](mailto:human.resources@ucdenver.edu)
- Website: <http://www.ucdenver.edu/about/departments/HR/Pages/default.aspx>

### **UCCS Human Resources**

- Phone: (719) 255-3372
- Email: [hrinfo@uccs.edu](mailto:hrinfo@uccs.edu)
- Website: <http://www.uccs.edu/~hr/>

### **System Human Resources**

- Phone: (303) 860-5600
- Website: <http://www.cu.edu/employee-services/faculty-staff/human-resources-offices/human-resources>

## *Summary*

---

Congratulations! You have completed Module 1.

In this module you have been introduced to various aspects of organizing the committee:

- Identifying roles for the following:
  - Hiring Authority

- Search Committee Chair
- Search Committee Members
- Support Staff
- Obligations of the committee members:
  - Setting standards and expectations up front
  - Attending meetings
- Deciding who should be on the committee:
  - Selecting the right individuals to serve on the committee is vital to the success of the search
  - Look for diversity and demonstrated commitment to diversity and inclusion
- Define the objectives of your first meeting:
  - You will need the hiring authority to weigh in on several key aspects of the search
  - Determine how often you will meet going forward
  - Determine how the committee will effectively communicate throughout the process
- Maintain confidentiality:
  - It is essential to adhere to confidentiality protocol throughout the process

## Module 2 – Recruiting and Outreach

### *Introduction*

---

Recruiting candidates for a position consists of several key steps.

In this module, you will explore the following information by answering questions based on your current knowledge:

- Developing a recruitment plan
- Reviewing the job description
- Developing and posting the job announcement
- Conducting outreach activities

### *Developing a Recruitment Plan*

---

How well you match a person to the position determines that person's success and willingness to stay at the University of Colorado. That is why it is important for the committee to define a recruitment plan in the initial meetings.

The plan should build upon the campus Affirmative Action Plan (AAP) and the school's Diversity/Hiring Plan. Review these plans, and then define the specific actions that the search committee will take to recruit diverse candidates.

## Questions To Answer

- How will you reach women, minorities, veterans, and persons with disabilities? These are groups covered by the campus AAP. Your school/unit may have other target groups as well.
- Where will you recruit? At national meetings? Social Media? Professional publications?
- Who will identify these recruitment opportunities and follow through on them?
- What will you use as recruitment tools? Are there resources particularly attractive to underrepresented groups, to include in your ads?

### TIP

Your recruitment plan should include at least one outreach effort to veterans, and one to persons with disabilities. Check the **Resources** module for a sample diversity recruitment plan for guidance.

Review your campus *Guide to Hiring International Applicants*, which is also available in the **Resources** module.

## Reviewing the Job Description

---

Although you are not expected to write job descriptions as a search committee member, you should understand the basics of an effective job description in order to carry out your search responsibilities. The announcement is distinct from, but based largely on the job description.

The success of the search depends on a large and broad applicant pool, but "large and broad" should not mean unfocused. The time you spend reviewing the job description will save you time sorting through applicants who did not understand the position requirements.

## What to Look For in the Job Description

---

When reviewing the job description, look for the following:

- Job requirements that are **specific** and **measurable**.
  - Job requirements should not be vague. They should be specific and measurable.
  - "Teaching experience is required" would be better as "At least two years graduate level teaching experience is required."
- Two levels of qualifications: **minimum** and **preferred**.
  - Include two levels of qualifications, those that are required and those that are preferred. Minimum qualification statements usually include the words must or required, while preferred qualification statements include the words should or preferred. For example, "Two years graduate level teaching experience is required. Experience working with diverse groups is preferred."
  - Do not specify required qualifications that a viable candidate may not possess. This limits the pool and may unintentionally discriminate against prospective applicants who self-selected out of the process.

- Job descriptions should be **clear** and **understandable** to a broad audience.
  - If you cannot fully understand the position from the job description, assume that applicants will have the same difficulty. You may need to request clarifications or revisions from the hiring authority.
  - Be sure to include any physical requirements of the job, such as manipulating lab equipment, lifting laboratory animal cages, or standing for prolonged periods.

## *Retaining a Candidate*

---

Defining a recruiting plan is vital to successfully hiring and retaining a candidate. The hiring plan should build upon the campus Affirmative Action Plan (AAP) and the school's Diversity/Hiring Plan. The following actions ensure the committee recruits diverse candidates.

- Review the campus AAP
  - The AAP will help you determine ways to reach women, minorities, veterans and persons with disabilities. Your recruitment plan should include at least one outreach effort to veterans, and one to persons with disabilities. Check the **Resources** module for a sample diversity recruitment plan for guidance. Review your campus *Guide to Hiring International Applicants*, which is also available in the **Resources** module.
- Widen are you recruit from
  - You should use a variety of recruiting locations such as national meetings, social media, professional publications, etc.
- Assign someone to identify recruitment opportunities and follow-up on them
  - It is important to have someone on the committee lead the efforts on identifying these opportunities.
- Utilize the appropriate recruiting tools
  - Keep in mind resources particularly attractive to underrepresented groups, to include in your ads.

## *Job Description*

---

A well-defined and focused job description will attract the best qualified candidates because it will describe the position using:

- Job requirements that are **specific** and **measurable**.
  - Job requirements should not vague. They should be specific and measurable.
  - "Teaching experience is required" would be better as "At least two years graduate level teaching experience is required."
- Two levels of qualifications: **minimum** and **preferred**.
  - Include two levels of qualifications, those that are required and those that are preferred. Minimum qualification statements usually include the words must or required, while preferred qualification statements include the words should or preferred. For example, "Two years graduate level teaching experience is required. Experience working with diverse groups is preferred."
  - Do not specify required qualifications that a viable candidate may not possess. This limits the pool and may unintentionally discriminate against prospective applicants who self-selected out of the process.

An example of an announcement that contain all the necessary information: "Review of applications will begin September 15, and continue until the position is filled."

## *Job Posting Information*

---

Job postings should mention that the university proactively seeks applicants of color, women, and people with disabilities. For example:

- "The University of Colorado is committed to building a culturally diverse educational environment."
- "Minority group members, women, veterans and persons with disabilities are encouraged to apply."
- "The University of Colorado is committed to recruiting and supporting a diverse student body, faculty and administrative staff. The university strives to promote a culture of inclusiveness, respect, communication and understanding. We encourage applications from women, ethnic minorities, persons with disabilities and all veterans. The University of Colorado is committed to diversity and equality in education and employment."

Refer to your campus or system office job advertisement template to guide you.

- University of Colorado Denver|Anschutz Medical Campus Job Advertisement Template, [Job Advertisement Template](#)
- University of Colorado Boulder, [Job Advertisement Template](#)

## *Job Announcement Process*

---

An effective job announcement process consist of:

- A thorough understanding of the job description. In order to develop an effective job announcement, you will need a thorough understanding of the job description.
- An extended posting period. In order for a job announcement to be effective you should be prepared to post it for an extended period of time.
- Ads placed in traditional and in nontraditional academic journals and websites that target underrepresented groups. While you should certainly post the job description in traditional academic journals and websites, it should not be the only place you post it, so you might target under represented audiences. Alumni may be a gold mine of recruiting leads. You may contact alumni with field experience in the hiring area, asking them to suggest candidates.

## *Job Information Confidentiality*

---

All applicants' job information is confidential until they are identified as finalists, at which time their records may be released if requested. Even once they become finalists, you should never volunteer information about a candidate to anyone outside the search committee. Even if the applicants sign a release waiver, you must keep their applications confidential until they become a finalist, then their records may be released if requested.

## *Outreach Activities*

---

Alumni may be a gold mine of recruiting leads. You may contact alumni with field experience in the hiring area, asking them to suggest candidates. The following techniques can help with your outreach activities.

- Personal phone call or email. A call or email from a colleague or committee member indicates you recognize and value that person's professional contribution.
- Don't advertise and wait for applicants. Many outstanding candidates are not necessarily looking for new positions and do not apply for advertised positions.
- Send a personalized letter. A note from the director, department chair or search chair indicates you recognize and value that person's professional contribution.
- Schedule a professional meeting. A meeting between a colleague and the candidates provides the opportunity to share and connect.

## *Summary*

---

Congratulations! You have completed Module 2.

In this module you have been introduced to various aspects of recruiting and outreach:

- Defining a recruiting plan is vital to successfully hiring and retaining a candidate. The hiring plan should build upon the campus Affirmative Action Plan (AAP) and the school's Diversity/Hiring Plan.
- Having a well-defined job description will aid in the success of finding diverse and qualified candidates.
- Developing job postings/announcements should include information from the job description, campus and community demographics, research or mentoring supporting and other benefits that will attract diverse and qualified candidates.
- Utilizing a variety of outreach methods will help you reach a wider audience. Make sure you go beyond the post. You can reach out by placing a personal phone call, email, letter from the director/department chair/search chair or by scheduling meetings.

## Module 3 – Evaluating Applicants

### *Introduction*

---

Evaluating your applicants is the part of the recruitment process where potential, and often unintentional, bias and discrimination may be more likely to occur. Therefore, it is important to take a methodical approach when evaluating applicants. Before we begin this module, here is a message from Dr. Brenda J. Allen.

Dr. Allen's message.

Research increasingly concludes that hiring processes are biased in ways that cause us to make decisions in favor of an individual or a group to the detriment of others. The bad news is that biases can prevent us from recruiting, hiring, and maintaining a diverse workforce.

The good news is that we can anticipate and disrupt our biases to engage in fair and equitable hiring. This will help us to achieve our commitment to inclusion. So, let's explore ways to recognize and reduce bias in search committee processes.

Implicit bias, also known as unconscious bias, refers to ways that humans unknowingly draw upon assumptions or stereotypes about individuals and groups to make decisions about them.

This type of cognition happens involuntarily, automatically, and beyond our awareness. These processes are natural and valuable because they help us to be more efficient. However, implicit biases can have harmful consequences when they cause us to make connections between people and negative or positive attributes. Those connections often reproduce social identity hierarchies that value some people or groups more than others. Identity categories include gender, race, age, religion, ability status, as well as education, marital, and parental status.

Negative or positive beliefs about members of groups are deeply ingrained in your society through socializing influences such as media, education, religion, peers, and families. As a result of being exposed to these beliefs, our brains have developed schemas about various groups that may unconsciously be activated.

Thus, implicit bias matters because we usually are not aware that it influences our attitudes and behaviors, even when we believe we are being objective, and even when it contradicts our explicit values and positive intentions.

Fortunately, there are many ways that we can disrupt or manage implicit bias. First, realize and accept that we all have biases and commit to interrupting or managing yours. Basically, try to catch yourself T.U.I., thinking under the influence of stereotypes. Second, control conditions for bias, which include high-pressure contexts, physical and emotional states, distractions, limited time. For instance, try to allow enough time to review applications on your own, and schedule adequate time for committee deliberations. Third, frequently invoke a commitment to fairness. Research shows that we tend to make more equitable decisions when we invite ourselves to do so. Before you review a set of applications, remind yourself that you want to be fair and pay attention to your thoughts and feelings. At the beginning of each committee meeting, the chairperson should review guidelines for interaction. Fourth, develop, agree upon, and use explicit decision-making tactics at the individual and committee level.

Because we can reduce bias behaviors when we create consistency in processes. The committee should agree on how they will make decisions before various stages of their work. To facilitate decision-making, the chair might provide a matrix for members to use as they independently review applications.

Also, the committee should develop and implement structured interviewing processes where all candidates are asked the same questions in the same order. This can decrease the chance that implicit bias will affect committee members' questions.

Finally, the committee should establish and consistently apply the same decision-making criteria to evaluate for all applicants.

In conclusion, although we are all susceptible to implicit bias, using these steps can mitigate negative consequences. Best wishes.

## *Objectives*

---

In this module, you will explore the following process for evaluating applicants:

- Determine the evaluation criteria and agree on a method of review
- Evaluate the applications based on the criteria method
- Develop an interview format

## *Determining Evaluation Criteria*

---

Once the applicant evaluation criteria are set, make sure to treat all candidates consistently and do not add criteria outside of the job description or change the required qualifications, you can add or emphasize criteria during different search phases. For example, you can focus on the evaluation of oral communication skills during the interview but not in the initial screening.

In addition, make sure you have asked for all required materials in your job posting, or during the initial interview phase.

Materials could include, but are not limited to: application form, resume, curriculum vitae, cover letter, published materials, teaching materials, portfolio, references (for finalists, after obtaining permission) or letters of recommendation.

## *Reviewing Application Criteria*

---

Even though you should continually search for candidates until you select a finalist, you will eventually set a date to evaluate the applications received using the evaluation method established by the committee. Your evaluation criteria should be based on your position description and job announcement. Your criteria can include demonstrated success with diverse or underrepresented populations.

Refer to the [Minimum and Preferred Qualifications Matrix](#) to view a sample.

Your evaluation method should be summarized in [CU Careers](#) as part of a search summary report, but individual evaluation forms or notes, if used, should be destroyed to protect candidate confidentiality.

Each committee member may rate each applicant individually. The committee then discusses their evaluation and reaches a consensus to make initial rankings. These initial rankings and consensus decisions are documented in the search summary in CU Careers, or as part of a search summary report.

## *Evaluating Applicants*

---

Applicants may be ranked by any system you choose, so long as it is consistent for everyone. You may sort applicants into groups such as "invite" and "do not invite," or rank order applicants without numerical

totals. The main requirement is to have a system that is consistently applied. Many committees use a numerical scoring matrix, while others use ranking criteria.

## *Determining Evaluation Criteria*

---

Applicants can be evaluated by both Required (or Minimum) Qualifications and Preferred Qualifications, but you should use a separate evaluation system for each. Applicants must meet all of the minimum requirements before being screened for Preferred Qualifications. Using your committee's applicant evaluation system, select the candidates that you will interview for the position who meet all of the minimum qualifications. To identify the most promising candidates, you should evaluate applicants on potential, not just experience already performing the duties of your position

## *Interview Format*

---

After completing the review of applications, your committee should have a handful of candidates ready to interview. By that time you should decide on your interview format.

Many novice committee members believe the interview must be a live question and answer period with the search committee. While this is an option, an acceptable interview may be any combination of the following:

- In person interview with committee.
- Telephone interview with committee.
- Applicant presentation to open group.
- Applicant written response to questions.
- Video conference or web interview.

Many search committees use a phone or written interview as a candidate screening option to select those invited for campus interviews.

Whatever interview format you choose, keep notes and ensure each candidate is asked the same basic questions. You may ask additional follow up questions. A sample interview evaluation form is included in the resources section. Personal notes taken by committee members are not part of the official documentation and should be destroyed once the search is complete and official notes are finalized.

## *Summary*

---

Congratulations! You have completed Module 3.

In this module you have been introduced to various aspects of evaluating applicants:

- The importance of determining evaluation criteria based on the job announcement

- Set a date to evaluate the applications received using the evaluation method established by the committee
- Evaluate candidates on both qualifications and potential
- Develop your interview format – think beyond live question and answer session

## Module 4 – Interviewing Candidates and Selecting Finalists

### *Introduction*

---

Once you have selected candidates, you should use the following process:

- Develop interview questions
- Interview the candidates
- Conduct reference checks for finalists after notifying them
- Refer the finalists to the hiring authority

Feedback and recommendations will be provided as you review the content. You must review all the content to proceed through the module. Page numbers indicate your progress within a module.

### *Interviewing Candidates*

---

Now that you have evaluated the applicants and decided who to invite for an interview, you can begin the interview process. Consider the following when preparing for the interview:

- Interview Questions
  - Ask all applicants the same basic questions. Use follow up questions tailored to the candidates' answers and professional background
  - Ask a specific question on commitment to diversity and inclusion.
  - Use behavioral based, what if, and how questions to gain better understanding of problem-solving and past behavior
  - Questions should be related to the requirements of the job and the candidates' knowledge, skills and abilities.
- Interviewing the Candidate
  - Schedule appropriate interviews with the search committee, other staff and faculty.
  - Consider a meeting with the hiring authority. If there is a meeting, the hiring authority should only share opinions after the search is conducted.

### *Interview Questions*

---

There are some interview questions that are not legally acceptable.

1. Are you legally authorized to work in the US?

This is an acceptable question. You can ask an applicant whether they are legally authorized to work in the US, but you cannot ask whether they are a naturalized or native-born citizen.

2. Where were you born?

This is an unacceptable question. You are not allowed to ask an applicant where they were born, but you may ask where they now live.

3. Have you ever been convicted of a felony?

This is an acceptable question. You are allowed to ask an applicant if they have ever been convicted of a felony, but you cannot ask them if they have ever been arrested.

4. Have you ever been arrested?

This is an unacceptable question. Consideration of arrest records is almost certainly unlawful. An arrest is no indication of guilt, and historically minorities have suffered proportionately more arrests than others. Under certain situations, it may be acceptable to ask, "Have you ever been convicted of \_\_\_ crime?" (Legal if the crime is reasonably relevant to the job; e.g. embezzlement for an accounting/finance job.) If this question is going to be asked, it must be asked of all candidates.

5. How have you managed such an impressive career as a single mom?

This is an unacceptable question. It is never acceptable for you to ask about the applicant's marital or parental status, no matter how the question is phrased.

6. What professional societies do you belong to?

This is an acceptable question. It is acceptable to ask applicants which professional societies they belong to, but it is unacceptable to ask them about any political or social affiliations they have.

7. You said you have epilepsy. Will that interfere with you handling infectious agents in the lab?

This is an acceptable question. You can ask applicants about their disability only if it may affect their ability to accomplish job tasks. It is best to seek assistance from the Human Resources Office when these types of situations arise.

8. What languages do you speak fluently?

This is an acceptable question. It is acceptable to ask applicants which languages they are fluent in, provided this is applicable to their job, but you may not ask how or where they learned the languages.

9. What does your spouse do?

This is an acceptable question. You are not allowed to inquire about the applicant's marital status or spouse. This question would only be appropriate if the applicant had already inquired about employment opportunities for a spouse.

## Reference Checks

---

The most important advice to follow about reference checks is to **complete them**. Keep the following in mind when preparing for reference checks:

- References are often more helpful when making a hiring decision than initial recruiting contacts, application reviews and interviews.
- Develop a standard set of reference questions. Human Resources can help you develop these questions.
- Ask for examples or instances of candidate qualifications (i.e., behavioral based questions).

NOTE: SkillsSurvey is a tool available on most campuses that can be used to assist in conducting reference checks. Reach out to your HR contact for more information regarding this on-line tool.

## *Refer Finalist to Hiring Authority*

---

Your formal search duties are concluded when you recommend finalists (you may recommend more than one person) to the hiring authority.

To wrap-up the process, you should also:

- Debrief the search committee. What worked? What was problematic?
- Decide if one or more candidates should be encouraged to apply for other CU positions. Human Resources can assist you.
- Complete your campus search summary report or compliance report.
- Ensure all candidates have been notified when the search is concluded and candidates are dispositioned in the applicant tracing system (CU Careers).

You may also be asked to participate in additional interviews or other search activities after the finalists have been provided to the hiring authority.

### TIP

Do not forget to document the search process by completing the search summary information in [CU Careers](#). The search chair should review it. Please go to the **Resources** page to view your campus Search Summary Template.

The hiring authority may still conduct additional interviews or reference checks after your committee recommends the finalists, to aid his or her decision.

## *Review*

---

Dr. Chen Wu is chairing the search for a new Dean of Environmental Engineering (EE). Dr. Wu has a promising applicant who is an associate dean at a major university. Professor Wu knows several EE faculty in that university's department, but they are not listed among the applicant's references. Should Dr. Wu call his EE colleagues about the candidate? Yes, but Dr. Wu should notify the candidate before he calls.

## *Review*

---

Mr. Smith, the search committee chair, is driving a candidate back to the airport after the candidate's interviews are finished. As he walks the candidate to the security gate, Smith asks "Say, if you come here to CU, do you know if you would be buying a home or renting when you get here? I have a friend who is a realtor, he would get you a good deal." Is Smith's question appropriate? No, the question is inappropriate. The candidate is still trying to create an impression with Mr. Smith. The question he asks is not job-related, so it is not appropriate.

## *Missing Candidate Interviews*

---

If a search committee member misses the candidate's interview with her group, she cannot comment about any of the candidates. The search committee member may comment on the interviews she attended, but she may not participate in the overall ranking of candidates.

## *Contacting a Non-Finalist*

---

You may contact a candidate that is not a finalist, and recommend they apply for another position. The human resources office can assist with this.

## *Summary*

---

Congratulations! You have completed Module 4.

In this module you have been introduced to various aspects of interviewing and selecting finalists:

- Develop strong interview questions that are legally acceptable
- Schedule your search committee meeting with the applicant, as well as any other interviews
- The most important advice to follow about reference checks is to complete them
- Your formal search duties are concluded when you recommend finalists to the hiring authority

## Module 5 – Completing the Search

Once you have completed reference checks and referred finalists to the hiring authority, you are ready to complete the process. Notify all candidates of their status when the search is concluded. If interviewed, a phone call to the candidate is best.

Do not forget to document the search process by completing the search summary information in [CU Careers](#). The search chair should review it. Please go to the **Resources** page to view your campus Search Summary Template.

## *HR Department Steps*

---

The following steps are completed by the department HR Business Partner:

- Disposition of candidates. Close out the search process on the career site by tracking and noting candidates' applicant status using the reason codes provided.
- Ensure that those who meet minimum qualifications, those interviewed and those who withdrew are coded appropriately.
- Complete the search summary and attach to the requisition.

## Summary

---

Congratulations! You have completed Module 5.

In this module you have been introduced to various steps to completing the search:

- Notify candidates
- Document the search process

## Resources

### *University of Colorado Denver and Anschutz Medical Campus*

---

#### Office of Diversity

Phone: (303) 724-8003

Email: [Diversity.Inclusion@ucdenver.edu](mailto:Diversity.Inclusion@ucdenver.edu)

#### Human Resources

Phone: (303) 315-2700

Email: [human.resources@ucdenver.edu](mailto:human.resources@ucdenver.edu)

Website: <http://www.ucdenver.edu/about/departments/HR/Pages/default.aspx>

#### CU Denver/ CU Anschutz Resources

- [Minimum and Preferred Qualifications Matrix - Sample](#)
- [Reference Check Guidelines](#)
- [Forms / Templates / Guidelines by Job Category](#)

### *University of Colorado at Colorado Springs*

---

#### Office of Diversity

Phone: (719) 255-3203

#### Human Resources

Phone: (719) 255-3372

Email: [hrinfo@uccs.edu](mailto:hrinfo@uccs.edu)

### *University of Colorado, System*

---

#### Employee Services

Phone: (303) 860-4200

Email: [employeeservices@cu.edu](mailto:employeeservices@cu.edu)

Website: <https://www.cusys.edu/es>

# Search Committee Training: Inclusive Recruiting Practices

## CU Careers Support

Phone: 303-860-4200, option 2

Email: [hcm\\_community@cu.edu](mailto:hcm_community@cu.edu)

## System Resources

- [Job Advertisement Template](#)
- [Guide to Hiring International Applicants](#)
- [Minimum and Preferred Qualifications - Sample](#)
- [Campus Search Resources](#)

## *General Resources*

---

- [Developing a Recruitment Plan: Sample Diversity Plan](#)
- [Evaluation Sheet Example](#)
- [List of Unacceptable Interview Topics](#)
- [Sample Faculty Interview Questions](#)

## Conclusion

This concludes the Search Committee Training: Inclusive Recruiting Practices.