



Faculty Hiring Handbook
Best Practices for Diversity in Faculty Hiring

Title	Faculty Hiring Handbook: Best Practices in Search and Hiring for Faculty Appointments
Guideline Owner	Office of the Provost Office for Diversity and Inclusion
Applies to	Deans, Department Heads, Hiring Managers, Faculty Search Committees and Evaluators
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Purpose

The purpose of this handbook is to provide best practices for leadership responsible for hiring and University community members involved in evaluating faculty candidates that reinforce the University's goal of hiring an excellent, diverse, and talented group of faculty members. This information has been compiled by the Office of the Provost and Office for Diversity and Inclusion, with input from the Office of Institutional Equity and Human Resources, and is informed by empirical research, as well as conceptual and theoretical frameworks widely accepted as best practices for hiring by private, public, and peer institutions of higher education. Within this handbook, you will find guiding practices applicable to all academic units at UConn, though how it is applied may vary given specific school, department, and disciplinary contexts.

Philosophy

At UConn, we are clear that the diversity of our faculty contributes to creating and advancing a culture of inclusion and equity that is central to our values as an institution of higher education and our aims in terms of research, teaching, and life-transformative education. We understand that as a university we thrive because of our diversity and aim to ensure equity and inclusion in what we do and how we do it. We emphasize this commitment in our recruitment, retention and advancement of students, faculty and staff.

The University of Connecticut is committed to creating a **diverse, inclusive, equitable, and justice-oriented** environment that empowers every individual or group in our community to reach their full potential. To reach this aspirational goal, we strive to create an institutional environment free from all forms of discrimination, one that fosters full participation and belonging and where all members – especially those from **historically marginalized populations** both nationally and globally – are welcomed, respected, supported, and meaningfully integrated into the UConn community.

To advance belonging and full participation, UConn is dedicated to developing antiracist and equity-minded faculty and staff. Doing so allows us to better serve the historically marginalized populations, groups, and communities that experience oppression, discrimination and exclusion (social, political and economic) because of systemic perpetuation of unequal power across economic, political, social, and cultural dimensions.¹

Sustaining an antiracist and equity-minded institutional environment increases the likelihood that UConn will have an informed understanding of the individual and collective experiences of **racially minoritized communities** and will be able to implement a set of anti-racist initiatives and practices that support their full participation and success.

For definitions (<https://diversity.uconn.edu/glossary/>) and more information, please visit our diversity website at <https://diversity.uconn.edu/>.

Best Practices in Search and Hiring for Faculty Appointments

- ☐ Promote compliance with all applicable affirmative action and equal opportunity laws and practices.
- ☐ Begin search processes early in the academic year, when possible, to obtain a wide and diverse pool of candidates.
- ☐ Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other minoritized communities and underrepresented groups (e.g., men in nursing). Consider reaching out to other departments or schools to expand possible network of people who can serve on the committee with sensitivity to service load of underrepresented people. Consider having one or two members of the committee serve as the committee's DEI advocate.
- ☐ Leadership responsible for hiring meets with committee at beginning of search process to reinforce importance of diversity and goal of identifying outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the position, and to reiterate selection criteria, which includes evidence of commitment to diversity, equity, and inclusion that can vary by appointment type and the needs of the academic unit.
- ☐ Leadership responsible for hiring provides unit-specific data from OIRE's leadership dashboard on a.) the gender and race of all hires for at least the past five years, and b.) the percentage of women and of minoritized tenure track and non-tenure track faculty and students. In addition, we encourage the search committee to review relevant IPEDS data related to their discipline to identify patterns of inequity and opportunities in hiring relative to gender and race.
- ☐ Consult HR resources on diversity qualification statements to include language in the job ad. It is imperative that the search committee discuss diversity, equity, inclusion and justice commitments and priorities and have a shared understanding of them to guide their search process.
- ☐ Discuss, prior to considering candidates, how criteria listed in job ad will be weighted and valued. Interrogate definitions used for criteria.
- ☐ Advertise broadly, including to interest groups with diverse faculty audiences, and practice active recruitment.
- ☐ Ensure that each candidate is evaluated on all criteria listed in job ad (minimum and preferred qualifications) and identified as meaningful in the search (e.g., use the Candidate Matrix provided in Page Up for the review process)
- ☐ Leadership responsible for hiring reviews all slates of candidates before any offers are made (utilizing the candidate demographic report available in Page Up).
- ☐ Incorporate interview questions that ask the candidate to speak to their demonstrated commitment to diversity and experience working in diverse environments.
- ☐ Connect final round candidates with faculty who share similar background and interests.
- ☐ Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitment successful.

The Search Process at UConn

The University of Connecticut utilizes the Page Up applicant tracking system as an online recruitment tool and as a record of affirmative action. All searches at UConn must comply with affirmative action guidelines. The Office of Institutional Equity has developed policies, procedures, and guidelines to ensure that hiring processes at UConn comply with federal EOAA regulations.

Helpful Links:

- [Page Up Job Aids](#)
- [Office of Institutional Equity Search Committee Training](#)
- [Office of Institutional Equity Search Compliance and Recruitment Resources](#)

Developing a Faculty Hiring Strategy

Filling a vacant faculty position or creating a new faculty line is an opportunity to align resources with the mission and the strategic plan of the University and the academic unit.

The Department Head will work with the Dean to review academic program assessment, enrollment levels, course and research areas, strategic plans, etc. to identify the appropriate position, teaching/research specialization, rank/series, salary range, and funding source. If the academic unit has search guidelines, those should be reviewed and applied as well.

The Provost sends a call for faculty hiring plan submissions for each academic year in the summer a year in advance of the target start date for such hires. The call will include any University-level strategic faculty hiring initiatives. The Provost must indicate approval of the faculty hiring plan before units may proceed with entering a requisition for a search and advertising an opening.

Selecting Search Committee Members

- ☐ *Promote compliance with all applicable affirmative action and equal opportunity laws and practices.*
- ☐ *Begin search processes early in the academic year, when possible, to obtain a wide and diverse pool of candidates.*
- ☐ *Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented and minoritized groups. Consider reaching out to other departments or schools to expand possible network of people who can serve on the committee with sensitivity to service load of underrepresented people.*

A search committee is most effective when it reflects compositional diversity, including individuals with different perspectives, backgrounds, and a demonstrated commitment to provide students and faculty with the benefits of learning and working in a diverse and inclusive educational environment. Those involved in the faculty hiring process play a key role in determining the degree to which a campus reflects a rich diversity of social identities, life experiences, knowledge, and perspectives enriching the educational environment for students and faculty alike.

By **recruiting individuals with diverse perspectives and areas of expertise**, search committees help build a rich community whose members continually challenge and learn from each other. UConn's faculty should represent the highest standards of excellence and reflect the diversity of our student body, the state in which we're located, and the world in which we're engaged. It is the responsibility of

search committees to ensure that in all stages of the recruiting process, efforts are made to include minoritized groups in the applicant pool, and that evaluation of these candidates is fair and equitable.

The Department Head should work toward having search committee members that have good judgement, strong commitment to diversity and equity, represent different backgrounds, career stages, and areas of expertise, have a deep understanding of department and UConn priorities and mission.

In addition, a best practice is for each search committee to have one or two members who volunteer to serve as DEI advocates. To qualify, this person should have a demonstrated understanding to UConn's commitment to equity, diversity, inclusion, and justice. The DEI advocate(s) works to support chair by sharing the responsibility for monitoring diversity, equity, and inclusion efforts and processes during the search. The DEI advocate(s) does not replace the search chair and is not solely responsible for overseeing or enacting the equity, diversity, inclusion, and justice efforts of the committee.

Members of a search committee have a legal and ethical obligation to conduct an equitable and inclusive hiring process. As such, it is expected that members of search committees will give the policies and procedures outlined in this document their highest consideration as they participate in the faculty hiring process of full-time tenure track or non-tenure track positions.

More specifically, members of a search committee will:

- Actively engage in discussion about diversity, equity, and inclusion from the onset of the search process (including the justification for the position and the construction of the job description).
- Attend explicitly to the historical legacy and contemporary effects of discrimination experienced by racial and ethnic minorities and other marginalized groups.
- Participate in trainings on implicit bias and apply learning throughout the evaluation of applicants.
- Identify and document processes for championing diversity, equity, and inclusion in the search process (e.g., having a DEI champion as part of the search committee, doing formative assessments along the search process to ensure equity).
- Implement the best practices noted in this document.

Tactics for Composing Search Committees

- Include women, racially minoritized faculty, staff, and/or students, and other underrepresented groups
- Ensure committee chair supports diversity
- Consider involving graduate students
- Be alert to conflicts of interest
- Be attentive to power dynamics of the committee
- Identify a diversity advocate, while communicating that ensuring equity in the search process is everyone's responsibility

Charging the Search Committee

- *Leadership responsible for hiring meets with committee at beginning of search process to reinforce importance of diversity and goal of identifying outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the*

position, and to reiterate selection criteria, which includes evidence of commitment to diversity, equity, and inclusion that can vary by appointment type and the needs of the academic unit.

- *Leadership responsible for hiring provides unit-specific data from OIRE's leadership dashboard on a.) the gender and race of all hires for at least the past five years, and b.) the percentage of women and of minoritized tenure track and non-tenure track faculty and students. In addition, we encourage the search committee to review relevant IPEDS data related to their discipline to identify patterns of inequity and opportunities in hiring relative to gender and race.*

The search committee's responsibility is to identify a slate of top candidates for the position in question. In their charge to the committee, leadership launching the search should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, racially minoritized people, and members of other underrepresented groups, in fields where they are in the minority. The leader charging the committee should present data on hiring history and department makeup by gender and race or ethnicity for the committee's consideration.

Identify unifying departmental focus. Charge from the Department Chair for the search committee needs to include the rationale for this hire and how it meets University, School, and/or Department mission and strategic goals. The goal is to ensure that the search committee is clear about the unifying departmental focus for the faculty hire.

Interventions to avoid common biases or errors in search process

Document the entire search process. Creating a record of discussions, advertisements, nominations, recruiting efforts, interviews, rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias and correct as needed.

Educate committee members on hiring biases. Committee members should complete or review the OIE search committee training and resources

- [Office of Institutional Equity Guidelines for Search Committees](#)
- [Office of Institutional Equity Search Compliance and Recruitment Guidelines](#)
- [Office of Institutional Equity Recruitment and Search Process FAQs](#)
- [Office of Institutional Equity Search Committee Training](#)

Search committees are strongly encouraged to review the research and discuss unconscious bias in an effort to reduce evaluation errors and cognitive biases that can have destructive consequences especially for underrepresented group members. Studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice (take actions that will result in more effective communication), effectively reduce prejudicial behavior.

Members of search committees and hiring administrators are highly encouraged to use the [Implicit Association Test](#) to become more self-aware of the different kinds of unconscious biases that may influence one's own perceptions during the hiring decision-making process.

Establish evaluation criteria. Decide in advance of reviewing applications which criteria will be used and how they will be weighted.

For example:

- Review the departmental standards for Promotion, Tenure, and Reappointment and the [Provost's PTR procedures](#)
- Identify and eliminate conventional hiring practices that may in effect unfairly advantage members of some groups and disadvantage others, thereby obstructing efforts to build a more diverse faculty.
- Be aware that a search committee which is perceived as addressing diversity and inclusion in an insincere or cursory fashion, or as being generally cold and uncaring, is very likely to impede efforts to create a more diverse faculty. Demonstrate a commitment to and value of diversity, equity, and inclusion.
- Recognize and accept that the human brain functions in a way that leaves us subject to the influence of unconscious/implicit bias. Work to engage intentional efforts to combat these tendencies.
- The search committee is encouraged to consider a broad mix of standards when identifying selection criteria to rate applications on required and preferred qualifications including: teaching interests, research interests, publications and creative work, anticipated future scholarly activity, experience working effectively with or mentoring racially minoritized groups and other underrepresented group members, collaborative and interdisciplinary work.

Listen carefully and make every effort to avoid basing conclusions on assumptions. Ask yourself questions including:

- How do I know what I think I know? What, specifically, was said or done by the candidate that led me to my conclusion?
- What alternate interpretations exist for what I saw/heard? This is an example of when it is particularly beneficial to have individuals with different perspectives (due to different social identities, disciplines, life experience, etc.) engaged in the discussion.
- Are there other ways that assumptions/stereotypes may be inappropriately influencing the hiring process and/or decision-making?
- What new dimensions can the candidate bring to the unit?

Spend sufficient time reviewing applications. Read the candidate's application materials and any related information thoroughly before offering opinions about the candidate.

Search committee members should engage in continual self-examination to determine whether stereotypes or other subjective factors are influencing their perceptions of a candidate's character, experience, and accomplishments.

Special Cases

There are special cases in which a standard open national search is not required. Units should assess the appropriate sourcing method to fill the position in consultation with their HR Workforce Associate and the Office of Institutional Equity. Hiring units may apply for an audit waiver with appropriate justification as defined by OIE and with the approval of the Dean and Provost. Examples include an accompanying partner accommodation approved by the dean and provost or justification of pre-eminence.

- [Office of Institutional Equity Search Types](#)

Confidentiality

The search committee should establish clear guidelines at the outset for keeping deliberations, personal or background information on a candidate, or a candidate's name in confidence. Committee members should understand that it is inappropriate to engage in any off-the-record reference checks of candidates.

Developing the Job Description and Advertisement Copy

- *Consult HR resources on diversity qualification statements to include language in the job ad. It is imperative that the search committee discuss diversity, equity, inclusion and justice commitments and priorities and have a shared understanding of them to guide their search process.*
- *The job advertisement (both long and, if there is one, short version) must be emailed to the Dean or designee for pre-approval prior to posting the ad to PageUP.*
- *Discuss, prior to considering candidates, how criteria listed in job ad will be weighted and valued. Interrogate definitions used for criteria.*

Utilize the approved template for faculty job postings, provided in Page Up. Required language in faculty job ads includes, "Successful candidates will also be expected to broaden participation among members of under-represented groups; demonstrate through research, teaching, and/or public engagement the commitment to, and support of, diversity in the learning experience; integrate multicultural experiences into instructional methods and research tools; and provide leadership in developing pedagogical techniques designed to meet the needs of diverse learning styles and intellectual interests." Candidates are also required to provide a Commitment to Diversity Statement that includes broadening participation, integrating multicultural experiences in instruction and research and pedagogical techniques to meet the needs of diverse learning styles, etc.

The search committee should consult the HR Workforce Associate to help ensure that the position description and the advertisement are written in a way that conveys a serious commitment to diversity, equity, inclusion, and justice. Job ads can also include links to units' DEI statements, if they have them on their websites. Search committees can consult their units' DEI or climate committees, as well, if they have them.

Considerations for job ad copy

In order to attract a wide range of applicants, the job description should include information about the specifics of the position. Define the position broadly, taking into consideration what attributes, knowledge/scholarship, experience, and disciplinary background are needed to perform the job. Describe the position in the widest possible terms that meets the unit's needs to attract the broadest pool of qualified candidates possible.

Carefully consider the language used in the job description that implicitly or explicitly centers specific social identities (e.g., race, ethnicity, gender). For best practices related to this, review [Office of Institutional Equity's Frequently Asked Questions](#).

Consider the rank of the position. More junior positions will allow access to a greater number of women and underrepresented minority candidates.

Be explicit when defining the minimum qualifications for which an applicant will not be considered. Applicants who do not possess all minimum qualifications will be considered unqualified and will be screened out of the process.

Where appropriate, label qualifications preferred instead of required; use “should” instead of “must.” Preferred education and qualifications can be used to identify candidates who have qualifications above or beyond those that are required. Interrogate how the search committee is defining or understanding the qualifications in the job description and how that might inform evaluation of candidates. For example: If “strong record of research” is used, what does strong mean and what serves as evidence?

Consider strategic hiring initiatives like cluster hires. This practice may help decrease the sense of isolation newly hired women or underrepresented minority faculty may feel if they are the only scholar in their particular subject area.

Search Steps

1. Create a requisition for the position opening in Page Up using the [Job Aid: Create a New Job in Page Up](#).
2. Obtain approvals via the Page Up workflow.
3. Finalize ad copy with the HR Advertising Coordinator.
4. Position posts in defined advertising locations.

Recruitment and Advertising

- *Advertise broadly, including to interest groups with diverse faculty audiences, and practice active recruitment.*

Active recruiting entails soliciting applications from potential candidates by making information about the position widely known by advertising broadly and seeking out qualified individuals through professional networks. Faculty can reach out to qualified candidates through their membership of relevant professional groups or organizations. Active recruitment also entails in-person efforts such as tabling at professional associations; it is an on-going effort.

Individuals that recently graduated from your department or related divisions may be a good source of candidates. Further, exceptional candidates will often not apply to positions and will need to be invited to apply by a member of the search committee. Individuals who decline nominations may be able to refer other outstanding candidates for the position.

- [Office of Institutional Equity Search Recruitment Checklist](#)

Advertising

UConn utilizes Broadbean, which will post all University job openings on the following sites:

- Higher Education Recruitment Consortium (HERC)
- Indeed
- Diverse Jobs
- Inside Higher Ed
- CT Hires
- AbilityJobs

- Glassdoor
- Recruit.net
- MyJobHelper
- Resume Library
- Mid-American Careers
- FlexJobs
- Trovit
- Zippia
- LinkedIn Social Status
- The Job Spider
- AbilitiesInJobs (www.abilitiesinjobs.com)
- AsianInJobs (www.asianinjobs.com)
- BlackInJobs (www.blackinjobs.com)
- HispanicInJobs (www.hispanicinjobs.com)
- LGBTQInJobs (www.lgbtqinjobs.com)
- DiversityInJobs (www.diversityinjobs.com)
- SeniorsInJobs (www.seniorsinjobs.com)
- WomenInJobs (www.womeninjobs.com)
- DisabledPerson (www.disabledperson.com)
- Jofdav (www.jofdav.com)
- HireBlack (www.hireblack.com)

In addition to posting through standard HR sources, it is important for search committee members to also post in newspapers and journals aimed specifically at underrepresented audiences, professional list-servs and affinity groups, and participate in active recruitment

- [Office of Institutional Equity Faculty Recruitment Outreach Sources](#)

Review resources for ways to improve recruitment and hiring of diverse faculty:

- [Recruiting Diverse and Excellent New Faculty - Inside Higher Ed](#)
- [Recruiting a More Diverse Faculty – Higher Ed Jobs](#)
- [How to Improve Faculty Diversity Through Inclusive Hiring and Retention Practices – EAB Podcast](#)
- [3 Essentials to a More Inclusive Hiring Process – University of Virginia-Darden School of Business](#)
- [6 Best Practices to Creating Inclusive and Equitable Interview Process - Harvard Business Review](#)
- [Inclusive Hiring: How to Address Bias in the Recruiting Process - Forbes](#)

Evaluating Applicants

- ☐ *Ensure that each candidate is evaluated on all criteria listed in job ad (minimum and preferred qualifications) and identified as meaningful in the search (e.g. use the Candidate Matrix provided in Page Up for the review process)*
- ☐ *Leadership responsible for hiring reviews all slates of candidates before any offers are made (utilizing the candidate demographic report available in Page Up).*

When evaluating candidates, it is important to ensure that the process is fair and gives due consideration to each candidate. Be mindful that individual preferences tend to arise after initial review has eliminated candidates that do not meet the minimum requirement. As such, it is important to implement strategies that support equitable and fair evaluation of remaining candidates. It may be necessary to correct for implicit bias by instituting certain protocols around reviewing applications.

A recommended practice to advance equity in the evaluation process is for search committees to collaborate in creating and testing a rubric prior to evaluation of candidates to ensure transparency among the committee members regarding their own preferences. In addition, committee members can include in their rubric how diversity will be taken into consideration. Committees can consider other DEI minimums that are important for their college/school or department. Some examples include:

- Demonstrated commitment to diversity, inclusion, and equity in higher education through research, teaching, and/or public engagement.
- Ability to contribute through teaching and/or public service to the diversity and excellence of the Department and College.
- Evidence of deep commitment to fostering and supporting diversity, inclusion, and equity through academic and research programs within a higher education setting.
- Demonstrated commitment to promoting diversity and inclusion through research, teaching, and/or public engagement via past actions or a detailed plan for future work.
- Commitment to effective and inclusive teaching with a diverse student population.

Criteria may not include direct or indirect reference to race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, and veteran status but can include references to demonstrated experience or success in working with diverse communities or research focused on diversity-related topics.

The rubric should be based on objective and measurable job-related criteria. For example, the rubric should be related to the knowledge, skills, and abilities required for the position and avoid subjective measures like “cultural fit” or “good fit”. A good resource for supporting evaluation of disciplinary excellence and DEI statements can be found here: [The Promise of Diversity Statements](#)

Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., an engineer who has worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began their career at an institution that was not research-intensive, or individuals with disabilities whose careers have been interrupted). Search committees are encouraged to be open to a variety of perspectives on excellence within a discipline and what can serve as evidence of that excellence.

Utilize the Candidate Matrix provided in Page Up, which evaluates each candidate against the minimum and preferred qualifications identified in the job description. Candidates who meet all minimum qualifications are qualified.

- [Sample Candidate Matrix](#)

Search committees should look for strengths, rely on evidence, spend adequate time reviewing each application, consider the candidate’s record of working with diverse students, view diversity-related research as a strength, avoid subjecting different candidates to different expectations, be careful of rating a candidate solely because of the reputation of their institution or advisor, and consider all

applications before expressing preferences for particular candidates. Do not make finalist decisions based on assumption of likelihood the candidate will accept the position.

Review and evaluate demographics of the applicant pool. Page Up provides a report on candidate demographics for each active search, which allows those overseeing a search to access the race/ethnicity and gender demographics of the applicant pool. This tool is not for identifying characteristics of individual applicants or for hiring based on race/ethnicity or gender.

All search committees are encouraged to evaluate their applicant pool for diversity, equity, and inclusion with an awareness that definitions of diversity are field-specific. If the pool requires expansion, the search committee and/or appropriate administrator, in consultation with the department chair, should expand recruitment or reconsider all candidates' evaluation against the qualifications posted in the job description.

- If a candidate is known to one or more of the committee members, then the following applies. Please review the conflict of interest section in [OIE's Search Committee Guidelines](#)
- Prior to conducting interviews, review the [Office of Institutional Equity Interview Certification Checklist](#).
- This is a good moment in the search for the committee to discuss the efforts taken to have a diverse pool of candidates for first-round interviews to mitigate implicit bias that may have influenced such selection.

Search Steps

5. Page Up serves a critical record-keeping function for the University, to display applicants within the appropriate status on the Faculty Hiring Dashboard and to forward individuals for background check when hired. Prior to obtaining permission to interview, search committees must enter dispositions for each candidate (Qualified, Unqualified, Interview) that justifies their selection based on the established standardized search committee evaluation criteria. Avoid including emotional assessments or references to "fit".
6. When the interview list has been approved by the appropriate administrator, utilize the [Page Up Job Aid: Enter/Edit Pre-Interview Evaluations](#) to notify OIE of request to interview dispositions entered in Page Up. OIE will not begin the interview approval process for searches without the approval of the unit's Dean's office. OIE must indicate approval to interview before the search committee may reach out to candidates about interviews.

Interviews

- ☐ *Communicate in a timely manner.*
- ☐ *Develop an interview schedule that provides different ways for candidates to interact and share it in advance with candidates.*
- ☐ *Be transparent about expectations and consider pre-recorded job talks.*
- ☐ *Connect final round candidates with faculty who share similar background and interests.*
- ☐ *Prepare an interview question list and share it in advance with candidates. Ensure that the interview list incorporates interview questions that ask the candidate to speak to their demonstrated commitment to diversity and experience working in diverse environments.*

Planning the Interview

Communicate with all applicants in a timely manner to thank them for their application, to notify them of changes in the timeline, to alert them as to whether they are being considered for the position, and to notify them when they may expect a request for an interview. If the applicant is not qualified for the position, please inform them that their application is not being considered at this time.

- [Office of Institutional Equity Communication with Applicants Templates](#)

Develop an interview schedule that provides different ways for candidates to interact with faculty and students and understand the UConn experience. Conversations with faculty, staff, and students will allow visitors to observe and learn about department culture. Provide the candidate with an itinerary of the visit in advance and ensure that the candidate is informed about the time, location and content of each segment of the interview. Please confirm that arrangements are made to get the candidate to and from all designated locations (i.e., airport, campus buildings).

- [Creating an Inclusive Interview Process](#)

Be transparent about expectations and consider pre-recorded job talks. Make the candidate aware of the kind of presentation they will be expected to make and who will attend as the audience. Consider pre-recorded job-talks from candidates as a way to maximize equity and community opportunity to watch the presentation. For campus travel, ensure that the candidate fully understands how their expenses will be handled and be expeditious in reimbursing expenses. Each candidate should receive consistent information and have similar experiences (i.e., travel, reimbursement, candidate contact with committee) during the campus visit.

Offer information to acquaint the candidate with the campus and the city, including directing candidates to [UConn HR's Prospective Employees webpage](#). Ensure candidates are aware of other internal and external resources on campus (e.g., Office for Diversity and Inclusion, faculty with similar research interests, Center for Excellence in Teaching and Learning (CETL), affinity/professional groups, as well as Provost and ODI initiatives specific to minoritized groups (e.g., faculty of color writing retreats, women's summer research retreat, faculty and staff of color networking events). Build in opportunities for candidates to gather information about the campus and/or community so that candidates can gauge whether the University of Connecticut is a good place for them to work, as well as the surrounding communities as places to live.

Consider asking the candidates if any accommodations will be needed during the campus visit such as physical access needs, closed captioning or interpretation services, dietary restrictions, or other necessary accommodations. Contact the ADA Coordinator/Office of Institutional Equity with questions about accommodations for guests and visitors at equity@uconn.edu or 860-486-2943.

Keep in mind that the candidate is also evaluating us as an institution and that positive or negative interaction with candidates can have far reaching impacts on the reputation of the University of Connecticut as a welcoming, respectful, and scholarly institution. Check [Academic Jobs Wiki](#), then go to "Interview Experiences" and see "Universities to Fear" and "Universities to Love" for an example of the comments faculty candidates make that can have an impact on an institution's reputation.

Interview Questions

Prepare a list of interview questions to be asked of each candidate. By posing the same questions to each interviewee, each member of your community will be able to collect comparable information from all candidates. It is important that each candidate have the same opportunity to represent their strengths and address questions that solicit information relevant to the job description. All follow-up questions should be documented along with primary list of interview questions asked of each candidate. These common questions may be asked by a group of interviewers, as this allows for multiple perspectives on the same set of responses, resulting in a fair evaluation. Be mindful that questions about diversity should not always be posed by the interviewer who holds a minoritized identity. Consider sharing the questions that will be asked with the candidates in advance of the interview. This supports equitable opportunity for preparation.

- [Office of Institutional Equity Interviewing Best Practices](#)
- [Office of Institutional Equity Interview Do's and Don'ts Handout](#)

Consider the candidate's ability to work/teach in a diverse environment by asking open-ended interview questions that engage the candidate in a discussion of their experience with and views about diversity and diverse communities. Again, evaluation criteria may not include direct or indirect reference to race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, and veteran status but can include references to demonstrated experience or success in working with diverse communities.

Provide evaluation/rating worksheets and other feedback forms to solicit feedback from evaluators following interviews. Requiring interviewers to provide feedback on specific criteria will assure a fair assessment of candidates

Candidate Selection and Offer

Reference Checks

References provide a valuable complement to interviews, allowing search committee members to gain further understanding of candidates' professional accomplishments and approach. A consistent method of reviewing these references will contribute to a fair assessment of candidates.

- [Human Resources Reference Check Guidelines](#)

Dual Careers

It is not appropriate to ask a candidate about their partner at any point during the hiring process; it is the candidate's prerogative to bring this matter under discussion. Once raised by the candidate, it is important to promptly respond to dual career considerations of candidates as it is in the best interest of a department that wishes to attract and retain top talent. If a candidate reveals that acceptance of an offer is conditional on their partner securing employment in the same location, connect the candidate with local resources.

If partners are also offered positions at UConn, it is important that their recruitment is conducted in a way that respects the recruiting department's priorities. Department heads may contact their dean with proposals for partner accommodations, which will be reviewed with the provost in line with the Provost's Guidelines for Partner Hires.

Negotiating the Offer

In negotiating the offer with the candidate, hiring managers should engage with transparency and fairness. Though different positions will necessitate different aspects, here is a sample list of topics to consider when discussing an offer with a candidate:

- Position rank and expectations and standards for advancement
- Salary: The offer package should reflect consideration of equity, the market, as well as the candidate's experience.
- Benefits
- Course release time and workload
- Lab equipment and space
- Research support
- Administrative support
- Travel funds
- Start-up funds: Attracts highly skilled and competent employees and retains them by providing opportunities for learning, growth and career development.
- Summer salary
- Relocation and moving expenses
- Assistance with partner accommodation
- Tenure credit for prior years of service at another institution
- Other issues of concern to the candidate

In all verbal agreements, the candidate should be informed that this is a tentative offer, subject to final approval by the dean, OIE, the provost, and HR and upon successful completion of a background check.

Search Steps

7. Upon selection of a finalist, revise dispositions (Reject, Preliminary Offer Decided) in Page Up. Reference [Office of Institutional Equity's Faculty Hire Approval Guidance](#) and [Page Up Job Aid: Enter Post Interview Evaluations and Create Hire Request](#)
8. Enter a disposition for each candidate, justifying the selection based on the established standardized search committee evaluation criteria. Avoid including emotional assessments or references to "fit".
9. Negotiate a tentative verbal offer with the candidate.
10. Create a Request to Hire in Page Up, including a draft of the offer letter. The formal offer will be transmitted electronically to the candidate, and they will be required to accept or deny electronically.
11. Upon acceptance of an offer, Human Resources will commence a criminal background check and candidates will have access to necessary onboarding resources and paperwork.

Post-Hire Debrief of Hiring Process

- ☐ *Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitment successful*

After the search is completed, reconvene the committee to discuss what went well and what could be improved for next time. Document recruiting efforts, including where positions were posted, what

listservs were used, and what was successful in attracting minoritized candidates. The committee may also compile relevant notes that can help with creating a plan for the new hire to receive the support and resources needed to aid in their advancement and retention. Provide this summary to either the department head or dean so that broader learnings can be informative to other search committees.

¹ <https://nccdh.ca/glossary/entry/marginalized-populations>