SEARCH COMMITTEE TRAINING

THE OFFICE OF INSTITUTIONAL EQUITY
AND
THE OFFICE OF DIVERSITY AND INCLUSION
TRAINING OUTLINE

• Compliance with State and Federal AA/EEO Laws and Regulations

• Search Process at UConn

• Diversity: Why it Matters

• Recognizing and Minimizing Inherent Bias

• Conducting Interviews and Extending Offers
SEARCH COMPLIANCE

• Commission on Human Rights and Opportunities (CHRO)
  • Affirmative Action Plan submitted annually

• Office of Federal Contract Compliance Programs (OFCCP)
  • Affirmative Action Plan prepared annually and submitted upon request

• Equal Employment Opportunity Commission (EEOC)
APPLICABLE FEDERAL AND STATE LAWS

• Americans with Disabilities Act of 1990 (ADA)
• The Age Discrimination in Employment Act of 1967 (ADEA)
• Title VII of the Civil Rights Act of 1964
• Executive Order 11246 of 1965
• Section 503 of Rehabilitation Act of 1973
• Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA)

• Genetic Information Non-Discrimination Act of 2008 (GINA)
• Connecticut General Statutes Chapter 814c
• Connecticut Fair Employment Practices Act (CFEPA)
UNDERSTANDING EEO/AA

Equal Employment Opportunity
Employment practices under which no individuals are excluded from consideration, participation, promotion or benefits because of a protected class. EEO is achieved through Affirmative Action.

Affirmative Action
Results-oriented practices/programs that eliminate the effects of discrimination and ensure equal employment opportunity in hiring or recruitment, transfer, promotion, or training.
PROTECTED CLASSES IN
EMPLOYMENT/APPLICANTS

- Age
- Ancestry
- Color
- Covered Veteran
- Criminal Record (in state employment and licensing)
- Gender identity or expression
- Genetic Information
- Learning disability
- Marital Status
- Past or present history of a mental disability
- Intellectual disability
- National Origin
- Physical disability
- Prior protected activity
- Race
- Religion
- Sex, including pregnancy and sexual harassment
- Sexual Orientation
- Workplace hazards to the reproductive system
APPLICABLE UNIVERSITY POLICIES

- Policy Statement on Affirmative Action and Equal Employment Opportunity
- Policy Against Discrimination, Harassment, and Related Interpersonal Violence
- Policy Statement on People with Disabilities
SEARCH COMPLIANCE

- University Search Procedures
  - Search and Hiring Guidelines (OIE and HR)
  - Applicable University Policies

- Freedom of Information (FOI) Requests
  - Search materials and committee documentation are subject to FOI requests

- Complaint Process
  - Failure to hire based on protected class (OIE)
  - Violation of Search and Hiring Guidelines (OACE)

- Confidentiality
SEARCH PROCESS

• Preparing to Search

• Recruitment

• Evaluation

• Interviews
  – Approval required by OIE

• Hire
  – Approval required by OIE and HR
PREPARING TO SEARCH

• Selecting a Search Committee

• Developing a Job Description

• Developing Job Postings

• Developing a Recruitment Strategy
JOB POSTING

- UConn/Department Branding Language
- Position Summary
  - Program, department, school/college
  - Rank or Classification level
- Qualifications
  - Detailed description of minimum and preferred qualifications
- Appointment Terms
  - Tenure/non-tenure (Faculty)
  - Start date
  - Salary
  - Location
- Application Instructions
  - Required materials
  - Diversity Statement (Faculty)
- Mandatory AA/EEO Statement
ACHIEVING A DIVERSE APPLICANT POOL

• Recruitment Strategy
  • Proactive – *before job opening!*
  • Aggressive
  • Non-traditional

• Networking
  • Colleagues
  • Associations
  • Graduate Schools
  • Pipeline Building
  • Minimum of 10 phone calls initiated by each search committee.
STAFF RECRUITMENT

- Staff searches must also emphasize proactive recruitment effort
  - Networking

- Professional Associations

- Conferences

- Social Media/Online Networks

- Connecticut Commissions

- Connecticut Association of Diversity and Equity Professionals
PROACTIVE RECRUITMENT

• All UConn searches (“the default”)
  • UConn Jobs
  • Inside Higher Ed
  • Diverse
  • Higher Education Recruitment Consortium (HERC)
  • RecruitMilitary
  • AbilityLinks

• The default does **NOT** meet standard of proactive, aggressive, non-traditional recruiting.
  • Search committee must still take proactive networking steps
EVALUATION

• Minimum Qualifications
  • Critical knowledge, skills and/or education and experience an applicant must have to perform the core job responsibilities.

• Preferred Qualifications
  • Additional desired job-related education, experience, skills, competencies, and credentials.
  • Not essential to the position but may enhance a candidate’s ability to perform the job.

• Can help differentiate interview from qualified group
EVALUATION

• Interview, Qualified, Unqualified
  • **Interview** – candidates to be interviewed and meet all minimum and all or most preferred qualifications
  • **Qualified** – candidates meet all minimum qualifications and some preferred qualifications. Can be considered backup candidates to interview group
  • **Unqualified** – candidates do not meet minimum qualifications

• Consistency and objectivity
  • Determine how criteria will be applied prior to beginning applicant evaluation and apply same criteria to all applicants
  • Evaluate applicants against stated minimum and preferred qualifications for the position
  • Matrix
COMMITMENT TO DIVERSITY

• Produce innovations superior to homogenous groups

• Consider a greater scope of ideas and life experiences

• Enhance academic reputation

• Improve diverse student recruitment and retention

• Participate in a global marketplace
Even the most well-intentioned person unwillingly allows unconscious thoughts & feelings to influence apparently objective decisions.

~ M. Banaji
Inherent Bias

- Cloning:
  - Similar attributes/background

- Snap Judgments:
  - Judgments with insufficient evidence

- Positive Stereotypes:
  - Presumptions of competence

- Negative Stereotypes:
  - Presumptions of incompetence

- Euphemized Bias:
  - Visionary
  - Star
  - Committed
  - Focused
Comparison of Total Staff Workforce by Race and Gender
February 2004, 2009 and 2014

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Questions to Consider

• What privileges, biases, and cognitive errors are occurring?

• What might be motivating each of the characters’ behaviors?

• What would you do differently?
INHERENT BIAS VIDEO
Observations

• Did you notice any privileges, biases, and/or cognitive errors?

• What do you think is motivating each character?

• Is there anything you would do differently?
ALTERNATE ENDING
Observations of Alternative Ending

• Who is the change agent here?

• What might be an obstacle to being a change agent at UConn?

• How do you develop change agency in others?
Best Practices

– Diversity on the committee

– Diversity valued in job announcement and at institutional level

– Strong advocate on committee

– Accountability

– Avoid narrowing the search

– Always be recruiting
Examine Your Implicit Associations

1. Go to www.implicit.harvard.edu
2. Select “Project Implicit Social Attitudes”
3. Choose “Take A Test” at top of page
INTERVIEWS

• Consistency of process and content among all candidates
  • Substantially similar procedures, panel, and questions

• Behavioral-Based Interview Questions

• Job Talks, Lunches, Coffee, Informal Meetings
  • Considered part of the interview process

• Recruitment Ambassadors

• HERC Career Network Recruitment Tool
INTERVIEWS

• Interview candidates must be extended an interview
  • Can include phone or Skype

• No limitation on number of interview candidates

• If interview group depleted, qualified candidates may be considered for an interview

• Qualified UCPEA applicants to be interviewed
  • Applicants for UCPEA positions who state they are UCPEA and meet the minimum qualifications must be granted an interview
Disposition Language

Non-Selected Candidate

– Candidate not selected for hire. While candidate had excellent teaching experience, research focus was less aligned with the stated goals and focus of the department.

Selected Candidate

– Candidate selected for hire. Candidate displayed excellent teaching, research, and record of funding. Additionally, the selected candidate had a commitment to diversity in the learning experience and instructional methods.
PREPARING TO HIRE

• Conduct Background Checks
  • Credential Checks
  • Reference Checks

• Preparing the Offer Letter

• Negotiating an Offer

• Pre-Employment Criminal Background Checks

• Close Search in Recruiting Solutions
APPLICANT COMMUNICATION

• Communication with applicants
  • Receipt of application
  • Non-selection for interview
  • Confirmation of interview
  • Non-selection for hire
• Changes to search (timeline, updated qualifications, cancellation)
CONTACTS

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