

**Year 2 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education**

**University of Arizona**

**Strategies for Embedding Values of DEI and Respect in  
Recruitment and Hiring**

**Relevant Rubric Areas**

Embedding the Values of Diversity, Inclusion, and Respect into Recruitment and Hiring

**Description of the work**

The university has taken active steps to create system-wide faculty recruitment and faculty hiring training. This has been accompanied by creating a new administrative position dedicated to equity in recruitment and hiring as well as accompanying resources, guidelines, and search committee consultation. These university system-wide practices that focus on embedding DEI values in recruitment and hiring (guided by the Faculty Affairs) center on best-practices for creating diverse applicant pools and tips for mitigating unconscious bias in candidate review processes.

**Faculty Search Committee Training.** Training was launched in November 2021, for every faculty member serving on a search committee. The online training is aimed at improving inclusion, rigor, fairness and reducing unconscious bias in recruitment and hiring. The training was developed after a University of Arizona team participated in Diverse Faculty Recruitment and Hiring Training as part of their Hispanic Serving Institution designation in Fall 2019. The content of the training is rooted in best-practices for equitable hiring as well as tips for mitigating unconscious bias in the review process. **Reducing unconscious gender bias in faculty recruitment and hiring** is prioritized through University guidance on how to craft job postings free of gendered wording, to conduct interviews in a structured manner, and strategies on how to be cautious of gender bias when reviewing candidate letters of recommendation.

Since Fall of 2019, the training was required to be completed by the search committee chair and one other committee member. Since this time, over 800 individuals viewed the webinar-based training. The training was so well-received that the Provost decided to make available for all search committee members beginning in November 2021. The training was developed by Faculty Affairs and must be completed every two years. The platform allows for the tracking of training completion and automatically sends out a reminder to faculty when recertification is required.

In Spring 2020, UArizona created a new position, Associate Vice Provost of Faculty Development and hired Dr. Judy Marquez Kiyama as the new AVP in July 2020. In this role the AVP implements efforts that further the aims of the UArizona to excel in its Hispanic Serving Institution (HSI)

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designation through increasing institutional capacity among faculty. **The responsibility of the role includes developing equity-focused recruitment and hiring practices.** Every month a completion report of training is sent to Dr. Judy Marquez Kiyama, Associate Vice Provost for Faculty Development which provides an overview of all faculty who have completed the training. This allows for accountability for training of all search committees. Demonstration of completion of training is required before faculty can view applicants' materials. Dr. Kiyama approves all search committees before the job requisition is completed and processed by Human Resources.

The faculty search committee training modules include the following aspects:

- a. Search Committee and Job Description, which focuses on alignment with the University of Arizona's mission and values, best practices and hiring strategies, and recommendations for the first search committee meeting that address topics of confidentiality, committee norms for discussion, and the awareness of unconscious bias.
- b. Recruitment Pathways, which focuses on identifying recruitment strategy best practices for developing wide and diverse applicant pools and developing self-awareness, consistent, and objective standards in the search process.
- c. Reviewing Materials, which focuses on an overview of evaluation resources like the criteria matrix and rating sheet, a review of how to minimize cognitive errors and unconscious bias.
- d. Interviews and Decisions, which focuses on strategies that promote equity and inclusion in the interview and decision-making process and creating consistent and fair interviewing processes.

Faculty search committee training is accompanied by **additional resources (see appendix)** including individualized meetings with the deans, search committee chairs and search committees to review any of the material provided in the training. Resources also include materials such as, "A Guide to Successful Searches", Criteria Matrix, Matrix Rating Sheet, Sample Criteria Matrix, and Survey Template for Feedback on Candidate.

Recruitment guidelines requires department heads to **follow up with referees** and ask the "[required reference check questions](#)" regarding sexual misconduct and/or investigations noted. Faculty Affairs has worked closely with Human Resources and the Title IX lead administrator to update and clarify this process for the hiring authority. The guidelines are informed by research and evidence-based practices on faculty recruitment and hiring, peer institution best practices, and university policies and procedures and are updated at least once a semester. The guidelines are designed to serve as an organizing tool for faculty search committees as they move through the process of faculty recruitment and hiring.

Specific actions and responsibilities are identified for the following individuals: dean or department head, hiring authority, the search chair, and/or entire search committee. This tool has been created with a specific focus on improving inclusion, rigor, fairness and reducing

## **Year 2 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education**

unconscious bias in recruitment and hiring. A key feature of the guidelines are tips and guidance for proactive recruitment of the candidate pool. Using proactive recruitment, search committees can seek out and hire world class faculty to contribute to advancement as a very high research activity institution

These efforts resulted in increased hiring of underrepresented groups and women in 2020. Data are being examined on an annual basis and shared with leaders at the university and unit level.

Inclusion is one of the key University of Arizona (UArizona) purpose and values. The UArizona team, led by the strategic vision of Vice Provost of Faculty Affairs, Dr. Andrea Romero, serves as the overarching resource for creating and instilling diversity, equity, and inclusion (DEI) processes as they pertain to the faculty systemwide. This work is pervasive as it is both embedded and communicated to the campus community in different ways. As a result, the core values of DEI are increasingly becoming a common item in all conversations with faculty, department heads, and deans. This report reviewed the mandatory faculty search committee training, which is aligned with the recommendations within the “prevention” section of the 2021 Rubric on Areas of Work for Preventing Sexual Harassment in Higher Education.

**Website for further information (if applicable):** <https://facultyaffairs.arizona.edu/proactive-recruitment>

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## Completing the Criteria Matrix

Current research on cognitive bias identifies a need to invest time in the early stages of a hiring process (before applicants are reviewed). The goal is to reach agreement about what is needed to meet each qualification, and how/when we will evaluate candidates on those requirements. Developing the matrix helps reduce structural bias, and using it helps mitigate cognitive bias when we hold ourselves accountable to the criteria we've established.

**Required or Preferred Qualifications** (*do not skip this step!*)- All required qualifications **must** be met for a candidate to be hired. Preferred qualifications are the additional characteristics we believe the best candidate would bring to the position that would predict even better performance on the job. Copy and paste one qualification into each cell (using bullets as needed to ensure clarity).

**Relationship to Job** (*offset structural bias/enhance inclusion*) - in order to broaden our thoughts about how someone might meet this qualification, we first determine what this qualification allows the appointee to do in the position. Which position duties require it? Why is it needed, how is it used in the job, and what would be difficult or impossible without it? Is it a proxy for specific performance skills that should be listed as qualifications? Does this qualification suggest a detailed set of critical position skills that are not otherwise articulated? If so, what are the specific skills we expect that meeting this qualification will predict? DON'T SKIP THIS!!

**Screening Criteria** (*offset structural bias/enhance inclusion*) - what is the range of different experiences, accomplishments, or learning that we believe will meet this qualification. And what else? (NOT "what will we do to assess it?" which comes later in the process). When the initial range of criteria is captured, consider who we might miss if we limit ourselves to interpreting it only this way. Based on how it is used on the job, are there other ways to meet it we may have overlooked or not considered? How can this be expanded to be more inclusive?

**Transferable** (*offset structural bias/enhance inclusion*) - Is this a transferable skill? Transferable skills are "portable" skills that someone can learn in one setting and use in another.

**When to Assess** (*ensure equity/offset cognitive bias at screening stage*) - at what stage will we assess this qualification? If more than one stage, what are we looking for at each stage? (Application, phone/skype interview, airport interview, campus visit, reference check, etc.) When will we eliminate candidates for not meeting it? Capital letter means this is an elimination stage; lower case means we're just looking for some evidence to add to our understanding

**Priority** (*ensure equity/offset cognitive bias at screening stage*) - Will someone who is stronger in this area be a better performer? How important is this compared to other qualifications? If required how important is it to have extra strength in this area (as compared to other required qualifications)? Going beyond just "meeting" the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area. Which preferred qualifications are most and least likely to predict success/enhanced performance? This column should be completed after all other information has been completed for all qualifications. Typically this field contains — ✓ +

## CRITERIA MATRIX

[illegible]

Qualification	Required or Preferred	Relationship to job	Screening criteria	Transferable?	When to Assess (A,I,R)	Priority: + ✓ -

INDIVIDUAL RATING SCALE FOR ALL CANDIDATES

**Rating Scale**  
4 is excellent  
3 is good  
2 is fair  
1 is poor  
"NR" is unable to judge / not rated

RATINGS									
Last Name	First Name	Basis of Evaluation	Required Qualification #1	Required Qualification #2	Required Qualification #3	Preferred Qualification	Preferred Qualification	Overall Rating	Additional Notes
						#1	#2		

Preferred Qualification #3

### Summary of Search Committee Scores by Candidate (separate sheet for each candidate)

4 is excellent

3 is good

2 is fair

1 is poor

"NR" is unable to judge / not rated

### Basis of eval

## CANDIDATE #1

## RQ1

## RQ2

### RQ3

**PQ1**

**PQ2**

**PQ3**

## Overall

## Evaluator

### Grand Means

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### Student Means

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Reference Check  
Responses by Candidate

Name of Candidate	Reference #1: Name, title, department, university, email, phone number	Reference #2: Name, title, department, university, email, phone number	Reference #3: Name, title, department, university, email, phone number
Q1			
Q3			
Q4			
Q5			
Q6			
Q7			
Q8			