

THE UNIVERSITY OF ARIZONA

Cooperative Extension

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Search & Hiring Steps for Faculty/Appointed Personnel

Before the Search Begins

PROVOST APPROVAL

For existing positions left vacant, the CED/Department Head (Unit Head) will collaborate with the Director of Extension and the appropriate Associate Director on determining if the position should be filled, and if yes, determine, in general terms, the scope of the position.

For new positions, the Extension Administration Team will utilize the data from the economic study, the needs assessment, the priority hiring list from the Spring Directors Meeting, the proposed hiring plan from the Department Heads, and the strategic plan to determine hiring priorities. The resource person for Extension faculty hires is Jennifer Gardener Smith.

1. ACE APPROVAL

The Director of Extension or their representative will inform the Unit Head of the approved hires and instruct them to begin the hiring process.

Search Committee is Formed

2. HR APPROVAL

Unit Head identifies the Search Committee Chair and selects Search Committee and submits to HR approval for the committee. The committee members must complete the **Short Form Diverse Representation of Committee and Recruitment** document, and the members of the search committee need to have completed the faculty search training in EDGE Learning. If EDGE Learning is not available, they may view the Faculty Search Committee Workshop through Faculty Affairs at the link below.

Arizona Box: <https://arizona.box.com/s/re5qc7keia84hvmp8mw2cvd6jae6v32t>

Once approved, have all committee members sign the **Search Committee Participation Agreement**.

3. ACE APPROVAL

The committee chair and the committee in writing the job description and developing an advertising strategy, which is approved by the hiring manager (Unit Head) and the Director of Extension, or the appropriate Associate Director in lieu of the Director of Extension.

4. HR APPROVAL

The business officer posts the job description in Talent, coordinate with Anthony Bertero to ensure the posting is also featured on the ACE and Compass Websites.

5. Units should develop a funding plan for the search, screen and interview process, budget not to exceed \$3,000 and to include all committee and candidate travel and advertising costs.
6. After an agreed upon time, the committee can review the candidates. See suggested review matrix at: [Position Recruitment Rubric v1-1.xlsx | Powered by Box](#). The committee chooses candidates for first round interviews.

First Round Interviews

7. ALVSCE APPROVAL

The search committee chair will provide the hiring manager with a written report of all the candidates to be invited for the first round of Zoom interviews. This report will include a description of all the processes taken by the committee to ensure a broadly inclusive candidate pool was selected from the total applicants and substantiation that the pool is broadly inclusive. The report will be reviewed by the hiring manager who will decide if there is a broadly inclusive candidate pool. The hiring manager then forwards the document with their signed decision and rationale to the CALS Assistant Dean for Faculty Advancement. If the CALS Assistant Dean for Faculty Advancement concurs, the hiring manager will provide formal written approval to the search chair for the process to continue to the first round of Zoom interviews.

8. The search committee should use remote technology, such as Zoom, to conduct short interviews on qualified applicants to gain better insight before finalizing their candidate list. (First round)

Second Round Interviews

9. ALVSCE APPROVAL

Prior to On-Campus Visits the committee chair will provide the hiring manager with a report of the finalists based on first round Zoom interviews. The hiring manager will review the report to ensure that finalists are both excellent and broadly inclusive as compared with the discipline and the initial pool. The hiring manager will then provide a document with their signed decision and rationale to the CALS Assistant Dean for Faculty Advancement for concurrence. With approval, the hiring manager will provide formal written approval to the search chair for the process to continue.

10. ACE COORDINATION

Unit designs visit itinerary and travel arrangements for up to three candidates (if possible). Candidates pay up front for their own airfare; lodging can be covered by the unit if you choose. Expense reimbursements will also be done by the department with Extension Administration's prior approval, please make sure you coordinate with the Business Office.

11. The Search Committee will have selected a seminar topic for all candidates. Examples Presentations should happen in the local unit, if possible. These presentations should be live streamed if possible and should be recorded for others to view. Please contact Kelly Arizmendi for assistance with posting links to seminars on the Extension website. The committee chair should submit presentation information to Tuesday Extension Notes.

12. Arrange on-campus interviews, and meetings with campus liaison, with the Director's Executive Associate (Kristie Gallardo). Whenever possible, make these day trips. Candidates will meet with the Extension Director and the Extension Administration Team.

Final Review and Offer

13. ALVSCE APPROVAL

Prior to final decision and announcement, the committee chair will provide the hiring manager a review of the applications of unranked finalists. These will be used by the hiring manager as a comparator to the application of the selected finalist. The CALS Assistant Dean for Faculty Advancement should concur with the hiring manager. If the hiring manager or CALS Assistant Dean for Faculty Advancement do not believe that the process was fair and equitable based on this review the search will go back to a stage when this can be remedied or be cancelled, and the hiring manager will need to request the position again.

14. Search Committee makes hiring recommendation to Extension Director.

15. Extension Director approves or makes necessary changes.

16. PROVOST APPROVAL

The Unit Business Manager prepares a draft offer letter and sends this with the curriculum vitae/resume, and three written letters of recommendation to Extension Administration, attn Jennifer Gardner Smith prior to extending an offer to the employee, who will forward the approved packet for final approval.

17. After Provost approval, the Unit Business Manager makes the necessary changes and/or approved hiring documents and notifies Unit Head. Unit head communicates with candidate.

18. Unit Business Manager coordinates with Extension Administration's Business Office to complete hire.

19. Employee completes online hiring forms, including I-9, as soon as possible through UAccess MSS. Unit Head requests a benefits packet and registers successful candidate for a new employee orientation by calling 520-621-3662.

20. Notify applicants that were excluded from further consideration. It is considered a courtesy to notify the candidates who were interviewed in a personal conversation.

21. Unit head coordinates with appropriate Associate Director to set up faculty mentors for employee.



Representation of Faculty Search Committees and Recruitment Plan Form

When submitting a faculty job requisition to the Office of the Provost, it is also required to submit:

1. A list of committee members.
 - a. Confirm that all committee members have completed the [faculty search committee training in EDGE](#).
2. A short statement about the representation of the search committee.
3. A statement about recruitment strategies for diverse representation in the applicant pool.

Committee members

- List the name, position title, and department / college of each search committee member.
 - Indicate which member represents the outside committee member.
 - Confirm that each member has completed the search committee training in EDGE.
-

Diverse Representation Statement

Share a short statement about the strategies taken to ensure diverse representation of the search committee.

After much discussion by the Cochise County Cooperative Extension Advisory Board and Faculty, the search and screen committee is made up of individuals of differing backgrounds, demographics, education, experiences, socio-economic levels, and race. This diverse committee will have the advantage of pulling in a broader range of skills and experience, increased language and cultural awareness, and in turn will garner a more varied and larger candidate pool.

Recruitment Strategies Statement

Share a short statement about the planned recruitment strategies and outlets for ensuring diverse representation of the applicant pool.

The search and screen committee is a reflection of the society in Cochise County and rural Arizona. The position posting should be inclusive in language to appeal to candidates of differing backgrounds including specific demographics. Seek out diverse candidates through local, state, and national organizations, list serv's, and word of mouth throughout youth development networks. The committee will question what traits are valued in candidates, why, and if that is based on bias or otherwise. Share the University of Arizona brand, talk about the benefits, and the importance of diversity within the University of Arizona team.



Position Description Form

Revision Date: 7/8/2022

Date: _____

Department #: _____ Department Name: _____
College/Division ID: _____ College/Division Name: _____

Working Title: _____ Position #: _____
FTE: _____ Position Type: Choose an item. _____

Job Code: _____ Pay Grade: _____
Job Title: _____ Minimum: _____
Career Level: _____ Midpoint: _____

NOTE: The expected starting salary is between the minimum and midpoint of the assigned pay grade. Placement within the pay range should be based on each individual candidate's education, experience, knowledge, skills and internal equity. The pay ranges can be found [here](#).

Supervisor Name: _____ Supervisor Title: _____

Will this position have supervisory responsibilities? Yes No If yes, how many **full-time equivalent employees**: _____

Position Summary:

In 3 to 4 sentences, briefly but specifically, summarize the primary purpose of the position.

Duties and Responsibilities:

List up to five principal responsibilities of the position in the space provided below, indicating the most important first, and the approximate percentage of time spent on each responsibility over the course of a year (should total 100%). Similar tasks should be grouped into one category). DO NOT list any duties or responsibilities that require 5% or less of the position's time. Please ensure the duties and responsibilities align with the [work dimension](#) and accurately reflect the scope of work for the particular [career level](#) being requested.

1.		% of Time

2.	% of Time
3.	% of Time
4.	% of Time
5.	% of Time

Minimum Qualifications and Work Dimensions

Minimum qualifications must align with the position mapping. Information regarding minimum qualifications for each job code can be found in [JDxpert](#). Information regarding equivalency usage and language can be found [here](#).

NOTE: Minimum qualifications must align with the work dimensions of the position mapping. Information regarding minimum qualifications for each job code can be found in [JDxpert](#) and equivalency usage and language can be found [here](#).

Describe any additional licenses, certifications, or other requirements of the position:

Physical Requirements and Environmental Demands:

Indicate the typical physical and/or environmental demands required to effectively handle the position's duties and responsibilities. The college/division is responsible for affirming the physical requirements and environmental demands are accurate.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | No specific or unusual physical requirements or physical demands beyond standard office environment. If this box is checked, no physical requirements or environmental demands should be listed in the job requisition. |
| <input type="checkbox"/> | Specific or unusual physical requirements or environmental demands. Check all boxes that apply. If this is checked, these environmental demands should be listed in the description section of the job requisition. |
| <input type="checkbox"/> | Lifting: Employees are frequently required to lift/move/transport a certain amount of weight. |
| <input type="checkbox"/> | Outdoor Environment: Employees work outdoors and may not be protected from weather conditions. |
| <input type="checkbox"/> | Extreme Cold: Temperatures typically below 32 degrees for more than an hour. |
| <input type="checkbox"/> | Extreme Heat: Temperatures above 100 degrees for more than an hour. |
| <input type="checkbox"/> | Noise: There is sufficient noise to cause you to shout in order to be heard above the noise level. |
| <input type="checkbox"/> | Vibration: Exposure to oscillating movements of extremities or whole body. |
| <input type="checkbox"/> | Hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, or exposure to chemicals in work setting. |
| <input type="checkbox"/> | Oils: There is air or skin exposure to oils or other cutting fluids |
| <input type="checkbox"/> | Infectious Diseases: Employees are frequently exposed to contagious or infectious diseases |
| <input type="checkbox"/> | Atmospheric Conditions: Conditions that affect the respiratory system, such as fumes, odors, dusts, mists, gases, or poor ventilation. |
| <input type="checkbox"/> | Close Quarters: Employees are frequently required to work in crawl spaces, shafts, manholes, sewage and water line pipes, and other areas that could cause claustrophobia. |

NOTE: Candidates or employees who would like to inquire about reasonable accommodations due to a disability or medical condition may contact the Disability Resource Center at 520-621-3268 or email workplaceaccess@email.arizona.edu.

Knowledge, Skills, and Abilities (KSAs):

List specific knowledge, skills and/or abilities required for the employee to be successful in this position. When processing job requisitions, departments should list KSAs within the position highlights or description, not in the minimum or preferred qualifications. For best practices on KSAs, please review page 2 of this document, [here](#).

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Additional Information:

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DISCLAIMER: The above statements are intended to describe the general nature and level of work being performed by the employee(s) assigned to this job. The employer retains the right to change or assign other duties to this position.

Information for the ALVSCE Applicant Screening & Ranking Matrix

Instructions for Chair & Business Office	https://compass.arizona.edu/business/recruitment-rubric
Instructions for Committee	Instructions from the chair are included here
Link to Job Posting	TBD
Position Summary	
Duties & Responsibilities	
Minimum Requirements	

ALVSCC Applicant Screening & Ranking Committee Summary

POSITION & REVIEWER DETAILS	
Posting #	req666
Review Date	5/25/2025
Position Title	Faculty Person
Chair	Erlolous Bandsaw

To sort, first unprotect the sheet using the password 'Chair'
 Caution: Modifying the table rows will disrupt displayed summary calculations

APPLICANT INFORMATION <i>Enter information from applications</i>				SCREENING: MINIMUM REQUIREMENTS <i>Consult the Welcome tab for information If 'Review' displays, discuss as a committee</i>				PREFERRED QUALIFICATIONS & ATTRIBUTES <i>Rankings Range from Poor to Excellent: 0 to Max (Max Rating for Item is Indicated Below)</i>							OVERALL RANKING/RESULTS <i>Enter any additional notes where appropriate</i>						
LAST NAME	FIRST NAME	APPLICANT ID	ON DATE	Master's Degree	Five years experience	Has led diverse groups of youth	Has supervised staff and volunteers	MINIMUM REQUIREMENTS MET	Loves Cows	Plants hay	Knowledge of soil	Experience with youth	Brought cookies to the interview	Watches Star Trek	Says thank you	Brushes regularly	TOTAL RANKING	STANDARD TOTAL RANKING	FLAG FOR DISCUSSION	INVITE TO INTERVIEW	COMMITTEE NOTES
Sweeney	Joseph	3	5/1/2022	100%	100%	100%	100%	Y	7.2	8.3	4.5	6.7	7.0	7.7	8.3	8.3	72%	100%			
Lincoln	Abraham	1	5/1/2022	67%	100%	100%	100%	Review	4.3	4.0	3.7	4.0	3.3	4.3	4.3	4.3	40%	0%	Review		
Judgement	Rubteous	2	5/1/2022	67%	100%	100%	67%	N	6.3	4.3	6.3	4.3	6.3	4.3	6.3	6.3	N/A				
		4		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		5		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		6		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		7		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		8		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		9		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		10		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		11		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		12		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		13		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		14		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		15		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		16		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		17		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		18		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		19		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		20		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		21		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		22		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		23		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		24		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		25		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		26		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		27		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		28		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		29		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		30		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		31		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		32		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		33		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		34		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		35		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		36		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		37		-	-	-	-	Review	-	-	-	-	-	-	-	-	N/A				
		38		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		39		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		40		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		41		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		42		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		43		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		44		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		45		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		46		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		47		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		48		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		49		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		50		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		51		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		52		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		53		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		54		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		55		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		56		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		57		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		58		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		59		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		60		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		61		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		62		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		63		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		64		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		65		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		66		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		67		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		68		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		69		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		70		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		71		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		72		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		73		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		74		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		75		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		76		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				
		77		-	-	-	-	N	-	-	-	-	-	-	-	-	N/A				



The Chair's Role

The search committee chair acts as the committee's facilitator, official spokesperson, budget manager and liaison to the hiring authority. In this role, the chair must:

- communicate the committee's charge;
- set standards for committee conduct;
- monitor the committee's budget;
- coordinate outreach and advertising efforts;
- manage communication with the University community, press, potential leads, and potential and actual candidates;
- ensure compliance with state and federal laws and Arizona Board of Regents and University policy; and
- mediate conflict in the committee.

In addition to past search committee experience, a search committee chair should be a person of integrity who is recognized for his or her commitment to diversity and ability to lead under potentially difficult conditions.



Committee Size and Composition

Establishing a strong and credible search committee is essential for a successful search process. Because decisions are made most effectively and efficiently by groups **no larger than 5-7 people**, search committees should be limited in size. Search committee members must be respected within the University community and their respective disciplines or professions. When possible, a majority of the members should have experience participating in successful searches and should be open-minded, committed to diversity and fair process, able to negotiate conflict to achieve group results, and knowledgeable in the area/field/responsibilities of the advertised position.

A diverse committee is more likely to withstand public scrutiny and to generate diverse candidate pools and finalist lists. Individuals from outside a hiring department or the University may be invited to serve on a search committee to share insights, challenge assumptions and bring lessons of experience from other perspectives, disciplines and organizations.

If you are including non-employees in the committee process: Per Workforce Systems, you can coordinate with a different unit to establish the non-employee as a special event DCC if they already exist in your county as a volunteer DCC. The special event DCC designation will last only as long as the committee is active.

Committee Roles and Responsibilities

Effective search committee members are well-connected, available to participate fully and consistently, and comfortable engaging in rigorous debate in order to effect the best outcome. The most effective search committee members share the following characteristics:

- protect confidentiality of candidates and the decision-making process;
- draw upon connections to support recruitment efforts;
- participate fully and consistently;
- challenge conventional assumptions;
- treat all candidates in a thoughtful and respectful manner;
- set aside biases and preconceptions in order to fully consider all those who may be qualified to assume University roles;
- give fair consideration to all candidates; and
- act promptly to ensure that top candidates are not lost to organizations who move quickly to hire top talent.



Search Committee Participation Agreement

As a search committee member, I understand that the success of our search process and the integrity of the University of Arizona depend on searches being conducted in an impartial, ethical, and professional manner.

I understand and agree to fulfill the following responsibilities, both throughout and after my participation in this search:

- I will contribute actively to search committee activities including, but are not limited to, carefully reviewing and evaluating all applicant materials.
- I will participate with collegiality and an open mind, and listen respectfully to the opinions of other search committee members.
- Throughout the search process, I will maintain **confidentiality** about the names of applicants and information discovered about them and their employing institutions. I understand confidentiality is imperative to attract high-quality finalists, to avoid jeopardizing their current positions, and to protect the University’s integrity. I will protect the privacy of search committee deliberations and all information that comes into my possession, regardless of its form or format.
- I will provide all search records to the search committee chair at the conclusion of the search.
- I will disclose all actual or potential conflicts of interest to the search committee chair when serving on the search committee. I will promptly disclose any personal, financial and / or professional relationships I have with an applicant, an applicant’s relatives, or those in close personal relationships with the applicant or their relatives. I will disclose any benefit that could accrue to me financially, professionally or personally if a particular applicant is hired.
- I will not use confidential information for my personal gain, nor will I share it with individuals or publications for any reason during or subsequent to my service on the search committee. I understand that by serving on this committee I am ineligible to be considered as an applicant for this position.
- I will read our [Equal Employment Policy](#) and will give **equal opportunity** to all applicants during the screening and selection process. I will evaluate applicants and application materials consistently according to the criteria the search committee establishes. I will record and consider only information that is related to the applicant’s ability to perform the job, including experience, education, and skills.

I understand and agree to abide by the terms of this agreement as a condition of my service as a search committee member.

Position Title: _____ Requisition #: _____

Search Role: Select One

Hiring Department for Recruitment: _____

Signature: _____ Date: _____

BEST PRACTICES: REDUCE UNCONSCIOUS BIAS

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

While we cannot control all our biases, we can take affirmative steps to acknowledge these tendencies and mitigate our responses. Below you will find several tips to consider during your recruitment processes.

Job Posting

Balance masculine or feminine-associated language (*See Appendix*)

Avoid extreme modifiers, such as “world-class,” “unparalleled,” or “rock star.”

Ensure descriptions of the workplace don't subtly indicate a male-dominated environment. If so, expand or modify these descriptions to include a range of preferences that may speak to a wider audience.

Remove physical requirements unless they are necessary for the job. When using physical requirements, consider the following wording to ensure they are inclusive and do not limit your ability to attract candidates.

- Change “talk” to “communicate”
- Change “carry” to “move/transport”
- Change “walk” to “walk/move/traverse”
- Change “typing” to “operate computer”

Screening Applicants

You should continually examine whether your judgments on a dissertation, a person's character, experience, or publications are being affected by subjective factors, stereotypes, or other assumptions. To help avoid these judgements, never use the following information to screen out applicants:

- **Addresses** – Units should consider applicants from all locations. However, all applicants must be eligible to work in the US. Units are not required to sponsor applicants.
- **Alma mater** – Units shouldn't disqualify an applicant because they attended a state school versus a private school, for example. It is okay to require degrees from accredited institutions.
- **Social media** – This content isn't a valid and reliable indicator of an applicant's qualifications for a position. These criteria should only be evaluated if it's job related.
- **Prior title** – An applicant's prior title isn't as important as their experience and related skills. Many applicants have second careers and may leave a leadership role to learn a new skillset.
- **Gaps in employment** – Don't assume that an employment gap reflects an applicant's ability to hold a job or that they have been fired. Request more information before removing an applicant from consideration. Many legitimate family or personal situations would explain employment gaps.

BEST PRACTICES: DEVELOPING AN EFFECTIVE JOB POSTING

An effective job posting provides information that helps applicants understand the type of work performed; the responsibilities, activities, and skills needed; and whether they are qualified for and interested in the position.

Tips for Creating a Posting

Have a position incumbent help. They can tell you what their primary duties and responsibilities are.

Open with an attention-grabbing summary that includes how this position contributes value to your unit and the University's mission. Choose language that invites people to apply (e.g., "Come join our team . . .").

Give a sense of the culture of your unit, but not to the extent that applicants perceive only people with a particular background or characteristics should apply. Focusing on workplace values is more diverse-friendly (see *University Values*).

Share attributes that have made others successful. For example, "enjoys fast-paced work" or "shares information and asks questions" or "flexible to change."

Be transparent about your target salary range. This reduces questions later and allows candidates to make informed decisions.

Be clear about minimum and preferred qualifications. Use qualifiers that can be found in a résumé. For example, education, experience, certification, or language fluency. This helps applicants make informed decisions, and allows applicant reviewers to clearly assess applicants' qualifications.

Be aware of how language may be perceived differently by different ages, genders, and cultures (see "*Reducing Unconscious Bias*" best practice document).

What to Avoid

Be careful with internal unit or University jargon that external applicants may not understand.

Avoid lengthy job postings. Pare down to essentials and let the key highlights speak for themselves. This also helps make the posting mobile friendly.

List no more than ten job duties in your posting. Use subheadings to organize by topic and only include duties that the incumbent will spend a majority of their time completing. Additional duties can be outlined in their job description.



Examples of language for Agent Postings

FCHS

We are seeking an Assistant Area Agent, Family and Consumer Sciences This (CONTINUING/CONTINUING ELIGIBLE, NON-CONTINUING) Assistant/Associate agent position serves a multi-county region IN AREA providing leadership in PROGRAM AREA. The position responsibilities will focus on THINGS. This position will work collaboratively with agencies and other partners to implement and expand programming as needed.

Duties & Responsibilities

Program Planning and Development

Conducts regular and systematic assessments and analysis of county needs and local resources. Utilizes national, state and local data to identify community assets, address program requests, and develop teaching opportunities.

Identifies resources (grants, gifts, contracts, and in-kind contributions) to enhance programs

In cooperation with community groups, local leaders, Extension advisory boards, and other Extension professionals, develops an annual Plan of Work.

Consults with Extension faculty throughout Arizona and on-campus as well as experts in the development of educational programs, applied research, and scholarly works.

Program Implementation

Conduct creative programming and utilize new technology, which may include problem solving research, to address priority needs of the target audiences.

Participate in statewide working groups to develop new and creative programming efforts.

Prepare educational material, evaluation instruments, teaching materials and publicity information in support of state, county, and community initiatives.

Function as a resource for other agencies and organizations. Promote interaction and cooperation among various groups.

Disseminate educational materials through countywide and/or multi-county events, workshops, websites, newsletters and other mass media methods, use of volunteers, and other methods.

Provide for recruitment, training and recognition of volunteers and assist them in the conduct of educational programs as appropriate.

Promote communication and teamwork with county and state Extension, other faculty and youth professionals.

Program Results

Evaluate and document results and impacts of educational programs on clientele.



Communicate program results to both professional peers and clientele through periodic reports, scholarly works, and various types of publications (e.g., bulletins/fact sheets, popular articles, state publications, scientific articles, social media, video, and computer programs).

Consults with the County Extension Director to evaluate program effectiveness and personal achievements as an Extension faculty member.

Professionalism

Maintain professional competence through study, participation in professional activities and the application of knowledge and skills on the job.

Maintain high ethical and professional standards.

Promote public understanding and support for Extension and University programs.

Perform as a collegial member of Arizona Cooperative Extension.

Service

Active in local, state and national organizations related to areas of responsibilities

**4-H**

This (CONTINUING/CONTINUING ELIGIBLE, NON-CONTINUING) Assistant/Associate agent position is responsible for the 4-H Youth Development Program for UNIT Cooperative Extension and will work with 4-H Youth Development at both the state and national level. The position will be responsible for the recruitment, certification, training, development, and discipline of 4-H Volunteer Leaders. The person in this position will be required to develop and implement positive youth development programming for county youth through non-formal educational opportunities. The Agent will work with both traditional club and non-traditional youth programs and provides support and training for volunteer leaders and management of the 4-H club program.

Duties & Responsibilities**Program Implementation**

1. Builds and conducts innovative programming and utilizes new technology, which may include problem solving research, to address priority needs of the target audiences.
2. Participates in statewide working groups to develop new and creative programming efforts.
3. Prepares educational material, evaluation instruments, teaching materials and publicity information in support of state, county, and community initiatives.
4. Function as a resource for 4-H staff, other agencies and organizations on positive youth development. Promotes interaction and cooperation among various groups.
5. Disseminates educational materials through countywide and/or multi-county events, workshops, websites, newsletters and other mass media methods, use of volunteers, and other methods.
6. Provides for recruitment, training and recognition of volunteers and assist them in the conduct of educational programs, as appropriate.
7. Promotes communication and teamwork with county and state Extension, other faculty and youth professionals.
8. Promotes Cooperative Extension as the outreach arm of the state land-grant university.

Program Development

1. Conducts a systematic analysis of national, Arizona, and county data, local resources, and historical information in order to identify community assets, program needs, and teaching opportunities.
2. Identifies resources and pursues (grants, contracts, in-kind contributions, etc.) to develop and enhance programs.
3. In cooperation with 4-H staff, community groups, local leaders, Extension advisory groups, and other Extension professionals, develops an annual Plan of Work.
4. Consults with Extension faculty, program coordinators, and other experts in the development of educational programs, applied research, and scholarly works.



Program Results

1. Conducts program evaluation and design and implements applied youth and volunteer development research.
2. Communicates program results to both professional peers and clientele through periodic reports, scholarly works, and various types of publications (e.g., bulletins/fact sheets, popular articles, state publications, scientific articles, social media, video, and computer programs).
3. Counsels with County and State 4-H staff and the County Extension Director to evaluate program effectiveness and personal achievements as an Extension faculty member. The purpose of the continuing-eligible Horticulture Extension Assistant Agent position is to develop and deliver educational information, structured programs, and technical support to the consumer/commercial horticulture sectors and urban food systems in Pinal County, Arizona.

Service

1. Active in local, state and national organizations related to areas of responsibilities

**ANR**

This CONTINUING/CONTINUING ELIGIBLE, NON-CONTINUING) agent position assesses community needs in these sectors and identifies research-informed or evidence-based approaches to address those needs. The agent conducts applied research as a foundation for a strong research-based educational program. The agent collaborates with peers and colleagues to develop and deliver educational programming. The agent communicates with clientele through print publications, journal articles, social media, and other venues of communication. Educational opportunities are offered through formal and non-formal classes, clinics, workshops in plant production related topics to Master Gardeners, commercial horticulture producers, urban food producers and other audiences. Technical support is provided through site visits to identify problems and offer practical, science-based solutions. Oversight and guidance is provided to school and community garden programs and the Master Gardener program. It is the responsibility of the agent to obtain external funding to support both applied research and programmatic needs. The agent will present science-based information at local, state, and national meetings and conferences.

UNIT County has approximately 200 trained volunteers in the Master Gardener program that provide service through 6 groups in the county. The county is home to commercial perennial cropping systems as well as annual agronomic and horticulture crops. The successful candidate will have above average communication skills, be a team player, be personable and have the willingness to network in all areas of agriculture. This position will deliver the university expertise to the horticulture and agriculture community in an inclusive and diverse programming environment.

Program Development

- Conducts a systematic analysis of national, state, and county data, local resources, and historical information to identify community assets, program needs, and teaching opportunities
- Identifies financial resources through potential gifts, grants, and contracts to support both the research and programmatic needs
- In cooperation with community groups, local leaders, Extension advisory groups, and other Extension professionals, develops an annual Plan of Work
- Consults with Extension faculty, Experiment Station researchers, and other experts in the development of educational programs, applied research, and scholarly works

Program Implementation

- Implement programs that may include an applied research effort to address problem-based issues pertaining to identified clientele needs
- Develop educational materials for clientele distribution to include peer reviewed articles, fact sheets, bulletins, social media networks, etc.
- Participate and collaborate with peers and statewide working groups to discuss and develop identified programmatic resources
- Disseminate education materials to clientele county-wide and/or statewide as working groups identify program priorities



- Conduct workshops and develop media communications to reach clientele

Program Results

- Evaluate results and impacts of delivered programs
- Publish and communicate program results through all previously described media

Professionalism

- Maintain professional competence through study, participation in professional meetings and applied knowledge to programmatic duties and responsibilities
- Maintain high ethical and professional standards with commitment to Cooperative Extension and the University of Arizona
- Promote Cooperative Extension to enhance public understanding of the organization's mission

Service

- Active in local, state and national organizations related to areas of responsibilities



External Advertising Options

ANR

Society for Range Management

<https://rangelands.org/job-listings/>

Plant Sciences Society of America

<https://aspb.org/>

American Society of Agronomy

<https://www.agronomy.org/careers>

Women in Science/ASA/CSSA/SSSA

<https://www.agronomy.org/membership/women-in-science/>

FCHS

American Association of Family and Consumer Science (AAFCS)

<https://aafcs-jobs.careerwebsite.com/>

Society for Research on Adolescence

<https://srad.mcjobboard.net/jobs>

Society for Nutrition, Education and Nutrition (SNB)

<https://jobs.sneb.org/>

National Council on Family Relations (NCFR), American Evaluation Association

<https://www.ncfr.org/jobs-center>

4-H

National Association of Extension 4-H Youth Development Professionals

<https://www.nae4hydp.org/>

General

Chronicle of Higher Education

<https://jobs.chronicle.com/>

Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS)

<https://www.manrrs.org/post-a-job>

National Association of County Agricultural Agents

Scott Hawbaker, NACAA Executive Director at 217-794-3700, or email exec-dir@nacaa.com

Inside Higher Ed Careers

<https://careers.insidehighered.com/>

Chronicle of Higher Education

<https://hire.chronicle.com/>



Journal of Extension

<https://jobs.joe.org/>

Women, Food, and Agriculture Network (WFAN)

<https://www.wfan.org/>

Black Professionals in Food and Agriculture

<https://www.bpfadc.org/job-opportunities>

Diverse Jobs

<https://diversejobs.net/>

Diversity Employers

<https://www.diversityemployers.com/>

Association for Women in Science

<https://awis.associationcareernetwork.com/jobs/>

Black Women in Science and Engineering

<http://www.bwiseusa.org/home.html>

Latinas in STEM

<http://www.latinasinstem.com/>

MAES – Latinos in Science and Engineering

<http://mymaes.org/>

National Organization of Blacks in Dietetics and Nutrition

<https://www.nobidan.org/home>

Higher Education Recruitment Consortium

<https://www.hercjobs.org/>

Society for Advancing Chicanos/Hispanics and Native Americans in Science

<https://www.sacnas.org/find-or-post-a-job>

Society of Asian Scientists and Engineers

<https://www.saseconnect.org/>

American Association of Blacks in Higher Education

<https://jobs.blacksinhighered.org/>

Asian Pacific Americans in Higher Education

<http://apahenational.org/>

Disabled in Higher Ed

<https://www.disabledinhighered.com/>

Wounded Warrior Project

<https://www.woundedwarriorproject.org/programs/warriors-to-work>

BEST PRACTICES: EXAMPLE INTERVIEW QUESTIONS

This set of questions represents values and skillsets that broadly apply to all candidates regardless of the position.

Leadership Values & Expectations

Integrity

Be honest, respectful, and just.

- Describe a time when your integrity was questioned. What did you do?
- Describe a time you were asked to do something that was against your better judgment. How did you handle it?
- Describe an ethical dilemma that you have encountered.
- Describe a time when you committed to something but were unable to keep the commitment.
- If I were to seek feedback from your current employer regarding your integrity, what would I learn?
- Have you ever made a career choice based on your sense of integrity?
- Tell us about a time when you went beyond for somebody else at no gain for you.
- If you were in a situation where a coworker was doing something against policy, what would you do?
- What would you do if someone asked you to do something unethical? How would you handle it?
- Describe a time when you made a mistake at work. How did you deal with the situation and what was the outcome?
- You have found a co-worker's or client's belongings in the courtyard/corridor (communal space). Describe how you would take care of the situation.

Adaptation

Stay open-minded and eager for what is next.

- Describe the most difficult transition you have experienced. How did you make the adjustment?
- Describe two of your direct reports who are most dissimilar. How have you managed/led each one?
- Describe a project you were working on for a client in which the specifications changed. What did you do?

- Describe a situation in which you had to adjust quickly to a change in organizational, department, or team priorities. How did the change affect you?
- Describe how you would grow a relationship with a manager who had a very different work style and schedule.
- People react differently when job demands are constantly changing. How do you react to this?
- Can you provide an example of how you adapted to a new change in legislation, policy or business practice?
- Describe a time when you have lost resources for a project (a team member, reduction in funding). How did you adapt?

Determination

Bear Down.

- Describe a time when you seized an opportunity and ran with it.
- Describe a time when you had to meet a scheduled deadline while your work was being continually disrupted. What caused you the most difficulty and why?
- Describe a team project in which things weren't moving along as well as you had hoped. What did you do?
- Describe your most challenging work assignment to date.
- What drives you to go to work each day?
- Tell me what you do when faced with a difficult problem.
- How do you generally react when you are blocked from achieving something?
- Have you ever witnessed a supervisor who pushed forward in the face of a difficult setback? What did you learn?
- What was one of your biggest disappointments at work? How did you overcome it?
- What do you do when other's resist or reject your ideas or actions?

Exploration

Be insatiably curious.

- How do you come up with ideas?
- How do you encourage creative thinking within your current organization?
- What have you done to further develop your career in the last five years? What do you hope to accomplish in the upcoming five years?
- Tell us about a job that you had that required you to gain a new skillset. How did you approach this learning opportunity?

- Can you tell me about a time during your previous employment when, unsolicited, you suggested a better way to perform a process?
- When you complete a task early, what do you do with your “extra” time?
- Describe a time when were you able to demonstrate initiative.

Inclusion

Harness the power of diversity.

- How do you encourage differing opinions and thoughts?
- What benefits have you seen a diverse team bring to your organization?
- Why do you think inclusion is important?
- How do you create inclusive and welcoming relationships with your clients and colleagues?
- What experience have you had building relationships in a multi-cultural environment?
- Recall an occasion when you had to work with people from different divisions/departments or backgrounds to accomplish a single goal?
- What is your method of communication with students and employees who represent a diverse range of backgrounds?
- What do you think is the most challenging aspect of working/managing in a diverse working environment?
- What have you done to build diversity and inclusion in your teams?
- Tell us about a time when you had to alter your style to work more effectively with a person from a different background.

Compassion

Choose to care.

- Describe a time at work when you helped out a person who needed a boost.
- Describe a time when you worked with a person who was very sensitive. How did you grow that relationship?
- When is the last time you acted as a mentor to a person?
- Describe the last time you jumped in to help someone in need.
- Describe a scenario when you had to demonstrate empathy and listening skills to solve a problem.
- How do you react when faced with a client or colleagues who is upset?

- Give me an example of a time when your compassionate attitude caused a client or colleague to stay positive and calm.
- Give an example of a situation where someone showed compassion to you at work? How did this make you feel?
- Tell me about a time when you were under extreme pressure and remained calm, compassionate, and focused at work.

Job Skills

Learning Orientation

Disposition to approach, manage, and achieve learning intentionally and differently from others.

- Describe your top strengths. How have they helped you acquire the needed skills for a new role or task?
- Describe an individual area of opportunity. How did you identify? How have you improved?
- Describe a time when you had to educate yourself about a topic to make a presentation or complete a new task.
- What skills have you gained from previous work experience?
- What has been the most difficult job related skill that you've had to learn?
- What developmental goal did you set for yourself during the last couple of years? How did you monitor your progress?
- How do you stay current with new developments in your profession?
- If you were promoted tomorrow, do you have a replacement? What would you do to help him or her be prepared?
- Describe your least effective direct report. What were his or her strengths and weaknesses? What did you do to improve his or her performance?
- Describe an effort you undertook to proactively identify your own developmental needs and areas of opportunities.
- Describe the career path you have set for yourself. What have done to achieve your goal?

Communication

Shares information with others in a professional and compassionate manner.

- How would you go about explaining a complex idea/problem to a client who was already frustrated?

- How would you explain a complicated technical problem to a colleague with less technical understanding?
- What feedback have you received regarding your communication style?
- What did you do in your last position to ensure information was distributed appropriately?
- How do you ensure you are communicating clearly with your leaders, peers, and subordinates?
- How would you overcome difficulty with a non-communicative supervisor?
- How can you tell whether your message has been clearly received?
- Describe a time when a miscommunication caused an issue for you.
- Describe a time you had to communicate under difficult circumstances with an external or internal stakeholder.
- How do you ensure that your team is aware of the strategic direction and vision of the organization?

Leadership

Develops self and others in order to deliver products and services with greater efficiency.

- How would you describe your leadership style?
- What values are most important to you as a leader?
- How would you handle it if your team resisted a new policy or idea you introduced?
- What value should a leader possess?
- Give us an example of a great leader and then explain why you emulate them.
- How do you balance the needs of your leadership with the needs of your reports?
- What percentage of your time do you spend developing your employees? How do you ensure your employees are being developed to their fullest?
- A new policy is to be implemented company wide. You do not agree with this policy. How do you discuss this policy with your staff?
- Describe an effort you undertook to proactively identify your own developmental needs and pursue growth opportunities.
- Gaining commitment to a new vision can be very challenging. Describe a time you were successful in gaining the commitment of others in your organization to a new vision. Why was it successful?

Management

Knows how to organize, motivate, and coach employees and related activities.



- How do you describe your management style?
- How do you monitor the performance of your employees?
- Are you able to build consensus? Provide an example.
- How do you recognize the achievement of others?
- How frequently do you provide feedback and development to your staff? Please elaborate.
- What do you do differently as a seasoned manager than you did earlier in your management career?
- Describe a time when an employee thought they were ready to be promoted and you disagreed. What did you do?
- Describe the career path you have set for yourself. What have done to achieve your goal?
- Describe a time when your coaching of an employee was effective because of the constructive feedback you provided.
- Describe your least effective direct report. What were his or her strengths and areas of improvement (weaknesses)? What did you do to improve his or her performance?

Teamwork

Collaborates within a group to achieve a common goal.

- If you see a colleague struggling with their workload (or are overwhelmed), how would you approach the situation?
- How will you create opportunities to collaborate with units beyond your own?
- How did you collaborate in your previous institution across disciplines or units?
- Tell us about the most successful team you have been a part of and your contributions to that team.
- Tell us about a dysfunctional team you have been a part of and in retrospect what would you change in regards to your contribution(s) to that team?
- Building rapport is sometimes a very challenging thing to do. Describe a time when you were able to build rapport with someone at work, even under difficult circumstances.
- What is the role you play as a member of a team?
- Tell me about a time you worked on a cross-functional team. How did you manage challenges as they arose?
- A project is brought to a lull due to a co-workers lack of productivity. What are your next steps?
- Tell us how you demonstrate the qualities of a good team player.

- What makes a team effective? How does an effective team make an impact on the organization?

Creativity/Innovation

Uses imagination or original ideas to produce exceptional work or solve problems.

- You are given the task of coming up with a new vision for your college? What are your next steps?
- How would you create an environment that promotes ideas/innovation from team members?
- Describe a technique you use to foster creative thinking?
- What are the benefits of fostering creativity in an organization?
- What are the roadblocks to innovation?
- Given an example of a recent innovation that you are familiar with. How and why did it inspire you?
- How you would encourage creativity or innovation within your team/organization?
- How would harness the power of your team's creativity to create sustainable change?

Interviewing Applicants

Never ask for prior salary history. Instead, ask for salary expectations. Prior salary history is not objective criteria upon which to make employment or compensation decisions.

Employ a diverse search committee to allow for a range of perspectives.

Allow search committee members to score independently prior to any group discussion.

Focus on how a candidate adds 'value' rather than how they 'fit.' This will help you avoid confirmation bias, which is the tendency to embrace information that confirms your assumptions or prejudices.

Resist the impulse to label one or more candidates the "most promising" because this may interfere with giving other candidates full consideration.

APPENDIX: MASCULINE AND FEMININE TERMS

Here is a sample of terms that reflect strong gender norms about what traits are valued in women versus men in North America. You should choose a balance of vocabulary or strategically incorporate feminine terms to attract a broader pool of applicants.

MASCULINE		FEMININE	
active	independent, independence	agree	nurture, nurturing
adventurous	individual	affectionate	pleasant
aggressive; aggression	intellect	child	polite
ambition, ambitious	lead	cheer	quiet
analysis, analytic	logic	collaborate, collaborative	respond, responsive
assert, assertive	objective	committed, commitment	sensitive, sensitivity
athletic	opinion	communal	share, sharing
autonomy, autonomous	outspoken	compassion	submissive
battle	persist, persistence	connect	support
boast	principle	considerate	sympathy, sympathetic
challenge, challenging	reckless	cooperation, cooperative	tender
champion	self-confident, self-confidence	depend	together



compete, competitive	self-reliant, self- reliance	emotion, emotional	trust
courage, courageous	self-sufficient	empathy, empathic	understand
decisive, decision	stubborn	enthusiasm, enthusiastic, enthusiasm	warm
defend	superior	feel	whine
determine	unreasonable	flatter	yield
dominate, dominant		gentle	
driven		honest	
fearless		inclusive	
fight		interdependent	
force		interpersonal	
greedy		kind	
headstrong		kinship	
hierarchy, hierarchical		loyal	
hostile		modesty	
impulsive		nag	

BEST PRACTICES: RESPECTFUL PRONOUN USE IN RECRUITMENT

Break the ice. Introduce yourself: “Good morning, my name is _____, and I use _____ pronouns. How would you like me to introduce you to the interview committee?” If the candidate does not offer pronouns, respect that choice. In the few instances where the candidate is not addressed as “you,” use the person’s name or neutral pronouns (e.g., “they,” “them.”). For example, “Does anyone have any more questions for Dusty?”

Never assume the candidate’s gender identity or pressure the candidate to designate pronouns.

Use the name the candidate prefers to go by. In addition, remember that any candidate may have different names on different documents (e.g., on their résumé versus application). Do not treat this as a deceptive practice.

If you make a mistake in using a candidate’s correct name or pronouns, calmly correct yourself and move on.

Remember

Candidates should feel respected throughout the recruitment process so they can show what they are capable of. Gender is irrelevant to an individual’s job qualifications.

When you are ready to conduct reference checks, you may ask the candidate what name a referee knows them as and what pronouns to use when referring to them.

BEST PRACTICES: CANDIDATE NEGOTIATIONS

Be transparent and list your salary target in the job posting. There is nothing wrong with disclosing your salary range to candidates, along with how pay is established and managed at the University. Transparency builds trust and helps in the screening process.

Be prepared for candidate negotiation. Determine in advance whether you have room for negotiation. If you can't negotiate on salary, consider whether you can offer a flexible schedule or relocation costs (if eligible).

Avoid asking about salary history. In many jurisdictions, doing so is illegal because it perpetuates salary inequities. In addition, it places the candidate in the uncomfortable position of deciding whether to answer. Instead, either ask the candidate for their salary expectations or ask how the salary range aligns with their expectations.

Never use a candidate's counter offer as a reason to remove them from consideration. If your unit decides not to revise its original offer, it can always reject the counter offer and notify the candidate that the original offer is still up for consideration.

Use the interview process to educate your candidate about the position, department culture, and the total value of their compensation. Encourage them to ask questions, which may reveal their concerns or expectations.

- When discussing the total value of compensation, consider:
 - Very few private-sector firms offer the option of a pension plan.
 - Increasingly, employers are offering only high-deductible health plans. The University offers a choice of plans, and pays 80% or more of the premium cost.
 - Qualified tuition reduction is an amazing benefit for employees and their families. And public service loan forgiveness may appeal to those with student debt.
 - The Childcare Choice and Sick and Back-Up Childcare programs are highly competitive benefits for families with children. These programs defray the cost of work-related childcare expenses and offer affordable temporary caregiver services.
- The [Compensation Calculator](#) on the Human Resources website may be a useful tool.

Stay in touch before the prospective employee's first day. Especially in the current job market, candidates may be having job conversations with other employers. To reduce the risk that a candidate will withdraw, be sure to engage the individual before they start working for you. You might consider a friendly call explaining what to expect, what to wear, how to commute to campus, etc., or a welcome card signed by coworkers. If your candidate is relocating, [Above & Beyond Relocation Services](#) provides free relocation counseling and information.

BEST PRACTICES: RECORDS RETENTION

As a federal contractor, the University must comply with stricter recordkeeping requirements than those that apply to private employers.

The Division of Human Resources retains all online job postings and application materials. Your department is responsible for retaining all documents generated during the search process. If a hiring decision is challenged (such as a discrimination claim), your department may need to produce this documentation.

Even if your department uses a search firm, you are still responsible for keeping complete records. If you search external résumé databases, you should keep copies of résumés for those job-seekers you invite to apply.

So, what should you keep?

The hiring manager should collect the following types of documents from all search committee members for retention:

- Advertisements and announcements placed by the department
- Documentation of selection procedures and any employment tests used
- Applicant evaluation matrixes and other materials
- Interview questions and committee member notes
- Reference check notes and records
- All correspondence, including emails, to and from candidates

What don't you need to keep?

- Any unsolicited résumés or expressions of interest sent to your department if that person is never considered for a job.
- Any draft documents or work in progress.

How long should you keep records?

For three years after the search is concluded and a finalist accepts your offer. Be sure private or personally identifiable information is stored securely in a locked cabinet or a computer drive requiring NetID access.


How should you dispose of records?

Shred paper documents and CDs/DVDs. Any readable/writable media should be wiped using Department of Defense compliant software. Files that are simply erased can often be recovered. Physically destroy any media that do not need to be used or cannot be wiped. Consult with your IT staff for support and visit security.arizona.edu for more information on data management.

MEMORANDUM

DATE: May 2, 2022

TO: CALS Unit Heads, County Extension Directors, and Business Officers

FROM: Shane C. Burgess 

SUBJECT: ALVSCE Required Processes to Ensure Diverse Pools in Faculty Searches

Effective immediately, and including all current searches, in addition to the Faculty Search Committee Guidelines 2022 (attached), Provost Folks provided me with the following practices to be followed to ensure that all faculty searches achieve diverse pools. I concur with Provost Folks completely and thank her for her strong and clear expectations and directives to effect real positive change in our faculty searches.

1. *At the Committee Review Stage* (page 6, 2022 guidelines), the search committee chair will provide the hiring manager (i.e., county Extension director or CALS academic unit head) with a written report of all the candidates to be invited for the first round of Zoom interviews. This report will include a description of all the processes taken by the committee to *ensure* a broadly inclusive candidate pool was selected from the total applicants and substantiation that the pool is broadly inclusive. The report will be reviewed by the hiring manager who will decide if there is a broadly inclusive candidate pool or not.

If the hiring manager decides there is not a broadly inclusive candidate pool, the hiring manager will inform the search chair that this is the case and the search will continue, and new reports will be submitted.

When the hiring manager decides there is a broadly inclusive candidate pool, the hiring manager will forward the document with their signed decision and rationale to the CALS Assistant Dean for Faculty Advancement for concurrence. If the CALS Assistant Dean for Faculty Advancement concurs, the hiring manager will provide formal written approval to the search chair for the process to continue to the first round of Zoom interviews.

If the CALS Assistant Dean for Faculty Advancement does not concur, the hiring manager will inform the search chair that the search will continue, and new reports will be submitted until the hiring manager decides there is a broadly inclusive candidate

pool, and the CALS Assistant Dean for Faculty Advancement concurs.

UNDER NO CIRCUMSTANCES will invitations for the first round of Zoom interviews be extended until the hiring manager has provided formal written approval to the search chair for the process to continue.

2. *Prior to On-Campus Visits* (page 8, 2022 guidelines), the committee chair will provide the hiring manager with a report of the finalists. The hiring manager will review the report to ensure that finalists are both excellent and broadly inclusive as compared with the discipline and the initial pool. The hiring manager will then provide a document with their signed decision and rationale to the CALS Assistant Dean for Faculty Advancement for concurrence. If the CALS Assistant Dean for Faculty Advancement concurs, the hiring manager will provide formal written approval to the search chair for the process to continue. If the list is not deemed to be inclusive, the committee will be asked to continue and resubmit an updated report of the finalists. This process will continue until the CALS Assistant Dean for Faculty Advancement concurs.
3. *Prior to Final Decision and Announcement* (page 10, 2022 guidelines), the committee chair will provide the hiring manager a review of the applications of unranked finalists. These will be used by the hiring manager as a comparator to the application of the selected finalist, as one mechanism to ensure that fairness and equity were used in decision-making. The CALS Assistant Dean for Faculty Advancement should concur with the hiring manager. If the hiring manager or CALS Assistant Dean for Faculty Advancement do not believe that the process was fair and equitable based on this review the search will go back to a stage when this can be remedied or be cancelled, and the hiring manager will need to request the position again.
4. Failure to follow the above requirements will result in the CALS Assistant Dean for Faculty Advancement recommending to the vice president that the search be cancelled, and the hiring manager will need to request the position again. There is no guarantee that the position will be chosen again as one of the highest CALS or CES priorities.

I understand some of you may have concerns that these requirements will increase search committee workload. However, if the search processes and practices our search committees are using have been fair and equitable, as well as consistent with UA training and expectations for recordkeeping, these requirements will add very little additional work or documentation.

Att.

cc: All CALS and CES faculty
ALVSCE Executive Council
Jeannie McLain
Amanda Stevens, Staff Council chair



Faculty Search Committee Guidelines 2022

These guidelines are designed to serve as an organizing tool for faculty search committees as they move through the process of faculty recruitment and hiring. This document is organized into sections for each stage of recruitment and hiring. Specific actions and responsibilities are identified for the following individuals: dean or department head, the search chair, and/or entire search committee. The guidelines have been constructed with resources from the Offices of Faculty Affairs and policy guidance from Human Resources. This tool has been created with a **specific focus on improving inclusion, rigor, fairness and reducing unconscious bias in recruitment and hiring**. This document, along with additional resources can be found at: <https://facultyaffairs.arizona.edu/content/about-recruitment>.

A key feature of these 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 our advancement as a premier Research 1 institution. Proactive recruitment takes time, but it works. A new faculty hire is one of the most important investments departments make for their future, so it worth investing the time to recruit a high quality and diverse candidate pool. Proactive recruitment can generate a highly inclusive and excellent group of talented people from which to select a colleague. Proactive recruitment signals to applicants that the UA is a highly engaged creative community, and once an offer is made, candidates are more likely to want to join our institution.

For more information and/or additional resources, please contact:

Andrea Romero, Vice Provost for Faculty Affairs, romero@arizona.edu

Judy Marquez Kiyama, Associate Vice Provost for Faculty Development, jkiyama@email.arizona.edu

Asya Roberts, Executive Associate to the Vice Provost for Faculty Affairs, asya@arizona.edu.

<https://facultyaffairs.arizona.edu/>



Preliminary Stage: **Before** the Search Committee's First Meeting

	Before the Search Committee's First Meeting	Responsible Party	Target Date	Completion Date
1	Review " A Guide to Successful Searches ," the University of Arizona's Recruitment Policy , and Human Resources (HR) Recruitment Resources . <u>Be prepared to share with search committee and have available as references during the search process.</u>	Hiring Authority & Search Chair		
2	Develop a hiring budget that includes advertising, email, conference attendance, candidate travel, and campus visit costs.	Hiring Authority		
3	Be attentive to the role of shared governance in this process: The faculty search committee operates as the shared governance process to vet candidates and provide recommendations to the hiring authority. The Department Head, or hiring authority, makes the final decision, engages in negotiations, and oversees the hiring. Given the Department Head's role as final decision maker, they are typically separate from the search process in order to ensure balance and give voice to the faculty in hiring decisions.. More information about guidelines for shared governance can be found HERE .	Hiring Authority		
4	Appoint search chair(s) who is committed to improving inclusion, rigor, fairness and reducing unconscious bias in recruitment and hiring.	Hiring Authority		
5	Appoint a search committee including faculty that represent diverse perspectives and experiences that are relevant to reviewing the candidates and include faculty that are attentive to scholarship, teaching, and service that represent high quality inclusive practices, perspectives and experiences that are relevant to the position. Search committees must include at least one person from outside the department or college (preferred).	Hiring Authority		
6	All search committee members <u>must</u> attend the Faculty Search Committee Training offered through EDGE. The four short training modules have been created with a specific focus on providing research-based strategies and best practices for identifying candidates who will help us advance our strategic priorities. The training focuses on improving inclusion, rigor, fairness and reducing unconscious bias in recruitment and hiring.	Hiring Authority & Search Committee		



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	Upon completion of the training, Search Committee members will have access to the following resources in EDGE: “A Guide to Successful Searches”, Criteria Matrix, Matrix Rating Sheet, and Sample Criteria Matrix. These materials should be discussed at the first meeting.			
7	<p>Create position description with assistance and approval of HR: Include minimum and preferred qualifications.</p> <p>Ensure that inclusive language, as approved by HR is embedded throughout, including intentional word choices that signal inclusion. Include language in job description that signals asset-minded perspectives and avoided language from a deficit frame.</p> <p>Include UArizona’s commitment to equity in hiring and creating an inclusive workplace. See A Guide to Successful Searches “Diversity Commitments” for additional language.</p>	Search Chair with Hiring Authority		
8	<p>Decide on application materials: CV, cover letter, equity statement, writing samples, etc. It is very strongly recommended to include inclusive excellence or equity statements as a requirement for all candidates’ applications. Potential language for a statement might include:</p> <p><i>“The application should include a separate one-page statement on how the applicant’s scholarship, teaching and service specifically address issues of equity and inclusive excellence in [field].”</i></p> <p>Example resource: https://facultydiversity.ucsd.edu/recruitment/contributions-to-diversity.html</p>	Search Chair with Hiring Authority		
9	Secure position description and position announcement approval from hiring authority.	Search Chair with Hiring Authority		
10	<p>Post job opening in UArizona Talent Portal - online applicant tracking system. Consult Talent Requisition Process and UA Hiring Process Overview. Hiring authorities will need to complete and attach this short form. Consider consulting with HR and/or Faculty Affairs to discuss proposed strategies for recruiting candidate pools with a focus on inclusion.</p> <p>Once uploaded to Talent, the requisition and short form must be routed to the Office of the Provost and then to HR for approval.</p>	Hiring Authoring & Search Chair		



Initial Stage: First Search Committee Meeting

	First Search Committee Meeting	Responsible Party	Target Date	Completion Date
1	<p>The hiring authority meets with the committee and issues their charge.</p> <ul style="list-style-type: none">Define expectations for process & outcomes for committee, such as final recommendations format, and confidentiality expectations. The hiring process is subject to a consistent expectation of confidentiality. You can access the University's confidentiality agreement here should the committee choose to use one as committee expectations are defined.Be clear with committee about the importance of actively and intentionally generating a wide and inclusive candidate pool using the training outlined on EDGE as a guide.Confirm recruitment plan budget with committee.	Hiring Authority		
2	Search Committee members co-create list of Meeting Agreements . Agreements help to clarify committee expectations, group participation, and create processes for engaging in challenging or confidential conversations.	Search Committee		
3	Develop the Criteria Matrix for the search which will guide evaluation strategies to align with required and preferred qualifications. Commit to using it as a tool in search process for defining specific criteria and mitigating structural and unconscious bias.	Search Committee		
4	Develop search timeline including targeted dates for advertising, initial screening, zoom interviews, campus visits, etc.	Search Chair		
5	As noted in #10 above, discuss recruitment strategy for an inclusive applicant pool. Each committee member should plan to reach out to their professional listservs and collegial networks. Tips regarding sharing with special interest and affinity groups via social media are listed below.	Search Committee		



Recruitment Stage

Recruitment Stage	Responsible Party	Target Date	Completion Date
1 Provide email template for faculty to share with colleagues to announce and invite candidates. Request nominations from the search committee, department, and campus community, professional networks and mentors, affinity groups and individuals well positioned to suggest viable candidates.	Search Chair & Committee		
2 Write and place advertisements in online sites, journals, magazines, and social media devoted to the discipline and those that specifically serve diverse communities. Human Resources helps with some ads by automatically posting all requisitions open to the public to the following websites at no cost to the hiring department: HigherEdJobs.com, HigherEdMilitary, Linkages, ArizonaDiversity.com, and AZ Job Connection.	Search Chair		
3 Invite nominees to apply. In addition to the standard recruitment avenues, plan for <u>proactive</u> and targeted recruitment with professional associations and national affinity groups that are organized for BIPOC individuals and other typically underrepresented applicants. If posting via social media utilize popular hashtags like #BlackInSTEM #BLM, #BadHombreScholars, #WomeninSTEM, #NativeSTEM (among others) when sharing via social media. For more on the use of hashtags and social media: Bhalla (2019) Strategies to Improve Equity in Faculty Hiring	Search Chair & Committee		



Committee Review Stage

Committee Review Stage	Responsible Party	Target Date	Completion Date
1 Search committee members separately review application materials using predetermined criteria and screening process (Criteria Matrix).	Search Committee		
2 Be cautious of unconscious bias when reviewing external recommendation letters. External recommendation letters included in application materials have been shown to fall trap to unconscious gender bias. This handout aids search committees in identifying where unconscious bias and stereotypes might show up in letters of recommendation.	Search Committee		
3 Committee meets to discuss applicants. It is recommended to send scores to Chair and to use this as a tool to narrow applicant pool and then to focus discussion on top 50% of applicants. Use selection/voting method agreed upon in Initial Stages of Search.	Search Committee		
4 Generate a shortlist of 8-10 candidates for video conferencing interviews, based on predetermined criteria.	Search Committee		
5 Review the shortlist with search committee and discuss efforts used to generate an inclusive candidate pool.	Hiring Authority		
6 Create a list of standard questions to ask in all video conference interviews. Questions should be developed after consulting of the library of interview questions and questions to avoid (include links from below). Set organizational protocols for interview. In general, preparing 5-6 questions are recommended for 30 minute video conferencing interviews. This also allows time for the candidate to pose questions to the search committee. Consult these Example Interview Questions and Questions to Avoid .	Search Committee		



Interviews

	Interviews	Responsible Party	Target Date	Completion Date
1	Conduct video conferencing interviews with all candidates and document responses. Encourage the consistent <u>use of pronouns</u> when committee members and/or stakeholders are sharing introductions. Additional resources: https://www.mypronouns.org/	Search Committee		
2	Do not rely on only one equity or inclusive excellence question during the interview to assess a candidate's commitment to social justice, equity, and inclusive excellence. Weave in opportunities for the candidate to share their commitment to inclusive excellence during the interview questions, presentation, teaching demonstration, etc.	Search Committee		
3	Generate the finalist list for on-campus interviews using previously agreed upon criteria and selection process after evaluation of the interviews.	Search Committee		
4	Review the finalist list and discuss efforts used to generate an inclusive candidate pool.	Hiring Authority		
5	Generate a list of <u>reference questions</u> that is used consistently across each referee who is contacted. Complete all reference checks for each finalist before candidates visit campus. <u>Utilize HR's Reference Check Guiding Principles</u> . The department head should also follow up with referees and ask the "required reference check questions" regarding sexual misconduct and/or investigations <u>noted on this form</u> .	Search Chair & Hiring Authority		



Curating a Successful Campus Visit

	Curating a Successful Campus Visit	Responsible Party	Target Date	Completion Date
1	Notify finalists and invite them for an on-campus interview	Search Chair		
2	Design itinerary to include visits with Hiring Authority, Dean, potential colleagues, a Faculty Affairs representative from the college, and others as requested by the finalists. Presentations and/or teaching demonstrations should be included as appropriate to the position. Include at least one interview with the Search Committee.	Search Committee		
3	Identify staff support to develop standard materials + information packet (including agenda, campus & unit brochures, maps etc. to candidates ahead of visit), make equitable travel arrangements (including booking, all airport and hotel transport) accommodations and reimbursements. Don't forget to meet any special needs of the finalists (physical, dietary, etc.).	Search Chair		
4	Offer to arrange informal meetings for the finalists with campus partners, HR, affinity groups , and/or community partners with whom they would like to meet. Assure finalists these meetings are not part of the formal evaluation or interview process. Please reach out to Judy Marquez Kiyama (jkiyama@email.arizona.edu) in Faculty Affairs to help arrange meetings with individual campus partners and/or affinity groups.	Search Chair		
5	Make sure to be aware of resources offered through the Disability Resource Center should finalists request accommodations. Please visit the Faculty Affairs equity resources page to learn more about the accommodations available for faculty finalists.	Search Chair		
6	Contact finalists in advance of visit to answer questions and express excitement about upcoming visit. Provide contact information and maintain contact with finalists throughout the campus visit process. Ensure all finalists feel equally valued and welcomed. Our goal is to create an environment where people from different backgrounds and academic traditions feel comfortable, supported, and excited to join the University.	Search Chair		



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7	Provide final itinerary to the finalists. Include information on the Tucson community, the University, the hiring college/division and department, information on the value of UA employment, dual career resources, and the University's commitment to diversity.	Search Chair		
8	Schedule search committee members (minimum of 2 w/candidate) to accompany finalists during the campus visit.	Search Chair		
9	Important Reminders: When meeting with the finalists, do not rely on only one equity or inclusive excellence question during the interview to assess a candidate's commitment to social justice, equity, and inclusive excellence. Remind all stakeholders who meet with the finalists of the importance of maintaining confidentiality during the process and revisit the Example Interview Questions and Questions to Avoid .	Search Committee		
10	Encourage the use of pronouns when committee members and/or stakeholders are sharing introductions. Ensure gender inclusive restrooms are readily accessible. Resources: resources: https://www.mypronouns.org/	Search Committee		
11	Use the provided template survey for feedback from stakeholders who either met with the finalists or attended finalists' presentations. The standard feedback form ensures confidentiality (e.g. do not ask people to identify by student, faculty, staff) and should align with required and preferred job qualifications. See the Applicant Evaluation Tool as a template. Any feedback or scoring is confidential and is kept only within the search committee and hiring authority. Avoid personal comments in notes and evaluation forms. Focus on the candidate's professional attributes, experiences, and potential.	Search Committee		



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Final Decisions & Announcements

	Final Decisions & Announcements	Responsible Party	Target Date	Completion Date
1	Search Committee evaluates finalists using Criteria Matrix and considers feedback of stakeholders.	Search Committee		
2	Provide the Hiring Authority with the Search Committee's written analysis of the finalists, including strengths and areas of growth for each finalist.	Search Committee		
3	Select the faculty hire or direct Search Committee to invite additional finalists. Important reminder: Hiring decisions cannot not be based on a person's sex, gender, gender identity, transgender status, sexual orientation, race, color, national origin, disability, religion, genetic information, or veteran status.	Hiring Authority		
4	When preparing the offer, start from a fair and equitable place rather than obliging the finalist to negotiate. Do not tie a salary offer to the person's prior salary. When needed, consulting with HR to determine current market rates. Resources: Applicants Urged to Speak up at Negotiations Table (Watson, 2015); You Deserve Better (Falcón, 2016)	Hiring Authority		
5	Design the offer, which may include start-up package, effort requirements, lab support, travel funds, and employment for partner. Ensure that proposed offer maintains departmental/college/division salary equity.	Hiring Authority		
6	Once finalist has been approved by Department Head and/or Dean, documents related to the offer must be submitted to Marilyn Taylor (taylor@m@arizona.edu) in the Office of the Provost. Once approved the offer letter can then be routed in Talent.	Hiring Authoring		
7	Letter of offer extended once approved by the Office of the Provost. Letter of offer must include the name and contact information for a mentor for the hire if they are at the assistant or associate level. The letter of offer must also include the date for the annual New Faculty Orientation . It must also include the standard language approved by HR that outlines the nature of the employment relationship and the importance of the Notice of Appointment.			



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8	Make offer by phone and invite selected finalist (and family) to visit Tucson. Share letter of offer via email.	Hiring Authority, Search Chair		
9	Enthusiastically recruit the offeree. Connect selected finalist to a range of faculty and to broader parts of University or Tucson that are of interest. Arrange for meeting with Above & Beyond Relocation Service for community orientation and housing. Consider scheduling meeting with HR to discuss benefit options or the Provost's Office to discuss dual career services as needed. Schedule meetings with individuals as requested by finalist.	Hiring Authority, Search Chair		
10	Officially close the search in Talent Portal once offer is finalized and finalist has accepted the offer.	Hiring Authority & Search Chair		
11	Notify applicants about status of search. See Sample Letters to Applicants. See Sample Letters to Applicants.	Search Chair		
12	Announce hire to search committee, department, the University community, and the Tucson community. Also announce through local and community press and social media.	Hiring Authority & Search Chair		
13	Thank Search Committee and the Search Chair for their efforts. Request feedback on how future efforts might be improved.	Hiring Authority		
14	Search-related documents such as copies of hiring forms, interview questions, screening tools and committee notes must be retained in department files or with college HR or Faculty Affairs for a period of 3 years from the date of candidate hire. Electronic records created or stored in Talent will be maintained by HR.	Search Chair		