



Quinnipiac University

Faculty Search

Guide

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Introduction

Quinnipiac University strives to create an inclusive, excellence-driven community. Inclusive excellence is an essential value, a distinction of who we are, and is represented as a core pillar of the university's strategic plan. Inclusivity and diversity are critical features of a nimble, competitive and creative workforce, and thus, critical to our aspirations for the entire university community.

This resource guide is designed to provide hiring managers and search committees with information about their responsibilities. It is also designed to ensure compliance with university policies and employment law to assist with attracting and hiring the most qualified talent who will contribute to a welcoming and inclusive work environment.

Before beginning a search, it is helpful to understand and include the following key concepts to develop a successful recruitment process:

- Quinnipiac University is an equal opportunity employer. Equal employment opportunity (EEO) means that all individuals must be treated equally in all employment decisions, including hiring. All applicants must be evaluated on the basis of their ability to perform the duties of the position without regard to age, race, color, religion, sex (including pregnancy, gender identity and sexual orientation), national origin, disability, genetic information or veteran status.
- Diversity is a broader concept. The university is committed to diversity and recognizes the immense value of opportunities and experiences created for our students by a diverse faculty and staff. Diversity is defined not only as differences in individual backgrounds, personal identities, intellectual approaches and demographics; it is also the removal of barriers and the creation of spaces that allow individuals to engage in the full life of the university. A rich and varied community of committed faculty and staff members will enhance our programs.
- Hiring talented and diverse people serves an important role in supporting the university's strategic plan and its four pillars — to build an institution-wide mindset that prepares our graduates for 21st-century careers and leadership; to create an inclusive, excellence-driven community; to nurture and positively impact internal, local and global communities; and to foster lifelong connections and success.
- Likewise, Quinnipiac's Actions to Advance Racial Justice — a 10-point plan to advance equity, inclusion and anti-racism as cornerstones of who we are at Quinnipiac — is a critical part of our mission as an institution committed to transparency, accountability, and the recruitment and retention of underrepresented faculty, staff and students.

The Talent Acquisition Team is available to answer questions and support your search throughout the process. We provide training that charges search committee members with their responsibilities for meeting the university's commitment to excellence and diversity. We also review expectations for the conduct of the search and provide advice on best practices to ensure more diverse candidate pools.

Confidentiality

Confidentiality is paramount and is the foundation of a credible and trustworthy search process. A breach of confidentiality threatens the successful outcome of the search process in two ways:

1. It may result in the termination of the process resulting in a serious loss of time, resources and potentially viable candidates.
2. It may cause the most qualified candidates to withdraw from the process fearing that a premature disclosure of their candidacy will jeopardize their current employment.

The University requires confidentiality from all persons involved in the search process from its inception to its conclusion, unless otherwise permitted in these procedures. All application materials, including but not limited to cover letters, resumes, and references are confidential. At no time should information about the process or other applicants be disclosed to any individuals other than those on the Search Committee, the hiring official or the Office of Human Resources.

Conflict of Interest

In searches where there is an internal candidate, applicant files must not be made accessible to that employee. Internal applicant(s) must not attend any activities, presentations, or interviews involving other applicants. Neither shall the internal candidate be present, participate, vote or decide which applicants should be interviewed or offered the position. **Please visit this link for information about best practices regarding potential conflicts of interest in the faculty search process:** <https://publicstorage.dc4.pageuppeople.com/871/ClientPublicFile/f5d59d27-f4c0-41ff-a1f9-4530edc64729.pdf>

Initiating the Search

- The Search Committee Chairperson is named by the Dean (Hiring official). A Search Committee is formed and ex-officio support members are named, if appropriate.
- The Dean (Hiring official) “charges” the Search Committee with the parameters of the search. Please reference Appendix K to view the charge of the search committee.
- The Dean or Department Chair will develop the position description in coordination with the Office of Human Resources to launch a search and develop a recruitment plan.
 - For hiring intentionally, search committees should look at opportunities to broaden the requirements of the position to be beyond traditional degrees and credentialing when possible.

Recruiting a Broad Group of Candidates

Foster the engagement of all committee members in methods and approaches related to the diversity of the search and increasing outreach efforts by considering the following:

- The Chair should consult with Academic Innovation and Effectiveness to learn if there is a department plan for faculty positions at the advertised level.
- Consider the current demographics of the department and identify areas where additional efforts may be needed to encourage a diverse pool.
- Analyze the relevant network pool data provided by Academic Innovation and Effectiveness as a benchmark for what your pool should look like: if your pool is narrower than the available data suggests, additional outreach is needed. Address this with the Office of Human Resources and consider extending the search or using additional recruitment resources.
- Sharing the posting with professional listservs or professional organizations
- Using departmental funds to advertise to targeted diversity sites; Talent Acquisition will assist in providing recommendations
- Sending direct emails to departments or career services offices at HBCUs
- Sending direct messages to contacts on LinkedIn
- Joining relevant LinkedIn groups and sharing the job posting

CHAPTER ONE: ROLES AND RESPONSIBILITIES

This chapter identifies the different roles that key individuals may hold during the faculty search process. Within each role, we have outlined responsibilities related to the faculty recruitment and hiring process, as well as information related to goals and values to recruit a strong and diverse pool of candidates. Active involvement of every member of the committee will help reach a broad base of potential candidates.

Role of the Search Committee Chair

The search committee chair acts as the committee's facilitator, official spokesperson, expense coordinator for candidates, and liaison to the hiring official.

Responsibilities of the Search Committee Chair

1. Assists hiring official with identifying search committee members.
2. Reviews charge with search committee members.
3. Discusses and establishes selection criteria, timeline for meetings, communications to the hiring official and ex-officio support members (the Office of Human Resources) as appropriate.
4. Articulates expectations for committee conduct, including confidentiality and conflict of interest.
5. Defines committee member's roles, tasks and interview approach. For example: how are we making the final decision? Ranking of finalists? Open discussion or secret ballot?
6. Coordinates outreach and/or recruitment efforts with the Office of Human Resources to attract a strong and diverse pool of applicants.
7. Meets immediately with hiring official any time the search process may be compromised due to insufficient pool of candidates, disputes, conflict of interest, etc.
8. Consults with hiring official in timely manner if recruitment does not attract a diverse pool and/or assist with underutilization goals.
9. Manages communication between hiring official and search committee, as well as with the University community, nominees and applicants.
10. Ensures compliance with University policy.
11. Resolves conflict should any arise during the search process.
12. Notifies the hiring official of any procedural concerns, such as conflict of interest, insufficient pool of candidates, etc.
13. Facilitates interviews and search committee meetings.
14. Once the committee has developed their shortlist for the first round of interviews, contact Talent Acquisition with the names of those candidates to complete the Diversity Certification Process. This step must be repeated at the 2nd interview stage and the offer stage. Further details about the Diversity Certification Process is discussed during Talent Acquisition's Recruitment Training.
15. Manages the applicant statuses in the applicant tracking system
16. Must keep complete records, including lists of nominators and nominees, rating sheets, long and short lists, and interview notes. The documentation must demonstrate that the search was conducted in a fair and equitable process. Chair must provide the Office of Human Resources with all completed assessment rubrics electronically that were used for evaluating all interviewed candidates.
17. Once a final candidate has been recommended to the hiring official and an offer has been extended, directly notifies all other candidates that were interviewed and not selected.

Role of the Search Committee Member

The search committee is a valuable part of the search process. Its members work collaboratively with the hiring official to recruit, screen, interview, and recommend candidates for further consideration.

Composition of the Committee

For the recruitment and initial appointment of a new faculty member the Department Evaluation Committee voting membership consists of all tenured, tenure-track and clinical faculty members of the department plus one clinical, tenure-track, or tenured outside faculty member at or above the rank of associate professor. Each school/college shall determine the participation of teaching faculty in the recruitment of new faculty. The chair of the Department Evaluation Committee will consult with the appropriate dean/director on administrative matters concerning recruitment of new faculty. For additional information, on the composition of the committee, please reference the Faculty Handbook.

Responsibilities of Search Committee Member

1. Participates fully and consistently. Committee members should be present for all interviews.
2. Assists with the recruitment of a strong, diverse pool of qualified candidates.
3. The committee should decide how decisions will be made, either by consensus or by voting. If the latter, then the committee should also decide if absentee votes will be allowed or if the votes should be open or confidential.
4. Establishes criteria to be used in evaluating candidate's qualifications for the position.
5. Screens applicants based on minimum and preferred qualifications in a fair and consistent manner. Applies the same selection criteria in the same manner to everyone.
6. Assists with identifying interviewees.
7. Participates in departmental discussions and provides recommendations based on interviewees' performance.
8. Protects confidentiality of applicants and the decision-making process.

Role of Hiring Official

The hiring official is responsible for ensuring that all recruitments are conducted in accordance with the university's policies and procedures and that the hiring department conducted targeted recruitment to attract a strong and diverse pool of candidates. The hiring official must also confirm and support that the hiring department meets its commitment to diversity initiatives/strategies and that all candidates are given equal consideration. The hiring official is also responsible for ensuring that all faculty hires are in line with the academic mission of the school or college, as well as the departmental program.

Responsibilities of Hiring Official

1. Oversees the search process to ensure compliance with policies and procedures.
2. Approves the initiation of the hiring process after review of the position analysis, screening process and recruitment plan, while ensuring that required targeted recruitment is conducted.
3. Approves the search committee members to assure composition is diverse.
4. Discusses a plan of action with search committee chair and/or Provost if recruitment does not attract a diverse pool and/or assist with underutilization goals.
5. Participates in the interviewing process.
6. Discusses the implications of the potential hire with the Provost and the academic department.
7. Approves negotiating points and proposed job offers. Submits offer details via PageUp to budget.
8. Upon approval, the Office of Human Resources notifies with offer details that a verbal offer can be extended.
9. Extends the conditional offer after final budget approval. The offer is contingent upon the completion of references and background check.

Anticipating Challenges Search Committee May Encounter

Some common challenges listed below, along with resources that may help you overcome them:

a. Resistance to efforts to enhance diversity

- Allow all members of the search committee to voice their opinions and participate in a discussion on diversity and the search committee's roles and responsibilities in recruiting and evaluating a diverse pool of candidates.
- Remind your search committee that they represent the interests of the department as a whole and, in a broader context, the interests of the university.
- Stress that failure to recruit and fairly evaluate a diverse pool of candidates may jeopardize the search; that it may be too late to address the issue when and if you are asked, "Why are there no women or minorities on your finalist list?"
- Rely on your discussion of diversity in this workshop and on the materials in Elements II and III to help you facilitate a discussion of diversity within your search committee and/or to respond to resistance.
- Consider inviting someone with expertise on research documenting the value of diversity to your committee meetings.

b. One member dominates the meetings

Review and/or refer to the ground rules you established for your search committee meetings.

Imbalances of power among committee members can silence some members while allowing for others to control too much of the search process. Dealing with these dynamics and the behavior of colleagues are some of the chair's primary responsibilities.

c. Power dynamics of the group prevent some members from fully participating

- All committee members share responsibility for everyone's full engagement in the search.
- Although a search committee composed of a diverse group of individuals is recommended and helps you to incorporate diverse views and perspectives into your search, you should also recognize that differences in the status and power of the members of your search committee may influence their participation. Junior faculty members, for example, may be reluctant to disagree with senior faculty members who may later evaluate them for tenure promotion. If so, you can attempt to improve the group dynamics by: having private conversations with relevant members of the search committee and reviewing/establishing ground rules that encourage participation from all members.

CHAPTER TWO: RECRUITMENT

Quinnipiac has a responsibility to its students and the community to actively recruit for and hire the best-qualified candidates it can and to do so in the context of its commitment to diversity, equity and inclusion.

Recruitment activities conducted by the hiring department and search committee ensure that there is a strong and diverse pool of qualified candidates. Generating a diverse and qualified pool of applicants requires thoughtful planning and coordination to reach those looking for new opportunities in addition to capturing the attention of outstanding individuals who might not actively be looking for new opportunities.

Assessment of Applicants

Two Key Components to ensure effective assessment of job applicants:

1. A clear and consistent assessment rubric: criteria by which the committee evaluates applicant qualifications.
2. A clear and consistent assessment plan: process by which the committee evaluates applicants and makes selections

Creating and Implementing an Assessment Rubric:

An assessment rubric ensures that all applicants are subject to the same evaluation criteria and that members of search committees apply selection criteria consistently. The assessment rubric will also help the committee clearly rank its selection criteria. Committee needs to consider how many distinct criteria will be useful in their assessment. The entire search committee should participate in the creation of the assessment rubric. **Appendix A: Interview Evaluation Rubric**

Questions to consider when developing the assessment rubric:

- What are the goals of this hire in terms of teaching, research, service and outreach?
- How is a commitment to diversity, equity and inclusion a factor in each of these goals?

Using the Assessment Rubric as a Tool for Discussion:

The assessment rubric is a tool to help maintain consistency and fairness in the review process and to minimize bias. Each member of the committee should complete a rubric for each of the candidates. The completed assessment should be sent electronically to the Office of Human Resources once the search has been closed.

Creating and Implementing an Assessment Plan to Work against Bias:

Before any applications are reviewed, the committee should have agreed upon an explicit plan for how it will conduct the review of applications in a fair and consistent manner.

This application review tool may assist you in developing a standardized method of assessing applicants in this initial stage.

Some questions to consider:

- When will the committee begin reading and assessing applications-as they come in or after the priority deadline?
- Should all committee members read and assess the same materials at the same stage in the search process?
- How should the committee handle potential conflicts of interest, such as a prior relationship with an applicant?
- By what process will the committee come to a decision about its short list? For example, will members vote or work to achieve a consensus?
- How will the committee conduct preliminary interviews – by Zoom?
- By what process with the committee create its finalists to invite to campus?
- How will the committee organize campus visits?
- By what process with the committee make its final assessment and recommendations?

Preliminary Interviews:

It is common practice to conduct these interviews with a “long” list of candidates, perhaps as many as 8-10 before determining which 2-4 to invite for the 2nd round of interviews. Please remember you must contact Talent Acquisition to complete the Diversity Certification Process prior to inviting the candidates for this stage of interviews.”

To be sure the interviews are consistent, fair and effective:

- Pre-screening interviews should ensure the candidate possesses the desired skills defined in the position profile. Vet credentials and work history, knowledge, skills and abilities and competencies and attributes.
 - Conduct all interviews in the same format and under the same conditions- i.e., in person or Zoom
- Appendix B: Audio/Video Recording Guidelines**
- Have the same committee members present for all interviews.
 - Ask the same set of structured questions in the same order.
 - An Interview Evaluation Rubric must be used by each rater.
 - Be sure all questions comply with federal and state hiring laws: ***“If a question doesn’t pertain to job performance, don’t ask it.” “Avoid all personal questions.” Appendix C: What Not to Ask in an Interview and Appendix D: Pre-Screening Telephone Questions and Sample Interview Questions***

2nd-Stage Interviews:

The 2nd-Stage interviews are a component of the assessment process and the beginning of the recruitment process, not only involving the search committee but also the larger Quinnipiac community. These interviews should deepen your knowledge of and your relationship with candidates. It is an opportunity to allow finalists to showcase their professional and scholarly achievements and an opportunity to court and cultivate the relationship.

In addition to further interviewing about work history, career path decisions and key accomplishments, the 2nd-Stage interview should include meetings with chairs, directors or other department leaders and students; teaching demonstrations; a meeting with the appropriate dean; and a meeting with the Provost for faculty candidates. **Please remember you must contact Talent Acquisition to complete the Diversity Certification Process prior to inviting the candidates for an interview at this stage.**

- As a best practice, the appointed Search Committee Coordinator shall act as a single point of contact for invited candidates to interface with for this aspect of their visit. Coordinators will handle travel arrangements if needed and candidate reimbursements in accordance with procurement policy.
- Candidates should be provided with a detailed itinerary in advance. To ensure equitable treatment, all itineraries should be similar, including those for internal candidates.
- A member from Talent Acquisition should be included in the finalist interview process stage.
- In all cases, the same criteria should be applied in the same manner to each candidate at each phase of the interview process.

Interviews are two-way - you are assessing as well as being assessed as a potential employer.

- Allow sufficient time for candidate questions.
- Get candidates excited about joining Quinnipiac.
- Be candid.
- Provide information to address candidate expectations and areas of interest.
- Remember to be conscious that ALL the time you spend with candidates should be at the same standard as formal "interview time."
- At the conclusion of all interviews, inform candidates of the next steps in the recruitment process, including timelines

CHAPTER THREE: Prior to Making an Offer

Prior to making the final candidate selection, the final offer stage should include: reference checks, Diversity Certification, a recommendation to the Dean, and Budget Approval.

Making the Final Candidate Selection

- Don't short-circuit the assessment in the rush to closure.
- Minimize "gut feel decisions."
- Be aware of unconscious biases. **Appendix E :What is Unconscious Bias**
- Refer to the Initial Charge in weighing all finalists.
- Rate each candidate against appropriate selection criteria
- Openly discuss and resolve any remaining concerns amongst the committee members
- Please remember you must contact Talent Acquisition to complete the Diversity Certification Process prior to initiating reference checks and submitting an offer for approval for your final candidate.

Guidelines for Conducting Reference Checks Appendix F: Guide to Checking References

The committee must make a reasonable effort to learn about a candidate before inviting him/her to join the community. The University can best protect against liability for "negligent hiring" by checking background and references to the extent possible. References provide greater insight on a candidate's performance.

Check References and Validate Credentials

- Get permission to check references.
- Conduct telephone reference checks with at least 3 professional references.
- If only letters of reference are considered, the writer of each letter should be contacted, and the information verified.
- Candidates that will continue in the process should have credentials validated prior to being referred to the hiring authority.

Making a Recommendation

- The Search Committee Chair shall write the recommendation from the committee to the hiring official, outlining the rationale for recommending the selected candidate.
- Once a recommendation has been made to the hiring official, the offer will go through final budget approval before a verbal offer can be extended by the hiring official.
- The hiring official will confirm the terms of the offer and the start date for the Office of Human Resources to generate an appointment letter. An electronic invitation for consent to a background check is also sent by the Office of Human Resources.

Post Offer

- Search Committee Chair sends out letters of declination to remaining candidates not selected. It is important that these are sent in timely manner.
- Notifications should be brief and refer to the specific position. Avoid discussing any detailed information about the selected candidate. The Office of Human Resources can provide a sample template that can be customized.
- Collect all key search committee evaluation rubrics and provide to the Office of Human Resources.
Appendix G: Documentation Guidelines for Closed Faculty Searches

Appendices

A – Interview Evaluation Rubric

B - Virtual Interview Guide

C – Guidelines for Recording Interviewees

D – What Not to Ask in an Interview

E – Pre-Screening Telephone Questions and
Sample Interview Questions for Faculty Positions

F – Unconscious Bias

G – Guide to Reference Checking

H – Documentation Guidelines for Closed Faculty
Searches

I – Using Microsoft Office Forms to Collect Rubric
Responses from Your Search Committee

J – Search Committee Etiquette Guide

K - Charge of the Search Committee

APPENDIX A

Interview Evaluation Rubric

Candidate Name: _____

Interview Date: _____

Interview Ratings	Does Not Meet Expectations		Meets Expectations	Exceeds Expectations		Comments
	Poor	Fair	Meets	Excellent	Superior	
Intellectual	Poor	Fair	Meets	Excellent	Superior	
Quality of Academic preparation/achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scholarly/intellectual achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional	Poor	Fair	Meets	Excellent	Superior	
Relevance of prior work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sensitivity to major trends in legal education e.g., teaching/scholarship; doctrine/practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership Skills	Poor	Fair	Meets	Excellent	Superior	
Leadership/Management/Problem-solving Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Innovation/Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interpersonal Skills	Poor	Fair	Meets	Excellent	Superior	
Would be a good faculty colleague; understands and would perpetuate faculty values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Would be well received by students; values role of students within the university community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact	Poor	Fair	Meets	Excellent	Superior	
Has a compelling vision for future of the school/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summary Assessment	Not Acceptable <input type="checkbox"/>	Below Average <input type="checkbox"/>	Acceptable Candidate <input type="checkbox"/>	Strong Candidate <input type="checkbox"/>	Superior Candidate <input type="checkbox"/>	

Comments:



Office of Human Resources:

Candidate Zoom Interview Guide

You can find the Zoom-specific technology guides on Quinnipiac's IT Zoom website: https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/Zoom.html. The website also has more information about Zoom and guides that you may find helpful.

Virtual Interviewing Best Practices Guide

Best Practice

In Detail

Ensure you have a “host” for each candidate on their interview day.



The host should be a member of the search committee. The host should begin the day with the candidate with a brief (10-15 minutes) Zoom call, outlining the format of the day and answering any questions. The host should attend scheduled group meetings to: introduce the candidate at the beginning of the meeting, outline the parameters and purpose of the meeting including reiterating the importance of maintaining confidentiality, remind participants of the process and deadline for submitting feedback/rubrics, and to establish the scheduled end time. The host can always then drop off and return to the meeting to end it at the scheduled time. Lastly, the host should close the day with a brief (10-15 minutes) Zoom call to debrief and to answer any remaining questions.

Schedule the day with consideration to the candidate’s needs.



Provide the candidate with plentiful breaks throughout the day. Often, Zoom meetings can run long, and due to Zoom capabilities, a host cannot start the next meeting until the previous one has finished. Thus, if possible, it is recommended to schedule meetings at least 10 minutes apart. Also take into consideration the candidate’s need for meals and biological breaks. A virtual lunch with an interviewing group is an option, but please provide the candidate an ample break to prepare a meal.

To ensure confidentiality, only record meetings if it is absolutely necessary.



You should only record Zoom meetings if it is absolutely necessary to the process. For example, if the candidate is giving a presentation to a large group, and many individuals may not be able to attend. **Make sure to obtain the candidate’s consent prior to recording.** Remind individuals that the interview is being recorded at the start of the meeting. If such a meeting is recorded, you should only share the recording link through OneDrive *individually* to those who request it to maintain confidentiality. When you share the link, be sure to include language about the importance of maintaining confidentiality; Talent Acquisition can provide you with sample language.

Virtual Interviewing Best Practices Guide

Best Practice

In Detail

Develop an evaluation rubric prior to the interview process to provide a standardized method of giving feedback.

You should establish an evaluation rubric prior to all scheduled interviews to evaluate the candidates. This rubric must be based on the criteria and qualifications outlined in the job description. Remind the individuals interviewing the candidate(s) that notes should be related to knowledge, skills and abilities, and that questions must be the same as what you would have asked in an in-person interview. When you send out meeting invites, you should include the evaluation rubric/method of giving feedback. Please provide Talent Acquisition with electronic evaluations and detailed notes at the close of the search for record-keeping purposes.

Remain flexible and considerate.

Virtual-only interviews are new to all of us. Be mindful that not every candidate will be able to access virtual interview technology and may need to reschedule or determine an alternate method for interviewing. Remember that all of us are adjusting to this new process, and technological hiccups may happen. Be mindful and accommodating of potential audio and/or video delays. If you need assistance with Zoom, reach out to our knowledgeable colleagues in IT. Do your best to plan an organized agenda, and test your technology in advance. But remember that you can only do your best! Remain positive, and reach out to Talent Acquisition with any questions or concerns.

Scheduling Quick Tips: Zoom & Outlook

- ◇ Follow IT's password recommendations for security.
- ◇ Enable "join before host."
- ◇ Add an "alternate host" to individual meetings that you, as the host, will not be attending.
- ◇ For presentations, enable "mute participants upon entry" and then only unmute the candidate and yourself as the host.
- ◇ **Include the following on Meeting Invite to QU members:**
 - ◇ "If you would like to share your thoughts about Candidate INITIALS on their strengths or concerns, please send your comments or evaluation rubric to: XXXXX."
 - ◇ Copy of CV
 - ◇ *If presentation:* "The candidate is only one sharing their screen. Upon entering the meeting, please keep your own screens and audio muted."
- ◇ **Include the following on Meeting Invite to Candidate:**
 - ◇ Attach a full agenda in a document, including the Zoom meeting link, call-in #s, and password for each scheduled meeting time.

ZOOM: GETTING STARTED WITH ZOOM MEETINGS

Introduction

Zoom is Quinnipiac University's virtual presence and meeting solution. It is now easier than ever to connect with other people in and outside of the university via audio, video, or text chat. Find out more about hosting and joining meetings on the Zoom MyQ page. This tutorial will provide a brief overview of getting started with the Zoom Meetings Desktop application. If you have not yet downloaded the Zoom Desktop application, go to quinnipiac.zoom.us in your web browser, click **Download Client** at the bottom of the page, and download **Zoom Client for Meetings** on the subsequent page.

1. Launch the Zoom Meetings Desktop Application.



2. Log in to Zoom Meetings.
Select the **Sign In with SSO** option.

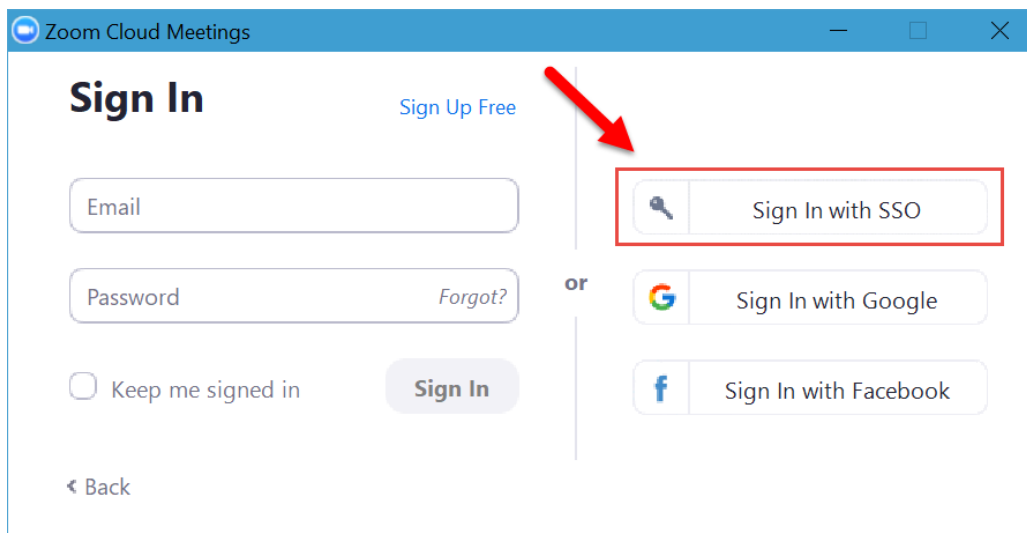


FIGURE 1: ZOOM MEETINGS DESKTOP APPLICATION LOGIN

3. Enter company domain.
Type *Quinnipiac* into the domain text box. Click **Continue**. If you are redirected to a web page, click **Open Zoom Meetings** to login to the desktop application. You may be directed to

the Quinnipiac Single Sign-On (SSO) page where you will need to login with your standard Quinnipiac username and password.

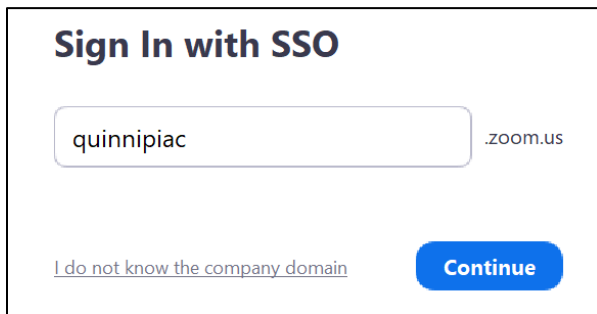


FIGURE 2: COMPANY DOMAIN TEXT BOX

4. View the **Home Screen**.

The home screen gives you quick access to adjust your availability status, modify your settings, join meetings, and schedule and manage meetings of your own.

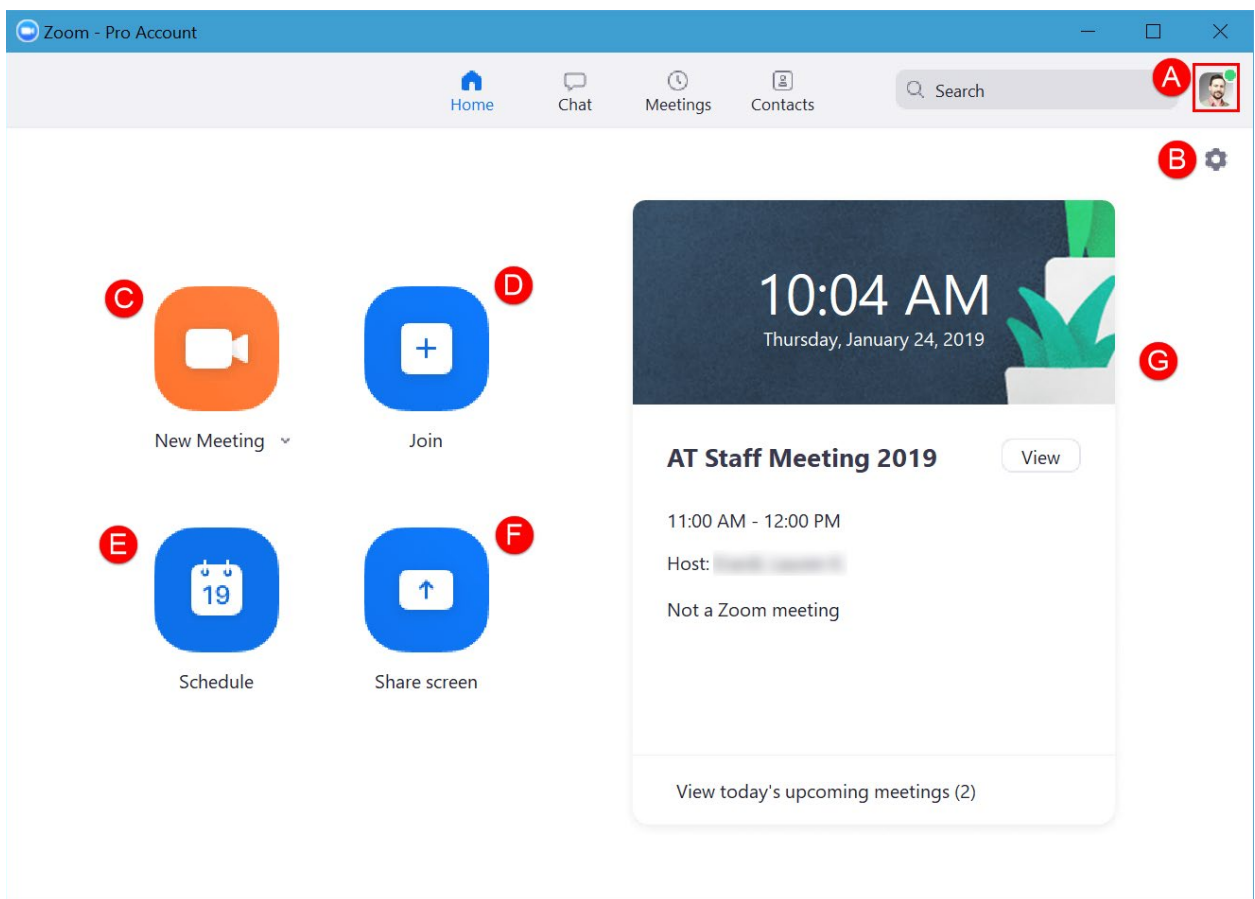


FIGURE 3: ZOOM MEETINGS DESKTOP APPLICATION HOME SCREEN

Item	Description
A	<i>Drop-down menu</i> – set your availability, check for Zoom updates, get help using Zoom, and log out of Zoom.
B	<i>Settings</i> – View the settings for your Zoom meetings, including: General, Audio, Video, Chat, Recording, Advanced Features, and Accessibility.
C	<i>New Meeting</i> – start a meeting with video enabled or disabled (note: video requires a webcam).
D	<i>Join</i> – click to join a meeting that has already started.
E	<i>Schedule</i> – set up a future meeting.
F	<i>Share screen</i> – share your screen with an existing meeting.
G	<i>Meeting Preview</i> – preview upcoming meetings.

5. View and manage **Upcoming** and **Recorded** meetings.

To view upcoming Zoom meetings, first make sure to turn on **Calendar Integration** and **Add a Calendar Service** through your Zoom settings in the web portal. For step-by-step instructions on this process, visit the [Zoom MyQ page](#) and click **Calendar Integration**.

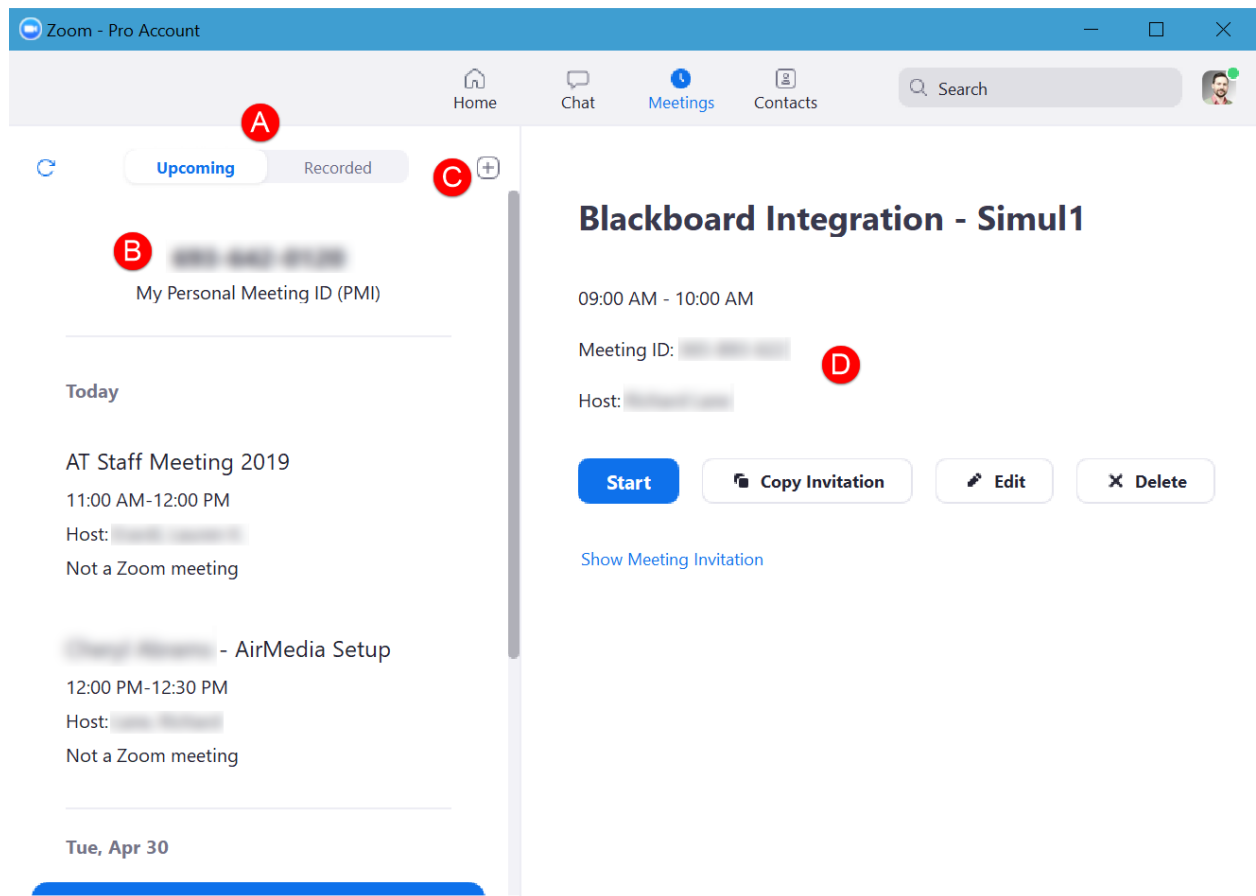


FIGURE 4: ZOOM MEETINGS DESKTOP APPLICATION MEETINGS SCREEN

Item	Description
A	<i>Upcoming and Recorded</i> – view and manage upcoming meetings and recorded meetings.
B	<i>Personal Meeting ID (PMI)</i> – this number is unique to you and is applied to Zoom meeting invitations you send through Outlook.
C	<i>Schedule a New Meeting</i> – use this button to create a newly scheduled meeting as a host.
D	<i>Manage the Meeting</i> – Start, Edit, Delete, or Copy an upcoming meeting, whether it is recurring or not.

6. Search for, manage, and connect with your **Contacts** in Zoom.

Search for a contact within the university directory. Right-click a contact and select **Add to Favorites** if you would like to add that person to your favorites. Create private or public groups for members to join, or search for a public group to join.

Connect with a contact by moving your mouse over the person and selecting either **Chat** or **Meet**.

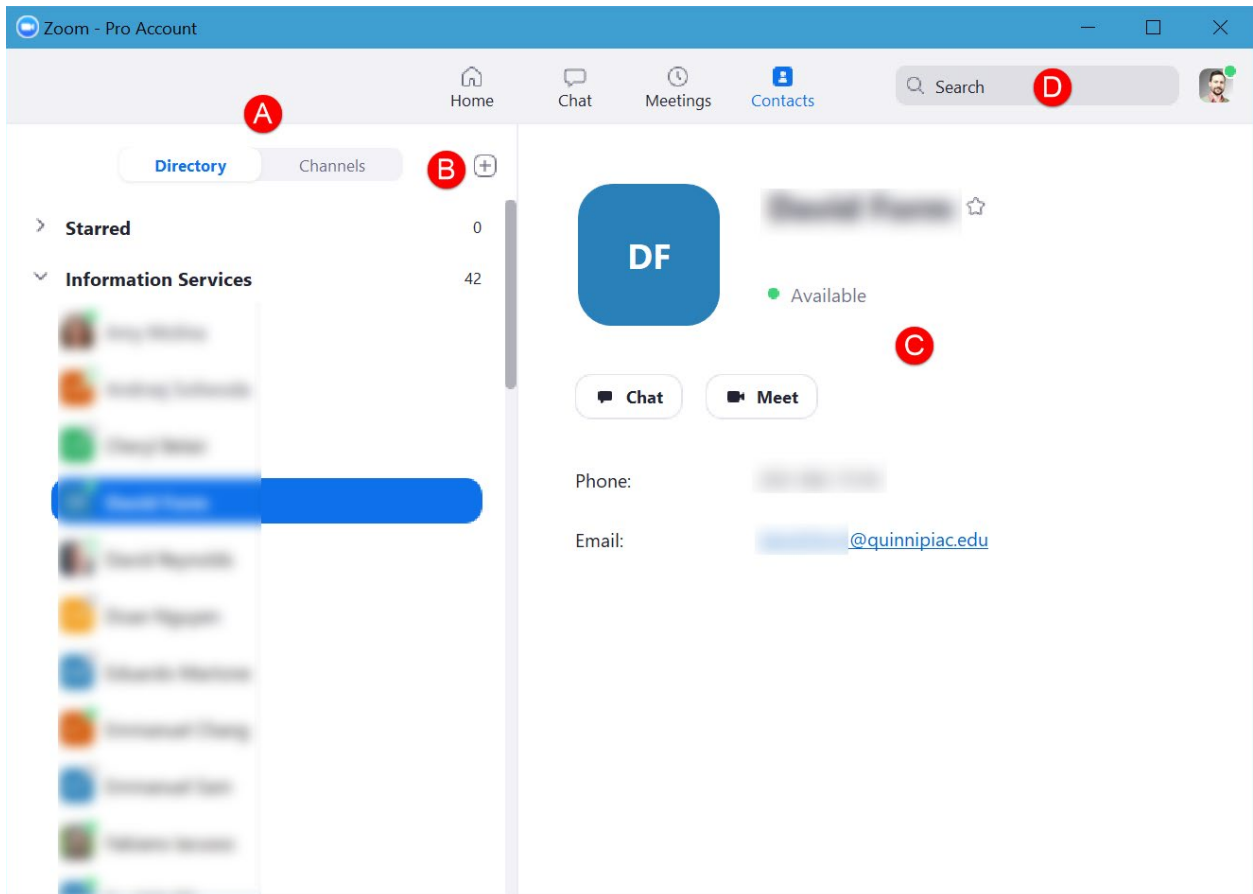


FIGURE 5: ZOOM MEETINGS DESKTOP APPLICATION CONTACTS SCREEN

Item	Description
A	<i>Directory or Channels</i> – view pre-existing directory groups or look at channels (a.k.a groups) you’ve created to find other Quinnipiac members.
B	<i>Add menu</i> – create a new channel or join an existing one; add a contact via email address if you don’t see the person in the directory or via searching.
C	<i>User information</i> – after selecting a contact on the left, the right-hand pane will show that person’s contact information and availability, as well as allow you to chat, meet, and add the person to the Starred category.
D	<i>Search</i> - search all contacts, chat messages, and shared files.

7. Chat with others.

Zoom serves as a virtual presence so that others can know when you are available to meet or chat with them. Instantly chatting via text is a great way to quickly communicate with a colleague. Start a new chat as well as view and continue previous chats.

Each chat window contains numerous features to help you easily communicate with one or more people in different ways.

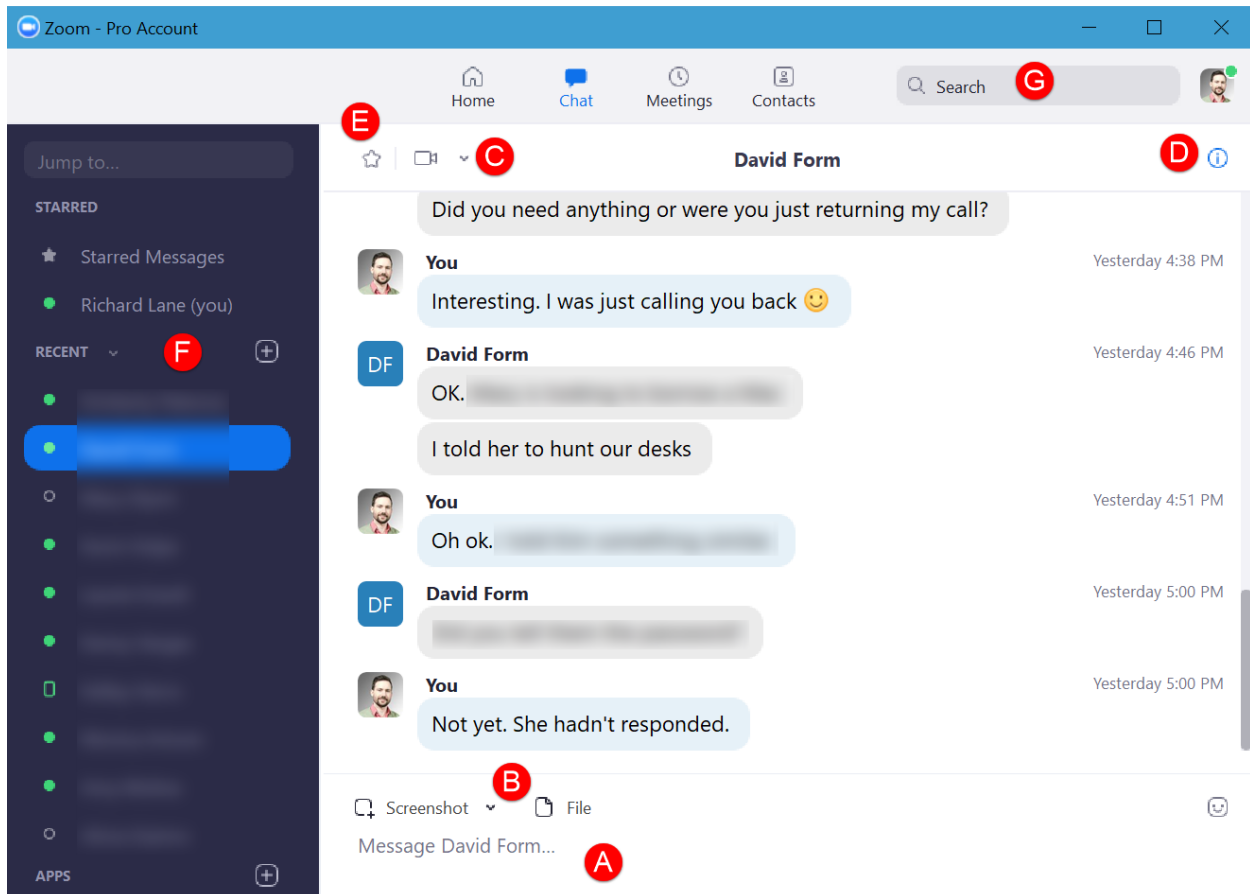


FIGURE 6: ZOOM MEETINGS DESKTOP APPLICATION CHAT SCREEN

Item	Description
A	<i>Chat box</i> – type your text and hit Enter or Return on your keyboard to send.
B	<i>Attachments</i> – insert a screenshot, image, or file from your computer; additionally add an emoji if you like.
C	<i>Meet with Video</i> – start a meeting with video; deselect the video option in the drop-down menu if you wish.
D	<i>Information menu</i> – invite others to chat with, view the contact’s profile information, view attached files from your chat, view starred messages from your chat, block the contact, and clear your chat history with the contact(s).
E	<i>Star the Contact</i> – Mark the current contact as a favorite to help access the chat more easily at a later time.
F	<i>Chat pane</i> – search for and access recent chats with contacts and/or channels, create new chats and channels, and connect with contacts using a submenu for each.
G	<i>Search</i> – search all contacts, chat messages, and shared files.

For further assistance please submit a [Technology Help Request](#).

For more information, please see the [Zoom MyQ page](#).

This document was last updated by Richard Lane on 1/30/2019.




ZOOM: BEST PRACTICES

When using Zoom for teaching and learning, we recommend a practice meeting to ensure all students can see the presentation and interact with the meeting. This will mitigate the chance of a student not being able to use the software properly at those times when meeting face-to-face is not feasible.

Before a Meeting

Picking the Right Microphone

The microphone can make a significant difference depending upon the situation. Here is a comparison to help you decide:

Microphone Type	Image	Best for...
Built-in Microphone		Individual chat or office hours.
Headset Microphone		Individual chat or office hours. Group presentations when you plan to capture the audio.
Desktop Microphone		Group meetings. Captures voice and computer audio and some ambient noise. Good for remotely interacting with a class during inclement weather.

Prepare with an Outline

Before a meeting or class, put together an outline of the material you need to cover to help organize which documents, programs, websites, etc. to open before you start. This way, you do not have to spend class time sorting out these details. Keep the outline next to you while presenting to help stay on point.

Enable Computer and Telephone Audio

If a participant cannot join the meeting's audio through a laptop or other device, enable the call-in option. Enabling this as your default audio option within your Meeting Settings in the online portal is the best way to ensure all participants have a way to hear what is being said in the Zoom meeting.

Additionally, if you are holding a Zoom meeting where a group of participants will be together in the same room, a conference phone works well if built-in room microphones are not available. Simply dial into the meeting so that all participants in the room can be heard and can hear remote participants. Enabling Computer and Telephone Audio accommodates this method.

Consider Your Environment

If you are connecting to a Zoom meeting individually, choose a quiet space and use a headset if possible. Headsets with microphones are best, but a pair of basic headphones will also work while using your computer's built-in microphone.

Sometimes you need to accommodate a group in person to connect to a Zoom meeting. This might happen when asking a guest speaker to remotely join your meeting. In this case, picking the right room for the group is key. Ideally, you want a room with built-in technology to accommodate the video and audio components of your Zoom meeting. A Zoom Room is designed for such instances. If a Zoom Room is not available, a room with existing video conferencing technology may work. If those options are not possible, try to get a webcam and conference phone to make sure everyone in the room can be seen and heard by remote participants. Please review the available technology on our [Room Technology MyQ page](#), and submit a [Technology Help Request](#) for assistance.

Large Meetings

If your Zoom meeting has many participants, set up a meeting to "Mute participants on entry" so that there isn't a lot of background noise. Participants can then unmute themselves to speak and mute themselves again when finished.

The same can be said for video. Setting participant video to "Off" by default helps when everyone first enters the meeting. Too many video thumbnails can be overwhelming, and there are times where participants may not want to be seen on camera.

Meeting Security

There are several security options you can set to ensure your meeting is attended by only those who are supposed to be there. To find out more, visit our [Zoom Security MyQ page](#).

During a Meeting

Managing Participant Audio

Background noise from someone's remote location can be distracting. In large groups, it is typically recommended that everyone is muted upon entry (see "Large Meetings" above). However, if someone is not muted, and you hear background noise coming from somewhere, you can mute individuals or **Mute All**. Conversely, you can **Unmute All** at once to begin a conversation.

If someone is muted, rather than clicking the mute/unmute button in the meeting, that person can hold down the spacebar on their keyboard to temporarily unmute and release the key to return to a muted state.

Nonverbal Feedback

Nonverbal feedback is a feature that can be turned on in your Zoom settings in the online portal. In addition to the "Raise Hand" feature, Nonverbal Feedback allows meeting participants to choose from an array of graphical cues to communicate with you and others in the meeting in lieu of unmuting and speaking.

For example, a student could raise their virtual hand to let you know they have a question. You as the host can ask a quick yes/no question, and students can respond with the Nonverbal Feedback buttons. This type of feedback can act as a quick polling technique or to allow students the opportunity to let you know how they're doing during a meeting or class. It is important to take breaks and gauge the attention and responsiveness of those in your meeting.

Keyboard Shortcuts

For those who like having a keyboard shortcut to quickly access application functionality, Zoom has quite a few options for both the Zoom Client for Meetings application and in-meeting controls. Visit the Zoom Client for Meetings **Settings** and review the **Keyboard Shortcuts** area there. For example, enable the global shortcut for **Start/Stop Screen Sharing** to make that process quick and easy.

Managing Larger Classes

The chat feature within Zoom would be beneficial for students to ask questions as the meeting goes along for their peer or instructor to answer when available. Turn on **Save the Chat** feature in your settings to be able to refer to the chat after the session. The chat could also be used for the host or participants to share links. As a host, consider limiting who can chat with whom during the session.

In-Meeting Security

Use the **Security** button in the meeting control bar to enable/disable certain security features on the fly. To learn more about these settings and how they affect a meeting, visit our [Zoom Security MyQ page](#).

ZOOM: TROUBLESHOOTING GUIDE

When using Zoom for teaching and learning, we recommend a practice meeting to ensure all students can see the presentation and interact with the meeting. This will mitigate the chance of a student not being able to use the software properly at those times when meeting face-to-face is not feasible.

Contents

Audio Issues	1
Video Issues	4
Screen Sharing Issues.....	6
Check Your Settings	7

Audio Issues

No Audio

- Check your computer volume is turned up.
- Join Audio – Check the bottom-left corner. If you see a **Join Audio** option, click this then confirm using the **Join with Computer Audio** button.

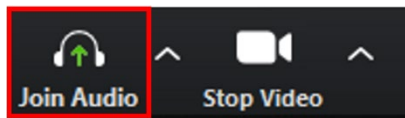


FIGURE 1: JOIN AUDIO BUTTON



FIGURE 2: AUDIO CONFERENCE OPTIONS

- Check your speaker output – click the up arrow next to the microphone icon in the bottom-left corner and select the correct speakers. You may have multiple options depending on your setup.

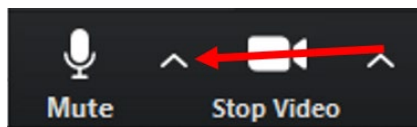


FIGURE 3: AUDIO SETTINGS MENU ARROW

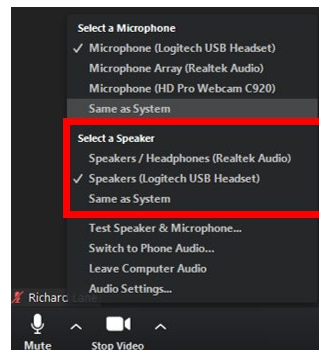


FIGURE 4: AUDIO SETTINGS MENU

Audio Test

- If audio is connected but you still cannot hear other participants, test your audio. Click the up arrow next to the microphone icon in the bottom-left corner and select **Test Speaker & Microphone...**

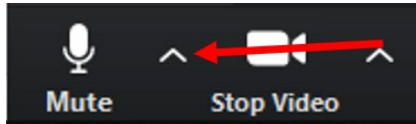


FIGURE 5: AUDIO SETTINGS MENU ARROW

- A ringtone will play, which you will then need to confirm you can hear. Following this you will be asked to speak briefly & then pause. Your response will be played back to you and you will again need to confirm whether you hear this.
- This function will test all output and input options available to you (e.g. laptop microphone & speakers, USB headset, webcam microphone & speakers) until you affirm that one of them is working.
- If you still have no audio you may have an issue with your computer speakers and/or microphone and will need to get these checked. A simple resolution is to purchase a USB headset with microphone to bypass your laptop's devices.

Participants Cannot Hear You

- See Join Audio bullet under **No Audio** above.
- Check you are not muted – look for the microphone icon at the bottom-left of the screen. If there is a red line through it and you see **Unmute** below it, click to unmute yourself.
- You can also temporarily unmute yourself by holding down the space bar on your keyboard.
- Check your microphone input – click the up arrow next to the microphone icon in the bottom-left corner and select the correct microphone. You may have multiple options depending on your setup.

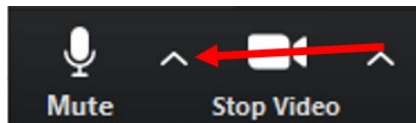


FIGURE 6: AUDIO SETTINGS MENU ARROW

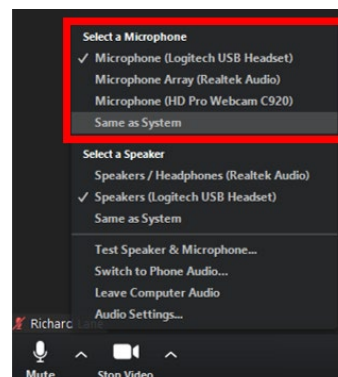


FIGURE 7: AUDIO SETTINGS MENU

Background Audio from Participants

- Mute all – click the **Manage Participants** button in the meeting toolbar. Click **Mute All**, then confirm this with **Yes** when prompted.

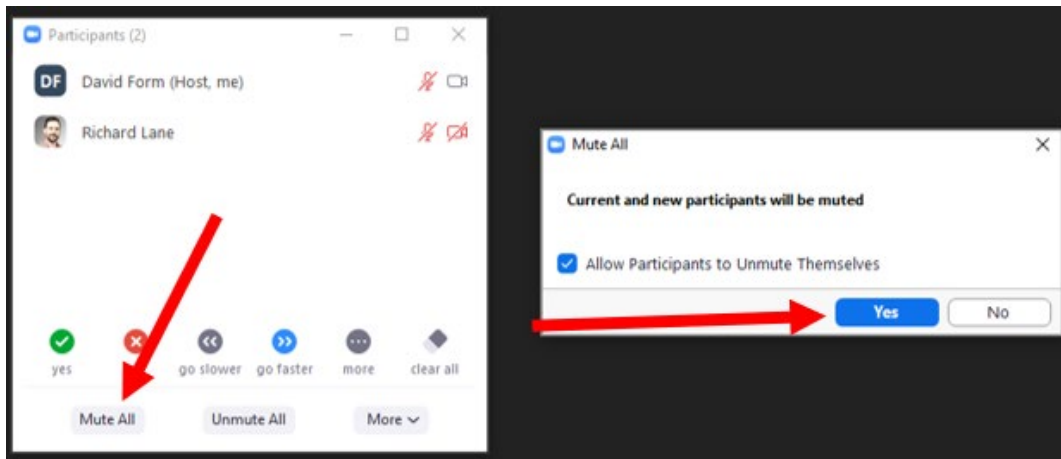


FIGURE 8: MANAGE PARTICIPANTS WINDOW AND MUTE ALL CONFIRMATION POP-UP

Video Issues

No Video

- Make sure your camera is turned on. If you see **Start Video** with a slash through it, then your camera is off.



FIGURE 9: START VIDEO

- Click on Start Video to turn on video

Minimizing Inset Videos

- When sharing, if the inset videos need to be moved, you can minimize them by hovering over the top of the video and selecting the minimize button

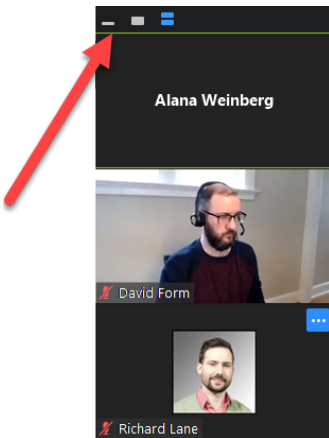


FIGURE 10: MINIMIZING VIDEO

- You also can click on the inset video and drag it to another part of your screen if it is blocking any content.

Change View from Speaker to Gallery

- You can switch from Speaker view (where the person who is talking will come into view) or Gallery view (where you can see all the thumbnails of the participant videos)
- Hover over the top right corner of your screen to see “Speaker View” or “Gallery View” come into view.

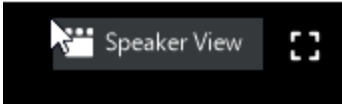


FIGURE 11: FIGURE SHOWING SPEAKER VIEW

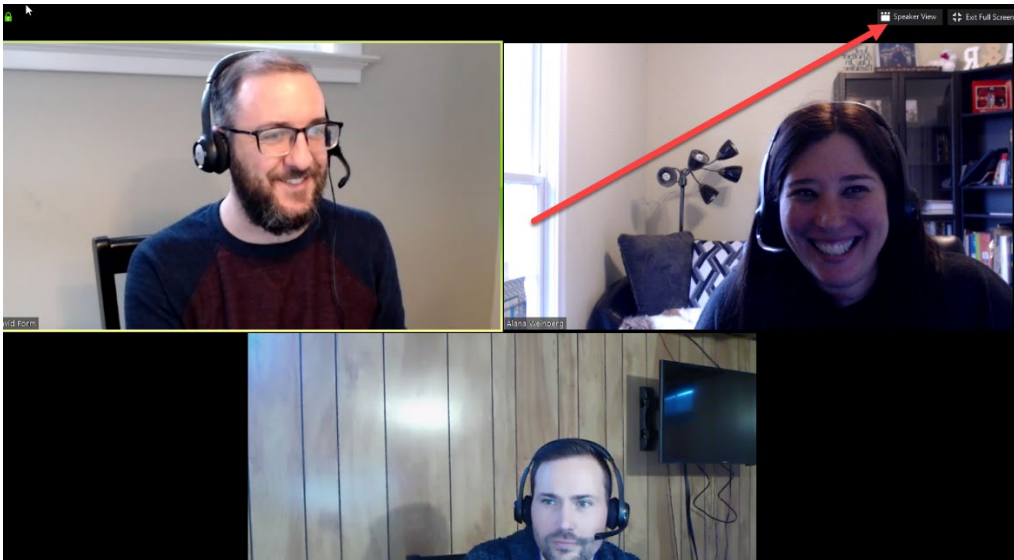


FIGURE 12: CHANGE VIEW FROM SPEAKER VIEW TO GALLERY VIEW

Using Dual Monitors

- If using dual monitors, you can have your zoom meeting screen displaying on one monitor and have the content you are sharing up on another monitor. Please go to your settings and enable dual monitors.

Screen Sharing Issues

Need to Share Audio or Video Clips While in a Zoom Meeting?

- If you intend to share audio or video content when sharing your screen, select the options to **Share computer sound** (video and audio) and **Optimize Screen Sharing for Video Clip** (videos).

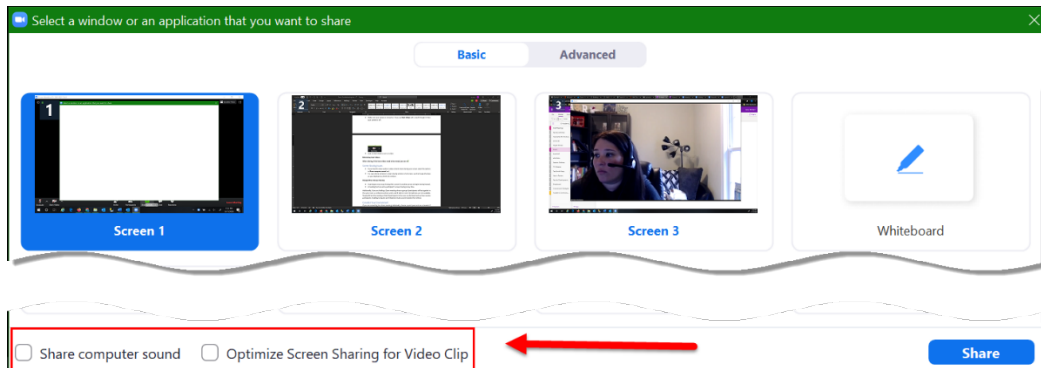


FIGURE 13: SHARE MEDIA CONTENT OPTIONS

You Can Only See the Screen of Someone Who is Sharing

- In a case where someone's screen sharing window is full screen, use the Escape (Esc) key on your keyboard to shrink this window.

Change Who Is Screen Sharing

- A participant must stop sharing their screen for another person to begin sharing instead.

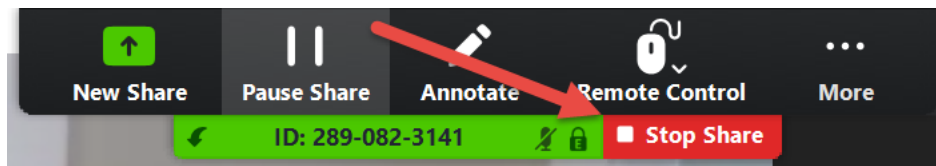


FIGURE 14: STOP SHARE BUTTON

- A meeting host can end a participant's screen sharing at any time (meeting host only).

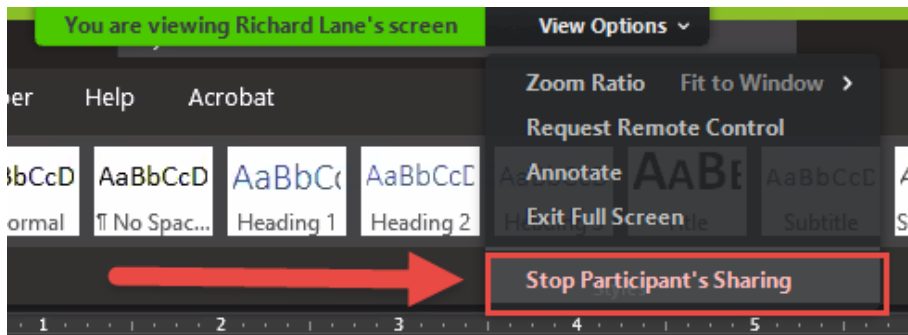


FIGURE 15: STOP PARTICIPANT'S SHARING (HOST ONLY)

Check Your Settings

Zoom is rich with features and has a long list of settings that you can use to customize how your meetings operate. If a certain function is not working for you, or perhaps not showing as available, login to the [Quinnipiac Zoom portal](https://quinnipiac.zoom.us) (<https://quinnipiac.zoom.us>) and click **Settings** in the left-hand menu to see if there is an option to change or enable a certain feature.

Some common examples that MAY need to be enabled:

- Polling
- Breakout Rooms
- Non-Verbal Feedback
- Annotation
- Whiteboard
- Show Zoom Windows during screen share – useful to troubleshoot student issues

There are also some settings you can edit from the Zoom Desktop Client Application. Click the settings gear at the top-right of the **Home** tab in the application to access these.

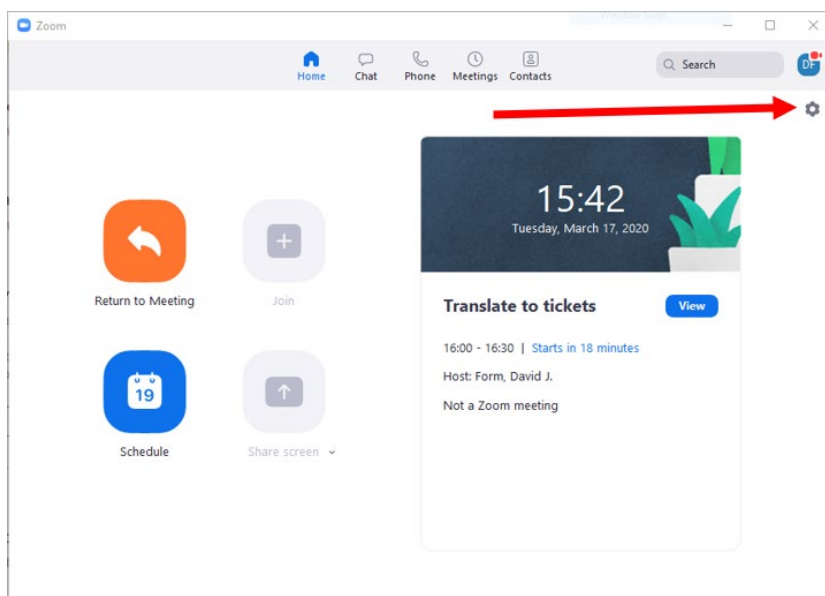


FIGURE 16: ZOOM CLIENT SETTINGS

Some options to consider:

- Start Zoom when I start Windows/Mac
- Use dual monitors (if you have this setup)
- Ask me to confirm when I leave a meeting (to avoid accidentally dropping out with an erroneous click)

ZOOM: ADDITIONAL SUPPORT & TRAINING RESOURCES

General Support

Help Center

<https://support.zoom.us/hc/en-us>

Zoom's Help Center is a great self-service resource designed to help address many of the "how to" and troubleshooting questions users encounter. Users can simply search key words to help guide them to the most appropriate articles and resources.

Zoom Client for Meetings Download

<http://zoom.us/download>

This page contains all download links for Zoom Client, plugins, extensions, etc.

Quick 1 min. Video Tutorials Library

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Find short videos covering popular "How to" topics like:

- [Join a Meeting](#)
- [Scheduling a Meeting with Zoom Website](#)
- [Meeting Controls](#)
- [Scheduling a meeting with Outlook](#)

Commonly asked "how to" questions and resources can be found [HERE](#)

Direct Technical Support

Submit a [Technology Help Request](#)

Call the Help Desk at 203-582-HELP (4357)

APPENDIX C

Quinnipiac

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Guidelines for Recording Interviewees

Search Committees may decide to record the applicant's interviews or a lecture or presentation portion of the interview using video, audio or lecture capture. This provides hiring managers and/or search committee members who are not able to be present for the candidate interview the opportunity to participate in the selection process by seeing and hearing what those who were present have seen or heard.

Please bear in mind that any materials (video, audio, or print) pertaining to interviewing and assessing prospective candidates for employment must be handled in a manner consistent with preserving candidate confidentiality. Only those who are directly involved with the hiring process should have access to candidate materials, including recorded materials.

Connecticut is a mutual consent state, which means that by law, all parties to a conversation must verbally acknowledge that it is being recorded.

When recording any portion of the interview process, please use the following guidelines:

Inform the candidate in advance that their interview or the lecture portion of their interview will be recorded. Where possible, candidates should be informed of the decision to record their interview(s) in the email confirming their invitation to campus. Send a **consent form** for the video or audio taping for the candidate's review and signature. If this is not possible, notify the candidate in advance and let them know they will need to sign a consent form when they arrive. The form should be returned to the hiring manager or search committee chair prior to the recording portion of their interview and retained in the search file. Consent forms may be obtained from the **Human Resources website on MyQ**.

Best practices for recording any type of candidate interview or presentation:

1. When planning to schedule the recorded interview, give the candidate ample notice to prepare for the interview.
2. Maintain a level of professionalism at all times. Hold all questions until the end of the presentation/interview, limit interruptions.
3. Choose the right location - be sure to conduct recordings in a quiet, non-distracting, private, well lit environment.
4. It is recommended that all cell phones are turned off or set to vibrate/silent.
5. Prior to the interview, be familiar with the necessary technology, i.e. internet connections, camera. Make sure all the participants have all the required information (the access phone number, the conference code, etc.)
6. Provide a wrap up of the next steps and timeline for decisions.
7. Invite your interviewee to have the last word, allow them to add any final thoughts and/or comments to be recorded.

Quinnipiac University's preferred tool for online meetings is Zoom. Zoom is a new communication platform at Quinnipiac University and is a web conferencing tool, similar to WebEx or Go to Meeting.

When you create a Zoom meeting, it includes a phone number/dial-in information. If the meeting does not require webcam video, screen sharing, etc., it can simply be used as a conference call mechanism. Regardless of how participants connect (phone and/or computer), Zoom meetings can be recorded for later playback.

Video Recordings:

1. Introduce the interviewers by name to the candidate.
2. During the candidate's videotaping of their interview, the candidate and all selection committee members in attendance should be reminded that the audio equipment is operating. Be aware that ALL comments are also being recorded, so exercise discretion in off-hand remarks as well as in direct questions or comments.
3. If videotaping is going to be used as part of the interview process, then it should ideally be used for all candidates being interviewed for consistency.
4. It is recommended that video recordings be created using Zoom. You can find our support material on MyQ at <http://myq.quinnipiac.edu/zoom> or contact Academic Technology for additional guidance.

Zoom Recordings:

Upon beginning of the recording, it is recommended that the interviewer should state his/her name, date of recording, the candidate's name and ask the candidate to provide their verbal assent. Interview recordings can be made by using the Zoom communication platform.

1. If using Zoom, recordings can be scheduled when setting the meeting up, or started during the meeting.
2. For steps on how to use Zoom access the link at: <http://myq.quinnipiac.edu/zoom> or contact Academic Technology for additional assistance.
3. Meetings can be recorded and stored in the Zoom cloud, available as part of the University license. These recordings can then be downloaded, if required.

Audio Recordings:

1. If a written consent is not an option, it is recommended that the interviewer obtain the candidate's verbal assent before the interview begins.
2. Audio-only recordings can be retrieved from Zoom video recordings.
3. Simply go to <http://myq.quinnipiac.edu/zoom> to learn more on how to create a zoom meeting.

Quinnipiac

UNIVERSITY

Interview Consent for Video/Audio Recording Release Form

I, (please print name) _____, give Quinnipiac University, permission to video/audio record my interview/presentation for internal use and to be accessed solely by members of the Quinnipiac University search committee. I understand that the video/audio will only be available to the search committee and/or hiring manager and will be stored in a secure location and will not be used for any other purpose than evaluating my candidacy without my explicit written permission. I also acknowledge that my permission to video/audio record my interview/presentation is completely voluntary. I understand at any point during the recording, I can request the recording device be turned off. I release the University, videographer, their offices, employees, agents, and designees from liability for any violation of any personal or proprietary right I may have in connection with such use.

Name: _____

Signature: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____

APPENDIX D



What NOT to Ask in an Interview: Identifying and Avoiding Prohibited Questions

The guiding rule behind any question asked of a job candidate is: Can the employer demonstrate the question is related to the job? Some questions should not be asked in an interview due to the potential for discrimination issues, contract issues, or privacy issues.

Bottom line...if it's not a job-related question, don't ask it!

	ALLOWABLE QUESTIONS	PROHIBITED QUESTIONS
NAME	<p>Have you worked for this University under a different name?</p> <p>Is any additional information about change of name, use of an assumed name or nickname necessary to enable us to check your work and educational record? If yes, please explain.</p>	<p>Inquiries about the name, which would indicate the applicant's lineage, ancestry, national origin, or descent.</p> <p>Inquiries into previous name or applicant when it has been changed by court order, marriage, or otherwise.</p>
MARITAL AND FAMILY STATUS	<p>Whether applicant can meet specified work schedules or has activities, commitments, or responsibilities that may hinder fulfillment of work responsibilities.</p> <p>Inquiries that are directed to all applicants about length of appointment or absences.</p>	<p>Any inquiries indicating applicant's marital status, number and age of children, or pregnancy.</p> <p>Any such question which limits job opportunity.</p>

DISABILITIES	Are you able to perform the essential functions of the position with or without reasonable accommodation?	General inquiries that do not relate reasonably to fitness to perform the job (e.g., “Do you have any handicaps?”)
ANCESTRY OR NATIONAL ORIGIN	Languages applicant reads, speaks, or writes.	Inquiries into applicant’s lineage, ancestry, nationality, origin, descent, birthplace or native language. National origin of applicant’s parents or spouse.
AGE	Inquiry about the applicant’s meeting the minimum legal age; providing proof of age upon hiring. Verification of age may be required after hiring.	Requirement that applicant produce proof of age in the form of a birth certificate or baptismal records.
EDUCATION	Applicant’s academic, vocational, or professional education/ school(s) attended. Inquiry into language skills.	Asking about nationality, racial, or religious composition of a school the applicant has attended.
ARREST, CONVICTION, AND COURT RECORD	Inquiry into actual convictions that relate reasonably to fitness to perform a particular job. A conviction is a court ruling where the party has been found guilty.	Any inquiry relating to arrest, which is the apprehension or detention of a person for an alleged crime. Asking or checking into a person’s arrest, court or conviction record if it does not relate to the functions and responsibilities of the prospective employment.
SEX/GENDER	Inquiry about a bona fide occupational qualification.	Any inquiry that would require disclosure of sex.

		A job involving physical labor (such as heavy lifting) does not automatically disqualify women from consideration. Traditional labels of “men’s work”, “women’s work” cannot be a basis for restricting employment to one sex.
SEXUAL ORIENTATION	None	Any inquiry that would require disclosure of sexual orientation.
RACE OR COLOR	None	Applicant’s race or color of skin, eyes, and hair. Other questions that might indicate race or color.
ADDRESS OR DURATION OF RESIDENCE	Where have you lived? How long have you lived there?	Inquiry about any address that would indicate national origin, names and relationship of persons with whom applicant resides, or about whether applicant owns or rents home.
BIRTHPLACE	Can you, if employed, submit proof of work eligibility where required?	<p>Birthplace of applicant.</p> <p>Birthplace of applicant’s parents, spouse, or other relatives.</p> <p>Requirement that applicant submit a birth certificate or naturalization or baptismal record <i>before</i> employment. Any other inquiry that might indicate religious affiliation or national origin.</p>

<p>MILITARY</p>	<p>Type of education and experience in service as it relates to a particular job.</p>	<p>Type of discharge or registration status.</p>
<p>CITIZENSHIP</p>	<p>Statement that if hired, applicant may be required to submit proof of U.S. employment eligibility.</p>	<p>Of what country are you a citizen?</p> <p>Whether applicant's parents or spouse are naturalized or native-born U.S. citizens. Date when applicant, parents or spouse acquired U.S. citizenship.</p>
<p>WAGE AND SALARY HISTORY</p>	<p>An employer may discuss salary history with an applicant if the applicant voluntarily disclosed the information.</p> <p>Please direct all salary inquiries to Talent Acquisition.</p>	<p>Inquiries about a prospective employee's wage and salary history</p>

APPENDIX E

**Please note: Effective January 1, 2019, the State of Connecticut bans inquiries into applicants' wage and salary history. Employers may not ask (directly or through a third party) about a prospective employee's wage and salary history unless the prospective employee volunteers the information. If an applicant inquires about salary, or if you as the hiring manager want to know an applicant's salary expectations, please contact Regina Leonard, Director of Talent Acquisition.*

Pre- Screening Telephone Questions:

Introduce yourself to applicant thanking them for their time to discuss position _____ and ask them if this is still a good time to speak about the position. Explain to them the purpose of your call – *a few minutes for a simple screening check for basic match with the job or a more in depth call to discuss their past accomplishments along with more behavioral based interview questions.*

Can you please take me through your background and experience?

Why are you interested in this position?

Can you tell us how your experience will help you add value to this position?

Why are you considering leaving your current position? How soon are you looking to make a transition into a new position?

Describe a situation when you used trend data/best practices to create or shape an existing, program.

Tell me about a great accomplishment in your position

Do you have any additional questions about this position or is would you like to add anything further in support of your application for this position?

Explain next steps for the interview process:

I appreciate your interest and time. I am just beginning to conduct telephone interviews. This may take a few weeks to complete. The next step if it is determined to move forward with your candidacy would be to have you in for a face to face interview. We will contact you by phone or email regarding any next steps in the upcoming weeks.

Sample Interview Questions for Faculty Positions

1. Why are you interested in this position with Quinnipiac?
2. *Teaching Experience*
 - What courses have you recently taught?
 - Which courses are you most interested and qualified to teach?
 - Have you developed or taught any on-line courses? Are you interested in teaching on-line courses?
 - Are there any courses you prefer not to teach?
3. *Teaching Approach*
 - How do you engage and motivate students in the learning process?
 - a. If necessary, follow up with:
 - In any classroom, there's variety in learning styles, skills sets, and motivation. This can be a challenge for an instructor. How do you deal with this?
4. *Advising*
 - To what extent have you participated in student advising and would you like to do so here?
5. *Service*
 - To what extent have you participated in committee service and would you like to do so here?
 - What experience/interest do you have in engaging with students in extra-curricular activities?
6. *Research*
 - Can you describe your potential/actual experience with regard to applied or pedagogical research?
7. Why are you considering to leave your current position?
8. Please describe how you would work to create a campus environment that is welcoming, inclusive and increasingly diverse.
9. What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings?
10. Would you like to add anything further in support of your application for this position?
11. Do you have any additional questions about this position or Quinnipiac University?

APPENDIX F



What is Unconscious Bias?

We all have biases, some explicit, many implicit. These biases influence how we view others and how we make decisions, including decisions about hiring. Be aware of how unconscious bias can affect candidate evaluations. Search committee members often give preference to applicants they know, whose advisors or mentors they know, or who hold a degree from their own alma mater or one of a small number of elite institutions.

Different Types of Interview Bias:

Halo Effect

Forming an overall favorable impression of a candidate based upon his/her responses to only one or two questions.

Leniency Effect or Stringency Effect

The tendency to give all candidates a high or low rating.

Central Tendency Effect

The tendency to rate all candidates in the middle of the rating scale.

Warm Body Syndrome

The tendency to hire someone, anyone, as soon as possible.

Oversell

The tendency to enhance the realities of the job to snag a well-qualified candidate.

Friendship Factor

The tendency to rely heavily upon personal references of your friends.

Memory Fade

Recollection of the first candidate and the rest seem like a blur.

Unfairness to the First Up

Research by Robert Half International has shown that the first person interviewed is least likely to get the job. Use the same objective criteria for all candidates.

Talking Too Much (80/20 rule)

The tendency of the interviewer(s) to talk more than the candidate. The goal is to solicit information about the candidate. As a rule, the interviewer(s) should talk no more than 20% of the time; the candidate should talk at least 80% of the time.

Rescuing

Often, there will be periods of silence from a candidate. Interviewer(s) are tempted to "rescue" the candidate by filling the silence with conversation or trying to answer the question for the candidate. In reality, the candidate may be using the silence to gather his thoughts and frame his answer. Be patient and resist the urge to talk.

Personal Bias

The tendency to allow non-job-related prejudices and attitudes about cultural stereotypes, lifestyles, personalities, appearances, or other irrelevant perceptions to affect the rating of candidate responses.

Attractive Person Bias

The tendency to select attractive people regardless of qualifications.

Personal Similarity Bias

The tendency to rate individuals with interests, background, or experiences that are similar to the interviewer's more favorably than other applicants.

Good Interview Bias The tendency to hire someone who can express themselves well or interview well

APPENDIX G



Guide to Reference Checking

References are an important element in candidate selection. Effective reference checking provides a prism through which to anticipate future performance. Previous supervisors' assessments of candidates' strengths and areas for development, along with perceptions of how candidates will fare in particular working environments, are valuable in candidate selection.

Quinnipiac University requires verification of:

- Employment history
- Required credentials

Calling references is the recommended method; letters of reference should only be used to supplement the process. Telephone reference checks make it possible for you to listen to the tone of the reference, encourage the reference to talk, and ask follow-up probing questions.

This guide provides an overview of:

- Legal aspects of conducting reference checks
- Best practices
- Use of social media in candidate research
- Process steps to follow
- Template: Reference Check Form

Legal Aspects – Frequently Asked Questions

Q. Do I need written consent to check references?

A. Yes. However, consent is given by a candidate as part of the application process. A separate written consent is only needed if the candidate did not apply through the typical application process.

Q. What does the term “defamation of character” mean?

A. Defamation of character is communication to another of information, which is false and injurious to the reputation of an employee or former employee. Employers may and should provide truthful reference information without fear of liability if the information is fact-based rather than subjective opinion, and if the intent is neither malicious nor discriminatory.

Q. What does negligent hiring mean?

A. “Negligent hiring” is a failure by a prospective employer to adequately conduct a background check. Employers can be held liable for not thoroughly checking reference information. It is important to obtain adequate information to ensure that the new employee does not repeat negative past behavior and create problems on the job.

Q. Who should I share reference information with?

A. All reference information should be maintained in a confidential manner with access given to those on a need to know basis. This is particularly important when a background check is conducted and information is received about a candidate’s criminal activity and credit history.

Q. What kinds of questions are illegal?

A. The discrimination laws that apply to interviewing should be applied to reference checking. Do not probe into marital status, age, gender, disability, race, religion, creed, sexual orientation, veteran status or national origin.

If the reference provides unsolicited inappropriate information, do not write this information down in your notes, do not disclose the information to anyone else, and do not consider this information in your final candidate selection.

Best Practices – Frequently Asked Questions

Q. Should I check references for all final candidates?

A. The process should be handled consistently and thoroughly for all candidates who are under serious consideration. Obtain several references for maximum objectivity. Use the same list of questions for each reference source and make an attempt to contact the same number of references for each candidate.

Q. Should I document the Reference Checks?

A. Yes, documentation should be maintained on all reference checks. Summarize comments (not for attribution) and include the list of individuals spoken to.

Q. Can I ask others to help in checking references?

A. For consistency, it is best if the same person(s) does the reference checks. If it's not possible, make sure that everyone uses the same list of questions.

Q. Who can and should I contact?

A. The most common reference sources are current or former supervisors, colleagues, or customers. Personal references are less preferred because they do not usually yield objective information. Candidates may wish that their current employer not be contacted unless they are going to be offered a position or are at least a finalist. Try to respect and accommodate this request. If this is a concern of the candidate, let him/her know when you will be contacting their current supervisor so that s/he may give the supervisor a heads up. Anyone you know that may be able to provide information about the candidate may be contacted, however, you are encouraged to inform the candidate of all individuals you intend to reach out to.

Q. How should I contact references?

A. The most effective approach is to contact the reference by telephone. Writing to the reference contact is usually not effective and typically yields very little valuable information. A member of the Search Committee should conduct the reference checks.

Q. How should I pose questions?

A. The most effective approach is to open the conversation by painting a picture of Quinnipiac University and your department's workplace culture, and its unique pressures, so that the former supervisor can do some evaluative thinking regarding the individual's fit with your institution. If you have particular areas of concern that you would like to address, then be sure to incorporate that information. Illustration: "We like Jane, but we were a bit concerned about her career stability. She has moved around a lot, although each move seems fairly logical and a natural career progression. Can you comment on her level of commitment and engagement during the period when she reported to you?"

Q. What if the candidate only provides personal references?

A. The purpose of obtaining references is to understand how someone performed in a work setting. Personal references do not accomplish this. If the candidate gives only personal references, ask him/her to give you references who can discuss work performance.

Q. What if the reference does not return my phone calls?

A. Contact the candidate and ask that they let the reference know the importance of returning your call. This usually is effective.

Q. What if the candidate only had one job?

A. If your candidate has had only one job, ask to talk with another person in the organization familiar with their work, such as a co-worker or another manager for whom they did some work. It could also be someone who has worked with the individual as a result of extracurricular activities, such as volunteer work.

Q. Should reference checks be completed before the offer?

A. Yes, this is ideal, however, a conditional offer of employment may be extended that is contingent upon satisfactory references and background check. It is important that the conditional terms of the offer are made clear to the candidate.

Q. If the candidate is internal, can I contact the current supervisor?

A. Yes, as a courtesy, inform the candidate that s/he is being seriously considered for the position and that you will be contacting their current supervisor.

Q. What if the candidate objects to contacting their supervisor?

A. Feel free to ask why; be sensitive to the candidate's wishes, if appropriate; discuss options of other suitable references from the current job such as colleagues with whom they worked.

Candidate Research – Use of Social Media

Informally checking out promising prospects is tempting and it has become easy to do with internet search sites, such as Google, LinkedIn, Facebook and RateMyProfessor.com. These sites can yield a wealth of facts on an individual in minutes. They can also yield misleading implications, opinions and/or mistaken identities.

Therefore, relying on these unsubstantiated sources to research candidates can cause you to lose good candidates and open the university up to legal liabilities.

Although you may use information gathered online to determine where to probe with a candidate, do not use internet-obtained information to make your final candidate selection.

Steps to Follow When Contacting References

- Contact the reference by telephone. Writing to the reference is usually not effective and typically yields little information or response.
- Ask the same questions of each reference source.
- When contacting the reference, identify yourself, your position; give the name of the candidate and the reason for your call.
- Establish rapport: Ask the contact if this is a convenient time for you to speak with them or request to schedule the conversation for a time that works better.
- Before asking questions, provide an overview of the organization, workplace culture, the position and the competencies you are seeking. This will give the reference a chance to structure their thinking.
- Decide whether this individual can evaluate the candidate's capabilities adequately to serve as a reference. Did he or she supervise or work with the candidate? For how long? When?
- Start with general basic questions and transition into more specific performance based questions.
- Ask if you can call back if you have additional questions.
- Thank the reference for his/her time and cooperation.



Reference Check Form

The form below is intended to be used as a guide and can be modified to meet your particular needs. Remember to give candidates advanced notice that you will be checking their references. Use the following guidelines when you are conducting all telephone reference checks, whether the candidate is an internal employee or an external applicant:

- Introduce yourself and state the purpose of your call
- Confirm that it is a convenient time to talk
- Briefly describe the position for which the applicant has applied
- Confirm the relationship between the person giving the reference and the applicant
- Verify basic duties such as job title, duties, and dates of employment
- Be consistent! Ask the same questions about all final candidates and weigh the information equally; what disqualifies one should be the basis for disqualifying any others.

Candidate's Name: _____

Reference Check provided by: _____

Organization: _____

Title: _____

Phone Number: _____

Conducted by: _____

Date: _____

How long have you known the candidate and in what capacity? Can you verify the

candidate's dates of employment?

Why did he/she leave the organization?

What were the candidate's strengths as an employee?

Based on the description of the position we are hiring for as discussed, how would you see the candidate's experience being relevant for this position?

Do you think the candidate is qualified to assume the responsibilities of this position, based on their experience?

Did the candidate work effectively with colleagues and management? What areas of

development or improvement are needed?

Given the opportunity, would you hire this person again (if reference is prior employer)? Is there anything I

have not asked that you would like to share with me?



Documentation Guidelines for Closed Faculty Searches Files

The search materials should be organized to include:

- List of Hiring DEC/Search Committee members who participated in the selection process
- List of candidates who were “pre-screened” by Zoom/conference meeting - (if not noted in applicant tracking system)
- List of candidates who were invited to a campus interview - (if not noted in applicant tracking system)
- Screening questions used to evaluate candidates
- Copies of completed Selection Tools (rubrics) from all committee members –Pre-Screening Evaluation and 2nd-Stage Interview Evaluation templates from all interviewers for all candidates screened in-person or by telephone/Zoom/conference meeting.
- A written copy of Search Committee recommendation report
- Written copy of reference report and any letters of reference considered for hired candidate
- Any written search process narrative (if used)
- All notes, voting ballots or rankings of candidates that were used in selection

HR will provide the position description as posted online in PageUp, advertising record, record of dispositions in PageUp, background check results, and letter of appointment.


Closed search files can be retained by the VP or Dean.

**Using Office 365's Forms
Application to Collect Pre-
Screening Evaluation Rubric
Responses from Your Search
Committee**

To access the Pre-Screening Evaluation Template through Office 365, please click on the following link.
Please note you must be signed into MyQ to access Office 365.

<https://forms.office.com/Pages/ShareFormPage.aspx?id=WJhACftp6U2YeZDbIrUur-ZUQGoDRIxAhiPfVZiEMN5UOEcwNko2WjkxRTBWWUZQRTFCS0dCQjdPNi4u&sharetoken=S6d6VyC6srGQJyQHtDkV>

1. Click on “**Duplicate it**”

 Duplicate this form and start to use it as your own.

Duplicate it

Pre-Screening Evaluation Form

1. Candidate Name

Enter your answer

2. Interview Date

Enter your answer

2. The form will then be saved in your personal Office 365 application. You can share it with your search committee members and the responses will come back to you.
3. You can re-name the title of the Form by clicking on the text. The form saves automatically.

Questions

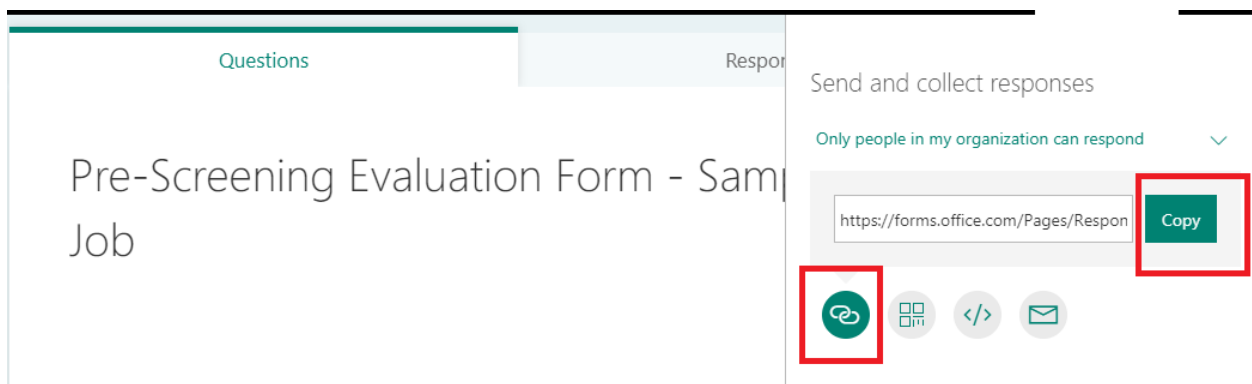
Responses

Click on text to change

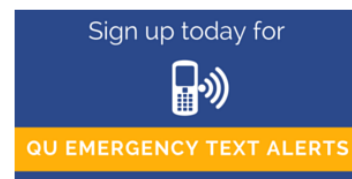
Pre-Screening Evaluation Form (Copy)



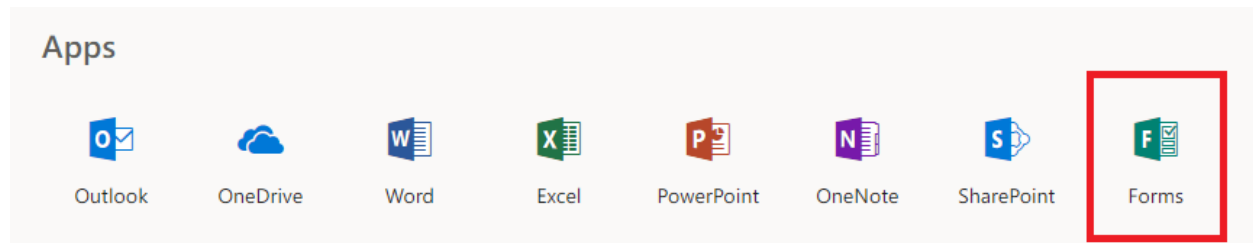
4. To share it with your search committee members, click “Share” at the top right of the screen.
5. If you would like the responses to be **anonymous**, choose “**Anyone with the link can respond**” under **Select and collect responses**.
 - a. Instruct your search committee members to enter Anonymous as the response to Question #5-Interviewer.
6. If you would like to see the **names of search committee members who responded**, choose “**Only people in my organization can respond**” under **Send and Collect Responses**.
7. Use the copy button to copy the link to the form.



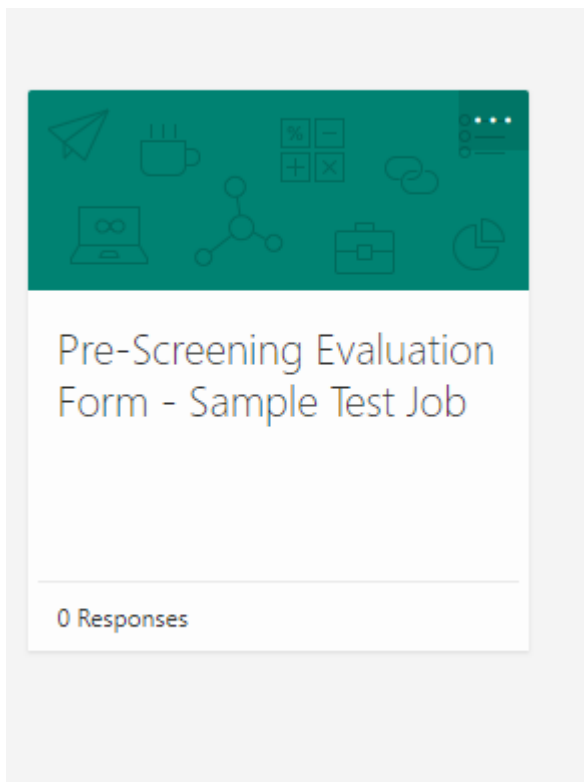
8. Share the form with your search committee members through email by using the link you have copied.
9. Please note you will not be automatically notified of responses. You will have to sign into your Office 365 account using MyQ to check for responses on a regular basis.
 - a. Log-in to MyQ.
 - b. Click on the Office 365 icon on the left side of your screen (under QU Text Alerts).



- c. Sign into Office 365 using your QU single-sign on credentials.
- d. Click on **Forms** all the way to the right under **Apps**.



- 10. Click the “form” you wish to view responses for.



11. Once your search committee members have responded using the form, you will be able to see their responses by clicking on **Responses**.

The screenshot shows a web interface with two tabs at the top: 'Questions' and 'Responses'. The 'Responses' tab is highlighted with a red border. Below the tabs, the title 'Pre-Screening Evaluation Form - Sample Test Job' is displayed. Underneath, there is a question labeled '1. Candidate Name' followed by a text input field with the placeholder text 'Enter your answer'.

12. You will be able to view the results through the **Forms** application as well as export to Excel. You will be able to attach the Excel spreadsheet to your job requisition in PageUp.

Pre-Screening Evaluation Form - Sample Test Job

The summary card displays the following information:

Responses	Average time to complete	Status
0	00:00	Active

Below the summary card, there are two buttons: 'View results' and 'Open in Excel'. Both buttons are highlighted with a red border.

**Using Office 365's Forms
Application to Collect
Candidate Evaluation Rubric
Responses from Your Search
Committee**

To access the Candidate Evaluation Template through Office 365, please click on the following link.
Please note you must be signed into MyQ to access Office 365.

<https://forms.office.com/Pages/ShareFormPage.aspx?id=WJhACftp6U2YeZDbIrUur-ZUQGoDRIxAhiPfVZiEMN5UOFRaTVBURkJJOUJHUVJKV1aSDJGskI1RC4u&sharetoken=oY13xMkp5rPW19B0dcBQ>

1. Click on **“Duplicate it”**



Duplicate this form and start to use it as your own.

Duplicate it

Candidate Evaluation Form

1. Interview Date

Enter your answer

2. The form will then be saved in your personal Office 365 application. You can share it with your search committee members and the responses will come back to you.
3. You can re-name the title of the Form by clicking on the text. The form saves automatically.

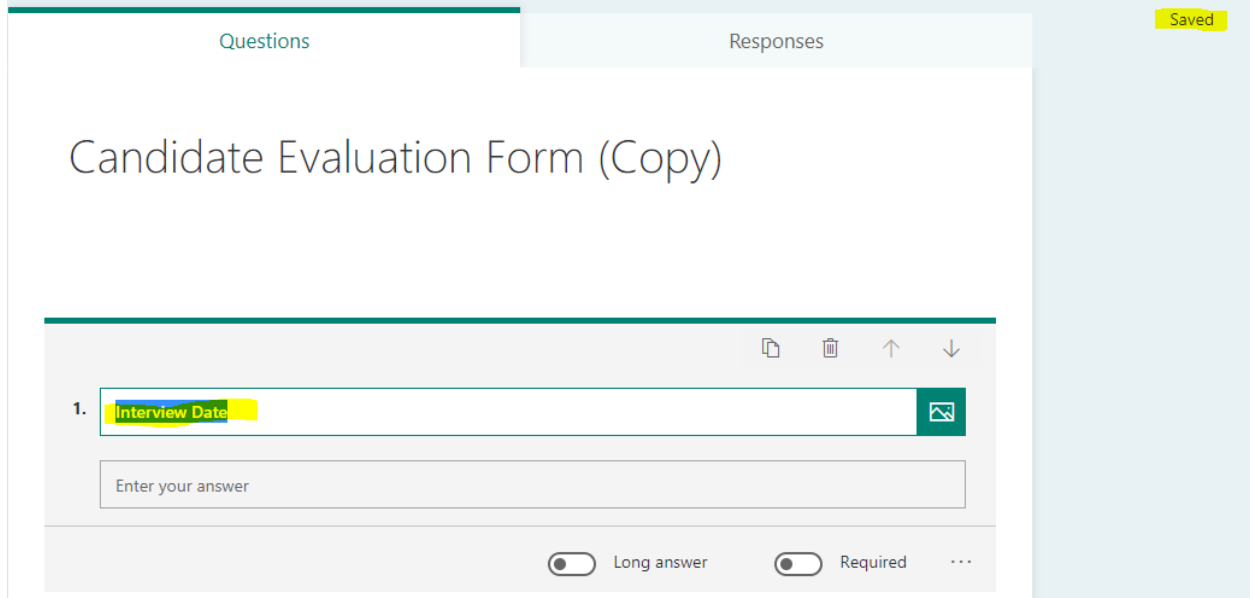


Click on text to change

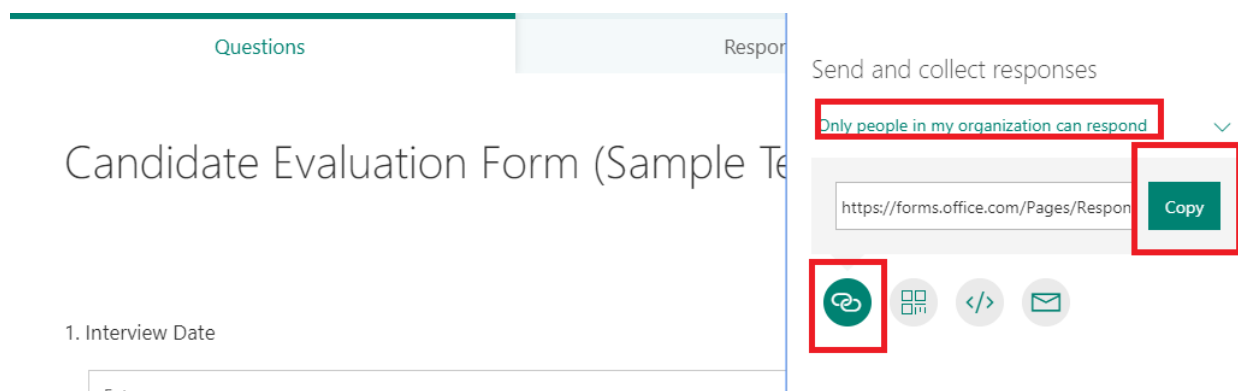
Candidate Evaluation Form (Copy)

1. Interview Date

Enter your answer

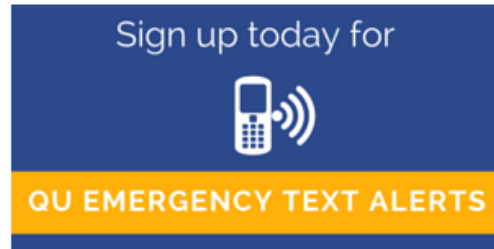


4. To share it with your search committee members, click “Share” at the top right of the screen.
5. If you would like the responses to be **anonymous**, choose **"Anyone with the link can respond"** under **Select and collect responses**.
 - a. Instruct your search committee members to enter Anonymous as the response to Question #5-Interviewer.
6. If you would like to see the **names of search committee members who responded**, choose **"Only people in my organization can respond"** under **Send and Collect Responses**.
7. Use the copy button to copy the link to the form.

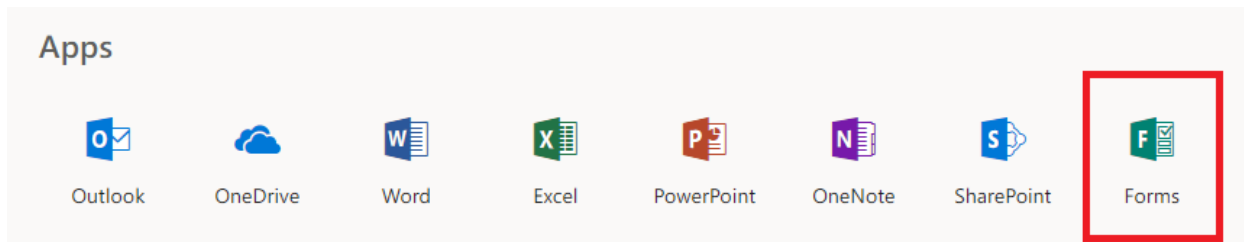


8. Share the form with your search committee members through email by using the link you have copied.
9. Please note you will not be automatically notified of responses. You will have to sign into your Office 365 account using MyQ to check for responses on a regular basis.

- a. Log-in to MyQ.
- b. Click on the Office 365 icon on the left side of your screen (under QU Text Alerts).



- c. Sign into Office 365 using your QU single-sign on credentials.
- d. Click on **Forms** all the way to the right under **Apps**.



10. Click the “form” you wish to view responses for.



11. Once your search committee members have responded using the form, you will be able to see their responses by clicking on **Responses**.



Candidate Evaluation Form (Sample Test Job)

1. Interview Date

12. You will be able to view the results through the **Forms** application as well as export to Excel. You will be able to attach the Excel spreadsheet to your job requisition in PageUp.

Questions

Responses

Candidate Evaluation Form (Sample Test Job)

0

Responses

00:00


Average time to complete

Active

Status

...

View results

 Open in Excel

Search Committee Etiquette Guide

1. Establishing and Putting into Place Initial Rules & Procedures

Best Practice

Establish rules on the decision-making process prior to reviewing any applicants.



In Detail

The committee should decide how decisions will be made, either by consensus or by voting. If the latter, then the committee should also decide if absentee votes will be allowed, and if the votes will be open or confidential.

Choose one person to be the individual who communicates with all other relevant parties.



Designate one individual (usually the Chair) as the one person who communicates with the Dean, the divisional VP, the Office of Human Resources, applicants, and any others who may inquire about the search process.

Create a committee communication plan to limit written and email communication.



Written documents can possibly become a part of requests for documents in lawsuits or other legal matters, so judicious use of written and email communication is recommended to protect applicant confidentiality and the integrity of the search process.

Agree on rules of discussion.



Establish procedures and rules prior to reviewing applicants for how disagreement among search committee members will be handled. Write these rules down and refer to them when needed.

Understand that confidentiality applies to the duration of the search and beyond.



Confidentiality attaches as soon as an applicant applies to a vacant position and remains for the duration of the search and beyond. A search committee member cannot acknowledge or deny that an individual has applied for a position. When asked if someone has applied, the member of the search committee should respond by letting the person asking know that they can forward the name of the individual being asked about to the Office of Human Resources who may communicate only relevant information about the open position to that individual.

2. Decorum of Search Committee Meetings

Best Practice

Limit cell phone and laptop use.



In Detail

During committee meetings, agree to silence cell phones and use laptops only for the purposes of reviewing and discussing applicants.

Maintain a clear agenda for meetings and stick to it.



If a meeting goes off-track, the Chair should acknowledge that, offer a brief, frank explanation of why it happened, why it was understandable, and how the danger will be avoided next time. Doing so signals appreciation for the work the committee is doing and plans to make the meeting time as useful as possible. At the end of each meeting, the Chair should give a brief recap and give each committee member any action items to do before the next meeting.

Be careful about discussing applicants in an email.



Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Email is great for distributing information but deliberations about candidates should be done in person. Email is not a subtle medium and emails can be forwarded.

Avoid casual discussions about the search outside of official meetings.



All search committee members must be sure that they can confidentially share their views with colleagues. Limit casual discussions with colleagues not on the committee about how the search is progressing and be mindful not to speak about the search with members of the committee in open public spaces.

Interact respectfully.



Agree to interact respectfully and to allow for all points of view to be heard. When you hit a roadblock or disagreement, refer to the rules for disagreements you established the beginning of the process.

Be open to new ideas.



Encourage an open airing of ideas and opinions by all committee members on the topic of inclusive excellence. Persuade your colleagues to be open to new ideas.

3. Application Review & Interview Process

Best Practice

In Detail

Develop an evaluation rubric for each stage of the applicant evaluation process.



Consider weighting the selection criteria on the rubric. When considering applicants, keep in mind that this list should be larger than just those who are your own personal preferences. As you read each application, imagine how departmental colleagues with different preferences would react to the candidate's application. What's attractive to you may not be attractive to them, and vice versa.

Encourage all colleagues to contribute to discussion.



Do your best to draw your quieter colleagues into the discussion since it is the committee, not a single individual or pair of individuals, which is making the decisions. Sometimes it helps to have individuals write down their thoughts before prompting them to speak. Encourage and respect all types of personalities and establish procedures that allow for all voices to be heard.

Do not rank immediately.



New applicants will be continuously flowing in until the posting is taken down. Committee members must commit to thoroughly reviewing each application. The search process needs to be comprehensive, fair, and consistently applied. Shortcuts inevitably lead us to rely on implicit biases. Imagine removing all identifying information from every application and judging each candidate based upon your assessment of the work. You don't want to make the mistake of overlooking someone later discovered to be outstanding. Be certain that selection criteria have been developed and agreed upon. Consider screening applicants "in" as opposed to screening "out."

Avoid "hiring for cultural fit."



"Hiring for cultural fit" can exclude promising candidates who might not look, think, or act according to the norms and expectations with which we are familiar.

3. Application Review & Interview Process (Continued)

Best Practice

Any use of Google or another search engine to obtain information on candidates should be judicious and job-related.



In Detail

Candidates' online presence might help assess how active they are in their disciplines. But searches should not be done to elicit information that could not be appropriately obtained directly from a candidate. And remember that information found through online searches is not always accurate. You should ask yourself whether the potential results of the Google search you are planning would have an impact on the candidates' ability to do the essential functions of the role and whether it fits into the criteria of the job. If not, avoid Google!

Insist on the evidence.



Require search committee members to back up statements and opinions with facts and evidence from the criteria of the job and the established evaluation rubric. Avoid speculation or "crystal ball gazing."

Consider all aspects of diversity in addition to race/ethnicity/gender.



Diversity can include new fields or technologies, geographic regions, education, style of work, and intellectual or political points of view, alongside other dimensions you are working to improve.

Maintain equity in all aspects of the interview process.



Individuals invited to Zoom or in-person interviews should be treated exactly the same. The same amount of time should be allotted for each activity/meeting. A candidate's agenda should look identical to the others in terms of content and duration of meetings. Avoid even the potential for one candidate to have additional time with a search committee member, such as driving them to a dinner, when that same courtesy was not extended to others.

4. Post Finalist Selection

Best Practice

Emphasize Confidentiality



In Detail

As a reminder, the concept of confidentiality attaches when a candidate applies to the position for the duration of the search and beyond. Once a final candidate is selected by the search committee, do not discuss the selection with others outside of your Dean, divisional Vice President, or VP and the Office of Human Resources until the candidate has received an offer letter and accepted the position.

Follow up with those not selected for the position.



The Search Committee Chair should send out letters of declination to remaining candidates interviewed but not selected. It is important that these are sent in timely manner after the offer has been extended and accepted. Avoid discussing any detailed information about the selected candidate. Talent Acquisition can provide a sample template that can be customized. Talent Acquisition will notify all those not-interviewed.

Conduct a post-search debrief.



Collect all key search committee evaluation rubrics and provide to Talent Acquisition. Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitment successful. Make a department and/or university-wide announcement about your new hire after they've accepted.

**CONGRATULATIONS ON CONDUCTING A SUCCESSFUL, FAIR,
AND EQUITABLE SEARCH!**

Charge

As a member of this search committee and of the university, you have a responsibility to:

- Support the university's plan to achieve an environment that is inclusive and driven by excellence
- Be proactive in your outreach efforts to include diverse sources, methodologies, and areas where qualified applicants may be found
- Commit thoroughly to reviewing each application, as the search process needs to be comprehensive, fair, and consistently applied
- Back up statements and opinions about applicants with facts and evidence from the criteria of the job and the established evaluation rubric
- Foster the engagement of all committee members in methods related to the diversity of the search
- Consider all aspects of diversity in addition to race/ethnicity/gender
- Encourage an open airing of ideas and opinions by all committee members on the topic of inclusive excellence
- Affirm that the final recommendation for hire is the most qualified candidate, based on job responsibilities and qualifications, and demonstrates a commitment to progress on the University's inclusive excellence initiatives

