



Hiring Excellence

Search Committee Training – FY23

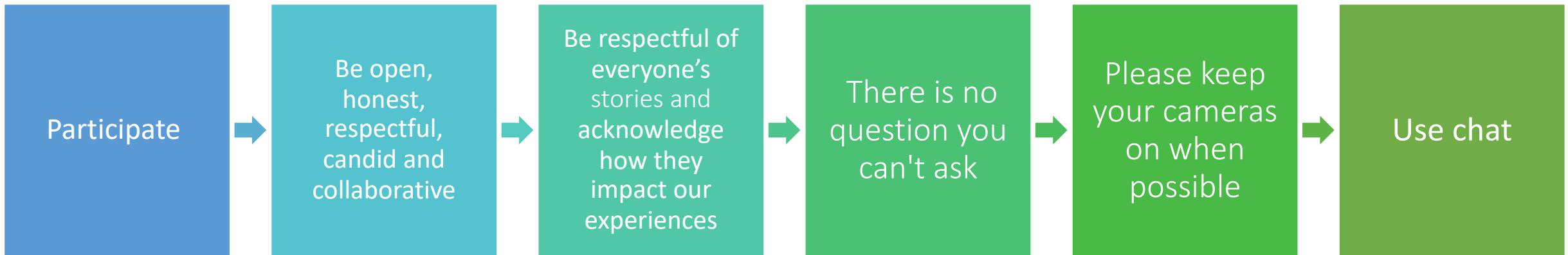
Presented by Kathleen Feighny, HR

hr@mines.edu

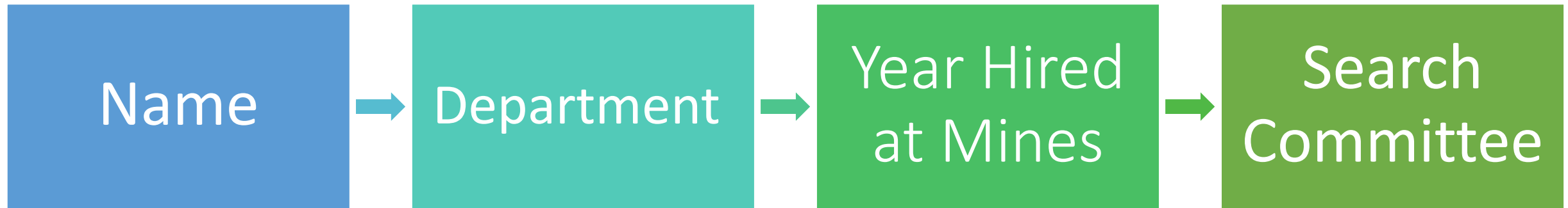
recruitment@mines.edu



Participation guidelines



Introductions



Equal Pay for Equal Work (EPEW)

- No longer ask about salary history
- Post all openings for a minimum of 5 days
- Interview a minimum of two qualified candidates
- No out-of-state hires
- Matching experience, qualifications and capabilities to job essentials
- Salary range must be posted

Objectives

- Understand the goals of Hiring Excellence
- Discuss the 5 phases of hiring
- Articulate the importance of Diversity & Inclusion at Mines
- Use Technology - MS Teams and Feedback Forms
- Understand how HR can help
- Review PageUp

Activity

- Share what you remember about your hiring process at Mines or somewhere else.
- What was positive?
- What could be improved?

“Communication was excellent.”

“Offer was slow.”

“I needed more breaks.”

“I was left at DIA.”

“Mines did an amazing job welcoming me.”

“I could see the names of the short list on the white board behind the interviewers and I was not the top candidate.”

Recruitment Satisfaction Survey

- I did not know I needed to prepare a brief presentation.
- Please address me by my preferred name
- The zoom link for the meeting was only in 1 email (and not on jobs.mines.edu) that wasn't well-differentiated giving me a last-minute scramble to find the link
- Provide a little more notice about next steps
- If the applicants are allowed to prepare a short presentation (about 7-10 minutes), it would improve the hiring process since the search committee can understand the applicants' area of research better.
- During the interview, the screens of some of the committee members were dull on Zoom. Improving the internet infrastructure is important for the motivation of the interviewer.
- All was good, except for the fact that I was only given one interview date option.

Mines Hiring Excellence

A training program for recruiters and hiring teams
to hire the best talent to Mines

- Broaden Mines' talent pool and attract qualified diverse talent
- Support teams in making the best hiring decisions
- Hire faculty to contribute to Mines@150 & our DI&A Strategic Plan
- Build awareness of inclusive hiring practices

Academic Year 2020 – 2021

Hired 34 academic faculty – 53% female and 21% URG

Our Strategic Plan & Commitment

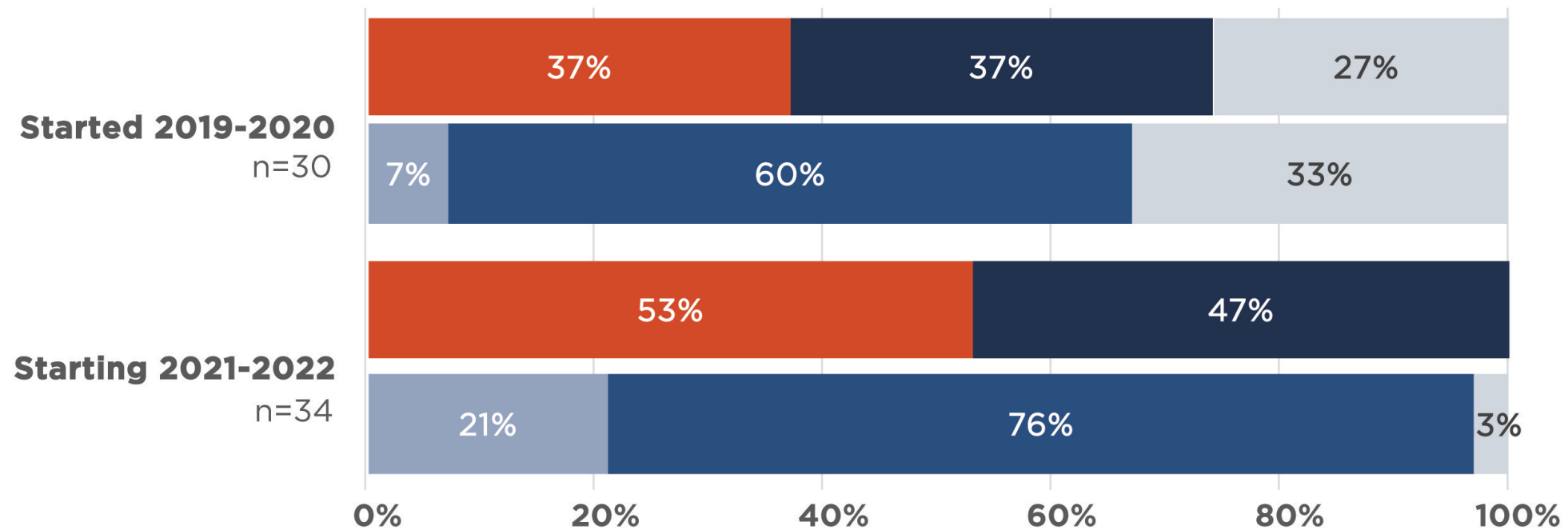
Goals:

- Attract, retain, graduate & promote students, faculty, staff
- Cultivate an inclusive campus culture
- Inspire shared responsibility for DI&A



Academic Faculty Hires

Female Male Not Disclosed
URG White

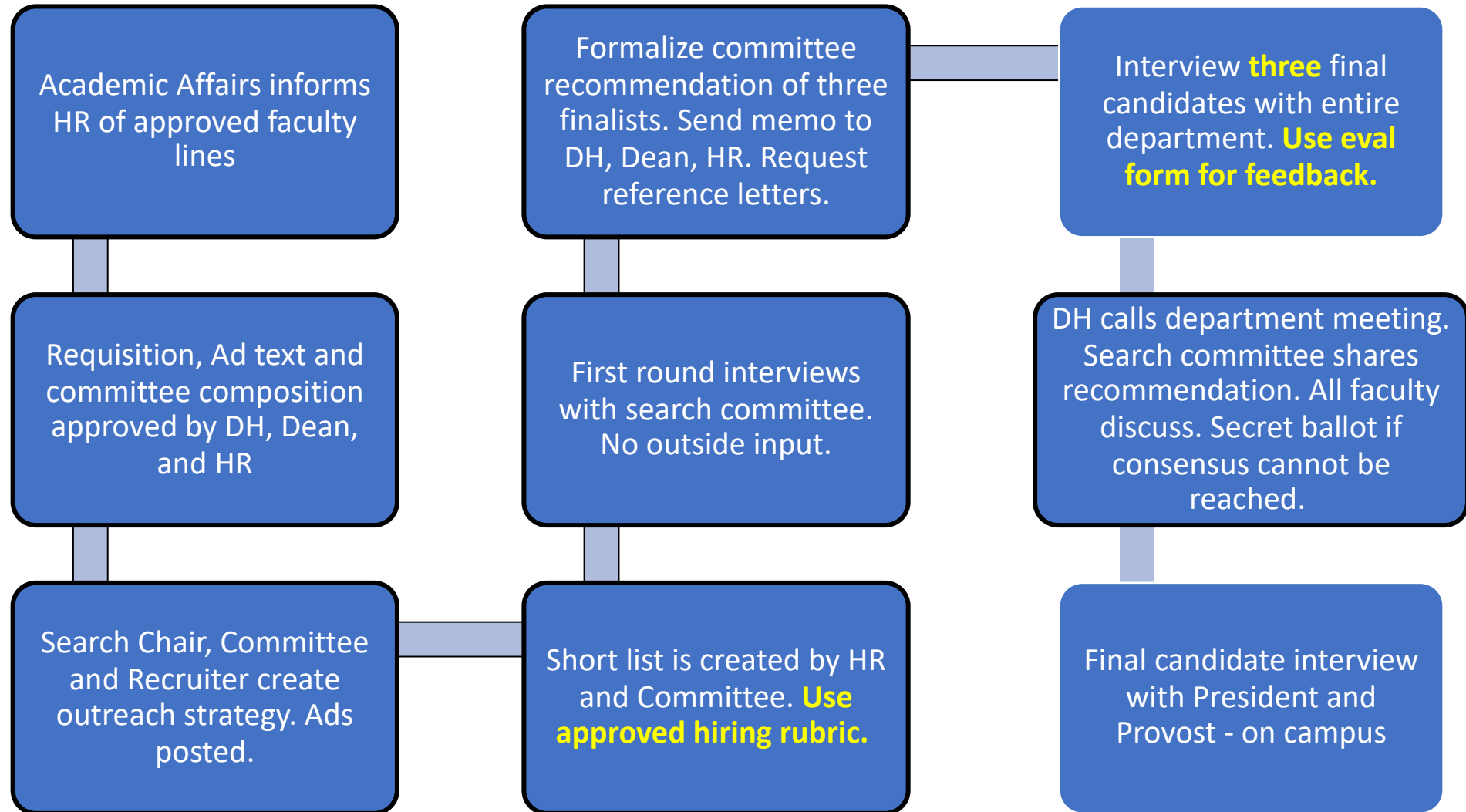


Compare 2019-2020 hires to 2021-2022 hires:

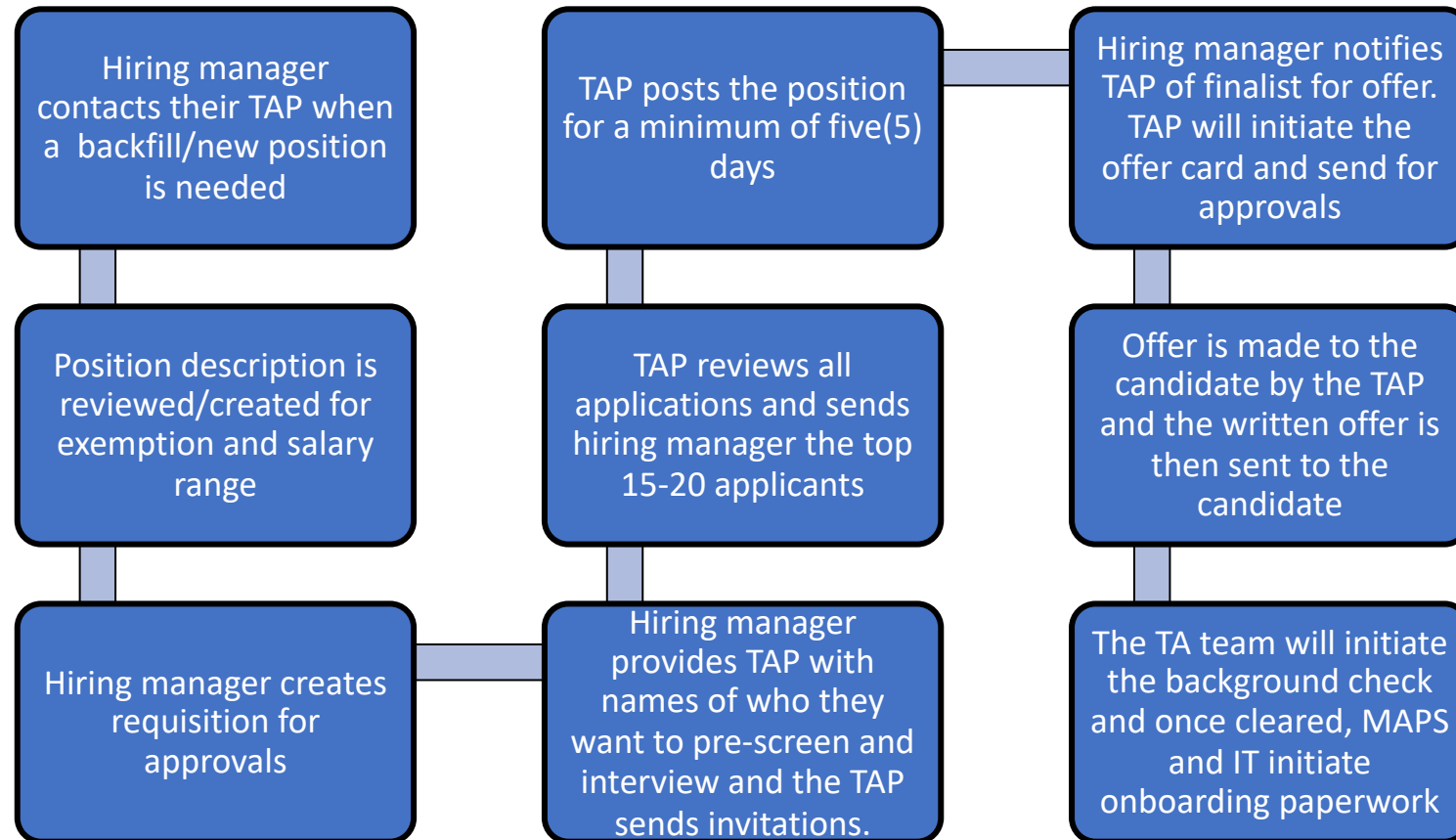
Number of
+23% faculty members who identify as female

Number of
+17% URG

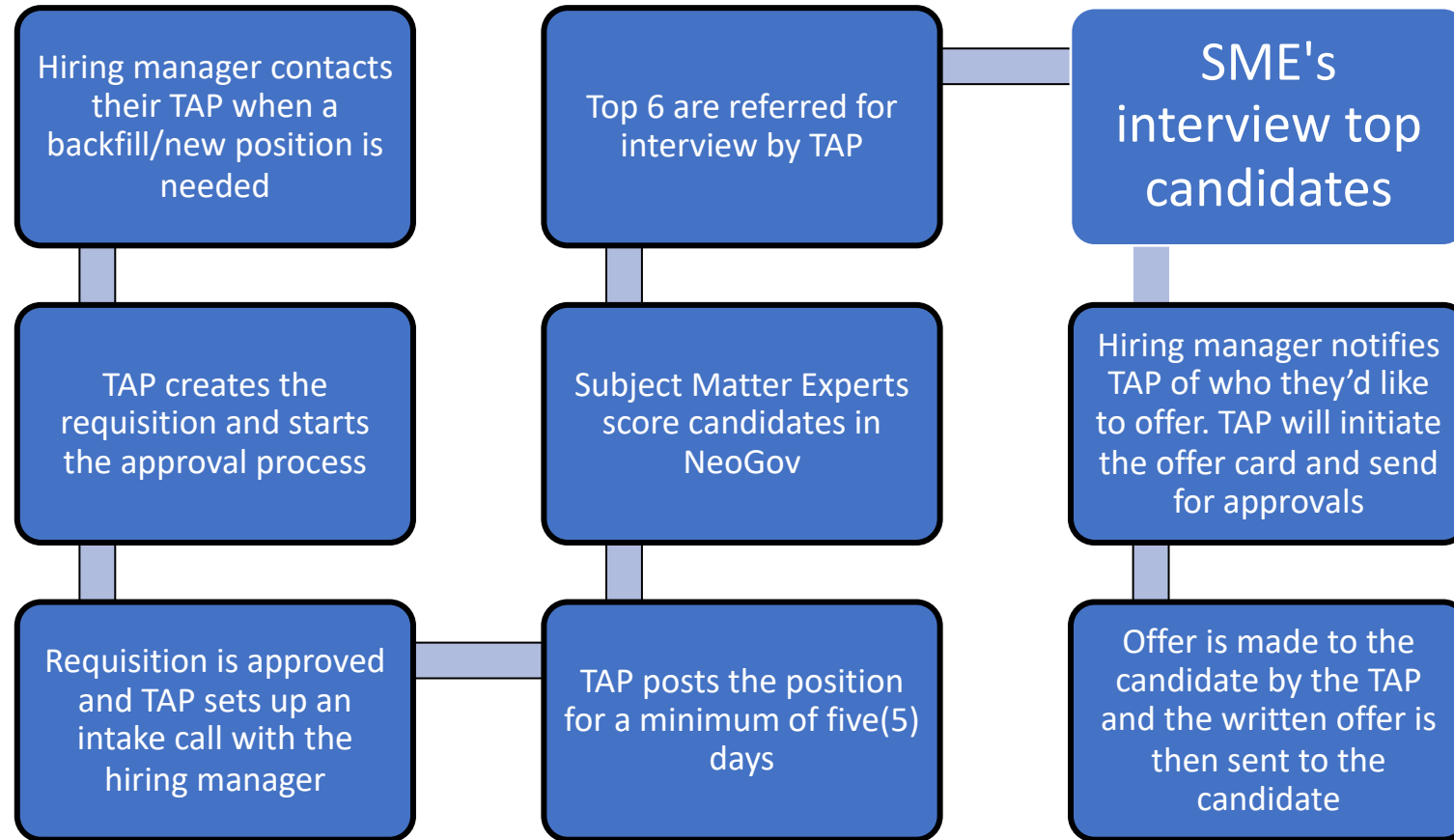
Academic Faculty



Administrative Faculty/Research Faculty



Classified Staff



5 Phases of Hiring

Plan & Launch

Advertise & Outreach

Assess & Interview

Hiring Decisions

Onboard

Phase 1- Plan & Launch a Search

Compliance



AFFIRMATIVE
ACTION

- Enrich the applicant pool to be inclusive of all groups during the outreach phase



EQUAL
EMPLOYMENT
OPPORTUNITY

- Equal employment opportunity means that all individuals must be treated equally in all employment decisions including at all stages of the recruitment process.
- Each applicant must be evaluated solely on the basis of his or her ability to perform the duties of the position without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity.



OFCCP/FEDERAL
CONTRACTOR
STATUS

- All documentation subject to audit

Plan & Launch

- Multi-year Mines@150 strategic planning for hires: cluster hires, opportunity hires, regular faculty search
- Ensure diverse backgrounds and perspectives on all search committees
- Identify timeline
- Drafting the job posting: use inclusive language
- Engage the entire department

Ad Template



Hiring Excellence: Postings

For more information on HEx contact
Dr. Amy Landis amylendis@mines.edu
or Kathleen Feighny kfeighny@mines.edu

Mines Hiring Excellence Overview:

1. Prior to reviewing application materials, all search committee members must attend a hiring excellence workshop (contact EMAIL in HR)
2. For more resource and information:
3. All candidates recommended for hire will be required to meet with the president and provost before offers can be extended

Best practices for faculty hiring

and recruitment include broadening the candidate pool, agreeing on criteria to judge all applicants before the search begins, aligning criteria for hires with strategic mission and goals of the university, guarding against biases in decision making, and treating all candidates respectfully and equally. Successful searches will be able to document that candidates contribute to the goals of Mines @150 related to research, teaching, and diversity.

Template for T/TT Faculty Advertisements

Text in blue is required. Text in yellow highlights should be replaced.

The Department of **NAME** at the Colorado School of Mines (Mines) invites applications for **LIST RANK** **tenured or tenure-track faculty positions**. Applicants must hold a PhD in **FIELD** or a related field. We seek candidates in the areas of **describe Research area of interest: use broad terms and language!** Successful candidates will be excited to share in our mission to address the challenges of creating a sustainable global society by educating the next generation of engineers and leaders, and by expanding the frontiers of knowledge through research. We highly value applicants with the ability to collaborate across disciplinary boundaries and secure research funding from a diverse array of sources, including but not limited to industry. We seek to hire candidates who can contribute to the education and preparation of our students; **Note any online MS programs that you may be developing now or in the future.** We pride ourselves on exceptional education and seek applicants who can contribute to our students' experiences. We are especially interested in candidates with a passion to advance the University's and Department's commitment to diversity and inclusion. The Department of **NAME** **seeks candidates who will contribute to growing LIST AREAS**; visit our pathways to distinction document **online url** for more information.

About Mines, the Department, and Golden, CO

Colorado School of Mines is located in picturesque Golden, in the foothills of the Rockies, 15 miles west of Denver and 20 miles south of Boulder. The Department of **NAME** has focused on education and basic and applied research that addresses problems of national interest and **add any other things you want candidates to know about your department- research strengths, centers. Our undergraduate enrollment is ##, with X% women and X% underrepresented students (for more information on diversity & inclusion in the department visit our website give url).** We maintain a high-quality, well-funded research program (~\$# million in annual research awards) with strong participation from students at both the graduate and undergraduate levels. Approximately ## graduate students and ## postdoctoral scholars (X% women, X% underrepresented) study within a broad research portfolio. Major programs for students include **list your programs**.

Mines produces industry-ready scientists and engineers known for their work ethic, problem-solving ability and teamwork focus. Mines graduates are in great demand by companies and government entities around the world and are involved in solving major technical and societal challenges of our times. We have several initiatives aimed at enhancing teaching and the student experience, including our exceptional Trefny Innovative Instruction Center, which supports best practices for teaching and learning on campus (<https://trefnycenter.mines.edu/>). Our Center for Entrepreneurship and Education supports students and faculty to change the world through innovative thinking and entrepreneurial pursuits (<https://innovation.mines.edu/>). The Mines community is in the process of developing a Strategic Plan for Diversity, Inclusion, and Access; which supports a wide range of activities, including inclusive hiring, inclusivity in the classroom, cultivating a respectful and compassionate campus

Hiring Excellence: Postings

culture, family friendly programming and policies, expanding pathways for success, ensuring shared responsibility (<https://www.mines.edu/about/diversity-and-inclusion/>).

Colorado School of Mines is known globally for the quality of its distinctive graduates, the success of its alumni and its unique expertise in topics related to earth, energy and the environment. Our core values include Inquiry and Innovation, Inspiration, Challenge, Openness, Respect, Diversity, Compassion, and Collaboration. Each of the values above facilitates our shared success, and the advancement of Mines and its mission; by our examples and by our encouragement we seek to foster these values throughout our community, and especially among our students, so as to inspire them to pursue excellence in our shared lives of inquiry and innovation. For more information visit <https://www.mines.edu/president/planning/>.

Total Rewards:

Salary and rank will be commensurate with qualifications and experience. Mines also provides an attractive benefits package including fully paid health insurance, dependent tuition benefits, parental leave policies, backup care, and dependent care assistance through a flexible spending plan.

How to apply: Interested applicants should apply online at **insert url here**. Applications should be received no later than **insert date**. **The application must include**

1. **a curriculum vitae, statement of research** (3 pg).
2. **a statement of teaching** (1pg).
3. **a statement of contributions to diversity and inclusion** (1 pg).
4. **and a cover letter expressing interest in the position with names and contact information for at least 3 references.**

Contributions to D&I: Candidates should submit a 1-page statement on Contributions to Diversity and Inclusion. Mines is committed to access, inclusion, and diversity and is actively developing a strategic plan to advance Diversity, Inclusion and Access (for more information visit <https://www.mines.edu/about/diversity-and-inclusion/>). The diversity and inclusion statement should describe your past experience and proposed activities to advance access, inclusion, and diversity at Mines.

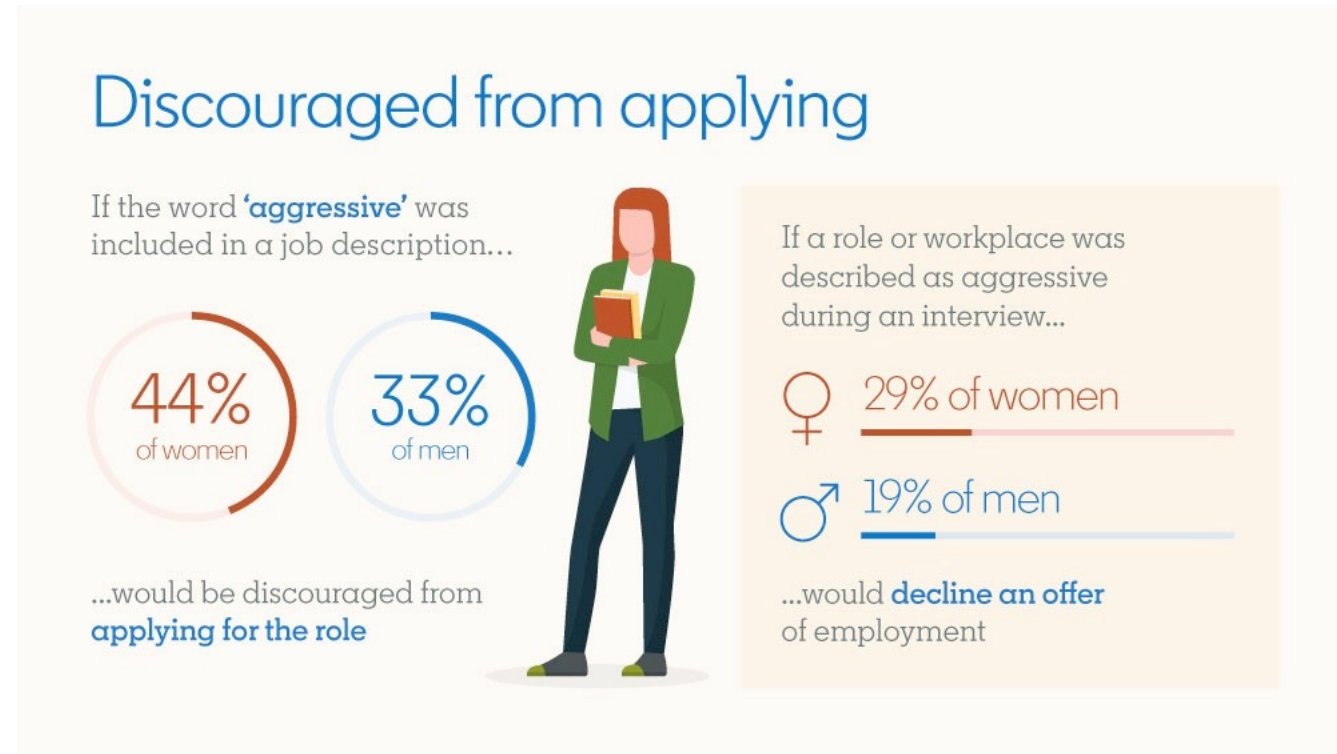
Research Statement: Describe how your research relates to and complements research activities and expertise at Mines, its expected impact, its relevance to broader grand challenge themes (e.g., energy, health, sustainability, etc.), and current or future connections to industry and opportunities for entrepreneurship. Please be sure to describe any transdisciplinary aspects of your research. (for more information visit <https://www.mines.edu/president/planning/> and <http://research.mines.edu/RES-Mines-Centers-Institutes>).

Teaching Statement: Mines is growing its online MS nonthesis degree programs. We are committed to high quality, exciting online instruction. **In addition to your teaching philosophy and experience, describe any experience you have in online education.**

Equal Opportunity/Affirmative Action: Mines is an Equal Opportunity/Affirmative Action employer and educator that recognizes that diversity is crucial to its pursuit of excellence in learning and research. Mines is committed to developing student, faculty, and staff populations with differing perspectives, backgrounds, talents, and needs and to creating a richer mix of ideas, energizing and enlightening debates, deeper commitments, and a host of educational, research, and service outcomes. As such, Mines values candidates who have experience working in settings with individuals from diverse backgrounds. Minorities, women, veterans, and persons with disabilities are strongly encouraged to apply.

Inclusive language in job postings

- Keep research or teaching needs broad when possible
- Describe the Dept's commitment to DI&A
- Clearly describe the submission requirements for the application materials



Ideally you should write your evaluation rubric criteria AT THE SAME TIME as writing your job posting

Phase 2: Advertise & Outreach

Outreach

- What venues will be most productive for advertising to a broad range of potential applicants?
- How might the committee and the department engage their **professional networks** to encourage applications?
- How might you engage applicants from underrepresented groups?
- ACTIVE vs. Passive Recruitment
 - Use your Social media, network, professional orgs & mtgs

Attract Diverse Talent



Employer Branding



MAKE A DIFFERENCE IN STEM EDUCATION

Colorado School of Mines is hiring tenured/tenure-track, teaching & leadership positions for the coming year.

Departments with openings

Applied Mathematics & Statistics
Chemical & Biological Engineering
Civil & Environmental Engineering
Computer Science
Economics & Business
Engineering, Design & Society
Geology
Geophysics
McBride Honors
Mechanical Engineering
Mining Engineering

Learn more
mines.edu/facultyrecruitment

Rankings

- #1** Mineral & Mining Engineering
QS World University Rankings, 2019
- #2** Combining Scholarly Research
& Classroom Instruction
Wall Street Journal, 2016
- #4** Top 25 Brainiest Colleges
(#1 in Colorado), Lumosity, 2019
- #32** Top Public Schools
U.S. News & World Report, 2019



Faculty Positions

Additive Manufacturing | Advanced Manufacturing |
Electronic/Quantum Materials

Golden, Colorado



#2

combining
scholarly research
and classroom
instruction by
WSJ



70

faculty active in
materials research



#4

best engineering
college in the
United States by
Money Magazine
in 2020

Colorado School of Mines (Mines) invites applications for multiple tenured/tenure-track faculty positions in three clusters: (1) Computational Science and Data Analytics, (2) Advanced Manufacturing and Materials, and (3) Quantum Information, Electronic Materials and Devices. These cluster hires are an integral part of Mines' strategic effort to grow in areas where we already have significant strengths or where our strengths are emerging. Mines is a great place to engage in education and research in each of these areas as they relate to our Earth, Energy and Environment mission. Mines is especially interested in qualified candidates who can contribute, through their research, teaching, and service, to the diversity and excellence of the academic community.

These tenured and tenure-track positions are anticipated to begin in August 2021. In addition, the new faculty hired could be hired into one of eight departments including the Department of Metallurgical and Materials Engineering and/or could contribute to the interdisciplinary Materials Science program while housed in any department. Qualified candidates with metallurgical and materials-focused expertise in one or more of the following areas are encouraged to apply: 1) Additive manufacturing with particular interest in process-structure-property relationships, process controls, qualification and certification, data informatics, data analytics, modeling and simulation, 3D bioprinting, and/or computational mechanics, 2) Advanced manufacturing with expertise in novel materials synthesis and processing, sustainable manufacturing, and advanced fabrication, 3) Design, development, and/or integration of functional and/or quantum materials that exhibit non-classical states or non-trivial coupling with particular interest in targeted application to electronic circuits including MEMS, III-V semiconductor-based devices, or low-temperature circuits for quantum applications 4) Computational mathematics, data science methods, and/or artificial intelligence with particular interest in algorithm analysis and development, high performance computing, statistical and machine learning applied to materials challenges. Research in any of the areas offers opportunities for strong collaborations across campus, with national labs such as the nearby National Renewable Energy Lab (NREL) and National Institute for Standards and Technology (NIST), and industry partners around the world.

For more information, contact Dr. Geoff Brenneka at gbrennec@mines.edu. View complete announcements at <https://jobs.mines.edu/>.

Contact Us

Phase 3: Assess & Interview

Assess

- The rubric is not a substitute for active committee deliberations
- Rubrics do not overcome implicit bias by themselves
- ***BUT rubrics are one of the best ways to minimize bias***
- Review EEO report provided by HR
- Use feedback forms that are based on interview evidence only

Materials Rubric

Teaching, Curriculum and Online Course Development				Service		Diversity
20	10	15	5	5	5	10
Evidence of teaching excellence, including application of best practices in educational pedagogies (e.g. active learning), curriculum design and improvements, and teaching innovation. Examples include: adapting course materials, adjusting teaching style to reach different types of learners, holding special office hours to accommodate specific students, or initiating an extracurricular student development program (e.g FE exam review, study skills, mental health, peer	Evidence of potential to teach and contribute to the development or refinement of a broad array of courses, including courses in the introductory sequence, upper-division core curriculum courses, electives, and field	Evidence of ability to work effectively as part of a teaching team, coordinate classes, assess classes for ABET, and effectively train and supervise TAs.	Evidence of commitment to student success.	Potential to be a conscientious university community member (e.g., academic advisor, student club advisor, committee member).	Candidate's service experiences support Mines@150 and the dept*	Potential to contribute and to drive diversity and inclusion in the dept. (Was the diversity statement thoughtfully written and integrated evidence based-best practices?) *

Research (55%)						Teaching (27%)			Service (18%)	
5	5	5	5	5	5	5	5	5	5	5
Potential for scholarly impact / tenurability	Evidence of/potential for Entrepreneurship & Innovation	Potential to contribute to and/or generate new Industry collaborations	Evidence of/Potential for trans-disciplinary collaboration	Add additional, Department specific criteria here	Evidence of strong background in fields that contribute to Mines research thrusts (score and include in comments all areas listed - Materials, Energy, Health, Sustainability)	Evidence of/potential for online teaching experience	Potential (or Demonstrated ability) to integrate best practices in educational pedagogies into teaching (e.g. active learning)	Potential to teach the core curriculum & integrate undergrads into research	Potential to contribute to diversity and inclusion. (Was the diversity statement thoughtfully written and integrated evidence based-best practices?)	Potential to be a conscientious university community member.



Bias in the Assessment Process



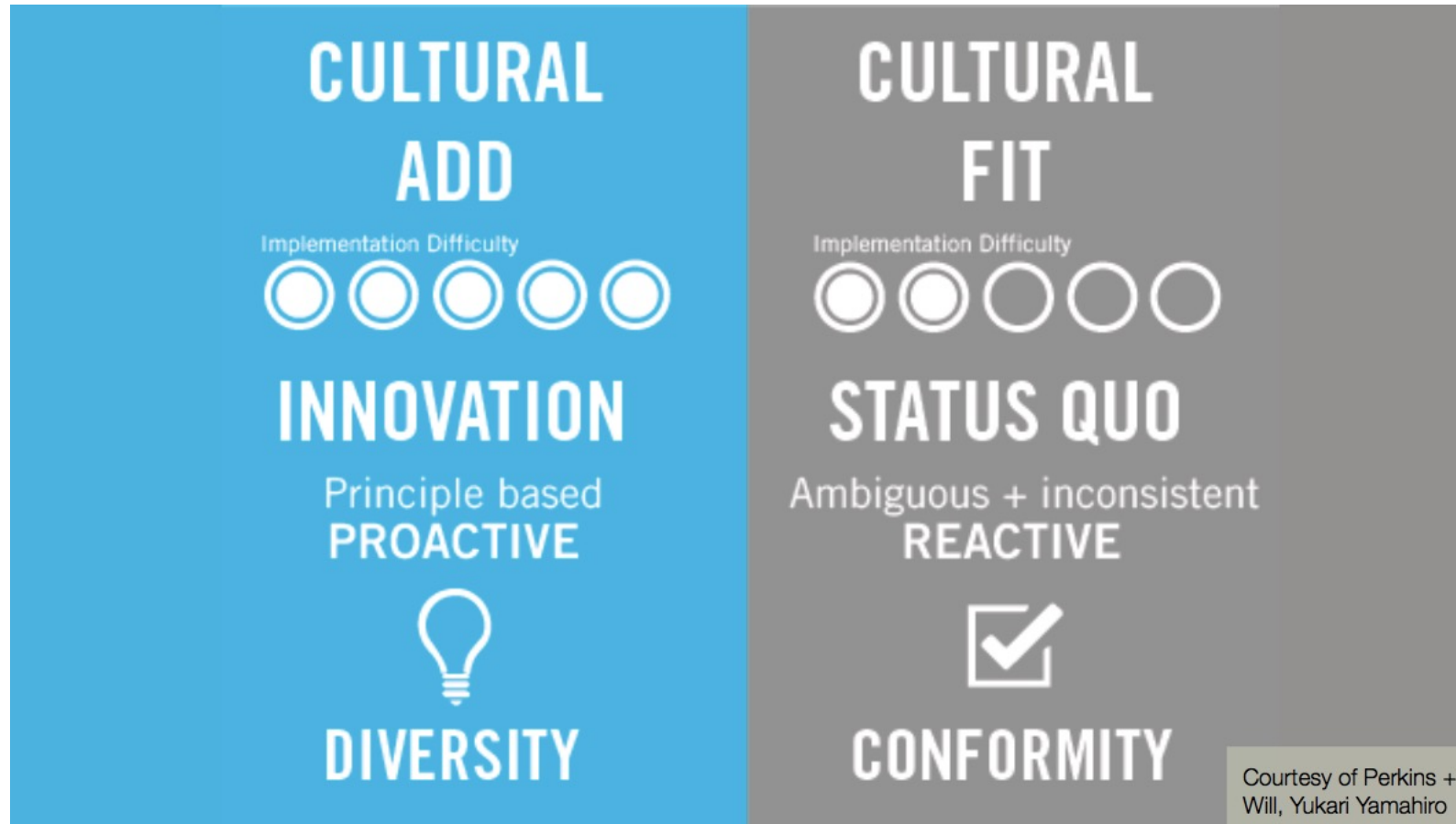


Similar results when you do the same experiment with Black sounding names, LGBTQ info, etc.

Bar graph from the "Creating Equitable STEM Workplaces by Addressing Unconscious Bias" fact sheet by the Association for Women in Science.
<https://www.awis.org/creating-equitable-stem-workplaces-by-addressing-unconscious-bias/>

AWIS
ASSOCIATION FOR WOMEN IN SCIENCE

Add versus Fit



Tips on reviewing the DI&A Statement

- Notice candidates' level of reliance on generalities, platitudes, and clichés.
 - Are their statements generic and perfunctory, or more detailed and specific to the individual?
 - Do they give concrete examples of past experiences?
 - Notice level of activity (frequency, duration)
 - Do future contributions align with Mines' needs?

Plan the Interview

Review job description

Prepare questions to address job essentials

Provide department faculty with the rubric before interviews

Divide behavioral based interview questions amongst committee members

Be prepared to answer candidate questions, including DI&A

Positive and candid

MS Forms/ Question Pro Feedback Form

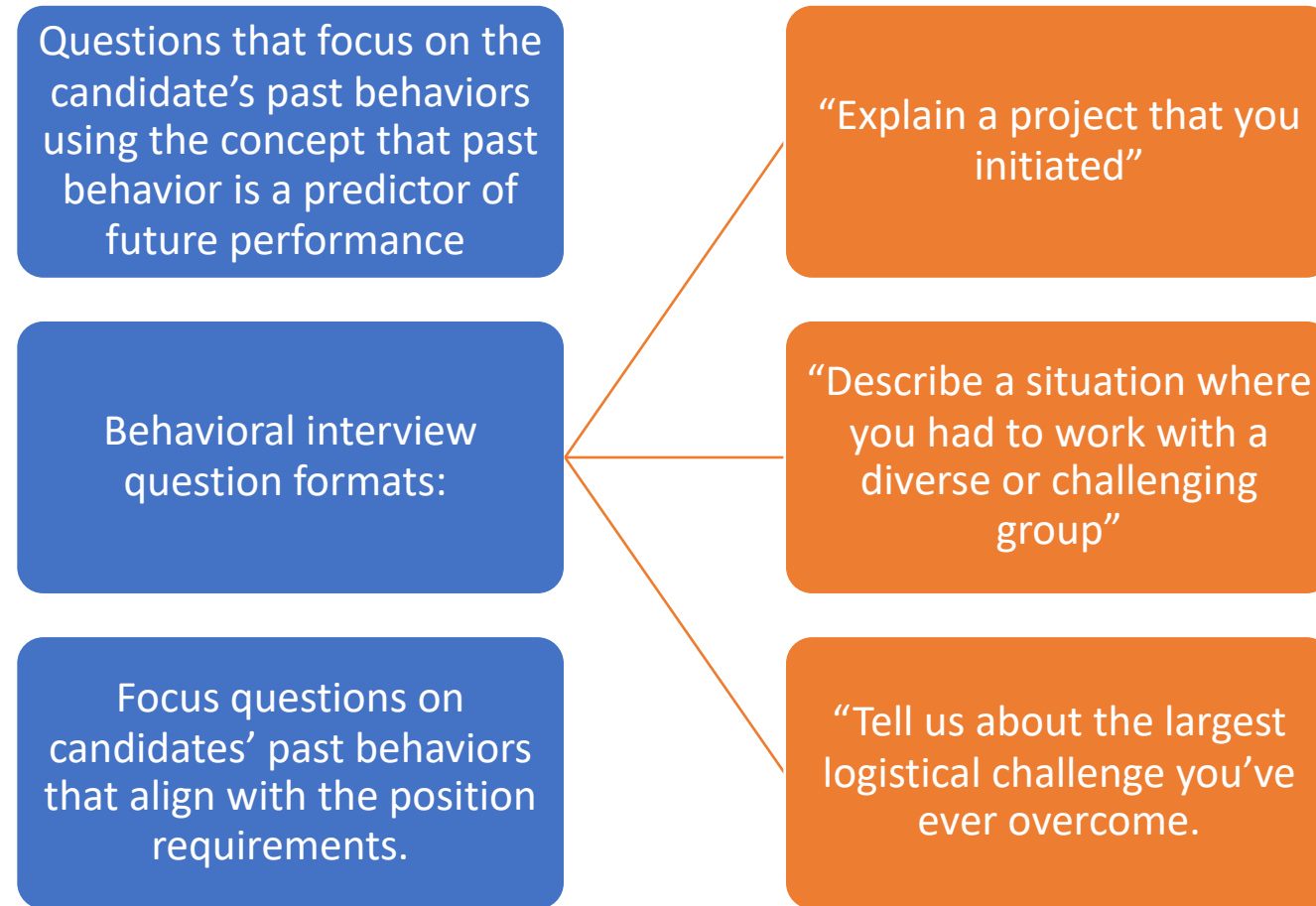
Questions	Responses
<h2>Faculty Search - Candidate Evaluation Form</h2>	
1. Last name of candidate *	
<input type="text"/>	
2. Please indicate your role: *	
<input type="checkbox"/> Faculty	
<input type="checkbox"/> Student	
<input type="checkbox"/> Staff	
<input type="checkbox"/> Administration	
<input type="checkbox"/> Other <input type="text"/>	
3. Please indicate which of the following are true for your interaction with the candidate (check all that apply): *	
<input type="checkbox"/> Read candidate's CV	
<input type="checkbox"/> Read teaching statement	
<input type="checkbox"/> Read diversity statement	
<input type="checkbox"/> Met with candidate	
<input type="checkbox"/> Attended candidate seminar	
<input type="checkbox"/> Previous professional interaction	
<input type="checkbox"/> Attended lunch or dinner with candidate	
<input type="checkbox"/> Other <input type="text"/>	

Questions	Responses					
4. Please provide interview evidence regarding the candidate's teaching ability as reflected in the interview/application review.						
<input type="text"/>						
5. Please provide interview evidence regarding the candidate's ability to contribute to research at Mines.						
<input type="text"/>						
6. Please provide interview evidence regarding the candidate's ability to contribute to Diversity and Inclusion as well as service at Mines.						
<input type="text"/>						
7. Please rate the candidate from 0 to 5 on each of the following, where: 5=Excellent, 4=Good, 3=Neutral, 2=Fair, 1=Poor, 0=Unable to assess.						
	5	4	3	2	1	0
Evidence of teaching ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of research ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to teach the courses needed in the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be a conscientious university community member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to contribute to diversity and inclusion efforts on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4 mins



Behavioral Based Interview Questions



Interviews : what not to ask

You cannot ask questions that in any way relate to a candidate's:

- Age
- Race
- Ethnicity
- Color
- Gender
- Sex
- Sexual orientation or gender identity
- Country of origin
- Birthplace
- Religion
- Disability
- Marital status
- Family status
- Pregnancy
- Salary history

Phase 4: Recruit

Making Hiring Recommendations

A successful search will make Hiring Recommendations that align with Mines@150

Writing a good hiring recommendation memo (~1pg):

- Briefly summarize candidate's CV highlights and their research theme (See examples of themes in the rubrics).
- Describe how the candidate contributes to departmental/programmatic needs and initiatives described in your Pathways of Distinction document
- Describe how the candidate contributes to Mines. How will they contribute to:
 - growing online MS degrees
 - industry collaborations, entrepreneurship & innovation
 - student success
 - potential for securing externally funded research and scholarly impact (i.e. tenurability)
 - diversity & inclusion
- Describe feedback from the campus visit
- Don't gloss over a potential negative; address it and describe why the candidate should be hired and how they will be successful

Key Takeaway s



Diversity and Inclusion matter



Be positive and candid



Be aware of own biases



Use behavioral based interview questions



Treat all candidates equally



All documents subject to audit



HR is here to help!



Recommended Websites:

- [Mines Diversity, Inclusion & Access](#)
- [Bias Interrupters](#)
- [Catalyst: Workplaces that Work for Women](#)
- [Systematic inequality and hierarchy in faculty hiring networks](#)

Recommended Books:

- [Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.](#)
- [Blind Spot: Hidden Bias of Good People](#)
- [Overcoming Bias: Building Authentic Relationships Across Differences](#)
- [How to be an Anti-Racist](#)

Recommended Blogs and Articles:

- [How to Reduce Personal Bias When Hiring](#)
- [How to Confront People Without Alienating Them](#)
- [Seven Tips for Managing Unconscious Bias](#)
- [Tips for Rooting Out Hidden Bias](#)

For All Candidates

INTERVIEWER	DEAN	DH	CHAired POSITION	TENURED FACULTY	ALL RANKS TENURE-TRACK & TEACHING FACULTY
President & Provost (together)	30 minutes	30 minutes			
Provost (only)			30 minutes		
Vice Provost	30 minutes	30 minutes			
EVP & COO	30 minutes				
*VP for Research & Tech Transfer (VPRTT)	30 minutes	30 minutes	30 minutes	30 minutes	
Dean	60 minutes	60 minutes	60 minutes	30 minutes	30 minutes

Interview Matrix

For All FINAL Candidates

INTERVIEWER	DEAN	DH	CHAired POSITION	TENURED FACULTY	ALL RANKS TENURE-TRACK & TEACHING FACULTY
President & Provost (together)	Above	Above	30 minutes	30 minutes	30 minutes
EVP & COO	Above	30 minutes			
Vice Provost	Above	Above			30 minutes




PageUp 101

Your Dashboard:


My Dashboard

Welcome Jennifer, this is your Dashboard where you will see all your tasks organized in various stages.




Job description

My position description - Under review




New job

0 Jobs open




Search committee review

1 Jobs requiring panel review



Interviews

0 Scheduled interviews



Offers

0 New hires
0 New hire tasks

How to Bulk Compile

Click on "View Applicants" on the right

Note: the "total applications" number includes incomplete applications; those are not part of your view.

My search committee jobs						
Job number	Date added	Status	Working Title	User	Total applications	Your role
495034	Jun 30, 2021	Phone Interview	Registrar Advisor – Online Graduate Programs	DH	25	Search committee member
						View Applicants (21) View job

Select the applicants of your choice, then choose Bulk Compile and Send in the Select dialog box above the applicant names.

Registrar Advisor – Online Graduate Programs (495034)
Position E-Class: AD: Admin Athletics Library Facu

Bulk compile and send Sort: Outcome ▼

☐ Select all

☒ Interview accepted

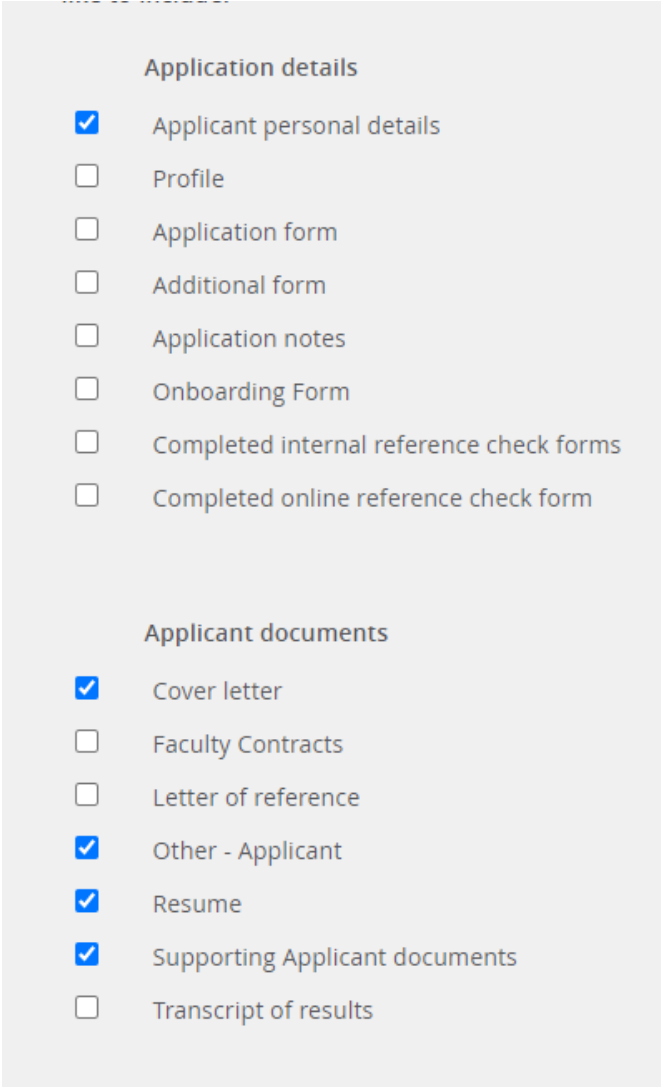
- ☒ [blurred] jul 22, 2021
- ☒ [blurred] jul 31, 2021
- ☒ [blurred] jul 25, 2021
- ☒ [blurred] jul 22, 2021

☐ New

Select the Documents

Select applicant personal details, resume, cover letter, other – applicant, and supporting applicant documents

Click "Create PDF" at the bottom



The screenshot shows a document selection interface with two sections: "Application details" and "Applicant documents". Each section contains a list of items with checkboxes. In the "Application details" section, the first item "Applicant personal details" is checked. In the "Applicant documents" section, four items are checked: "Cover letter", "Other - Applicant", "Resume", and "Supporting Applicant documents".

Section	Item	Selected
Application details	Applicant personal details	Yes
	Profile	No
	Application form	No
	Additional form	No
	Application notes	No
	Onboarding Form	No
	Completed internal reference check forms	No
	Completed online reference check form	No
Applicant documents	Cover letter	Yes
	Faculty Contracts	No
	Letter of reference	No
	Other - Applicant	Yes
	Resume	Yes
	Supporting Applicant documents	Yes
	Transcript of results	No

Click to download your document; do NOT sent via PageUp

Note: To send the document it is not necessary to download the document below.
The document will be sent as an attachment with the communication below.

Your document is ready to download:
[Download document \(1.8 mb\)](#)

Send document: ☐ Yes ☒ No



Questions? Thank You