**Developing Screening Criteria**

Current research on implicit cognitive and structural bias identifies a need to invest time in the early stages of a hiring process (ideally before the position is posted, but at least before applications are reviewed). The goal is to reach agreement about what is needed to meet each qualification, and how/when we will evaluate candidates on those requirements. Performing this task before advertising the position lets us “test” whether the qualifications are likely to produce the intended results, and to refine them if needed. Being rigorously accountable to the matrix at all remaining stages of the search can mitigate unintended cognitive bias.

To some, this process may seem frustrating and unnecessary—especially if you have not used it before—but faculty, administrators, and staff report that it saves time, prevents confusion, and mitigates unintentional bias throughout the selection process. It is most successful when developed through a committee conversation about each qualification; this approach captures the diversity of committee member perspectives while ensuring that everyone understands the qualifications in the same way before evaluating applications.

**Required or Preferred Qualifications**– All required qualifications **must** be met for a candidate to be hired. Preferred qualifications are the additional characteristics we believe the best candidate would bring to the position that would predict even better performance on the job.

**Relationship to Job** – in order to broaden our thoughts about how someone might meet this qualification, we first determine what this qualification allows the appointee to do in the position. Which position duties require it? Why is it needed, how is it used in the job, and what would be difficult or impossible without it? Does this qualification suggest a detailed set of critical position skills that are not otherwise articulated? If so, what are the specific skills we expect that meeting this qualification will predict?

**Screening Criteria** – what is the range of different experiences, accomplishments, or learning that we believe will meet this qualification; “how will we know it when we see it?” (NOT “what will we do to assess it?” which comes later in the process). If you have a degree requirement that includes “other relevant discipline,” what are those disciplines? Once the initial range of criteria is captured, consider who we might miss if we limit ourselves to interpreting it only this way. Based on how it is used on the job, are there other ways to meet it we may have overlooked or not considered? Ask “how else could it be met” at least five times before continuing.

**Transferable?** -- Is this a transferable skill? Transferable skills are “portable” skills that someone can learn in one setting and use in another; when a skill is transferable, the screening criteria should be quite flexible.

**When to Assess** – at what stage will we assess this qualification? If more than one stage, what are we looking for at each stage? (Application, phone/skype interview, airport interview, campus visit, reference check, etc.) When will we eliminate candidates for not meeting it?

**Priority** – how important is this compared to other qualifications in its category (that is for a required qualification, how important is it compared to other required qualifications; for preferred, how important compared to other preferred)? Even for required qualifications, going beyond just “meeting” the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area. This column should be completed after all other information has been completed for all qualifications, and should include “high”, “medium”, and “low” ratings for both required AND preferred qualifications (since it reflects *relative* importance).

**Position Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Full Consideration: \_\_\_\_\_\_\_\_\_ Final Closing: \_\_\_\_\_\_\_\_**

| **Qualification** | **Required or Preferred?** | **Relationship to job –** *What aspects of job might they not be able to do/do well without this?* | **Transferable?** | **Screening Criteria** *– what are the different ways someone might meet this qualification?**How will we know it when we see it?* | **When to Assess***(and eliminate for not meeting)*  | **Priority –** *relative importance (circle one)* |
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