University of Colorado **Boulder**

Faculty Search Process Manual

Department of

Human Resources

Table of Contents

Letter of Support from the Provost 4
Acknowledgements 5
Purpose 6
How to Use This Manual 6
Additional Support and Guidance 6
Guidebook One: Getting Started 7
Pre-Search Committee Support – Faculty Searches 7
Faculty Search Committee Responsibilities 7
Inclusive Excellence at CU Boulder 10
Making the Case for a Diverse and Inclusive Environment 11
Why is this Important? 11
Definitions 12
Guidebook Two: Recruitment and Outreach 14
Developing a Faculty Recruitment and Outreach Plan 14
Tenure Track Faculty Search Plan Checklist 16
Creating the Job Announcement 18
Best Practices Regarding Job Announcements 21
Faculty Advertising Sources for Diversity 23
Additional options available. 30
Appendix One: Job Announcement Checklist 31
Appendix Two: Job Posting Synopsis 32
Appendix Three: Sample Job Announcement 33
Guidebook Three: Evaluating Applicants 37
Working with the Affirmative Action Officer and Diversity Search and Outreach Program Manager 37
Determining Criteria Prior to Review 37
Defining Terms Prior to the Application Review 38
Conducting an Applicant Review Exercise 38
Utilizing an Applicant Evaluation Rubric 38
Elements of a rubric 38
Sharing Rubric Ratings in Committee Discussions 39
Notifying Applicants in the CU Boulder Job Site 40

Letters of Recommendation and Unconscious Bias 40
When a Committee Member Knows a Candidate 40
Internal Candidates 40
Appendix Four: Applicant Screening Template 41
Appendix Five: Examples of Bias in the Hiring Process 42
Appendix Six: Criteria Evaluation Best Practices Matrix 44
Appendix Seven: The Potential Influence of Unconscious Bias on Evaluation of Candidates 46
Guidebook Four: Conducting Interviews 49
Developing the Interview Process 49
Developing the Interview Format 49
Developing and Administering Interview Questions 50
Developing and Utilizing an Interview Rubric 51
Determining the Type of Interview 51
Utilizing Inclusive Practices 54
Reducing Bias 54
Considering Diversity in the Interview 55
Candidates and Accommodations 55
Addressing Power Dynamics Among Search Committee Members 55
Appendix Eight: Sample Faculty Interview Questions 56
Appendix Nine: Lawful vs. Unlawful Questions 62
Appendix Ten: Sample Candidate Phone Interview Schedule 67
Appendix Eleven: Interview Itinerary Sample 68
Appendix Twelve: Interview Review Rubric 70
Appendix Thirteen: Open Forum Feedback Form 71
Appendix Fourteen: Universal Design Principles for Accommodations 72
Guidebook Five: Completing the Search 75
Letters of Recommendation 75
Reference Checks 75
Making the Offer 75
Criminal Background Check 76
Offer Letter 76
Closing the Search 76
Appendix Fifteen: Faculty Reference Checks 78
References 79

Letter of Support from the Provost

Dear Faculty Search Committee,

You have been selected to engage in a faculty search process. The University of Colorado Boulder is guided by its mission of delivering comprehensive teaching, research, and service for the campus and its constituents. The future of this great public research university is dependent on the recruitment of the very best scholars and teachers. To this end, I want to thank you for your service, expertise, and commitment to participating in a fair, legal and inclusive search process. At CU Boulder, we are committed to building a culturally diverse community of faculty, staff, and students dedicated to working within a multicultural environment who can fulfill this mission. In every search process, we are committed to diversity and inclusion excellence and encourage each faculty search committee to recruit the most diverse applicant pool and select and welcome in the top candidate for the position. Search committees have the opportunity to create a profound and substantive institutional impact by committing to hiring the best candidate while strategically expanding upon the diversity of the CU Boulder campus. I encourage you to utilize all of the resources available for attaining a successful search process designed to recruit and hire diverse top talent. Staff within the Department of Human Resources are available to provide consultation, an online course, tools and resources with best practices and strategies. I hope you will utilize their services and resources to help guide your faculty search process.

Thank you for your service and time.

Russell L. Moore

Thank you for your service and time.

Russell Moore
Provost and Executive Vice Chancellor
University of Colorado Boulder

Acknowledgements

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Purpose

The purpose of this manual is to provide guidance to hiring authorities, chairs, and members involved in faculty search committees. The manual details the tasks, responsibilities, and guidelines for conducting a fair, legally defensible, and unbiased search process designed to recruit and hire diverse top talent.

How to Use This Manual

This manual is divided into five guides. Each guide details processes, steps, best practices, and tools for conducting each phase of the faculty search process. The guides are presented in the order of tasks to be undertaken by a faculty search committee.

This manual is provided by the University of Colorado Boulder Department of Human Resources.

For additional support regarding conducting faculty searches, contact the Diversity Search and Outreach Program Manager and the Affirmative Action officer.

Diversity Search & Outreach Program Manager:
Teresa.Hernandez@colorado.edu or 303-735-3577

Affirmative Action Officer:
Dave.Pacheco@colorado.edu or 303-735-9019

Additional Support and Guidance

In addition to utilizing this manual, campus HR also provides an online course which is available by going to the following link: https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-search-hiring/faculty-recruitment-and-hiring-resources

In-person faculty search committee guidance is also available:

Diversity Search & Outreach Program Manager: Teresa.Hernandez@colorado.edu or 303-735-3577

Affirmative Action Officer: David.Pacheco@colorado.edu or 303-735-9019.

These individuals can provide information on the following:

- Compliance with federal laws and policies governing the hiring process
- Affirmative Action placement goals
- Best practices for inclusive hiring

Guidebook One: Getting Started

The purpose of Guidebook One is to provide an overview of the search process including responsibilities, inclusive excellence definitions, search process definitions and the rationale for diverse and inclusive searches.

Pre-Search Committee Support – Faculty Searches

A best practice for an inclusive search process is to start by diversifying the search committee to include representation of multiple identities, subject matter expertise, campus partners committed to diversity and inclusion work, members representing the department and the university as a whole. Consider asking faculty and staff within other departments to serve as well as students who represent diverse values and perspectives. Contact the Diversity Search and Outreach Program Manager, Teresa Hernandez, with the campus Department of Human Resources at (303) 735-3577 for referrals.

Faculty Search Committee Responsibilities

The search committee has a responsibility to manage a timely, fair, legal, and equitable search process to comply with laws and university regulations. Roles and responsibilities to ensure this are detailed below:

Participation Agreement

- Uphold required time commitments.
- Solidify meeting times that works for everyone and determine plan to record information if attendance at meetings is not possible.

Communication with Candidates

- Communicate with candidates throughout the search process. Notify candidates who are no longer being considered in a timely fashion.
- Respond to and address candidates' questions and concerns in a timely manner.
- The search contact person should be knowledgeable about the department and the position, and maintain candidate's confidentiality when fielding questions and concerns.

Confidentiality and Disclosures

- Keep conversations with applicants as well as applicants' materials confidential until the finalist stage at which time the names and applications of finalists can be released.
- There will be times when candidates know committee members. Committee members should share who is known to them at the earliest point in the process and the committee should determine a plan for the committee member continue to participates or recuse themselves from evaluating and interviewing the candidate. Discussing with the search chair first can be helpful to determine whether communicating with the committee. Contact the Diversity Search and Outreach Program Manager, Teresa Hernandez, with the Department of Human Resources with questions at (303) 735-3577.

Inclusive Strategies

- Discuss a plan to operationalize the university's institutional commitment to diversity and inclusion. Reference the Office of Diversity, Equity, and Community Engagement definition of Inclusive Excellence and valued behaviors for wording and ideas: https://www.colorado.edu/odece/campus-definition-inclusive-excellence

- A commitment to understanding diverse identities and discussing the importance of diversifying departments and creating an inclusive environment is instrumental in developing successful recruitment and retention processes. If it is helpful for faculty in the department to learn more about these best practices beyond the search process, contact the Diversity Search and Outreach Program Manager, Teresa Hernandez, with the Department of Human Resources at (303) 735-3577.

- Ensure the advertisement includes proactive language to attract underrepresented candidates.
  - **Creating the Job Announcement** section in this manual (in Guidebook Two) provides guidance and strategies.

- Conduct expansive and creative outreach, publicizing widely, and extending personal invitations to diverse candidates.
  - The Department of Human Resources Diversity Search and Outreach Program Manager and the Affirmative Action Offer can assist with identifying networks and other resources to help broaden advertising and outreach options.
  - Guidebook Two has helpful information in the **Developing a Faculty Recruitment and Outreach Plan** and **Faculty Advertising Sources for Diversity** section.

- Develop evaluation criteria and interview questions that align with the job description, use an evaluation rubric in the application review and interviews.

- Use the same interview questions and simulations for all candidates, ideally administered by the same set of interviewers.

- Follow a plan to reduce evaluation errors and unconscious bias. A simple way to do this is to reference the strategies in The Potential Influence of Unconscious Bias handout.

- Ask yourself if you can provide a job-related reason for non-consideration when evaluating candidates.

- Consider concrete evidence, not personal opinion or hearsay about candidates. Refrain from checking social media to avoid information that may be related to an applicant being in a protected class (i.e. race, religion, age, health issues).

Discussions and Decision-making

- Determine how decisions will be made at each stage of the search process before beginning the work of the search committee

- Listen to all search committee members' perspectives and use these to inform decisions about candidates.

- Respect, rather than silence or dismiss search committee members. This is especially important when power differentials exist (such as with tenured faculty and junior faculty).

Record Retention
The following documents need to be retained following the conclusion of the search process**.** When a faculty position is posted via the CU Boulder's job site, the information the committee needs to retain is minimal as this system will retain them.

Document Type	Files Retained by CU Boulder Job Site	Files retained by the search committee	Retention Period
Search Committee documents	• Recruiting Authorization Form and Search Plan Checklist • Evaluation forms/rubrics and interview notes from all search committee members • Retaining notes with information regarding candidate status, such as when a candidate was released from a pool, finalists, who was selected, and the reasons each candidate moved forward or did not move forward. • Interview Questions • Reference check results	• Request Authorization Form • Search Plan Checklist • Evaluation forms/rubrics • Interview questions • Interview notes	3 years
Application materials	• Curriculum Vitae/resumes • Statement of Interest • Cover Letters • Any written essays/statements required for submission • Letters of reference • Candidate references		3 years
Finalist applicant materials	• Offer letter for new hires, administrative faculty appointments, retention agreements, System Agreements for instructors, endowed appointments, etc. • Curriculum Vitae • Letters of reference		10 years after the person hired leaves the University

	• Degree verification (if needed – if faculty hired prior to dissertation having been completed)		

Note: By posting on the CU Boulder's job site, most required documents will be retained as outlined in the chart above. See the following link for additional information regarding the CU Boulder Retention Policy: https://www.cu.edu/sites/default/files/RecordRetentionUCB.pdf

Inclusive Excellence at CU Boulder

Inclusive Excellence Campus Definition:

The Office of Diversity Equity and Community Engagement (ODECE) developed a working definition of inclusive excellence for the campus. This information serves as a foundation for objectivity, equity, and inclusive excellence for applicants and candidates.

The working definition of inclusive excellence for the University of Colorado Boulder is outlined below. Divisional definitions of inclusive excellence may vary, but are expected to reflect the values and behaviors presented below.

The University of Colorado Boulder exemplifies excellence through diversity* by:

1. Creating a welcoming and inclusive environment
2. Deepening our ability to share and to engage with diverse perspectives
3. Maximizing the success and inclusion of all students, staff and faculty

This is embodied not only in the Colorado Creed, but also in the core values that the campus community identified as critical to making excellence inclusive at CU Boulder:

Integrity/Accountability: we are all responsible for our conduct, relationships, and interactions with colleagues, students and the broader university community in creating a climate of inclusive excellence.

Collaboration: foster partnerships across the campus community, value diverse perspectives, interdisciplinary/transdisciplinary work, and work with all campus constituents to remove barriers and solve problems.

Innovative Thinking and Continuous Improvement: adapting to change, continuous learning, critical thinking, promoting growth of the individual and the organization.

Engage in Effective Communication: open dialogue, listening and communication, being respectful of each other's unique backgrounds and perspectives. Ensure that key and critical information is shared within the unit and provide timely information across the campus community.

*Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Please also refer to Regent Policy 10P.

Making the Case for a Diverse and Inclusive Environment

Why is this Important?

CU Boulder is committed to recruiting diverse applicant pools. The following list outlines the benefits of diversifying and promoting an inclusive environment.

Key Benefits of Diversity and Inclusion:

- Exposure to varied viewpoints and positions
- Enhanced cognitive complexity
- Groups with greater diversity can solve complex problems better and more quickly than homogenous groups
- Increased cultural knowledge and understanding
- Enhanced leadership abilities
- Enhanced self-confidence, motivation and educational aspirations
- Greater culture awareness
- Greater degree of cross-cultural interaction
- Diminished cultural stereotypes
- Enhanced ability to adapt successfully to change
- Envelopment of values and ethical standards through reflection
- Greater commitment to equality for underrepresented communities

Sources:
Page, Scott E. The Difference. How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies. Princeton University Press, 2009.
"What is the Impact of Gender Diversity on Technology Business Performance? "National Council of Women in Technology, www.ncwit.org/businesscase. Accessed 30 Jan 2018.

Definitions

Definitions are given below to guide the search committee process:

- **Affirmative Action (AA):** The purposeful recruiting, mentoring, training, & development established to hire and retain qualified women, minorities, protected veterans, and individuals with disabilities.

- **Applicant:** To be considered an applicant, a jobseeker must satisfy all four of the following criteria:
  - Submit application materials for a specific, open, and advertised position
  - Be considered by the relevant department for employment in a particular position;
  - The individual demonstrates possession of the basic qualifications for the position; and
  - The individual, at no point in selection process, prior to receiving an offer of employment, removed himself or herself from further consideration or from interest in the position.

- **Candidate**: An applicant who, following the evaluation and selection process, is invited to interview for the specific position for which they applied.

- **Diversity**: Variety of similarities & differences among people, including but not limited to: gender, gender identity, ethnicity, race, native or indigenous origin, age, generation, sexual orientation, culture, religion, belief system, marital status, parental status, socio-economic difference, appearance, language & accent, disability, mental health, education, geography, nationality, work style/experience, job role & function, thinking style, & personality type. Inclusion of various dimensions may vary by geography or institution.

- **Equal Employment Opportunity (EEO):** Fair treatment of applicants and employees, preventing unlawful discrimination based on an individual's race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status.

- **Hiring Authority:** The person who makes the final hiring decision. Usually a director, dean, chair, or hiring authority who ensures that the search process is initiated in accordance with university procedures.

- **Inclusion**: "How diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued."

- **Search Committee:** The individuals, including the chair, who recruit for the position, evaluate candidates and recommend finalists to the hiring authority.

- **Search Committee Chair:** The person who acts as the link between the hiring authority and the search committee. The chair ensures that the search process follows university guidelines, maintains the official record of all committee activities, and serves as its official spokesperson.

- **Unconscious bias**: Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness.

Sources:
Centre for Global Inclusion, www.diversitycollegium.org
CU Boulder Affirmative Action: https://www.colorado.edu/hr/policies-guidance/affirmative-action
Department of Labor: https://www.dol.gov/ofccp/regs/compliance/faqs/iappfaqs.htm#Q2GI
Fiske, S. T., & Taylor, S. E. *Social cognition*, 2nd ed. New York, NY, England: Mcgraw-Hill Book Company, 1991.
Valian, V. *Why So Slow? The Advancement of Women*. London: MIT Press, 1999.

Guidebook Two: Recruitment and Outreach

The purpose of Guidebook Two is to provide checklists, strategies and best practices for creating an inclusive job announcement and recruiting diverse applicants.

Developing a Faculty Recruitment and Outreach Plan

Active Recruitment Strategy

Active recruitment means continuously recruiting for future candidates by engaging others (graduate students, faculty at other institutions, etc.) and building relationships over time through conferences and professional networking opportunities. This technique is important to attracting diverse top talent. The Tenure-Track Faculty Search Plan Checklist is a separate document that should be used to develop a comprehensive recruitment plan. The goal of the recruitment plan is to attract as many qualified and diverse candidates as possible, while minimizing barriers to equal opportunity in the hiring process. The Search Plan Checklist is useful in determining advertising and recruitment efforts and serves as a reminder of selection process requirements. Each search must include a completed Search Plan Checklist that adheres to the following approval process:

1) The Tenure-Track Faculty Search Plan Checklist form must be completed, and signed by the Department Chair(s), Search Committee Chair, the Dean or Hiring Authority, Provost Commitment Approval signature, then sent for approval to the campus *Affirmative Action Officer*.

2) The Affirmative Action Officer will notify Faculty Affairs of the approval of the Search plan Checklist.

3) Faculty Affairs will secure approval of the Search Plan Checklist from the Vice Provost and Vice Chancellor for Faculty Affairs.

Recommendations and considerations for creating a Faculty Recruitment and Outreach Plan:

- Identify the elements of recruitment and outreach that will encourage prospective candidates to apply by:
    - Integrating the Office of Diversity, Equity, and Community Engagement (ODECE)'s definition of inclusive excellence into the practices of the search process and including this definition in the job ad: https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence
    - Ensuring the advertisement includes proactive language to attract underrepresented candidates (guidance provided in the appendices of Guidebook Two: Recruitment and Outreach).
    - Conducting expansive outreach such as sharing the ad with everyone in the department and across campus as appropriate; creative outreach; publicizing widely; and extending personal invitations to diverse candidates.

- Share the ad with everyone in the department and across campus as appropriate.

- Encourage each search committee member to reach out to prospective candidates at colleges and universities nationally and internationally. Outreach can be done by encouraging them to apply in-person, by phone, personalized email, via social media, etc.

- Encourage word of mouth advertisement to colleagues, experts in their field, universities/colleges the department has not reached out previously (tribal colleges, historically Black Colleges and Universities, and Hispanic Serving Institutions).

- Encourage graduate students to help advertise the position by sending the posting to candidates in their networks.

- Recruit at national meetings, via professional publications, and email lists serving the position's discipline.

- Reach out to alumni and encourage them to apply and/or to share the posting with others.

- Post the position on the National Registry of Diverse and Strategic Faculty and/or to affinity group networks or associations.

- Keep in mind that reaching is an invitation to apply – it does not mean special consideration in the hiring process.

- Be aware of where underrepresentation exists before posting the position. For example, does your department have an affirmative action placement goal?

For more information on:

- Current workforce representation
- Affirmative action placement goals (schools/colleges will be contacted by the Affirmative Action Officer if they have placement goals)
- Demographic statistics of potential applicant availability
- Sources for posting advertisements, searching databases, and additional strategies that can help attract diversity
- Recruitment guidance throughout the search process
- Diversity and inclusion best practices
- Strategies and practices for reducing unconscious bias

Contact the HR Diversity Search & Outreach Program Manager at Teresa.Hernandez@colorado.edu or the campus Affirmative Action Officer, David Pacheco, at 303-735-9019 or aao@colroado.edu

Tenure Track Faculty Search Plan Checklist

University of Colorado Boulder
Tenure Track Faculty Search Plan Checklist

The purpose of this form is to ensure that tenure track faculty searches are conducted in accordance with the University's commitment to ensuring a diverse, qualified applicant pool and in compliance with state and federal equal employment opportunity and affirmative action requirements.

*****This form must be completed, submitted to and approved by the Department of Human Resources *****

Hiring Unit		
Hiring Authority		
Position Level		
Position Discipline/Field		
Position Number		
Target Start Date		
Form Submitted By		
Form Submittal Date		

Search Committee Requirements

☐ The hiring authority has convened a search committee that contains at least three (3) members. Members reflect the diverse nature of the university, support the university's commitment to enhancing faculty diversity and ensuring equal employment opportunity, and are qualified to evaluate the requirements of the position.

☐ The search chair has ensured that all committee members have taken the online SkillSoft training course entitled, ***"Faculty Diversity Search and Hiring Online Course"*** located at https://www.colorado.edu/hr/faculty-diversity-search-hiring. This links to the HR Faculty Recruitment Hiring Resources webpage, which also includes an updated search process manual (and guidebooks from each of the sections in the manual). On that page, click on the "Take the Faculty Diversity Search and Hiring Online Course" tab in blue. This link will then connect the user to the training in SkillSoft, which will require the user to login to access the training. Alternatively, the search chair can ensure that all committee have either taken the training or have met with the Affirmative Action Officer within the past two years. If the search chair prefers that the Affirmative Action Officer meet with the search committee in person, please contact 303-735-9019 or aao@colorado.edu.

☐ The search committee will establish the job-related criteria that will be used when evaluating which candidate is most likely to be successful in the role.

Recruitment and Advertising Requirements

☐ The CU Jobs announcement contains the following required EEO/AA language (NOTE: If the job announcement is posted on CU Jobs, this language is already included on all CU job announcements and does not need to be duplicated):

> *The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, pregnancy, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. All qualified individuals are encouraged to apply. Click here for a list of ADA and Title IX coordinators.*

☐ All non-CU Careers announcements will contain the following required language:

- *The University of Colorado is an Equal Opportunity/Affirmative Action employer.*

In addition to the posting placed on CU Jobs, a job announcement will be published in/distributed to the following locations (list any institutions, professional associations or email lists to which the announcement will be sent, and any publications, advertising outlets or websites where the job will be published):

The following search and recruitment efforts will be taken to ensure a broad and inclusive pool of candidates (e.g. list publications and professional associations serving diverse communities where job announcements will be placed/sent, etc.). If this position has a placement goal, this step is required before the search plan can be approved. Please check with the Affirmative Action Officer at aao@colorado.edu or 303-735-9019 to determine whether the position has placement goal:

Selection Process Requirements

- ☐ Applicants will be screened based on the job-related criteria as outlined at the commencement of the search.
- ☐ Applicants selected for interviews will be asked similar job-related questions and given the same opportunity to speak substantively about their qualifications for the position during the interview process to ensure consistent evaluation of candidates' qualifications.
- ☐ Committee members will not engage in potentially discriminatory lines of questioning during the interview process, such as those related to a candidate's age, nationality, race, ethnicity, color, gender (including pregnancy),gender identity, gender expression, religion, disability status, veteran status or sexual orientation.
- ☐ If an applicant with a disability requests an accommodation (such as a sign language interpreter) to apply for a job, the search committee chair will contact the ADA Coordinator at (303) 492-1334 for guidance.

SUBMITTED BY: _____ _____
Search/Department Chair — Date

APPROVED BY: _____ _____
Dean or Hiring Authority — Date

Creating the Job Announcement

Purpose of the Job Announcement

The purpose of this guide is to provide inclusive job announcement best practices. A 2015 study indicated that applications from candidates of color increased by 27% in 2015 due to placement and arrangement of information in the job posting (Shropshire, 2018). Stating the institution's commitment to academic excellence, as well as diversity and inclusion allows candidates to determine if this community is one where they can both work and live (Shropshire, 2018). A job announcement conveys information about the position and the university. Providing scope and detail helps candidates understand the position within the context of the department and campus.

The following provides details on each component of the job announcement. Also included are best practices, a checklist for creating a job announcement, and a sample job announcement.

Components of a Job Announcement

I. Introduction

- Provide the name and a description of the department
- Provide information about the university. Include facts on institution size, location, and areas of study. Information on history and founding year demonstrates stability. This section should be three to five sentences.
- Describe the connection between the position and CU Boulder's mission/vision/strategic imperatives.
- State the university's commitment to inclusivity and diversity.

II. Department Information

- Provide department specific information including:
  - Accomplishments
  - Discipline specific information
  - Program highlights that speak to diversity and inclusive excellence

III. Position Information and Qualifications

- Describe required qualifications, preferred qualifications, and competencies as approved by the hiring authority. This includes education, experience, and specialized knowledge, skills, or abilities. Describe preferred discipline(s), sub-disciplines or areas of specialty.
  - Separate minimum and preferred qualifications and provide clear examples of what is desired. Delineate between what is needed, what will be accepted, and where there is flexibility. For example, are there skills, knowledge, and/or abilities listed as 'required' that could be learned while in the position? Consider setting these as preferred qualifications. This helps broaden the pool of qualified diverse candidates.
  - Try to think differently about both minimum and preferred qualifications. For example, a preferred qualification may be demonstrated success supporting diversity and inclusive excellence through researching,

teaching, mentoring, or sponsoring these initiatives in a work or educational environment.

Examples:

a. **Education**: Include preferred discipline(s), sub-disciplines or areas of specialties.
Example: *An earned doctorate by XX date in the field of instructional design or related discipline such as educational technology or instructional systems.*

b. **Teaching**: Include examples of transferrable experience.
Example: *Teaching experience at the college level in a variety of courses in Psychology or Neuroscience is preferred and can include General Psychology, Psychological Methods and Statistics, Biological Psychology, Behavioral Neuroendocrinology, Principles of Neuroscience, and Neurobiology of Learning and Memory.*

c. **Service:** Include examples of acceptable service experience and think broadly about what constitutes service (i.e. mentorship experience).

d. **Research:** Identify the department's research needs and interests and include examples of transferrable experience.

e. **Diversity and Inclusive Excellence**: Identify the campus and/or department's diversity and inclusive commitment and incorporate a qualification asking applicants to demonstrate this experience.

IV. Salary & Benefits

- Provide clear salary information. Including the full salary range is discouraged if the available salary sits closer to the minimum salary.
- Highlight CU's excellent benefits including medical, dental, retirement, paid time off, tuition benefit, and the ECO bus pass.
- Highlight benefits unique to your department including faculty recognition programs, flexible work schedules, special events/programs, dual career opportunities, etc.

V. Regional Information

- Highlight information about the campus and Boulder region including outdoor life, accessibility to Denver, restaurants, nightlife, etc.

VI. Submission Instructions

- Provide clear instructions for submitting applications including required documents, instructions on how to submit materials, and due date.
- Provide a bulleted list of required documents (Limit these to only what is necessary and useful. Long lists can become wearing and confusing).
- **Consider asking only finalists** for letters of recommendation.

- This saves time and moves the process forward more quickly. Start by screening applicants for their experience and skills related to the job requirements and eliminate those who do not meet the minimum requirements.
- Consider gender bias when reviewing letters of recommendation. Men typically receive stronger letters of recommendation due to the gender bias of the recommender. Studies reveal that letters of recommendation for women tend to be shorter, include more gender references and include descriptors such as kind, nice, pleasant, and friendly rather than focusing on the candidate's knowledge, skills, and abilities (Ashcraft, 2017).

- Provide the submission deadline
  - Vague deadlines diminish efforts to recruit top talent who may opt for job postings that are clear about their deadlines and time to fill. Set a clear application deadline to provide candidates with a timeframe for the search process.
  - If the department does not use an application deadline, use a soft deadline (also known as a consideration deadline): "For full consideration, applications must be submitted by [DATE]."
  - If a search needs to remain open, the committee can extend the deadline and update as needed.
  - Full consideration means that applications submitted before [DATE] will be reviewed, and applications submitted after [DATE] may be reviewed, however, this review is not guaranteed.
  - The campus Affirmative Action Officer can provide the search committee with the demographics of the applicant group (not individuals). Reviewing this information early in the process can help the search committee determine additional outreach strategies and determine if the application deadline needs to be extended to ensure a diverse pool of applicants.

    Contact**:** Affirmative Action Officer**,** David Pacheco, at 303-735-9019 or aao@colorado.edu

VII. Affirmative Action/Equal Employment Opportunity Statement (AA/EEO)

- When using the CU Boulder job site, the AA/EEO statement is automatically included. In addition to the campus' AA/EEO statement communicates the institution's commitment to diversity and inclusion, which enhances our ability to recruit a diverse pool.

VIII. Contact Information

- **Provide an accommodations contact:** Include the name and contact information for an individual candidates can access to inquire about and secure accommodations. Being proactive regarding accommodations demonstrates the department's commitment to being inclusive of all abilities and minimizes barriers for applicants

with disabilities. Include the following suggested statement from CU's ADA Compliance Office:

The University of Colorado Boulder is committed towards providing equal access to individuals with disabilities. If you are an interview candidate and require accommodations, please contact the ADA Coordinator at: ada@colorado.edu no later than three days before your interview. We will make all reasonable efforts to fulfill requests submitted after the deadline.

- **Provide a search committee contact**: Applicants have questions about the department, campus climate, spousal hires, area schools, places to go/things to do in the area, etc. Provide applicants with a search committee contact (typically the search chair). The contact person needs to maintain confidentiality to protect applicants.

  The Department of Human Resources Diversity Search and Outreach Program Manager can serve as an objective contact for candidates. Contact Teresa Hernandez at teresa.hernandez@colorado.edu or 303-735-3577 if you would like for her to serve in this capacity.

Best Practices Regarding Job Announcements

Authentic Representation

If photos and graphics are included in the job announcement, they should accurately represent the demographic makeup of the department and university. Given that CU Boulder's job announcements are standardized postings, this would apply to links that connect an applicant with the department website. Ensure people in photos represent diversity of gender, race, ethnicity, ability, etc. without creating an inaccurate portrayal of diversity within the department.

Use of Inclusive and Neutral Language

Some research suggests word choice can encourage or discourage candidates from applying. Dominant words and phrases can deter applicants, especially women and other underrepresented populations, who may have been raised to modulate their knowledge and skills, demonstrate humility, and view success through a familial and community based lens rather than through a competitive lens. Neutral words and inclusive and inviting language encourages a diverse range of applicants. Guidelines regarding the use of gender neutral language include the following.

- Ensure a balance of neutral based language (see examples below)
- Eliminate gender bias from job ads by eliminating words associated with gender stereotypes
- Ashcraft recommends avoiding dominant language and extreme modifiers that may be unappealing to some candidates. Examples include:

  Words: *world class, unparalleled, off the charts, high-powered, results-driven, action-oriented, dominant, competitive environment, manages, directs, self-starter*

  Phrases: *"We are determined to be a **dominant leader** in this field and are seeking self-starters determined to **stand apart from the competition**."*

- Appeal to a wide range of diverse candidates by neutralizing language where possible.

Examples of neutral language: *community, commitment, team player, collaborative, supportive, understands, works with, creative problem solving, commitment, team-orientation, excellence, demonstrated success, dedicated, committed, respected, thorough, attentive, inquisitiveness, follow-through, observant, and insightful*.

Consider Including a Diversity and Inclusion Preferred Qualification

- Setting a diversity and inclusion qualification demonstrates the department and university's commitment to being a welcoming and inclusive environment to faculty with diverse perspectives, skills, abilities, and experiences. This qualification can also help the search committee learn how applicants have applied their diversity and inclusivity commitment and experience with their work.
    - Examples:
        - Demonstrated ability to cultivate and advocate for an environment of diversity and inclusion based on the position's responsibilities.
        - Demonstrated success working with diverse constituents as this relates to the duties for this position.

- A diversity and inclusion requirement can be demonstrated by asking applicants to submit a statement with their application materials
    - Example: An inclusivity statement demonstrating your commitment to engagement and inclusion of culturally diverse audiences in higher education

Vetting the Job Ad

- Share the job ad with a diverse group of faculty, graduate students and others to determine if the ad resonates, is inviting, is inclusive, and makes sense to others.
- Review peer institution advertisements classified as Diversity Champions to view their language via Insight for Diversity at http://www.insightintodiversity.com/diversity-champions/

Reference the *Job Announcement Checklist* and the *Sample Job Announcement* for additional information and guidance.

Sources:
Kay, A. (2018). *How Job Ads Can Reinforce or Undermine the Status Quo*. Retrieved from *https://www.ncwit.org/sites/default/files/a.kay_jobpostingbias_ncwitsummit12_0.pdf*.
Ashcraft, C. (2017). *NCWIT Tips for Writing Better Job Ads*. Retrieved from https://www.ncwit.org/resources/ncwit-tips-writing-better-job-ads.
Shropshire, S. (2018). Faculty Selection Committee Diversity Training [Webinar]. The Academic Network. Retrieved from *https://academicnetworkinc.com/webinars*.

Faculty Advertising Sources for Diversity

The purpose of this guide is to provide diversity focused and discipline specific advertising sources for faculty searches.

- Science and engineering related positions tend to use Academic Keys and Mechanical Engineering Magazine to advertise
- All diversity sites have branches with identity specific advertising such as: Spectrum, Latino/a/x/Hispanic, Veterans, disability
- Notes are included that incorporate patterns found while searching through campus advertising plans

Arts and Science	**Purpose/Notes**	**Membership/Non-Membership Cost**	**Posting Time**
Association of Black Sociologists Associationofblacksociologists.org	Committed to research, teaching, mentoring, service, and social justice.	$100 per ad $50 per additional ad $50 per re-run	
National Latina/o Psychological Association http://www.nlpa.ws/job-board	Committed to advancing psychological education and training to enhance the well-being of Hispanic/Latina/o populations.	Non-members: $120 Members: $60	30 days 30 days
Association of Black Psychologists https://careercenter.abpsi.org/	Professional association of African American psychologists; publishes the Journal of Black Psychology. Founded in 1968.	$400 per ad Position emails to 600+ Black Psychologists	30 days
Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) https://careercenter.sacnas.org/	Advancing Chicanos/Hispanics and Native Americans in Science.	$300 per ad (starting price)	30 days
American Astronomical Society	Enhancing and sharing humanity's scientific understanding of the universe since 1899.	$60 per posting	Weekly
Asian Studies Asianstudies.org	Through its publications, online resources, regional conferences, and annual conference, the AAS provides its members with a unique and invaluable professional network.	$200 $100	Up to 200 words For each additional 100 words

The Middle East Studies Association Mesana.org	The Middle East Studies Association (MESA) is a private, non-profit learned society that brings together educators and those interested in the study of the region from all over the world.	$75 per job listing	60 Days
IEEE – Institute of Electrical and Electronics Engineers https://www.ieee.org	Technical professional organization for the advancement of technology. The IEEE Job Site provides employers with more qualified candidates.	$650	30 days
American Political Science Association Apsanet.org	Comprehensive database of jobs related to political science, accessible to members. Includes caucuses for women, Hispanic and African American applicants		
Association for Jewish Studies https://www.associationforjewishstudies.org/	Options for tenure track faculty	$150 initial cost with a max of $350. Dependent on size of listing	
VIDA: Women in Literary Arts http://www.vidaweb.org/ Contact: Amy King at aking@vidaweb.org	Non-profit committed to amplifying historically marginalized voices.	Contact VIDA to share postings in or related to Literary Arts.	
Cave Canem: A Home for Black Poetry http://cavecanempoets.org/ Contact: 718-858-000 Email: info@ccpoets.org	Non-profit literary service organization.	Contact to spread the word about postings in English and related areas	
Kundiman http://kundiman.org/ contact: infor@kundiman.org	National organization dedicated to the creation and cultivation of Asian American creative writing.	Contact to spread the word about postings in English and related areas	
Asian American Writers Workshop http://aaww.org/ Contact: Tel: 212-494-0061 E-mail: desk@aaww.org	Non-profit arts organization devoted to creating, publishing, developing writing by Asian Americans	Contact to spread the word about postings in English and related areas	

Go on Girl! Book Club https://www.goongirl.org/ Contact: GOGBookClub@goongirl.org	National reading club committed to fostering awareness and appreciation of diverse literary works by authors of the Black Diaspora.	Contact to spread the word about postings in English and related areas	
Voices of Our nationals Arts Foundations https://vonacommunity.org/	Nurturing writers of color since 1999. Supporting writers of color through workshops, mentorship, community building, and information sharing.	Contact to spread the word about postings in English and related areas	
DesiLit: A South Asian Arts Foundation http://desilit.org/	DesiLit works to build support for South Asian and diaspora writers.	Contact to spread the word about postings in English and related areas	
Minza: An Arab American Culture Organization http://www.mizna.org/ Contact: mizna@mizna.org	Non-profit promoting contemporary expressions of Arab American culture.	Contact to spread the word about postings in English and related areas	
Economics	Purpose/Notes	Membership/Non-Membership Cost	Posting Time
Econjobmarket.org		$500 regardless of size and time posting is up	
Association of American Economists aeaweb.org/joe/	Over 1,500+ PhDs secure employment at colleges, universities, corporations and government agencies.	$400 Per 200 words	
Physics	Purpose/Notes	Membership/Non-Membership Cost	Posting Time
National Society of Black Physicists http://www.nsbp.org	The mission of the National Society of Black Physicists is to promote the professional well-being of African American physicists.	$350 per job post $600	30 Days 90 Days

Engineering	Purpose/Notes	Membership/Non-Membership Cost	Posting Time
Society of Women Engineers https://careers.swe.org/	Electronic recruitment resources in the engineering and technology field.	Starts at $200 for online posting	30 days
National Action Council for Minorities in Engineering Nacme.org		$249 for basic job posting	30 Days
American Indian Science and Engineering Society aises.org		$299 basic package	30 Days
Society of Hispanic Professional Engineers http://www.shpe.org/		$275 basic package	60 Days
The American Society of Mechanical Engineers Asme.org	Not-for-profit membership organization that enables collaboration, knowledge sharing, career enrichment, and skills development across all engineering disciplines.	$395/536 standard $485/660 premium $560/752 platinum	30/60 Days
Business	Purpose/Notes	Membership/Non-Membership Cost	Posting Time
The PhD Project https://jobs.phdproject.org/ contact: Maria Zara at mzara@kpmg.com	Striving to increase the diversity of business school faculty who encourage, mentor, support, and enhance the preparation of tomorrow's leaders.	**No cost for participating universities (CU Boulder is included).** Unlimited tenure-track, adjunct, and lecturer positions and roles in administration to network of 1,500+ minority business faculty and doctoral students.	

General Advertising Sources	Purpose/Notes	Membership/Non-Membership Cost	Posting Time
Jobing.com, Inside Higher Ed, & Higher Ed Jobs • www.jobing.com • www.insidehighered.com • www.higheredjobs.com	These resources are paid subscriptions that auto-feed when positions are posted with campus' job posting site.	**Free**	
The Registry (National Registry of Diverse and Strategic Faculty) https://www.theregistry.ttu.edu/	The National Registry of Diverse & Strategic Faculty is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions.	**Free** -CU-Boulder HR has purchased a campus-wide subscription to this site. Departments may use this subscription to post faculty jobs and search the candidate database. For access to posting on this site logon under ***"Institution – Limited Access", username = cuboulder1, password = post***	
Direct Employers https://de.nlx.org/pdfs/JobAlliancesList.pdf	Veteran, LGBT professionals.	**Free** CU Boulder HR has membership with Director Employers which is a nonprofit. Positions posted through the CU Boulder job site automatically feed to several diversity sites. Click on the site in this row to view this extensive list. Postings go to diversity based sites including identity specific military, disability, ethnic specific, women, and LGBTQI sites.	

Insight Into Diversity http://www.insightintodiversity.com Phone: 800-537-0655	*INSIGHT Into Diversity* is the oldest and largest diversity magazine and website in higher education today. For over 40 years, *INSIGHT Into Diversity* has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities.	• Basic Job Posting = **$339** • Job posting, inclusion in Insight Into Diversity Newsletter, and position highlighted near top of search results = **$470** Basic Job Posting = **$415**	60 days 90 days
Chronicle of Higher Education https://chroniclevitae.com/	This has a tremendously wide circulation. *Vitae* is the jobs website.		
American Association for Access, Equity, and Diversity https://affirmativeaction-jobs.careerwebsite.com/	The American Association for Affirmative Action is the association of professionals managing affirmative action, equal opportunity, diversity and other human resource programs.	Job Posting Member Price: **$125**, Non-Member: **$199** Enhanced posting (job stays near top of list on job board): Member Price: **$140**, non-member: **$230**	30 days
All Diversity Inclusive Work Environments https://alldiversity.com	Gives employers the opportunity to create a diverse workforce by posting jobs and searching the CV database.	$295 which includes posting on identity specific sites including Veterans Connect, Workplace Diversity, Disability Connect, Hispanic Diversity, and Out & Equal.	60 days
Work Place Diversity https://workplacediversity.com/	Inclusive job board for employers looking to connect with African American, Asian American, Latino, Military	$200 for single post	60 days

Diverse Jobs http://www.diversejobs.net	Diverse Jobs is the flagship publication of a leading publisher of higher education news. They are a leading resource site for careers in academia. They have an extensive variety of listings for both academic and non-academic positions at postsecondary institutions. Listings include both faculty jobs and college administrator jobs.	$310 (1 job posting) $400 Cross-post with CCjobsnow.com (community college job board) for 30 days Featured employer: $200 $350 Featured employer on Diverse E-newsletter: $175 $325	30 days 60 days 1 week 2 weeks 1 week 2 weeks
IM Diversity http://jobs.imdiversity.com/main/clients/products Phone: 281-265-2472	Online presence hub with graduate, professional, issues & job board.	$125 $170 $200 $950 (10 posts)	30 days 60 days 90 days Annual
NCORE-National Conference on Race & Ethnicity In American Higher Education https://www.ncore.ou.edu/	A widely-visited site that sustains an important connection with the higher education market for Faculty, Administrative, Executive, & Professional Staff.	$125 (per position) $200 (per position) $300 (per position)	30 days 60 days 90 days
The Minority Faculty/Staff Applicant Database (MFAD) https://mfadjobs.com/	The leader in college and university job links for diverse applicants for faculty, staff, and administrative positions.	$265	30 days
Diverse: Issues in Higher Education http://diversejobs.net/online-ad-rates/	Prime location for reaching diverse audiences for academic positions for over 30 years.	$330 single post unlimited text Additional options for multiple postings	30 days
Academic Keys https://academickeys.com/	Primarily focused on job postings for faculty members and graduate students within higher education. Their database consists of close to 1 million and reaches diverse candidates, veterans, and candidates with disabilities.	$315 for single posting Includes announcement in discipline specific e-fliers	4 months

Academic Careers Online http://www.academiccareers.com/Rates.htm	An "Affirmative Action Link" may attract additional diverse audiences.	$275	For three month job listing
Diversity: A World of Change http://www.diversity.com/	Emphasis on attracting STEM candidates.	$180	30 days
Diversity Jobs https://diversityjobs.com/c/ads-home/	Extensive network of niche diversity sites. Annual Bilingual Diversity Career Fairs.	$224	30 days
Out Front https://blackphdnetwork.wildapricot.org/	Provides opportunities for networking, collaboration, support while answering the call for diversity both in academia and corporate institutions.	$750 membership fee to post job ads	
National Employment Minority Network https://www.nemnet.com	Website that can reach diverse audiences in academia.	Price customized for employer,	
Hispanic Outlook in Higher Education https://www.hispanicoutlook.com	Only education publication solely devoted to informing and helping Hispanics successfully navigate higher education.	$260 for single post additional options available.	60 Days
Women in Higher Education. https://employer.wihe.com/		$275 Additional options available.	30 days
Tribal College Journal of American Indian Higher Education http://tribalcollegejournal.org/jobs/employer-products/		$185	30 days

Reference this document at: *Faculty Advertising Sources for Diversity*

Appendix One: Job Announcement Checklist

The purpose of this document is to provide guidance based on best practices of creating a job announcement that will be inviting to underrepresented communities including women identified applicants, applicants of color, LGBTQI applicants, applicants with disabilities, or veterans

1) Are the **qualifications clearly stated?** If examples are included, are they broad enough to be inclusive of various types of experience?

2) Are the **application instructions clear** and easy to follow?

3) Do the qualifications include a **diversity and inclusion qualification** that involves demonstrated experience and commitment through one's teaching, research, service, and/or mentor experience?

4) Is information provided regarding the university and the department utilizing language that is neutral and appealing to a wide range of candidates? Does the posting avoid use of extreme modifiers (i.e. "unparalleled," "off the charts," "world class," etc.)?

5) Is the **Affirmative Action/Equal Employment Opportunity statement included as well as** information/language that shares **CU Boulder's commitment to diversity and inclusion?**

6) **Is the representation of diversity authentic? Authentic representation** is important in making prospective candidates feel welcome and included. Be mindful of accurate and authentic demographic representation when utilizing photos or graphics.

7) Is the contact information for non-search committee individuals included? Consider providing a **contact person for accommodations and a search committee contact** person in the job announcement.

Appendix Two: Job Posting Synopsis

When the position is posted through the CU Boulder job site, it will be fed to multiple sites. Given the multiple posting formats, consider a shortened version of the job posting. This is typically pulled from the top of the description. An example follows:

The University of Colorado Boulder Libraries invites applications from collaborative and innovative candidates for the position of **Head of Archives.**

ALA-accredited Master's degree in Library and Information Science ***or equivalent*** must be in place no later than (Day/Month/Year—application deadline).

The successful candidate will have a broad background in archival theory and practice and will be committed to inclusive excellence for students, staff, and faculty.

The full position description can be viewed at http://www.colorado.edu/libraries/jobs-opportunities.

Appendix Three: Sample Job Announcement

Full Position Description

University of Colorado Boulder Libraries Job Announcement

Head of Archives

About the University:

As the Flagship University of a multi-campus system in the State of Colorado, the University of Colorado Boulder (CU Boulder) is a large public research university with a diverse community of scholars and learners situated on one of the most beautiful college campuses in the country. CU Boulder offers over 3,900 courses in 150 fields of study. Since opening our doors in 1877, we continue to attract superb faculty, staff, and students and build strong programs in the sciences, engineering, business, law, arts, humanities, education, music, and many other disciplines. As one of 34 U.S. public institutions belonging to the prestigious Association of American Universities (AAU)—and the only member in the Rocky Mountain region—we have a proud tradition of academic excellence, with five Nobel laureates and more than 50 members of prestigious academic academies.

We seek candidates whose research, scholarly work, professional service and life experience have prepared them to contribute to our commitment to culturally diverse and inclusive higher education community.

Comment: This section provides information about the University and helps to entice the reader to learn more. Include information about the university's size, areas of study, location, and CU's founding year (to demonstrate the university's stability). Including diversity and inclusive language speaks to the department's commitment. An example: "*The X department benefits from the contributions and expertise of its diverse community of scholars and learners.*"

This statement can be included in the first paragraph, within the qualifications section, or AA/EEO section, or dispersed throughout as with this posting example.

Note: When using the CU Boulder job site to post the job announcement, comprehensive information about the university, living in the area, and benefits will already be included.

About the Campus Libraries:

The University Libraries faculty and staff are diverse, talented, and passionate people who share this vision and mission. Librarians participate at all levels of the campus and hold full faculty status and rank. The Libraries, a member of the Association of Research Libraries, holds the largest collection in the Rocky Mountain region with over 12 million books, periodicals, government publications, audiovisual materials, microforms, maps, manuscripts, papers and computer-based resources. The Libraries faculty and staff collaborate internally, with colleagues beyond the campus, and with our clients to advance information literacy, intellectual freedom, lifelong learning, the disciplinary growth of information, and the amplification of knowledge

Comment: This information will vary depending on the department and position being hired for. This area is an opportunity to highlight the department and discipline's success.

The position and what your key responsibilities will be:

The University of Colorado Boulder Libraries invites applications from collaborative and innovative candidates for the position of **Head of Archives.** Knowledge of a broad range of archival theory and practice based on training and professional experience is essential. The Head of Archives works within a collaborative team environment and will report to the Director of the Special Collections, Archives & Preservation Department. The Head of Archives will be responsible for overseeing the appraisal, acquisition, donor relations, accessioning, arrangement, rehousing, description, preservation, access, and outreach for records and manuscripts collections in a wide variety of formats. A significant part of the

responsibilities of this position include research and creative work and service in keeping with the tenure standards of the University of Colorado Boulder.
Comment: The position title is clear and provides an accurate description that is informational and inviting.

Minimum Qualifications:

Please address each of these qualifications in your application materials:

- ALA-accredited Master's degree in Library and Information Science ***or equivalent***
- Demonstrated ability to cultivate and advocate for an environment of diversity and inclusion
- Experience in accessioning, arrangement, processing and description of archives, manuscripts, and multi-format collections, including born-digital, audiovisual, and photographic materials
- Knowledge and understanding of current and emerging archival theory and practice, national standards, relevant legal and ethical regulations and best practices that govern the arrangement, description and use of archival materials, particularly DACS and MPLP
- Supervisory experience
- Demonstrated experience writing finding aids using tools and standards such as ArchivesSpace, Archivists' Toolkit, and EAD
- Sensitivity to matters of confidentiality, copyright, and other policy and legal aspects of managing and providing access to archival materials

Competencies:

- Demonstrated ability to cultivate collegiality and to work effectively with colleagues, patrons, and donors
- Excellent interpersonal, presentation, facilitation, and communication skills
- Potential for research, scholarly work, and professional service.
- Demonstrated success working with diverse constituents

Preferred Qualifications:

Evidence of any of the following will enhance a candidacy:

- Coursework or degree concentration in archives
- At least 2 years of experience in accessioning, arrangement, processing, and description of archives, manuscripts, and multi-format collections, including born-digital, audiovisual, and photographic materials
- Familiarity with emerging technologies for managing archival collections, including digital repositories and digital preservation systems (e.g., DSpace, Archivematica, Arkivum, etc.), and digital exhibit systems (e.g., LUNA, Omeka, ContentDM, Collective Access, etc.)
- Experience communicating and negotiating with potential donors
- Experience collaborating across units/departments in an academic environment
- Successful track record of securing grant funding
- Demonstrated experience or professional development related to strategic planning, change management, supervision, or leadership
- Record of research and publication and national service
- Demonstrated success working with diverse constituents

Comment: The minimum and preferred requirements are clear and examples are provided. Competencies give the reader an opportunity to address their transferrable skills. An example is describing potential for research, scholarly work, and professional service.

Providing examples of research, scholarly work, and/or professional service is helpful. Demonstrated success working with diverse constituents is also included as a qualification which informs the reader of

the department's commitment to diversity and inclusiveness. Asking candidates to speak to diversity and inclusion in a statement in their application and interview substantiates this commitment.

What we can offer:

Successful candidates will be appointed as full-time (12 month), tenure-stream faculty members. Rank and salary will depend upon professional experience. The minimum starting salary is $70,000. Benefits include 22 working days of vacation, ten paid holidays, liberal sick leave, university group health care plans, group life insurance, paid ECO bus pass, TIAA-CREF administered retirement/annuity, and support for scholarly/professional activities. Tenured librarians are eligible for sabbatical leave.

Comment: Providing clear and detailed information about the salary and benefits helps the applicant determine if the position fits their needs. CU Boulder has excellent benefits. Highlighting these could be key to recruiting top talent.

About Boulder, Colorado:
Boulder and the surrounding area is known as one of the best places to live because of its spectacular setting, acres of open space, and vibrant atmosphere. At 5,430 feet above sea level, acres of vast open space entwine into Boulder's cityscape nestled into the foothills of the Rocky Mountains. Home to approximately 90,000 residents, Boulder has a mild, dry climate with more than 300 days of sunshine per year. Boulder offers activities for every interest. Over 80 miles of pedestrian and bike paths, as well as a convenient bus system, provide transportation around town and to the Denver metropolitan area 30 minutes away by bus. Photographers, music lovers, rock climbers, Olympians, artists, and others are drawn to this great city because of its scenic beauty, vibrant culture, and fabulous amenities. Boulder is just three hours from 11 ski resorts and moments from 43,000 acres of open space and trails. Boulder recently polled as the happiest city in the United States.

Comment: Including information about Boulder and the surrounding area helps create excitement about the position and about living in this environment.

Note: When using the CU Boulder job site to post the job announcement, comprehensive information about the university, living in the area, and benefits will already be included.

Affirmative Action/Equal Employment Opportunity, Inclusion, and Accommodation Statement:
The candidate selected for this position must be able to meet eligibility requirements to work in the United States at the time the appointment is scheduled to begin. The University of Colorado Boulder is an Equal Opportunity Employer committed to building a diverse workforce. We encourage applications from women, people of color, individuals with disabilities, and veterans.

We are committed to supporting diversity and inclusive excellence and are committed to developing this type of environment.

We are committed to an inclusive and barrier-free search process. We provide accommodations for applicants requesting accommodation throughout the search process. Alternative formats of this ad can be provided upon request for individuals with disabilities. Individuals with disabilities in search of accommodations throughout the search process should contact the ADA Coordinator at: hr-ada@colorado.edu

Comment: Including the AA/EEO statement demonstrates the university's federal compliance obligations paired with the university's commitment to diversity and inclusion. Research shows that underrepresented candidates believe in an institution's commitment to diversity via well-crafted diversity and inclusion statements. The statement provided is an example. Connect the Department of Human Resources recruitment team for legal and inclusive language guidance.

Note: When using the CU Boulder job site to post the job announcement, an automated AA/EEO statement and accommodations information will already be included.

Submission Instructions:

This position is open until filled. Applications received by Friday May 5, 2018 will receive full consideration. Application must be made online at CU Careers (**posting #____)** and must include the following in PDF format:

- A letter of application specifically addressing qualifications for the position
- CV or resume
- names with postal addresses, email, and telephone numbers of three references
- An inclusivity statement demonstrating your commitment to engagement and inclusion of culturally diverse audiences in higher education
- Letters of recommendation will only be asked of finalists

Comment: Providing applicants with clear submission instructions (bulleted here) is key to collecting required materials.

Search Committee Contact:
Questions about the search process, climate, resources, etc. may be directed to ____, at **___@Colorado.EDU**.

Comment: A staff member familiar with the department, position, and connected with the hiring authority or search chair outside of the search committee allows candidates to freely ask questions without influencing search committee members.

Guidebook Three: Evaluating Applicants

The purpose of this guidebook is to provide information and tools to assess candidates' qualifications based on their application materials. Making consistent decisions about a candidate based on their materials ensures each candidate is assessed equitably. This also allows search committee members to quickly reference notes about each candidate.

Working with the Affirmative Action Officer and Diversity Search and Outreach Program Manager

At this stage, the department, Hiring Authority, and Search Committee Chair have been in contact with the campus' Affirmative Action Officer regarding the submission of the *Faculty Search Plan Checklist*. The search committee is encouraged to work with the Diversity Search and Outreach Program Manager and Affirmative Action Officer from the Department of Human Resources when the search process begins for guidance and support.

Contact information:

Diversity Search & Outreach Program Manager: Teresa.Hernandez@colorado.edu or 303-735-3577

Affirmative Action Officer: David.Pacheco@colorado.edu or 303-735-9019.

These individuals can provide information on the following:

- Compliance with federal laws and policies governing the hiring process
- Affirmative Action placement goals
- Best practices for inclusive hiring

The Affirmative Action Officer can also provide a demographics report of the current applicant pool. The purpose of the demographics report is to:

- Allow the committee to review the demographics of the applicant pool. Based on how applicants identified (if they elected to self-identify their gender, race/ethnicity, disability, and/or veteran status), the demographics report can provide the committee with the makeup of the pool. The demographics report is not intended to identify characteristics of individual applicants based on their identities. The report provides a group profile of the reported demographics within the applicant pool.
- Allow the committee to determine if additional outreach is justified to continue to diversify the pool.

This report should be generated prior to the review of applications and prior to the application deadline.

Determining Criteria Prior to Review

Agreeing on criteria prior to screening applications will enhance the committees' ability to be consistent and objective. Utilizing consistent criteria provides a foundation to more accurately identify top candidates. Evaluation criteria can also contribute to mitigating unconscious bias.

Defining Terms Prior to the Application Review

In addition to defining the knowledge, skills, and abilities of desirable candidates, it is also helpful to define terms and ideas related to the qualifications. Common words and phrases that are helpful to define include:

- Excellence
- Expertise
- Demonstrated experience
- Potential
- Successful record
- Outstanding scholar

Defining terms can help mitigate unconscious bias by surfacing subjective interpretations and differences based on committee members own lens.

Conducting an Applicant Review Exercise

Search committees can practice their application review skills by conducting the following exercise:

1. Secure application materials from a former (and similar) search
2. Select one candidate from the pool
3. Remove the name from the application documents prior to the review to protect their confidentiality
4. Ask each committee member to review the application materials and evaluate the candidate using the established qualifications, definitions, and criteria

The committee can then discuss the evaluation based on each member's evaluation of the candidate. This exercise can surface differences in how committee members interpret terms and qualifications and prepare them for issues that may arise as the review process continues.

Utilizing an Applicant Evaluation Rubric

Rubrics allow committee members to reference the qualifications as advertised in the job posting and more easily discuss and compare candidates during the review process. Utilizing an applicant evaluation rubric provides for an objective, defensible, and inclusive process. When using the CU Boulder job site to post the position, a rubric may automatically be built in which will allow for the process of evaluating applicants.

The search committee should agree on criteria being assessed and how each criterion will be evaluated (i.e. which criteria should be weighted more than others). Selection criteria must be applied consistently for each candidate. A preliminary screening can be conducted to eliminate applicants who do not meet required qualifications.

Elements of a rubric

1) A listing of minimum and preferred qualifications, as well as desired competencies to be assessed.
2) A weighting method (if desired)

If a weighting method is used, required and important qualifications should be weighted more heavily than others.

3) A ranking method

A variety of ranking methods can be utilized. Numerical rankings are common and are best if a three point scale is utilized. Challenges associated with numerical rankings include the possibility of creating a false belief that only the individual with the highest number is qualified. Additionally, numerical rankings across multiple criteria may not be adjusted based on priorities. Finally, numerical rankings without weighting are sometimes overruled in the final decision. While this is acceptable, documentation would reveal that the final selection and the numerical rankings were not aligned, which could be difficult to defend. Examples of non-numerical rankings could be yes/maybe/no, or top, secondary, not under consideration. Non-numerical rankings eliminate the challenges associated with numerical rankings.

4) Application Documents
   Documents to be included in the rubric could include the curriculum vitae, cover letter, finalists, letters of recommendation, and a commitment to diversity and inclusion.
5) Commitment to Diversity Statement
   It may be desirable to evaluate a candidate's commitment and experience with diverse communities. Asking applicants to submit a statement addressing this is appropriate and could be tailored to the department (asking the applicant to connect their experience to the department's diversity goals for example). If used, this criteria should have also been listed in the job posting.

6) Applicant names
   See the following rubric template and a sample: Applicant Screening Template and Applicant Screening Sample

The search committee should also create a plan for reducing bias during the application review process. Examples of Bias Based Hiring Practices resulting in an unfair evaluation of women and other underrepresented communities can be found in Appendix Five.

Reference the Criteria Evaluation Best Practices Matrix in Appendix Six for a review of strategies.

Before creating a rubric conduct an applicant materials check to ensure that none of the applicants are mission materials. Contact applicants who are missing documents and provide a deadline to submit theses. Providing this opportunity also assists in our efforts to recruit top diverse talent. (Shropshire, S., 2018, February 8).

Sharing Rubric Ratings in Committee Discussions

Once committee members have rated applicants utilizing the rubric, committee members can share their ranking. The use of the rubric makes discussions regarding applicant strengths and weaknesses more orderly and allows the committee to group candidates. It also allows differences between committee members to emerge.

Notifying Applicants in the CU Boulder Job Site

Once candidates are screened and a list of semi-finalists emerge, those not moving forward should be notified. General, (not specific) reasons can be provided to the candidate not moving forward. Reason codes are available in the CU Boulder job site as are email templates that provide general reasons. Criteria used to eliminate applicants must be job related and documented.

Letters of Recommendation and Unconscious Bias

Unconscious bias can occur during the review of letters of recommendation. Letters written for women, for example, tend to be shorter in length and focus on interpersonal skills rather than knowledge, skills, and abilities as compared to men identified candidates. The Potential Influence of Unconscious Bias in Appendix Seven provides additional information. To help mitigate bias, one strategy is to wait to collect letters of recommendation of only the finalists rather than from all candidates in the pool. Not only is this a time saver for candidates, references, and the search committee, it also allows the committee to focus on the candidate's qualifications and contributions and consider all factors. For example, if an author of a letter of recommendation is well respected in the field, this should be only one of many factors considered when evaluating candidates. There will be candidates who do not have well-known mentors or who do not hail from highly regarded institutions. However, they may be top candidates based upon their work, their life experience, and their resiliency. As such, evaluating applicants based upon their application without letters of recommendations is one strategy to mitigate bias.

When a Committee Member Knows a Candidate

There will be times when candidates know committee members. Committee members should share who is known to them and the committee should determine a plan for the committee member to continue to participate or recuse themselves from evaluating and interviewing the candidate. Discussing concerns with the search chair first can be helpful to determine a plan for communicating with the committee. Contact the Department of Human Resources with questions.

Internal Candidates

Internal candidates should be provided with the same questions, assessments, and evaluations as external candidates. Avoid relying on prior information about the candidate. Rather, focus on the materials and information the candidate provides during the search process. A valuable exercise is to consider what is known and not known about the other candidates. It is not uncommon for committee members to want to grant internal candidates an interview as a courtesy rather than as a result of their standing among the other candidates. This philosophy should be discussed and resolved prior to the review of applications. For example, if including an internal candidate as a courtesy means excluding other promising candidates, it may not be advisable.

Source:
Shropshire, S. (2018, February 8). Faculty Selection Committee Diversity Training [Webinar]. The Academic Network.

Appendix Four: Applicant Screening Template

Applicant Screening Evaluation		**Position: _____**		**Position #:_____**	**Evaluator: _____**			
Last Name	First Name	Minimum Qualification	Minimum Qualification	Preferred Qualification	Preferred Qualification	Preferred Qualification	NOTES/ comments	Mark your decision yes, maybe, or no.

How to use this template:
For each candidate, indicate if they meet the minimum and preferred qualifications by marking the appropriate box with yes, maybe, or no. Provide comments to support your rating. In the final column, provide your final decision (yes, maybe, no) on the candidate.

To access this template, link to: *Applicant Screening Template*

To see how this template can be used via a sample, link to: *Applicant Screening Sample*

Appendix Five: Examples of Bias in the Hiring Process

The following demonstrates unconscious bias in hiring practices and its negative impact on underrepresented candidates. Developing strategies that mitigate unconscious is important in conducting an unbiased search process.

Orchestra Auditions

An analysis between 1970-1996 audition records of 14,000 US symphony orchestra musician positions reveals the following:

- As of 1970, only 10% of newly hired musicians were women
- As of 1980, there were no more than 12% women musicians within the top 5 U.S. orchestras
- Once objective (blind) auditions were put in place that prevented seeing candidates and hearing footsteps (through use of a carpet to muffle foot sounds and a carpet), this practice resulted in the following:
    - An increase of women advancing from preliminary screening rounds by 50%
    - A 30% increase in the hiring of women musicians

Applications

In a study in Boston and Chicago, fictitious resumes were submitted for job advertisements. Resumes were randomly assigned African American or White sounding names. The findings revealed:

- White sounding names receiving 50% more callbacks for interviews
- Job applicants with White sounding names needed to send 10 resumes in to get one callback while African American sounding names needed to send 15 resumes to get one callback

Note: The racial gap is uniform across occupation, industry, and employer size

Letters of Recommendation

In a study of medical faculty at a large medical school in the United States, 300 letters of recommendation were examined from a theoretical perspective of gender schema from cognitive psychology. Letters written for women identified candidates differed significantly from those written for men identified candidates.

- Men's letters are longer, more references were made to their CV, publications, patients and colleagues
- Women's letters were shorter and more references were made to their personal life
- "Doubt raisers" for women were incorporated which included faint praises and irrelevant information. For example:
    - "It's amazing how much she has accomplished."
    - "She is kind."
    - "She is close to my wife."
    - "It appears her health is stable."
    - Gender schema language is used that reinforces gender stereotypes such as through the portrayal of women as teachers and students versus researchers and professionals. For example:
        - "Her teaching" vs. "his research"

In a study of 886 Chemistry or Biochemistry faculty position letters of recommendation at a large U.S. research university, the use of language for men candidates versus women candidates revealed words focused on men's abilities and experiences and used "standout adjectives" while women's abilities and experiences were not as amplified (Schmader, et al, 2007).

For example:

- **Words used for men**: excellent, outstanding, exceptional, magnificent, unmatched
- **Words used for women**: careful, thorough, conscientious, hardworking
- **Research words used for men**: research, publication, contribution, discover
- **Teaching words used for women**: instructs, counselor, communicate, rapport

Sources:

Betrand, M. & Mullainathan, S. (2004). Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *American Economic Review*, 94 (4), 991-1013.

Goldin, C. & Rouse, C. (2000). Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians. The American Economic Review, 90(4), 715-741.

Schmader, T., Whitehead, J., Wysocki, V. (2007). A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants. *Sex Roles*, 57(7-8), 509-514.

Trix, F. & Psenka, C. (2003). Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty. Discourses & Society, Vol 14(2), 191-220.

Appendix Six: Criteria Evaluation Best Practices Matrix

The purpose of this document is to provide best practices when evaluating applications.

Best Practice	Consequences of Overlooking this Practice
• Search committee members select **set criteria** that screens for candidates who have the knowledge, skills, and abilities to be successful in the position. • Candidates are screened on the criteria rather than comparing candidates.	• Candidates screened without criteria and reference points is confusing, difficult to defend, and lends itself unintentional bias. • Decisions about candidates can be based on irrelevant factors.
A **screening rubric** is used to track each application, document notes, and track candidates' strengths and shortcomings. • Notes are job related. • Information unrelated to the job is excluded.	• Use of notes without a screening rubric is difficult to defend, especially when the notes are not job related. • The review is subjective.
• Committee members submit their evaluations to the search chair and share their results for discussion and decisions.	• When each criteria is not consistently applied, committee members rely on non-related factors and assumptions such as fit, gut feeling, institutional fondness, etc.
• **Committee members review articles, tips, and schema charts related to implicit bias**. This helps committee members practice mental checks to mitigate bias during the search process.	• Without unconscious bias reminders, committee members may inadvertently make decisions that negatively impact candidates. Pushing ourselves to focus on the criteria enables the committee to look beyond typical decisions that can result in selecting candidates who share similar

• One example is in-group bias when people look for candidates similar to themselves because they can relate.	identities, values, communication style, etc.
• **Move *beyond* traditional practice**s (judging candidates based on an institution, their recommenders, etc.) and focus on assessing qualifications based on the candidate's individual knowledge and experience.	• Cognitive errors are made when shortcuts occur. • Research shows that relying upon judgments (i.e. institution affiliation, mentors, etc.) are unreliable methods for evaluating candidates.
• **Intentional space is created to discuss** each committee member's thoughts and ideas. This is an opportunity to hear what other search committee members may have missed or did not consider. This is valuable in informing decisions about candidates.	• Momentum of the group is lost when a committee is exhausted or members have made a decision about their top candidates and do not hear others' thoughts. • This is a cognitive error that can contaminate the evaluation of candidates.
• **Slowdown in the process**. Allow for adequate time to evaluate and discuss candidates. This is critical to enable a conscious and objective process.	• "When people are distracted or put under pressure to respond quickly, they become far more vulnerable to cognitive errors and faulty decision making" (Pinker, 2002)
• **Careful record taking and scribing** throughout the process regarding decisions about candidates is important. • Notes are sent to Faculty Affairs demonstrating a defensible, fair, and inclusive process.	• Relying on memory is difficult especially when drawing upon specifics about each candidate. Taking notes and keeping records helps to ensure decisions are made based on job related criteria.

To access this matrix, link to: *Criteria Evaluation Best Practices Matrix*

Source:
Moody, J. (2012). *Faculty Diversity: Removing the Barriers*. New York, NY. Routledge.

Appendix Seven: The Potential Influence of Unconscious Bias on Evaluation of Candidates

Although we may believe that we are objective scholars and professionals who are able to evaluate candidates based entirely on merit, the quality of their work and the nature of their achievements, an enormous body of research has shown that each of us brings with us a lifetime of experience and cultural context that shapes the way in which we evaluate other individuals.

Studies show that people who have strong egalitarian values and believe they are not biased may, in fact, implicitly or inadvertently behave in discriminatory ways. A first step toward ensuring fairness in the evaluation process is to recognize that implicit biases, attitudes, and other influences not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations of them, even if we are committed to egalitarian principles.

The results from several controlled research studies in which individuals are asked to make judgments about human subjects demonstrate the potentially prejudicial nature of our many implicit assumptions. These implicit biases show up in a range of situations from our everyday social interactions to those that have a clear connection to hiring for faculty and staff positions or evaluating individuals for promotion and tenure.

It is important to note that in most of these studies, the gender and sometimes the race or ethnicity of the evaluator was not significant, indicating that people in general share and apply some of the same assumptions.

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on a search or review of faculty candidates. Constructing clear guidelines and spending sufficient time on evaluation can reduce the influence of implicit bias.

The Power of Implicit Biases

- Such biases are pervasive
- Biases can occur even when there is no intent or motivation to be biased (and in fact the perceiver might be horrified to realize the bias)
- Biases are a product of what are otherwise very normal cognitive processes essential for navigating a complex environment
- Biases derive from expectations or learned associations based on our “models” of the world
- Simply talking about bias is often insufficient for eliminating its influence

See the Reducing Bias section in the next guidebook for a list of unconscious biases.

Examples of Possible Implicit Biases

Decades of research demonstrates that biases show up repeatedly at every level of organizations including recruitment, screening, hiring, evaluating for tenure and promotion, and determining salary and raises. For example:

1. Faculty from underrepresented groups may be subject to higher expectations in evaluation areas such as the number and quality of publications, name recognition, or personal acquaintance with a committee member.

2. The ideas and research findings of individuals from underrepresented groups may be undervalued or unfairly attributed to a mentor or other collaborators despite contrary evidence in publications or letters of recommendations.

3. The ability of underrepresented people to run a research group, obtain funding, navigate a complex system, and supervise students and staff may be underestimated.

4. Assumptions about possible family responsibilities and their effect on a person's career path may negatively influence evaluation of merit, despite evidence of productivity.

5. Negative assumptions about whether underrepresented people will "fit in" to the existing academic environment can influence evaluation.

6. The professional experience a person may have acquired through an alternative career path may be undervalued.

7. Biases or assumptions may exist such as over valuing someone who holds a degree from a peer institution or knowing the references for a candidate. These things on their own do not necessarily mean the person is the most qualified.

Practices That Can Minimize the Impact of Implicit Bias

1. Reflect on your impressions
    - The greatest amount of bias happens in the early stages of the "acquaintance process"
    - Run "mental simulations" evaluating a candidate by substituting a different gender or ethnicity into the materials and considering whether this changes the narrative you construct about the scholar, credit for their work, probability of future success, etc.
    - Talk through your decision with someone with whom you generally disagree or don't know well
    - Make a plan in your mind for how you will handle situations when you recognize that bias is at work
2. Minimize or eliminate cues that trigger implicit bias
    - Identify one thing that you may have in common with a candidate when reviewing their background and then re-review their materials
    - Focus solely on relevant or diagnostic cues – have agreed upon specific concrete procedures for reviewing candidates before reviewing them
    - Explain the thinking behind decisions (and ask for clarification if the reasoning is unclear)

3. Create a culture of pointing out bias or the potential for bias
    - Elicit feedback and be open to receiving it through a range of formats

- Encourage everyone to take part in recognizing and pointing out potential bias and value them for doing so

4. Create a culture of explaining and describing processes (transparency & self-awareness)
    - Slow down decision-making to create more opportunity for identifying and interrupting bias
    - Make decisions collectively (when appropriate and possible)

5. Continue exploring implicit bias and selection and evaluation processes that enhance inclusive excellence, such as asking all candidates the same set of job related questions and rating their responses.

Source:
Created by the University of Colorado Boulder's Office of Institutional Equity and Compliance and adapted from Bernadette Park's work at the University of Colorado Boulder, Brown University's Guide for Faculty and Search Committee

Guidebook Four: Conducting Interviews

The purpose of the Conducting Interviews guidebook is to provide committee members the necessary steps, best practices, and checks for conducting a thorough, equitable, and defensible search process. These practices meet our federal Affirmative Action/Equal Employment obligations and provide strategies to mitigate unconscious bias in the interview stage. Tools are provided at the end of this guide in the appendix section.

Developing the Interview Process

- Identify the interview stages and format (i.e. phone or video interview followed by a campus interview)
- Develop a set of interview questions tied to the position qualifications
- Develop a rating process/interview rubric and feedback form
- Determine which campus partners will interview finalists. Use the same interviewers (as possible) throughout
- Use an Open Forum Feedback Form to ask questions and solicit feedback
- Discuss and implement strategies for reducing bias in the interview process
- Schedule interviews, providing at least **48 hours** for candidates to respond
- Provide detailed information to candidates prior to, during, and following the interview process so they feel welcomed, informed, and prepared including:
    - The type of interview (phone, video, in-person)
    - Expected interview length
    - Presentation/workshop material they should cover
    - Technology the department will provide
    - Contact person for follow-up questions or emergencies
    - Travel, hotel, and transportation logistics for in-person interviews
    - A day-of interview itinerary
    - Names and titles of the interview committee and other campus constituents involved in the interview process
    - Finalist selection process and identification of who will make the final decision

Developing the Interview Format

It is important that the interview process be well organized and provide each candidate the opportunity to share their qualifications and skills. The interview process should make candidates feel welcome and supported.

Include These Elements in the Interview

- Welcome the candidate and introduce the committee
- Provide an opportunity for the candidate to describe their qualifications for the job and how the position relates to their career path.
- Ask consistent, legal questions, utilizing a rubric to evaluate candidates objectively
- Provide an opportunity for the candidate to ask questions
- Be prepared to answer questions from candidates related to mentorship and development, campus environment and culture, and department/position specific questions

- Provide next steps and the notification process including a contact person
- Thank candidates for applying and participating in the interview process

Provide guidance for individuals and groups involved in the interview process:

- Provide relevant interviewing documents to individuals and groups involved in the interview process. These include:
  - The Position Description
  - Essential functions needed to be successful in the position
  - The job posting
  - Interview questions
  - Unlawful vs. lawful questions
  - An interview rubric or feedback form for evaluating candidates
  - The interview format and interview schedule

Check Appropriateness of Information Requests of Candidates

- If additional information needs to be asked of a candidate consult with the CU Boulder Affirmative Action Officer or the HR Diversity Search Outreach Program Manager before making specific or unusual questions to ensure they are objective and do not unfairly discriminate against the candidate

Communicate with Candidates Regarding Their Status

- Notify candidates no longer being considered throughout the process rather than waiting until the end of the search. Reason codes are available in the CU Boulder job site. Templates are available through the CU Boulder job site that provide general reasons for not being moved forward. Candidates should not be given the specific reason for not being moved forward in the process. As a reminder, any criteria used to eliminate candidates must be job related and documented.

Provide Adequate Information to the Hiring Authority

- The committee may recommend more than one finalist to the hiring authority. The search committee should provide the hiring authority with adequate information. This may include a search committee summary with information about each finalist (i.e. strengths, areas needing improvement, potential contributions, etc.), and application materials for each finalist including their CV, cover letter, letters of recommendations, references, any statements they were required to submit, and search committee notes about the candidates.

Developing and Administering Interview Questions

Develop a **core set of questions** based upon the criteria established in the position description to be asked of all candidates.

- Ask questions related to the requirements of the job including competencies and behaviors that support the qualifications being evaluated.

- Do not ask questions that are not job-related as these may potentially be discriminatory. Reference the Lawful vs. Unlawful Questions in Appendix Nine when developing questions.
- Ask the same questions of all candidates to ensure equity and to assist in comparing candidates at the final decision-making stage. It is acceptable to ask different questions based on candidates' CV, research, etc. However, the questions must relate to the position and the candidate's knowledge, skills, and abilities. Questions should ***not*** probe for characteristics such as fit, style, and comradery.
- Consider using the **critical-behavior interviewing** technique, which identifies a candidate's potential based upon past behaviors rather than hypothetical questions. The idea is that past performance is the best predictor of future performance. Critical behavior interview questions may be useful to learn more about a candidate's teaching experience, diversity and inclusion work and commitment, and soft skills. See Appendix Ten (Sample Faculty Interview Questions) for suggestions. Ask questions that require the candidate to describe specific experiences and examples of past performance related to job competencies.
    - Example: Please give an example of a goal you reached in a former position and describe how you were able to achieve it.
    - Example: When you did "x" or were faced with "x,"? How did you handle the situation?
- It is acceptable to ask follow up questions or probe candidates for philosophical responses or theory. If the answer you receive does not fully address the question, rephrase, ask for more specifics, and /or ask what the outcome was.
- The Human Resources Diversity Search and Outreach Program Manager and a Human Resources recruiter can provide guidance regarding interview questions that are legal and focus on candidates' qualifications and potential, as well as information on how to explore a candidate's commitment to diversity and inclusion.

Developing and Utilizing an Interview Rubric

- Utilizing an Interview Review Rubric (Appendix Twelve) promotes consistency and clarity regarding qualifications, assists in determining how qualifications will be measured, and identifies what constitutes a strong/top candidate

- The rubric should be based on objective and measurable job relevant criteria drawn from the position description

- Reference the Criteria Evaluation Best Practices Matrix (Appendix Six for best practices when evaluating candidates.

Determining the Type of Interview

Various types of interviews may be used depending on the department and the position. The following describes common types of interviews.

1. Screening interviews

Screening interviews may take place at conferences, professional meetings, informational interviews, etc. It is important to utilize the same best practices provided for search committee interviews. Consistent, legal questions, and use of a rubric to evaluate candidates will help maintain objectivity and will aide in defending the process. For a screening interview, be sure to:

- Provide a detailed description of the position (along with the job posting or position description if possible)
- Assess the applicant's interest in working in Boulder, at CU, and in the position
- Take careful notes related to the applicant's qualifications and skills
- Encourage the applicant to ask questions
- Keep in mind that candidates are also interviewing us and this is an opportunity to recruit them

2. Semi-Finalist interviews

Providing for a semi-finalist video or phone interview provides an opportunity to screen candidates prior to bringing them on campus, which saves time and money. A semi-finalist interview may be desirable for a couple of reasons:

1) To give the search committee an opportunity to learn more about candidates. This is an inclusive strategy that allows a larger group of candidates to interview and demonstrate their skills for the position. For example, the committee may interview eight to ten candidates if implementing a semi-finalist step versus three to five without it.

2) To allow candidates to elaborate what is in their application materials.

The semi-finalist interview could entail twenty to thirty minute phone or video interviews with at least five minutes of transition time between, and search committee time for discussion following the final interview.

- Double-check phone numbers, links and contact information for phone or video interviews. Clearly communicate interview information to candidates should they need to initiate contact for the interview. Reference the Sample Candidate Interview Schedule (Appendix Ten).

3. Campus interviews

- Review your department policy regarding interview logistics and expenses
- Determine and confirm interview dates with finalists
- Tend to details needed for travel to campus including:
  - Giving as much advance notice as possible to candidates with the interview date, plan, location, format, and technology resources to be provided, and a point of contact for accessibility information (provided to all candidates)
  - Providing a general format of the questions
  - Providing a list of who will be present during the interviews
  - Sharing travel logistics (flight confirmation, transportation, meals, hotel information) as well as on campus logistics

        - If flight, hotel, and transportation is not funded by the department, notify candidates. If possible, allow for candidates to opt in to video interview if they do not have the funds to travel on their own.
        - Arrange for host(s) to meet candidates, pick them up, drop them off, etc.
        - Set interview schedule logistics
        - Reserve room space, determine presentation and equipment needs
        - Provide campus map, visitor guide, parking information, clear directions to interview space and restrooms in the building, and a phone number to contact if needed
    - Establish the same/similar interview environment for all candidates (i.e. same opportunities for interactions, similar/same meeting rooms, etc.)
    - Provide sufficient break time for candidates between interviews including restroom breaks
    - Provide time for candidates to meet with individuals or university groups by asking ahead of time if there are additional people they would like to meet
        - This can be an opportunity for candidates to meet with campus partners who can serve as helpful colleagues based on shared identities or commonalities
    - Provide CU Boulder swag and/or departmental materials to candidates such as a notepad, pen, sticker, window decal, pin, etc.
    - Provide an interview itinerary (see Appendix Eleven for an example)

4. Open forums

Open forums can be helpful in ensuring that a diverse group of campus partners and colleagues are part of providing feedback from diverse perspectives. When campus partners are asked to participate in an open forum or presentation to provide feedback regarding finalists, it is important to provide them with an Open Forum Feedback Form for the search committee to review later.

- It is important that open forum participations are provided guidance regarding questions that are legal and not legal to ask via the Lawful vs. Unlawful Questions resource.
- Clarifying the open forum participant's role (which is to provide feedback to the search committee) is also important.
- Have a moderator (the Search Chair or search committee member) available to introduce the candidates, field questions, and intervene when and if illegal questions are asked.
- Provide campus partners with the position description and/or job posting, CV, cover letter, and any other required applicant documents such as a diversity and inclusion statement.
- Lastly, in order to protect candidates' privacy, be certain to redact personal contact information from materials distributed at open forums (such as a finalist's personal home address, personal email, cellphone number, etc.).

Utilizing Inclusive Practices

- Avoid scheduling interviews on religious holidays and holy days. Reference the Diversity Best Practices Diversity Holidays site for guidance: https://www.diversitybestpractices.com/2018-diversity-holidays
- Utilize universal design principles (Appendix Fourteen) when possible to make a candidate's experience both welcoming and accessible.
- Be hospitable, friendly, and relational and be considerate of candidate's anxiety.
- Be open to a variety of cultural differences in body language and verbal and nonverbal communication (eye contact use of pauses, etc.). There are many cultural cues that diverse candidates use as a sign of respect that may differ from one's own understanding. Being mindful of this ahead of time will allow the committee to be open and to focus on the interview responses.
- Allow candidates the opportunity to discuss and demonstrate what they can offer the department and university. This practice allows candidates to engage in dialogue and develop friendly rapport rather than having to perform under pressure.
- Allow for silence in the interview. This gives candidates time to formulate more robust responses and accommodates a variety of styles.
- Have a committee discussion before starting the interview process regarding ideas and words such as: "fit," "gut feeling," "I could see myself working with this person," etc. These terms/ideas need to be carefully examined to determine if they apply to job related criteria before making decisions about candidates.

Reducing Bias

Review the Potential Influence of Unconscious Bias handout (Appendix Seven) and the following list of unconscious biases to mitigate judgements that may lead to inappropriate decisions.

- ***First Impressions*** - Making decisions about a person's candidacy based on their first/initial interaction
- ***Affect bias*** – rating a candidate higher because the interviewer likes the candidate
- ***Physical characteristics*** or appearance – rating a candidate higher or lower based on their age, attractiveness, style, etc.
- ***Cultural Noise*** – Focusing on socially acceptable responses from candidates that appeal to a search committee members but are not consistent with the candidate's application materials or other responses.
- ***Similar to me effect*** - Rating candidates higher who are most similar to the interviewer
- ***Halo/horn effect*** – Allowing a search member to focus on one point they highly value while overlooking all other information; this can work against a candidate (horn effect) or work in favor of a candidate (halo effect)
- ***Contrast effect*** – Comparing candidates to one another based on non-job related information

Considering Diversity in the Interview

- To identify individuals who can contribute to diversity and inclusion, probe for the following:
    - Contribution to addressing diverse learning styles
    - Experience with and commitment to understanding and addressing barriers facing underrepresented groups
    - Experience serving and mentoring underrepresented populations
    - Contributions in areas of primary research
    - Communication and collaboration among diverse communities demonstrated throughout the application and interview process

Candidates and Accommodations

Individuals with disabilities may require accommodations during the recruitment process. While CU Boulder may not ask about a candidate's disability, we allow any applicant to request a disability accommodation if needed. The ADA Director or Human Resources may be able to assist in this process. Candidates may be asked to demonstrate or address how they can perform essential functions of the job, with or without an accommodation. If questions arise about whether a candidate can successfully perform the essential functions of the job, the committee should not make an assessment on its own and should contact the ADA Coordinator for additional guidance about how to evaluate these requests at 303-492-9725 or adacoordinator@colorado.edu

Utilize the Universal Design Principles for Accommodations Guide (Appendix Fourteen) when possible to make a candidate's experience both welcoming and accessible.

Addressing Power Dynamics Among Search Committee Members

- Search committees often include faculty who have positional and political power. It is important to have diverse search committee members including a range of positional levels (including junior faculty and graduate students). Addressing power dynamics during committee meetings can diminish the formation of unconscious power alliances that can influence candidate decisions. Techniques to address this may include asking committee members to change who they are sitting next to in each meeting or utilizing a different facilitator at each meeting.

Sources:
Burnham-Williams W. (2017). Diverse Talent Recruitment and Retention [Webinar]. Academic Impressions. Retrieved from https://academicnetworkinc.com/webinars.
Railey, M. (2016). *Reducing Bias in Academic Search Committees*, JAMA, Volume, (316), number 24.

Vaugh, B. (n.d.).*The Top Ten Culturally Competent Interviewing Strategies,* Diversity Officer Magazine. Accessed 2018, February 14. Retrieved from http://diversityofficermagazine.com/cultural-competence/the-top-ten-culturally-competent-interviewing-strategies.

Appendix Eight: Sample Faculty Interview Questions

This document provides sample interview questions in the areas of teaching, research, service/mentoring, and others. Tying interview questions to the position description, candidates' application materials, and specific areas are key in covering the criteria for an equitable and inclusive approach.

Teaching…….....57

Research.……..……..58

Service, Mentoring, and Outreach …….…….....58

Diversity and Inclusion ……59

Achievement.…….…….…….……..59

Collaboration …….……..……59

Creativity and Innovation …..……..……..……60

Discipline/Field of Study …….…….…....60

Future/Vision/Goals/Direction ……..……...…....60

Measurement and Assessment..……...…..…..... 60

Planning and Organizing……...…..…...60

Problem Solving ……...……...…....61

Professional Development.……...…....61

General ……...…….61

Teaching

- What are your greatest strengths as an instructor? In which areas do you feel you need further development?
- What do you think are the most important attributes of a good instructor? Give an example of how these attributes help students learn.
- How do your professional and research interests contribute to teaching a diverse student body?
- Describe your teaching style.
- What teaching strategies do you use in your classes? What are the intended outcomes of these strategies?
- What is your philosophy of teaching and learning? How have you demonstrated this in your teaching?
- How do you engage students, particularly in a course of non-majors?
- Describe a recent difficult situation you encountered in class. How did you handle this?
- What teaching techniques have you found to be most effective to engage students?
- Describe a positive experience you had with a mentor, and how do you intend to apply that to your mentoring roles?
- How do you adjust your style for less motivated or underprepared students?
- Describe a past teaching success. How do you measure teaching success?
- What is your teaching philosophy? Give an example of how students have responded and/or benefitted from this philosophy.
- In an undergraduate/ graduate xxx curriculum, which core (in-major) courses do you believe are most essential for all students?
- Our teaching program has had limited connections to non-majors in the past. What would be the advantages of introducing a course to non-majors and how would you develop such a course?
- If you could choose a course that you have always wanted to teach, what would it be and how would you teach it?
- Have you taught courses before? What were they? What level? Required or elective?
- Give specific examples of what you do in your classes to enhance student learning.
- What content areas would you like most to teach in?
- What instructional strategies would you use to bring about the greatest understanding of diversity and inclusiveness among your students?
- What ideas do you have to encourage more underrepresented students to study this discipline?
- Integration of a diverse range of course content, including diversity and inclusion is important to our department and discipline. How would you integrate a multidisciplinary and multicultural focus in your courses?
- What are the most important skills and abilities majors must take into the workforce? Give an example of how you have taught students to apply their learning to the workforce.
- Describe a successful teaching team experience you participated in as a teacher. What made it successful?
- What is notable about your teaching? Give an example of how this is apparent.

Research

- How do your personal and professional interests and your research agenda contribute to your teaching in diversity and inclusive based education?
- What do you consider an appropriate (or desirable) balance of teaching and research?
- What other research areas are you interested in pursuing in conjunction with students or other colleagues?
- What essential research skills do you possess that will support the type of research program you envision?
- What research projects would you want to undertake if you receive this position? Are the current facilities adequate to take on these projects? If not, what equipment would be needed?
- What experience do you have in writing grant proposals/obtaining funding for research projects? To what granting agencies might you look for research funding?
- What is the significance of (discipline/field) in present society? Given an example of how you make this connection relevant for students.
- What types of resources would you require to successfully continue your research agenda?
- Tell us about your research interests and how you see that fitting in with the department's/college's mission/direction.
- Tell us about your research interests and how you see your research program developing over the next few years. How well developed will your network of research contacts be when you get here?
- Describe research projects that would you bring to CU Boulder
- What types of research resources and support do you require to continue your research agenda?
- What are your research interests?
- Would you classify your research as applied or theoretical? Please describe and give examples.
- What journals would you target for your work?
- In your research, do you prefer to collaborate or work alone? Why?
- How will you develop your research platform as a faculty member?
- How would you preserve your research growing and developing in our department?

Service, Mentoring, and Outreach

- What do you consider to be the appropriate role of service in the teaching, research, & service mix?
- Describe a professional service assignment you have completed and are proud of. What, if any, continuing education workshops or courses would you be interested in organizing or promoting?
- How do you see your responsibilities relative to the public service component of this position?
- How will your teaching, research, service, and/or mentoring activities interconnect and how will you work to foster this connection?
- Service and mentoring are important. How do you see yourself contributing to the development of the department/college and the university?

Diversity and Inclusion

- Describe a learning opportunity you had that increased your understanding and appreciation for workplace or educational diversity.
- What is diversity and inclusive excellence and how have you created opportunities for students to engage in this in the classroom?
- What does having a commitment to diversity and inclusive excellence mean? How have you/ would you incorporate this commitment to the classroom and to CU Boulder?
- How have your experiences prepared you to advance CU Boulder's commitment to diversity and inclusion?
- Give examples of diversity and inclusion work you have done.
- What are challenges you have experienced working in a diverse environment? What strategies have you pursued to address these challenges?
- What experiences have you had engaging and/or working with others with diverse backgrounds other than your own identities/backgrounds?
- Describe an experience when a colleague or student was unreceptive to the diversity of others.
- What have you done to grow and develop with regard to diversity and inclusion? How have you demonstrated what you have learned?
- Provide examples of ways you integrated underrepresented communities into your planning or decision-making.
- Students of color are not well represented in our field, how do you see yourself contributing to the recruitment and retention of students of color for our department?

Achievement

- Describe your involvement and accomplishments in relation to nurturing the academic success of women and students of color.
- What is one of two of your proudest professional accomplishments? Why?
- What do you consider to be one of your greatest achievements? Why?

Collaboration

- How do you expect to interact with department faculty who are not in your specialty?
- How will your experience and your professional goals contribute to this department's goals?
- Describe your style and how you utilize this style to work with colleagues to address challenges/problems.
- How do you approach working with your dean?
- Provide an example of a challenge you had with your dean or colleague. What did you do? Would you do anything differently in the future?
- What do you look for to aide in your development and growth with your academic colleagues?
- How would you describe the role of an effective faculty member in the department?
- In what ways do you expect to interact with other faculty who are in your department/college but not in your specialty?

Creativity and Innovation

- What is an educational innovation of which you are aware that would enhance your classroom/work.? Why is it valuable, and what have you done to incorporate it into your work?
- What new technologies and pedagogies would you utilize in teaching class?
- Describe any accomplishments or interests you might have in broadening the curriculum, introducing innovative teaching methods, mentoring students or responding to the needs of special groups, or other areas that may not be reflected in your vita.
- Tell us how you would use technology in your day-to-day job.
- What technology applications have you utilized in your classroom?
- How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- Give examples of courses have you created or proposed in the past
- If you had the ability to influence one major change in your discipline, what would that change be and how would you go about making that change?

Discipline/Field of Study

- Why did you choose this profession/field?
- How would your background and experiences strengthen this academic department?
- What pedagogical change do you see on the horizon in your discipline?
- Why did you choose to become a (field) Professor?
- What kind of institution do you consider an ideal match for your professional talents and interests?

Future/Vision/Goals/Direction

- What do you see as the most important issues or challenges in your discipline within the next few years? Does research relate to these issues?
- Tell us about your vision of the field. Where do you think the field is headed in the next few years? What do you think this means for the preparation needed of professional educators?
- How does the mission statement of the college resonate with your work?
- What difference do you want to make through your professional work over the next several years? Given an example of what you are doing now to work toward this goal

Measurement and Assessment

- What teaching strategies do you use in your classes? Why? What are the intended outcomes of these strategies?
- How do you assess the learning outcomes of your assessment? Give an example of what you have done to adjust your courses to address assessment findings.

Planning and Organizing

- In your opinion, how should the workload of a faculty member be split and into what areas?
- Tell us how you go about organizing your work. D tools you utilize for planning and organization.
- Faced with many competing demands on your time, how do you determine your priorities?

Problem Solving

- Based on the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
- What is the biggest conflict you experienced professionally? How did you handle the situation?
- Describe how you go about solving a problem. Please give examples.
- Describe a situation you believe you handled well yet was still unsuccessful. What did you learn from this experience?
- Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?

Professional Development

- What efforts have you made to increase and enhance your knowledge as a faculty member?
- In what areas would you like to improve (i.e. research or teaching) in the next couple of years?
- What are your professional goals?

General

- What interests you about this position?
- Tell us more about why CU Boulder interests you. What specific attributes as they relate to your experience made you want to apply to this position?
- What specific skills and talents would you bring to CU Boulder?
- Do you have any additional information that you would like to share?
- Do you have any questions for us?

Sample Interview Questions for Teaching Faculty. (2018, February 2). Retrieved from http://adminfinance.umw.edu/hr/employment-opportunities/best-practices/interview-process/what-to-ask-and-not-ask-during-the-interview/sample-interview-questions-for-teaching-faculty/

Appendix Nine: Lawful vs. Unlawful Questions

The interview process is your opportunity to ask questions to assist you in learning more about the candidate's knowledge, skills, and abilities. You may wish to conduct a very structured interview with a standard set of questions that will be asked of each candidate, or, an interview that is more dialogue.

Whatever the interview format, it is important to limit inquiries to areas related to the job in order to ensure a non-discriminatory selection process. During the interview, you should talk about the job, and the duties and responsibilities associated with it; the organization, its programs; opportunities for growth, development, and advancement; and the individual's qualifications, abilities, experience, and education.

Under the American with Disabilities Act (ADA), it is illegal to refuse to hire a qualified individual on the basis of disability if, with or without reasonable accommodation, the person can perform the essential functions of the job. If the applicant is a person with a disability who requests a reasonable accommodation, you may wish to contact the University of Colorado Boulder ADA office at adacoordinator@colorado.edu or (303) 492-9725 concerning the provision of the accommodation.

The following may be used as a guide (provided by the Colorado Civil Rights Division) to determine if inquiries are lawful or unlawful in an interview. Remember to ask yourself, "How does the question I'm asking relate to the job?" before you ask it during an interview. Contact the Human Resource Department at 303-492-6475 for assistance if you are uncertain if an inquiry you wish to make is legal.

MAJOR AREAS OF PRE-EMPLOYMENT INQUIRIES	**IT IS NOT DISCRIMINATORY TO ASK…**	**IT MAY BE DISCRIMINATORY TO ASK…**
ADDRESS	…for applicant's current and previous address and length of residence.	…for foreign addresses which would indicate national origin. Whether applicant owns or rents home. Relationship of persons with whom applicant lives.
AGE	"If hired, can you submit proof of age?" May state that selection is subject to proof of age if age is a *legal requirement*. If applicant is a minor, proof of age in form of work permit, certificate of age or birth certificate can be required.	…for birth or baptismal certificate as proof of age *prior* to selection.
ANCESTRY OR NATIONAL ORIGIN	None. Any questions in this area may lead to a discriminatory reference.	…about ancestry or national origin of applicant's parents, spouse or associates, or any

		membership in association which may indicate ancestry or national origin. Language commonly used by an applicant or how an applicant acquired a proficiency in a foreign language.
ARRESTS	None. Any questions in this area may lead to a discriminatory reference.	…about arrests.
BIRTHPLACE	None. Any questions in this area may lead to a discriminatory reference.	…about birthplace.
CITIZENSHIP	"Are you legally entitled to work in the U.S.?" May inform applicants that they will be required to complete an I-9 form verifying either their citizenship or their legal right to work in the United States.	"Of what country are you a citizen?" "Are you or your parents naturalized or native born?" ….for U.S. citizenship for a particular job only if it is required by federal, state, or local law, or by government contract.
CONVICTIONS/COURT RECORDS	…about actual convictions which are substantially related to applicant's ability to perform a specific job, if this question is addressed to every applicant.	…about a conviction of court record which is not substantially related to applicant's ability to perform job duties.
CREDIT RATING	None. Any questions in this area may lead to a discriminatory reference.	…about applicant's economic status or other source of income. Whether applicant owns or rents a home. Method of transportation if not related to job requirement.
DEPENDENTS	None. Any questions in this area may lead to a discriminatory reference.	…about children, number of, names, ages. Child care arrangements. Marital status.
DISABILITY	"Can you perform the essential job functions of this position?" May ask applicant for a demonstration or verbal description of how the applicant would perform essential job functions, **if required of all applicants.**	"Do you have any disabilities?" "List all serious illnesses for the past five years." General questions about disabilities or physical conditions which do not relate to applicant's fitness to perform job.

		Physical examination, **if required only of some applicants**, whether prior to or after selection.
EDUCATION	…for schools attended. Academic, vocational or professional education. Language, office or other skills if substantially related to ability to perform job duties.	…the nationality or religious affiliations of schools attended. How language skills were acquired.
EMERGENCY CONTACT	…for schools attended. Academic, vocational or professional education. Language, office or other skills is substantially related to ability to perform job duties.	…the nationality or religious affiliations of schools attended. How language skills were acquired.
EXPERIENCE	…for applicant's work experience. Other countries visited.	
LANGUAGE SKILLS	…for a level of language proficiency required to perform the duties of the job.	…for a level of language proficiency or the use of a particular language at all times, if not a business necessity. "Mother tongue" or language commonly used by applicant. How applicant acquired proficiency in a foreign language.
MILITARY RECORD	…about military experience and education in the armed forces of the United States which relate to specific job duties.	…type or date of discharge. Applicant's general military service which is not substantially related to ability to perform specific job duties.
MARITAL/ COMMITMENT STATUS AND/OR CHILDREN	…whether Mrs., Miss, Ms. When made in good faith and not for the purpose of discrimination. Whether applicant can meet specific work schedules. Any other commitments which might hinder attendance. Anticipated duration on job or anticipated absences, if asked of all genders.	"Are you single, married, divorced, separated, in a relationship, widowed?" Questions concerning pregnancy, birth control, children, or future child-bearing plans.

		Spouse or partner's name, age, place of employment, or income. Married to or engaged to marry or commit to a current employee of the employer (for employers of 26 or more employees)
MISCELLANEOUS	…warn that misstatements, omissions, and false information on application may result in discharge.	…any non-job related question which is unnecessary to determine an applicant's eligibility for employment.
NAME	"Have you ever worked for this organization under another name?" Is additional information concerning change of name necessary to check work or education records? If yes, this can be asked.	…about former names which have been changed by court order or otherwise, if not required to check necessary records.
ORGANIZATIONS	…about memberships and offices held in organizations which related to applicant's ability to perform a particular job.	"List all organizations, clubs, or societies to which you belong." About membership in organization which would indicate race, color, national origin, ancestry, sex, disability, and creed or religion.
PHOTOGRAPH	…for photograph *after* hiring.	…for photograph prior to hiring unless based on a *bona fide occupational qualification* (BFOQ).
PHYSICAL CHARACTERISTICS SUCH AS HEIGHT AND WEIGHT	Only if necessary to perform substantial duties of the job.	…about applicant's height and weight, if unrelated to abilities necessary to perform substantial job duties.
RACE	None. Any questions in this area may lead to a discriminatory inference.	…direct or indirect questions which would indicate an applicant's race or color. Color of skin, eyes, or hair. Race or color is never a BFOQ.
REFERENCES	"Who referred you here?" Names of professional and character references.	…for a religious reference.
RELATIVES	…for names and addresses of parents/guardians of a minor. Names of the relatives already employed with the organization if this affects company policy.	…for name and address of a relative of an adult applicant.

RELIGION	None. Any questions in this area my lead to a discriminatory inference.	…any questions that, if answered, would reveal religious affiliation, denomination, customs, holidays observed, or name of minister.
SEX	…whether Mr. Mrs., Ms. Male or female when made in good faith and not for the purpose of discrimination. A voluntary request only and stated as such. Job advertisement or classification on the basis of sex and an inquiry concerning the sex of the applicant are permissible only if a bona fide occupational qualification (BFOQ) exists.	…applicant's sex or any questions which, if answered, would reveal applicant's sex, unless sex is a BFOQ for the position. Note: Gender is rarely considered a lawful qualification for any job other than, for instance, an attendant in a single sex bath house. Sex is not a BFOQ just because a job requires physical labor, unusual work hours, or travel, or because customers or employees prefer members of one sex over the other or hold stereotypes concerning abilities of attitudes of members of a sex.
WORK SCHEDULES	…whether applicant can meet a specific work schedule.	REASONABLE ACCOMODATION is required for an applicant on the basis of religion or creed. Inquiry made prior to selection should be justified by business need.

To access this document online, link to: *Lawful vs. Unlawful Questions*

Appendix Ten: Sample Candidate Phone Interview Schedule

Assistant Professor Phone Interviews

Date: _____

Search Committee Location: _____

*Be certain to review all candidate materials prior to the interviews
We will meet at 9:30am discuss the process and prepare

*10-4pm available times each day for 30 minute interviews

Note: It is helpful to plan at least 5 minutes between interviews to have time to prepare for the next candidate and to take breaks.

Tuesday May 22nd:

Time	**Interviewee:**	**Phone Number:**
9:30am	**Review materials and prepare**	
10:00-10:30am	Jonathan Hernandez	(303) 778-1234
10:35-11:05am	Diana Pitkar	(720) 888-3250
11:10-11:40am	Thomas Littleton	(404) 123-4567
11:45-12:15pm	Sara Blume	(505) 891-1121
12:15-12:50pm	***BREAK***	
1:00-1:30	Seth Andrews	(719) 555-4650
1:35-2:05	Anthony Samora	(323) 786-1212
2:10-2:40	Shannon Li	(808) 555-7575
2:45-3:45	**Break and Discussion**	

Note: Double check all phone numbers with candidates when scheduling phone interviews. Give candidates a back-up number to call in case of an emergency or in case they need to call in for the interview.

Appendix Eleven: Interview Itinerary Sample

University of Colorado Boulder Associate or Full Professor of _____

Campus Interview Itinerary

Sunday September 21st

3:00pm	Arrive at Denver International Airport Board pre-paid Green Ride shuttle on 5th floor to Hotel Boulderado in Boulder, CO confirmation #AB456890 Check in to Hotel Boulderado
4:00pm	Meet graduate student group leader, Jamie Watson, on east side of hotel to have dinner with student group and attend student program hosted by the College of Music
8:00pm	Jamie Watson takes you back to hotel

Monday September 22nd

	Breakfast at hotel on your own
9:30 am	Pick up and drive to campus with Dr. Salazar, Search Chair (meet on the east side of the hotel)
10:00am-11:00am	Meet with Dean Olcese, room C1907
11:00am-11:10pm	Break
11:10-11:30am	Building tour with college graduate student, Nicole Lane (meet at Dean's office, room C1907)
11:30am-12:30pm	Interview with Search Committee, room C113
12:30-2:00pm	Lunch on your own (guided by student assistant Mario Esposito to C4C Dining Hall with meal pass)
2:00pm	Meet Mario Esposito outside of= dining hall for campus tour and walk to room C199
2:30pm-3:30pm	Open Forum with department staff and faculty, room C199
3:30pm	Dr. Salazar meets to drive you back to hotel

Evening	Dinner on your own Pearl Street Mall shopping/dining ideas: https://www.boulderdowntown.com/shop-dine *Find out why CBS Sunday Morning called us the happiest place in the United States*

Tuesday September 23rd

	Breakfast on your own
9:15 am	Meet Dr. Wong on east side of hotel to drive to campus
10:00am-10:45am	Deliver mini classroom lecture to existing 3000 level students on topics discussed with Search Chair Dr. Salazar (30 minutes plus 15 minutes of Q&A), room C245
10:45-11:00am	Break
11:00am	Meet student assistant at room C245 who will escort you to open forum
11:10-12:10	Open Forum with campus partners, interested faculty, staff, and students, room C245
12:00-12:30	Open Forum: Meet with interested faculty/staff/students, C199
12:30-1:30	Lunch with Search Committee members, Dr. Rohse and Dr. Glenarm Meet at room C199
1:30pm	Returned to hotel by Dr. Rohse and Dr. Glenarm
5:30-8:00pm	Invited to optional campus Women's Basketball Game
	Picked up by graduate students Victor Nira and Maya Jaramillo on east side of hotel
8:00pm	Victor and Maya take you back to hotel for the evening

Wednesday September 24th

9:00am	Board pre-paid Green Ride shuttle on east side of hotel to depart to Denver International Airport
	Flight departure, United Airlines flight #UA540187, 12:35pm

Appendix Twelve: Interview Review Rubric

Interview Review Rubric

The purpose of this rubric is to guide interviewers to connect the position description criteria and questions with the candidates' responses. intended to help collect information and notes about candidates for the final discussion. Each question idea is included
Q1. About yourself) and then the range of areas is included below for each question. These areas are those the committee agrees should be included based on the position description and needs of the position.

	Applicant Name	Applicant Name	Applicant Name
Q1. About yourself			
Passion -- Why? How?			
Connection to their expertise			
Knowledge of position (research)			
Notes			
Q. 2 ID process when creating a new course			
Desired learning outcomes --state objectives? What are they?			
Types of instructional strategies			
Macro/Micro level design			
Assessment/Metrics			
Notes			
Q3. Principles of Learning			
Content relevancy			
Incorporating personal experiences			
Self-directed learning			
Learn by doing			
Checks for understanding			
Mini-assessments throughout			
Motivation to learn			
Notes			
Q4. Culturally Diverse			
Did they give specific example?			
Adjusting terminology/laungues to meet audiences expertise			
Name what culture is/pick out cultural aspect			
Align examples and activities to the audience lens and experiences			
Theory vs. actually applying			
Notes			
Q5. Difficult audience member			
Ask them questions			
Engage them in the learning/activity			
Check in with them during break			
Remove from class (if necessary)			
Validating their prespective/bridging their example to topic			
Deesclation skills			
Notes			

To access this document online, go to the following link: *Interview Review Rubric*

Appendix Thirteen: Open Forum Feedback Form

Thank you for participating in the open forum for the _____ position in the department of _____. The department is collecting feedback from campus partners participating in open forums.

The purpose of this form is to provide individuals outside of the search committee an opportunity to learn more about the candidate and provide feedback.

Prior to your review, please provide feedback related to the candidate's qualifications based on the job announcement and position description. This can be found at _____ or picked up today in this forum.

Please review the Lawful vs. Unlawful Questions handout prior to asking the candidate questions. This can also be picked up today in this forum. If a question that is unlawful is asked, the moderator may ask the candidate to move on and not respond to the question.

Your input will be shared with the search committee. Please be objective in your review and focus on the candidate's qualifications rather than the candidate's likeability.

Rate the candidate's presentation style:

____Strong ____Good ____Weak ____Unsure

Rate the candidate's pedagogical approach:

____Strong ____Good ____Weak ____Unsure

Based on the interview and application materials, rate this candidate's ability to succeed at the duties as described in the position description/job ad:

____Strong ____Good ____Will need guidance/mentorship ____Unsure/no opinion

Based on the interview and application materials, rate this candidate's ability to succeed at research, service, and teaching duties as assigned of this tenure-track position.

____Strong ____Good ____Will need guidance/mentorship ____Unsure/no opinion

Additional comments about candidate's skills as they relate to this position:

_____

Date: _____ Candidate's Name: _____Position: _____

Optional:
Your Name and title: _____ (optional)
Circle One: Student Staff Faculty Other (please explain): _____

What were your interactions with the candidate?
___ Presentation ___Other meeting(s) only ___ Presentation and other meeting(s)
___ Other (please describe)

Adapted from the CU Libraries Faculty Search Open Forum Feedback Form

Appendix Fourteen: Universal Design Principles for Accommodations

The University of Colorado Boulder (CU Boulder) is committed to providing equal access to individuals with disabilities. In an effort to ensure that candidates with disabilities do not face barriers with regard to inaccessible design of facilities and software, curriculum, and/or web pages existing on campus, the Americans with Disabilities Act (ADA) Compliance office recommends the use of Universal Design. Universal Design principles incorporated into the interview process ensure equal access regarding accessibility considerations.

An applicant may have a learning disability or visual, speech, hearing, and mobility impairments. Rather than designing your interview process for those currently in your department, designing it for people with a broad range of characteristics and disabilities. Ensure everyone is able to:

1. Get into the facilities, as well as maneuver within them
2. Make use of equipment and software provided
3. Utilize resources and materials provided to them

In the event an interview accommodation request is made, respond in a timely manner. Generally, providing at least an initial contact within one to two business days would be considered timely, depending on the interview turnaround time. While ADA Compliance will help implement and secure the accommodation, this process is a shared responsibility on campus. The request should be relayed to ADA Compliance with the all of the necessary information (date, time, nature of interview, etc.) from the recruiter.

The checklist below provides suggestions that are intended to assist departments in ensuring the interview process is accessible for all candidates.

ACCESS CONCERNS

- ☐ Check that parking areas, pathways, and entrances to buildings used in the interview process are wheelchair-accessible
- ☐ Check that application forms are accessible
- ☐ Offer applicants information on wheelchair-accessible routes of travel
- ☐ To the extent that the applicant will be navigating different rooms within a building, confirm that there are high-contrast, large-print directional signs to and throughout the facility. Confirm braille signage is available in appropriate rooms.
- ☐ Within the building, check that aisles are kept wide and clear of obstructions
- ☐ Confirm that adequate light is available in rooms where interviews are occurring
- ☐ Confirm that your department is conducting interviews in buildings that have wheelchair-accessible restrooms with well-marked signs

PLAN FOR ACCOMODATION

- ☐ Do pictures in departmental publications and on websites include people with diverse characteristics that accurately reflect the employee and student body?

- Does the department include a statement about its commitment to universal access and procedures for requesting disability-related accommodations in publications? Suggestion for statement:
    - The University of Colorado Boulder is committed to providing equal access to individuals with disabilities. If you are an interview candidate and require accommodations, please contact the ADA Coordinator at adacoordinator@colorado.edu no later than three days before your interview. We will make all reasonable efforts to fulfill requests submitted after the deadline.

- Explain the interview process to applicants ahead of time so that the applicant can identify their potential need for an accommodation in the interview process. Also, inform applicants ahead of time if they will be required to take a test to demonstrate their ability to perform actual or simulated tasks, so that the applicant can make an accommodation request.
    - An applicant with a visual impairment may request assistance in completing forms. Applicants who are deaf may request a sign language interpreter, and applicant with cognitive impairments may request specific instructions on portions of the interview process in advance.

TRAIN STAFF

- Ensure staff members know how to respond to requests for disability-related interview accommodations
- Train administrators, hiring authorities and search committee members on how to properly assess candidates who might complete the application, interview, and/or assessments in alternative formats or using different means (i.e. Do you have multiple ways of assessing a candidates experience and skills)?
    - Concentrate on the job qualifications, and not the disability
    - Treat the individual with the same respect you would afford other candidates
    - Hold individuals with disabilities to the same standards as all applicants
    - Ask only job-related questions that are relevant to the functions of the job for which the applicant is applying
    - Adhere to the same disability etiquette standards as used in other interactions with people with disabilities.
        - Do not ask questions about a disability (What treatment do you need? What happened to you?).
        - Do not ask about the amount or type of leave the applicant may take to get treatment for a condition
        - Do not proactively ask whether the applicant will need an accommodation to perform the job

- **Ensure that your department is aware, both within the application and interviewing process, that the ADA prohibits asking disability-related questions before a job offer is made.**

- **Do not conduct an employment test unless all employees in the same job category need to take one**
- **Do not request a medical examination prior to making a job offer.**

CONFIRM THAT RESOURCES ARE ACCESSIBLE

- ☐ Ensure the departmental website is accessible. Call 303-735-4357 (5-HELP) or email help@colorado.edu for assistance with this process.
- ☐ Are printed publications available in an accessible format on the department's website and in alternate formats such as Braille, large print, and electronic text?
- ☐ If the interview process involves the use of digital technology or software by the candidate, ensure that the technology and/or software is accessible. Please call 303-735-4357 (5-HELP) or email help@colorado.edu for assistance with this process.
- ☐ Do video materials provided to applicants have captions? Audio descriptions?
  - Suggestion if not:
    - The University of Colorado Boulder is committed to providing equal access to individuals with disabilities. If you require captioning to view our video content, please contact (the contact you've identified). We will make all reasonable efforts to provide a captioned video within 24 hours of your request.
- ☐ Is there an adjustable-height table available for use by an applicant?

- ☐ Is there screen enlargement software available for users with low vision? Is a large monitor available so that a larger amount of screen can be viewed while magnified?

- ☐ Ensure all testing materials are in an accessible format. If they haven't been reviewed for accessibility or have known issues, ensure that an equally effective alternate access plan is in place while remediation is in progress. This could include providing testing materials in alternative formats or making other adjustments to tests as an accommodation because the format and manner in which a test is given may pose problems for persons with impaired sensory, speaking, or manual skills, as well as for those with certain learning disabilities.

For consultation, guidance and training on any of the strategies listed in this resource, contact the Office of ADA Compliance at 303-492-9725 or email at adacoordinator@colorado.edu

Guidebook Five: Completing the Search

The purpose of this document is to provide best practices for unbiased decision-making and to support the search committee and hiring authority during the last stages of the search process.

Letters of Recommendation

Letters of recommendations are typically written by colleagues selected by the candidate to reflect the candidate in the best light.

- Focus on the candidate's work experience and their ability to be successful in the position.
- Avoid being influenced by extraneous and non-position related factors such as the status of the candidate's recommender or the status of the candidate's institution.
- To get a richer understanding of the candidate's qualifications, contact the recommender.
- Consider asking for letters of recommendation from finalists only (as opposed to all applicants in the pool). In addition to saving time by moving the search process along more quickly, this strategy can aide in maintaining confidentiality for candidates until the final stage, and can mitigate bias early in the process.

Reference Checks

A hiring authority may call or email references provided by the candidate. It is considerate to inform the candidate before references are contacted, especially when contacting the candidate's current advisor or upline.

- Conduct reference checks consistently, with the same questions, and by the same person(s).
- Ask only questions that are relevant to the position.
- Focus on the candidate's work experience and avoid being influenced by extraneous non-position related factors.
- Contact references by calling or emailing. The CU Boulder job site also uses Skill Survey, a reference check tool that will email references directly.

  See appendix Fifteen for a Faculty Reference Checks sample.

Making the Offer

Once a finalist is selected, the search committee's job is complete. At this point, the hiring authority should extend a verbal offer to the selected candidate and provide a timeframe for a response (such as 48 hours to contact the hiring authority with their decision).

Criminal Background Check

A criminal background check and other checks needed for the position (such as a financial check) must be requested is the CU Boulder job site when the offer letter is provided to the candidate.

- An offer letter states that the offer is contingent on a successful background check.
- Depending on where the finalist has lived, various counties need to be checked. As a result, background check results can take 7-10 business days on average.
- The Background Check & Recruiting Program Coordinator will inform the Hiring Authority whether or not the candidate successfully passed the background check.

Offer Letter

Once a finalist accepts the position, the Hiring Authority will draft an offer letter with the agreed upon salary, benefits, criminal background check language, start date, additional legal information, etc.

The Office of Faculty Affairs offers several offer letter templates based on the position type at: https://www.colorado.edu/facultyaffairs/a-z#O

Closing the Search

Once the search concludes, the search committee must tend to record-keeping compliance and analyze the success of outreach and advertising efforts.

- Notify candidates

  Notify all candidates through a letter in the CU Boulder job site or by email of their status when the search is concluded.

  It is preferable to notify candidates throughout the process when they are no longer being considered. This prevents applicants from having to wait weeks or months to be notified.

  As a reminder when notifying candidates of their status, do not give specific reasons for not moving candidates forward. An example of what could be noted is: *"We had a strong pool of qualified candidates which made the decision of who to select difficult. We decided to move forward with another candidate at this time."*

- Track candidate reasons

  Once a finalist is offered a position and accepts, track and note candidates' applicant status via the CU Boulder job site:

  - Provide reasons candidates were not selected using the reason codes provided. Sometimes there may be multiple reasons why a candidate was not selected. The disposition chosen should reflect the most overarching reason.
  - Identify the selected candidate.
  - Close the search process in the system.

Note: Only those involved in the search committee process and Human Resources should have access to the actual reason codes for not moving candidates forward. These reason codes are provided in the CU Boulder job site. While candidates should be notified of their status, keep information provided to candidates general.

- Record retention:
    - Record Retention for the finalist: According to CU Boulder's records retention guidance, search committee records should be retained for 10 years following an employee's separation from the University as part of the employee's personnel file. This could mean that search committee records for the **finalist** who is hired must be held onto indefinitely, including the CV, letters of reference, faculty oath, Recruiting Authorization Form, offer letter, and degree verification.
    - Record retention for all candidates:
        - In order to comply with Affirmative Action requirements, applicant information and applications including curriculum vitae, resumes, statement of interest, cover letters, written essays/statements required for submission, letters of reference, candidate references will be retained in the CU jobs system for three years. In order to track and retain records, it is best practice to incorporate all documents in the CU jobs system when possible. Alternatively, these documents should reside in a designated location in the department.
        - Information not tracked in the CU jobs system could include the Recruiting Authorization Form and Search Plan Checklist, evaluation forms/rubrics, interview questions, and interview notes from search committee members. These documents (if not housed in the CU Boulder job site) must be retained for at least three years, at which point they can be deleted or shredded.
        - Finalist application materials, including the offer letter package, must be given to The Office of Faculty Affairs following the search process.

Appendix Fifteen: Faculty Reference Checks

- Review the letter of recommendation associated with the reference.
- When introducing yourself to the reference, share only that the candidate is a finalist for a position.
- Maintain the highest level of confidentiality throughout the process. Do not delegate the reference gathering process to anyone outside the hiring process and share information gathered on a need to know basis only.
- Script:
  Thank you for taking my call. My name is (name) from the University of Colorado Boulder. (Applicant's name) is a finalist for the position of (job title) and has indicated s/he is/was employed by your organization from (beginning/end dates).

Possible Questions to ask a Reference:

- What was the nature and length of your relationship with the candidate?
- How would you describe the candidate's leadership skills?
- Describe this candidate's teaching experience.
- Describe the candidate's research background and its impact on this field.
- Describe the candidate's service background and its impact on this field.
- Please describe the candidate's ability to work with senior leadership.
- How does ___handle difficult people? What is ___'s conflict resolution approach?
- Describe how the candidate interacts with others. Explain.
- What are the candidate's key accomplishments or impact on the department?
- What area of development could the candidates focus on?
- Please speak to ____'s ability to recruit undergraduate majors. Can you cite specific examples?
- Would you work with this individual again?_Yes__No (If No, why not?)

Thank you very much for talking with me about this candidate. I appreciate your time.

Adapted from the University of Colorado Boulder's Faculty Affairs search process

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