

Guidebook Two: Recruitment and Outreach

The purpose of this guidebook is to provide checklists, strategies, and best practices for creating an inclusive job announcement and recruiting a diverse group of applicants.

Developing a Faculty Recruitment and Outreach Plan

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.

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:
 - Ensuring the advertisement includes proactive and inclusive language to attract historically underrepresented or minoritized 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 historically underrepresented candidates.
- Share the ad with everyone in the department and across campus as appropriate.
- Encourage each search committee member to contact 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, professionals in their field, universities/colleges the department has not reached out to 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 field.
- Contact 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 out 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 Department of Human Resources at: <https://www.colorado.edu/hr/diversity-inclusive-excellence>

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. Job Summary

- Provide general summary information about the position including the department name and anticipated semester the position would start.
- Describe the connection between the position and CU Boulder's mission/vision/strategic imperatives.
- The posting though the CU Boulder job site will automatically include the university's diversity statement:

The University of Colorado Boulder is committed to building a culturally diverse community of faculty, staff, and students dedicated to contributing to an inclusive campus environment. We are an Equal Opportunity employer, including veterans and individuals with disabilities.

II. Who We Are:

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

III. What You Should Know:

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

IV. What We Can Offer:

- Provide clear salary information. Colorado's Equal Pay for Equal Work Act stipulates that the salary range and other additional monetary compensation must be included in the advertisement. The full salary range that may be used for the hire or the actual rate of pay that will be offered must be included in the job posting. If moving expenses or a signing bonus are to be included in the offer, mention of these additional elements of pay must be included. The exact amount available for moving expenses or signing bonus is not required in the job posting.
- The following information about benefits is hardcoded into each CU job posting:

The University of Colorado offers excellent [benefits](#), including medical, dental, retirement, paid time off, tuition benefit and ECO Pass. The University of Colorado Boulder is one of the largest employers in Boulder County and offers an inspiring higher education environment. Learn more about the [University of Colorado Boulder](#).

- Include the department's commitment to inclusive excellence by highlighting this commitment and/or sharing progress made towards this commitment. Some examples can be found in the following **Diversity and Inclusion Statement Examples** handout.
- Highlight benefits unique to your department including faculty recognition programs, flexible work schedules, special events/programs, dual career opportunities, etc.
- Share HR's Living Here resources which shares information about renting, buying a house, area schools, childcare, and parks and recreation:
<https://www.colorado.edu/jobs/living-here/living-here-resources>

V. What We Require - Minimum Qualifications:

- Describe the minimum required qualifications necessary to be considered for the position. This likely includes education, experience, and/or certifications related to the specific position.
- Delineate between what is needed and what will be accepted, only including the true minimum level of experience and education needed to be considered for the position.

- Use objective, clear language around measurable qualifications.
- Ask if something is truly required or if there is another way to meet the criteria that we have overlooked?

Example:

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

VI. What You Will Need - Required Competencies:

- Include specific knowledge, skills, or abilities that are necessary to successfully perform the duties listed in the position. These are typically competencies that are not easily evaluated by reviewing application materials, but rather evaluated during interviews and reference checking steps in the search process.
 - Are there skills, knowledge, and/or abilities listed as ‘required’ that could be learned while in the position? Consider setting these as preferred qualifications (below) with the focus on the ‘ability to teach’ or ‘ability to publish’ rather than the ‘must have’ mentality. This shift will help broaden the pool of qualified historically underrepresented candidates.
 - Consider “transferable” skills. This would be a skill someone could learn in one setting but be able to apply to a different setting.

Example:

- **Diversity and Inclusive Excellence:** Ability to collaborate with diverse audiences. This may include highlighting the department’s diversity and inclusive work and asking candidates to also share their experience working with/teaching diverse audiences or experience working within historically minoritized or underrepresented communities as this relates to one’s research, service, and/or teaching.

VII. What We Would Like You to Have - Preferred Qualifications:

- Describe additional job-related education, experience, skills, competencies, and credentials desired by the hiring department. These are not essential to the job but enhance a candidate's ability to perform the job.
- For example, preferred qualifications may be “demonstrated success supporting diversity and inclusive excellence through researching, teaching, mentoring, or sponsoring these initiatives in a work or educational environment.”
- Describe preferred discipline(s), sub-disciplines, or areas of specialty.
- Provide clear examples of what is desired.
- Include areas of knowledge, skills, and abilities where there is flexibility.
- Examples:
 - **Teaching:** Include examples of transferable 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 Learning and Memory.

- **Service:** Include examples of acceptable service experience and think broadly about what constitutes service (i.e., mentorship experience).
- **Research:** Identify the department's research needs and interests and include examples of transferable experience.

VIII. Special Application Instructions for Applicants:

Information including full consideration dates, details on how many letters of recommendation might be requested, timing of when referee information might be requested, and specific document types that will be collected during the application process will be listed here. Human Resources will add this language into the posting based on the information submitted by campus departments in the Search Committee Portal when requesting a new posting.

- **Consider asking only finalists** for letters of recommendation.
 - This saves time and moves the process forward more quickly. Earlier evaluation will focus on the candidate's CV, cover letter, and other materials related to their work.
 - Letters of recommendation can introduce bias (reference the Letters of Recommendation section in Guidebook Five to learn more). Collecting letters later in the process is a better candidate experience, eliminating the need to identify reference providers for candidates who will not move forward in the process.
- **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.

IX. Reasonable Accommodations for Applicants with Disabilities:

- **Requesting accessibility assistance or an accommodation:** The following language for how to request accessibility assistance or an accommodation with

the job application process is automatically included on all pages of the CU Boulder job site:

CU Boulder is committed to making information and resources that are available via the web accessible for all users. If you are a job seeker and need accessibility assistance or an accommodation in order to apply for one of our open positions, please contact recruiting@colorado.edu to submit a request for assistance.

Best Practices Regarding Job Announcements

Authentic Representation

If linking to department website pages, photos, and graphics within the job announcement, they should accurately represent the demographic makeup of the department and university. 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 historically 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 encourage 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 a diverse group of candidates by neutral language where possible.

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

TIP: Human Resources has tools to assist departments with crafting a more inclusive posting. Contact your recruiting contact in HR to learn more.

Consider Including a Diversity and Inclusion Competency

- Setting a diversity and inclusion competency demonstrates the department and university's commitment to being a welcoming and inclusive environment to faculty with diverse perspectives, skills, abilities, and experiences. This competency 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 competency can be demonstrated by asking applicants to submit a statement with their application materials
 - Example: An inclusivity statement must be included that demonstrates your commitment to engagement and inclusion of culturally diverse audiences in higher education.
See the [Sample of Diversity Statement Questions](#) link for further guidance.
- If you add a diversity and inclusion competency, please ensure that your search committee sets expectations about how they will evaluate candidates based on the qualifications of the specific position and the related diversity and inclusion competency prior to reviewing applicant materials.'
- See the [Guidance When Evaluating Diversity Statements](#) document for further guidance.

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](#), the [Sample Posting Synopsis and Job Announcement](#), [Samples of Diversity Statement Questions](#), and [Guidance When Reading Diversity Statements](#) for additional information and guidance.

Sources:

- Kay, A. (2018). [How Job Ads Can Reinforce or Undermine the Status Quo](#). Retrieved from https://wpassets.ncwit.org/wp-content/uploads/2021/05/22204330/a.kay_jobpostingbias_newitsummit12_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](#)

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Please Select Your College or School

[College of Arts and Sciences](#)

[College of Engineering and Applied Sciences](#)

[College of Media, Communication and Information](#)

[College of Music](#)

[Leeds School of Business](#)

[Program in Environmental Design](#)

[School of Education](#)

[University Libraries](#)

[General Advertising Sources](#)