DIVERSITY AND INCLUSION

BRIDGE:
Breakthrough Recruitment for Inclusive Diversity Growth and Excellence

University of Nebraska–Lincoln

Faculty and Staff Search Best Practices
Guide for Inclusive Excellence

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The BRIDGE initiative: Breakthrough Recruitment for Inclusive Diversity Growth and Excellence is designed as a roadmap to help UNL enhance faculty and staff recruitment and selection practices. BRIDGE is a faculty and staff search best-practice guide for inclusive excellence. This program demonstrates our University's deep appreciation for diversity, inclusion, and equity. With an ever-changing world, our institution must be open to change, able to adapt, and remain innovative in our research, creative, engagement, and administrative activities.

An inclusive excellence mindset, and more specifically an inclusive and equitable approach to the search process, is where we recognize how our biases, experiences, and preconceived notions may impact our ability to effectively recruit, hire, and retain diverse, top talent. Guides like BRIDGE provide one strategy to challenge and address behaviors and decisions that adversely and negatively impact the search and most often marginalized applicants. Fostering inclusive search practices is consistent with our institutional values and ethos that every interaction matters.

Additionally, Nebraska believes in its people and the power of every person. People matter. We understand that a diverse, engaged faculty and staff are critical to our academic community; and therefore, UNL must remain a place where employees feel a sense of belonging in their work and learning. Through BRIDGE, we make an active decision to prioritize inclusive excellence in our faculty and staff recruitment and selection practices and to ensure that every person and every interaction matters.

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"A diverse and inclusive workforce contributes to our institutional goal of inclusive excellence, where diversity, equity, and inclusion are paramount and central to our mission of access, teaching, research, and engagement. As a land-grant, research extensive institution, we have a responsibility to think deeply and critically about all aspects of the University's enterprise—academic affairs, agriculture and extension, business and finance, diversity and inclusion, research and economic development, student life, technology and communications, equity and compliance, and external engagement with our alumni and communities across our state, nation, and world. We must not take this responsibility lightly and ensure we are attracting, identifying, and hiring faculty and staff who contribute to our institutional position as an academic and cultural resource and our institutional value of inclusive excellence.

Our ability to build a diverse and inclusive workforce, depends heavily on the individuals and practices affiliated with the search process. Those involved in searches also carry the responsibility to ensure the job description, recruitment and hiring process, and retention strategies are equitable and inclusive—addressing all forms of bias, exclusion, racism, and discrimination. At Nebraska, we believe in the power of every person and the unique and cultural perspectives that each person brings to our institution.

Additionally, we have unveiled the N2025 Strategic Plan. In this plan, we reiterate our commitment to create a climate at Nebraska that emphasizes, prioritizes, and expands inclusive excellence and diversity. We will not succeed as an institution if we do not succeed at this aim. We must reduce barriers, increase diversity, and boost the success for all of our students, faculty and staff. This aim provides specific goals for us in increasing the participation and success of under-represented groups across the University. We will never be an "unparalleled" university without amazing people."

Ronnie Green, Ph.D.
Chancellor

This guide contains important information on evidence-based, effective recruiting practices that will serve to enhance the recruitment and hiring of underrepresented individuals in faculty and staff positions, as well as procedures and processes to assist with retention of underrepresented faculty and staff after they are hired. The document also includes resources, checklists, and examples that may assist in the recruiting and selection process geared towards inclusive excellence.

While every job search will involve criteria unique to the open position, the University has a set of core values and beliefs that should guide the goals and actions of each of its units (https://diversity.unl.edu/our-core-values-beliefs). In accordance with the Core Values and Beliefs statement, every employee is responsible for creating and supporting an environment of inclusive excellence at UNL.

This search guide aids hiring officials, search committees, and other persons engaged in hiring new staff and faculty at UNL. It is a living document; and in that spirit, we invite feedback on what information works, what does not work, and what should be added.

Please address all comments and suggestions to diversity@unl.edu.

Faculty and staff hiring is critical to achieving and maintaining excellence in instruction, service and scholarship at the University of Nebraska–Lincoln. Research has shown that diverse and inclusive groups demonstrate the highest achievement, creativity, and impact on the success of the institution and its interaction with society.[1] We believe that the highest degree of care and attention should be put toward increasing the cultural and intellectual diversity of our workforce and fostering inclusive unit cultures. Therefore, search committees and those with hiring authority have an honored responsibility to seek, recruit, and secure faculty and staff talent.

Within this document, we use the phrase "*underrepresented populations*." The term *underrepresented* reflects low participation or representation of groups, typically due to systemic barriers based on race, ethnicity, gender identity, sexual orientation, disability, and minoritized status. Usage of this broad terminology allows individual departments and disciplines to determine what constitutes underrepresented populations in their community. For example, women, and specifically women of color, may be underrepresented in some science, technology, engineering, and mathematics (STEM) departments. Thus, inclusive processes for faculty hiring in STEM fields should focus on recruiting more women from all demographic groups during the search process.

There are a few consistent themes across many of the strategies detailed in this document. One theme is *intentionality.* There are consequences, sometimes subtle, of each step in the search process; as such, all stages of the process should be purposeful. A second theme is *alignment* with criteria. From forming the job description to the final decision process, the use of objective criteria helps to reduce the corrosive effects of unacknowledged biases. Alignment of criteria also keeps the process focused on hiring great faculty and staff, secures successful recruitment, and fosters faculty and staff retention. A third theme is to *embrace differences.* From differences in intellectual focus and expression to racial, ethnic, gender, and life differences, the breadth of diversity within our institution is central to creating a climate of excellence and global impact. An institutional culture that celebrates faculty and staff diversity and supports inclusive practices will undoubtedly lead to greater recruitment and retention of underrepresented faculty and staff.

Though this document serves to aid in the future recruitment of faculty and staff, additional documentation and history on diversity hiring initiatives at UNL can be found at:

- https://executivevc.unl.edu/faculty/diversity-initiatives
- https://diversity.unl.edu/diversity-efforts-unl

Campus Diversity Ambassadors

To guide faculty and staff searches for inclusive excellence, the campus will use a group of trained Diversity Ambassadors. Diversity Ambassadors will be available to assist college, department, and unit search committees and hiring officials in conducting the best possible implementation of guidelines contained in this document. Ambassador expectations include efforts to raise the awareness of, and encourage those involved in, a search process to fully follow procedures and emphasize approaches that ensure a focus on diversity and inclusive methods for sourcing/recruiting and selecting applicants. The Diversity Ambassadors will operate as a component of the Office of Diversity and Inclusion and their services may be obtained through that office. The procedure for securing the services of a Diversity Ambassador will be managed through the Office of Diversity and Inclusion and communicated to the campus community.

[1] Rock, D. and Grant, H. (2016). Why Diverse Teams are Smarter. *Harvard Business Review*. Retrieved from: https://hbr.org/2016/11/why-diverse-teams-are-smarter

The description of the faculty or staff position, the composition of the search committee, and the charge to the search committee are all critical for establishing a solid foundation in the search process for new faculty and staff. Focus on these components will also ensure hiring outcomes that reflect UNL organizational objectives and the aims of the N2025 Strategic Plan carrying the overarching theme: Every person and every interaction matters. Request a Diversity Ambassador at go.unl.edu/ambassadorrequest.

The Role of the Hiring Official to a Successful Search

The hiring official plays an important role in the search process, as the person who hires the candidate is ultimately responsible for the search activities and appointing the search committee. They are also commonly responsible for writing the position description and, in many cases, are the supervisor of the hired candidate. With those responsibilities in mind, all hiring officials at UNL should have a firm commitment to and understanding of diversity, inclusion, equity, and inclusive excellence. They should also relay these expectations to the search committee they appoint, to ensure the enactment of inclusive practices.

As the hiring official sets the tone for the search process, they should meet the following requirements:

- Have completed the university's search committee training sessions.
- Be trained in the role of implicit and explicit bias in search processes and hiring decision-making.
- Understand the impact of diversity on work environments and its impact on our ability to accomplish institutional, unit-level, team-level and individual goals and expected outcomes.
- Know the importance of employee onboarding and professional/career development, and of mentoring for success.

Writing the Position Description

Everyone contributes to an environment in which every person and every interaction matters and that should be evident in the position description writing process as well. Every job search should begin with a thoughtfully crafted job description, as decisions made in defining the position shape the direction of a unit and have long-term effects regarding the success of the newly hired individual within the unit, college, and university. The position description should reflect the work responsibilities and expectations of the position. It should be a concise description of what will be expected of the employee, written in a way that clearly communicates these expectations. In addition, the wording and language of the position description should reflect consideration of the diverse audiences potentially reviewing this document. The description of the work to be performed and qualifications for successful performance should be presented broadly as possible to enhance attracting a diverse array of individuals to the applicant pool. The position description is also a foundational document informing employee evaluation. Across our institution, the person responsible for writing the position description varies.

The position description should include a statement of our expectation that everyone contributes to an environment in which every person and every interaction matters (see Appendix III for more details).

Forming the Search Committee

An effective way to ensure the search process maximizes the possibility of recruiting talented underrepresented faculty and staff is to include members on search committees who will contribute diverse viewpoints when evaluating applicants. Diversity in thought, experiences, and perspective can ensure a strong foundation for an equitable search process. Those in underrepresented groups external to the hiring unit, and across faculty and staff ranks, may evaluate candidates through lenses shaped by diverse life and professional experiences.

Administrators should acknowledge that underrepresented faculty members and staff are repeatedly called to serve on search committees. This work must be rewarded, and other service responsibilities adjusted as appropriate.

In terms of incorporating and enhancing current university requirements related to search committees, we state the following regarding required practices for search committee composition:

- All search committee members must complete appropriate search process training that includes UNL Search Compliance Training or other training that might be required/suggested.
- Search committee membership must demonstrate racial/ethnic diversity, as well as gender diversity. Additionally, areas of interest and other dimensions of diversity can be included as possible.
- At least one member from a collaborating or an outside unit; and members who have a demonstrated commitment to diversity and inclusion in the university (see Appendix II, Section B).

Issuing the Charge to the Search Committee

The hiring official should meet with the search committee to issue a specific charge to increase the diversity of the department or unit. This provides an explicit reference point for search committee members to see the important role they play in this process and connect the commitment of inclusive excellence to the unit/department programmatic needs (see Appendix II, Section A).

The charge should include at minimum the following:

- Statement from the hiring official of the value they place on diversity and the importance of diversity, equity, and inclusion to the functioning of the unit; and their expectations that inclusive excellence will be demonstrated in all aspects of the search and hiring process; and a clear description of the role of the committee in the search process.
- Expectation that the committee will develop and implement a plan for reaching qualified applicants who are underrepresented, and for achieving a deep and diverse applicant pool.
- Timeline for the search, including the launch and date when applications will be reviewed.
- Expectations for their participation in developing the interview schedule and participating in the interviews and soliciting feedback from others; especially expectations for feedback to the hiring official from the search committee.
- Importance of recognizing and addressing bias throughout the process.

It is a best practice for the hiring manager/official to document the charge in writing, the documentation of which is given to each member of the search committee so that they can refer to it, as necessary. For searches where UNL Human Resources indicate that a search committee may not be convened, assuring the above expectations are the responsibility of the hiring official and those directing the search. An example of a charge letter is included in Appendix II, Section C.

Writing the Position Announcement

Position announcements should include specific language describing the criteria skills and experience needed for the successful performance of the position. Key questions to answer are: What knowledge, skills, abilities, and attributes are critical for the new hire to succeed in this position? How will this candidate support the land-grant mission and other UNL priorities? Answers to these and similar questions can be translated into objective criteria and incorporated into all candidate evaluation processes. (See Appendix IV, Section C, for further questions.)

After the position description is defined, it should be announced to recruit candidates for the position. The job announcement, too, is a recruitment tool, outlining the job description and qualifications. A thoughtfully-crafted position announcement will allow screening processes to be clearly defined, deliberate, and equitable. It will also allow the candidate that best meets the needs of the hiring unit to be identified. The position announcement should interweave inclusive excellence (including objective criteria) and should also include persuasive information about UNL's commitments to diversity and inclusion. It is important that these issues are addressed deliberately and early in the search process (see Appendix III, Section C).

The following questions should be addressed for each search:

- Would the position description attract candidates with experience in mentoring a wide or diverse array of students?
- Would the position appeal to people with experiences successfully leading, mentoring, collaborating with, and/or working with diverse faculty or staff teams?
- Does the position description appeal to individuals with experience promoting a diverse environment?
- Is the description overly prescriptive or too detailed in ways that significantly narrows the pool and eliminates strong candidates?

Common practices include:

Use Inclusive Language. The persons writing the job announcement should carefully consider the language used in order to attract the widest range of candidates. Care should be taken in describing the job responsibilities in a way that does not inadvertently communicate bias.

Use Objective Criteria. Job announcements should not be written with vague language such that candidate selection becomes vulnerable to unintentional biases. Precisely identifying the qualifications and performance expectations make announcements more transparent, thus increasing equity in the search for the most qualified candidate.[2]

Include Only Necessary Criteria. Including unnecessary criteria may make it difficult for candidates and search committees to distinguish what is really important for the incumbent to be able to demonstrate to do the job. It may also unintentionally discourage candidates, who might otherwise be qualified, from applying for the job. For example, there are some research findings that suggest that white men may be more likely to see themselves as qualified for a job (or a promotion) when they only meet some, or a few, stated criteria, whereas women and minorities may be more likely to see themselves as unqualified when they don't perceive that they've met all (or the vast majority) of the criteria. Reducing the number of criteria to only those that are essential for determining whether or not someone is qualified for the job will increase the likelihood of a deep and diverse candidate pool.

Identifying Minimum and Preferred Qualifications. Minimum qualifications are those qualifications considered to be essential for the job. If an applicant doesn't meet all of the minimum qualifications, they cannot be considered for the job. In crafting job announcements, it is best to keep the list of minimum qualifications as short as possible. The shorter this list, the greater the likelihood of attracting a deep and diverse applicant pool.

Preferred qualifications are those that, if an applicant possesses them, will be favorably looked on, but they are not deemed essential or required. Applicants do not need to meet any of the preferred qualifications to still be considered for the job. There is no requirement to even list preferred qualifications in a job announcement, however, to attract the broadest diverse applicant pool, one should consider the inclusion of preferred qualifications.

It is essential that hiring criteria directly relate to the demonstrated skill requirements of the position and are clearly understood and accepted by all members of the committee. For example, if a new hire will be required to teach forestry courses, the following question should be asked:

Does the individual need a degree in forestry or does previous teaching experience combined with research or work experience satisfy the job requirement? Such discussion will help in determining ways to broaden the description of job requirements to attract more diverse applicants. (See Appendix IV, Section C for more examples of skill requirements.)

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[2] Cocchiara, F. K., Bell, M. P., & Casper., W. J. (2016). Sounding "Different": The role of sociolinguistic cues in evaluating job candidates. *Human Resource Management*, 55(3), 463-477.

Search committees and hiring officials should determine the weight of individual hiring criteria and not default to all criteria having equal weight. Before the search committee members review applications, they should meet to discuss the minimum and preferred qualifications and their relative importance to the job, along with the evidence that they will be looking for to determine if an applicant has met the criteria, and where they are likely to observe the evidence. (See Appendix IV, Section D for an example 'Qualification Matrix'.)

Search Criteria for Diversity and Inclusive Excellence. While every job search will involve criteria unique to the open position, the University has a set of core values and beliefs that should guide the goals and actions of each of its units (https://diversity.unl.edu/our-core-values-beliefs). In accordance with the UNL Core Values & Beliefs statement, every employee is responsible for creating and supporting an environment of diversity and inclusion. Position descriptions should be structured to attract a pool of individuals who align with these values and beliefs. Key competencies for the job should include diversity- and equity-related skills, as defined by the institution and department relative to position apportionment (i.e., research, teaching, service, outreach, administration). To support a climate of inclusive excellence, it would be helpful to specify minimum or preferred qualifications that would contribute to our pursuit of inclusive excellence at the University of Nebraska and the hiring department (see Appendix lll, Section A-2).

The following are examples of diversity skill-based requirements to include in a job announcement:

- Experience developing and implementing programs, services, and/or courses that are designed to meet the needs of the increasingly diverse university community.
- Demonstrated potential to mentor students and new colleagues from a wide array of backgrounds, ethnicities, and dimensions of diversity.
- Experience developing and implementing programs, services, and courses designed to meet the needs of diverse staff, faculty, and student populations.
- Demonstrated ability to collaborate and partner with colleagues to design and deliver innovative programs, research, and services to support the academic success of all students on campus.
- Demonstrated ability to work effectively with students, faculty, and staff from the full range of differences reflected on college campuses, including, but not limited to: age, distinct physical and mental abilities, economic privilege, family status, English proficiency, ethnicity, national origin/citizenship status, race, religious/spiritual expression, sexuality and gender identity.

Note: Equal Employment Opportunity Commission guidelines require that applicants must only be screened using criteria stated as a job requirement. Search committees may include criteria that explicitly evaluate the candidates' potential to contribute to intellectual diversity, and ability to meet the needs of underrepresented students, staff, and faculty colleagues as referenced in the job description.

Search Committee Preparation

> Research conducted by Google found that teams are most effective when participation is equitable among members.[3] All members should strive to be attentive to equal participation in both listening and speaking. Furthermore, all members need to feel comfortable enough to be frank in conversation. A welcoming environment for ideas about diversity and inclusion must prevail to check biases that may creep in throughout the process (see Appendix II, Sections D-F).

Inclusive excellence is a practice that requires us, as individuals and as communities, to assess and evaluate whether we are demonstrating outcomes that accurately reflect our institutional values and commitment to diversity, equity, and inclusion.

In addition to search committee training, search committee members should attend training on implicit bias. Rather than striving for "color blindness," the training should focus on the value of divergent viewpoints and unique or non-traditional career paths. Search committee members are encouraged to be self-reflective about their own experiences and commitments to diversity (see Appendix II, Section E for links).

In preparation, the search committee should review the institutional goals in UNL's diversity statement and the diversity statement of the hiring unit, as well as discuss the impact of implicit biases in the position and discipline.

Obtain Information from Past Searches

The committee and the hiring official should review past departmental searches and results. Department and college institutional data can be requested from the Office of Institutional Effectiveness and Analytics (https://iea.unl.edu/) and UNL Human Resources. Additionally, some levels of historical search data may be accessed by college or department administrative staff through the People Admin System. A review of past data and comparative data to other institutions serves to emphasize the important consequences of the hiring process for the diversity mission of UNL.[4] This is an important step to developing intentional and effective outreach and recruitment. (See Appendix ll-A.)

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[3] Duhigg, C. (2016). What Google Learned from its Quest to Build the Perfect Team. *The New York Times*. Retrieved from: https://nyti.ms/20WG1yY
[4] University of Nebraska–Lincoln (2018) Report of the Nebraska N150 Commission

Equity within the Committee

Search committee members should be mindful of any power dynamics between group members and unconscious biases so that all individuals on the committee have an equal opportunity to voice their thoughts. This will enable fair, deliberate committee recommendations. The professional, mentoring, or personal relationships within the search committee itself may affect candidate evaluations in ways that have little to do with the submitted application materials. Although not all power dynamics can be avoided, aiming for equal participation in the search committee will result in a more effective group decision and provide an opportunity to strengthen inclusive practices in the department (see Appendix ll, Sections D and E).[5] Some strategies that can help ensure the perspective of all committee members are given equal consideration are:

- Systematic process for all committee members to participate in discussion and provide evidence of evaluation, such as use of rubrics in evaluating criteria.
- Anonymous polling.
- Anonymous voting.

Avoid conflicts of interest in search committee participation to ensure fair candidate evaluation. Members of the search committee should be ready to disclose possible conflicts of interest in the applicant review process, such as personal relationships, past mentoring or trainee relationships, or current and past financial or collaborative arrangements. Prior to applicant review, the committee should develop a plan for how to deal with any unforeseen conflicts of interest that may arise during the search process (see Appendix ll, Section F).

Others Involved in the Search Process

To ensure the search and evaluation process is an inclusive and positive experience, all persons who are likely to encounter the candidate should receive proper orientation to the position and receive appropriate search training, including the following:

- Staff members.
- Students and postdoctoral researchers.
- Faculty, both within and outside the unit.
- Administrators (chairs, center or institute directors, deans, vice chancellors); and/or
- Outside collaborating units.

Best practices are for all involved in search process to receive the following training (see Appendix II):

- In-depth understanding of the position description, position announcement, and position qualifications.
- Appropriate Search Process Training that includes Hiring Policies and Procedures.
- Equal Employment Opportunity training.
- Implicit bias awareness training.

[5] Alipour, K. K., S. Mohammed, and S. Raghuram (2018). Differences in the Valuing of Power Among Team Members. *Journal of Business and Psychology*, 33(2), 231-47. https://doi.org/10.1007/s10869-017-9488-7

While accurately aligning the description and actions is an important step, proactive recruitment to meet diversity and inclusion goals is a vital part of this process.

Active Recruiting and Outreach

The position announcement must be widely available in a variety of listing services that reach the broadest array of potential applicants. A recruitment strategy that stresses direct contact with organizations that serve underrepresented groups and including said organizations when distributing position announcements is an essential practice. Many schools and departments advertise openings in outlets such as *Journal of Hispanic Higher Education*, *Journal of Blacks in Higher Education*, *Diverse Jobs in Higher Ed*, and *Higher Education Recruitment Consortium*. It is also appropriate to recruit candidates using other means and in other venues, such as social media and more casual outlets. Additionally, search committees should advertise the vacancy and scout potential applicants at professional conferences. (See Appendix VI for an extensive list of potential recruitment sources.) Also, visit the EVC Tip Sheet "Recruiting Diverse Faculty" when starting the process to recruit new faculty (and in some instances staff), which can be found at the following website: https://executivevc.unl.edu/faculty/leadership-development/tipsheets.

Active recruitment begins before a search is approved and initiated. It begins with other intrinsic institutional actions, such as the following:

- Building a reputation as an institution that values diversity, equity and inclusion and where underrepresented individuals can thrive.
- Ensuring that forward-facing venues for messaging (e.g., websites/Web presence, social media, brochures/pamphlets) reflect material that allows underrepresented groups to see themselves here and that reflect the value placed on diversity and inclusive excellence.
- Sponsoring conferences, events, etc. that draw audiences that include underrepresented groups to campus, either physically or virtually.
- Participation in councils, committees, taskforces outside of UNL that are addressing issues related to diversity and inclusion.
- Nurturing relationships with minority-serving universities or organizations.
- Recruiting and retaining students from underrepresented groups to UNL.
- Developing a pathway of future employees from among our own students and graduates.
- Utilizing a diverse cadre of graduate and postdoctoral scholars' networks.

Additional networks for soliciting diverse applications may stem from the following:

- Creating contacts with people in the field to identify strong applicants, including persons from underrepresented groups. This may include connecting with graduate programs that serve a higher percentage of underrepresented students, relating to faculty openings.

- Reach out to faculty and staff, including women and people of color, who may be underemployed in positions with lower pay or more prestige than UNL.

- Contact applicants personally, by phone or email, and encourage them to apply.

- Consider recruiting faculty and staff candidates from non-traditional sources, including the following: industry, government sector, and nonprofit organizations. This may necessitate expanding written and networking resources to reach those applicants.

General recruiting resources are provided in Appendix I, Section A, along with a list of potential places to advertise the position. Also, see the Executive Vice Chancellor, Recruiting a Diverse Faculty Tip Sheet (https://executivevc.unl.edu/faculty/leadership-development/tipsheets/ recruiting-diverse-faculty) for other networking activities.

Timing

Like the wording of a position announcement, the timing of one's release is also important. Crucially, it is important to remember that optimal announcement timing varies by unit and academic discipline. To ensure good timing, schedule announcements to coincide with the availability of the largest pool of motivated, highly qualified applicants and follow up with groups or institutions to share the position announcement and encourage applicants to apply. For faculty positions, this can be achieved by contacting institutions with graduate programs serving underrepresented students in the desired discipline to inquire when recent graduates typically enter the job market.

Dual Career Considerations

Dual career considerations are important to many of our faculty and staff candidates. To recruit more diverse faculty and staff and retain top talent, dual career placements may need to be part of the process. Alert potential candidates of UNL's commitment to helping qualified spouses and partners find appropriate positions by including the following statement in the position announcements: "The University is responsive to the needs of dual career couples."

The university has, in recent years, had persons focused on assisting with dual career couples by helping to make connections across campus, as well as outside of the university in the local communities. More information on the University's dual career program may be found at the following website: https://executivevc.unl.edu/faculty/life/dual-career-program.

Cluster Hiring

Being a faculty or staff member who specializes in a particular sub-discipline can compound a sense of isolation that may already exist from being a member of an underrepresented demographic. Cluster hiring, or the practice of hiring more than one person within a discipline/ specialty in a unit or across associated units, may help decrease the sense of isolation of newly-hired faculty and staff from underrepresented communities. Considering cluster hiring within and between multiple units, is suggested when feasible (see Appendix lll, Section D).

Building a Diverse and Inclusive Pool of Applicants

Diversity among the applicant pool is an important prerequisite to hiring candidates who will increase the diversity of the staff and faculty.[6] In fact, as a recipient of federal grants, federal law compels the university to intentionally recruit underrepresented groups when soliciting applications. A critical objective for UNL is to increase the number of people from underrepresented groups applying for our faculty and staff positions.

Although committees are reminded that establishing quotas are not allowed, they should work with the Office of Institutional Equity and Compliance (IEC) regarding the diversity of the applicant pool. Here we are suggesting that IEC Equal Employment Opportunity (EEO) data be consulted early in the process to determine the success of recruitment efforts.

Long-Term Recruiting Activities

Recruitment of applicants for positions begins years in advance of an actual open position. In terms of faculty, be intentional with departmental seminar invitations, and invite underrepresented speakers and those from academic programs that graduate students of color and women. Seminar speakers may consider applying to future position openings, or they may recommend people in their network to apply for UNL positions. When attending professional events, UNL faculty and staff should seek to build networks with colleagues from underrepresented groups. Building relationships with individuals and institutions producing highly qualified underrepresented graduates can pay dividends in attracting underrepresented diverse applicants.

Some institutions and databases publish the number of PhDs awarded to minoritized individuals and women each year, and colleagues from these institutions may be willing to partner with UNL to increase job applicants. Maintain contact with academic and professional programs across the nation that seek to develop underrepresented individuals as future faculty and as managerial professional employees. Contact them about recent and future graduates. Postdoctoral positions are great mechanisms to hire people who bring diversity to the field. Use these positions as an opportunity to groom new graduates for faculty roles. For staff positions, internships and summer job opportunities can also create pathways for nurturing future applicants from underrepresented demographic groups.

[6] Stewart, A.J & Valian, V. (2018, July 19). Recruiting Diverse and Excellent New Faculty. Inside Higher Ed. Retrieved on January 15, 2020 from https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty

> Be deliberate about all communications to prevent unintentionally having a candidate disclose information that may bias members of the search committee or others involved in the search process. For example, scheduling may reveal information about their religious practices or marital or parental status. If a candidate discloses information, document the interaction and your response. At the same time, do not broadly share the information in a manner that could create bias.

Once the search committee and responsible officials agree on the top candidates, the search committee chair or the hiring official starts communication with the candidates to arrange the campus visit. The guidelines below aim to ensure all candidates who visit campus for an interview receive the same benefits of a welcoming environment. The general objective of these guidelines is to eliminate biases, inequity, and inconsistencies that may impair candidate and search committee engagement and understanding. The effective facilitation of the campus visit can positively influence candidate selection and acquisition of the desired employee.[7]

Communication with the Candidate

Regular communication is essential to ensure all candidates feel wanted and welcome at the university. Once candidates are selected, respond to every communication in a timely manner, even if the response is "I will find out and get back to you." Specify the best communication method (e.g., email or phone) to reach each candidate and provide the candidate with contact information for the hiring official, department chair and/or search committee chair, and for the individual responsible for handling any administrative duties and scheduling. Timely communication should continue following the campus visit until the search is completed. For example, reach out through email to the candidates to thank them for the visit and remind them of the appropriate person to contact with questions or information they need to share.

All communications with the candidate should be handled with the mindset that the candidate is a potential colleague and should be documented for future reference. The timeframe for decision making relative to the position should be provided to all candidates to help them understand the process used and to encourage candidates to remain connected as a potential hire.

Finally, if you provide information to one candidate, provide it to all candidates to ensure fairness in communication and information.

[7] Florentine, S. (2018). "6 Effective Strategies for Improving Employee Retention." CIO (13284045), January, 1. Retrieved on November 30, 2020 from http://search.ebscohost.com.libproxy.unl.edu/login.aspx?direct=true&db=bth&AN=1275155 18&site=ehost-live

Arranging the Visit

When inviting candidates for an interview, be consistent with your communication across all candidates. When arranging the visit, communicate conditions for the interview to all candidates. This can help you facilitate an environment free from bias and artificial barriers (see Appendix V) and allow you to focus on selection criteria during the interview. Furthermore, structure the visit around a standard protocol to establish an inclusive and equitable interview environment.[8] Completing elements in the following checklist can ensure that candidates enjoy an equitable and welcoming campus visit:

✓ Provide contact information for the search chair and administrative coordinator.

✓ Provide an opportunity for the candidate to offer name pronunciations and gender pronouns and communicate this information to all individuals who will have contact with the candidate.

✓ Recognize and respect religious holidays or practices when scheduling interview dates and times by offering multiple days and times.

✓ Ask candidates to share if there is a specific window of time when they would want a break. This can be inclusive of prayers, nursing/pumping, etc., without the candidate having to declare the purpose. Please be sure to address any request for reasonable accommodation to facilitate job talks/presentations, campus tours, meals, etc. The Office of Institutional Equity and Compliance can assist in handling candidate accommodations.

✓ Inform candidates before scheduling the interview what expenses will and will not be reimbursed, what receipts are needed, and how to fill out expense forms. Pay directly for as many of the expenses as possible (e.g., airfare, hotel) to reduce the financial burden on the candidate. Process reimbursements in a timely manner.

✓ Provide the candidate an opportunity to choose meals based on 3-4 options, provide links to menus, and be open to suggestions. When choosing meal options, be inclusive of different dietary and religious needs. Allowing candidates to choose a restaurant based on a menu can facilitate their needs and preferences without having to make a declaration of health or religion. If candidates do share a dietary preference, facilitate it without highlighting it to others.

✓ Send the itinerary well in advance of the interview with detailed information, including names and titles of who they will be meeting. Ask the candidate if there are any changes needed or any specific accommodations not already included.

✓ Include information about the arrangement of presentation rooms, available technology, etc.

✓ Provide a link in advance to resources about the University, Lincoln, and Nebraska (e.g., food, experiences off campus) to help inform and personalize the experience.

✓ Distribute and/or make available all candidate application materials and information, evaluation forms, and candidate name pronunciation and pronouns to everyone involved in the interview several days prior to the visit.

[8] de Kock, F. S., & Hauptfleisch, D. B. (2018). Reducing racial similarity bias in interviews by increasing structure: A quasi-experiment using multilevel analysis. *International Perspectives in Psychology: Research, Practice, Consultation*, 7(3), 137–154. https://doi-org.libproxy.unl.edu/10.1037/ipp0000091

Making a Candidate Feel Welcome

An integral part of a successful campus visit is making the candidate feel welcome. This includes being mindful of word usage, body language, and tone. Hosts, including the search committee members, staff, and faculty members, are integral to a positive on-campus experience for candidates. Everyone who has any contact with candidates should aim to make a positive impression as a representative of the university. (See Appendix V for suggestions for preparing welcome packages for candidates.)

Connecting to the Community

Every effort should be made to ensure that each candidate has an opportunity to fully engage with the larger campus during the search process. Underrepresented candidates will be more likely to accept an offer at UNL if search committees highlight opportunities to connect to the campus and the broader Lincoln community. The following suggestions will help to ensure that the resources of the university, the city, and the state are presented to the candidate. Have a system in place (e.g., the welcome package) to provide this information uniformly to all candidates.

Creating Connections On and Off Campus Website

It is common to spend a few minutes during interviews (both the initial screening interview and the campus interview) to elaborate on the variety of opportunities available in Lincoln. However, the typical question, "What can I tell you about Lincoln or Nebraska in the last five minutes," can be interpreted as a request for the candidate to reveal sensitive or potentially biasing information. Instead, direct candidates to the Creating Connections On and Off Campus website (see https://diversity.unl.edu/creating-connections-on-and-off-campus) for information about the University, the city of Lincoln and the State of Nebraska. The website gathers information about community resources into one location providing the opportunity for candidates to learn about the variety of affinity groups on campus and in Lincoln. Ethnic, religious, gender-based, or other affinity groups can aid in networking and social support for underrepresented faculty and staff. From an equity standpoint, pointing **all** candidates to the website will ensure that resources are presented in a uniform manner and increase the ability to hold to job-related questions during the interviews.

Opportunity to Talk about the Diversity Climate

Search committees can provide candidates the chance to talk with people on campus and/or from the community about the campus climate and that of the broader community. Specifically, these individuals should be distinct from search committee members and the hiring department. This opportunity must be provided to all applicants and highlights the support for diversity on campus to all candidates regardless of their demographic distinction or identity orientation (see Appendix V).

Policies and Infrastructure

Provide all candidates with information on department, college, campus, and university policies related to performance evaluations, promotion and tenure, leaves of absence and maternity/paternity leave. Include information on physical infrastructure that promotes underrepresented faculty, including locations for nursing, gender-inclusive restrooms, on-campus daycare, and the Jackie Gaughan Multicultural Center. Policies regarding such topics as tuition remission, counseling services (EAP), Employee Resource Groups [affinity groups], vacation, sick leave, Husker tickets, and parking, should be presented and further information can be found at the following website: https://hr.unl.edu/.

Tours of Campus and Lincoln

Including a campus and city tour during the candidate's visit will highlight different neighborhoods and areas in Lincoln. A trusted and experienced realtor would be great to use to provide a city tour. Please contact Procurement Services for information regarding supplier diversity in obtaining a realtor. Ensure that both the candidate and the realtor understand that this service does not suggest or require that the candidate is obligated to use the services of any specific real estate agent or company (see Appendix V). Ask candidates at the organization stage of the campus visit regarding their need or desire for such a tour. Be mindful of potential applicant ability issues. Here, some potential concerns can be handled without asking the applicant. For example, let candidates know the nature of a walking tour of campus so that they may make request for accommodations if needed or desired.

Non-Effective or Problematic Recruitment Efforts

Active recruitment efforts could backfire if not done thoughtfully and intentionally. Do not make assumptions regarding a candidate based on one aspect of their identity (e.g., race, gender identity, sexual orientation, family status, etc.). Specific tips are:

- Do not assume a candidate is interested in something based on race, gender, sexual orientation, national origin, or other characteristics.
- In the event of a mistake, apologize, and listen if the candidate offers a response.
- Remain earnest in your actions.

The Formal Interview

The formal interview process is to be designed to gather information to support a final hire recommendation. Focus efforts on gathering information related to the pre-determined search criteria and create a fair procedure with uniformity across candidates.

Seating

Allow candidate to choose their seat during job talks and research presentations during the interview. Specifically, let the candidate enter the room first and choose a space. Also beneficial is building into the candidate itinerary time to familiarize themselves to room technology and/or connectivity. This can accommodate several subtle issues and reduce the need for self-disclosure. For example, an individual with ADHD may want to face away from a busy window.

Structure Interview Questions

In conjunction with a rubric, the search committee should predetermine what information is needed from the interview process that is relevant to the search criteria. Comparable information should be gathered for all candidates by establishing a set of questions in advance that will be asked of each candidate. However, comparable information may present itself in different ways for each candidate.

The wording of questions may differ based on a candidate's experiences. In some instances, candidates may automatically present comparable information in a presentation or conversation, while another candidate may require an explicit question to be posed to elicit comparable information. The comparable information and the planned questions should adhere to the criteria in the position description.[9]

If individuals or small groups of people are meeting with each candidate, they can be encouraged to develop a set of questions or topics for each of their one-on-one or small group meetings to gather comparable information. Gathering comparable information keeps the entire process focused on the search criteria, not whether someone made a personal connection with a candidate during a discussion (see Appendix V).

Questions to Avoid

There are several personal questions to avoid during the interview because of their potential to introduce discrimination and implicit bias into the process. In many cases, faculty and staff are legally obligated to avoid these topics. These topics include, but are not exclusive to, the following: marital/partner status, child status, race, religion, gender identity, sexual orientation, age, citizenship, and disability. In some instances, carefully crafted questions on some of these topics can be posed, but only if they are directly relevant to job performance. Questions that are potentially problematic should be pre-approved by the UNL Institutional Equity and Compliance Office. A list of potential topics is included in the appendix (see Appendix VIII).

Sharing of Personal Experiences

Sharing information about Lincoln and living in Lincoln is an effective recruitment strategy and something that many people want to provide during the on-campus interview. Alert the candidate prior to the interview that UNL makes it a priority to reduce bias in the hiring process, therefore we are limiting the sharing of personal information and encourage hem to focus on discussing their qualifications for the job during the interview. Candidates should not offer or feel obligated to discuss personal characteristics that are not related to their skills and qualifications to complete job responsibilities. We have the Creating Connections On and Off Campus website (https://diversity.unl.edu/creating-connections-on-and-off-campus) and you can ask the candidate if they would like to meet with someone who is not on the search committee to discuss this kind of information.

If you decide to share, inform the candidate you would like to share a personal story; however, state that you do not want or expect them to share the same information about themselves.

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[9] Mello, J. A. (2019). *Strategic human resource management* (5th Edition). Mason, OH: South-Western Cengage Learning.

Transparency in Hiring Packages

Prior to the candidate visiting, the hiring official needs to create a list of what offer components can be included in the package. A good practice is to determine a budget, hiring package, benefits, and negotiable elements prior to reviewing materials and interviewing candidates. Hiring officials should be clear and explicit with the candidate about hiring packages for the position and provide the same information to all candidates. Include information about salary or wages, research resources and space, graduate assistants, relocation funds, start-up funds, and other relevant support structures. This helps to set the foundation for a more equitable negotiation process in that all candidates will know what may be included in their job offer. Individuals from marginalized populations may feel unwilling to negotiate, so the transparency of hiring packages creates a more equitable process.[10] Providing this information during the interview allows candidates to prepare in advance the request that will position them for success as a staff or faculty member at UNL. Be sure to use the appropriate offer letter template from the EVC website. For a staff position, this process, information, and discussion may vary. Please see https://hr.unl.edu/policies/recruitment-and-hiring/ for more information.

[10] Seligman, L. D., Anderson, R. E., Ollendick, T. H., Rauch, S. A. M., Silverman, W. K., Wilhelm, S., & Woods, D. W. (2018). Preparing women in academic psychology for their first compensation negotiation: A panel perspective of challenges and recommendations. *Professional Psychology: Research and Practice*, 49(4), 282–289

Implicit bias has the greatest potential to materialize when decisions are being made under stress and time constraints,[11] both of which can occur during final deliberations on the candidates. Recommendations should be given based on objective information and evidence obtained through official documentation and interviews in a manner that allows others to discuss the evidence upon which the recommendation is based.

Inform all members of the unit/department how evaluations of all interviewed candidates will be gathered. Aim to create a process in which the hiring recommendation will be discussed and where all appropriate search committee, department, or unit members can have input. To solicit consistent feedback, it is recommended that all interviewers complete a standardized candidate evaluation that is created and reviewed by the search committee. Structure the questions in a way that avoids generalities and speculation. Decide if evaluators should add their names to the evaluations, as both attributed and anonymous feedback have benefits and challenges. Attributed input may facilitate context, while anonymous input may facilitate statements from disenfranchised or vulnerable community members. Determine as a search committee what kind of feedback will be solicited and implement a consistent process for all candidates. Review previous discussion of the concept of "fit" in candidate assessment. If feedback is given regarding fit, then the evaluator must explain and define the meaning behind their argument; otherwise, fit should be avoided throughout the discussion of candidate recommendations.

Continued Equity in Negotiations

Be aware that approaches to negotiations can be confounded with underrepresentation status, especially given the historically underpowered position of people from underrepresented communities. For example, there are studies documenting differences in negotiation strategies employed by women when compared to men[12] and blacks compared to whites[13]. Negotiate in the spirit of equity; candidates may fear that the offer will be rescinded in the face of requests. Provide assurances of a fair process and follow through. Remember you are cultivating a relationship with a future colleague.

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[11] Ross, H. J. (2014). *Everyday bias*. Maryland: Rowan & Littlefield Publishing Group, Inc.

[12] Benjamin Artz, B, Amanda Goodall, A., & Andrew J. Oswald, A.J. (2018, June). Women ask for raises as often as men but are less likely to get them. *Harvard Business Review*, Retrieved on September 29, from: https://hbr.org/2018/06/research-women-ask-for-raises-as-often-as-men-but-are-less-likely-to-get-them#:~:text=We%20had%20expected%20to%20find,increase%2020%25%20of%20the%20time.

[13] Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2019). Bargaining while Black: The role of race in salary negotiations. *Journal of Applied Psychology*, 104(4), 581-592.

Second Visit to Campus

After an offer is given to a candidate, the power dynamic has shifted to the candidate. Ask the candidate what needs they have in making their decision and provide them with opportunities to gather information in order to meet those needs. At this point, some departments invite the candidate for a second visit to campus. Others extend an offer for a second visit if and when the candidate accepts the employment offer. Determine the necessity and purpose of a second visit, be clear with the candidate on that purpose, and be consistent with that purpose in structuring the second visit. Recruiting happens until the position is filled.

During the second campus visit, remain committed to the overall process followed during the first visit. Care should be given to avoid inappropriate questions, but a candidate may now be interested in exploring more thoroughly their personal investment in the community. A second visit could include family members and more customized tours to locations in Lincoln. Tours with a realtor can be useful during a second visit; however, clarify the absence of official affiliation with UNL and the endorsement of, or obligation to use, a particular realtor. Make all attempts to use a diverse group of realtors.

Follow-Up Survey

Colleges should conduct a follow-up survey of all position candidates, including those not offered the position. This data can provide information on candidate's experiences and perspectives that indicate non-inclusive practices in the search process. Results of this survey should be shared with the department, while being cautious to protect identifiable information; sometimes, even the context of an incident can be identifiable. The committee and department should self-reflect on the degree to which they fulfilled their charge for diversity. Be aware that candidates may not share all issues and concerns. Do not interpret the absence of issues as the only metric of success.

Hiring underrepresented faculty and staff does not end with a signed letter of offer. The effort that went into a search is only realized if the new faculty and staff member is retained and has a successful career. An environment that retains underrepresented faculty and staff builds the institution's reputation, which can position the University to attract more top talent.

> Many of the strategies in the search process require a deliberate consideration of equity across applicants. Once a candidate is hired, the landscape changes and strategies can be more customized to the needs of the faculty and staff. The equity objective is now about creating comparable opportunities across similar employee job categories in the department or unit.

Comparable opportunities include creating a network of mentoring and support that may extend beyond the unit and give new faculty members every opportunity to become familiar with new-faculty orientation programs. Also, encourage current faculty and staff members to connect with new faculty with the Center for Transformative Teaching and any departmental resources to help them successfully navigate the UNL Teaching and Learning environment. This is especially important for faculty who are rarely (or never) on campus.

Establish Early Touch Points with New Faculty and Staff

After signing the contract, the first steps are critical in setting faculty and staff on pathways for successful careers at UNL. The University strives to position all starting faculty and staff for success in advancement and tenure, from negotiations through promotion. This may include small things, like encouraging new hires to UNL to take the time to complete their associated orientation programs (run through the Executive Vice Chancellor's office for faculty members and through Human Resources for staff members). Similar endeavors, like connecting new faculty with the UNL Center for Transformative Teaching and departmental resources can be quintessential to help new hires navigate the Nebraska learning environment, particularly for faculty that remain predominantly away from campus. If not addressed during the negotiation process, make those specifying a need for dual-career assistance aware of the UNL Dual Career Program. These deliberate steps will maximize retention and academic potential. For more information on dual-career assistance, visit the Creating Connections On and Off Campus website (https://diversity.unl.edu/creating-connections-on-and-off-campus).

Work to help new faculty and staff find a sense of place at UNL and in the Lincoln community. Information on employee resource and affinity groups and organizations should be provided to all new faculty and staff (see https://diversity.unl.edu/creating-connections-on-and-off-campus) for Creating Connections On and Off Campus information, regardless of their demographics. Research on family friendly policies and worker attitudes show that even if an employee does not identify with any of the listed policies, employee attitudes and outcomes are positively impacted by the presence of family-friendly policies.[14] Employees may experience positive attitudes and outcomes (belonging and satisfaction) just by knowing that such groups are available and recognized by the university. The following strategies help newly-hired faculty connect to community:

[14] Butts, M. M, Casper, W. J., & Yang, T. S. (2013). How Important Are Work–Family Support Policies? A Meta-Analytic Investigation of Their Effects on Employee Outcomes. *Journal of Applied Psychology*, 98(1).

- Provide explicit invitations to departmental or interdepartmental social groups or recreational activities. (Note: consider accessibility.)

- Provide information on UNL affinity groups and commissions: University of Nebraska Office Professional Association (UNOPA); University Association for Administrative Development (UAAD); Faculty Women's Club, UNL African and African American Leadership Caucus, UNL Women's Coalition, UNL Chapter of the Society of Women Engineers, American Association of University Women-Nebraska Chapter, and UNL Association for Women in Science for more information.

- Provide information on general faculty networking opportunities such as: UNL Multicultural Young Professionals Network, Faculty Connector, Faculty Club Night, Science Cafe in Lincoln, and the UNL Campus Community Connection. (See https://involved.unl.edu/campus-community-connection for more information.)

- Consult with new hires to determine how they would most prefer to be introduced to the department. Different personalities may not be comfortable being placed at the center of attention as the new hire. Options to consider include:

  o Host a departmental social when new hires first arrive to start the position.

  o A walk-about with your supervisor from desk to desk to allow for one-on-one introductions.

  o Have explicit in-person introductions for new hires to existing faculty and staff.

  o Develop a schedule to meet with colleagues, community and campus partners who are instrumental to the success of their ability to do their work.

  o Prioritize field-staff visits to include important networking.

- Connect with the UNL Office of Diversity and Inclusion (ODI), either in-person or through its website. The ODI works to provide vision, leadership, and advocacy in fostering an inclusive, equitable, and welcoming campus central to the land-grant mission of UNL. Similarly, ODI leads and facilitates the development of institutional policies, protocols, and practices intended to create a more equitable, and inclusive campus culture; and utilizes an inclusive excellence framework to foster an engaged, creative, and innovative learning environment for all. For more information, visit the following: https://diversity.unl.edu/.

- Belonging/welcoming assessment 30, 60, 90, 120, 180 days—1 year and then twice a year.

Communicating Departmental Procedures

Departmental procedures for new employee success must be clearly documented and transparent. That documentation must be reflective of a process of equity and inclusion for all employees so as to enable success for the entire unit.

Continuously review the promotion and tenure guidelines to eliminate biases against certain areas of research. For example, do a set of favored journals narrow the range of research being rewarded in your unit? Be open to emerging areas of research and scholarship that may be disadvantaged by traditional metrics. Is there value that is being missed?

Best Practices

- Have documentation that describes annual evaluations and the promotion/tenure process. Ensure all applicable policies and guidelines for staff promotion and faculty promotion and tenure processes are followed.

- Have clear policies for evaluation and promotion.

- Have regular points of feedback, meetings, or discussion for junior faculty and early career staff with individuals that oversee the promotion/tenure process, for example the chair of the department, a supervisor or the chair of the promotion and tenure committee.

- Have a mechanism to balance the required service of women and minorities on search committees by explicitly relieving them from other service.

- Have a mechanism that balances service across faculty members to avoid the service-empathy trap of overloading conscientious faculty. At the same time, aim to include underrepresented faculty in key, powerful committees.

- Have a reward structure, for example through annual evaluations, that recognizes and values the act of providing mentoring to other faculty or staff.

- Have regular exit interviews when faculty or staff depart the university. This can provide insight as to why faculty or staff are departing, which can be especially critical for departing underrepresented faculty and staff. We need to learn from our mistakes.

- Provide the link to the HR resource page.

- Be aware of and review college, department and university policies and/or checklists for new faculty and staff employee orientation.

Building Belonging and Community Climate

Faculty retention increases when all members feel like a valued part of the community. Hiring units should create a culture that supports all faculty and staff members. This is the outcome of many small elements that, when integrated across their experience as a faculty, create an overall positive climate. Therefore, it pays dividends to attend to each of these elements over the long term.

Critical considerations for a positive community climate include:

- Valuing diverse voices and intellectual diversity in the academic unit. In contrast, a dysfunctional culture ignores ideas from underrepresented faculty, only acting on those same ideas when someone else shares similar thoughts. Create an environment in which all voices are included, everyone is heard and acknowledged, and there is follow-through on suggestions.

- Eliminating pay disparity within units in terms of gender and race across all positions and ranks.

- Acknowledging the extreme pressure on an individual who is the single representative of a group within a unit. Avoiding implicit expectations for them to represent their entire group and aiming to diversify your faculty and staff in the future to avoid this imbalance.

- Realizing the obvious presence an underrepresented faculty or staff member has in a meeting. For example, their absence from a faculty meeting may be more apparent; however, do not call them out in a manner inconsistent with the regular absence of other faculty or staff members.

- Understanding that many underrepresented faculty or staff may have the impression they are held to higher standards and working to diffuse that impression.
- Being intentional about including underrepresented faculty and staff in any regular unit-level awards or public accolades.
- Creating and rewarding diversity and inclusion activities in the academic unit. These rewards need to be meaningfully related to annual evaluations and promotion. For example, include rewards for implementing approaches that enhance diversity and inclusion in:
  - Pedagogy practices in the classroom curricular development or revision
  - Undergraduate-to-postdoctoral mentoring/advising
  - Research group formation, proposal development, and publication teams that include members of minority or underrepresented groups
  - Extension/outreach activities with inclusion metrics of participation diversity. Even if those numbers are low, reporting the numbers raises awareness of its value

New Hire Mentors/Advocates

A critical element to retaining faculty and staff is an effective mentoring or advocacy system. It equalizes the opportunity for each faculty and staff member and enables the success of all faculty and staff. Some faculty and staff may respond well to mentoring, while others may respond better to other developmental approaches.[15, 16]

Some important considerations for establishing a mentoring program include:

- Have a formal mentoring system in the unit. Consider multiple mentors. For example, instead of expecting a single person to meet all mentoring needs, select multiple people with expertise in separate areas to form a mentoring team—this may include a teaching and a research mentor, or a departmental, a non-departmental, and a non-UNL mentor. Be prepared with financial resources to enable external mentorship.
- Consider explicit pairing based on cultural and intellectual connections, utilizing faculty outside of the department as needed.
- Utilize training for mentors.
- Establish suggested topics for discussion between mentors and mentees.
- Have mentors walk through the documentation on annual evaluation and promotion/tenure in person, providing advice and strategies.
- Have defined expectations for the regularity of mentor meetings, and defined advocacy moments for mentors in the promotion and tenure process.
- Have an easy mechanism to change mentors so that mentor changes can occur smoothly and without retaliation.

[15] Zambrana, R. E., Ray, R., Espino, M. M., Castro, C., Cohen, B. D., & Eliason, J. (2015). "Don't leave us behind": The importance of mentoring for underrepresented minority faculty. *American Educational Research Journal, 52*(1), 40-72.
[16] Forret, M. L., Turban, D. B., & Dougherty, T. W. (1996). Issues facing organizations when implementing formal mentoring programs. *Leadership & Organizational Development Journal, 17*(3), 27-30.

Building a pool of potential candidates is one of the most important factors in creating and maintaining a diverse faculty.[17] In that a diverse faculty or staff cannot emerge from a homogeneous pool of candidates, it is critical that the pool reflects the skills and attributes of the whole population of qualified candidates.

A: Ongoing Process

Too often, the pool of candidates can be reduced as a result of where the job advertisement was placed and how the job description was crafted. To maximize the chances of success, building the pool of candidates should be an ongoing process that takes place even in years where active recruitment for new faculty and staff is not planned.

The EVC Office provides techniques and methods that might be used to recruit a diverse pool of applicants for faculty and staff positions. Please review the Diversity Recruiting Tip Sheet at https://executivevc.unl.edu/faculty/leadership-development/tipsheets/recruiting-diverse-faculty.

Positions posted on the UNL employment site are also posted at Indeed.com, NEWorks. nebraska.gov, Higher Education Recruitment Consortium (HERC), DiverseJobs, Inside Higher Ed, and HigherEdJobs.

B: Resources to Build and Maintain a Diverse Candidate Pool

1. Make use of your networks

Networking should be an ongoing process that builds relationships with institutional and community contacts that have the potential to assist in for diversity and inclusive excellence. The momentum of relationship building operates on consistency, strategic focus and frequent/ systematic engagement, even in years that the unit is not actively seeking to hire. Helpful suggestions include:

Faculty:

Foster a relationship with:

- Graduate students and interns. Ask faculty and colleagues from other institutions to identify promising job candidates from their existing graduate students and/or interns. Build relationships with these students prior to the time they are on the job market. Ensure that these individuals have positive experiences in their programs so that they become future ambassadors and offer/provide support for efforts to build a diverse and inclusive applicant pool.
- Your current faculty. Faculty have broad engagement with colleagues at other institutions through professional organizations/associations in their disciplines. Brainstorm and discuss with current faculty about potential contacts they can enlist to promote position vacancies.
- Listserv/Social Media. Explore the use of listservs and position listing services of organizations that serve underrepresented groups in your discipline or field of study.

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[17] Bilimoria, D. & Buch, K. K. (2010, August). The search is on: Engendering faculty diversity through more effective search and recruitment. *Change: The Magazine of Higher Learning*, 42(4) 27-32. https://doi.org/10.1080/00091383.2010.489022

- Minority Serving Colleges and Universities. Identify and develop relationships with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Institutions that serve Native American and Indigenous populations, etc. that graduate student in your discipline.

- Postdoc Positions. Explore the use of a post-doctoral experience to enhance diversity and inclusion.

- Your current faculties' co-authors from other institutions. They have developed collaborative value with your existing faculty and can act as liaisons to broaden your networks.

Staff:

- Current employees across the university can use their networks and professional networks to help recruit those possessing desired skills, knowledge, and abilities.

- Foster relationships with current interns, guest speakers, community members, etc. to broaden your networks.

- Consult with current faculty to identify promising job candidates from their existing graduate students and/or interns.

- Post to local, regional and/or national community resource centers' social media, websites, etc. See Appendix VI.

2. Conferences

Recruiting and networking at conferences is an ongoing process. Maintain a list of associates from general and specialized conferences in your field. Put your department "on their radar" by asking them to apply for a position; or inform them about how your department might appeal to them in the future. Also, identify promising advance stage PhD students of faculty and invite them to provide a presentation or participate in department symposia.

3. Professional Organizations with Recruiting Capabilities

A comprehensive listing of potential recruiting sources and outlets is provided in Appendix VI of this document. This is not an exhaustive list, so please use your networks to identify and determine outlets that may be more associated with specific disciplines. Look for discipline specific listservs that will promote a diverse candidate pool.

4. National and Local Agencies for Underrepresented Groups

Advertise with national and local community agencies that serve underrepresented populations to attract a diverse pool. A list of these agency contacts is included in Appendix VI.

A. Search Committee Composition

Members of search committees must include gender and racial/ethnic representation. Representation may be obtained in several different ways: students, members of other departments, members of local businesses, etc. (Source: Current UNL IEC gender/racial/ethnic guidelines; Suggestions from University of Michigan Search Guidelines).

- Search committees should include members with different perspectives and expertise, and with a demonstrated commitment to diversity.
- Note, that women and minorities are often asked to do significantly more service than majority males, so it is important to keep track of their service load, free them from less significant service tasks, and/or compensate them in other ways.
- The inclusion of trained students or external committee members may be helpful additions by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases and advocating to explore assumptions, norms, and practices that an internal member might not question. For more information, see the Oregon State University Search Advocate guidelines: https://searchadvocate.oregonstate.edu/
- Similarly, all hiring officials and search committee members should be aware of the underrepresentation that exists in their school or department. This may require updated statistics related to the UNL Affirmative Action Plan or the establishment of such statistics to accurately prepare search committee members, as is seen in protocols of the University of California Irvine: http://www.oeod.uci.edu/files/pdf/search_guidelines.pdf Also, see item C below.

B. Search Committee Training

All members of the search committee, including the hiring official, chair and members, must have current search committee certification. In addition, any persons who will have contact with candidates must complete the search committee training. For more information on certification and available training seminars, visit: https://www.unl.edu/equity/seminars.shtml

C. Charge to the Search Committee

After deliberations with departmental faculty and staff, the Hiring Official should provide the search committee with its formal charge in writing. Example of a search committee charge statement is provided at: https://go.unl.edu/searchcommitteecharge

1. The charge should include a goal related to diversity and inclusion. And the development of a recruitment plan for the search with a focus on diverse applicant pools and diverse hiring.

2. The charge should include a confidential review of past departmental searches with respect to diversity and inclusion (e.g. composition of applicant pool, etc.). Identify what has worked in the past and what has not. Why didn't it work? Talk about ways to increase diversity in the applicant pool. Why have we not drawn/attracted/hired more diverse candidates in our previous searches? For this search what might we do differently to improve diverse outcomes? The intent is to educate and encourage discussion, to look at ways to address diversity in your unit. This is not meant for the committee to try to identify specific candidates. Departments should request statistics on their past searches as specified in Item A above.

3. All members of the search committee must be able to voice their opinions without fear of reprisal or retribution. Power and authority relationships within search committees should be recognized and mechanisms put in place to mitigate them. Each member's opinion is valuable. The Executive Vice Chancellor TIPSHEET on Inclusive Meetings provides helpful information on how to ensure inclusive meeting facilitation: https://executivevc.unl.edu/faculty/leadership-development/tipsheets/inclusive-meetings and https://hr.unl.edu/employment/toolbox/

4. Committee members who feel their opinion is not being valued should speak with the search committee chair or hiring official. If this is not an option, the committee member may contact Institutional Equity and Compliance.

D. Non-faculty Employees

Non-tenured/tenure track faculty and staff may also be affected by a new hire. A mechanism should be in place to allow them to voice their opinions regarding their assessment of the needs of the department without fear of reprisal or retribution.

E. Unconscious Bias and Stereotypes

Search Committee members should attend the BRIDGE training specifically designed to facilitate the use of recommendations contained in this document. Other training opportunities include: "OUCH! That Stereotype Hurts" (https://canvas.unl.edu/courses/38028). Also, the Implicit Association Test (IAT) used by Project Implicit (https://implicit.harvard.edu/implicit/education.html) can be used to help committee members learn of areas where implicit biases may be influencing perceptions and decision making.

F. Conflicts of Interest

Are members of the search committee free of conflicts of interests? Search committees should have a plan for responding should any conflicts of interest arise during the search and hiring processes. Special care should be taken when the pool includes applicants already involved in the department or unit. The appearance of conflicts of interest in the hiring process can also be problematic to the search process. Any real or perceived conflict of interest should be discussed with the search chair with recusal from participation and deliberation of candidates as determined appropriate. Add language about communicating with search chair and recusing yourself from participation and deliberation of certain candidates.

G. Confidentiality

Members of the search committee will treat conversations regarding applicants and decisions to interview or hire as confidential. For, example conversations about an applicant's file and decision about that applicant's status in the process should occur with members of the search committee or where appropriate with the hiring official.

The job description defines the specific duties and functions of the position to be filled. Check the previous job description for updates in duties, but also look for demonstration of inclusive excellence, inclusive language, equity, opportunity to include a request for diversity statements, etc… Please review the following site for examples: https://buffer.com/resources/inclusive-language-tech/

The requisition contains the parameters of the hiring process. The description in the requisition conveys the necessary and preferred qualifications to potential applicants, in accordance with the job description as it defines the dimensions on which the candidates are screened and, once hired, how they are assessed. Additionally, a well-crafted job description should attract a diverse pool of candidates, even in shortened form. Therefore, considerable effort and thought is required in crafting the job description. The checklist below provides areas and wording to aid in the construction of such a job description.

FACULTY

A. Candidate Skills

1. Education and Experience

- State educational requirements in the most inclusive terms. Example: PhD in Finance or related fields required.
- Determine whether work experience substitutes for degrees held. Example: PhD in Finance or related fields, OR five years or more work experience in investment banking.
- Stress skills over degrees. Example: Must be able to teach courses in undergraduate investments.

2. Contributions to Diversity and Inclusion

- Experience working with diverse groups. Example: Demonstrated success working with diverse communities (e.g. gender, race, religion, and ethnicity).
- Participation in diversity and inclusion programs and/or activities. Example: Experience developing and implementing programs, services, and/or courses that are designed to meet the needs of the increasingly diverse university community.
- Experience mentoring diverse groups. Example: Demonstrated ability to work effectively with students, from the full range of diverse populations.

3. Research

- How are unique areas of expertise treated? Example: Faculty doing research in sub-fields, such as social entrepreneurship will be given preference.
- How is interdisciplinary work considered? Example: Candidates who demonstrate innovative and interdisciplinary research will be given preference.
- How is collaboration with existing faculty considered? Example: Candidates whose research and teaching interests complement the strengths of our existing faculty will be given preference.

4. Teaching

- State teaching expectations in broad terms. Example: Teaching expertise and experience must contribute to the Department's undergraduate and graduate teaching programs' missions.
- Will the faculty be expected to supervise graduate students? Example: Dissertation supervision is expected.

5. Grant Writing

- How is grant writing and obtaining grant funding considered? Example: Evidence of success in obtaining grant funding is necessary/will be given preference.

STAFF

Staff position descriptions are created and maintained within PeopleAdmin, UNL's applicant tracking system. PeopleAdmin will guide you through the process of creating a position description. Below are some areas that should be considered prior to completing the PeopleAdmin form.

- State the required education and experience in inclusive terms: Example: BS in Finance or related field and 2 years' experience with cost accounting or similar area.
- Decide if work experience can be substituted in lieu of education: Example: BS in Finance or related field and 2 years' experience with cost accounting or similar area, 4 years' relevant experience in lieu of degree.
- Ensure requirements listed are directly related to performance of the functions of the position.

Contributions to Diversity and Inclusion

- Experience working with diverse groups. Example: Demonstrated success working with diverse communities (e.g. gender, race, religion, and ethnicity).
- Participation in diversity and inclusion programs and/or activities. Example: Experience developing and implementing programs, services, and/or courses that are designed to meet the needs of the increasingly diverse university community.
- Experience mentoring diverse groups. Example: Demonstrated ability to work effectively with students, from the full range of diverse populations.

B. Job Description and Posting Language

The language and tone of a job description and posting has been shown to influence the composition of a candidate pool. Consequently, the words chosen, and the tone of the posting should be formally assessed.

1. Examples of Inclusive Job Description

Many job descriptions are written as a series of "bullet points" the candidate must meet. The same information can be conveyed in a broader, more inclusive way that may attract a diverse set of qualified candidates.[18] Below are two examples of such job announcements.

The "broad" or "open" descriptions listed below were used for actual faculty searches in the English and Anthropology departments. They reflect different degrees of "openness" and different strategies for signaling their openness, but they are all more open than traditional job descriptions in these fields.

Example One: English Department

The English Department a the University of XX expects to make an appointment in Composition and Rhetoric in [date]. We are particularly interested in innovative scholars at the entering or advanced Assistant or beginning Associate level, and we are excited to consider a broad range of areas of specialization, including, for example, rhetorical theory and/or history, genre studies, technologies of literacy, discourse studies, and new media writing. The successful candidate will contribute to vibrant and expanding programs at the graduate and undergraduate levels.

Send letter of application, c.v., statement of current and future research plans, statement of teaching philosophy and experience, writing sample, and three letters of reference by October 20th, Attention: [address]. The University of XX is an equal opportunity/affirmative action employer and is supportive of the needs of dual career couples. Women and minority candidates are encouraged to apply. All applications will be acknowledged.

Example Two: Anthropology Department

The Department of Anthropology invites applications for one or more full-time faculty positions in sociocultural anthropology, rank open, to begin in [date], pending administrative approval. We seek creative scholars who integrate ethnography and theoretical analysis, and who deepen our dialogue with other disciplines and debates. Successful candidates will be able to teach introductory and higher level undergraduate courses in addition to graduate seminars, strengths of our existing faculty (for more information consult our website at [URL]). The PhD must be completed before the beginning of the appointment. Since we expect to conduct some interviews at the [date] meeting of the American Anthropological Association, applications received before [date] will be at an advantage. Please send hard copies only of : (1) a cover letter; (2) a c.v.; (3) a statement of current and future research plans; (4) a statement of teaching philosophy and experience; (5) a sample of scholarly writing; (6) evidence of teaching excellence and their research and teaching interests should complement the; (7) and the names and addresses of three references.

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[18] Stewart, A. J. & Valian, V. (2018, July 19). An inclusive academy: Achieving diversity and excellence. Cambridge: *MIT Press*. pg. 180.

2. Use gender-inclusive language

Write the posting without using gender specific pronouns, titles, etc., such as "he/she". Also, avoid words that have been associated primarily with masculinity (i.e., dominant, leader, competitive, strong, analytical, proven) or primarily feminine words (i.e., collaborative, supportive, committed) in female dominated areas. Gaucher, Friesen, and Kay (2011, p.110) described that women are seen as "more communal and interpersonally oriented" and men are more associated with characteristics of "leadership and agency." To open more possibility of whom will apply, avoid words that imply the job is more masculine or more feminine in nature.

Examples include:

The Department of Biomedical Sciences at the West Virginia School of Osteopathic Medicine is actively searching for a highly qualified individual to fill a 12-month, full-time, tenure-track faculty position in Pharmacology. The successful applicant must have a PhD, MD, DO or related terminal degree. ~~A commitment to excellence in~~Demonstrated quality teaching is required as this is the primary responsibility for the position. Candidates with willingness to teach neuropharmacology, endocrine pharmacology, or reproductive pharmacology are encouraged to apply. Completion of a postdoctoral fellowship and/or relevant teaching experience with proven success is desirable. Additionally, the successful candidate is expected to actively engage in research or other scholarly activity and provide service to the Institution.

The Music Department in the College of Arts and Social Sciences at State University invites applications for a tenure-track position in Music Theory at the rank of Assistant Professor. The successful candidate ~~will lead~~is knowledgable in the areas of Music Theory and Musicianship. The faculty member will teach music classes across the music theory curriculum including Diatonic and Chromatic Harmony, Advanced Theory, Form and Analysis, Counterpoint, and other courses appropriate for the faculty member. The successful candidate will ~~provide visionary leadership~~ have a vision ~~for~~ the music theory and musicianship curriculum and revise it to align with needs of the future. Secondary expertise is also desired in areas including composition, music technology, or instrumental performance.

Other examples:

> Draftsman – Drafter
>
> Deliveryman – Delivery Staff
>
> Chairman – Chair or Chairperson

(Please also see: https://medium.com/diversity-together/70-inclusive-language-principles-that-will-make-you-a-more-successful-recruiter-part-1-79b7342a0923 and https://buffer.com/resources/inclusive-language-tech/ for other examples).

C. Statement of Institutional Values for Inclusive Excellence

Every external posting must include our compliance statement as written:

The University of Nebraska–Lincoln is an EO/AA employer and encourages minorities, women, veterans, and individuals with disabilities to apply. The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

The job posting should also include other statements of the institution's core beliefs regarding diversity and inclusion. Sample statements include:

- At the University of Nebraska, we strive for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity and inclusion requires each of us to continuously ensure our interactions be respectful, protect free speech, and inspire academic freedom.

- The University of Nebraska–Lincoln (UNL) seeks to achieve a working and learning environment that is open to all people. Diversity is the hallmark of great institutions of learning and has long been one of the strengths of our society. Dignity and respect for all in the UNL community is the responsibility of each individual member of the community. The realization of that responsibility across the campus is critical to UNL's success. For UNL's non-discrimination information, see: http://www.unl.edu/equity/notice-nondiscrimination.

- The University of Nebraska–Lincoln (UNL) College of Engineering (COE) is committed to increasing diversity and inclusion amongst our faculty and student body. Our goal is to increase the percentage of faculty and students from underrepresented groups in science and engineering, with the long-term goal of reaching the same percentages found in the greater community. Having more diverse faculty strengthens our ability to educate and develop the future workforce of Nebraska, by providing role models for diverse students and a place at the table for diverse opinions to be considered as we move the College forward.

- The faculty, staff, and students of the Department of Educational Psychology are unified in our stance against racism in all its forms; against injustice toward the underserved and underrepresented of our society; and against hatred and discrimination on the basis of race, ethnicity, and culture. We stand for inclusiveness, fairness, and advocacy, and against racism, prejudice, and injustice. We acknowledge our privileged position as a mostly white faculty within the University of Nebraska–Lincoln, and strongly vow to use that privilege to support tenets and actions associated with anti-racism...Additionally, we are vigorous and persistent advocates for people of color and acknowledge the inequities they face in our community. We understand the importance of respect and support of individuals, including students, clients, staff, and faculty who are different from us in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. Department students, faculty, and staff are committed to exercising cultural humility, and creating an atmosphere of equality, safety and trust for everyone.

- "An inclusive learning environment is where diverse perspectives are recognized and respected. Conversations in this course must be respectful and civil. According to our Student Code of Conduct, speech that is abusive, harassing, intimidating, or coercive is prohibited. Students who engage in such speech will be asked to leave the classroom and further disciplinary actions may be taken." For more information on Diversity and Inclusion statements for the UNL College of Arts and Sciences, see: https://cas.unl.edu/diversity-and-inclusion-statements

- Athletics aims to align with UNL's Office for Diversity and Inclusion. Definitions, support and guidance are provided by UNL's office, and the office provides the following information. The University of Nebraska–Lincoln is committed to cultivating an inclusive excellence mindset across our institution. We believe in fully embracing diversity in all forms seen and unseen, making inclusion a top priority, promoting equity across our policies and practices, and ultimately ensuring that excellence is inclusive. To accomplish this, we recognize the importance of understanding exactly what we mean by inclusive excellence. Inclusive Excellence builds on the notions of diversity, inclusion, and equity. https://huskers.com/sports/2017/4/18/210494493.aspx?path=diversity

D. Dual Career and Cluster Hiring

The job posting should include the possibilities for dual career or cluster hiring. "So, what exactly is cluster hiring? The concept is neither new, nor revolutionary. It is an aggressive approach to capture large and diverse pools of candidates who bring with them impressive research and teaching portfolios. While increasingly common, it is not without opposition or challenges.

Cluster hiring can take multiple forms, but its goals and general structure are straightforward: Prioritize and invest in multiple positions in a broad field, or across a range of related fields, rather than hiring faculty members one by one in specific subfields. This increases the likelihood of a diverse pool of candidates, identifies synergistic connections among candidates and, by recruiting faculty cohorts together, fosters collaboration and a shared experience." [19] For more information about cluster hiring please see: https://www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html; and, https://www.chronicle.com/article/the-case-for-cluster-hiring-to-diversify-your-faculty/

UNL has a Dual Career Program with a set of guidelines and other helpful information. For more information, please visit: https://executivevc.unl.edu/faculty/life/dual-career-program.

E. Information from the Applicant

The posting should be specific as to what the applicant must provide. Common faculty requirements include curriculum vitae and teaching philosophy, research, and/or diversity statements. Common staff requirements include cover letter, résumé or CV, and reference contact information. Some staff positions require samples of work to be submitted with the online application. If additional information is requested from the applicants, ensure all applicants are aware of the requirement.

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[19] Freman, C. (2019). The Case for Cluster Hiring to Diversify your Faculty. *Chronicle of Higher Education*. Retrieved on 10/4/2020 from https://www.chronicle.com/article/the-case-for-cluster-hiring-to-diversify-your-faculty/

A rubric should be used to ensure the evaluation of every candidate is systematic and consistent across applicants. A rubric is simply a list of criteria and measurable metrics used to evaluate the extent to which a candidate has met the particular criteria.

Rubrics used to evaluate the candidates should only have criteria explicitly stated in the job description and expectations. Otherwise, candidates may not provide information to the search committee that could have been relevant. A well-crafted rubric must include descriptions of what attributes determine the various levels of achievement under each criterion. Simply indicating years of experience, education, or knowledge of specific processes is insufficient because evaluators might use different standards or terms and definitions to move a candidate from one level of achievement to another.

A. Inefficient Rubrics

Avoid rubrics that lack detail. For example:

Evidence of promise for publication	Criterion 3 = good	2 = fair	1 = inadequate

B. Efficient Rubrics

Define the levels of achievement clearly, such as in the following example:

Criterion	Criterion 3= good; consider	2=fair; hold in reserve	1= inadequate; does not meet minimum criteria
Evidence of promise for publication	Evidence of a strong publication record (e.g., peer reviewed journal articles, books)	Evidence that demonstrates promise in generating a strong publication record. (working papers, conference presentations)	Limited or no evidence to demonstrate the candidate's promise in generating a strong publication record

C. Rubric Construction and Use

- Take each requirement listed in the job description and use it as a criterion in your rubric.

- For each job requirement, list a set of measurable achievements that would result in the candidate being classified as "good; consider," "fair; hold," or "inadequate; does not meet criteria".

- The search committee should agree on what defines each level of achievement and what terms to look for as evidence of experience. Other areas of the job's requirement—like what evidences "excellent communication"—may warrant discussion and consensus from the committee before it is added to a hiring rubric.

- The search committee should define the level of agreement among raters required to eliminate a candidate from further consideration. For example, is a vote of two out of five raters sufficient to eliminate a candidate from further consideration for a position, or is a majority necessary? If someone is eliminated due to lack of votes, the reasons must be documented.

- A clear statement of why the candidate was eliminated from consideration (or progressed) must be included in the evaluation.

- Everyone that will evaluate the candidate must receive a copy of the evaluation rubric.

See https://www.unl.edu/equity/ReviewingApplicants.shtml for IEC processes for submission and approval of applicant log and short list.

D. Below is an example of a Qualification Matrix Example that demonstrates a desire to strive for greater inclusive excellence in the realm of hiring practices.

Qualification Matrix Template*

Qualification	Required? Is this required or preferred? What is the relative importance?	Relationship to the Job What aspects of the job might they not be able to do/do well without this?	Evaluation Criteria What are you looking for to know if they have met this criterion? Is it possible for someone to qualify on this criterion in a nontraditional way? If so, what are the different ways someone might demonstrate it?	When to Assess When and where we can reasonably expect to be able to assess this criterion?
				Application • CV • Letter • Other Preliminary Interview Site Interview Reference Checks

*Adapted from Oregon State University

To achieve maximum benefit, the matrix should be completed in conversation with the committee as a whole prior to examining any applications and knowing the identity of the applicants.

When talking through the qualifications, ask: Are there any other criteria (or preferences) not explicitly stated that you, as committee members, are looking for? (e.g., while a Ph.D. meets the minimum requirement, a Ph.D. from a non-R1 university is not as desirable as a Ph.D. from an R1 university). The Qualification Matrix is designed to help get at the nuances of what committee members are looking for in assessing stated and unstated qualifications.

- Use a standardized set of job related questions for each candidate. Sample interview questions can be found in HR's Hiring Manager's Toolbox: https://hr.unl.edu/employment/toolbox/interviewquestions.pdf.

- Ensure anyone interacting with the candidate has been given guidelines for appropriate protocol to establish an inclusive and equitable interview environment.

- Ensure anyone interacting with the candidate knows who to refer candidates to with questions regarding benefits, hiring packages, relocation information, etc.

- The department should prepare a welcome package for the candidate that includes:

  - A printed/electronic itinerary;

  - University information;

  - City information; and

  - Contact information for hiring manager/official and if applicable, search committee members.

- Arrange for the candidate to meet with people outside the department or college that may relate to diversity and inclusion concerns of the candidate.

- Arrange a tour of Lincoln, if applicable.

The EVC office subscribes to the following sites:

- HigherEdJobs
- Inside HigherEd Careers
- Diverse Jobs
- APLU
- The Chronicle

The HR Specialist in the EVC office can provide assistance in placing these advertisements; their contact information is: Allison.wortmann@unl.edu, ext. 2-4175. Office of Institutional Equity and Compliance can assist with suggestions of advertising sources for staff positions.

Journals

- American Indian Higher Education Consortium: http://www.aihec.org/ (fee-based, See the Tribal College Journal.)
- Black EOE Journal: http://blackeoejournal.com/
- The Chronicle of Higher Education: https://careers.chronicle.com/
- Journal of Blacks in Higher Education: https://www.jbhe.com/ (Fee-based)
- Winds of Change: http://woc.aises.org/?qt-winds_of_change=0#qt-winds_of_change

    The premier nationally distributed magazine with a single-minded focus on career and educational advancement for American Indians/Alaska Natives/Native Hawaiians/First Nations, with an emphasis on STEM.

- Women in Academia Report: https://www.wiareport.com/advertise/

Associations

- American Association for Affirmative Action: http://www.affirmativeaction.org/
- American Association for the Advancement of Science: http://sciencecareers.sciencemag.org/for_employers

    Resources for outreach to scientific professionals.

- American Association for University Women: http://www.aauw.org/
- American Association of Hispanics in Higher Education: https://www.aahhe.org/
- Association of Public and Land Grant Universities (APLU): http://www.aplu.org/
- Association for Women in Science: https://awis.associationcareernetwork.com/
- Association of Black Psychologists: https://careercenter.abpsi.org/jobs/
- American Education Research Association https://www.aera.net/

    Including five special interests groups: Research on Women and Education; Research on Black Americans; Research on the Education of Asian & Pacific Americans; Hispanic Research Issues; and Critical Examination of Race, Ethnicity, Class, & Gender in Education.

- Big 10 Academic Alliance: https://www.btaa.org/

  Lists doctoral degree recipients from member universities who are members of groups underrepresented in higher education. While not publicly available, this listing can be available to Big Ten Academic Alliance faculty and staff engaged with faculty searches. To request access, contact: charity.farber@btaa.org or call 217-333-6314.

- Higher Education Recruitment Consortium: https://www.hercjobs.org/about-us/

- Hispanic Association of College and Universities: https://www.hacu.net/hacu/default.asp

- Southern Regional Education Board (SREB): www.sreb.org

Job Boards - National

- Academic Careers On-Line: http://www.academiccareers.com/

  Fee-based service. All job postings include the Diversity Package and Diversity/ Affirmative Action Applicant Email Notifications.

- Academic Diversity Search: http://www.academicdiversitysearch.com/

- Academic Position Network (APN): http://www.apnjobs.com/

  Fee-based service for online job postings.

- American Indian Graduate Center: http://www.aigcs.org/

  A national organization providing educational assistance to American Indian and Alaskan native graduate students.

- American Indian Science and Engineering Society: http://www.aises.org/

  Increasing the representation of American Indian and Alaskan Natives in engineering, science and technology disciplines.

- American Association of Hispanics in Higher Education, Inc: https://www.aahhe.org/ Jobs/jobs.aspx

- Asians in Higher Education: https://www.asiansinhighered.com/login/?redirect_ to=https%3A%2F%2Fwww.asiansinhighered.com%2Fpost-a-job%2F

- Association for Women in Mathematics: https://sites.google.com/site/awmmath/

- Association of Latino Professionals in Finance & Accounting: http://www.alpfa.org/

  Fee based. Dedicated to enhancing opportunities of Latinos in the accounting, finance and related professions.

- Association on Higher Education and Disability: https://www.ahead.org/professional- resources/career-center/post-a-job

- Blacks in Higher Education: http://www.blacksinhighered.com/

- Career Women: http://www.careerwomen.com/

- Disabled Person: https://www.disabledperson.com/employer-information

- Diverse Issues in Higher Education: http://www.diversejobs.net/

- Diversity.com: http://www.diversity.com

- Ecological Society of American Latin American Chapter: http://esa.org/latinamerican/

- Faculty for the Future Project: http://www.engr.psu.edu/fff/

- IMDiversity: https://jobs.imdiversity.com/main/clients/products

- Insider Higher Ed: https://shopcareers.insidehighered.com/

- HBCU connect: http://hbcuconnect.com/

- The Hispanic Association of Colleges and Universities: https://www.hacu.net/hacu/HACU_101.asp

- The Hispanic Outlook in Higher Education: https://www.hispanicoutlook.com/

- Insight Into Diversity: https://careers.insightintodiversity.com/employer/pricing/

- Job Opportunities for Disabled Veterans: https://www.jofdav.com/employer-information

- Latinos in Higher Education: https://www.latinosinhighered.com/

- LGBT in Higher Education: https://www.lgbtinhighered.com/login/?redirect_to=https%3A%2F%2Fwww.lgbtinhighered.com%2Fpost-a-job%2F

- MANRRS: http://manrrs.org/

  A national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers.

- Military Vet Jobs: https://militaryvetjobs.com/register-employer

- MinorityJobs.Net: https://www.minorityjobs.net/jobs.cfm

- Minority Postdoc Organization: http://www.minoritypostdoc.org/jobs.html

- The National Academies of Sciences Engineering Medicine (Ford Foundation Fellowship Program): http://sites.nationalacademies.org/pga/fordfellowships/pga_046611

- National Black MBA Association, Inc.: https://careersuccess.nbmbaa.org/employers

- National Society of Black Engineers: https://careers.nsbe.org/employer/

- Society of Hispanic Professional Engineers: https://www.shpe.org/recruiting

- National Congress of American Indians: www.ncai.org/

- Native Americans in Higher Education: https://www.nativeamericansinhighered.com/login/?redirect_to=https%3A%2F%2Fwww.nativeamericansinhighered.com%2Fpost-a-job%2F

- Out and Equal, Celebrating Inclusion and Equality: https://outandequal.com/register-employer

- The PhD Project: https://www.phdproject.org/

  Focuses on Hispanic, Latino, and African-American professionals in Business, Management, Accounting, Marketing, and Information Systems.

- ProGayJobs: http://www.progayjobs.com

- Race, Ethnicity, and Politics Section of American Political Science Assoc.: http://www.apsanet.org/

- Saludos: http://www.saludos.com/

  Specializes in bilingual Hispanic professionals.

- Society for the Advancement of Chicano/Hispanic and Native Americans in Science: https://careercenter.sacnas.org/

- Society of Women Engineers: https://careers.swe.org/

- Veterans in Higher Education: https://www.veteransinhighered.com/login/?redirect_to=https%3A%2F%2Fwww.veteransinhighered.com%2Fpost-a-job%2F

- Women in Higher Education: http://www.wihe.com/jobs/
- Women in Business & Technology: http://careercenter.witi.com/jobs/products
- Women inside STEM: https://www.womeninsidestem.com/login/?redirect_to=https%3A%2F%2Fwww.womeninsidestem.com%2Fpost-a-job%2F
- Workplace Diversity: https://workplacediversity.com/register-employer

Local Recruiting Sources:

- Asian Community and Cultural Center: https://www.lincolnasiancenter.org/
- Curtis Center: https://pcmlincoln.org/curtis-center/
- El Centro: http://www.elcentrone.org/programs.html
- Friendship Home: https://friendshiphome.org/contact-us/general-information/
- Latino American Commission: https://latinoac.nebraska.gov/
- La Raza Job Training Inc.: http://www.elcentrodelaraza.org/get-help/education-asset-building-programs/life-skills-job-readiness-education/
- Latino Center of the Midlands: https://www.latinocenter.org/
- League of Human Dignity: http://leagueofhumandignity.com/
- Lincoln Commission on Human Rights: https://www.lincoln.ne.gov/city/attorn/human/index.htm
- The Malone Center: https://malonecenter.org/
- National Association for the Advancement of Colored People (NAACP): http://naacplincolnbranch.org/
- NE Commission for the Blind and Visually Impaired: https://ncbvi.nebraska.gov/
- NE Commission for the Deaf and Hard of Hearing: https://ncdhh.nebraska.gov/
- NE Commission on Indian Affairs: http://indianaffairs.state.ne.us/
- Nebraska Department of Veteran Affairs: https://veterans.nebraska.gov/employment
- Nebraska VR: http://www.vr.nebraska.gov/
- Out Nebraska: https://outnebraska.org
- Urban League: https://www.urbanleagueneb.org
- Women's Foundation: http://www.lincolnwomen.org
- YWCA: http://www.ywcalincoln.org

The University of Nebraska–Lincoln is committed to cultivating an inclusive excellence mindset across our institution. We believe in fully embracing diversity in all forms seen and unseen, making inclusion a top priority, promoting equity across our policies and practices, and ultimately ensuring that excellence is inclusive. To accomplish this, we recognize the importance of understanding exactly what we mean by inclusive excellence. Inclusive Excellence builds on the notions of diversity, inclusion, and equity.

Diversity

Individual differences, (e.g., personality, prior knowledge, and life experiences), group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations –Adapted from the American Association of Colleges and Universities (AAC&U)

Equity

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion. –American Association of Colleges and Universities (AAC&U)

Inclusion

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. –American Association of Colleges and Universities (AAC&U)

Inclusive Excellence

It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. It calls for higher education to address diversity, inclusion, and equity as critical to the well-being of democratic culture. It is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. –American Association of Colleges and Universities (AAC&U)

The Inclusive Excellence mindset can also be understood in these ways:

1. Not only do we see differences, we embrace differences. We believe each unique person and experience contribute to our learning—whether you are in or out of a classroom.

2. We believe in having an array of different backgrounds, identities, and lived experiences, but having differences comes with responsibility to ensure that everyone has the opportunity to fully participate, thrive, and lead at the University. Inclusion of all is a priority.

3. We also believe that we only do well as a University when every individual does well. We also recognize that not everyone feels included at the University and we have to work to change it.

4. We believe that we must act in ways that consider the experiences of all—even when they are not in the room and even when we don't always understand them.

Hiring Manager/Official

The Hiring Manager/Official is responsible for making changes to the requisition and applicant status. This information should be included in the corresponding section of the requisition. Those listed in the Hiring Manager section will be copied on search committee and short list approval communications from Institutional Equity and Compliance. Please visit https://www. unl.edu/equity/ and https://www.unl.edu/equity/SearchCommittee.shtml to review the steps and administrators available for assistance in the UNL IEC office. The hiring official is often the unit leader who gives the charge to the search committee.

Gender Identity

Gender Identity is the internal sense of being male, female, neither, both or somewhere in between that a person may have. Everyone has a gender identity, and the physical manifestation of an individual's gender identity is known as their gender expression, as expressed by the LGBTQA+ Resource Center at the University of Nebraska–Lincoln. More information and tips about providing an LGBTQA+ inclusive environment can be found at the following website: https://go.unl.edu/lgbtqaresourcecenter

The following information was received from the UNL Institutional Equity and Compliance Office and can apply to interviews for potential faculty and staff applicants.

Interview Dos:

Guiding principle: Can the employer demonstrate a job-related necessity for asking the question?

- Ask questions that are job related.
- Only ask those questions on which you intend to base your hiring decision.
- Ask the applicant about prior employment and how that experience will be useful in this position.
- Ask whether the applicant has any educational background pertinent to the position.
- Ask whether the applicant has any training or experience in the military that is related and useful to the position.
- After providing the applicant with an accurate description of the position requirements, ask if the applicant feels they can perform duties and functions of the position. Ensure applicant is aware of physical requirements (i.e. regular lifting of 50 lbs., sitting or standing most of the workday, etc...).

Interview Don'ts:

- Don't ask questions about or discuss race, national origin, marital status, religion, veteran's status, etc.
- Don't ask females different questions than males (NOTE: Ask the same questions of all applicants, regardless of gender).
- Don't ask whether the applicant has been arrested (NOTE: background check is run post-offer).
- Don't ask the applicant about the type of military discharge, if they are a veteran.
- Don't ask about pregnancy and family plans; childcare needs, name of spouse, spouse's occupation; names or ages of children.
- Don't ask if the applicant can read, write, or speak a foreign language, unless it is clearly necessary to perform the job.

Americans with Disabilities Act Concerns

Avoid disability related inquiries when interviewing, such as:

- Whether applicant has (or ever had) a disability; how applicant became disabled; or inquire about the nature or severity of a disability.
- Questions regarding any visible injuries they may have.
- Asking a co-worker, family member, doctor or any other person about an applicant's disability.
- Genetic information.
- Prior workers' compensation history, days missed due to illness.
- Prescription drugs or medications.
- Avoid broad questions about applicant's impairments that are likely to elicit information about a disability (e.g., What impairments do you have?).

Human Resources provides new hire onboarding information on their website, https://hr.unl.edu/onboarding/. Included is this checklist of items that need to be addressed on or before the employees first day. There is a page about what to do during the employee's first 30 days, beyond the first month and an FAQ.

NEW EMPLOYEE'S GUIDE TO ACCESSING SERVICES

As a new University of Nebraska–Lincoln (UNL) employee, you may set up your access to services right away. Services may be physical (NUID card, parking tag, etc.) or electronic (email, wifi, etc.). After your department enters your hiring information into the employee management system, you can complete these steps, even before you arrive on campus. Services will be activated in 24–48 hours

1. Get your NUID
An NUID is an 8-digit identification number assigned to you. Your supervisor or department coordinator will provide an NUID to you on or before your first day.

My NUID:

2. Claim your online identity — TrueYou
1. Activate your TrueYou and MyUNL logins at trueyou.nebraska.edu and click **Claim Your ID**.
b. Enter your NUID provided by your department and the email you provided for your application. Click **Next**.
c. Set your password and answer the authentication answers. Before you click **Submit**, write down your My.UNL username from the bottom of the page.

MyUNL username:

TrueYou credentials are used at all University of Nebraska campuses and Nebraska State Colleges to access the Student Information System, SAP and Firefly.

Your **My.UNL** credentials are used to accesses online services provided by UNL (e.g. email).

For assistance, call Huskertech Help Center at 402-472-

3. Get your NCard
The NCard is the University's multi-functional campus card. It serves the official identification card as well as provides access to services on campus.

The day after your NUID has been generated, you can get your NCard in the Nebraska Union on city campus. A government issued photo identification is required.

Go to ncard.unl.edu, and under the **Fac/Staff & Affiliates** heading, click to **Obtain Your NCard** to submit your photo online. You can also get your photo taken when you pick up your card at the NCard Office.

4. Activate your email
Visit email.unl.edu to activate your Microsoft Office 365 account. Use your My.UNL credentials to access your Office 365 account online at office.com or through Outlook on your desktop.

If you have a student or alumni @huskers.unl.edu account it will merge with your new faculty/staff @unl.edu account upon activation of your appointment. If you do not want these accounts combined, contact the Huskertech Help Center at 402-472-3970 before activating your Office 365 account.

Plan your commute
Parking & Transit Services, parking.unl.edu

Purchase a parking permit and view maps where to park on campus.

Purchase a StarTran bus pass and view the bus routes and schedules.

Cyclists are encouraged to register their bike with the UNL Police Department at bike.unl.edu/bike-registration. Utilize BikeLNK.bcycle.com bicycle sharing.

Additional Services
Building and Door Access
See your department

WIFI (wireless network)
wireless.unl.edu

Enroll in Benefits
If eligible for benefits, you may enroll prior to your first day. *You must submit your completed benefits forms within 31 days of your hire date.*
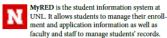
You may complete the benefits enrollment process online through Firefly at firefly.nebraska.edu.

firefly Firefly is the employee portal for benefits enrollment, leave balances, payroll and more.

Academic & Learning Services
Talk to your department coordinator about enabling instructor access to course.

canvas **Canvas** is the learning management system (LMS) at the University of Nebraska on all four campuses (UNK, UNL, UNMC, UNO) for teaching and learning.

MyRED is the student information system at UNL. It allows students to manage their enrollment and application information as well as faculty and staff to manage students' records.

Huskertech
Visit huskertech.unl.edu for all your technology and cellular service needs. While there, please download the **Tech Guide** for more technology related resources available to you.

The following links may be helpful to pass along as an aid to newly hired employees. They can further information regarding New Faculty Orientation, Title IX training and faculty and staff development offered by the University of Nebraska–Lincoln.

- https://www.unl.edu/equity/title-ix
- https://hr.unl.edu/neo/
- https://executivevc.unl.edu/faculty/leadership-development/new-faculty-development

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