Excellence in Diversity:

The Handbook for Recruiting and Hiring for a More Socially Diverse KU Faculty

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Excellence in Diversity is a handbook developed to emphasize greater equity and diversity in our search, recruitment, and hiring practices. It was initially developed by the Office of Diversity and Equity and a subcommittee of the Campus Equity Implementation Committee (CEIC). The process of review included the solicitation of comments from academic Deans, other upper administrators and General Counsel. In addition, the Offices of Diversity and Equity, Faculty Development and Human Resource Management worked collaboratively to provide a comprehensive review to streamline the new handbook process and guidelines with Hiring for Excellence. This year, AY 2018-2019, KU is piloting use of the handbook for tenure/tenure - track faculty searches only. A version of the handbook that focuses on staff is in progress, though units are free to utilize this as a resource in the meantime. Units and search committees are highly encouraged to use this draft of Excellence in Diversity as a guide as they move forward with on-going and new recruitment efforts. Annie McBride, Director of Projects and Policy Development, Offices of Diversity and Equity, will serve as the primary point of contact for all questions and concerns as units move through this pilot year. The Office of Diversity and Equity, Faculty Development, and Human Resource Management will work together to respond to questions, as appropriate.

Units will be asked to provide feedback about the use of the Handbook once their search and recruitment processes are complete. At that time, comments will be solicited via electronic survey, though written feedback is always welcome. These sources of information will be used to guide revisions in the Handbook in preparation for AY 2019-20 implementation.

**Message from the Vice Provost for Diversity and Equity**

Dear Colleagues:

As Vice Provost for Diversity and Equity, I am asking for your support. As members of the state's flagship research institution, we have a responsibility and opportunity to educate a diversity of students, yield an informed citizenry prepared for the challenges of a dynamic and global society, and advance leading-edge research. Our ability to meet these responsibilities rests on, among other factors, a more representative faculty, staff, and administration – one that better reflects our national and global demographic composition.

At present, the composition of our faculty and staff does not reflect such a commitment. I am asking us to consider what this means for our students and their outcomes, as well as for our status as a leading University. Greater diversity among faculty members and staff facilitates the offering of a range of competitive academic courses, varied approaches to student learning, collaborative innovative scholarship, and creative ideas and solutions in the world. A more representative faculty and staff enhance the potential of future graduates by enabling them to be more adept and well-informed workers, civic participants, leaders, and researchers prepared to engage local, regional, and global markets and communities.

Enhancing our recruitment protocols, becoming more mindful and intentional of the process and the potential of unconscious bias, will yield greater social diversity. I hope that you will join me in a collective effort to center diversity and consider it at each stage of the search, recruitment, and hiring decision process. Together, let's hold ourselves accountable for how we look as an institution and how this contributes to our stature and potential. I am confident that with this Handbook and other steps forward, KU will become a model learning and workplace where our excellence and innovation are founded on the strengths of our diversity.

I am looking forward to working with you.

Best,
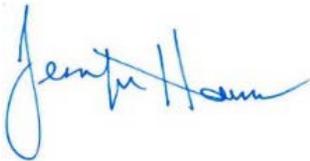
Jennifer Hamer, Vice Provost

Office of Diversity and Equity

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PART ONE: THE IMPORTANCE OF HIRING THAT IS MINDFUL OF SOCIAL DIVERSITY, EQUITY, AND INCLUSION

Demographics in the United States are dramatically changing. Across the nation, universities are seeking to address longstanding issues of equity and inclusion for their campus communities and constituencies. Racial and ethnic minority populations will grow beyond 50 percent of the nation's population by 2050; women are increasingly more than one-half of the student population on university campuses; and trans and queer communities, and those with disabilities, are more visibly present in our classrooms than in the past. Yet, the workforce composition of most U.S. campuses fails to reflect this reality. From 2013-2014, "[o]n average, 75 of every 100 full-time faculty members at four-year colleges" were white; five were black and even fewer identified as Latinx (http://www.chronicle.com/interactives/where-are-the-minority-professors). Though women are the numerical majority among campus employees and students, this demographic group is not equitably represented among the leadership and are less likely than men to hold tenured faculty positions. Unconscious biases in the application of our policies and practices may undermine efforts to successfully hire and retain a workforce that is representative of the nation and world in which we live, and one that is fundamental to the mission of the University.

Pause Point 1: Glossary of Terms. We do not want to assume common understanding or knowledge regarding language of diversity, equity, and inclusion. Achieving common goals for searches, recruitment, and hiring require a shared understanding. We encourage readers to refer to the glossary of terms created by KU Libraries and available on the following KU Libraries website, Social Justice Resources: Glossary: https://guides.lib.ku.edu/c.php?g=421095&p=3616784.

Excellence in Diversity: The Handbook for Recruiting and Hiring for a More Socially Diverse KU Faculty, is a set of practices that centers equity and diversity in KU hiring. Its development was prompted by a longstanding need to attract a greater number of historically underrepresented racial/ethnic minorities to the professoriate: Black and African Americans; Hispanics/Latinos;

and American Indians and Alaska Natives, Native Hawaiians and other Pacific Islanders. This handbook highlights our need to (1) appreciate our need to grow the presence of these historically underrepresented racial/ethnic groups in our University classrooms, as collaborators and leaders in scholarly production, and as colleagues in a workplace that benefits from the rich diversity of our local and global communities (2) understand the potential of unconscious bias in the search and recruitment processes and, by so doing (3) increase diversity in our faculty applicant pools and enhance opportunities to build a more racial/ethnic faculty representation at KU.

At the same time, we must also be cognizant that members of less visible identities -- the lesbian, gay, bisexual, transgender, queer+, veteran, and disabilities communities -- for instance, may experience discrimination in search and selection processes.   In addition, women are underrepresented in some academic and faculty administrative fields, especially when they are also part of racially/ethnically minoritized populations. *The Handbook* recognizes these concerns and that categories of race and ethnicity intersect with multiple other marginalized identities[i] integral to a comprehensive understanding of diversity, equity, and inclusion in search processes. Purposeful steps toward greater diversity, equity, and inclusion must extend to all marginalized communities.

The practices outlined in *The Handbook* rest on the following eight propositions and observations:

First, the presence of a socially diverse faculty and staff is one of the most tangible pieces of evidence of a university's commitment to diversity, equity and inclusion.

Second, diversifying faculty and staff is a social good that provides professional opportunity to members of groups historically excluded from institutions of higher education.

Third, a socially diverse faculty and staff expand scholarly discovery, strengthen pedagogical creativity, enliven public outreach (e.g., partnerships with minority-serving institutions), and nurture collaboration across departments, schools and colleges.

Fourth, a socially diverse faculty and staff ensure better university governance and administrative decision-making. As a result, universities with a socially diverse workforce are less likely to foster and condone patterns of discrimination that expose institutions to costly, demoralizing lawsuits.

Fifth, equitable and inclusive hiring practices buttress the recruitment, retention, training, mentoring, and success of a diverse student body.

Sixth, in promoting the insights of multiple perspectives and backgrounds, a socially diverse faculty and staff enrich all students' intellectual and social development. As the American Association of University Professors has documented, even students from majority groups report that professors from underrepresented groups have had positive effects on shaping them into more complex thinkers and culturally competent citizens who are better able to engage matters of social difference in a shrinking, interconnected global community.

Seventh, as a national wave of campus protests illustrated in 2015, students themselves are clamoring for a more socially diverse faculty and staff. Considering that the nation's K-12 student population has become majority minority, the demand for more equitable and inclusive university hires is likely to grow louder.

Eighth, Deans and other leaders across the University have begun responding to student and faculty concerns by creating Associate Dean, Executive Director, and advocate positions in Diversity, Equity and Inclusion, and they are requesting more institutional guidance about how to most effectively diversify their faculty. Indeed, the University's Campus Climate Research Study indicated that 61 percent of faculty and senior administrators with faculty rank respondents thought that equity and diversity training for search, promotion and tenure committees existed at KU. Of these respondents, 58 percent believed that such training would have a positive effect on the campus.

The KU Diversity Scorecard -- The Longstanding Need to Improve

Our faculty and staff "diversity report card," a snapshot of KU Lawrence and Edwards Campus demographics underscores the imperative to address our workforce composition. Similar to national trends, our faculty and staff composition do not nearly represent the racial and ethnic demographics of our state or nation. In 2016, historically underrepresented racial and ethnic minorities composed only 101 of 1,149 tenure-track faculty and librarians, and only 2 of almost 50 faculty administrators (less than 10 percent) (https://oirp.ku.edu/sites/oirp.ku.edu/files/files/Profiles/2017/6-115.pdf). This pattern also holds true for those who identified as women, who were only 25 percent of faculty administrators and 40 percent of faculty/librarians in 2017, for example; and those with disabilities. In 2017, Kansas was among the top 10 states with the highest employment rates for disabled workers, 42.8 percent. At KU, between 1.5 and four percent of faculty, staff, and administrators report a disability despite federal government recommendations that those with disabilities should be at least seven percent[ii]. The report card snapshot becomes even less diverse when we consider the low numbers of underrepresented racial/ethnic minorities among women and those with disabilities.

Among our faculty, librarians and faculty administrators, eight identified as American Indian/Alaskan Native, 40 as Black and African American, and 53 Hispanic/Latinx.[iii] Staff are not the focus of this handbook but their composition impacts the campus culture to which we are trying to recruit faculty and students. Among unclassified academic and professional staff and university support staff, only 319 of approximately 3,500 (less than 10 percent) were historically underrepresented racial and ethnic minorities. Among these, 33 identified as American Indian/Alaskan Native, 143 Black/African American, and 143 Hispanic/Latinx (https://oirp.ku.edu/sites/oirp.ku.edu/files/files/Profiles/2017/6-105.pdf). Comparatively, according to the U.S. Census Bureau, 11.9% of Kansans identify as Hispanic or Latino, 6.2% as Black or African American, 3.1% as Asian, 3% as 2 or more races, 1.2% as American Indian or Alaskan Native, and .1% as Native Hawaiian or Other Pacific Islander. Overall, while historically racial and ethnic minorities are about 40 percent of the U.S., they are disproportionately underrepresented among KU faculty, staff, and administrators.

Campus Recommendations and Observations

In their 2016 report, the members of the University's Diversity, Equity, and Inclusion (DEI) Advisory Group recommended that senior administrators develop comprehensive measures for recruiting faculty and staff from underrepresented groups and hold academic units and deans accountable for hiring and retaining them. In their 2017 report, DEI Advisory Group members reiterated the need to establish best practices for diversifying faculty and staff, including requiring training for department chairs and search committee members, offering training to Shared Service Center staff on how to actively attract more socially diverse candidate pools, and promoting incentives for departments, programs, and other units to infuse diversity, equity, and inclusiveness in faculty and staff search processes.

Another University-commissioned document – the 2017 Campus Climate Research Study – revealed that significant numbers of employee respondents on the Lawrence and Edwards campuses had observed hiring practices within the past year or hiring cycle that they "perceived to be unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, [and] lack of effort in diversifying [the] recruitment pool)." Of the employee respondents who indicated they had observed discriminatory hiring, 40 percent identified as Hispanic/Latino, 29 percent identified as Black/African American, 29 percent identified as multiracial, and 26 percent identified as American Indian/Native/Alaskan Native. Among the respondents who reported that they had witnessed discriminatory hiring at the University, the majority (33 percent) attributed it to "nepotism and cronyism," which feeds an inequitable and exclusive hiring climate. It is clear that we must center our practices of diversity and equity if we are to maintain and elevate our stature as a leading university.

Getting into Step with Peers and Best Practices

An emphasis on diversity and equity in faculty hiring, places KU in step with a growing number of institutions. The University of Texas-Austin, for example has launched a "Faculty Recruitment Diversity Initiative" (https://provost.utexas.edu/faculty-recruitment-diversity-initiative). The University of Minnesota has added a diversity addendum to its faculty and staff hiring policy (https://policy.umn.edu/hr/recruitfacpa-appa). The University of Washington (http://www.washington.edu/diversity/staffdiv/hiring-toolkit/) and the University of Michigan (https://hr.umich.edu/working-u-m/management-administration/recruiting-employment/recruiting-

staff-diversity) both have developed toolkits for recruiting socially diverse staff, and the latter founded a "Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence" to offer "Faculty Recruitment Workshops" for those with an important role in faculty recruitment efforts (e.g., search committee chairs and members, and other key faculty). The University Health Services, at the University of California, Berkeley relies on a "Toolkit for Recruiting and Hiring a More Diverse Workforce"(https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf) and makes use of "Equity Advisors" who serve as a resource for search committees. Texas A&M University has created "Recruitment and Retention for Faculty Diversity: A Handbook for Search Committees" (http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/handbooks/search_comm_handbook.pdf).

While we lag behind some, the development of *The Handbook* and its implementation as standard, rather than recommended guidelines, will place KU ahead of its peers and other institutions of higher education.

"Hiring for Excellence" – Good Intentions versus Purposeful Practices

There is general agreement across units that KU should increase diversity within its workforce. Yet, observations and data tell us that, despite good intentions, the practices outlined in our current University "Hiring for Excellence" program treats diversity, equity, and inclusion as a potential byproduct of improvements in job interview processes. In addition, while Human Resource Management at KU actively maintains and regularly collects search process affirmative action data, we do not presently have central or uniform unit-level administrative mechanisms to actively encourage or maintain accountability for actual diversity, equity, and inclusion outcomes in campus searches. In practice, this relegates the matter of diversifying faculty and staff to a sidebar, addendum or offshoot, rather than as an explicit goal.

Good intentions in diversity hiring processes are often undermined by a number of assumptions, namely:

    (1) no "qualified" people from underrepresented groups exist in the disciplines;

    (2) units are forced to lower their standards in order to hire diverse faculty and staff;

    (3) U.S. historically underrepresented racial/ethnic minorities and those with disabilities prefer to live elsewhere, and are difficult to recruit to Kansas;

    (4) the scarcity of "qualified" faculty from historically underrepresented groups makes them marketable to the most select colleges and universities – and therefore too mobile and expensive to attract or retain; and

    (5) diversity-oriented recruitment detracts from other, presumably more vital, hiring priorities.

These are apologies for a lack of seriousness about diversity, equity, and inclusion principles in our hiring. These excuses overlook, for example, the problem of faculty search committees which, to quote Marybeth Gasman, Director of the Penn Center for Minority Serving Institutions, "are not trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department." This reflects not only racial/ethnic, disabilities, gender or other biases, but also biases against applicants who have had non-traditional career trajectories or prior academic appointments at lower-tier schools, or who hold degrees from institutions outside Ivy League or Research One universities. Because they are likelier to be first-generation college graduates from such backgrounds, many faculty members of color, for example, often are underemployed.

According to a 2002 report published by the Association of American Colleges and Universities, scholars from historically underrepresented racial/ethnic minority groups leave positions at rates similar to their white peers, though they are not hired into new positions at higher rates.

Moreover, minoritized and marginalized faculty and staff do not leave their institutions because they are in high demand by universities vying to recruit them. Rather, their flight is the result of dissatisfaction with discriminatory departmental and campus environments, and similar grievances regarding their professional and personal well-being. According to KU's Campus Climate Research Study, of those respondents who indicated they had experienced exclusionary, intimidating, offensive or hostile conduct, 58 percent of Black/African Americans, 55 percent of Hispanic/Latino respondents, 53 percent of American Indian/Native/Alaskan Native, 40 percent of Asian/Asian American, 33 percent of multiracial respondents, and 63 percent of "additional people of color" thought that this behavior was based on ethnicity.

The Handbook assumes that equity and inclusion are complementary to "merit," "quality," and "excellence," and integral to democratic participation in society. Diversifying the hire of faculty and staff, therefore, should be more than a matter reserved for special occasions or moments of crisis and student protest, or something left to the good intentions of individual units. Rather, diversity, equity, and inclusion in hiring should be purposeful, ongoing, intentional, routinized practices that are constantly assessed and modified as part of the University's long-term strategic planning. This requires strong leadership on the part of senior administrators, including joint work between the offices of the Vice Provost for Diversity and Equity and the Vice Provost for Faculty Development. However, responsibility – and accountability – also must be decentralized to schools, the college, and academic units. Equitable and inclusive hiring practices encourage us to be more fair-minded as we consider our faculty search and recruitment processes. Such mindfulness enhances KU as an attractive possibility for employment and career opportunity for all populations, regardless of social background and identity.

PART TWO: EXCELLENCE IN DIVERSITY: NEW HIRING PRACTICES

What follows are diversity, equity, and inclusion steps and practices – based on a survey of reports from comparative institutions and professional organizations, and recent scholarship – that aim to enhance the University's existing "Hiring for Excellence" program. Specifically, the *Handbook* does the following:

- expressly centers historically underrepresented racial/ethnic minorities and marginalized candidates;
- facilitates active discussion and agreement on the importance of faculty and staff diversity in KU demographic composition;
- actively encourages thinking and actions that broaden understanding and interpretations of biases, the meaning of collegiality, quality, skills and other characteristics that contribute to ideals of excellence in teaching, research, service, and work in higher education communities;
- reframes the search process to begin at the job description and approval stage rather than later in the process when biases already have had the opportunity to enter considerations; and
- appreciates the benefit of, and need for, professional development as a critical component of diversity, equity, and inclusion.

The Handbook is meant to apply to searches for non-tenure, tenure-track and faculty considered for hire with tenure. All committee members and unit leadership should review the KU Nondiscrimination, Equal Opportunity, and Affirmative Action policy prior to beginning the search process. For your convenience, the policy is located here: https://policy.ku.edu/IOA/nondiscrimination.

a. Assembling the Search Committee

Ultimately, Deans, Vice Provosts, Vice Chancellors, the Chancellor, and the Provost are responsible for the composition of the KU campus. Meaningful change in KU's approach to recruitment and hiring rests in their willingness to hold themselves accountable for each part of the recruitment and search process.

Yet, the search committee is the first and most important point of contact for job applicants and candidates, and its composition reflects the priority placed on diversity, equity and inclusion. The unit should take care to assemble a diverse committee, one on which particularly in terms

of gender and gender identity representation, disabilities, historically underrepresented racial and ethnic groups, and faculty members, staff persons, practitioners, and students.

KU Human Resource Management already encourages a diverse composition of search committees. Search committees can be diversified by drawing on peers from outside the unit. Among other things, this promotes broad collaboration and agreement around diversity, equity, and inclusion goals. In cases involving faculty searches, the unit should invite untenured faculty sparingly, especially untenured faculty from historically underrepresented groups who are typically, and unfairly, over-serviced on university campuses.

In cases where search committee members are drawn from outside the actual unit conducting the search, the college, school, or unit *may* want to consider token compensation for the individual's time and/or minimally, letters of acknowledgement for service that can be submitted to the committee member and their unit chair.

At the outset of the search, the dean, director, or chair should meet with the members of the search committee to ensure that they are fully aware of their charge regarding diversity, equity, and inclusion in the Unit's hiring processes. In order to ensure that a search committee is rooted in diversity, equity, and inclusion principles (see principles at: http://diversity.ku.edu/OurFoundation) –

- committee appointees should minimally complete 1) KU's on-line diversity, equity, and inclusion professional development and 2) HRM search committee unconscious bias search committee professional development offering as part of regular "Excellence in Diversity" protocols[iv];
- committee appointees should demonstrate commitment to diversity, equity, and inclusion principles in their own teaching, research, and/or work practices;

Ideally, each member of the search committee will be cognizant of diversity, equity, and inclusion principles. (Professional development specific to hiring bias is currently offered through HRM and is in the process of being supplemented with additional learning tools.) However, it is unrealistic to expect that each individual will share a sufficiently informed level of cultural competency at this stage of KU's diversity, equity, and inclusion development. As a

practical measure, one person on the search committee should serve as a "DEI Advocate" to keep the committee mindful of diversity, equity, and inclusion steps, actions, and considerations at each phase of the search progress. Those who choose or are appointed to serve as DEI Advocates must complete DEI professional development, unconscious bias search committee training. Once complete, individuals will receive certification and be registered with the Office of Diversity and Equity as DEI Advocates. Optimally, each committee member will have completed professional development specific to the hiring process so that there are multiple members available in a unit to fulfill this role on a single committee. Department chairs, supervisors and Deans are encouraged to serve as information resources for DEI Advocates. The Office of Diversity and Equity also serves as a point of contact to offer guidance through the hiring processes.[v]

b. Creating and Implementing an Assessment Rubric

The creation of an assessment rubric requires the search committee and the unit to define selection criteria before writing the job description, and certainly before the committee begins its review of applications. Each applicant should have a rating sheet to focus on programmatic needs and required and preferred qualifications. Committee members should discuss the characteristics that make a candidate "excellent," and think critically about those characteristics that do not rely solely on status characteristics to define "excellence" and include competencies, skills, and other attributes necessary for evaluation and retention. This rubric helps the committee and the department to clearly rank selection criteria in terms of unit priorities, including the unit's commitment to diversity, equity, and inclusion. Assessment rubrics should be submitted to KU Human Resource Management with the position description and will be incorporated into the applicant screening tool for ranking and data collection purposes.[vi]

Additionally, the search committee and unit should consider such questions as:

- What are the goals for this hire in terms of research, teaching, service, advising, management, outreach, administration, and/or other expectations of the position?
- How is a commitment to diversity, equity, and inclusion a factor in each goal?
- How does the unit rank these goals in terms of priorities?
- Does the job advertisement request materials appropriate to the assessment criteria? (Adopted from the University of Washington, Office of Faculty

Advancement, Best Practices for Faculty Searches,
http://www.washington.edu/diversity/faculty-advancement/handbook/)

c. **Creating the Job Description**

For faculty searches, the language of the position description should articulate explicitly the unit's whose teaching, research, and service interests contribute to diversity, equity, and inclusion in terms of subject matter, areas of focus, pedagogies, and civic engagement. If an Associate Dean or Executive Director of DEI exists in the school/college/other unit, the search committee and/or unit should collaborate with this individual when creating the job description. For staff and administrative positions, the language of the position description should articulate explicitly the unit's commitment to a diverse, equitable, and inclusive workforce and workplace environment.

The job description also may include language that mirrors the University's commitment to diversity, equity, and inclusion, such as:

- "The university aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minoritized and marginalized demographic groups."
- "In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the university actively encourages applications from members of underrepresented groups in higher education."
- "We are interested in candidates whose scholarship focuses on culturally responsive approaches that are conscious of diversity and equity perspectives."
- "We are a supportive intellectual community that seeks a colleague who will enhance and stretch us in the following ways: 1) Demonstrate a strong commitment to calling the academy to more fully live up to its ideals regarding to access and success; 2) Support the broad public, social justice functions of the academy; and 3) Participate in the School's commitment to public engagement and activism, that better serves underserved communities of students and employees locally, statewide, and (inter)nationally."

More generally, the unit's position description should be broad, robust, and crafted in a way that attracts those from across minoritized and marginalized populations, fostering a wide and diverse pool of strong applicants.

Preferred and Minimum Skill Requirements

Minimum and preferred qualifications are critical during the candidate screening process. Minimum or required qualifications are designed to inform the candidate as to the qualifications for consideration necessary and for performance of the essential job functions. Preferred qualifications are designed to narrow the candidate pool to include candidates that meet the abilities, competencies and experiences that will allow them to excel and grow in the position. By listing experience, education, skills, abilities, licenses etc. under preferred qualifications has many benefits:

- It allows for flexibility in hiring because many times, the "perfect" candidate has many but not all of the preferred qualifications

- Having fewer minimum qualifications and preferred qualifications broadens the applicant pool

- It provides guidance to a search panel, recruiter, and/or hiring manager on the types of qualifications desired of top candidates. (https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/human-resources/Employees/Classification/Minimum-Preferred-Qualifications.ashx)

This model of required and preferred qualification is used in all staff searches and select faculty searches. Please contact HRM for guidance when writing position descriptions for faculty (tenured, tenure-track, and non-tenured) openings to ensure that qualifications are outlined to ensure that no limitations are erroneously made for international applicants.

Overall, the position description should convey job responsibilities in association with departmental needs, goals, and/or mission. This document not only informs potential applicants of the unit's needs for expertise, but also provides a set of essential function for the employee to perform.

Include the University's anti-discrimination language:

> "The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information in the university's programs and activities. Retaliation is also prohibited by university policy. The following persons have been designated to handle inquiries regarding the nondiscrimination policies and are the Title IX coordinators for their respective campuses: Executive Director of the Office of Institutional Opportunity & Access, IOA@ku.edu, 1246 West Campus Road, Room 153A, Lawrence, KS 66045, 785-864-6414, 711 TTY (for the Lawrence, Edwards, Parsons, Yoder, and Topeka campuses); Director, Equal Opportunity Office, Mail Stop 7004, 4330 Shawnee Mission Parkway, Fairway, KS 66205, 913-588-8011, 711 TTY (for the Wichita, Salina, and Kansas City, Kansas, medical center campuses).

Finally, if the unit typically does not use the term "qualified," "quality," or "talented," in job postings for positions, such modifiers should not appear in job positions specific to diversity, equity, and inclusion hires. This reinforces the idea that members of historically underrepresented groups and those with disabilities, as a norm, are deficient or unqualified for positions in higher education.

d. Recruiting Applicants

First and foremost, the unit's website should contain language identifying diversity, equity, and inclusion as part of its curricular and/or service goals, and how this aligns with the University's mission. Before advertising the position, the members of the search committee – and the Dean, Director, Chair, supervisor, and the members of the unit overall – should share the job description/announcement for feedback. Once the advertisement has been posted, the members of the search committee and the unit should distribute the job description widely among venues targeted to historically underrepresented groups and marginalized populations (e.g., professional associations, affinity groups, ethnic and/or women, gender and sexuality studies units, advertisements in scholarly journals and publications, social media networks, minority-serving schools and other institutions with positive records of graduating diverse

students, professional association news outlets and support resources) (See Appendix B: Recruiting Resources).

In addition to distributing the position description, the members of the search committee and the unit should initiate other forms of proactive outreach and applicant recruitment, such as:

- brainstorming recruitment venues, such as conferences and listservs, with colleagues, both internally and externally;
- reaching out to colleagues and those who work with diverse students to encourage them to have their mentees apply;
- asking colleagues to directly request nominations of minoritized individuals;
- sending personal invitations to promising applicants to apply, either by phone or email;
- hosting an informal reception at a relevant major academic conference, using the occasion to highlight the unit's efforts to prioritize diversity, equity, and inclusion;
- using a featured seminar, lecture series or colloquium to invite potential future applicants for a position; and
- for staff recruitment especially, distributing job ads internally and through the networks and resources of identity council members.

Pause Point 2: **KU Faculty and Staff Identity Councils**. Identity Councils are on campus networks of faculty members and staff persons that have been developed to offer social and professional support for minoritized and marginalized demographic groups: Current identity councils are Asian and Asian American, Black/African American; Latinx; Native American; Sexuality and Gender Diversity; and Disability Inclusion. The University also has a Student Veteran's Center and Office of Graduate Military Programs. A newly established Women, Gender and Workplace Equity Commission will begin in Fall 2018. Never assume an individual's identity or interest in a council. Instead, present all candidates with all materials on Councils, inform them of opportunities to meet with Councils, and allow them to indicate an interest.

In canvassing for faculty applicants, the search committee and unit should take care not to overlook, for example, adjunct and other part-time academic workers, or individuals hailing from institutions outside the Ivy League or Research One universities. **Historically**

underrepresented racial/ethnic groups and marginalized others are disproportionately located in these spaces, and too often search committees – looking to "clone" themselves – overlook such applicants as candidates for full-time appointments. These concerns extend to staff recruitment, and staff are encouraged to consult established university networks such as <u>campus affinity or identity groups</u>; the unit's diversity committee; and alumni organizations. For those who are networked within diverse communities, send postings to listservs, Facebook groups, and LinkedIn pages.

Unless we are diligent, unconscious bias may enter each part of the hiring process. Everyone holds biases to some degree. The goal of understanding unconscious biases is to build awareness and uncover biases we may not recognize, as these can shape the way we operate in the workplace. Biases can form in both a positive and negative manner towards particular candidates.

Factors influencing positive bias towards a candidate at this stage and others include:

- traditional career pathways;
- previous experience with KU and/or higher-profile institutions/private or public organizations;
- "fit with" a unit's existing profile (e.g., in terms of gender, gender expression, age, disabilities, racial/ethnic and economic background, interest, perspectives, etc.).

Factors influencing negative bias towards a candidate:

- non-traditional career paths;
- no experience with KU and/or higher-profile institutions/private or public organizations;
- no apparent "fit" with a unit's existing profile (e.g., in terms of gender, gender expression, age, disabilities, racial/ethnic or economic background, interest, perspectives, etc.).

Pause Point 3: Has the search committee actively reached out to individuals and communities to encourage a socially diverse pool of applicants? This should require the review of unit senior administrative leaders – the Chair, the Dean, and/or the Associate Dean, Director, Vice Provosts, Directors, etc.

Similar to the University's "Hiring for Excellence" program, Excellence in Diversity has set minimum standards required to move forward, unless granted an exception by the Dean:

- number of applicants meeting required qualifications: 20%
- percentage of applicants who self-identify as part of underrepresented racial and ethnic minority groups (African American/black, Native American, Hispanic/Latinx, Asian Pacific Islander, Hawaiian, Native Alaskan): 20%
- Search committees with candidate pools that do not meet these standards should submit information on the applicants to the unit leadership office with a justification for continuing the search. Leadership may contact the Office of Diversity and Equity for consultation and guidance.
- The leadership (e.g. Dean, Vice Provost, Director, etc.) is responsible for determining whether to close the search or grant an exception to the minimum standards.

Unit leaders are *highly encouraged* to develop hiring plans that reflect a more purposeful commitment to diversifying the faculty and staff, as well as considering the federal government recommendation that seven percent of our employees should be those with disabilities. These revisions should be understood as expectations not aspirations. For questions, please contact Human Resource Management at hrdept@ku.edu. https://humanresources.ku.edu/contact

e. Evaluating Applicants, Selecting Candidates

In evaluating applicants, similarly, search committee members should be mindful not to dismiss those who are unemployed, underemployed, or located at and/or degreed from lower-tier institutions. Committee members should fully consider work experience outside higher education, as well as non-tenure track teaching experience. In addition, the search committee chair or designated member of the committee should follow up personally with ALL individuals

who have strong potential but whose applications, such as letters of recommendations, are potentially incomplete.

More generally, search committee members should be aware of biases that could lead them to unfairly eliminate applicants on the bases of nontraditional career trajectories, socioeconomic backgrounds and social differences, cultural experiences and affect, language or spoken accent, citizenship status, or the perceived prestige of the institution where applicants earned their degree(s) and/or have worked. Look for reasons to keep people in the pool, not eliminate them because of status characteristics (e.g., prestige of program, advisor, etc.)

Pause Point 4: Committee members should be aware that "international" is different from the category of "underrepresented racial/ethnic minority."

Search committee members should meet collectively to discuss the candidates and use the screening tool to assess/rank each candidate's qualifications based upon the application materials provided. In accordance with "Hiring for Excellence" guidelines, the faculty search committee is expected to conduct a minimum of nine phone interviews, should the size of the hiring pool permit.

According to the KU Campus Climate Research Study, 56 percent of respondents among faculty/senior administrators with faculty rank believed that including diversity-related professional experiences as one of the criteria for hiring staff and faculty was established practice. Of these respondents, 53 percent believed that it was of benefit to the campus climate. Similarly, 62 percent of Climate Study respondents among staff/research scientist/engineer/senior administrators without faculty rank thought that including diversity-related professional experiences as part of the criteria for hiring faculty and staff was established practice. Sixty-four percent of them considered this positive for the campus.

Search committee members should include in their established list of interview questions (by phone and in person) those that engage candidates about their background in diversity, equity, and inclusion with regard to teaching, service, or public outreach. This could take the form of

queries requiring candidates to discuss their experiences working with students, faculty, and staff from historically underrepresented groups and/or diverse backgrounds (e.g., returning students and veterans, individuals with disabilities, etc.)

Based on their phone interviews, the members of the search committee are expected to recommend three campus invitees based on the established criteria of the position. In cases where the search committee recommends four invitees for a campus interview, members must provide a rationale and gain approval from the Dean or hiring authority.

Pause Point 5: The search committee members should evaluate the process thus far to see if members have any concerns, as well as to confirm that they are adhering to diversity, equity, and inclusion practices in the established hiring guidelines. For faculty, this requires the review of senior administrative leaders – the Chair, the Dean, and the Associate Dean or Executive Director of diversity, equity, and inclusion. Upon receiving approval, the search committee will proceed with invitations to the candidates for on-campus interviews.

f. Hosting Job Candidates for the Campus Visit

The general rules encompassing on-campus visits include the following:

- The unit director, department chair, search committee chair or other appropriate party formally invites the candidates for official visits, informing them about the details of their visit (e.g., the job talk, who they will meet, etc.);
- Search committee members should contact references for additional information about the candidates utilizing standardized questions (follow-up questions are encouraged if needed). In some cases, the search committee may solicit the names of references beyond those suggested by the candidates;
- Faculty candidates will meet with faculty members, students, the Dean, and Associate Deans while staff may meet with search committees, supervisors, and unit directors as appropriate during the visit. As part of this task, members of the search committee are expected to work hard to mobilize their unit, including students, to attend candidate interview events.

- Faculty and staff candidates should be offered the opportunity to meet with KU identity councils, as well as International Programs if necessary.
- Faculty candidates who will be joining KU as a tenured faculty member must meet with the Vice Provost of Faculty Development.

Visiting job candidates should receive materials about such matters as tenure and promotion protocols for tenure-track candidates, and annual evaluations processes. Search committee members should also be prepared to provide all visitors with the following information, whether they actively solicit it or not:

- Local demographics
- diversity, equity, and inclusion initiatives, programs, centers, and faculty/staff identity groups at the University;
- campus and community leisure, recreation, public psychological health, and wellness resources;
- information about the KU ADA office and disability resources and child and elder care resources;
- calendar of and/or website link to KU identity group activities;
- information related to partner accommodations, if appropriate; and
- a description of the Kansas metropolitan area and other metropolitan areas within short driving distance, to include accessibility of residential and commercial retail districts and airports

Further, the members of the search committee should ask visiting job candidates if they would like an introduction to faculty, staff, and student organizations with whom they might share affinity or identity interests. Affinity groups may also include advisory board and professional associations. For those visitors who are interested, the search committee should include in the candidates' itineraries the active, structured involvement of members of such campus groups as the Asian/Asian-American, Black, Latinx, Native American, Sexuality and Gender Diversity faculty and staff councils, and the Faculty and Staff Council for Disability Inclusion.

After the campus visits, search committee members are expected to gather feedback from relevant members of the unit who met with the candidate. KU is required to collect all written

feedback in regards to search candidates including notes, survey assessments, and questions asked, etc. This all is recorded and kept for three years.

The search committee will then review data from all sources – application materials, phone interviews, on-campus interviews, feedback from constituents, and references – and, in concert with unit procedures, make a final recommendation to the Dean, Director, supervisor or other appropriate decision-making position. In the deliberation process, as in the other phases of the search, it is important that search committee members guard against permitting biases about candidates' background to influence decisions about who should receive the offer of appointment. The search committee also is responsible for not allowing speculative or unsubstantiated remarks, anonymous comments – or vague assessments about a candidate's "fit" – affect the search outcome. Search committee members should clearly be able to articulate why the top candidate was selected over all others interviewed. This explanation must be based on qualifications and not race, gender, disability or other social identity.

Pause Point 6: When necessary, the unit director, supervisor, chair, or administrator should be open to arranging a partner hire for a successful candidate whose appointment would contribute to diversifying the faculty and staff. As circumstances and resources allow, the unit also may pursue the second top-ranked candidate in the search, using a target of opportunity hire to further enrich faculty diversity. Additionally, deans should regard positively the possibility of diversity cluster hires within, and/or across, units, the college and schools.

Finally, after the completion or cancellation of a search, the search committee will be asked to complete a post-search assessment survey of the Handbook and related processes. Responses will be used to inform Handbook revisions and improve practices that center diversity and equity in our search and recruitment protocols.

In addition to the post-search assessment, the unit should notify all of those who participated in the search and recruitment process of the outcome and encourage each to communicate a welcome to the new hire that may include invitations to upcoming events, announcements about identity group activities and email distribution lists, and opportunities to learn more about transitioning into Lawrence and the KU community.

Meaningful Inclusion of Intersecting Identities

The steps and practices above are meant to be inclusive of minority and marginalized populations. However, they are not exhaustive of all that we can do take full advantage of opportunities to expand our hiring pools and select from the best talent. In Parts Two and Three of *The Handbook*, we identify steps and consideration that integrate the intersection and range of practices for the successful recruitment of minoritized and marginalized populations.

g. Inclusive Recruitment of Candidates with Disabilities

KU is committed to building a learning and work environment that is proactively inclusive of persons with disabilities. Unconscious biases may inhibit good intentions with regard to building diverse hiring pools representative of those in this category. It is important that we recognize that the strongest candidate pool is one that stretches across multiple demographic characteristics and abilities. Meaningful commitment demands that we reach beyond compliance with legal minimums. *Recruiting People with Disabilities,* part of a set of guidelines produced by the Faculty of Arts and Sciences Human Resource Department, Harvard University, provides a model for KU. Select sections of this document are available in Appendix A.

During the recruitment process, individuals are afforded the opportunity to request assistance during the application or interview through the ADA Resource Center for Equity and Accessibility at accessibility@ku.edu or 785-864-4946. If at any time a search committee has questions regarding outreach opportunities for job postings, or may want to conduct an assessment during the interview process, or has a reasonable accommodation request, contact HRM for information and guidance to ensure that all steps do not disadvantage any applicant throughout the search process. More information regarding the ADA, ADAAA or appropriate interviewing techniques reach out to employ@ku.edu.

Guidelines for Information Packets

When sending KU information packets to candidates, include materials pertaining to persons with disabilities in addition to those that inform and reflect our commitment to racial/ethnic minorities and women. Request images and materials from https://accessibility.ku.edu.

Departments and other units with websites are encouraged to include links to one or more of the following KU offices: ADA Resource Center for Equity and Accessibility at https://humanresources.ku.edu/accessibility-ada-education; Accessible KU at https://accessibility.ku.edu; Office of the Provost of Diversity and Equity at https://diversity.ku.edu; Office of Sexuality and Gender Diversity at http://sgd.ku.edu; Faculty and Staff Council for Persons with Disabilities (new Fall 2017) and other identity Faculty and Staff Councils (forthcoming: a website through which all KU Faculty and Staff identity councils can be accessed).

Demonstrate Community

Communicate opportunities to meet with identity-based Faculty and Staff Councils such as the Faculty and Staff Disabilities Council, which is inclusive of those with disabilities and allies. This opportunity should also include invitations to visit with members of other identity councils. Visit https://diversity.ku.edu/Staff_and_Faculty_Councils or contact diversity@ku.edu for more information.

h. Inclusive Recruitment of LGBTQ+ Candidates

KU is committed to building a learning and work environment that is open and inclusive of persons within the Lesbian, Gay, Bisexual, Trans, Queer+ community. Similar to other minoritized and marginalized populations, unconscious biases often inhibit good intentions with regard to building diverse hiring pools representative of those in this category. Given this, it is important to review and understand policies that were created to guide workplace decision-making and other behaviors. At KU, we are guided by the University of Kansas Non-Discrimination Policy which states the following:

> The University of Kansas must continuously address issues of diversity and multiculturalism. Every member of the university community is expected to engage in action that leads towards the development of a more democratic and inclusive

community. Proactive efforts towards increasing diversity and the elimination of discrimination are necessary in our university.

We recognize that compliance to policy is only a partial step toward a more inclusive campus climate. What follows are steps and practices that will amplify our attention to the complexities of diversity and enhance our ability to attract and retain members of LGBTQ+ communities.

Avoid Heterosexism in Conversation, Documents, and Job Descriptions

Do not presume all candidates are heterosexual, and avoid terms that assume heterosexuality such as "husband," "wife," or "spouse." Instead, use "partner" or "significant other." Remember, too, that it is illegal to inquire about a candidate's personal or intimate relationships, such as marriage, during a recruitment process. We recommend the use of gender neutral pronouns and avoiding any language that would precipitate unconscious bias.

Job Description

- Include the KU Nondiscrimination policy: http://policy.ku.edu/IOA/nondiscrimination.
- Ensure that non-discrimination statements on employment postings explicitly list "gender identity, gender expression, and sexual orientation" as KU protected classes.

Guidelines for Information Packets

Printed materials should reference diversity and promote as much as possible a positive climate for LGBTQ+ persons

- Integrated images should include a representation of the LGBTQ+ community among faculty, staff, and students. Images and communications should include reference to the Office of Sexuality and Gender Diversity, and the Center for Sexuality and Gender Diversity. Contact the Office of Diversity and Equity and/or the Office of Sexuality and Gender Diversity for images and materials to support recruitment.

- Include photos and resources from the Sexuality and Gender Diversity (SGD) website (https://sgd.ku.edu) in recruitment packet materials (SGD is currently revising and updating its website).

- Include current information about KU health insurance policy and partner benefits.

- When sending KU information packets to candidates, include materials pertaining to the campus's LGBTQ+ culture/climate, in addition to that of other minoritized and marginalized groups (e.g. persons with disabilities, women, and racial/ethnic minorities).

- Departments and other units with websites are encouraged to include a link either to the Office of the Provost Diversity and Equity website and/or the homepage for the Office of Sexuality and Gender Diversity. A link to the Sexuality and Gender Diversity Faculty and Staff Council website should also be included.

Present Safe Spaces

All faculty and staff who meet the necessary Safe Zone training criteria should be encouraged to post the Safe Zone card as evidence of the unit's commitment to LGBTQ+ communities and as an indication that candidates are safe to be themselves as they engage in the unit space during the campus visit.

Demonstrate Community

Communicate opportunities to meet with identity-based faculty and staff councils such as the Sexuality and Gender Diversity Faculty and Staff Council, if the candidate so chooses.

Appendix A: Additional Resources for Recruiting Candidates with Disabilities

Developed and published online by: Faculty of Arts and Sciences Department of Human Resources, Harvard University, full document available at http://hr.fas.harvard.edu/files/fas-hr/files/recruiting_people_with_disabilities_9.17.13.pdf "Recruiting People with Disabilities" (accessed November 10, 2017)

Selecting candidates for consideration: screening and interviewing. As you follow the general steps of selecting candidates for your open position, here are some tips to help include people with disabilities in your candidate pool and enhance your interviewing and selection process.

- Recruit an inclusive interview team. In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

- Ensure selective communication with, and equal opportunity for, all candidates. Contact the ADA Resource Center for Equity and Accessiblity office information on how to reasonably accommodate a candidate with a disability: See also the Toolkit sections on *Etiquette in interacting with people with disabilities* and *Interview accommodations for people with disabilities* (page 26).

- Use the screening process to *include* rather than exclude candidates, to avoid missing strong candidates. In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide.

- Avoid making assumptions about a candidate with disabilities ability to "feel comfortable" on your team or in the position. Focus first on the candidate's similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. Next, consider whether the candidate's differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts.

- Avoid prematurely labeling one or more of your candidates as the "most promising" until all candidates have been considered. is will help ensure that all qualified candidates receive equal consideration.

- Prepare yourself with answers for questions that candidates with disabilities are likely to ask. Job candidates with disabilities often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:

  - ✓ How many people with disabilities do you have in your department/the FAS?
  - ✓ What accommodations are available for people like me?
    How many people with disabilities are in middle and senior management positions?
  - ✓ How many of the people with disabilities are in professional or technical positions?
  - ✓ What are my chances for progressing/advancing my career here?
  - ✓ Do you have a formal mentoring program and/or career development programs for people with disabilities and other historically marginalized groups?
  - ✓ What does the KU do in terms of community outreach efforts to partner with a diversity of groups?
  - ✓ Do you have employee identity groups that focus on the needs of people with disabilities and other groups?
  - ✓ Are managers trained to communicate with and manage a diversity of employees, including those with disabilities?
  - ✓ What initiatives has the KU participated in regarding diversity?
  - ✓ Does the KU have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help persuade the candidate of your—and KU's—sincerity in welcoming diversity, including diversity of abilities. FAS Recruitment Services can help you to answer questions and offer information.

Prepare yourself by learning about the candidate's disability and its effects, should they identify as a person with disabilities. Before calling or meeting with a candidate who has a disability, you can gain an understanding of his or her situation by reading about the disability as it relates to the workplace. The website of the Job Accommodation Network (JAN), a program of the Once of Disability Employment Policy, U.S. Department of Labor, provides an A–Z overview of impairments http://askjan.org/media/atoz.htm (from Addison's Disease to Wheelchair Use), as well as accommodation ideas to help both you and the candidate feel comfortable.

Etiquette in interacting with people with disabilities

Many people worry about how to interact with people with disabilities, whether for fear of error, ignorance of how to communicate, or other reasons. The JAN website includes a highly readable pamphlet on Disability Etiquette in the Workplace http://askjan.org/topics/disetiq.htm which is useful at any time, but particularly when preparing to invite a disabled job candidate to come for an interview. The pamphlet offers tips on scheduling the interview, greeting the interviewee, and dealing with mobility, sensory, cognitive, and psychiatric impairments.

Interview accommodations for people with disabilities

Employers have an obligation to make reasonable accommodations to enable applicants with disabilities to participate in the interview process. Accommodations for interviews may include: an accessible interview location for people with mobility impairments, a sign language interpreter for a person who is deaf, a reader for a person who is visually impaired, and modified testing for a candidate with a disclosed disability. For more information about making the job interviews accessible, and to make arrangements for accessibility options, please contact the ADA Resource Center for Equity and Accessibility at accessibility@ku.edu, 785-864-4946.

Additional ideas may be found in JAN's A–Z overview of impairments http://askjan.org/media/atoz.htm and their respective accommodations, and in A Technical Assistance Manual on the Employment Provisions (Title I) of the Americans with Disabilities Act, Equal Employment Opportunity Commission, January 1992, at http://askjan.org/links/ADAtam1.html .

What medical or disability-related questions may be asked during job interviews? In general, under the Americans with Disabilities Act, employers cannot ask disability-related questions before an offer is made. This means that employers cannot directly ask whether an applicant has a disability. It also means that employers cannot ask questions that are closely related to disability. However, you may do a wide variety of things to evaluate whether an applicant is qualified for the job, including asking about his or her ability to perform specifically job functions, asking about non-medical qualifications and skills, and asking applicants to describe or demonstrate how they would perform job tasks. See Appendix E, *Guide to Legally Permissible Interview Questions and Discussions*, for some examples of permissible and impermissible pre-job offer questions.

APPENDIX B: JOB POSTING RESOURCES

Diversity Across Identities

Insight into Diversity (to which KU currently subscribes)

Diverse: Issues in Higher Education, a leading resource for the higher education community years. Faculty and non-faculty jobs at postsecondary institutions.

www.diversejobs.net

Nationwide job posting advertisements, network and database of professionals, and executive search firms.

 www.AcademicDiversitySearch.com

Inside Higher Ed Magazine reaches nearly 600,000 higher education professionals from every academic discipline and every administrative area. *Inside Higher Ed* reports the most diverse readership of any higher education publication 20% of the visitors to this site are minorities, 50% women.

www.InsideHigherEd.com

The Chronicle of Higher Education (to which KU currently subscribes)

www.ChronicleCareers.com

HigherEd Jobs (to which KU currently subscribes) This is the leading internet source for jobs and career information in academia.

www.HigherEdjobs.com

IM Diversity

www.imdiversity.com

Employ Diversity

www.employdiversity.com

Insight Into Diversity (to which KU currently subscribes)

http://www.insightintodiversity.com/

America's Job Exchange (to which KU currently subscribes)

www.americasjobexchange.com

Academic Keys (to which KU currently subscribes)
www.academicworks.com

KS Works (to which KU currently subscribes)
www.kansasworks.com/ada/r/

Persons with Disabilities, including Veterans with Disabilities

disABLED Person
http://www.disabledperson.com

GettingHired
http://www.gettinghired.com

Hire Disability Solutions
http://www.hireds.com

National Business & Disability Council
http://www.business-disability.com

abilityJOBS
https://abilityjobs.com/

Disaboom Jobs
http://www.disaboomjobs.com

One More Way
http://onemoreway.org

Disabled American Veterans
http://www.jofdav.com

Vet Success
http://www.vetsuccess.gov

Association of University Centers on Disabilities

www.aucd.org

Women, Including Underrepresented Racial and Ethnic Minority Women

The *Women in Higher Education*.
www.wihe.com

National Women's Studies Association
http://nwsa.org

The website of the Association of Black Women in Higher Education (ABWHE)
www.abwhe.org

Women in Science
www.awis.org

National Association for Female Executives
www.nafe.com

Women for Hire
www.womenforhire.com

Women Empowering Women for Indian Nations
http://www.wewin04.org

Underrepresented Racial and Ethnic Minorities

HBCU Connect. Largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU), online diversity resume databases and profiles that are less than 90 days old.
www.HBCUConnect.com

The Hispanic Outlook in Higher Education Magazine, information source and only Hispanic educational magazine for the higher education community.
www.hispanicoutlook.com

The Journal of Blacks in Higher Education, on-line only and major resource for job openings.
www.jbhe.com

Staff and faculty job openings:

www.BlacksinHigherEd.com

www.HispanicsinHigherEd.com

www.AsiansinHigherEd.com

www.hispanic-jobs.com

www.diversityinc.com

www.blackenterprise.com

www.hirediversity.com

www.latpro.com

www.diversityinc.com

National Association for Equal Opportunity in Higher Education, presidents and chancellors of black colleges and universities

www.nafeo.org

National Black Chamber of Commerce

www.nationalbcc.org

The Network of Indian Professionals, North America (NetIP NA)

www.na.netip.org

The Asian Chamber of Commerce

www.acccolorado.org

American Indian Graduate Center

www.aigcs.org

The Latino Professional Network

www.lpn.org

Society of Latino Engineers and Scientists
http://mymaes.org

American Indian Business Leaders
http://www.aibl.org

National Association of African Americans in Human Resources
http://www.naaahr.org

Association of Black Sociologists
http://associationofblacksociologists.org

Native American Disability Law Center, offers a clearinghouse of varied professional associations and offices that serve as resources for Native American persons with disabilities.
https://www.nativedisabilitylaw.org/resources

Native American Journalists Association
http://www.naja.com

*Native American Times A*n online news source focusing on news stories directly affecting Native populations.
https://www.nativetimes.com

American Indian Higher Education Consortium
http://www.aihec.org

National Association of Black Physicists
https://www.nsbp.org

Association for the Study of African American Life and History
https://asalh.org/

National Association of Hispanic Journalists
http://www.nahj.org

National Association of Asian American Professionals

www.naaap.org

National Association of Hispanic MBAs

www.nshmba.org

National Black MBA Association

www.nbmbaa.org

National Organization for the Professional Advancement of Black Chemists and Chemical Engineers www.nobcche.org

Association of Latino Professionals in Finance and Accounting (ALPFA)

www.alpfa.org

National Association of Asian MBAs

www.asianmba.org

National Association of Black Accountants

http://www.nabainc.org

Association of Latino Professionals in Finance and Accounting

http://www.alpfa.org

National Association of Hispanic MBAs

http://www.prospanica.org

LGBTQ+

LGBT in Higher Ed
www.LGBTinHigherEd.com

LGBT+ Pride in Foreign Affairs Agencies.
www.glifaa.org

Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals
http://www.lgbtcampus.org/job-listings

National LGBT Chamber of Commerce

https://nglcc.org

American Civil Liberties Union

https://www.aclu.org/issues/lgbt-rights?redirect=lgbt-rights

Workplace Diversity

http://workplacediversity.com/register-employer

Appendix C: Search Committee Diversity Advocates Guidelines and Expectations

Diversity Advocates provide search committees with committee leadership that is expected to center committee conversations around diversity and equity, as well as help committee members to be mindful of unconscious biases that may enter into search and hiring decisions. It is our goal that the Diversity Advocate will enhance the potential to build more diverse hiring pools and, consequently, a more representative faculty.

As part of this effort, the Office of the Provost asks that each academic unit highly encourage its department heads and school directors to identify a member of each faculty search committee to serve in an official capacity as the committee's Diversity Advocate.

What does a Diversity Advocate do?

While all faculty search committee members are expected to be supportive of efforts to recruit a more representative faculty, the Diversity Advocate will receive a leadership role on the committee, professional development certification, and is charged with the following:

1) Service as the vocal advocate for steps and best practices outlined in the Excellence in Diversity Handbook and trainings.
2) Provide as primary liaison between the committee and appropriate offices when questions or concerns about diversity and equity related search and recruitment processes arise from the committee and/or in general
3) Serve as the facilitator for discussions related to strategies for developing a diverse pool that could lead to attracting and hiring underrepresented populations
4) Keep the issues of unconscious bias, underrepresentation, and equity at the center of discussion at each phase of the decision-making process
5) Provide feedback on the process to the Office of Diversity and Equity following the completion of the search.

What do I need to do to become a Diversity Advocate?

Any faculty member can participate in the professional development for Diversity Advocate Certification. However, we ask that only associate professors or above perform this level of service.

1. The Diversity Advocate must minimally hold the rank of associate professor. The advocate may serve as a full voting committee member of the committee or, if selected from outside of the unit, may be appointed to serve as an "advocate only" with no voting privileges but full participation in each step of the committee search process and access to candidate materials.
2. Completion of on-line Diversityedu.com training (60 minutes)
3. Completion of on-line Diversityedu.com Search Committee Training (60 minutes)
4. Submission of name to the Office of Diversity and Equity, Office of the Provost (diversity@ku.edu)
5. Commitment to centering the committee's consideration of diversity, equity, and inclusion throughout the search process and working with the Dean and, if appropriate, the Office of Diversity and Equity when questions and clarifications regarding the search and recruitment process arise.

Certification will remain on file with the Office of Diversity and Equity, Office of the Provost. Re-certification is expected at least every three years as related professional development resources are updated.

Additional Resources for Further Learning

University of Oregon

https://facultyhiring.uoregon.edu/special-concerns/

Jerry Kang, Professor

School of Law and Vice Chancellor for Equity, Diversity and Inclusion, UCLA

https://www.youtube.com/watch?v=9VGbwNI6Ssk

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[i] The language of diversity, equity, inclusion, and identities is evolving as scholarship becomes more nuanced and as social and economically marginalized populations are more fully defined. We reference that body of work to describe minoritized as the "objective outcome experienced by 'minority' racial-ethnic groups of the exclusionary practices of more dominant groups resulting from historical and contemporary racism," (671). Chase, Megan, Alicia C. Dowd, Loni Bodoloi Pazich, and Estela Mara Bensimon. 2014. "Transfer Equity for 'Minoritized' Students: A Critical Policy Analysis of Seven States," Educational Policy Vol. 28(5): 669– 717. The College recognizes the intersections of race, gender, class, sexuality, abilities, and other marginalized identities, Gillborn, David. 2005. "Education policy as an act of white supremacy: whiteness, critical race theory and education reform," Journal of Education Policy, 20(4): 485–505. We further understand that "minoritized" is a concept that references [historical] "underrepresentation and subordination in U.S. social institutions, including colleges and universities," (9). Harper, Shaun, R. 2012. "Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms," The Review of Higher Education, 36(1): 9-29.
This note was adapted from "Taking Leadership in Who and What Matters" Hamer, J. and Lejuez C., College of Liberal Arts and Sciences, University of Kansas, 2016
(http://deancollege.drupal.ku.edu/sites/equity.drupal.ku.edu/files/docs/COLLEGE%20DEI%20PLAN%20Book.pdf)
.
Marginalized populations are those groups that have, through social processes, been relegated to lower statuses or the margins of mainstream cultural, political, social, and economic life through policies and practices, for example those with disabilities, gender and sexuality nonconforming, and historically underrepresented racial ethnic minorities in the U.S.

[ii] We acknowledge that part of the underrepresentation at KU may be linked to reporting or employee willingness or unwillingness to disclose their disability.

[iii] The demographic category "Asian" is not considered or counted as part of the underrepresented racial/ethnic minority data, though we recognize that in terms of racial/ethnic microaggressions and other discriminatory behavior, they are among the marginalized populations. One hundred twenty-three (123) faculty, librarians, and faculty-administrators identified as Asian in 2016, four of whom were faculty administrators. One-hundred twenty (120) unclassified academic/professional staff and university support staff identified as Asian in this time period.

[iv] Completion of diversity, equity, and inclusion professional development is not an expectation in the pilot year. Information Technology is currently installing the on-line diversity, equity, and inclusion professional development for all faculty and staff use. The professional development training will offer faculty and staff base-line knowledge. Units will receive an announcement when this resource is accessible and, at that time, may choose to employ it. We welcome feedback at anytime. Other potential materials to consider include
https://www.engr.washington.edu/lead/biasfilm/; https://www.youtube.com/watch?v=Q0ne13lv8hE); and Interrupting Bias in the Hiring Process, https://vimeo.com/32925869. The Office of Diversity and Equity is currently in the process of identifying learning modules for faculty and staff diversity, equity, and inclusion professional development broadly and specific to the hiring process.

[v] The Office of Diversity and Equity is currently developing a "tool-kit" that will be required of DEI Advocates and will recommend that units encourage each of its faculty and staff to prepare for the potential to serve in this capacity. [vi] The recommendation of the committee is that KU HRM require an assessment rubric to be submitted with each job description. The Office of D&E will work with KU HRM to develop this part of the process for faculty and staff searches.