



A Guide to  
Best Practices in Recruitment and Selection

**Enriching Diversity**  
Exemplifying Excellence

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**The Association of Universities for Research in Astronomy (AURA) operates astronomical observatories on behalf of the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA). AURA's Centers include the National Optical Astronomy Observatory (NOAO), National Solar Observatory (NSO), Gemini Observatory, and Space Telescope Science Institute (STScI). AURA, and its Centers, are Equal Employment Opportunity, Affirmative Action employers pledged to developing and sustaining a diverse workforce. We believe this diverse workforce contributes best to the achievement of excellence in both AURA and its Centers and the scientific community as a whole.**

## **Introduction**

This Guide is intended for use by individual hiring managers as well as selection committee chairs and their members. The first section of this Guide identifies best practices in recruitment and selection designed to achieve not only AURA's goals of employing the most talented professionals, but also its commitment to achieving and sustaining a diverse workforce, particularly one that includes women, underrepresented minorities, veterans and the disabled. Included in the Appendices are additional resources including sample forms, listings of research and readings, programs addressing unconscious bias, a comprehensive list of sample interview questions, as well as AURA recruitment and diversity policies. Although focused on the recruitment process, many of the practices described in this Guide, particularly those aimed at mitigating the impacts of bias, are important in evaluations of individuals for promotion and tenure within AURA. A quick reference list for best practices is included in Appendix 1.

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## **AURA Broadening Participation**

### **POLICY AND STATEMENT OF COMMITMENT**

As a leader in the astronomical community, AURA believes that it bears a responsibility to that community to develop and support outreach and educational programs which will not only advance our organizational commitment to diversity, but broaden participation and encourage the advancement of diversity throughout the astronomical scientific workforce.

AURA is deeply committed to the human resources that support our mission to advance astronomy and related sciences and is deeply invested in continually developing and improving its policies and practices for the purpose of providing a welcoming and fruitful work environment for all employees. AURA believes that a diverse workforce, particularly one that includes women and individuals from underrepresented minority and the disabled groups, contributes best to the achievement of excellence in both our organization and the scientific community as a whole.

All AURA staff bear responsibility for developing and fostering a diverse and inclusive work place. For upper-level employees, this responsibility shall be specifically identified in their individual job descriptions, and their success in meeting this responsibility shall be specifically evaluated in their performance evaluations.

AURA's recruiting and hiring practices are designed to attract a broadly diverse pool of candidates including applicants from underrepresented groups. When a vacancy occurs, AURA will hire the most qualified person from among the fully qualified applicants meeting AURA's goals and clearly defined program needs while endeavoring to develop and maintain a diverse work force where women, underrepresented minority and disabled staff are proportionately represented as compared to the available workforce.

See Appendix 2 for AURA Policies and Procedures regarding Employment and Assignment as well as Equal Employment Opportunity and Affirmative Action can be found in Appendix 2. The AURA Strategic Action plan for Broadening Participation can be found at:

[http://www.aura-astronomy.org/diversity/documents/Action plan for broadening participation final June 1 Version 2.pdf](http://www.aura-astronomy.org/diversity/documents/Action%20plan%20for%20broadening%20participation%20final%20June%201%20Version%202.pdf)

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## Understanding Unconscious Bias

This Guide is designed to highlight best practices in recruitment and selection, not only to ensure that we are able to find the right candidate, but also to make certain that our recruitment and selection processes are free from error and bias. Over the past 50+ years, U.S. anti-discrimination laws have addressed the impact of conscious bias on employment. However, some types of bias remain. Unconscious, unintentional or unexamined bias continues to hamper our ability to achieve our goal for a diverse workforce.

When we are put in the position of evaluating others, we like to think that we will handle that responsibility professionally and objectively -- that we will judge people based solely on their credentials and achievements. However, each of us brings a lifetime of experience and cultural history that shapes our evaluation process. These experiences and cultural histories create in us certain schemas or non-conscious hypotheses (expectations or stereotypes) that allow efficient, if sometimes inaccurate, processing of information. They are unintentional, automatic and outside of our awareness. Our schemas can even conflict with our conscious or "explicit" attitudes. Schemas influence our judgments of others. We perceive and treat people based on the schemas we hold regarding their physical or social categories.

Unconscious bias results from the schemas that exist in our understanding. Unconscious bias affects us all, regardless of gender, race, sexual orientation, disability, etc. Research shows us (see Appendices 3-6) that a significant limiting factor in our recruitment and selection processes and our desire to achieve a more diverse workforce may well be our inability to acknowledge the existence and impact of unconscious biases.

The good news is that our schemas can change based on experience or exposure to new information.

### **Unconscious Bias and Diversity**

Diversity goals are intended to make difference acceptable and desirable and to reverse patterns of discrimination which have resulted in underrepresentation, particularly of women and minority groups, in many of the disciplines we employ. We need diversity in such things as gender, race, discipline, outlook, cognitive style, life experience and personality to offer the breadth of ideas that lead to an effective workforce capable of achieving excellence in astronomical science.

To set diversity as a goal in recruitment, we must often overcome traditional misconceptions. Seeking diversity does not mean that requirements for excellence and qualification will be compromised. Seeking diversity does not mean that we will not hire the best. Seeking diversity does not mean that candidates who are women or members of underrepresented groups will receive undue preferential treatment or that opportunities for white males will be limited. Women and minority candidates wish to be evaluated for positions on the basis of their credentials. They will not appreciate subtle or overt indications that they are being valued on other characteristics, such as their gender or race. Women candidates and candidates of color already realize that their gender or race may be a factor in your considerations.

Unconscious bias is an impediment to achieving broader participation of individuals from all backgrounds in our workplace. Studies show that unconscious bias affects the evaluation of CVs and resumes, job credentials, applications, and letters of recommendation. If the use of and impact of bias is not acknowledged and addressed, the processes for recruitment, selection and advancement can be flawed, resulting in some candidates being underestimated and/or disadvantaged unfairly, while others are inadvertently advantaged. Despite good intentions, outcomes are skewed and then used, inappropriately, to justify a status quo that has historically excluded many talented and well-qualified individuals. This self-reinforcing cycle can make historical outcomes of who applies for positions, gets positions and progresses in positions seem “natural” or expected.

It is our responsibility to break the cycle. Hiring managers and selection committees must strive to institute processes to proactively address issues related to unconscious bias and overcome common objections to setting diversifying the workforce as a goal of the recruitment process. The practices described in this Guide were selected for their impact on ensuring not only a consistent and legal process, but also mitigating the impacts of unconscious bias. They allow for an objective and fair process that provides the maximum opportunity for creating an optimally diverse workforce while ensuring that we have selected the best qualified candidate.

**Seeking diversity means maximizing the organization’s opportunity to hire the very best.**

***AURA has created a workshop on understanding unconscious bias. Contact your Human Resources representative about participating.***

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## **The Recruiting Process Overview**

AURA and its Centers have specific processes for staffing approvals, interviewing, evaluation, travel, etc. in connection with hiring candidates. As Affirmative Action employers, we are subject to specific requirements throughout the recruitment and selection process. Check with your Human Resources Department prior to initiating any recruitment to ensure that you are aware of and in compliance with all requirements.

### **Start Up and Approval**

Before any recruitment is undertaken, it is necessary that the position be clearly identified and an appropriate job description be created and approved. The job description defines the needs and essential duties of the position. The job description provides the basis for identifying the minimum requirements for potential candidates and establishing consistent, job-related, and fair criteria for evaluating the suitability of candidates.

### **Initial Recruitment Briefing**

When an approval to recruit has been given, a recruitment briefing should be scheduled by the Hiring Manager with a representative of the Center's Human Resources Team. In all instances hereafter, the term Hiring Manager will refer to individuals responsible for recruitment and selection, whether individual managers, or selection committee (Chairs and its members).

If a selection committee is to be used for the selection process, the composition of the committee should be reviewed by the Chair and other key stakeholders to ensure that there is representative participation by a diverse set of individuals (field, stage of career, gender, race, etc.) in order to provide an optimal environment for evaluation of all candidates. For certain senior level positions, as established by AURA policy, diverse membership is required, even if diversity must be achieved by including outside members on the selection committee.

It is recommended that the Chair and committee members meet **prior to the recruitment briefing** to define the requirements listed below.

The initial recruitment briefing is a key step in the process, critical for setting the stage for a fair process that will successfully achieve the organization's needs for the position, to ensure a fair process and to broaden participation. The objective of the recruitment briefing is to:

- Understand the background behind the recruitment.

- Define the position requirements, both functional and behavioral, necessary for an individual to succeed in the position as well as the expectation of how the position will fit into the organization's/team's needs.
- Set diversity objectives.
- Identify key selection criteria and position requirements (including behaviors essential for a successful job fit). Criteria should be specifically related to the position and needs of the organization, including the need to broaden participation.
- Determine the approach for gathering a broad pool of applicants, including the development of the advertisement and its placement and any other recruitment techniques that may be used.
- Ensure that all participants in the process are briefed on effective recruitment procedures as well as managing unconscious bias.
- Determine the selection process (interview process, decision makers, candidate evaluation, etc.).
- Define the applicant screening process.
- Agree to timelines

When setting selection criteria:

- Explicitly define how applications/candidates will be evaluated against those criteria in order to limit ambiguity, aid in the most consistent and objective evaluation of candidates, and achieve the optimal match of the candidates' abilities to the needs of the position and organization, or "fit".
- Utilize criteria that are specifically related to the requirements of the position.
- Ensure that the requirements are broad enough that they do not needlessly limit the pool of applicants.
- Define required versus preferred criteria.
- Re-examine traditional criteria for impact of bias.
- Determine a strategy for addressing potential bias risks at any stage of the selection process.
- Validate that hiring criteria are clearly understood and accepted by everyone involved in the hiring process.

**A representative of the human resources department should be a part of or work closely with all selection committees.** This is to ensure that appropriate processes are followed, that proper attention to broadening participation is addressed, record requirements under EEO/AA are met, and that all requirements for fair employment are achieved.

### **Developing the Advertisement**

The advertisement for the position should contain certain key elements including:

- A brief statement promoting the organization
- Type of position sought, general duties and an idea where the position fits in the organization
- Required essential skills and abilities. Preferred or "elective" criteria should be minimalized and clearly identified as preferred.
- Any deadlines for application submission
- Method of application
- Direct solicitation of under-represented groups

- Statement that AURA is a Equal Opportunity/Affirmative Action Employer (EEO/AA F/M/V/D)

Once the advertisement is drafted, the content and language should be evaluated to ensure that it does not unfairly restrict applicants or perpetuate bias.

### **Candidate Sourcing**

The candidate sourcing process (soliciting applicants) is one of the key contributors to improving diversity as well as finding and hiring the best candidate. By ensuring a broadly diverse candidate pool, the opportunity of hiring diverse candidates is significantly improved.

Following the briefing discussion, the Human Resources Representative will advertise the position with appropriate print and on-line media. It is necessary to consciously strive to build a diverse pool of candidates, as it may not happen by simply advertising open positions in the traditional publications. This will often result only in a homogeneous applicant pool of traditional candidates. It is also important to know the workforce demographics. This will help determine strategies that may need to be used to ensure a diverse and qualified applicant pool.

In order to maximize our ability to broaden our applicant pools, we need to go beyond exploring simply where we might find the best scientist or engineer. We need to restructure the question to determine where we might find the best female scientist, African-American engineer, etc. In an article in the New York Times<sup>1</sup>, Virginia Postrel discusses utilizing consumer product marketing techniques as a strategy for improving outcomes for diversity in recruitment and selection. She discusses in the article has specific application to our desire to broaden our applicant pools. She reviews how consumers select products, such as yogurt. If yogurt is presented by brand, consumers will tend to select all flavors of yogurt only from that brand. If, however, yogurt is presented by flavor, consumers are more likely to select from a variety of brands. One of our objectives in the sourcing process is to select the best brands from all the flavors available. "The goal is not to meet numerical targets but to make the final selection from a broad enough sample to ensure not only fairness but quality."

The Human Resources Representative and Hiring Manager should look for ways to publicize and promote the position in a manner that will bring it to the attention of qualified women and minority candidates.

Targeted advertising to sources of diverse candidates, re-evaluating advertising for its impact on diverse audiences, personal networking, contacting key universities/ associations, etc. can help broaden the pool of candidates. The Hiring Manager, selection committee members and colleagues in similar positions in the organization can be involved in directly networking candidates to improve the diversity of the applicant pool. View this task as a process of generating a pool of candidates rather than merely tapping it. The Human Resources Representative will maintain data on activities and candidates sourced.

The composition of the applicant pools will be monitored by the Human Resources Representative to ensure the applicants reflect the best possible results from AURA's commitment to broadening participation.

For additional information building a diverse applicant pool see Appendix 8.

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<sup>1</sup> Postrel, Virginia. 2003 Economic Scene: The lessons of the grocery shelf also have something to say about affirmative action. New York Times.

## **Application Process**

All candidates will be instructed as to the method for applying for open positions and generally are referred to the Center's online application system available for each AURA Center. Due to Affirmative Action requirements, candidates must comply with the established method of application for the position in order to be considered.

## **Selection Process**

The Human Resources Representative will manage and track incoming resumes within the applicant tracking system. The Human Resources Representative and/or Hiring Manager may pre-screen initial candidates against the pre-established minimum criteria. Criteria must be applied consistently.

Following feedback from the initial screening process, the Hiring Manager will determine the short list of candidates to request for additional interviews. A strategy for broadening the short list may be to compile multiple short lists screened against key criteria or creating "long" short lists which may be subject to additional discussion and screening.

Short lists of candidates identified to proceed in the selection process should reflect a similar demographic composition to that of the applicant pool and/or available workforce. The Human Resources Representative will have access to information regarding the composition of the applicant pool and can provide input regarding the composition of the short list(s). If short lists do not adequately reflect the demographics of the applicant pool, the Human Resources Representative and Hiring Manager will review and determine if any adjustments in recruitment, candidate sourcing, outreach, selection criteria, evaluation, etc. need to be made prior to proceeding further with the selection process.

The Human Resources Representative will establish contact with the qualified applicant(s) and coordinate a preliminary screening interview or the interviewing process (as may be the case with scientific recruitment) with the Hiring Manager or designated interviewer(s). The Human Resources Representative will also brief the interviewers and provide any training and coaching where necessary.

The Human Resources Representative will work with candidates to schedule the interviews and make travel arrangements, if required. The Human Resources Representative will brief the candidates regarding any possible relocation support and benefits and will ensure that salary expectations are aligned with the budget set for the position.

If there are no qualified applicants for the short list, additional candidates may be reviewed and/or further sourcing of candidates will take place. The Human Resources Representative will, at all times, be in close communication with the Hiring Manager, reviewing or adjusting the process to ensure that appropriate candidates are being successfully sourced. If it is not possible to source candidates, the Human Resources Representative will work with the Hiring Manager to review the requirements of the open position to determine if other options may be available, e.g. change in position definition, change in position level, reassignment of existing staff, etc.

Once the interviewing process is complete, interviewers should provide feedback to the Human Resources Representative, Committee Chair and/or designee (an option may be to have an independent third party

summarize results from multiple interviewers). If the Hiring Manager recommends hiring one of the candidates, generally, the Human Resources Representative will perform reference checks. Subject to satisfactory references, the Human Resources Manager will then complete any Center-defined process to obtain final hiring approval and draft the offer to the candidate. Unless otherwise designated, Human Resources is responsible for conveying all offers of employment. Human Resources will send offer letters as well as letters of regret to all unsuccessful candidates.

In the event there is no preferred candidate selected or hired, the Human Resources Representative will, in conjunction with the Hiring Manager, restart the recruiting process.

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## The Interviewing Process

### Preparing for the interview

#### 1. Review the Job Requirements

Review the job requirements and/or job description to prepare for the interview to ensure familiarity with the essential duties and requirements of the position. It may be advisable to discuss the opening with others who may have input to offer. Draw the line on the basis of job-related needs. Develop a list of which requirements are a priority and/or essential (minimum requirements), as well as a list of flexible requirements that are "preferred" skills, experience and qualifications. Be certain that all interviewers are familiar with the criteria established at the beginning of the search. It is unusual for a candidate to be a 100% fit to all requirements. It is important to know exactly what is required of the candidate in order to structure questions and judge the qualifications of the applicant.

#### 2. Review the Application/CV

Examine the applicant's résumé or completed application/CV carefully. Look for relevant experience, achievements, steadiness in past employment, gaps in work history, and stated reasons for leaving previous jobs. Keep in mind the inflexible or minimum requirements. As you review the résumé, consider the "preferred" list of qualifications as well.

#### 3. Plan for the Interview

Know the purpose of the interview and plan accordingly. Ensure all interviewers have been briefed on interviewing techniques, managing the interview, controlling for bias, etc. Know which questions you plan to ask of all candidates. Give thought to the applicant's individual experience and qualifications. (See Appendix 6) Also, remember what not to ask. (See page 21)

#### 4. **Ensure Privacy and Comfortable Setting for the Interview**

Keep the interview as free of interruptions as possible. Telephone calls should be held for the duration of the interview. Scheduling interviews for late in the day may cause you to reduce the length of the interview and may come after a hard day, when both applicant and interviewer(s) are worn down. The most information will be gained from the interview if the interviewee feels at ease. Be cognizant of the stress placed on candidates who may be subject to multiple interviews or group/panel interviews. These increase the candidate's stress and can compromise success in the interview process. Try to keep group interviews small to allow for more conversation. More than three interviewers participating in a group/panel interview at one time can be intimidating or overwhelming for a candidate. Roles should be identified up front and conveyed to the candidate.

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## Telephone Interviews

The notes below provide insight into how to conduct an effective telephone interview for a committee/group. These guidelines can be adopted for individual telephone screening as well. It can be important to note that when choosing to conduct an interview by phone, the interviewers should take into account whether phone screening may or may not be the optimal technique for the candidates. Some candidates can be more nervous as they struggle in telephone interviews because the interview lacks many of the non-verbal cues of in-person interviews.

### PHONE INTERVIEW PROCEDURES

1. Call the candidate, introduce yourself and outline the framework for the interview.
2. The lead interviewer should introduce the other interviewers. After introducing the other interviewers the lead interviewer should then explain the interview procedures:
  - a. We have a set number of standard questions we will ask you; various interviewers may also have follow up questions in response to your answers.
  - b. After we have asked you the questions, we will give you a chance to ask us any questions you may have. If questions come up during the interview, we ask that you make a note of them and save them until the end of the interview.
  - c. We expect the whole process to last about an hour so please keep this in mind when answering questions.
3. Interviewers ask questions in turn by pre-determined assignment. The lead interviewer should manage the time and flow of the interview.

4. Follow up questions: after the candidate answers the standard questions, the lead interviewer will ask the interview team if anyone has any follow up questions. After all interview team questions have been asked, the candidate is given a chance to ask questions.
5. After all the candidate's questions have been answered, the lead interviewer will thank the candidate for their time and let the candidate know whether other candidates are being interviewed and when the interviewers expect to get back to them. If the candidate has questions in the meantime or wants to follow up on the status of the position, they should contact the Human Resources Representative who is a part of the selection committee. The Human Resources Representative will direct the question to the proper individual for response.
6. The lead interviewer will end the call and submit a final report outlining the interview committee's recommendation or will determine directly the candidates to be shortlisted for onsite interview.

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## On-site interviews

If the candidate will be meeting with a number of individuals for interviews during a visit, be sure to provide the candidate with the schedule and who will be coordinating the movement from interview to interview. Make sure that the candidate has time for adequate breaks during the visit. Also, in the case of multiple interviews, it is important to have different interviewers focus on specific areas to avoid redundancy in questions. The following are basic guidelines and best practices.

### 2. The Introduction

Select a location for the interview that is private and quiet. Interruptions and distractions should be eliminated, if at all possible. Greet the candidate by identifying yourself by name and title as well as your role in the interview process. Attempt to establish a rapport with the candidate immediately by greeting them warmly and offering small talk to begin. Opening with more general conversation helps put the candidate, who may be tense and anxious, at ease. Select some item of common interest from the resume/application to start the conversation or begin with a general question requesting that the candidate tell you about themselves. The answer to this question, because it is so open-ended, may provide insights into the candidate's priorities or orientation to the position and help with questions later in the interview.

If, at any time in the interview, the candidate chooses to include non-job related and/or personal information, gently steer them back to job-related topics.

At the outset of the interview, provide a general overview of the position you are seeking to fill. Resist the urge to start the interview by describing the position requirements and organization in detail. This practice often leads to the interviewer dominating the conversation and also providing the candidate with an invitation to tell you what you want to hear instead of describing him/herself objectively.

### 3. Explore the Work History

Starting with the most recent job, use open-ended questions (how, when, why) to elicit the most information. Ask about likes and dislikes concerning the job. You can then go on to cover such areas as:

- Level and complexity of work
- Research interests, collaborations, publications (for research staff if not already provided with CV)
- Extent of responsibility and level of progression
- Effectiveness, accomplishments and achievements
- Job stability and reasons for leaving previous jobs

### 4. Examine the Educational Background

- How does the candidate stay current?
- When was the last seminar/conference/class they attended?
- For other than research staff positions, are their educational credentials consistent with the requirements of the job?

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## Interviewing Techniques

While the applicant is doing most of the talking, the interviewer is discreetly controlling the direction of the communication. Questioning is a vital part of the interview, as it allows the interviewer(s) the opportunity to explore the candidate's level of job experience, stability, technical skills, educational and professional qualifications as well as interpersonal skills. Equivalent information should be gathered from all candidates so that they can be evaluated with the same criteria. Areas of interest for the interview and questions should, to the extent possible, be identified and documented up front. The following offers more in-depth interviewing suggestions.

#### ▪ Watch Body Language

Just as you are evaluating the candidate's words, gestures, facial expression, hesitations, and reactions, the candidate is evaluating you as well. Projecting warmth and trust puts the candidate at ease and generally allows for a more honest interview. However, you should control emotions and reactions to the candidate's comments.

#### ▪ Pay Attention and Do Not Interrupt

Listen carefully and do not interrupt, except with encouraging interjections such as, "Uh-huh," "I see," or "Yes,". Do not let your attention wander; you may miss something important.

### ▪ Follow the Little Threads

By paying close attention to the comments made by the candidate, you can often pick up clues that give you opportunities to explore attitudes, skills and work history in more depth. It is very important to remain attuned to these small openings in the conversation. "You mentioned XXX, (ask the rest of the question as appropriate.)" "Tell me about yourself." or "What skills do you think you bring to this job?" are always good, open-ended questions.

### ▪ Ask Follow-Up Questions Requiring Elaboration

If a job candidate makes a statement that is unclear, is lacking in specifics, doesn't adequately cover the topic or is too simple an answer, ask him/her to elaborate. Some standard phrases you can use to get a candidate to elaborate:

- Could you tell me about that?
- Could you explain that in more detail?
- I would like to hear more about that.
- Could you give me an example of that?
- Perhaps you can clarify that for me?

### ▪ Get the Candidate to Clarify Inconsistencies

Inconsistencies can result from what you know about the applicant or other information you may know about his/her previous employers, etc. before the interview. They can also occur in information given during the interview itself. The candidate may say one thing in one part of the interview and say something else, possibly contradictory, in another part. Point it out to them up front and ask the applicant to explain. If handled properly, asked without threat or irritation, questions will indicate to the candidate that you have done your homework, you are careful about detail and you are sincerely interested in the candidate. In that way, you may gain the candidate's greater respect for your thoroughness and interviewing skills -- and also gain the information you need to resolve the inconsistencies.

### ▪ Postpone Threatening Questions

A threatening question might involve asking about a time gap in the work/school record, a suspected discharge, or indications of poor relationships with the boss or co-workers. When you must ask a possibly threatening question, leave it for the end of the interview, so the rapport will not be broken.

### ▪ Repeat Questions Not Satisfactorily Answered Earlier

If you believe some of the questions asked earlier were answered evasively or superficially, repeat them later in the interview. Also, if you suspect an applicant may have been withholding information and further probing has made the applicant more evasive, do not persist in the line of questioning. Rather, reserve your questions until later in the interview when the applicant may be more comfortable in responding to these questions.

### ▪ Request Specific Examples

When asking general questions about the applicant, ("What are your strengths? Weaknesses?"), gravitate toward specifics: "You say you're a perfectionist. Could you give me a specific example on the job?" "How were you able to demonstrate teamwork in your last position?" This will help to base the hiring decision on the concrete rather than the abstract.

### ▪ Explore Work Attitudes, Values, Feelings

Questions like, "What motivates you to be successful?" can get the kind of gut reactions indicative of the applicant's character, judgment and values. These questions allow you to assess the job candidate's disposition toward work, society, and his/her relationship to both. Continually consider the candidate's fit with the position and organization through listening to the candidate's responses and evaluating if they would be able to operate successfully within the work environment.

### ▪ Let Silence Take Its Course

"Filling the void with words" is too common a practice among interviewers. Give the candidate an opportunity to pause and think. Silence can play a vital role in interviewing applicants. The pause has a way of allowing useful information to be shared. Occasionally allowing a reasonable amount of silence during an interview will help you achieve the desirable atmosphere for a candidate to speak more freely about difficult issues. However, prolonging breaks in conversation for the purpose of drawing an applicant out of his or her shell can be perceived as intimidation and can easily create a stressful interview. If you sense the candidate is becoming anxious, you can easily relieve the tension by asking another question that can be answered without hesitation or difficulty.

### ▪ Taking Notes

It can be desirable to take notes in the interview to ensure you capture relevant information specific to the candidate. However, it can be distracting and unsettling to the candidate, so keep notes brief – just enough to remember the key information. Let the applicant know you will be taking a few notes as you talk together. This communicates to the applicant that you are serious about gathering as much information as possible on his/her skill level and suitability for the job. Your notes can be very helpful in assessing the individual applicants and in discussions with others who interviewed the same candidates. It is a good idea to keep notes as documentation if you are asked later why you did or did not hire someone. Do not use a computer for note taking in the interview as it will take attention away from the candidate.

Keep your notes separate from the application. Refrain from writing any notes on the application itself, except to note the name of the person doing the interviewing and the date of the interview.

### ▪ Allow the Applicant Time to Ask Questions

The interview is a time for each party to assess the other. The potential candidate may have questions for you to address. Be as straightforward with the candidate as possible. While openness is desirable, it must be tempered with appropriateness and tact. It is not seemly to "air the dirty laundry" or to discuss former employees whose performance may have been inadequate. Many times, the kinds of questions asked reflect the quality of the candidate and should be part of the overall evaluation of the candidate's qualifications.

## ▪ Allow the Applicant an Opportunity to Say More

Sometimes even the best interviewer will not give the applicant an adequate chance to tell about him/herself. Ask, "What would you like me to know that we have not touched on?" "Is there anything you want me to know that you believe is important for me to know?" "Have we missed anything?" "Is there anything more you would like to ask/say?" Ask if you have fully answered all of their questions.

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## Questioning Techniques: Exploring Skills, Behaviors and Attitudes Essential for Success.

If you listen carefully while interviewing, candidates will give you many different clues to their personality and style of working. These characteristics are significant because a key factor in achieving optimal success in the fit of a candidate to a position's requirements is identifying in the candidate behavioral and attitudinal factors that have been demonstrated as leading to successful performance in the job. These are often identified by evaluating successful incumbents, understanding the demands of the function, evaluating requirements for interpersonal interaction, communication, etc. To gain an understanding of the candidate's abilities, questions are directed at having the candidate describe how they have handled specific situations in the past that would require the identified skills. Past performance is a predictor of future performance. Recruitment selection is an exercise in the three dimensions of time -- managing the interview well (the present), learning about the candidate's education and experience (the past) which will predict the chances for the candidate's success (the future.)

Examples of questions intended to elicit insight into behaviors and attitudes are as follows. A more comprehensive list of questions is available in the Appendix 6.

### Work Patterns

- Tell me about your work history.
  - How did you happen to get the job?
  - I'd be interested in knowing about the kinds of work you did.
  - Would you explain your reason(s) for leaving?
  - What have you been doing since \_\_\_\_? (When there are gaps.)
- Tell me more about what you found disappointing or frustrating in your work.
  - Would you explain why?
- What would your employer/manager tell me about compliments/criticisms made of your work?
- I'd be interested in knowing what is most important to you in a job.
  - Would you explain what you like least about in a job?
  - What do you mean by that?
- Tell me about your usual reaction to being called out for doing something wrong.
- If you were in a position to make changes on your previous jobs, tell me what you would have done.

- Have you had a formal, written performance appraisal in the last year?
  - What did the appraisal cover?
  - What accomplishments were noted?
  - What improvements were discussed?
  - Did you feel the performance appraisal was fair?

#### **Educational Pattern (more significant for entry level candidates)**

- Tell me about your scholastic performance in college/high school.
  - Did you participate in extracurricular activities? Which ones?
- What were your favorite subjects? Did you do well in those subjects?
  - What were your least favorite subjects? How did you do in those subjects?

#### **Ambitions**

- What are your long-range goals?
  - What do you want to be doing in five years? Ten years?
- What prompted you to apply for this position?
- How did your previous employment fit in with your career goals?
- Which skills do you feel are most important to a \_\_\_\_\_? (position)

#### **Analytical and Thinking Skills**

- If you were to find a problem with XXX, how would you go about solving it?
- Have you ever had any experience doing XXX? Explain.
- Tell me about the most significant technical problem you have had to tackle.

***More behaviorally-oriented interview question examples are provided in the Appendix 6.***

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## **Concluding the interview**

Ensure that the candidate has a clear understanding of:

- The job
- Job responsibilities and requirements
- Schedule for hiring the person for the position

If there is interest in the applicant, ask if the candidate has any questions about the position and/or the organization. Be prepared at this time to provide an overview of the position, its contribution to the organization, the organization itself and what advantages/opportunities the organization may present for the candidate. Conclude the interview process by asking if the applicant has any job-related concerns, e.g. need for

relocation, dual career issues, availability to start employment, etc. Confirm to the candidate the next steps in the selection process. Be careful not to convey any assurances that cannot be guaranteed, e.g. likelihood of employment, compensation, decision dates, etc.

If there is no interest in the applicant, bring the interview to a close in a polite manner by simply stating that you have no further questions. You may offer the applicant an opportunity to ask any final questions, as a matter of courtesy. Thank the applicant for the time spent on the interview. Explain that other candidates are being considered and you will let the candidate know the outcome later.

Notify the Human Resources Representative which candidates should be notified that they have not been selected and the timing of the notifications.

## Evaluating the candidate

Interviewers should provide their comments directly to the Hiring Manager. Comments or impressions should not be discussed with other interviewers and other interviewers should not be copied on the comments sent directly to the Hiring Manager. The Hiring Manager will summarize the feedback and compile all rankings. In the case of selection committees, this task will be performed by the committee chair who will then distribute the final results to the committee for review and discussion.

It is critical that candidates for a position be evaluated consistently based on criteria that were established **at the beginning** of the job search. Utilize consistent tools and practices for candidate evaluation. Restrict evaluators' discussion/consideration of non-relevant or non-job-related issues. Focus on the candidate's ability to perform the essential functions of the job and be sensitive to avoid making assumptions based on perceived gender, race, ethnic background, religion, marital or familial status, age, disability, sexual orientation or veteran status. Obtain feedback on the candidate's potential from all interviewers. Studies show that when people focus on particular areas of performance, they are much less likely to rely on implicit biases. Evaluations should be documented. Sample evaluation forms are included in the Appendix 7.

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## Checking references

It is always a good idea to check work references. In today's litigious climate, it is often difficult to get complete reference information; nevertheless, if possible, it is a good idea to see what we can find out about the person's work habits, suitability for the position and performance in the previous/current job.

Generally, we like to obtain written references, which specifically address job skills and responsibilities.

In instances of recruitment for research staff, where written reference letters are a natural component of the application, research and experience have demonstrated that evaluation of reference letters can be significantly

impacted by bias. Research data produced by Trix & Penska (2003) *Discourse & Society*, Vol 14(2): 191-220 demonstrated with respect to recommendation letters for successful medical school faculty applicants that letters for women were:

- Shorter
- Included more references to personal life (men's included more references to CV, publications, patients and colleagues)
- Included more "doubt raisers" (hedges, faint praise, and irrelevancies) such as *"It's amazing how much she's accomplished."* *"It appears her health is stable."*

Keep this in mind as you review. Additionally, calibrate for differences in the abilities and experience of the letter writer.

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## Legal Aspects of Recruitment and Selection

AURA and its Centers (US and Chilean based) are bound by various United States federal and state legislation which prohibits discrimination in hiring based on gender, national origin, race, religion, handicapped status, age and veteran status. We are required to comply with all laws governing recruitment and selection. Some of those laws include, but are not limited to, the Americans with Disabilities Act (ADA), Title VII of the Civil Rights Act, Executive Order 11246 and the Age Discrimination in Employment Act (ADEA). AURA operations in Chile are also bound by all national and local regulations that prohibit discrimination and provide for fair treatment of staff.

Questions regarding **race, creed, color, national origin, gender, disability, veteran status, age or religious affiliation** are strictly illegal. Denial of equal employment opportunity to an individual because of marriage to or association with a person of a specific national, ethnic or racial origin may be considered a violation of Title VII. Furthermore, with the passage of the **Americans with Disabilities Act**, it is imperative that only the "essential job functions" be required of job candidates. We must be keenly aware of accurately assessing only the necessary skills and aptitudes required to perform the essential job functions.

### ***Essential job functions***

Essential job functions means the fundamental job duties of the employment position. This does not include more marginal functions of the job. The criteria for whether a job function may be considered essential are as follows: 1) the position exists to perform that function; 2) the limited number of employees available to perform that function and 3) the highly specialized nature of the function requiring a person with special expertise.

Evidence of whether a particular function is essential includes:

- The employer's judgment as to which functions are essential;
- Written job descriptions prepared before advertising or interviewing applicants for the job
- The amount of time spent on the job performing the function;

- The consequences to the organization of not requiring the incumbent to perform the function;
- The work experience of past incumbents in the job;
- The current work experience of incumbents in similar jobs.

**Height, weight or other physical condition** standards must be proven by the employer to be essential to the safe performance of the job in question.

### ***Legal and Discriminatory Issues***

Questions regarding **marital status, pregnancy, future childbearing plans, and number and age of children**, if used to deny or limit employment opportunities to women may be a violation of Title VII and therefore should be avoided.

Questions regarding **childcare arrangements** are not permitted, as they have been considered to be discriminatory in nature by US courts, if used to screen out an applicant. The same applies to questions about **transportation arrangements**. The law is very clear about considering only the requisite skills necessary to perform a job. Questions you can ask can revolve around their ability to work certain schedules.

**Educational requirements** must be significantly related to successful job performance in order to protect the employer against charges of discrimination.

Questions relating to **age** with respect to individuals over 40 years of age are not permitted under the Age Discrimination in Employment Act of 1967.

The state of Hawaii has no specific age coverage. All ages are protected. In some jurisdictions, an individual's sexual orientation is considered a matter of legal protection similar to race and gender. Unless identified as a bona fide position qualification, e.g. a requirement requiring that only a U.S. person may work on projects covered by the International Trafficking in Arms (ITAR) regulations, other questions of dubious legality would involve such topics as citizenship, English language skill, friends or relatives working for the employer, arrest records, conviction records, discharge from military service, and economic status; it is best to avoid questions on these topics and to adhere to questions involving job performance. See Table 1 at the close of this section for an overview of prohibited areas of questioning.

***If you are in doubt about how to explore certain information in an interview, consult your HR representative.***

Sometimes a candidate may inform the interviewer of potentially prejudicial or controversial information such as being a recovering addict, a sexual violence victim, etc. The interviewer should avoid reacting to the information and must refrain from following up with questions on these topics. Often, it will be enough to state that you appreciate that they shared the information, but that you would like to get back to exploring their specific job-related qualifications. Gently steer the conversation back.

The following table is a quick reference detailing legal and potentially discriminating interview questions.

**Table 1. Legal and Discriminating Interview Questions**

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
<b>Age</b>	Our position requires the individual to be at least 18 years of age. If hired, can you offer proof that you are at least 18 years of age?	How old are you? When were you born? What year did you graduate from high school?
<b>Arrests or Convictions of a Crime</b>	Have you ever been <b>convicted</b> of a crime? (Have you ever been <b>convicted</b> of a felony?)  <i>You must state that a conviction will be considered only as it relates to fitness to perform the job being sought. This question should not be raised unless specifically job-related.</i>	Have you ever been arrested?  <i>You may ask if they have been <u>convicted</u> but may not ask about arrests.</i>
<b>Citizenship or Nationality</b>	Can you show proof of your eligibility to work in the U.S.? Are you fluent in any languages other than English?  <i>You may ask the second question ONLY if it is required for the job being sought.</i>	Are you a U.S. citizen? Where were you born? Are you from another country? Where is your accent from?
<b>Disability</b>	Are you able to perform the essential functions of this job with or without reasonable accommodation?  <i>You must show the applicant a job description for the position so he or she can give an informed answer.</i>	Are you disabled? What is the nature or severity of your disability? Why are you limping (or any variation)? What happened to you? (i.e. if applicant is in a wheelchair, on crutches, etc.)
<b>Gender (Sex)</b>	None.	Which are you? (Especially if it appears the applicant is a male dressed as a female or any variation.)
<b>Family Status</b>	Do you have any responsibilities that conflict with the job attendance or travel requirements?  <i>Must be asked of all applicants if asked at all.</i>	Are you married? What is your spouse's name? What is your maiden name? Do you have any children? Are you pregnant? What are your child-care arrangements?
<b>Race</b>	None.	Which race do you declare? (heritage?)
<b>Religion</b>	None.  <i>You may inquire about availability for weekend work.</i>	I see you're wearing a cross. Are you a Christian? (or any variation) Is that the church you attend (perhaps noting something on the application)? Do you attend a church every Sunday (or Saturday, etc.)? Will you be able to work religious holidays? Do you celebrate Christmas or XXX?
<b>Residence</b>	Where do you live?  <i>This question should be asked ONLY if it is relevant to the position.</i>	Do you own or rent your home? Who lives with you?
<b>Weight/height</b>	None.  <i>Such inquiries are legal only to the extent that weight or height are essential requirements to perform the job.</i>	You're pretty fat. I don't think you can fit into our chairs. Can you do this job with all that weight? (or any variation.)

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# Appendices

## Appendix 1 - Best Practices

Seeking diversity requires that hiring managers and selection committees must:

1. Overcome objections to setting diversity as a goal.
2. Employ processes to proactively address traditional biases that have historically limited opportunities for female and other minority candidates.
3. Utilize *Best Practices* in recruitment, evaluation, and selection.

### Best Practices for Hiring a Diverse Workforce

1. Set improving diversity as a key priority in all hiring and selection.
2. Educate all hiring managers and selection committees on recruitment processes and the impact of unconscious bias.
3. Engage hiring managers/committees in conversations regarding diversity and unconscious bias. Identify strategies for addressing both.
4. Ensure that the composition of selection committees is diverse (experience, discipline, gender, ethnicity, etc.).
5. Know the internal and/or external workforce demographics for the position being sought.
6. Establish specifically job-related criteria at the outset of the selection process but ensure it is broadly worded enough to attract a diverse applicant pool.
7. Expand the recruitment effort beyond traditional sources to generate diverse applicant pools. Invite candidates from a variety of diversity partners. Encourage all participants in the recruitment process to proactively network for referrals to generate diverse candidates.
8. Control unconscious bias when evaluating candidates at all stages of selection by consistently applying the **pre-established criteria**.
9. Validate that short lists reflect the diversity of the applicant pool and/or the available workforce. Consider adding additional candidates to improve the diversity of the pool.
10. Manage the interview process for consistency to ensure an optimal climate for the candidate.
11. Gather evaluations from all hiring managers/committee members and review for appropriateness. If any apparent impacts of bias are identified then discuss and resolve.
12. Evaluate the recruitment process overall at the end and adjust future efforts accordingly.

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## Appendix 2 - AURA Policies

### ***Sec. B: Personnel Policies and Procedures***

#### ***I. EMPLOYMENT AND REASSIGNMENT***

##### **A. POLICY**

1. AURA is an equal opportunity/affirmative action employer. AURA seeks to create and maintain a diverse workforce which includes women, under-represented minorities, qualified veterans and individuals with handicaps in all position classifications. When a vacancy occurs, AURA will hire the most suitable individual from among qualified applicants meeting clearly defined program needs and position requirements.
2. In general, employment with AURA, except as defined by written contract for employment and/or policies for the employment of scientific research staff, is considered “at will” and shall be for no definite duration. Either the employer or the employee may terminate employment at any time. Except as stated above nothing contained herein shall be construed as creating a contract for employment either expressly or implied. Continued employment is subject to satisfactory job performance and to the availability of funds and work.
3. Authority to appoint or reappoint staff positions is as follows:
  - a. resident or non-resident Center Director or designee, scientific staff, non-tenured term appointments
  - b. scientific staff, Center Director, after approval of tenured appointments recommendations by the AURA Board of Directors
  - c. all other positions Center Director, or designee, generally, Center management
4. The Center Human Resources has responsibility for the recruitment and hiring of all AURA positions below the level of Center Director. Center Human Resources, or designee, responsibilities include the following:
  - a. Oversee all contacts with external agencies to solicit applicants or other candidates for positions
  - b. Obtain recommendations for employment for candidates
  - c. Provide employment references for terminating or former employees. (References are limited to last position held and dates of employment. Salary information may be only be confirmed or not confirmed, if provided by the requester.) No other information may be provided unless a written authorization and release is provided by the former employee.
  - d. Assist in obtaining prospects and reviewing candidate suitability for scientific staff positions
  - e. Approve and coordinate travel of applicants for recruitment
  - f. Develop and/or approve all recruitment advertising in local and national media
  - g. Ensure that all advertising includes a statement regarding AURA’s equal employment opportunity policy as well as its commitment to affirmative action in employment.

h. Determine and/or approve candidate suitability for a position, rate of pay, eligibility for relocation, acceptability of background and references, benefit eligibility, hiring offer, and any other term or condition for employment.

i. Extend offers of employment

j. Coordinate all visa and immigration requirements for candidates

k. Ensure that new hires complete and comply with all organization, as well as Federal, State and local, documentation requirements including immigration documentation, new hire registration, Invention and Proprietary Information Agreement, etc.

l. Ensure timely notification of other AURA Center HR in the event of inter-organizational recruitment.

**Exceptions to the above may be made by the Director with written justification.**

5. Open positions generally will be posted. Staff members will be considered for these if they indicate timely interest to the Center Human Resources Office. Qualified applicants who meet defined program needs and position requirements will be considered for placement in vacancies.

All candidates will file an application for employment with the Center Human Resources Office and will be advised that their background and previous work performance will be verified.

Center Directors, and/or designee, will establish a position approval and requisition process appropriate to meet the staffing requirements of each Center.

6. A spouse, or other relative, of a person already employed by AURA shall not be appointed to a position where his/her work would be supervised by, nor where his/her salary, advancement or working conditions would be determined by, a spouse or relative. Where the most suitable position for a spouse or other relative of an AURA employee would normally fall within the authority of that employee, the Director, or designee, will adjust the lines of authority to avoid such circumstances.

Appointments of spouses to the same AURA Center or division of an AURA Center may be made provided appropriate positions are available and salaries and other benefits accord with the responsibilities of the position and the qualifications of the applicant.

7. Minors shall be employed in accordance with Federal, state and local law.

**B. REASSIGNMENT AND TRANSFER**

Each Center shall determine appropriate guidelines to facilitate reassignment of staff, where required.

1. Staff members may be reassigned between departments (including those providing support to outside agencies) to meet changes in funding, workloads, or requirements. Reassignments will be at the convenience of the Center, with consideration being given to the employee's wishes.

2. Supervisors having vacancies are not to recruit by direct contact personnel assigned to other programs, services or Centers. Any effort to generate or determine an employee's interest in a vacancy must be through the Human Resources Office and the employee's current supervisor.

3. In the event that an individual is transferred from one AURA Center to another, the individual transferring is not considered to have been terminated and rehired for the purpose of seniority or payout of leave balances. Eligibility for some benefit programs may be affected. Centers will track the original date of hire within the AURA system as well as the current dates of employment with the respective Center. Prior AURA service will count for establishing leave accrual rates and seniority for service awards.

4. In the case of transfers and/or reassignments which create a vacancy, the supervisors involved, in conjunction with the Center Human Resources, will coordinate the timing of the transfer to minimize any adverse impact on either function.

**Each AURA Center will adopt such procedures and processes necessary to execute this policy.**

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### **XXIII. EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN**

#### **A. BASIC POLICY**

AURA policy prohibits discrimination based on race, gender, sexual orientation, color, age, religion, national origin, lawful political affiliations, veteran status, or mental or physical handicap. In addition, local jurisdictions may have additional criteria that are not enumerated here (see Center Human Resource Policies). This policy extends from consideration for hire through all aspects of employment including termination. All employees will be treated fairly and with respect.

AURA is committed to the full development of the scientific and human resources that support our mission. Scientific progress requires a good working environment, involving mutual respect among all participants. Management must lead in developing and practicing fairness, good behavior and providing a good work climate for all staff.

#### **B. RECRUITING POLICY**

Center staff members who are qualified and interested will be considered for promotion or placement in vacancies before outside recruitment is used. Notices will be posted internally describing staff vacancies so employees may apply. This provides opportunities for consideration for entry-level positions for applicants with potential but only minimal skills. All applicants possessing the minimum qualifications for a vacancy receive consideration.

Emphasis will be placed on seeking and encouraging applications from women and minorities where such applicants with necessary qualifications and potential are available. AURA Centers will maintain contact with community agencies by mail, fax or by phone to advise them of employment opportunities within AURA. (See

Center specific policies relating to Tohono O'Odham Nation in Arizona.) Recruiting practices specified by federal contractual arrangements, contractual or legal document will be applied as required.

## C. EMPLOYMENT POLICIES AND PRACTICES

### 1. Hiring, Placement and Promotions

a. To accomplish the long-range objectives of its EEO Policy, AURA recognizes that continued affirmative action must be undertaken. AURA employment practices will be periodically reviewed to ensure that job opportunities are called to the attention of underutilized group members, and that these individuals are offered positions on the same basis as other applicants or employees.

b. Placement or promotion activities at all levels will be monitored to ensure that full consideration is given to all qualified employees from ethnic minority groups. Emphasis will be placed on promotion from within, thereby creating vacancies. This provides opportunities for individuals in underutilized groups to compete for placement or promotion at higher skill levels. AURA, under its Affirmative Action Plan, will give special consideration to women and minorities for promotion where the individual Center's availability analysis has identified an underutilization.

c. In the selection process, hiring managers, or search committee chairs, or a designee may either review all applications on an equal basis in selecting the top candidates for interview or interview all qualified applicants. In either case, the best-suited applicant will be selected for employment.

### 2. Promotions

A promotion is any personnel action resulting in a movement to a position of greater skill, effort or responsibility and is usually to a higher pay grade. Promotions will be made on the basis of individual merit, with qualified staff receiving first consideration for placement in vacancies before outside recruitment is used.

### 3. Compensation

It is the policy of AURA, through its wage and salary administration program to ensure equitable compensation for all employees in accordance with their abilities, performance, responsibilities, experience and contributions. Opportunities for performing overtime work or otherwise earning increased compensation are afforded without discrimination.

### 4. Layoffs, Terminations and Demotion Policies

Decisions in these areas, including recalls of qualified employees from layoffs, will be made in accordance with AURA policy without regard to race, color, creed, gender, national origin, age, religion, veteran status, physical or mental handicap, or additional factors protected by local statute.

### 5. Diversity Advocate

Appoint the Center's Diversity Advocate. The Advocate's role shall be to serve as a leader within the Center to ensure that practices and policies are in place to advance AURA's commitment to diversity within our organization

and throughout the astronomical community. The Advocate shall also serve as the Center's main liaison with the AURA Committee on Workforce and Diversity.

## 6. Training Programs

a. Women and minority group members will be equally considered for any work-study or apprentice programs to which an AURA Center may subscribe. Additionally, AURA Center's will seek out affirmative opportunities to provide training and opportunities to assist in qualifying persons who would otherwise not be offered employment or promotion.

b. All employees are encouraged to increase their skills and job potential through participation in available training and educational assistance programs. AURA's tuition refund program reimburses employees for up to 100 percent of the tuition and fees for attending college level courses.

Courses must be approved in advance by the Center Director or a designee and a grade of "C" or higher must be earned to qualify for any reimbursement. Up to 4 hours per week is allowed to attend these classes.

Attendance at topical and management seminars is encouraged, and AURA will pay the cost of such approved courses. AURA especially encourages women and minority group members to take advantage of these programs where possible.

## 7. Affirmative Action Responsibilities

a. The Center Human Resources Managers are designated as the EEO/AA Program Managers, and they are responsible to the AURA President for all phases of the AURA EEO/AA Program.

b. The EEO/AA Program Managers shall:

1) Prepare, under the overall direction of AURA, Equal Employment Opportunity/Affirmative Action Programs (EEO/AA Program), to include Programs for Handicapped Persons, Disabled Veterans, and Veterans of the Vietnam era.

2) Establish short- and long-term EEO/AA goals.

3) Prepare the reports required by local, state and federal regulations.

4) Prepare, for the AURA President's signature, the AURA President's Affirmative Action policy letter.

5) Provide guidance and assistance to all AURA organizational elements in making the EEO/AA Program a model program.

c. Each Center Director will:

1) Insure that procedures for monitoring opportunities for utilization of present skills of employees are established and for direction of unnecessary or non-job-related criteria from job qualification requirements.

- 2) Cause the AURA Grievance Procedure to be reviewed to insure it is carried out in accordance with EEO/AA guidelines.
- 3) Develop a system for internal program evaluation to include progress reports to be furnished to the EEO/AA Program Manager for compilation.
- 4) Insure Center participation in local community efforts to improve conditions which affect employability.

#### D. DISSEMINATION OF EEO POLICY

The Affirmative Action Program includes procedures for the dissemination of AA policy. The primary objective of this aspect of the program is to insure awareness and understanding of the program by all employees. It is understood that this is a crucial factor in achieving the goal of Equal Employment Opportunity for AURA.

##### 1. Internal

- a. Each Center will disseminate the President's Affirmative Action policy letter (reflecting the President's concern and commitment to ensure equality of employment opportunity) to all employees, and particularly to supervisors who are involved with the appointment, transfer and promotion of personnel. An Equal Employment Opportunity policy statement will also be provided to each new employee of AURA at the time of hire.
- b. An updated EEO/AA statement will be made a part of the Employee's Handbook. The AURA EEO/AA plan will be distributed to all supervisors for review and posted throughout departments, offices and bulletin boards, or electronically via intranet web sites at all locations for employee review. Employee newsletters will contain a reminder that AURA is an Equal Opportunity Employer. AURA's commitment to the policy will be discussed during management, supervisory and employee meetings on a regular basis. Position descriptions will be established and reviewed as part of the performance evaluation procedure to ensure they contain no language, which may be discriminatory.

##### 2. External

- a. Dissemination of EEO/AA Policy includes publicizing the policy to organizations within the community whose membership includes significant numbers of minorities and women or which represent minorities or women. Continuous contact with such organizations will be maintained by each Center EEO/AA Program Manager for assistance in current recruitment and also to aid in maintaining the flow of applicants for future openings. All organizations contacted will be advised on AURA's EEO/AA commitment to meeting hiring goals in filling current openings.
- b. Additional recruiting sources will be cultivated as a part of each Center's recruiting program. All sources should be informed of AURA's EEO/AA policy and sent a copy of the policy annually. Employment advertising should make reference to AURA's Equal Employment Opportunity/Affirmative Action policy and clearly convey AURA's desire to interest all applicants.
- c. Applicants may review the plan, which is available in the Human Resources Office.

## E. INTERNAL AFFIRMATIVE ACTION AUDIT SYSTEM

To audit the AURA EEO/AA Program, a number of checks on various personnel actions will be made at each Center. These data will be obtained from the following audit actions:

1. The applicant flow, will track the number of applicants indicating race, gender, national origin and handicap and the action taken.
2. Promotion and transfer data will show the number of employees by race, gender and national origin in each department for each job category who were either promoted or transferred.
3. Reports will:
  - a. indicate all employees by race, gender and national origin who were terminated. Those listed will be designated as voluntary or involuntary.
  - b. be compiled to show the number of employees by race, gender and national origin who participate in training activities. This will show job category, position title and the type of rating.
  - c. evaluate the progress being made in meeting goals, based on the projections for hiring women and minorities.
4. An annual report will be made stating utilization percentages of women and minorities for each job category. Goals will be set annually based on the availability of target group members. Long-term goals will indicate when the category is expected to reach ultimate minority utilization.
5. The Center Director, or a designee, will review all appointments and promotions of non-minorities or male candidates where a minority or female applicant is available in an underutilized job category.
6. Results, problems, adverse trends or patterns obtained as a result of any of the above procedures will be reported to the Center Director, or a designee, and to the EEO/AA Program Manager(s).

## F. LEGAL BASIS FOR EEO & AA PLANS

### 1. National Law

- a. Title VII of the Civil Rights Act of 1964 prohibits discrimination because of race, color, religion, gender, or national origin, in any term, condition or privilege of employment. The Equal Employment Opportunity Act of 1972 amended and greatly strengthened the powers and expanded the jurisdiction of the Equal Employment Opportunity Commission (EEOC) in enforcement of this law.

As amended TITLE VII now covers:

- All private employers of 15 or more persons.
- All educational institutions, public and private.
- State and local governments.
- Public and private employment agencies.

- Labor unions with 15 or more members.
- Joint labor-management committees for apprenticeship and training.

b. Title VII (Section 703(a)) states in part:

"It shall be an unlawful employment practice for an employer:

- 1) To fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, gender or national origin; or
- 2) To limit, segregate, or classify employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect one's status as an employee, because of such individual's race, color, religion, gender, or national origin."

c. Amendment XIV to the U. S. Constitution states in part:

"Nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

d. The EQUAL PAY ACT of 1963 requires all employers subject to the Fair Labor Standards Act (FLSA) to provide equal pay for men and women performing similar work. In 1972, coverage of this Act was extended beyond employees covered by FLSA to an estimated 15 million additional executive, administrative and professional employees (including academic, administrative personnel and teachers in elementary and secondary schools) and to outside sales people.

e. The AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 as amended prohibits employers of 25 or more persons from discriminating against persons over 40 in any area of employment because of age.

f. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 prohibits discrimination based on race, color or national origin in all programs or activities, which receive Federal financial aid. Employment discrimination is prohibited if a primary purpose of Federal assistance is provision of employment (such as apprenticeship, training, work-study, or similar programs). Revised Guidelines adopted in 1973 by 25 Federal agencies prohibit discriminatory employment practices in all programs if such practices cause discrimination in services provided to program beneficiaries. This could be unequal treatment of beneficiaries or in hiring or assignment of counselors, trainers, faculty, hospital staff, social workers or others in organizations receiving Federal Funds.

## 2. EXECUTIVE ORDER 11246 (as amended by EXECUTIVE ORDER 11375)

a. This Order issued by the President in 1965, requires Affirmative Action Programs by all Federal contractors and subcontractors and requires that firms with contracts over \$50,000 and 50 or more employees develop and implement written programs, which are monitored by an assigned Federal compliance agency.

b. Specific requirements for such result-oriented programs are spelled out in Revised Order No. 4 issued by the Office of Federal Contract Compliance, U.S. Department of Labor. These requirements include identifying areas of minority and female under utilization, numerical hiring and promotion goals and other actions to increase minority and female employment in job classifications where they are currently underutilized.

3. Other Laws Employment discrimination has also been ruled by courts to be prohibited by the Civil Rights Act of 1966 and 1970. Action under these laws on behalf of individuals or groups may be taken by individuals, private organizations, trade unions and other groups.

[www.aura-astronomy.org/a/pp/Section%20B/B23\)%20B-XXIII-equal%20%20Employment%20Opportunity%20and%20Affirmative%20Action%20Plan.pdf](http://www.aura-astronomy.org/a/pp/Section%20B/B23)%20B-XXIII-equal%20%20Employment%20Opportunity%20and%20Affirmative%20Action%20Plan.pdf)

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## Appendix 3 - Research on Unconscious Bias

It is important to note that in most of these studies, **the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender**. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation (15–20 minutes per application) can also reduce the influence of assumptions.

### Examples of common social assumptions/expectations

1. When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat and Manis 1991).
2. When shown photographs of men with similar athletic abilities, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis 1991).
3. Students asked to choose counselors from among a group of applicants with marginal qualifications more often chose white candidates than African American candidates with identical qualifications (Dovidio and Gaertner 2000).

These studies show how generalizations that may or may not be valid can be applied to the evaluation of individuals (Bielby and Baron 1986). In the study on height, evaluators applied the statistically accurate generalization that men are usually taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If we can inaccurately apply generalizations to characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when, as in the studies of athletic ability and choice of counselor, the generalization is not valid? What happens when such generalizations unconsciously influence the ways we evaluate other people?

### Examples of assumptions that can influence the evaluation of candidates

1. When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis 1991).
2. When asked to assess the contribution of skill and luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females performed the task equally well (Deaux and Emswiller 1974).
3. Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they gave ample time and attention to their judgments, which rarely occurs in actual work settings. This study indicates that evaluators are more likely to rely upon underlying assumptions and biases when they cannot/do not give sufficient time and attention to their evaluations (Martell 1991).
4. Evidence suggests that perceived incongruities between the female gender role and leadership roles create two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently impede women's rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female leaders than male leaders (Eagly and Karau 2002; Ridgeway 2001).

5. A study of the nonverbal responses of white interviewers to African American and white interviewees showed that white interviewers maintained (1) higher levels of visual contact, reflecting greater attraction, intimacy, and respect when talking with whites, and (2) higher rates of blinking, indicating greater negative arousal and tension, when talking with African Americans (Dovidio et al. 1997).
6. In a study of scientists in R&D labs, White, U.S.-born men get more favorable task assignments and evaluations whereas most other fall into an average zone on these aspects of their work. Only U.S.-born Black women were actually less favorably evaluated and had less access to the work experiences that are related to performance. "...Findings suggest that in science and engineering, the relative structural position of U.S.-born White men provides them with greater access to favorable work experiences...as well as giving them the benefit of the doubt in the evaluation of their work. (DiTomaso et. al, 2007)

### **Examples of assumptions or biases in academic contexts**

Several research studies have shown that biases and assumptions can affect the evaluation and hiring of candidates for academic positions. These studies show that the assessment of résumés and postdoctoral applications, evaluation of journal articles, and the language and structure of letters of recommendation are significantly influenced by the sex of the person being evaluated.

1. A study of over 300 recommendation letters for medical faculty hired at a large U.S. medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, seemed to provide "minimal assurance" rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. While such differences were readily apparent, it is important to note that all letters studied were for successful candidates only (Trix and Psenka 2002).
2. In a national study, 238 academic psychologists (118 male, 120 female) evaluated a résumé randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service and were more likely to hire the male than the female applicant (Steinpreis et al. 1999). Another study showed that the preference for males was greater when women represented a small proportion of the pool of candidates, as is typical in many academic fields (Heilman 1980).
3. A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden found that women candidates needed substantially more publications to achieve the same rating as men, unless they personally knew someone on the panel (Wenneras and Wold 1997).
4. In a replication of a 1968 study, researchers manipulated the name of the author of an academic article, assigning a name that was male, female, or neutral (initials). The 360 college students who evaluated this article were influenced by the name of the author, evaluating the article more favorably when it was written by a male than when written by a female. Questions asked after the evaluation was complete showed that bias against women was stronger when evaluators believed that the author identified only by initials was female (Paludi and Bauer 1983).

These sorts of built-in assumptions can impede your efforts to recruit and review an excellent and diverse pool of candidates. It is best to talk to your committee about being conscious of assumptions and biases in order to build a broad pool from diverse sources and evaluate the candidates fairly.

## Potential influence of unconscious assumptions and biases on searches.

1. Women and minorities may be subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with a committee member. (*Recall the example of the Swedish Medical Research Council.*)
2. Candidates from institutions other than the major research universities that have trained most of our faculty may be undervalued. (*Qualified candidates from institutions such as historically black universities, four-year colleges, government, or the private sector might offer innovative, diverse, and valuable perspectives on research and teaching.*)
3. The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (*Recall the biases seen in evaluations of written descriptions of job performance and the attribution of success to luck rather than skill.*)
4. The ability of women or minorities to run a research group, raise funds, and supervise students and staff may be underestimated. (*Recall assumptions about leadership abilities.*)
5. Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of merit, despite evidence of productivity. (*Recall studies of the influence of population generalizations on evaluation of an individual.*)
6. Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation. (*Recall students' choice of counselor.*)
7. The professional experience candidates may have acquired through an alternative career path may be undervalued. (*As examples, latecomers to a field may be more determined and committed; industrial or other nonacademic experience may be more valuable for a particular position than postdoctoral experience.*)
8. Other possible biases, assumptions, or unwritten criteria may influence your evaluation. (*Some examples include holding a degree from a prestigious research university, recognizing the names of the candidates, and/or recognizing the name of or knowing the references provided by the candidates. Such candidates are not necessarily the most qualified. Be sure that such factors don't serve to disadvantage highly qualified candidates, especially candidates from diverse backgrounds.*)

## References

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3. Deaux, Kay and Tim Emswiller. 1974. Explanations of successful performance on sex-linked tasks: What is skill for the male is luck for the female. *Journal of Personality and Social Psychology* 29:80–85.
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10. Martell, Richard F. 1991. Sex bias at work: The effects of attentional and memory demands on performance ratings for men and women. *Journal of Applied Social Psychology* 21:1939–60.
11. Ridgeway, Cecilia L. 2001. Gender, status, and leadership. *Journal of Social Issues* 57:637–655.
12. Paludi, Michele A. and William D. Bauer. 1983. Goldberg revisited: What’s in an author’s name. *Sex Roles* 9(3):387–390.
13. Steinpreis, Rhea, Katie A. Anders, and Dawn Ritzke. 1999. The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles* 41:509–528.
14. Trix, Frances and Carolyn Psenka. 2003. Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society* 14:191–220.
15. Wenneras, Christine and Agnes Wold. 1997. Nepotism and sexism in peer-review. *Nature* 387:341–43.

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## Appendix 4 - Additional Readings/Resources on Gender, Race, Ethnicity and Faculty Recruitment

1. **Babcock, L. & Laschever, S.** (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, New Jersey: Princeton University Press.  
*Women Don't Ask shows women how to reframe their interactions and more accurately evaluate their opportunities. The book includes examining how to ask for a desired outcome in ways that feel comfortable and possible, taking into account the impact of asking on relationships. It also discusses how to recognize the ways in which our institutions, childrearing practices, and unspoken assumptions perpetuate inequalities—inequalities that are not only fundamentally unfair but also inefficient and economically unsound.*
2. **Bauer, C.C. & Baltes, B.B.** (2002). Reducing the effects of gender stereotypes on performance evaluations. *Sex Roles*, 9/10, 465–476.  
*This study is one of many showing (1) that people vary in the degree to which they hold certain stereotypes and schemas (2) that having those schemas influences their evaluations of other people; and (3) that it is possible to reduce the impact of commonly held stereotypes or schemas by relatively simple means. In this study college students with particularly negative stereotypes about women as college professors were more likely to rate accounts of specific incidents of college classroom teaching behavior negatively, if they were described as performed by a female. In the second phase of the study students' reliance on their stereotypes was successfully reduced by providing them with time and instructions to recall the specific teaching behaviors of the instructors in detail. Thus, focusing attention on specific evidence of an individual's performance eliminated the previously-demonstrated effect of gender schemas on performance ratings.*
3. **Bensimon, E.M., Ward, K., & Sanders, K.** (2000). *Creating mentoring relationships and fostering collegiality*. 113–137. Bolton, MA: Anker Publishing.  
*This section describes the department chairs' role in developing new faculty into teachers and scholars.*
4. **Bertrand, M., & Mullainathan S.** (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Review* 94(4), 991–1013; "Employers' Replies to Racial Names." NBER Website. Thursday, August 31, 2006.  
<http://www.nber.org/digest/sep03/w9873.html>.  
*This is an empirical study demonstrating the impact of implicit discrimination by race, and not attributable to class.*
5. **Bertrand, M., Chugh, D., & Mullainathan, D.** (2005). Implicit discrimination. *American Economic Review*, 95(2), 94–98.  
*This article is a reflective discussion of how and where implicit discrimination operates. Includes useful review of the literature, and fairly extended discussion of research needed. Academic Year 2009–10*
6. **Biernat, M. & Kobrynowicz, D.** (1997). Gender- and race-based standards of competence: Lower minimum standards but higher ability standards for devalued groups. *Journal of Personality and Social Psychology*, 72 (3), 544–557.  
*Stereotypes may influence judgment via assimilation, such that individual group members are evaluated consistently with stereotypes, or via contrast, such that targets are displaced from the overall group expectation. Two models of judgment—the shifting standards model and status characteristics theory—*

*provide some insight into predicting and interpreting these apparently contradictory effects. In 2 studies involving a simulated applicant evaluation setting, we predicted and found that participants set lower minimum-competency standards, but higher ability standards, for female than for male and for Black than for White applicants. Thus, although it may be easier for low- than high status group members to meet (low) standards, these same people must work harder to prove that their performance is ability based.*

7. **Caffrey, M.** (1997, May 12). Blind auditions help women. Princeton Weekly Bulletin. Based on Goldin, C & Rouse, C. (2000). Orchestrating impartiality: The impact of “blind” auditions on female musicians. *American Economic Review*, 90, 715–741.  
*A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for gender bias in hiring and advancement. Using data from actual auditions for 8 orchestras over the period when screens were introduced, the authors found that auditions with screens substantially increased the probability that women were advanced (within the orchestra) and that women were hired. These results parallel those found in many studies of the impact of blind review of journal article submissions.*
8. **Chesler, M. A.** (1996). Protecting the investment: Understanding and responding to resistance. *The Diversity Factor* 4(3), 2–10.  
*This article discusses common barriers to successful implementation of diversity-related cultural change efforts, including both those that are intentional and unintentional. It also outlines strategies for addressing or dealing with these various forms of resistance.*
9. **Cole, J. R., & Singer, B.** (1991). A theory of limited differences: Explaining the productivity puzzle in science. In H. Zuckerman, J. R. Cole, and J. T. Bruer, (Eds.), *The outer circle: Women in the scientific community*. (277–310). New York: W. W. Norton and Company.  
*This chapter proposes “a theory of limited differences” where even if the life events to which people are exposed have small short-term effects, over the life course these events have large cumulative effects. The authors suggest that the small disparities at every stage of a woman scientist’s career combine to create a subtle yet virtually unassailable barrier to success.*
10. **Dovidio, J. F. and S. L. Gaertner** (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science* 11(4): 315–319.  
*This study investigated differences over a 10-yr period in Whites’ self-reported racial prejudice and their bias in selection decisions involving Black and White candidates for employment in a sample of 194 undergraduates. The authors examined the hypothesis, Academic Year 2009–10 derived from the aversive-racism framework, that although overt expressions of prejudice may decline significantly across time, subtle manifestations of bias may persist. Consistent with this hypothesis, self-reported prejudice was lower in 1998–1999 than it was in 1988–1989, and at both time periods, White participants did not discriminate against Black relative to White candidates when the candidates’ qualifications were clearly strong or weak, but they did discriminate when the appropriate decision was more ambiguous. Theoretical and practical implications are considered.*
11. **Fiske, S. T.** (2002). What we know about bias and intergroup conflict, the problem of the century. *Current Directions in Psychological Science* 11(4): 123–128.  
*This essay discusses what psychologists, after years of study, now know about intergroup bias and conflict. It is stated that most people reveal unconscious, subtle biases, which are relatively automatic, cool, indirect, ambiguous, and ambivalent. Subtle biases underlie ordinary discrimination: comfort with one’s own in-group, plus exclusion and avoidance of out-groups. Such biases result from internal conflict between cultural ideals and cultural biases. On the other hand, a small minority of people, extremists, do*

*harbor blatant biases that are more conscious, hot, direct, and unambiguous. Blatant biases underlie aggression, including hate crimes. Such biases result from perceived intergroup conflict over economics and values, in a world perceived to be hierarchical and dangerous. Reduction of both subtle and blatant bias results from education, economic opportunity, and constructive intergroup contact.*

12. **Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002).** A model of (often mixed) stereotype content: Competence and warmth respectively follow from status and competition. *Journal of Personality and Social Psychology*, 82(6), 878–902.  
*This article presents results of research proceeding from the theoretical assumption that status is associated with high ratings of competence, while competition is related to low ratings of warmth. Included in the article are ratings of various ethnic and gender groups as a function of ratings of competence and warmth. These illustrate the average content of the stereotypes held about these groups in terms of the dimensions of competence and warmth, which are often key elements of evaluation.*
  
13. **Georgi, Howard. (2000).** “Is There an Unconscious Discrimination Against Women in Science?” *APS News Online*. College Park, Maryland: American Physical Society.  
*This is an examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.*
  
14. **Heilman, M. E., Wallen, A. S., Fuchs, D., & Tamkins, M. M. (2004).** Penalties for success: Reactions to women who succeed at male gender-typed tasks. *Journal of Applied Psychology*, 89(3), 416–427.  
*This study investigated reactions of subjects to a woman's success in a male gender-typed job. The results showed that when women were acknowledged to have been successful, they were less liked and more personally derogated than equivalently successful men. The data also showed that being disliked can affect career outcome, both for performance evaluation and reward allocation.*
  
15. **Katznelson, I. (2006).** When affirmative action was white. *Poverty and Race Research Action Council* 15(2).  
*This article proposes that many federal programs can be best understood as “affirmative action for whites” both because in some cases substantial numbers of other groups were excluded from benefiting from them, or because the primary beneficiaries were whites. It states the rationale for contemporary affirmative action as “corrective action” for these exclusionary policies and programs.*
  
16. **Martell, R. F. (1996).** What mediates gender bias in work behavior ratings? *Sex Roles* 35(3/4): 153–169.  
*This paper shows that more effective work behaviors are retrospectively attributed to a fictitious male police officer than a fictitious female one—even though they are rated equivalently at first. Evidence in the study shows that this results from overvaluing male officers’ performance rather than derogating females’.*
  
17. **McNeil, L., and M. Sher. (1999).** “The dual-career-couple problem.” *Physics Today*. College Park, MD: American Institute of Physics.  
*Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the “two-body problem” when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.*
  
18. **Mickelson, R. A. and M. L. Oliver (1991).** Making the short list: black faculty candidates and the recruitment process. *The Racial Crisis in American Higher Education*. C. Kerr, State University of New York Press.

*This is an examination of issues involved in recruitment of racial minorities to faculty positions, especially issues associated with the prestige of training institutions.*

19. **Nosek, B.A., Banaji, M.R., & Greenwald, A.G. (2002).** Harvesting implicit group attitudes and beliefs from a demonstration web site. *Group Dynamics: Theory, Research and Practice*, 6, 101–115.  
*This article demonstrates widely-shared schemas, particularly “implicit” or unconscious ones, about race, age and gender.*
  
20. **Padilla, R. V. and Chavez, R. C. (1995).** Introduction. *The Leaning Ivory Tower: Latino Professors in American Universities* (pp. 1–16). New York State University of New York Press.  
*This book includes 12 contributions from Latino and Latina professors and academics with experience in universities throughout the United States. The introduction provides an overview.*
  
21. **Porter, N. & Geis, F. L. (1981).** Women and nonverbal leadership cues: When seeing is not believing. In C. Mayo & N. Henley (Eds.), *Gender and nonverbal behavior*. New York: Springer Verlag.  
*When study participants were asked to identify the leader of the group, they reliably picked the person sitting at the head of the table whether the group was all-male, all-female, or mixed-sex with a male occupying the head; however, when the pictured group was mixedsex and a woman was at the head of the table, both male and female observers chose a male sitting on the side of the table as the leader half of the time.*
  
22. **Preston, A. E. (2004).** *Leaving science: Occupational exit from scientific careers*. New York: Russell Sage Foundation.  
*Based on data from a large national survey of nearly 1,700 people who received university degrees in the natural sciences or engineering and a subsequent in-depth follow-up survey, this book provides a comprehensive portrait of the career trajectories of men and women who have earned science degrees, and addresses the growing number of professionals leaving scientific careers. Preston presents a gendered analysis of the six factors contributing to occupational exit and the consequences of leaving science.*
  
23. **Sagaria, M. A. D. (2002).** An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. *The Journal of Higher Education* 73(6): 677–710.  
*This paper describes administrator search processes at a predominately white university in order to explore whether searches may be a cause for the limited success in diversifying administrative groups.*
  
24. **Smith, D. (2000).** How to diversify the faculty. *Academe*, 86, no. 5. Washington, D.C.: AAUP.  
*This essay enumerates hiring strategies that may disadvantage minority candidates or that might level the playing field.*
  
25. **Sommers, S. (2006).** On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations. *Journal of Personality and Social Psychology* 90 (4), 597–612.  
*This research examines the multiple effects of racial diversity on group decision making. Participants deliberated on the trial of a Black defendant as members of racially homogeneous or heterogeneous mock juries. Half of the groups were exposed to pretrial jury selection questions about racism and half were not. Deliberation analyses supported the prediction that diverse groups would exchange a wider range of information than all- White groups. This finding was not wholly attributable to the performance of Black participants, as Whites cited more case facts, made fewer errors, and were more amenable to discussion of racism when in diverse versus all-White groups. Even before discussion, Whites in diverse groups were more lenient toward the Black defendant, demonstrating that the effects of diversity do not occur solely*

through information exchange. The influence of jury selection questions extended previous findings that blatant racial issues at trial increase leniency toward a Black defendant.

26. **Steele, C. M. (1997).** A threat in the air: How stereotypes shape the intellectual identities and performance of women and African-Americans. *American Psychologist*, 52, 613–629.  
*This paper reviews empirical data to show that negative stereotypes about academic abilities of women and African Americans can hamper their achievement on standardized tests. A 'stereotype threat' is a situational threat in which members of these groups can fear being judged or treated stereotypically; for those who identify with the domain to which the stereotype is relevant, this predicament can be self-threatening and impair academic performance. Practices and policies that can reduce stereotype threats are discussed.*
  
27. **Steinpreis, R.E., Anders, K.A. & Ritzke, D. (1999).** The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41, 7/8, 509–528.  
*The authors of this study submitted the same c.v. for consideration by academic psychologists, sometimes with a man's name at the top, sometimes with a woman's. In one comparison, applicants for an entry-level faculty position were evaluated. Both men and women were more likely to hire the "male" candidate than the "female" candidate, and rated his qualifications as higher, despite identical credentials. In contrast, men and women were equally likely to recommend tenure for the "male" and "female" candidates (and rated their qualifications equally), though there were signs that they were more tentative in their conclusions about the (identical) "female" candidates for tenure.*
  
28. **Thompson, M. & Sekaquaptewa, D. (2002).** When being different is detrimental: Solo status and the performance of women and minorities. *Analyses of Social Issues and Public Policy*, 2, 183–203.  
*This article spells out how the absence of "critical mass" can lead to negative performance outcomes for women and minorities. It addresses the impact on both the actor and the perceiver (evaluator).*
  
29. **Trix, F. & Psenka, C. (2003).** Exploring the color of glass: letters of recommendation for female and male medical faculty. *Discourse & Society* 14(2): 191–220.  
*This study compares over 300 letters of recommendation for successful candidates for medical school faculty position. Letters written for female applicants differed systematically from those written for male applicants in terms of length, in the percentages lacking basic features, in the percentages with "doubt raising" language, and in the frequency of mention of status terms. In addition, the most common possessive phrases for female and male applicants ("her teaching" and "his research") reinforce gender schemas that emphasize women's roles as teachers and students and men's as researchers and professionals.*
  
30. **Turner, C.S.V.. (2002).** *Diversifying the Faculty: A Guidebook for Search Committees.* Washington, D.C.: AACU.  
*Informed by the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees with the primary goal of helping structure and execute successful searches for faculty of color.*
  
31. **Valian, V. (1998).** "Evaluating Women and Men." (Chapter 1 and Chapter 7.) *Why So Slow? The Advancement of Women.* Cambridge, Mass.: MIT Press.  
*In these chapters, Valian presents research that demonstrates that men and women who do the same things are evaluated differently, with both men and women rating women's performances lower than men's, even when they are objectively identical. ALSO SEE <http://mitworld.mit.edu/video/80> - videotaped*

lecture by Professor Virginia Valian and her interactive tutorial at  
<http://www.hunter.cuny.edu/gendertutorial/>

32. **Wenneras, C. & Wold, A.** (1997). "Nepotism and sexism in peer-review." *Nature*, 387, 341–343.  
*This Swedish study found that female applicants for postdoctoral fellowships from the Swedish Medical Research Council had to be 2.5 times more productive than their male counterparts in order to receive the same "competence" ratings from reviewers.*
33. **Wolf Wendel, L. E., S. B. Twombly,** et al. (2000). "Dual-career couples: Keeping them together." *The Journal of Higher Education* 71(3): 291–321.  
*This paper addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-to-day needs of running a household which, in many cases, includes caring for children or elderly parents.*
34. **Yoder, J.** (2002). "2001 Division 35 Presidential Address: Context Matters: Understanding Tokenism Processes and Their Impact on Women's Work." *Psychology of Women Quarterly*, 26.  
*Research on tokenism processes is reviewed and coalesces around gender constructs. Reducing negative tokenism outcomes, most notably unfavorable social atmosphere and disrupted collegiality, can be done effectively only by taking gender status and stereotyping into consideration. These findings have applied implications for women's full inclusion in male-dominated occupations.*

#### Dual career and work-family issues

35. **Boushey, H. (2005).** Are Women Opting Out? Debunking the Myth. Center for Economic and Policy Research. Washington, DC, Center for Economic and Policy Research.  
*This analysis of the Current Population Survey's Outgoing Rotation Group data, a Bureau of Labor Statistics nationally representative survey, shows that the child penalty on labor force participation for prime-age women, aged 25 to 44, averaged -14.4 percentage points over the period from 1984 to 2004. This means that labor force participation by women in this age group with children at home averaged 14.4 percentage points less than for women without children at home. The penalty was 20.7 percentage points in 1984 and has fallen consistently over the last two decades, down to 8.2 percentage points in 2004.*
36. **Correll, S., Benard, S., & Paik, I.** (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology* 112(5), 1297–1338.  
*Survey research finds that mothers suffer a substantial wage penalty, although the causal mechanism producing it remains elusive. The authors employed a laboratory experiment to evaluate the hypothesis that status-based discrimination plays an important role and an audit study of actual employers to assess its real-world implications. In both studies, participants evaluated application materials for a pair of same-gender equally qualified job candidates who differed on parental status. The laboratory experiment found that mothers were penalized on a host of measures, including perceived competence and recommended starting salary. Men were not penalized for, and sometimes benefited from, being a parent. The audit study showed that actual employers discriminate against mothers, but not against fathers.*
37. **Goldin, C.** (2006). Working it out. *The New York Times*.  
*Op ed article that counters the news and opinion articles claiming that women, especially graduates of top-tier universities and professional schools, are "opting out" in record numbers and choosing home and family over careers.*

38. **Kerber, L. K. (2005).** We must make the academic workplace more humane and equitable. *The Chronicle of Higher Education*, 6.  
*This essay is a reflection by an academic historian both on the history of the academic workplace, and the ways in which it is currently an environment that is both inhumane and particularly difficult for women faculty.*
39. **McNeil, L., & Sher, M. (1999).** "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics.  
*Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the "two-body problem" when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.*
40. **Radcliffe Public Policy Center (2000).** *Life's work: Generational attitudes toward work and life integration.* This paper reports on the results of a national survey of Americans' attitudes about work and family, economic security, workplace technology, and career development. The majority of young men report that a job schedule that allows for family time is more important than money, power or prestige.
41. **Wolf Wendel, L. E., Twombly, S.B., et al. (2000).** "Dual-career couples: keeping them together." *The Journal of Higher Education* 71(3): 291–321.  
*This article addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-to-day needs of running a household which, in many cases, includes caring for children or elderly parents.*

#### Background Readings on Scientific Careers

42. **A Study on the Status of Women Faculty in Science at MIT. (1999).** *The MIT Faculty Newsletter*, Vol. XI, No. 4. *This is the original MIT report that has spurred so many other studies.*
43. **Gannon, F., Quirk, S., & Guest, S. (2001).** Are women treated fairly in the EMBO postdoctoral fellowship scheme? *European Molecular Biology Organization Reports* 2, 8, 655–657.  
*This article presents the findings from an analysis of the European Molecular Biology Organization Long Term Fellowship granting scheme in order to determine if gender bias exists in the program. When the success rate is calculated for the spring and autumn session for the years 1996–2001, the female applicants were, on average, 20% less successful than the males.*
44. **General Accounting Office (1994).** Peer Review: Reforms Needed to Ensure Fairness in Federal Agency Grant Selection. 138.  
*GAO examined grant selection in three federal agencies that use peer review: the National Institutes of Health (NIH), the National Science Foundation (NSF), and the National Endowment for the Humanities (NEH). At each agency, GAO collected administrative files on a sample of grant proposals, approximately half of which had been funded. GAO then surveyed almost 1,400 reviewers of these proposals to obtain information not available from the agencies. In addition, GAO interviewed agency officials and reviewed documents to obtain procedural and policy information. GAO also observed panel meetings at each agency.*
45. **Hopkins, Nancy, Lotte Bailyn, Lorna Gibson, and Evelyn Hammonds. (2002).** *An Overview of Reports from the Schools of Architecture and Planning; Engineering; Humanities, Arts, and Social Sciences; and the*

*Sloan School of Management. Massachusetts Institute of Technology. The overview of MIT's more recent study of all of its schools.*

46. **Etzkowitz, H., C. Kemelgor, and B. Uzzi.** (2000). "The 'Kula Ring' of scientific success." *Athena unbound: The advancement of women in science and technology.* Cambridge: Cambridge University Press.  
*This chapter and book explore the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.*
47. **Kulis, S., Chong, Y., & Shaw, H.** (1999). Discriminatory organizational contexts and black scientists on postsecondary faculties. *Review in Higher Education*, 40(2), 115–148.  
*This article examines the role of various kinds of institutional discrimination in producing the underrepresentation of black faculty.*

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## Appendix 5 - Sampling of University Programs Addressing Diversity and Unconscious Bias in Recruitment

1. University of Michigan, Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)  
<http://www.advance.rackham.umich.edu/handbook.pdf>
2. University of Wisconsin-Madison, Women in Science and Engineering Leadership Institute (WISELI)  
[http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_2ndEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf)  
<http://wiseli.engr.wisc.edu/docs/SearchBook.pdf>
3. University of Washington, Leadership Excellence for Academic Diversity (LEAD)  
<http://www.engr.washington.edu/lead/biasfilm/>.

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## Appendix 6 - General Interview Questions

### WARM-UP QUESTIONS

- Why did you decide to apply for this position?
- How did you hear about this job opening?
- Briefly, would you summarize your work history & education for me?

### WORK HISTORY

- What special aspects of your work experience have prepared you for this position?
- Can you describe for me one or two of your most important accomplishments?
- How much supervision have you typically received in your previous job?
- Describe for me one or two of the biggest disappointments in your work history?
- Why are you leaving your present job? (or, Why did you leave your last job?)
- What is important to you in a company? What things do you look for in an organization?

### JOB PERFORMANCE

- Everyone has strengths & weaknesses as workers. What are your strong points for this job? What would you say are areas that need improvement?
- How did your supervisor on your most recent job evaluate your job performance? What were some of the good points & bad points of that rating?
- When you have been told, or discovered for yourself, a problem in your job performance? What have you typically done? Can you give me an example?
- Do you prefer working alone or in a group?
- What kind of people do you find it most difficult to work with? Why?
- Starting with your last job, tell me about any of your achievements that were recognized by your superiors.
- Can you give me an example of your ability to manage or supervise others?
- What are some things you would like to avoid in a job? Why?
- In your previous job what kind of pressures did you encounter?
- What would you say is the most important thing you are looking for in a job?
- What are some of the things on your job you feel you have done particularly well or in which you have achieved the greatest success? Why do you feel this way?
- What were some of the things about your last job that you found most difficult to do?
- What are some of the problems you encounter in doing your job? Which one frustrates you the most? What do you usually do about it?
- What are some things you particularly liked about your last job?
- Do you consider your progress on the job representative of your ability? Why?
- How do you feel about the way you & others in the department were managed by your supervisor?
- If I were to ask your present (most recent) employer about your ability as a \_\_\_\_\_, what would they say?

## EDUCATION

- What special aspects of your education or training have prepared you for this job?
- What courses in school have been of most help in doing your job?

## CAREER- GOALS

- What is your long-term employment or career objective?
- What kind of job do you see yourself holding five years from now?
- What do you feel you need to develop in terms of skill & knowledge in order to be ready for that opportunity?
- Why might you be successful in such a job?
- How does this job fit in with your overall career goals?
- Who or what in your life would you say influenced you most with your career objectives?
- Can you pinpoint any specific things in your past experience that affected your present career objectives?
- What would you most like to accomplish if you had this job?
- What might make you leave this job?

## SELF-ASSESSMENT

- What kind of things do you feel most confident in doing?
- Can you describe for me a difficult obstacle you have had to overcome? How did you handle it? How do you feel this experience affected your personality or ability?
- How would you describe yourself as a person?
- What do you think are the most important characteristics & abilities a person must possess to become a successful ( )? How do you rate yourself in these areas?
- Do you consider yourself a self-starter? If so, explain why ( and give examples)
- What do you consider to be your greatest achievements to date? Why?
- What things give you the greatest satisfaction at work?
- What things frustrate you the most? How do you usually cope with them?

## CREATIVITY

- In your work experience, what have you done that you consider truly creative?
- Can you think of a problem you have encountered when the old solutions didn't work & when you came up with new solutions?
- Of your creative accomplishments big or small, at work or home, what gave you the most satisfaction?
- What kind of problems have people recently called on you to solve? Tell me what you have devised.

## DECISIVENESS

- Do you consider yourself to be thoughtful, analytical or do you usually make up your mind fast? Give an example. (Watch time taken to respond)
- What was your most difficult decision in the last six months? What made it difficult?

- The last time you did not know what decision to make, what did you do?
- How do you go about making an important decision affecting your career?
- What was the last major problem that you were confronted with? What action did you take on it?

#### RANGE OF INTERESTS

- What professional organizations do you belong to?
- How do you keep up with what's going on in your company / your industry/ your profession?

#### MOTIVATION

- What is your professional goal?
- Can you give me examples of experience on the job that you felt were satisfying?
- Do you have a long & short-term plan for your department? Is it realistic? Did you achieve it last year?
- Describe how you determine what constitutes top priorities in the performance of your job.

#### WORK STANDARDS

- What are your standards of success in your job?
- In your position, how would you define doing a good job? On what basis was your definition determined?
- When judging the performance of your subordinate, what factors or characteristics are most important to you?

#### LEADERSHIP

- In your present job what approach do you take to get your people together to establish a common approach to a problem?
- What approach do you take in getting your people to accept your ideas or department goals?
- What specifically do you do to set an example for your employees?
- How frequently do you meet with your immediate subordinates as a group?
- What sort of leader do your people feel you are? Are you satisfied?
- How do you get people who do not want to work together to establish a common approach to a problem?
- If you do not have much time & they hold seriously differing views, what would be your approach?
- How would you describe your basic leadership style? Give specific examples of how you practice this?
- Do you feel you work more effectively on a one to one basis or in a group situation?
- Have you ever led a task force or committee or any group who doesn't report to you, but from whom you have to get work? How did you do it? What were the satisfactions & disappointments? How would you handle the job differently?

#### ORAL PRESENTATION SKILLS

- Have you ever done any public or group speaking? Recently? Why? How did it go?
- Have you made any individual presentations recently? How did you prepare?

## WRITTEN COMMUNICATION SKILLS

- Would you rather write a report or give a verbal report? Why?
- What kind of writing have you done? For a group? For an individual?
- What is the extent of your participation in major reports that have to be written?

## FLEXIBILITY

- What was the most important idea or suggestion you received recently from your employees? What happened as a result?
- What do you think about the continuous changes in company operating policies & procedures?
- How effective has your company been in adapting its policies to fit a changing environment?
- What was the most significant change made in your company in the last six months which directly affected you, & how successfully do you think you implemented this change?

## STRESS TOLERANCE

- Do you feel pressure in your job? Tell me about it.
- What has been the highest pressure situation you have been under in recent years? How did you cope with it?

## STABILITY & MATURITY

- Describe your most significant success & failure in the last two years.
- What do you like to do best?
- What do you like to do least?
- What in your last review did your supervisor suggest needed improvement?
- What have you done about it?

## INTEREST IN SELF DEVELOPMENT

- What has been the most important person or event in your own self development?
- How much of your education did you earn?
- What kind of books & other publications do you read?
- Have you taken a management development course?
- How are you helping your subordinates develop themselves?

## Questions To Reveal Integrity/Honesty/Trustworthiness

- Discuss a time when your integrity was challenged. How did you handle it?
- What would you do if someone asked you to do something unethical?
- Have you ever experienced a loss for doing what is right?
- Have you ever asked for forgiveness for doing something wrong?

- In what business situations do you feel honesty would be inappropriate?
- If you saw a co-worker doing something dishonest, would you tell your boss? What would you do about it?

#### Questions To Reveal Personality/Temperament/Ability To Work With Others

- If you took out a full-page ad in a newspaper and had to describe yourself in only three words, what would those words be?
- How would you describe your personality?
- What motivates you the most?
- If I call your references, what will they say about you?
- Do you consider yourself a risk taker? Describe a situation in which you had to take a risk.
- What kind of environment would you like to work in?
- What kinds of people would you rather not work with?
- What kinds of responsibilities would you like to avoid in your next job?
- What are two or three examples of tasks that you do not particularly enjoy doing? Indicate how you remain motivated to complete those tasks.
- What kinds of people bug you?
- Tell me about a work situation that irritated you.
- What kinds of conflicts have you experienced in your work-life? How did you handle them? What was the outcome?
- Tell me about a professional conflict you had: what did you do, what was the outcome, and looking back now what would you have done differently?
- Have you ever had to resolve a conflict with a co-worker or client? How did you resolve it?
- Describe the appropriate relationship between a supervisor and subordinates.
- What sort of relationships do you have with your associates, both at the same level and above and below you?
- How have you worked as member of teams in the past?
- Do you prefer to work alone, with small teams or in a large team environment?
- Tell me about some of the groups you've had to get cooperation from. What did you do?
- What is your management style? How do you think your subordinates perceive you?
- As a manager, have you ever had to fire anyone? If so, what were the circumstances, and how did you handle it?
- Have you ever been in a situation where a project was returned for errors? What effect did this have on you?
- What previous job was the most satisfying and why?
- What job was the most frustrating and why?
- Tell me about the best boss you ever had. Now tell me about the worst boss. What made it tough to work for him or her?
- What do you think you owe to your employer?
- What does your employer owe to you?

- If someone asked you for assistance with a matter that is outside the parameters of your job description, what would you do?
- If I asked your previous/current co-workers about you, what would they say?
- Describe an ideal work environment or the “perfect job.”

#### Questions To Reveal Past Mistakes

- Tell me about an objective in your last job that you failed to meet and why.
- When is the last time you were criticized? How did you deal with it?
- What have you learned from your mistakes?
- Tell me about a situation where you “blew it.” How did you resolve or correct it to save face?
- Tell me about a situation where you abruptly had to change what you were doing.
- If you could change one (managerial) decision you made during the past two years, what would that be?
- Tell me of a time when you had to work on a project that didn’t work out the way it should have. What did you do?
- If you had the opportunity to change anything in your career, what would you have done differently?

#### Questions To Reveal Creativity/Creative Thinking/Problem Solving

- When was the last time you “broke the rules” (thought outside the box) and how did you do it?
- What have you done that was innovative?
- What was the wildest idea you had in the past year? What did you do about it?
- Give me an example of when someone brought you a new idea, particularly one that was odd or unusual. What did you do?
- If you could do anything in the world, what would you do?
- Describe a situation in which you had a difficult (management) problem. How did you solve it?
- What is the most difficult decision you’ve had to make? How did you arrive at your decision?
- Describe some situations in which you worked under pressure or met deadlines.
- Were you ever in a situation in which you had to meet two different deadlines given to you by two different people and you couldn’t do both? What did you do?
- What type of approach to solving work problems seems to work best for you? Give me an example of when you solved a tough problem.
- When taking on a new task, do you like to have a great deal of feedback and responsibility at the outset, or do you like to try your own approach?
- You’re on the phone with another department resolving a problem. The intercom pages you for a customer on hold. Your manager returns your monthly report with red pen markings and demands corrections within the hour. What do you do?
- Describe a sales presentation when you had the right product/service, and the customer wanted it but wouldn’t buy it. What did you do next?

### Questions to evaluate level of interest in position and reason for leaving current position:

- What would be your next logical move in career progression if you remained with your current company?  
How long would it take to get there?
- What would have to change at your current company in order for you stay?"  
*[Logic: You need to know right up front if there's a possibility of this candidate accepting a counteroffer.]*
- Question 3: "What's the reason for leaving (RFL) your current company?"  
*[Logic: The reason for leaving is the link in a candidate's career progression. The reason for leaving the current company must be fulfilled by your company!]*
- Distinguish between RFLs that are outside of a candidate's control (e.g., layoffs) and RFLs that result from candidates' orchestrating their own moves (e.g., "No room for growth")
- "Qualify" a layoff and challenge the "No room for growth" response  
-was the candidate laid off after the first round or the tenth round?  
-what does growth mean for this person? What do they mean by "no room for growth"?

### Miscellaneous Useful Questions

- How do you measure your own success?
- What is the most interesting thing you've done in the past three years?
- What are your short-term or long-term career goals?
- Why should we hire you?
- What responsibilities do you want, and what kinds of results do you expect to achieve in your next job?
- What do you think it takes to be successful in a company like ours?
- How did the best manager you ever had motivate you to perform well? Why did that method work?
- What is the best thing a previous employer did that you wish everyone did?
- What are you most proud of?
- What is important to you in a job?
- What do you expect to find in our company that you don't have now?
- When you look at the job description, which part appeals to you the most? Is there any part of it you could not perform?
- Is there anything you wanted me to know about you that we haven't discussed?
- Do you have any questions for me?
- Is there anything else you would like to tell me (us) that would help us make up our mind that you are the right person for the job? Is there anything we should have asked?
- Are you planning any vacations or time away from work in the next year? Tickets purchased?

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## Appendix 7 - Sample Candidate Assessment Forms

### Candidate Evaluation Form

(can be used for any position)

**3 = exceeds requirements; 2 = meets requirements; 1 = marginal; 0 = does not meet requirements.**

**Please check the box that corresponds to your assessment of the candidate for each category.**

**Applicants Name and Date**

**Rankings**

ASSESMENT REQUIREMENT	3	2	1	0
Educational Requirement				
Experience Requirement				
Knowledge, Skills and Abilities				
Motivation				
Initiative				
Stability				
Planning				
Interpersonal Skills/ Communication Skills				
Work Habits/ Effectiveness				
Ambitions and Goals				
Technical Skill Knowledge and Ability				

Additional Comments:

## Candidate Evaluation Sheet

(particularly suited to research staff hires)

*The following offers a method for interviewers to provide evaluations of job candidates. It is meant to be a template that can be modified as necessary for their own uses. The proposed questions are designed for junior candidates; however, alternate language is suggested in parenthesis for senior candidates.*

Candidate's Name:

Please indicate which of the following are true for you (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Read candidate's CV<br><input type="checkbox"/> Read candidate's scholarship<br><input type="checkbox"/> Read candidate's letters of recommendation<br><input type="checkbox"/> Other (please explain): | <input type="checkbox"/> Met with candidate<br><input type="checkbox"/> Attended lunch or dinner with candidate<br><input type="checkbox"/> Attended candidate's job talk |
|--|---|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly/technical impact						
Potential for (Evidence of) productivity (research, technical, etc.)						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to mentor and supervise graduate students, postdoctoral fellows and/or junior staff						
Potential (Demonstrated ability) to be a conscientious organizational community member						

Other comments?

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## Appendix 8 - Resources for Building a Diverse Pool

### 1. Inside Higher Ed

(<http://www.insidehighered.com/advice/2012/02/01/essay-how-build-hiring-pool-faculty-jobs>)

This site contains a number of writings on building diverse candidate pools from faculty at a variety of institutions.

### 2. The Minority and Women Doctoral Directory ([www.mwdd.com/index.asp](http://www.mwdd.com/index.asp))

A “registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master’s degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” The entire directory is very expensive, but you can reduce costs by purchasing rosters for specific disciplines. For ordering information. See: [www.mwdd.com/employers/ordering/order\\_form.asp](http://www.mwdd.com/employers/ordering/order_form.asp).

### 3. CIC Directory of Women in Science and Engineering

([www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering](http://www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering))

The Committee on Institutional Cooperation (CIC) WISE Directory aims to assist colleges, universities, and other potential employers to recruit women in the sciences, engineering, and mathematics. “The WISE Directory is open to women Ph.D. candidates and recipients in the sciences, engineering or mathematics from a CIC university. Potential employers may search the directory by disciplinary field.”

### 4. CIC Directory of Minority PhD, MFA, and MLS Candidates and Recipients

([www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates](http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates))

The Committee on Institutional Cooperation (CIC) *Directory of Minority PhD, MFA and MLS Candidates and Recipients* is published online in an effort to increase the professional opportunities of minority graduate students and to aid colleges, universities, and other potential employers in the recruitment of highly educated underrepresented minorities. “The Minority Directory is open to American Indian, African American, Mexican American, Puerto Rican and other Latina/Latino students in any field. Asian American students in humanities and social sciences are also eligible. All applicants must be U.S. citizens who have completed their PhD, MLS, or MFA degrees within the next year at one of the CIC member universities.”

### 5. The Association of American Colleges and Universities ([www.aacu-edu.org/issues/diversity/](http://www.aacu-edu.org/issues/diversity/))

The AAC&U provides national leadership on issues of diversity in higher education. This Web page lists research and resources relevant to campus diversity initiatives.

### 6. American Association of University Professors ([www.aaup.org](http://www.aaup.org))

**Recommendations for increasing diversity of faculty**

([www.aaup.org/statements/Redbook/AARDPLAN.HTM](http://www.aaup.org/statements/Redbook/AARDPLAN.HTM))

**Diversity & Affirmative Action in Higher Education**

([www.aaup.org/Issues/AffirmativeAction](http://www.aaup.org/Issues/AffirmativeAction))

“This page lists documents describing the Association’s policies and ongoing work on these issues” and provides links to other pertinent information, such as:

## **How to Diversify Faculty: The Current Legal Landscape**

([www.aaup.org/Legal/info%20outlines/legaa.htm](http://www.aaup.org/Legal/info%20outlines/legaa.htm))

## **Sources on the Educational Benefits of Diversity**

([www.aaup.org/Issues/AffirmativeAction/aaedbene.htm](http://www.aaup.org/Issues/AffirmativeAction/aaedbene.htm))

7. **The Affirmative Action Register** ([www.aar-eeo.com](http://www.aar-eeo.com))  
 “The national EEO recruitment publication directed to females, minorities, veterans, and disabled persons as well as to all employment candidates.”
8. **The Chronicle of Higher Education** ([chronicle.com/jobs](http://chronicle.com/jobs)) **Black Issues in Higher Education**  
 ([www.blackissues.com/BIHEInfo.asp](http://www.blackissues.com/BIHEInfo.asp))  
 “Published every two weeks, *Black Issues In Higher Education* is America’s preeminent news magazine for professionals in higher education. *Black Issues In Higher Education* is distributed to every college and university in the United States. Subscribers include university presidents, deans, professors, researchers, student services directors, admissions counselors as well as students, librarians, human resources and affirmative action officers. *Black Issues* is especially well received on the campuses of the nation’s community, junior and technical colleges. It also reaches many professional associations, corporations, military installations and other groups and individuals concerned with minority participation in higher education.”
9. **Hispanic Outlook in Higher Education** ([www.hispanicoutlook.com](http://www.hispanicoutlook.com))  
 “*The Hispanic Outlook in Higher Education* is published 26 times a year. It is the sole Hispanic journal on today’s college campus that reaches a broad cultural audience of educators, administrators, students, student service and community-based organizations, plus corporations. Each edition brings forth the significance of communication in academic circles, the importance of positive learning experiences, the contributions of both Hispanic and non-Hispanic role models, and constructive observations on policies and procedures in academia. Working with an influential editorial board made up of accomplished academic professionals, *HO* presents progressive feature articles that provide constructive discussion of issues confronted by Hispanics on the college campus.”
10. **AWIS—American Women in Science**  
 Magazine and online job listings. See [www.awis.org/voice/advertising.html](http://www.awis.org/voice/advertising.html) for pricing. Also maintains a searchable registry of women scientists: [www.sgmeet.com/awis/registry/searchjob.asp](http://www.sgmeet.com/awis/registry/searchjob.asp).
11. **American Physical Society (APS)—Roster of Women and Minorities in Physics**  
 The APS Committee on the Status of Women in Physics maintains a searchable Roster of Women and Minorities in Physics that contains the names and qualifications of over 3,100 women and 900 minority physicists. The Roster is widely used by prospective employers to identify women and minority physicists for job openings. For more information see: [www.aps.org/educ/cfm](http://www.aps.org/educ/cfm).
12. **Society of Women Engineers**  
 Maintains a résumé match/job match service. Subscribed employers can post job announcements, and job candidates can post résumés. For more information see <http://careers.swe.org/>.
13. **Association of Women in Mathematics**  
 “The AWM Web site receives over 10,000 visitors per month...and these visitors are primarily female mathematicians and statisticians, both students and practitioners.” Open positions can be advertised on the Web site and links to job announcements can be posted. For details and pricing see [www.awm-math.org/ads/guidelines.html](http://www.awm-math.org/ads/guidelines.html).

**14. IEEE (Institute of Electrical and Electronics Engineers) Job Site**

**15. Faculty For The Future**

Administered by WEPAN (Women in Engineering Programs and Advocates Network). The Faculty For The Future Web site identifies itself as “the only Web site dedicated to linking a diverse pool of women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities across the country.” For more information see: [www.engr.psu.edu/fff](http://www.engr.psu.edu/fff).

**16. Recruitment Sources page at Rutgers** lists several resources that can be helpful in recruiting women and minority candidates.

<http://uhr.rutgers.edu/ee/recruitmentsources.htm>

**17. Faculty Diversity Office page at Case Western Reserve University** provides links to many specific professional organizations and diversity resources for faculty searches.

<http://www.case.edu/president/aaction/diverse.html>

**18. The WISE Directories** publishes free annual listings of women and minority Ph.D. recipients, downloadable as pdf documents.

<http://www.cic.net/programs/DirectoryOfWomenInScienceAndEngineering/archive/ResourceList/WiseDir/main.asp>

<http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx>

**19. The Minority and Women Doctoral Directory** “is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master’s degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” Directories are available for purchase.

[www.mwdd.com](http://www.mwdd.com)

**20. National Science Foundation Survey of Earned Doctorates** is published yearly. While it does not list individual doctorate recipients, it is a good resource for determining how big the pool of new women and minority scholars will be in various fields.

[www.nsf.gov/statistics/srvydoctorates/](http://www.nsf.gov/statistics/srvydoctorates/)

**21. Ford Foundation Fellows** is an on-line directory of minority Ph.D.s in all fields, administered by the National Research Council (NRC). The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC.

<http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

**22. Mellon Minority Undergraduate Fellowship Program** provides an on-line list of minority Ph.D.s and their dissertation, book and article titles in all fields.

<http://www.mmuf.org/>

23. **IMDiversity.com** is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.  
<http://www.imdiversity.com/>
  
24. **Nemnet** is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.  
<http://www.nemnet.com>
  
25. **HBCU Connect.com Career Center** is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities.  
<http://jobs.hbcuconnect.com/>
  
26. **American Indian Science & Engineering Society** maintains a job listings page (and a resume database available to Career Fair exhibitors).  
<http://www.aises.org>
  
27. **American Indian Graduate Center** hosts a professional organization, fellowship and postdoctoral listings, and a magazine in which job postings can be advertised.  
<http://www.aigcs.org>
  
28. **National Society of Black Engineers** seeks increase the number of minority students studying engineering at both the undergraduate and graduate levels. It encourages members to seek advanced degrees in engineering or related fields and to obtain professional engineering registrations.  
<http://www.nsbe.org>
  
29. **Society of Hispanic Professional Engineers** is a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.  
<http://www.shpe.org>
  
30. **Minority Postdoc.org** features resources & events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues. As a “virtual career center” they help Ph.D. graduate students transition to the postdoctoral stage and both grads/postdocs transition to their first professional position in academia, industry, and other careers. They also offer a community of minority talent for recruiting and peer-to-peer mentoring. Their future Candidate CV Database of postdocs can be used by employers for recruiting.  
[www.minoritypostdoc.org/](http://www.minoritypostdoc.org/)

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## Appendix 9 - Understanding Our Bias

### **Project Implicit, Harvard University**

On-line test to evaluate for personal implicit biases. <https://implicit.harvard.edu/implicit/>

### **Cook Ross, Inc.**

Ross, H. (2008) "Proven Strategies for Addressing Unconscious Bias in the Workplace." CDO Insights, Vol. 2, Issue 5. <http://www.cookross.com/docs/UnconsciousBias.pdf>

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