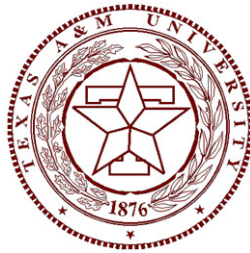


TEXAS A&M UNIVERSITY

RECRUITMENT AND RETENTION FOR FACULTY DIVERSITY: A HANDBOOK FOR SEARCH COMMITTEES



Created September, 2004
Updated October, 2009

Office of the Dean of Faculties and Associate Provost
114 Henderson Hall, MS 1126
Texas A&M University
College Station, Texas 77843-1126
Phone: (979) 845-4274
<http://dof.tamu.edu/>

This handbook was originally written in 2004 by the following individuals:

Karan L. Watson, Ph.D., Dean of Faculties and Associate Provost, and Regents Professor of Electrical Engineering

James A. Anderson, Ph.D., Vice President and Associate Provost for Institutional Assessment and Diversity, and Professor of Psychology

Christine A. Stanley, Ph.D., Assistant Dean of Faculties, and Associate Professor of Higher Education Administration

Table of Contents

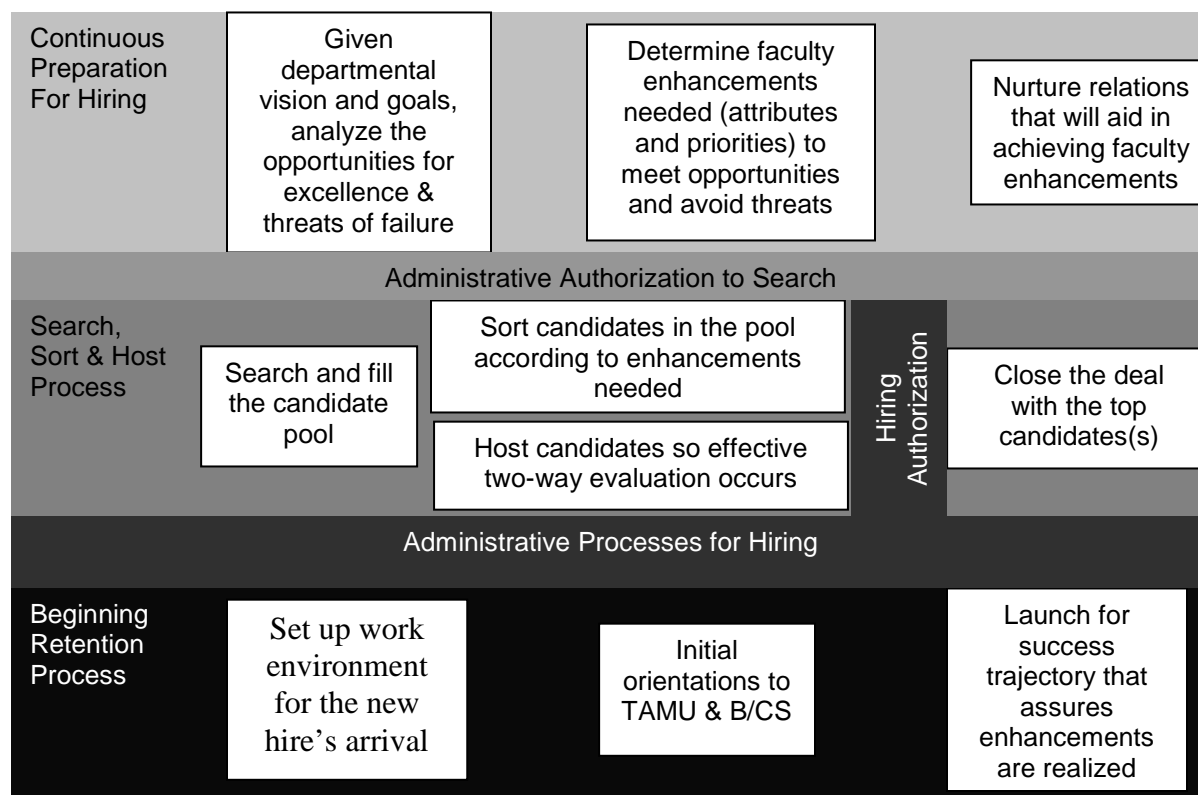
Purpose of the Handbook.....	4
Continuous Preparation for Hiring.....	5
Administrative Authorization to Search	6
Texas Workforce Commission	6
Search, Host, and Sort Process	6
Search Process	6
Advertising the Position.....	7
Acknowledging All Applicants.....	8
Recruiting the Applicant	8
Sort Process.....	8
Host Process.....	9
Administrative Authorization to Offer Positions.....	10
Closing the Deal.....	10
Administrative Authorization to Hire	11
Dual Career/Partner Placement Employee Assistance Program.....	12
Who Qualifies	13
How the Service Works	14
Initiating the Retention Process	16
Mentoring Junior Faculty.....	17
Appendix 1.....	20
Appendix 2.....	22
Appendix 3.....	26
Appendix 4.....	29
Appendix 5.....	31
Appendix 6.....	41
Appendix 7.....	43

Texas A&M University
Recruitment and Retention for Faculty Diversity

Purpose of the Handbook

This handbook is designed to assist faculty search committees as we work to successfully recruit and orient new faculty to the University. Nothing in this handbook can match the knowledge and hard work many dedicated individuals bring to the effort of creatively and persistently striving to hire for the variety of programs represented at Texas A&M University. We recognize this and endorse the fact that in each discipline or even sub-discipline, a thorough understanding of the culture and expectations of individuals in the potential prospect pool must be utilized for successful searches and hires to occur. Thus, the handbook offers resources so that the search and hire process align with University requirements and offer ideas that will aid committees in their efforts to enrich existing search practices.

The handbook is organized in sections that represent the multiphase process for faculty recruiting that is primarily sequential in time for a given search. The search committee may be the prime operational unit in only a small portion of this process, but it is expected that most of the members of the search committee will be involved in the entire process while others not on the search committee must be involved in the search. The model is as follows:



Continuous Preparation for Hiring

The first step in the recruitment process is to ensure that there is consistency between the attributes of the candidates being recruited and the faculty's "shared" vision of what is needed in new hire attributes to enhance the department. If there is no shared vision, or if certain attributes, such as racial and ethnic diversity or a "non-mainstream" research area is not broadly seen as an asset in the department, are thrown into the process by a few faculty members, confusion in the sorting process is virtually guaranteed. This not only leads to frustration in the search, but also can negatively impact existing faculty members' sense of belonging, sense of being valued, or overall morale. *It is important that the mission and vision of the Department clearly align with the attributes being sought after in new faculty members.*

On the one hand, existing faculty members who are well-established in the department and their professional field assume that everyone knows that the attributes they are seeking in new faculty members should align with what has been sought in the past, with minor variations. On the other hand, other faculty members, both senior and junior, hear messages about professional field and campus changes. They may make very different assumptions about what this means and how this should be prioritized in new hires. All of these unexamined assumptions result in biases in terms of who is and who is not encouraged to apply. Mixed signals emanating from a department in a single search, or those conducted over the years, result in potential candidates whose characteristics align with the newer high priority attributes (and who are not naïve), understanding that in spite of the rhetoric that may surround a new search, the likely outcome for the department will be to hire like they have always hired. Thus, some of the most sophisticated candidates with high levels of attributes that may not have been prioritized in the past will be missing from the candidate pool. This leads to a circular argument that candidates with these new attributes do not appear to meet the "normal" standards of the department.

If there are desirable attributes in new faculty that do not commonly exist in the present faculty, the discussion needs to move into areas such as:

- How widely distributed, in frequency and sub-variations, are these attributes needed?
- What attributes become less of a priority if new attributes are being raised as a priority?
- Who is available with the sophistication to recognize the relative strengths and likely sources for potential candidates with the desired attributes?
- What departmental strengths or relations will help attract candidates with the desired attributes?
- What real or perceived weaknesses of the department may inhibit the attraction of candidates with the desired attributes?
- What can we do to build the strengths and relations and reduce the inhibitors?

Answers to these questions can lead to actions that should not wait to be addressed when faculty searches are about to begin. This is a dialogue that should continuously occur when discussing the department's mission and vision. Some suggestions include:

- Prepare statements from faculty who are committed to the shared vision and new faculty attributes and publicize them.

- Prepare all faculty to take advantage of potential recruitment interfaces such as, at conferences, meetings, visits to other campuses, or industry/business/government visits to share information about the department and to gather contact data from potential candidates for the future.
- Establish meaningful relations with campuses that graduate large numbers of students with the desired attributes.
- Initiate mechanisms to invite future potential candidates for scholarly activities on campus.
- Establish contacts with faculty on other campuses who have or value the attributes desired so they are comfortable in directing students they know to the department.
- Keep contacts with former students with the desired attributes so that they are both a potential candidate in the future and can direct others with the desired attributes to the department.

If a department claims certain attributes are desirable, but directs minimal effort and resources into understanding and nurturing such attributes in existing departmental efforts, then the signal sent is that the attribute is not deeply valued. Decide and act in accordance with the signal that the department wants to send.

Administrative Authorization to Search

The authorization to recruit is provided by the Dean of the College in accordance with *University Rule 12.99.99.M1- Faculty Recruitment Procedures*. Colleges may set additional guidelines for procedures to request authorization to recruit faculty members. Deans should notify Dean of Faculties when a search has been authorized.

Texas Workforce Commission

Every state job in Texas must be posted with the Texas Workforce Commission. Before a search begins, notify the Office of the Dean of Faculties and Associate Provost (dof@tamu.edu, 979-845-4274) about the position. The Office of the Dean of Faculties and Associate Provost will submit the required information to the Texas Workforce Commission.

Search, Host, and Sort Process

The faculty in a department have a tremendous impact on the hiring practices in the department (and retention), thus they have to decide whether the goal is to achieve outcomes like before or if there is some dimension of attributes that warrants the desire for different outcomes than in previous searches. It seems obvious that doing the same thing as always is unlikely to result in any significant change in outcomes.

Search Process

While the current practice of search committees varies greatly throughout the campus, many committees exert minimal effort in the search process. The assumption that numerous applications from routine advertisements and word-of-mouth about position openings result in sufficient pools of candidates may be valid if no differences in the pool is needed. If this is not the case, we recommend the following strategies that work to create a more active search.

1. Work to develop a diverse committee so that people serving are prepared to actively search for and encourage applications from people with the diverse attributes desired for the

position. Therefore, when it is time to sort through the applications the committee has the appropriate knowledge represented among the various members to fairly weigh the different attributes as they appear in candidates' credentials.

2. Work to actively recruit candidates to the applicant pool. For example, the **University of Minnesota Duluth** (<http://www.d.umn.edu/~equaloo/guide.html#32>) states that you must:
 - a. Ask members of the department to call colleagues at other universities to see if they know of women and minority candidates who might be qualified for and interested in this position.
 - b. Call or send the full position description to women and minority caucuses of relevant professional organizations.
 - c. Make use of appropriate list-serves/computer bulletin boards.
 - d. Engage local networks of people in related fields in the University or area colleges, corporations, and businesses to see if they know of potential candidates.
 - e. Survey departments at other universities to see which departments have a strong record of awarding Ph.D.s to women and minorities.
 - f. Contact relevant professional organizations for any rosters of women and minority Ph.D.s in the field.
 - g. Discuss and brainstorm other active recruiting strategies in a department or search committee meeting.
3. Advertise so that the announcement reaches a diverse audience. This is easy except there are always constraints on how much should be spent on advertisements with respect to the effectiveness in generating applicants. Departments should explore with potential candidates the places they would look for job announcements. **Appendix 6** lists "*Publications/Journals/Directories/Societies/Professional Organizations/Listservs/Conferences*" that are helpful for job advertisements.
4. Job announcements should be written to attract a broad pool of potential candidates. For example, if the department is truly working to diversify the faculty in terms of race and ethnicity, then the advertisement should go beyond the typical EEO statement and convey why the department values racial and ethnic diversity among the faculty.

Human Resources at Texas A&M University offers the following services:

Advertising the Position

Human Resources has contracts with three online recruiting sources: *The Chronicle of Higher Education*, HigherEdJobs.com, and WorkplaceDiversity.com. When advertising in *The Chronicle of Higher Education*, a discount will be given based on the ad size. The contract number, 000-668, must be included in order to receive the discount. For free advertising of faculty positions to HigherEdJobs.com and WorkplaceDiversity.com, contact Human Resources at (979) 845-5154. Each college has a representative that may post positions to these sites.

Acknowledging All Applicants

All of the procedures described in this handbook are designed to ensure fairness to candidates. *In particular, please pay attention to TAMUS policy 08.01 on Equal Employment Opportunity (EEO).* A **Self-Identification Form** <http://dof.tamu.edu/admin/hiring/selfid.pdf> is to be sent to all applicants of tenure and tenure-track positions. This form is to be returned to the Office of the Dean of Faculties and Associate Provost. This form can be sent out by paper copy or by electronic copy as an e-mail. If you send paper copies, the Office of the Dean of Faculties and Associate Provost can provide business reply envelopes. If you send out electronic copies, please have applicants send them back to dof@tamu.edu. This is also part of the university's Equal Employment Opportunity Commission reporting requirements.

Recruiting the Applicant

As a resource to the search committee, Human Resources can provide information on employee benefits and campus and community resources. The Director of Benefit Services and Recruiting Services Coordinator will be happy to meet with the search committee or applicants to provide information about employee benefits, retirement plans, relocation services, and the Dual Career Employment Program as well as other campus and community resources. Contact Human Resources at (979) 862-4141 for more information or to schedule a meeting.

Sort Process

Before sorting through any applicant's materials, establish explicit criteria for how the pool of applicants should be narrowed. Each member of the committee sorting the applications should apply the criteria utilizing their own interpretation of credentials; however, the committee should come to a broad level of consensus about the criteria to be used and the priorities of the criteria. Other factors to keep in mind include:

- Avoid disadvantaging people who have a non-traditional educational or employment history since this is typically not a criterion.
- If you encourage the candidacy of people who are interested or who are engaged in nontraditional or interdisciplinary scholarship, give weight to these qualifications in the screening process for all candidates.
- While screening, keep in mind that institutions of higher education have histories too, and some eminently respected ones have only recently begun to actively serve women and minorities. Keep an open mind and do not allow an institution's reputation alone, however well earned, to bias you to the value of other solid, perhaps not as widely known, institutions.
- Actively work to minimize the effects of unconscious and conscious stereotypes in the screening of candidates.
- Resist the impulse to label one or more candidates as the "most promising" because this may make it difficult for other candidates to be fully considered.
- Do not make assumptions about a person's willingness to move, their spouse/partner's willingness to move, etc. Let candidates decide these issues for themselves.

- Committee members need to continually examine whether their judgments on a dissertation, a person's character, experience, or publications, is being affected by subjective factors, stereotypes, or other assumptions. Screen to include candidates. Screening with the primary purpose of narrowing the pool may cause you to miss very attractive candidates.
- Do your homework. Read the files of candidates thoroughly before offering opinions.
- Think about the new dimensions that diverse candidates will bring to the department.
- Other than professional reasons, a candidate's motivation for applying for a position is not the business of the committee, the committee should operate with the understanding that professional interests motivated the application.

Adapted from: Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories, University of Wisconsin, 1998; The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity, University of California, 1987; Toward a Re-Vision: Examining Old Patterns and Practices in Screening and Hiring (Trainer's Manual, University of Wisconsin Centers, 1989).

Host Process

In several colleges, the Dean must approve the set of candidates who will be invited to campus before they can be scheduled. In garnering this approval, the search committee may be required to document aspects of their efforts to enrich the pool of candidates and demonstrate the reliability in the application of sorting priorities.

Generally speaking, we know how to schedule a candidate so that the appropriate people on campus can evaluate them. However, we often let the schedule of the candidate become dictated by the conveniences of our schedules, rather than drafting a schedule that allows them to be seen at their best. Work to ensure that all candidates being hosted have an equal opportunity to demonstrate their strengths. In addition, we need to ensure that the candidates have an appropriate opportunity to evaluate us as a viable place to work. Some recommendations that will enable this equal opportunity include:

- Everyone needs to feel that they are welcome at the University and in the Bryan/College Station community. Frequently, it helps to have other people with common attributes, backgrounds, or interests and hobbies (who are not in the decision-making capacity in the search) meet informally with candidates to give them a sense of the institution.
- Address family issues, including dual career placement, maternity/paternity leave, tenure clock extension, family medical leaves, etc. with all candidates, not only women.
- Address visa issues as appropriate. Have candidates with concerns about visas meet with personnel from the **Office of International Faculty and Scholar Services**, and provide appropriate information to the candidate <http://ifss.tamu.edu/>.
- Beware of presumptions about who will “fit” into the culture of the department, University, or community; make every effort to show candidates that they WILL fit, and then let them decide for themselves.
- Subtle messages from the search committee to the candidate or to others who will interview the candidate can strongly bias the process. For example, a search committee that is viewed by a candidate as "going through the motions," being hostile to candidates of color, or being generally cold and uncaring is very likely to create the self-fulfilling prophecy of not

being able to find any good candidates of color. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates. For other helpful hints, please see the University of Michigan website at <http://www.hr.umich.edu/empserv/department/empsel/diverse.html>

- Assure that everyone on the schedule for the candidate knows the subjects that can be broached during an interview.

Administrative Authorization to Offer Positions

To make an official offer, approval from the Dean of the college, the Dean of Faculties and Associate Provost, and in some situations the Provost & Executive Vice President for Academics is required. In addition, if University resources are needed along with departmental, college, or agency resources in order to include a start-up package in the offer, then the Vice President of Research must approve the University contribution before any offer can be made (see form for **New Faculty Start-up** <http://dof.tamu.edu/admin/hiring/newfacultystart-uprequest.pdf>). Each Dean will inform search committees of the process required to garner approval to begin negotiation on the position being offered. All offers prior to the official approval from the Dean of Faculties and Associate Provost, and in cases with tenure on arrival or an annual salary in excessive of \$100,000, must seek approval from the Provost & Executive Vice President for Academics. The offer must be made with the disclaimer,

“Employment is contingent on your ability to provide employment eligibility documentation required by federal employment and/or immigration laws. In addition, to help expedite the administrative approval, we request that you visit the following website (<http://dof.tamu.edu/forms>) and submit the Verification for Degree Request, Self Identification, and Felony Conviction forms to the Dean of Faculties Office as soon as possible (fax: 979-845-1822 or email: dof@tamu.edu). This offer will not be approved until the degree verification and criminal background forms are signed and received by the Dean of Faculties, and the approval is contingent upon the successful completion of the degree-verification and background-check processes.”

Offer letters that include the granting of tenure “on arrival” should have the following additional proviso,

“Offer of tenure on arrival is pending per approval by the University and System Administration and the Board of Regents.”

Closing the Deal

Department Heads are often the individuals who will “close the deal” in the recruitment process. However, the faculty and search committee should not disengage at this point of the process. There should be close coordination between the Department Head and the people who built repertoire with the candidate to ensure that the information flow during the negotiation is sufficient and a productive two-way process. The more the Department can do to “demystify” the negotiations, the better chance we have for the process to succeed in attracting candidates who may not represent our typical hires. Examples include making sure that the candidate knows we are working to start all hires off on an equal trajectory for success. This means that any differences in start-up

packages, salary, space allocations, or other accommodations for equal level hires in the last few years should be explainable by objective factors, not negotiation skill (unless negotiation skill is an important attribute of the position). Timely responses and reasonable time for making decisions should be allowed for all offers.

Dual career issues are often paramount during this phase of the process. Working with **Dual Career Services**, as well as actively working with contacts that the Department Head or other faculty members have, should be actively coordinated. Great care should be taken in not making wishful promises, but in keeping the candidate well informed as to the nature of our efforts. Some funds are available for bridging dual career placements if the commitment for long-term positions is present and the only inhibitor is current funds. Such requests should be made using the **Partner Placement/Dual Career Funding Request Form** which can be found on the Office of the Dean of Faculties and Associate Provost website at <http://dof.tamu.edu/admin/hiring/PartnerPlacementRequest.pdf>.

In addition, attention to the candidate's wishes to disclose what they want to about their professional and private life should be attended to with respect to what is legal. It is important to understand that after an offer has been made, and not rescinded because of information from the candidate, the department has more flexibility in working to meet the personal needs of the candidate.

Administrative Authorization to Hire

The forms required for garnering approval of the official offer can be found on the Dean of Faculties and Associate Provost website <http://dof.tamu.edu/admin/hiring/>. The cover form has required information for various reports that have to be filed by this Office. A copy of the actual letter of offer and approval for start-up resources must also accompany this form. In addition, the department must confirm that they have the appropriate search records (advertisement information, applicant lists, interview schedules, record of results from all offers) on file.

The following forms need to be submitted to prepare an Approval to Hire Package (These forms can be found on the following website: <http://dof.tamu.edu/admin/hiring/>):

1. Optional–Submit a cover memorandum to the Dean of Faculties and Associate Provost addressing what you are trying to do. This is only necessary if there are items to be addressed that are not obvious by the forms sent in.
2. **An Approval to Hire a Faculty Member form** must be filled out and signed by the Department Head & Dean. This form can be found at: <http://dof.tamu.edu/admin/hiring/approvaltohire.php>. You have the option of filling this out on the web. We request that this form stay in a one-page format. If you need additional space to address the benefits question, please attach a separate sheet. (*Submit the original form only, we will make a copy of the approved form and return it to your dean's office. We will ask your dean's office to forward a copy to you.*)
3. If start-up funding is required, the **New Faculty Start-up Request form** signed by the Department Head, Dean, and the Vice President for Research needs to be attached <http://dof.tamu.edu/admin/hiring/newfacultystart-uprequest.pdf>. (*See item #1 under New Procedures.*)

4. A copy of the **offer letter**.
5. The faculty member's **curriculum vitae**.
6. The **Verification of Degree Release form**:
http://dof.tamu.edu/admin/hiring/verification_release_form.pdf
 Must be signed by the faculty member. We can accept faxed signatures. All information requested on the form is needed in order for the Office of the Dean of Faculties and Associate Provost to verify the degree. If you have a problem getting a signed form before sending in the Approval to hire package, then you may send the signed form in when you send in the signed tenure form. We do not want this to hold up the applicant package.
7. The **Applicant Tracking Log** <http://dof.tamu.edu/admin/hiring/applicant.xls>, (*a hard copy and a disk*) needs to be attached in cases of tenure and tenure-track hires. The Applicant Tracking Log is **not** required on non-tenure or non-tenure-track positions. All other documentation regarding the search process needs to be kept on file in your office for two years.
8. The appropriate tenure form should be attached. The forms are:
 - a. **The Agreement Concerning Appointments Which Do Not Accrue Credit Towards Tenure** for a non-tenure position such as Lecturer or Visiting titles:
<http://dof.tamu.edu/admin/hiring/nontenure.pdf>
 - b. **The Agreement Concerning Probationary Service** for a tenure-track faculty member coming in with a probationary period:
http://dof.tamu.edu/admin/hiring/probation_tenure_form.pdf
 - c. **The Agreement Concerning Tenure** for a faculty member coming in with tenure on arrival. http://dof.tamu.edu/admin/hiring/hired_with_tenure.pdf
9. **Appointments with Tenure on Arrival** need to include the following:
 - a. The department committee and the Deans Advisory Council should review the candidate's dossier and vote on it. Both votes need to be included in the documentation. If there are discrepancies in the voting or concerns rose, those should also be addressed. This can be reported in a cover memorandum. The memorandum should be addressed to the Provost and Executive Vice President for Academics through the Dean of Faculties.
 - b. In most cases, the dossier should include letters of recommendation.
 - c. A short biographical paragraph, which will be submitted to the Board of Regents as part of the approval process.

If you have any questions regarding these procedures, please contact the Office of the Dean of Faculties and Associate Provost at 845-4274.

Dual Career/Partner Placement Employee Assistance Program

At Texas A&M University, attracting and retaining exceptional employees often depends on meeting the needs for two careers. The Dual Career/Partner Placement Employment Assistance Program is designed to assist the partners of faculty and professional staff members.

Human Resources and the Office of the Dean of Faculties and Associate Provost work cooperatively in support of dual career partners. Each respective area has a dual career coordinator who works directly with dual career couples:

*If the partner is seeking a **Faculty** position (including faculty positions outside of the Texas A&M College Station campus), contact The Office of the Dean of Faculties and Associate Provost: (979) 845-4274 or dof@tamu.edu .*

*If the partner is seeking a **Non-faculty** position (including staff positions at Texas A&M and positions outside of academe), the primary contact is the Recruitment Services Coordinator in the Human Resources Office: (979) 862-4141.*

Who Qualifies

The Dual Career Couples Employment Assistance Program is designed to assist the partners of faculty and professional staff members. While the service is designed primarily for the partners of new employees, the partners of current employees may also benefit from this service.

How the Service Works

1. The Dual Career Service can be used both as a recruitment tool and as a service after an offer has been made.
 - During the search process, a consultant from the Office of the Dean of Faculties and Associate Provost or Human Resources will be happy talk to candidates about the service and how they and their partner can benefit from it.
 - Services after an offer is made can be initiated in a number of ways:
 - a) The search committee, Dean or Department Head may contact the Office of the Dean of Faculties and Associate Provost or Human Resources directly, and provide information on the partner requesting employment services. The consultant will then initiate direct contact with the person seeking employment services.
 - b) The department can check the box on the Approval to hire form that indicates a request for dual career services. (*Attaching the partner's resume or curriculum vitae to the hiring form will expedite the process.*) The consultant will then initiate direct contact.
 - c) The candidate or the candidate's partner may contact the Office of the Dean of Faculties or Human Resources directly to initiate the process.
 - Both the Office of the Dean of Faculties and Associate Provost and the HR Employment Office can provide information concerning:
 - Local job market
 - University hiring process
 - Community information

The partner seeking employment assistance may also choose to contact the Coordinator directly, and to provide curriculum vitae or resume, along with a description of the type of position they are seeking.

2. When the partner is seeking a faculty position the Dean of Faculties and Associate Provost Office will make departmental contacts within Texas a&M, as well as at surrounding colleges, to seek opportunities.
3. When the partner is seeking a non-faculty position, where appropriate the Recruitment Services Coordinator in Human Resources will distribute job-related information about the partner to local businesses in the area. Employment opportunities within the University are also pursued.

4. While partners are encouraged to meet face-to-face with coordinators in the Dean of Faculties and Associate Provost Office or Human Resources, general information is offered through correspondence, telephone and email.
5. The Dual Career client follows up on contacts and either secures employment or receives assistance.
6. While we cannot guarantee employment for participants of the program, a wide range of career assistance services are available to help the partner develop an effective job search strategy.

Contact Information

For further information, please contact:

Human Resources

Dual Career Services

750 Agronomy Road, General Services Complex

Texas A&M University

1475 TAMU

College Station, TX 77843-1475

Phone: (979) 862-4141

Website: <http://employees.tamu.edu/Jobs/careers/dcsDetails.aspx>

Office of the Dean of Faculties and Associate Provost

114 Henderson Hall

Texas A&M University

1126 TAMU

College Station, TX 77843-1225

Phone: (979) 845-4274

Email: erinschneider@tamu.edu

Website: <http://www.dof.tamu.edu>

Initiating the Retention Process

The retention process is initiated at the time of hire. Data gathered from exit interviews and informal discussions with faculty through the Office of the Dean of Faculties and Associate Provost show that the most critical time in the retention period for faculty occurs during the first six months to the first year of employment. Therefore, it is especially important that we stay engaged with faculty during this time. For example, information and resources that are provided for faculty at the time of hire such as health insurance and benefits, the acquisition of lab space and equipment, graduate students, clerical assistance, and the purchase of computers and other equipment needs should be closely monitored to ensure that there are no unusual delays. These delays can lead to the perception that Texas A&M University is not a welcoming environment and in some instances create a “revolving door” for faculty.

Joann Moody, a national diversity consultant who works with colleges and universities (see <http://www.diversityoncampus.com>) and author of *Faculty Diversity: Problems and Solutions* (2004), cites several stressors faced by non-majority faculty. Some of the stressors include:

- The extra taxes borne by faculty from colonized minority groups
- Being seen as an Affirmative Action hire
- Finding a chilly climate in the department
- Being given too little or too much attention
- Having your scholarship undervalued
- Experiencing the acute sting of negative incidents
- Managing excessive committee assignments
- Managing excessive student demands
- Handling inappropriate behavior
- Overcoming isolation
- Not feeling entitled to be in academia

These stressors are perhaps best captured in the following statement excerpted from a book chapter written by Paul Kivel:

“If you are a woman who has ever walked into a men’s meeting, or a person of color who has walked into a white organization, or a Jew or Muslim who has entered a Christian space then you know what it is like to walk into a culture of power that is not your own. You may feel unsafe, insecure, unsafe, disrespected, unseen, or marginalized. You know you have to tread carefully.”

–Paul Kivel, 2004 (*What Makes Racial Diversity Work in Higher Education: Academic Leaders Present Successful Strategies*, Edited by Frank W. Hale, Jr.)

The retention of our faculty at Texas A&M University is critical to building a supportive, vibrant, and diverse intellectual community. The most common characteristics reported in universities with optimal retention appear to be a common purpose among the faculty to develop sound practices for faculty retention.

In addition to active recruiting during the hiring process, we should be ever vigilant to identify retention problems that may have a negative impact on faculty diversity and equal employment opportunity.

Mentoring Junior Faculty

Mentoring is important to faculty retention. It is especially important to women and faculty of color who are disproportionately underrepresented among our faculty. Many women and faculty of color report that, in comparison to White male faculty, fewer overtures are made toward them when establishing productive mentoring relationships. Here are some specific examples of helpful, informal, and formal mentoring strategies.

Informal Strategies

1. Discuss and revisit the college and university-level requirements and guidelines for promotion and tenure throughout the probationary period.
2. Encourage junior faculty to attend faculty professional development programs and seminars at the university or national conferences.
3. Dialogue with junior faculty about their experiences in the department, college, and the university.
4. Encourage junior faculty to seek mentors outside the department and university.
5. Dialogue with junior faculty about strategies for establishing national leadership and prominence in the field.
6. Dialogue with women and faculty of color about their experiences in the department, college, and the university. When contradictions between what is communicated and what is practiced are pointed out, be proactive, not reactive, in order to create consistency, access, and equity in institutional systems.
7. Volunteer to give junior faculty feedback on manuscripts and grant proposals.
8. Ensure that junior faculty have equal access to departmental resources (e.g., start-up packages for research support, computer, travel, copy machine, laboratory equipment, and classrooms).
9. Invite junior faculty to sit in on proposal hearings, preliminary examinations, and theses and dissertation defenses so that they understand departmental and college policies, procedures, and expectations for graduate degree preparation.
10. Buffer the call to women and faculty of color who are asked and overly burdened to serve on department, college, and university level committees that focus on diversity-related issues.
11. Expect that not all-junior faculty will understand the hidden messages with respect to collegiality. Collegiality can be a code word for favoring, rewarding, and socializing with faculty with backgrounds, interests, political, religious, and social perspectives similar to one's own.

Formal Strategies

1. Create appropriate peer review of teaching systems to enhance the teaching development and excellence of junior faculty.
2. Provide junior faculty with information on the university's policies concerning leave and modified duties to accommodate faculty with parenting or disability-related needs.
3. Provide junior faculty with information on the university's policies concerning partner placement.
4. Conduct periodic salary reviews to ensure that faculty compensation practices do not reflect disparities on the basis of race and gender.
5. Ensure that annual reviews of junior faculty include a discussion and written documentation of their progress toward promotion and tenure.
6. Nominate junior faculty for early career awards and other college and University-level awards for research, teaching, and service. Ensure that nominations reflect the university's commitment toward diversity.
7. Encourage and support faculty to conduct research that contributes to the overall breadth of the curriculum, and consider contributions to this breadth in making faculty appointments. Commit resources toward developing interdepartmental curriculum initiatives to address issues such as gender and race within the traditional disciplines. Such initiatives may support cluster hiring that contribute to the diversity of the faculty community.
8. Provide junior faculty with information on faculty support networks at Texas A&M University (e.g., Black Faculty Alliance (BFA); Mexican American, Latino Faculty Association (MALFA); Jewish Faculty Network; Professional Hispanic Network (PHN); Gay, Lesbian, Bisexual, Transgendered (GLBT) Professional Network; Women's Faculty Network (WFN); etc.) For more information on these and other networks visit the Office of the Dean of Faculties and Associate Provost website at <http://dof.tamu.edu/faculty/networks/>.
9. Create appropriate departmental and college recognition to faculty who make exceptional contributions to diversity through their research, teaching, or service activities.
10. Develop strategies for monitoring the climate for diversity in the department and college (e.g., brown bag lunches, departmental retreats, external consultants, survey instruments, focus group interviews, etc.).

11. Formalized mentor-protégé relationships should be monitored and evaluated for their success in facilitating the long-term professional growth and development of junior faculty.
12. Encourage junior faculty to participate in formal mentoring programs at the University. For example, the Women's Faculty Network (WFN) provides an extensive mentoring program for faculty.

Contact Information

For further information on the Dean of Faculties and Associate Provost Network Mentoring Program, please contact:

Program Coordinator of the Network Mentoring Program
Office of the Dean of Faculties and Associate Provost
114 Henderson Hall
Texas A&M University
1126 TAMU
College Station, TX 77843-1126
Phone: (979) 845-4274
Website: <http://dof.tamu.edu/mentoring/>

Appendix 1

References on Diversifying the Faculty

- Alger, J. R. (1999). When color blind is color bland: Ensuring faculty diversity in higher education. *Stanford Law & Policy Review*, 191 (10).
- Alger, J.R. (1998). Minority Faculty and Measuring Merit: Start by Playing Fair, 84 *Academe* 71.
- Alger, J. R. (1998). Unfinished Homework for Universities: Making the Case for Affirmative Action, 54 *Washington University Journal of Urban and Contemporary Law*, 73.
- American Association of University Professors. (2001) (9th. Ed.). Affirmative Action in Higher Education: A Report by the Council Committee on Discrimination, *AAUP Policy Documents & Reports* 193, 194.
- American Association of University Professors. (2001). Affirmative-Action plans: Recommended procedures for increasing the number of minority persons and women on college and university faculties. *AAUP Policy Documents & Reports*, 201. Washington, DC: American Association of University Professors.
- American Council on Education and American Association of University Professors. (2000). Does diversity make a difference? Three research studies on diversity in college classrooms. *Academe* 86(5), p. 54.
- American Council on Education. (2003). *Minorities in higher education 2002-2003: Twentieth annual status report*. Washington, DC: American Council on Education.
- Antonio, A.L.. (2000). Faculty of Color and Scholarship Transformed: New Arguments for Diversifying Faculty, 3 *Diversity Digest* No. 2.
- Bernal, M. E. (1996). *Valuing diversity in faculty: A guide*. Washington, DC: American Psychological Association.
- Blackshire-Belay, C. (1998, July-August). The Status of Minority Faculty Members in the Academy, 84 *Academe* 32-35.
- Caldwell-Corbert, A. T. et al (1996). *How to recruit and hire ethnic minority faculty*. Washington DC: American Psychological Association.
- Chait, R. P. & Trower, C. A. (2002, March-April). Faculty diversity: Too Little for Too Long, 104:4 *Harvard Magazine* 33 (March-April 2002) (available on the web at <http://www.harvard-magazine.com/on-line/030218.html>)
- Coleman, A. L. (2001). *Diversity in Higher Education: A Strategic Planning and Policy Manual*, The College Board.
- Diversity Web: <http://www.diversityweb.org/> (University of Maryland & Association of American Colleges and Universities).
- Dumas-Hines, F. (2001). Promoting diversity: Recommendations for recruitment and retention of minorities in higher education. *College Student Journal* 35(3), p. 433.

- Getting Results: *Affirmative Action Guidelines for Searches to Achieve Diversity*, Pennsylvania State University: The Affirmative Action Office (1997).
- Hamilton, K. (2003). Mission possible. *Black Issues in Higher Education* 20(18), p. 24.
- Harvey, W. (2001). *Eighteenth annual status report on minorities in higher education*. Washington, DC: American Council on Education.
- Hurtado, S., Clayton-Pedersen, A., Milem, J., & Allen, W. (1999). *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*. ASHE-ERIC Higher Education Report 26, No. 8. Washington, DC: The George Washington University, Graduate School of Education and Human Development.
- Knowles, M.F. and Harleston, B.W. (1997). *Achieving Diversity in the Professoriate: Challenges and Opportunities*, American Council on Education.
- Minorities in Higher Education*, American Council on Education (an annual report).
- Moody, J. (1999, Summer). Retaining Non-Majority Faculty - *What Senior Faculty Must Do*, 10 The Department Chair 1, Anker Publishing Company.
- Smith, D.G. (2000, Sept-Oct). How to Diversify the Faculty, 86 *Academe* 48.
- Smith, D.G., Wolf, L.E., & Busenberg, B. E. (1996). *Achieving Faculty Diversity: Debunking the Myths*. Association of American Colleges and Universities.
- Springer, A. D. (2003, September/October). Affirming Diversity at Michigan, 89 *Academe* 54
- Trower, C. A. & Chait, R. P. (2002). Faculty diversity: Too little for too long. *Harvard Magazine*.
- Turner, C.S.V. (2002). *Diversifying the Faculty: A Guidebook for Search Committees*. Association of American Colleges and Universities.
- Turner, C.S.V. & Myers, S.M., Jr. (1999). *Bittersweet Success: Faculty of Color in Academe*, New York: Allyn & Bacon.
- Turner, C.S.V. (2000, Sept-Oct.). New Faces, New Knowledge, 86 *Academe* 34.
- University of Wisconsin-Madison: Search Handbook,
<http://www.ohr.wisc.edu/polproced/srchbk/sbkmain.html>
- Whitman, R.S. (1998, Spring). Affirmative Action on Campus: The Legal and Practical Challenges, 24 *Journal of College and University Law* 637.
- Zamboanga, B. (2001). The diversity challenge: Recruiting prospective faculty of color. *Black Issues in Higher Education* 18(11), p. 160.

Appendix 2

Historically Black Colleges and Universities (HBCUs) Listing by State

For more information, please see <http://www.molis.org/selectinst.asp>.

Alabama

Alabama A&M University
Alabama State University
Bishop State Community College - Main Campus
Concordia College
Gadsden State Community College
J. F. Drake State Technical College
Lawson State Community College
Miles College
Oakwood College
Selma University
Shelton State Community College
Stillman College
Talladega College
Trenholm State Technical College
Tuskegee University

Alaska

Alaska Christian College
Alaska Vocational Technical Center
College of Rural Alaska
College of Rural Alaska - Chukchi Campus
College of Rural Alaska - Interior/Aleutians Campus
College of Rural Alaska - Kuskokwim Campus
Iisagvik College
Sheldon Jackson College
University of Alaska Fairbanks - Bristol Bay Campus
University of Alaska Fairbanks - Northwest Campus
University of Alaska Fairbanks - Tanana Valley Campus
University of Alaska Southeast - Juneau Campus
University of Alaska Southeast - Ketchikan Campus
University of Alaska Southeast - Sitka Camp

Arkansas

Arkansas Baptist College
Philander Smith College
University of Arkansas at Pine Bluff

California

California State University, Fullerton

Delaware

Delaware State University

District of Columbia

Howard University
University of the District of Columbia

Florida

Bethune-Cookman College
Edward Waters College
Florida A&M University
Florida Memorial College

Georgia

Albany State University
Clark Atlanta University
Fort Valley State University
Interdenominational Theological Center
Morehouse College
Morehouse School of Medicine
Morris Brown College
Paine College
Savannah State University
Spelman College

Kentucky

Kentucky State University

Louisiana

Dillard University
Grambling State University
Southern University and A&M College
Southern University at New Orleans
Southern University at Shreveport
Xavier University of Louisiana

Maryland

Bowie State University
Coppin State College
Morgan State University
University of Maryland - Eastern Shore

Georgia

Albany State University
Clark Atlanta University
Fort Valley State University
Interdenominational Theological Center
Morehouse College
Morehouse School of Medicine
Morris Brown College
Paine College
Savannah State University
Spelman College

Kentucky

Kentucky State University

Louisiana

Dillard University

Grambling State University

Southern University and A&M College

Southern University at New Orleans

Southern University at Shreveport

Xavier University of Louisiana

Maryland

Bowie State University

Coppin State College

Morgan State University

University of Maryland - Eastern Shore

Michigan

Lewis College of Business

Mississippi

Alcorn State University

Coahoma Community College

Jackson State University

Mary Holmes College

Mississippi Valley State University

Rust College

Tougaloo College

Missouri

Harris-Stowe State College

Lincoln University - Missouri

North Carolina

Barber-Scotia College

Bennett College

Elizabeth City State University

Fayetteville State University

Johnson C. Smith University

Livingstone College

North Carolina A&T State University

North Carolina Central University

Saint Augustine's College

Shaw University

Winston-Salem State University

Ohio

Central State University

Wilberforce University

Oklahoma

Langston University

Pennsylvania

Cheyney University of Pennsylvania

Lincoln University - Pennsylvania

South Carolina

Allen University

Benedict College

Claflin College

Clinton Junior College

Denmark Technical College

Morris College

South Carolina State University

Voorhees College

Tennessee

Fisk University

Knoxville College

Lane College

LeMoyne-Owen College

Meharry Medical College

Tennessee State University

Texas

Huston-Tillotson College

Jarvis Christian College

Paul Quinn College

Prairie View A&M University

Southwestern Christian College

St. Philip's College

Texas College

Texas Southern University

Wiley College

Virgin Islands

University of the Virgin Islands

Virginia

Hampton University

Norfolk State University

Saint Paul's College

Virginia State University

Virginia Union University

West Virginia

Bluefield State College

West Virginia State College

Appendix 3

Hispanic Serving Institutions (HSIs) Listing by State

Arizona

Arizona Western College
Pima Community College
South Mountain Community College

California

Allan Hancock College
Bakersfield College
California State University, Bakersfield
California State University, Fresno
California State University, Los Angeles
California State University, Northridge
Citrus College
College of the Sequoias
Compton Community College
Don Bosco Technical Institute
East Los Angeles College
Fresno City College
Fullerton College
Gavilan College
Hartnell College
Imperial Valley College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Trade-Technical College
Los Angeles Valley College
Mount St. Mary's College
Mt. San Antonio College
Oxnard College
Pasadena City College
Porterville College
Reedley College
Rio Hondo College
San Bernardino Valley College
Southwestern College
University of LaVerne
Ventura College
Woodbury University

Colorado

Community College of Denver
Pueblo Community College
Trinidad State Junior College

Florida

Barry University
Florida International University
Miami-Dade Community College - Wolfson Campus
St. Thomas University

Illinois

City Colleges of Chicago - Malcolm X College
City Colleges of Chicago - Richard J. Daley College
City Colleges of Chicago - Truman College
City Colleges of Chicago - Wilbur Wright College
St. Augustine College

New Jersey

Hudson County Community College

New Mexico

Albuquerque Technical Vocational Institute
Eastern New Mexico University - Roswell
New Mexico Highlands University
New Mexico State University - Main Campus
Northern New Mexico Community College
Santa Fe Community College
University of New Mexico - Main Campus
University of New Mexico - Valencia Campus
Western New Mexico University

New York

Boricua College
College of Aeronautics
CUNY - Borough of Manhattan Community College
CUNY - City College of New York
CUNY - Hostos Community College
CUNY - Hunter College
CUNY - John Jay College of Criminal Justice
CUNY - LaGuardia Community College
CUNY - Lehman College
Mercy College

Puerto Rico

American University of Puerto Rico
Inter American University of Puerto Rico - San German Campus
Pontifical Catholic University of Puerto Rico
Universidad del Turabo
Universidad Metropolitana
Universidad Politecnica de Puerto Rico
University of Puerto Rico - Aguadilla Regional College
University of Puerto Rico - Arecibo Technological University College
University of Puerto Rico - Bayamón University College
University of Puerto Rico - Cayey University College
University of Puerto Rico - Humacao University College

University of Puerto Rico - La Montana Regional College
University of Puerto Rico - Mayaguez Campus
University of Puerto Rico - Medical Sciences Campus
University of Puerto Rico - Ponce Technical University College
University of Puerto Rico - Rio Piedras Campus
University of the Sacred Heart

Texas

Coastal Bend College
Del Mar College
El Paso Community College
Laredo Community College
Mountain View College
Odessa College
Our Lady of the Lake University of San Antonio
Palo Alto College
San Antonio College
South Plains College
Southwest Texas Junior College
St. Edward's University
St. Mary's University of San Antonio
Sul Ross State University
Texas A&M International University
Texas A&M University - Corpus Christi
Texas A&M University - Kingsville
Texas State Technical College - Harlingen
University of Houston - Downtown
University of Texas at Brownsville and Texas Southmost College
University of Texas at El Paso
University of Texas at San Antonio
University of Texas-Pan American
University of the Incarnate Word

Appendix 4

Tribal Colleges and Universities Listing by State

Arizona

Diné College

California

D-Q University

Kansas

Haskell Indian Nations University

Michigan

Bay Mills Community College

Minnesota

Fond du Lac Tribal & Community College

Leech Lake Tribal College

Montana

Blackfeet Community College

Chief Dull Knife College (formerly Dull Knife Memorial College)

Fort Belknap College

Fort Peck Community College

Little Big Horn College

Salish Kootenai College

Stone Child College

Nebraska

Little Priest Tribal College

Nebraska Indian Community College - Macy Campus

New Mexico

Crownpoint Institute of Technology

Institute of American Indian Arts

Southwestern Indian Polytechnic Institute

North Dakota

Cankdeska Cikana Community College

Fort Berthold Community College

Sitting Bull College

Turtle Mountain Community College

United Tribes Technical College

South Dakota

Cheyenne River Community College

Oglala Lakota College

Sinte Gleska University

Sisseton Wahpeton Community College

Washington

Northwest Indian College

Wisconsin

College of the Menominee Nation

Lac Courte Oreilles Ojibwa Community College

Appendix 5

Source: Adapted from Virginia Tech’s web site http://www.eoaa.vt.edu/fac_srch_res.htm

Publications/Journals/Directories

<p>The Journal of Blacks in Higher Education (JBHE)</p>	<p>The Journal of Blacks in Higher Education provides information about the governance, policies, practices in our colleges and universities. The JBHE publishes articles that address intellectual issues, policies, and strategies that affect the progress of blacks in institutions of higher education. The website has a section to post jobs in academe. For more information review this website: http://www.jstor.org/journals/10773711.html</p>
<p>The Chronicle of Higher Education</p>	<p>News and information about faculty and administrative jobs in academia. For more information visit their website at: http://www.chronicle.com</p>
<p>The Challenger Newspaper</p>	<p>The Challenger Newspaper is an on-line and hardcopy newspaper which is part of the National Black Family Empowerment Agenda Network. The Challenger is available on the campuses of black colleges and universities. For more information review this website: http://www.challengernews.com</p>
<p>Minority and Women Doctoral Directory (MWDD)</p>	<p>The MWDD lists approximately 4,500 students/graduates in nearly 80 fields in the sciences, engineering, social sciences and the humanities. They also list students/graduates with terminal master’s degrees in fields where it is appropriate for faculty hiring. The most recent edition is available in the Office for Equal Opportunity. For more information, consult their website at: http://www.mwdd.com/ Contact no. (540) 231-7500</p>
<p>Directory of Minority PhD, M.L.S. and M.F.A Candidates and Recipients</p>	<p>The Committee on Institutional Cooperation maintains a searchable directory of minority PhD, M.L.S. and M.F.A. candidates and recipients. For access to the searchable database, consult their webpage at: http://www.cic.uiuc.edu/</p>

<p>Director of Women in Science and Engineering</p>	<p>The Committee on Institutional Cooperation maintains a database of women in science and engineering. Women who have completed their Ph.D. degree within the last two years, who expect to complete their Ph.D. degrees within the next year, or who are currently employed as postdoctoral fellows or researchers at one of the participating 15 CIC campuses, are eligible to be included in the CIC WISE Directory. For access to the searchable database consult their webpage at: http://www.cic.uiuc.edu</p>
<p>Directory of Ford Fellows</p>	<p>Online directory containing information on Postdoctoral fellowship recipients awarded since 1980 and Predoctoral and Dissertation fellowship recipients awarded since 1986. The Ford Foundation developed this directory to help university officials who were looking to diversify their faculty. For access to the searchable database consult their webpage at: http://www4.nas.edu/ffellows/ffellows.nsf</p>
<p>Directory of Ethnic Minority Professionals in Psychology</p>	<p>American Psychological Association (APA) publishes a directory listing all professionals of color in psychology. This directory is available for purchase by contacting: American Psychological Association, Book Order Department, P.O. Box 92984, Washington, D.C. 20090-2984; (800) 374-2721 or e-mail: order@apa.org</p>
<p>Minority On-Line Information Service</p>	<p>MOLIS is a database of over 260 institutions that promotes education, research and diversity on a national level for minority serving institutions. The database has profiles of faculty employed at minority serving institutions. For more information review this website: http://www.molis.org</p>

Societies

<p>IEEE Technical Professional Society</p>	<p>IEEE was founded in 1884 by electrical engineering innovators. There are more than 300,000 members and nearly 70,000 students. IEEE offers membership in 37 Societies. IEEE offers networking opportunities and leadership skills, access to the latest technical and professional information online, access to global publications, and career and employment resources. For more information review this website: http://www.ieee.org</p>
<p>IIE Solutions</p>	<p>The world's largest professional membership society dedicated to the support of the industrial engineering profession. For more information view their website: http://www.iienet.org</p>
<p>American Society of Enology and Viticulture</p>	<p>The American Society for Enology and Viticulture publishes the <i>American Journal of Enology and Viticulture</i> (AJEV) which is read by more than 2,500 wine and grape professionals around the world. You can target specific markets in the journal. The address: American Society for Enology and Viticulture, P. O. Box 1855, Davis, CA 95617-1855 USA, phone 530-753-3142, fax 530-753-3318. For more information review the website: http://www.asev.org</p>
<p>Aerospace America</p>	<p>Aerospace America is one of six publications by the American Institute of Aeronautics and Astronautics, Inc. Aerospace America is published monthly for science and engineering in the aerospace industry. The American Institute of Aeronautics and Astronautics, Inc. (AIAA) has been the principle society of Aerospace Engineering Professionals for more than 70 years. AIAA has nearly 30,000 individual professional members and over 50 corporate members. For more information visit the website: http://www.aiaa.org</p>
<p>The National Society of Hispanic Professionals</p>	<p>The National Society for Hispanic Professionals mission is to empower Hispanic professionals with networking and leadership opportunities and to provide information on education, careers, and entrepreneurship. For more information review this website: http://www.nshp.org</p>

<p>The National Society of Hispanic MBA's</p>	<p>The National Society of the Hispanic MBA's serves twenty-eight chapters and 6,000 members in the U.S. and Puerto Rico. Their mission is to foster Hispanic leadership through graduate management education and professional development. For more information review this website: http://www.nshmba.org</p>
<p>The Society of Hispanic Professional Engineers</p>	<p>The Society of Hispanic Professional Engineers objective is to form a national organization of professional engineers to serve as role models in the Hispanic community. It has a strong but independent network of professional and student chapters throughout the nation. They also provide job posting on their website. For more information review this website: http://www.shpe.org</p>
<p>American Indian Science and Engineering Society</p>	<p>The American Indian Science and Engineering Society is a national, nonprofit organization, which nurtures building of community by bridging science and technology with Native values. For more information review this website: http://www.aises.org</p>
<p>National Society of Black MBA's</p>	<p>The National Society of Black MBA's is dedicated to creating partnerships that result in creating intellectual and economic wealth in the black community. Searchable databases and job posting are available on their website. For more information review this website: http://www.nbmbaa.org</p>
<p>National Society of Black Engineers</p>	<p>The National Society of Black Engineers has more than 100,000 members and is the largest student-managed organization in the country. The mission of the society is to increase the number of culturally responsible black engineerings who excel academically, succeed professionally, and positively impact the community. For more information about chapters and membership please visit: http://www.nsbe.org</p>

<p>Society of Naval Architects and Marine Engineers (SNAME)</p>	<p>SNAME is an international professional society of members serving maritime and offshore industries. The scope of the society includes research, production, maintenance and operations of ships, etc. The society publishes a Marine Technology/SNAME News quarterly which includes employment opportunities. For more information, consult their website: http://www.sname.org</p>
<p>Chinese American Librarians Association (CALA)</p>	<p>CALA is an active affiliate of the American Library Association (ALA) and a member of the Council of National Library and Information Associations (CNLIA). In 1988, CALA established sister relations with the Library Association of Central Governments Units and Scientific Research Networks of Beijing, and with the Library Association of China in Taipei. CALA also exchanges publications with the East Asian Library Resources Group of Australia and many others. For more information visit their website: http://www.cala-web.org/</p>

Caucases/Other Professional Groups

<p>Black Caucus of the American Library Association</p>	<p>The Black Caucus of the American Library Association (BCALA) provides leadership for the recruitment of African American librarians. Employers may submit position announcements to the BCALA listserv (bcala@listserv.kent.edu) which will be distributed to the membership via email. The BCALA Newsletter accepts advertisements and will post to the website. The newsletter is published bi-monthly and is free to members. The newsletter email and address are as follows: newsletter@bcala.org or BCALA Newsletter, P.O. Box 1738, Hampton, VA 23669. For additional information visit the association website: http://www.bcala.org</p>
<p>Women in Engineering Programs & Advocates Network (WEPAN)—Faculty for the Future</p>	<p>FacultyForTheFuture.org is "the only website of its kind focused on recruiting a highly diverse candidate pool of women, minorities, and other under-represented groups interested in academic careers and research positions." To post jobs and search for candidates, visit their website: http://www.facultyforthefuture.org</p>
<p>National Asian Pacific American Bar Association</p>	<p>The National Asian Pacific American Bar Association is the U.S.'s only national association of Asian Pacific American attorneys, judges, law professors, and law students. It provide a national network for its members and affiliates and represents over 40,000 attorneys and 45 local APA bar associations. For more information review this website: http://www.napaba.org</p>
<p>Association of Latino Professionals in Finance and Accounting</p>	<p>The Association of Latino Professionals in Finance and Accounting works to enhance opportunities for CPA's, accountants and finance related professionals and students, while expanding Latino leadership in the global workforce. It provides networking opportunities for students and employers. The address: 510 W. Sixth St., Suite 400, Los Angeles, CA 90014 USA, phone (213) 243-0004, fax (213) 243-0006. For more information review this website: http://www.alpfa.org</p>

<p>The National Association of Hispanic Journalists</p>	<p>The National Association of Hispanic Journalists is dedicated to the recognition and professional advancement of Hispanics in the news industry. For more information review this website: http://www.nahj.org</p>
<p>National Association of Black Journalists</p>	<p>The National Association of Black Journalists is the largest organization of journalists of color in the world. They are made up of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide. Job posting on their website is available. The address: University of Maryland, 8701-A Adelpia Road, Adelpia, Maryland 20783-1718; phone (301) 445-7100; fax (301) 445-7101. For more information review this website: http://www.nabj.org</p>
<p>National Association of Black Accountants</p>	<p>The National Association of Black Accountants is a nationwide professional association with the primary purpose of developing, encouraging, and serving as a resource for greater participation of African Americans and other minorities in the accounting and finance professions. For more information and online job postings please visit their website: http://www.nabainc.org</p>
<p>Black Data Processing Associates</p>	<p>The Black Data Processing Associates is a global member focused organization that positions its members at the forefront of the IT industry. They are attempting to bridge the Digital Divide with its programs and services. For more information and job posting, please visit: http://www.bdpa.org</p>
<p>National Association of Black Telecommunication Professionals</p>	<p>The National Association of Black Telecommunication Professionals is a community of telecommunication professionals whose mission is "to be the premier source of education and information regarding the telecommunications industry for [their] members, interfacing organizations and the public, with a specific emphasis on the African-American community." For more information, please visit: http://www.nabtp.org</p>

<p>Asian American Journalists Association</p>	<p>The Asian American Journalists Association is a non-profit organization with approximately 1,800 members. Their mission is to encourage and increase the number of Asian Pacific Americans in journalism as well as working for fair and accurate coverage of Asian Pacific Americans. For more information and job posting please visit: http://www.aja.org</p>
<p>Asian Pacific Islander American Health Forum</p>	<p>The Asian Pacific Islander American Health Forum is a national advocacy organization dedicated to promoting policy, program and research efforts for the improvement of health status of all Asian American and Pacific Islander communities. For more information please visit: http://www.apiahf.org</p>
<p>National Alliance for Hispanic Health</p>	<p>Hispanichealth.org is the website for the National Alliance for Hispanic Health located in Washington, DC. It is the largest network of health and human service providers servicing over 10 million Hispanic consumers. There is a Job and Funding Leads which provides job announcements relating to the health field. For more information visit their website at: http://www.hispanichealth.org</p>
<p>Academic 360.com</p>	<p>Academic360.com is an Internet resource for the academic job hunter. It provides links to Institutional HR Job Announcements, General Faculty and Administrative Listings, Administrative Position by Function, and Faculty Positions by Discipline.</p>

Listservs

African Americans in Higher Education	AFAMHED@LISTSERV.MUOHIO.EDU
Society of Hispanic Professional Engineers	shpe-list@shpe.org
Minority Americans in Engineering and Science	MAES-L@LISTSERV.TAMU.EDU
Women in Engineering Programs and Advocates Network	wepan-l@purdue.edu
Engineering Women Leaders	engwomen@ucdavis.edu
Graduate Consortium for Minorities in Engineering	GEM-L@VMA.CCND.EDU
National Association of Minority Engineering Programs Administrators	namepa-l@lists.netimpact.net
Society of Women Engineers	http://societyofwomenengineers.swe.org/
HigherEdJobs.com	http://www.higheredjobs.com/
American Society for Engineering Management	http://www.asem.org
American Society of Quality Control	http://www.asq.org/net/career/post/
Manufacturing Systems & Operations Management	MSOM@LISTSERV.ARIZONA.EDU

National Conferences

Conference	Conference Date
National Conference on Race and Ethnicity in American Higher Education (NCORE)	May
National Association for Multicultural Education (NAME)	October
Human Factors and Ergonomics Society Annual Meeting	October
Central Eurasians Studies Society	October
National Society of Black Engineers (NSBE)	March
American Society of Engineering Management	October
National Multicultural Institute	November

Appendix 6

Sample Job Announcement

Source: The University of Washington, Seattle

- "*The UW is an Affirmative Action/Equal Opportunity Employer*" -- is required by federal regulation and must appear in all advertisements. In order to be more attractive to a wide range of candidates, the University requires that departments also add the following statement to all advertisements:

The University of Washington is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Such proactive language conveys a level of commitment beyond that required by regulation and tells potential applicants that the University values diversity. For the most up to date list of required advertisement statements see *Statements to Ensure Equal Opportunity and Reasonable Accommodation*.

Proactive language can be included as a specific job qualification or as a summary statement at the end of job announcements. Examples of specific job qualifications and summary statements include the following:

- Candidates should describe how multicultural issues have been or will be brought into courses.
- Candidates should describe previous activities mentoring minorities, women, or members of other underrepresented groups.
- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- Successful candidates must be committed to working with diverse student and community populations.
- The University is responsive to the needs of dual career couples.
- The University is committed to building a culturally diverse educational environment.
- Applicants are requested to include in their cover letter information about how they will further this goal.
- The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.

See **Advertising and Other Forms of Recruitment**. Although the above phrases are useful when recruiting U.S. citizens, departments should be aware of special international requirements. For example, should the successful candidate be a foreign national, any "preferred" statements in

the ad will be held as “required” by federal and State agencies determining qualifications for **permanent residency**. Therefore departments must carefully consider how the specific qualifications apply to the position and include only those criteria to which candidates will actually be held.

Determining where an ad is placed is as important as what language is used in the advertisement. Departments should be cautious about spending large sums of money to advertise in special diversity newsletters or publications. Reputable publications such as the *Chronicle of Higher Education* or those distributed by national discipline-based organizations can be counted on to actually reach intended audiences. The growth of the Internet has introduced a large number of additional venues for placing ads. Many online services offer an institutional subscription rate for placing ads. Search committees are advised to check with the **Equal Opportunity Office** if you have questions before making a financial commitment to a web site or publication.

Faculty can be hired only at the ranks included in the advertisement. Be sure that the description of rank in the advertisement reflects the full range of levels authorized by the dean.

Appendix 7

Acceptable and Unlawful Questions To Ask of Candidates During the Search Process

Sources: *Texas A&M University Office of the Dean of Faculties and Associate Provost and The University of Washington, Seattle*

Subject Area	Acceptable Inquires	Unlawful Questions
Age	None prior to hire. If applicant may be a minor, you may ask “Do you have proof of age in the form of a work permit or certification of age?”	“How old are you? What is your birth date?” Any inquiry that implies a preference for a certain age group, except for legal eligibility to work.
Citizenship	Whether the applicant can be lawfully employed in the U.S.; whether the applicant can provide proof of legal right to work if hired. No further inquiries should be made.	Whether an applicant is a naturalized or a native-born citizen. Whether the applicant is a citizen at all. Any request that an applicant produce birth certificate, naturalization papers, or any other material that would identify national origin.
Criminal Record	If job-related: “Have you ever been convicted of a crime (give details)?”	Inquiries regarding arrest records. Convictions if not reasonably related to job duties.
Disability	After a statement has been made regarding the essential job functions and the working conditions, may ask “Are you able to perform the essential functions of this job?”	“Do you have any disabilities? Have you ever been treated for any disease or illnesses?”
Family	Whether applicant can meet specified work schedules or has activities, commitments, or responsibilities that may prevent meeting work attendance requirements.	Inquiry concerning spouse, spouse’s employment or salary, children, childcare arrangements, or dependents.
Gender	None prior to hire.	“Do you wish to be addressed as Mrs., Miss, or Ms.?” (This would be a not-so-subtle way to ask about marital status.) Any inquiry regarding sexual orientation.
Height/Weight	None.	Any inquiry relating to height or weight.
Language/ English Requirement	Assess ability to teach in English by observation.	“What is your native language?” Any inquiry into how applicant acquired ability to read, write, or speak a foreign language.

Marital/Parental Status	None, except those required under Federal or AICPA regulations regarding independence, if applicable. “Can you meet the specified work schedule or do you have activities, commitments, or responsibilities that may hinder you from meeting work attendance requirements? Are you able to work overtime? Do you see any reasons why you would not be able to travel for business reason?” For faculty positions, these are usually irrelevant.	“Are you married? Single? Divorced? Separated? Do you plan to marry and have children?” Name or other information about spouse. “What are the ages of your children? What will you do if your children get sick?” Is that a wedding ring?” Or, “I see you are not wearing a wedding ring.” <i>No question about marital or parental status can be asked.</i>
Military	Inquiry into applicant’s military experience in the Armed Forces of the U.S. or in a State Militia. Inquiry into an applicant’s job-related activities in a particular branch of the service.	Inquiry into applicant’s general military experience and discharge. This is almost always irrelevant to a faculty member’s qualifications.
Name	Whether applicant has worked under different name, and if so, what name; name applicant is known to references if different from present name.	Any other inquiry concerning name which would divulge marital status, lineage, ancestry, national origin, or descent. Inquiry into original name where it has been changed by court order or marriage.
National Origin	None prior to hire.	Any inquiry into applicant’s ancestry, national origin, descent, parentage, or nationality. “Is that a Spanish surname?”
Organization Memberships	Inquiry into applicant’s membership in organizations that the applicant considers relevant to ability to perform the job. Inquiry into organization memberships, excluding any organization the name or character of which indicates race, color, creed, sex, sexual orientation, marital status, religion, age, status as a disabled veteran, status as a Vietnam era veteran, disability, national origin, or ancestry of	“List all social clubs, societies, and organizations to which you belong.”
Photograph	None. May request after employment for purpose of identification.	Any request for submission of photograph at any time prior to employment.
Pregnancy	Inquiry as to duration of stay on the job or anticipated absences made to males and females alike.	Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.
Race or Color	None prior to hire. Do not ask for a photograph, either.	“Are you Puerto Rican? What is your AA/EEO status?”

References	Persons willing to provide professional and/or character references.	Any inquiry concerning an applicant's race, sex, age, national origin, religion, marital status, or general medical condition.
Relatives	Names of relatives currently employed by University.	Any other inquiry about marital status, spouse, or spouse's occupation.
Religion or Creed	After a statement of regular work days, normal hours, or schedule to be worked in fulfilling the requirements of the job, ask "Does this present a problem?" If yes, what are they, for purposes of assessing any accommodation based on business needs.	Any inquiry into an applicant's religious denomination, religious affiliation, or religious holidays observed. "This is a (Catholic, Protestant, Christian, Jewish) organization."
Sexual Orientation	None.	Any inquiry regarding sexual orientation.