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

2nd Revision

**Michael J. Benedik**, Ph.D., Dean of Faculties and Associate Provost, and Regents Professor of Biology and Genetics

**Blanca M. Lupiani**, Ph.D. Associate Dean of Faculties, and Professor of Pathobiology
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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. However, while conducting searches for new faculty members, the search committee and the faculty as a whole should keep in mind not only the unit’s needs, but also Texas A&M University commitment to increase the diversity of the faculty. Thus, the handbook offers resources so that the search and hire process align with University requirements and goals 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:

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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, but is 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.

**Search Process Best Practices**
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 a diverse and inclusive pool 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:
   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.Ds. to women and minorities.

f. Contact relevant professional organizations for any rosters of women and minority Ph.Ds. 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.

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. For free advertising of faculty positions contact Human Resources at (979) 845-5154. Each college has a representative who can post positions to this site.
- WorkplaceDiversity.com. For free advertising of faculty positions contact Human Resources at (979) 845-5154. Each college has a representative who can post positions to this site.

**Acknowledging All Applicants**

All of the procedures described in this handbook are designed to ensure fairness to candidates. When an applicant is added to the tracking log during the search, an email with a link to a Self-Identification Form is to be sent out for them to complete. This is part of the university's Equal Employment Opportunity Commission reporting requirements and serves and acknowledge of the receipt of the application.

**Recruiting the Applicant**

As a resource to the search committee, Human Resources can provide information on employee benefits and campus and community resources. Contact Human Resources at (979) 845-4141 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

The college 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.
- Assure that everyone on the schedule for the candidate knows the subjects that can (or can not) 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 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 Provost & Executive Vice President must approve the University contribution before any offer can be made (see form for Faculty Start-up Package [http://dof.tamu.edu]). 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 excess of $150,000, must seek approval from the Provost & Executive Vice President for Academics. The offer must be made with the disclaimer,

“This offer is contingent upon your ability to provide employment eligibility documentation to work in the United States as required by federal law. In addition, the approval of this offer is also contingent upon the successful completion of the degree-verification, criminal background-check processes, and your compliance with the Selective Service law if applicable to you. In order to help expedite the administrative approval, we request that you visit the following website http://dof.tamu.edu. Please complete, sign and submit to us the Transcript/Degree Verification form. As for the criminal background check, we are attaching to this offer written instructions on how this process will be conducted. This offer will not become final and thereby vest until the Transcript/Degree Verification and Criminal Background Check have been successfully verified and cleared by the Dean of Faculties Office.”
If the offer letter includes a granting of tenure on arrival it must contain the following additional provision:

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

For more details refer to ‘Faculty Hiring Guidelines for Deans and Department Heads.’ (http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/hiring/hiring_guidelines.pdf).

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 rapport 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 the Office of the Dean of Faculties or the Dual Career Program Manager 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 by first getting approval from the Dean of Faculties followed by submission of the Partner Placement Agreement Form which can be found on the Office of the Dean of Faculties website at http://dof.tamu.edu.

In addition, attention to the candidate’s wishes to disclose what he/she wants to about her/his 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. 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.

**To determine which forms are need to be submitted to prepare an Approval to Hire Package** please visit the following website: http://dof.tamu.edu/node/45:

If you have any questions regarding these procedures, please refer to the Faculty Hiring Guidelines for Deans and Department Heads (http://dof.tamu.edu/content/guidelines-faculty-hiring-process) or contact the Office of the Dean of Faculties at 845-4274.

**Dual Career/Partner Placement Employee Assistance Program**

At Texas A&M University, attracting and retaining exceptional faculty often depends on meeting the needs for two careers. The Dual Career Employment Assistance Program is designed to assist the partners of faculty. The service is designed primarily for the partners of new employees; however, the partners of current employees may also benefit from this service. 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. For information and assistance please contact as follows:

- If the partner is seeking a Faculty position:
  Dr. Blanca Lupiani, Associate Dean of Faculties, (979) 845-4274 or dof@tamu.edu.

- If the partner is seeking a Non-faculty position at Texas A&M or in the local community:
  Dr. Lesley E. Tomaszewski, Dual Career Program Manager, ADVANCE Center, (979) 845-7038 or lesleyt@tamu.edu.

**Who Qualifies**

The Partner Placement Program is designed to assist the partners of faculty, while the service is designed primarily for the partners of new faculty, the partners of current faculty may also benefit from this service.

**How the Service Works**

1. The Dual Career/Partner Placement Service can be used both as a recruitment tool and as a service after an offer has been made.
   - During the search process, the Associate Dean of Faculties (for faculty partners) or the Dual Career Program Manager from the Advance Center (for non-faculty partners) will be happy to 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:
     o The dean or department head may contact the Office of the Dean of Faculties directly, and provide information on the partner requesting employment services. The Associate Dean will then initiate direct contact with the person seeking employment services.
The candidate or the candidate’s partner may contact the Associate Dean of Faculties or the Dual Career Program Manager directly to initiate the process.

- The Associate the Dean of Faculties can:
  - Provide information concerning the process
  - Request additional information, as needed, to better identify potential hiring units

- The Dual-Career Program Manager can provide:
  - Job search/networking assistance
  - Informational meetings
  - Resume/cover letter feedback
  - Individual advising sessions
  - Career planning
  - Community information

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

2. 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:

**Office of the Dean of Faculties**
YMCA Suite 108
Texas A&M University
1126 TAMU
College Station, TX 77843-1226
Phone: (979) 845-4274
Email: [dof@tamu.edu](mailto:dof@tamu.edu)
Website: [http://dof.tamu.edu](http://dof.tamu.edu)

Dr. Lesley E. Tomaszewski
Dual Career Program Manager
ADVANCE Center
(979) 845-7038 or
Email: [lesleyt@tamu.edu](mailto:lesleyt@tamu.edu)
Website: [http://advance.tamu.edu](http://advance.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."

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 dual career employment assistance.

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 Vice President and Associate Provost for Diversity http://diversity.tamu.edu/Networks.aspx.

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.
Appendix 1
References on Diversifying the Faculty


Moody, J. (1999, Summer). Retaining Non-Majority Faculty - What Senior Faculty Must Do, 10 The Department Chair 1, Anker Publishing Company.
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

**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

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

**California**
- California State University, Fullerton

**Delaware**
- Delaware State University
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
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

### Publications/Journals/Directories

<table>
<thead>
<tr>
<th>Publication/Journal/Directory</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Journal of Blacks in Higher Education (JBHE)</strong></td>
<td>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: <a href="http://www.jstor.org/journals/10773711.htm">http://www.jstor.org/journals/10773711.htm</a></td>
</tr>
<tr>
<td><strong>The Chronicle of Higher Education</strong></td>
<td>News and information about faculty and administrative jobs in academia. For more information visit their website at: <a href="http://www.chronicle.com">http://www.chronicle.com</a></td>
</tr>
<tr>
<td><strong>The Challenger Newspaper</strong></td>
<td>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: <a href="http://www.challengernews.com">http://www.challengernews.com</a></td>
</tr>
<tr>
<td><strong>Minority and Women Doctoral Directory (MWDD)</strong></td>
<td>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: <a href="http://www.mwdd.com/">http://www.mwdd.com/</a> Contact no. (540) 231-7500</td>
</tr>
<tr>
<td><strong>Directory of Minority PhD, M.L.S. and M.F.A Candidates and Recipients</strong></td>
<td>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: <a href="http://www.cic.uiuc.edu/">http://www.cic.uiuc.edu/</a></td>
</tr>
<tr>
<td><strong>Director of Women in Science and Engineering</strong></td>
<td>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: <a href="http://www.cic.uiuc.edu">http://www.cic.uiuc.edu</a></td>
</tr>
<tr>
<td><strong>Directory of Ford Fellows</strong></td>
<td>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: <a href="http://nrc58.nas.edu/FordFellowDirect/main/Directory.aspx">http://nrc58.nas.edu/FordFellowDirect/main/Directory.aspx</a></td>
</tr>
<tr>
<td><strong>Directory of Ethnic Minority Professionals in Psychology</strong></td>
<td>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: <a href="mailto:order@apa.org">order@apa.org</a></td>
</tr>
<tr>
<td><strong>Minority On-Line Information Service</strong></td>
<td>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: <a href="http://www.molis.org">http://www.molis.org</a></td>
</tr>
<tr>
<td>Organizations</td>
<td>Information</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>IEEE Technical Professional Society</strong></td>
<td>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: <a href="http://www.ieee.org">http://www.ieee.org</a></td>
</tr>
<tr>
<td><strong>IIE Solutions</strong></td>
<td>The world's largest professional membership society dedicated to the support of the industrial engineering profession. For more information view their website: <a href="http://www.iienet.org">http://www.iienet.org</a></td>
</tr>
<tr>
<td><strong>American Society of Enology and Viticulture</strong></td>
<td>The American Society for Enology and Viticulture publishes the <em>American Journal of Enology and Viticulture</em> (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: <a href="http://www.asev.org">http://www.asev.org</a></td>
</tr>
<tr>
<td><strong>Aerospace America</strong></td>
<td>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: <a href="http://www.aiaa.org">http://www.aiaa.org</a></td>
</tr>
<tr>
<td><strong>The National Society of Hispanic Professionals</strong></td>
<td>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: <a href="http://www.nshp.org">http://www.nshp.org</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Description</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The National Society of Hispanic MBA's</td>
<td>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: <a href="http://www.nshmba.org">http://www.nshmba.org</a></td>
</tr>
<tr>
<td>The Society of Hispanic Professional Engineers</td>
<td>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: <a href="http://www.shpe.org">http://www.shpe.org</a></td>
</tr>
<tr>
<td>American Indian Science and Engineering Society</td>
<td>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: <a href="http://www.aises.org">http://www.aises.org</a></td>
</tr>
<tr>
<td>National Society of Black MBA's</td>
<td>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: <a href="http://www.nbmbaa.org">http://www.nbmbaa.org</a></td>
</tr>
<tr>
<td>National Society of Black Engineers</td>
<td>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 engineers who excel academically, succeed professionally, and positively impact the community. For more information about chapters and membership please visit: <a href="http://www.nsbe.org">http://www.nsbe.org</a></td>
</tr>
<tr>
<td><strong>Society of Naval Architects and Marine Engineers (SNAME)</strong></td>
<td>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: <a href="http://www.sname.org">http://www.sname.org</a></td>
</tr>
<tr>
<td><strong>Chinese American Librarians Association (CALA)</strong></td>
<td>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: <a href="http://www.cala-web.org/">http://www.cala-web.org/</a></td>
</tr>
</tbody>
</table>
# Caucuses/Other Professional Groups

<table>
<thead>
<tr>
<th>Black Caucus of the American Library Association</th>
<th>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 (<a href="mailto:bcala@listserv.kent.edu">bcala@listserv.kent.edu</a>) 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: <a href="mailto:newsletter@bcala.org">newsletter@bcala.org</a> or BCALA Newsletter, P.O. Box 1738, Hampton, VA 23669. For additional information visit the association website: <a href="http://www.bcala.org">http://www.bcala.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in Engineering Programs &amp; Advocates Network (WEPAN)—Faculty for the Future</td>
<td>FacultyForTheFuture.org is &quot;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.&quot; To post jobs and search for candidates, visit their website: <a href="http://www.facultyforthefuture.org">http://www.facultyforthefuture.org</a></td>
</tr>
<tr>
<td>National Asian Pacific American Bar Association</td>
<td>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: <a href="http://www.napaba.org">http://www.napaba.org</a></td>
</tr>
<tr>
<td>Association of Latino Professionals in Finance and Accounting</td>
<td>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: <a href="http://www.alpfa.org">http://www.alpfa.org</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Description</td>
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</tr>
<tr>
<td>The National Association of Hispanic Journalists</td>
<td>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: <a href="http://www.nahj.org">http://www.nahj.org</a></td>
</tr>
<tr>
<td><strong>Asian American Journalists Association</strong></td>
<td>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: <a href="http://www.aaja.org">http://www.aaja.org</a></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Asian Pacific Islander American Health Forum</strong></td>
<td>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: <a href="http://www.apiahf.org">http://www.apiahf.org</a></td>
</tr>
<tr>
<td><strong>National Alliance for Hispanic Health</strong></td>
<td>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: <a href="http://www.hispanichealth.org">http://www.hispanichealth.org</a></td>
</tr>
<tr>
<td><strong>Academic 360.com</strong></td>
<td>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. <a href="http://www.academic360.com/default.cfm">http://www.academic360.com/default.cfm</a></td>
</tr>
</tbody>
</table>
## Websites and Listservs

<table>
<thead>
<tr>
<th>Organization</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Americans in Higher Education</td>
<td><a href="mailto:AFAMHED@LISTSERV.MUOHIO.EDU">AFAMHED@LISTSERV.MUOHIO.EDU</a></td>
</tr>
<tr>
<td>Society of Hispanic Professional Engineers</td>
<td><a href="mailto:shpe-list@shpe.org">shpe-list@shpe.org</a></td>
</tr>
<tr>
<td>Minority Americans in Engineering and Science</td>
<td><a href="mailto:MAES-L@LISTSERV.TAMU.EDU">MAES-L@LISTSERV.TAMU.EDU</a></td>
</tr>
<tr>
<td>Women in Engineering Programs and Advocates Network</td>
<td><a href="mailto:wepan-l@purdue.edu">wepan-l@purdue.edu</a></td>
</tr>
<tr>
<td>Engineering Women Leaders</td>
<td><a href="mailto:engwomen@ucdavis.edu">engwomen@ucdavis.edu</a></td>
</tr>
<tr>
<td>Graduate Consortium for Minorities in Engineering</td>
<td><a href="mailto:GEM-L@VMA.CCND.EDU">GEM-L@VMA.CCND.EDU</a></td>
</tr>
<tr>
<td>National Association of Minority Engineering Programs Administrators</td>
<td><a href="mailto:namepa-l@lists.netimpact.net">namepa-l@lists.netimpact.net</a></td>
</tr>
<tr>
<td>Society of Women Engineers</td>
<td><a href="http://societyofwomenengineers.swe.org/">http://societyofwomenengineers.swe.org/</a></td>
</tr>
<tr>
<td>American Society for Engineering Management</td>
<td><a href="http://www.asem.org">http://www.asem.org</a></td>
</tr>
<tr>
<td>American Society of Quality Control</td>
<td><a href="http://asq.org/career/">http://asq.org/career/</a></td>
</tr>
<tr>
<td>Manufacturing Systems &amp; Operations Management</td>
<td><a href="mailto:MSOM@LISTSERV.ARIZONA.EDU">MSOM@LISTSERV.ARIZONA.EDU</a></td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Acceptable Inquires</th>
<th>Unlawful Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>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?”</td>
<td>“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.</td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Criminal Record</strong></td>
<td>If job-related: “Have you ever been convicted of a crime (give details)?”</td>
<td>Inquiries regarding arrest records. Convictions if not reasonably related to job duties.</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>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?”</td>
<td>“Do you have any disabilities? Have you ever been treated for any disease or illnesses?”</td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td>Whether applicant can meet specified work schedules or has activities, commitments, or responsibilities that may prevent meeting work attendance requirements.</td>
<td>Inquiry concerning spouse, spouse’s employment or salary, children, childcare arrangements, or dependents.</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>None prior to hire.</td>
<td>“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.</td>
</tr>
<tr>
<td><strong>Height/Weight</strong></td>
<td>None.</td>
<td>Any inquiry relating to height or weight.</td>
</tr>
<tr>
<td><strong>Language/English Requirement</strong></td>
<td>Assess ability to teach in English by observation.</td>
<td>“What is your native language?” Any inquiry into how applicant acquired ability to read, write, or speak a foreign language.</td>
</tr>
<tr>
<td>Marital/Parental Status</td>
<td>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.</td>
<td>“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.” No question about marital or parental status can be asked.</td>
</tr>
<tr>
<td>Military</td>
<td>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.</td>
<td>Inquiry into applicant’s general military experience and discharge. This is almost always irrelevant to a faculty member’s qualifications.</td>
</tr>
<tr>
<td>Name</td>
<td>Whether applicant has worked under different name, and if so, what name; name applicant is known to references if different from present name.</td>
<td>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.</td>
</tr>
<tr>
<td>National Origin</td>
<td>None prior to hire.</td>
<td>Any inquiry into applicant’s ancestry, national origin, descent, parentage, or nationality. “Is that a Spanish surname?”</td>
</tr>
<tr>
<td>Organization Memberships</td>
<td>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.”</td>
<td></td>
</tr>
<tr>
<td>Photograph</td>
<td>None. May request after employment for purpose of identification.</td>
<td>Any request for submission of photograph at any time prior to employment.</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Inquiry as to duration of stay on the job or anticipated absences made to males and females alike.</td>
<td>Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.</td>
</tr>
<tr>
<td>Race or Color</td>
<td>None prior to hire. Do not ask for a photograph, either.</td>
<td>“Are you Puerto Rican? What is your AA/EEO status?”</td>
</tr>
<tr>
<td>References</td>
<td>Persons willing to provide professional and/or character references.</td>
<td>Any inquiry concerning an applicant’s race, sex, age, national origin, religion, marital status, or general medical condition.</td>
</tr>
<tr>
<td>Relatives</td>
<td>Names of relatives currently employed by University.</td>
<td>Any other inquiry about marital status, spouse, or spouse’s occupation.</td>
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<tr>
<td>Religion or Creed</td>
<td>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.</td>
<td>Any inquiry into an applicant's religious denomination, religious affiliation, or religious holidays observed. “This is a (Catholic, Protestant, Christian, Jewish) organization.”</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>None.</td>
<td>Any inquiry regarding sexual orientation.</td>
</tr>
</tbody>
</table>