Underrepresented Faculty Groups

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Objectives:
1. Basic research on the demographics of the current UL Lafayette Faculty (see Appendix F)
2. Development of strategies to recruit and retain underrepresented groups to the faculty

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Minority Recruitment for Underrepresented Faculty

Preparation

1. Do not fill positions until you have had an opportunity to analyze the needs of the University and to develop an up-to-date job description. This planning ensures that long-range goals are in everyone’s mind. It counters the tendency of some current department members to prefer candidates similar to them.

2. Maintain quality, but check for bias. Racially sensitive admissions policies at major American universities have not compromised quality (Bowen and Box 1998).

3. Educate selection committees to ensure that standards are the same for all candidates.

4. Attach a $$$ value to diversity recruitment by providing resources and rewards: a budget and a plan for diversity recruitment, teaching remission for active recruitment activities, and recognition for recruitment activities in promotion cases.

5. Evaluate the effectiveness of diversity recruitment efforts by monitoring diversity indicators in applications and enrollments.

6. Create a roundtable to discuss and brainstorm on methods of attracting minority faculty applicants.

The Selection Committee

1. Include individuals with different perspectives, expertise and a demonstrated commitment to diversity.

2. When possible, make sure the committee itself is diverse.

3. Identify two or three key members who will serve as advocates for minorities.

4. Meet with the committee at the beginning of the process to reiterate the importance of inclusion, the advisory role of the committee and the need for confidentiality.

5. Determine how committee members will communicate with each other, the campus community and with candidates.

6. Contact professional organizations with minority committees that can provide information and resources for recruiting purposes.

Pre-Hire Connections & Recruiting

1. Be pro-active in recruiting high-quality candidates. Start thinking more like an athletic coach. Coaches go out and find the talent they need. They do not just put ads in the paper and then sit back and wait.
2. Make contact with the professional organizations depending upon what fields are of interest for the new hire.

3. Always be in a recruitment mode — do not wait for searches to announce vacancies. This mode means keeping an eye out, inside and outside of the University, for potential staff members of color and women. Establish friendly relationships with them so that if you call and ask them to be a candidate for an open position they’ll be likely to agree. Seize the opportunity to recruit and network at national meetings.

4. Treat every vacancy as if it is the only shot you will ever get to find and hire a candidate who will increase your department’s diversity. This means that if you do not get good candidates of color in the initial pool, repost and consider outside advertising.

5. Diversity needs to be framed as an essential component of excellence without which the University cannot hope to achieve greatness. That message should be clearly understood and each committee member should be comfortable articulating the University’s commitment to diversity.

Screening Candidates

1. Practicing affirmative action means practicing inclusion. Race and ethnicity should be considered as positive qualities which enhance a candidate’s opportunity to be considered for a position. It may broaden the concept of the “best” candidate.

2. Search committee chairs should resist strongly the impulse to label one or more candidates the “most promising” because this may make it difficult for other candidates to be fully considered.

3. Do not make assumptions about candidates. Assumptions that a member of a particular racial group would not feel welcome in the community, or would not be able to relate well to others of different groups are damaging to candidates of color and will work against your diversity efforts. Also, do not make assumptions about a person’s willingness to move; their spouse’s willingness, etc. Let candidates decide these issues for themselves.

4. Committee members need to examine continually whether their judgments on a person’s character, types of experience, or accomplishments are being affected by subjective factors, stereotypes, or other assumptions.

5. Candidate “fit” – into the campus and in the community – generally means finding a person who will blend in easily with the existing structures, someone who will not alter dramatically the status quo. People of color, and most particularly people of color who come from different socioeconomic and cultural backgrounds, may be presumed not to “fit” as well as white candidates. Beware of these sorts of presumptions; make every effort to show candidates that they will fit, and then let them decide for themselves. This may also occur with women in cases where a faculty may be primarily male.
6. Be aware of the trap of measuring everything against one standard. Candidates who received their degrees later in life or from historically Black institutions, who worked part time when their children were young, or whose experience is off the beaten path may bring rich experience and a diverse background to the campus.

7. Screen to include candidates. Screening with the primary purpose of narrowing the pool may cause you to miss very attractive candidates.

8. Do your homework. Read the files of candidates thoroughly before offering opinions.

9. Select someone on the committee to take minutes when the committee meets. Documenting your process will serve you in many ways as the selection process goes on. First, meeting minutes will serve as reminders regarding time lines, votes and discussions. Secondly, if another party outside your committee asks your committee to document or discuss efforts that have taken place to ensure affirmative action is a priority to the committee, it will be in the meeting minutes.

10. Think about the new dimensions that diverse candidates will bring to the department.

11. Other than professional reasons, a candidate’s motivation for applying for a position is simply not the business of the search committee, screening committee, or interviewing committee. Unless a candidate offers other reasons in a letter of interest, the committees should operate with an understanding that professional interests motivate the application. To go further invites assumptions and those assumptions frequently lead to negative judgments.

12. All candidates should have adequate advance notice that you expect them to do a group interview, provide work or writing samples, make a presentation, etc.

13. Subtle messages from an interview committee to a candidate can have devastating effects. Consequently, judgments about a candidate’s performance may be biased as much by the effect the committee had on the candidate’s performance in and of itself. 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.

Language for Ads & Announcements

1. Language beyond the law required statement found in position announcements — "The University is an Affirmative Action/Equal Opportunity Employer" — conveys a higher level of commitment. It tells potential applicants that the University values diversity.

2. 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 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.**

3. **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.

**During the Hiring Process**

1. **Chairs should be prepared to provide candidates with information on their university such as:**
   - (MOST IMPORTANT) Success rate of minority faculty (in obtaining tenure) within their college and university-wide
   - Number of minority faculty
   - Number/percentage of minority students in the department, college, and university.

2. **Arrange for candidate to meet with minority faculty at the university — preferably in the same college.** There are a number of "intangible" items that make a place inviting — for example: barber shops / hair salons, a local church or a type of neighborhood. This is something that only another minority faculty member could realistically address without a lot of awkwardness.

3. **Make it clear to the candidate what are the conditions to successfully obtain tenure.** While it might seem obvious to some, this discussion makes sure there is no misunderstandings up front.

4. **Make a list of the resources available at the University for Incoming Faculty: teaching (training, filming, etc), research (university grant management, Undergraduate Research Experiences).**
Retention and Mentoring for Underrepresented Faculty

Recommendations to Enhance Underrepresented Faculty

- Competitive salaries
- Additional “pocketbook” incentives: reduced parking costs, Cajun Card balance
- Stronger, more structured mentoring within academic units
- Through Human Resources Office:
  - Relocation packets (information about the area, contact info for area realtors/leasing agents, etc)
  - Directory of willing mentors outside of academic area (focus on hobbies, previous institutions/geographic locations, etc)
- Extended new faculty orientation events over the course of the first academic year
  - Social opportunities for new faculty
  - More in-depth information on university policies/procedures, etc
- Forum for new faculty to present research/creative work with the university community (brown bag forums?)
- Better dissemination of information regarding faculty development grants/funding for travel/research set aside for new faculty

Financial Initiatives

Note: Although the committee recognizes that budgets are currently frozen and the state’s financial status puts many monetary issues out of the control of the University, it should be noted that faculty salaries that are not competitive with peer institutions are a factor in poor faculty retention. With that in mind, the committee would like to suggest other retention strategies that may be more within the institution’s control with the sincere hope that an effort will be made to improve the equity of salaries offered to faculty members as the financial climate allows for improvement. In the meantime, other incentives might be possible, including such things as reducing or eliminating the cost for faculty parking, providing faculty with a small balance of available fund on their Cajun Cards, or other options.

Departmental/College level Initiatives:

Provide a stronger/more clear mentoring program within the academic unit. This may currently vary significantly from unit to unit, but it would be helpful to new faculty to have a clearly designated faculty mentor who can help to navigate such areas as research expectations, tenure preparation, and other program or college level expectations and procedures.

Initiatives through the Office of Human Resources:

With the development of a fully-fledged Office of Human Resources, the committee feels that there are a number of retention-enhancement measures that could be facilitated by this office. Many of these measures fall in the category of information dissemination.

1) Access to info packets to assist with relocation: info about neighborhoods in Lafayette area (average rent/home price, schools with rankings, other statistical info, perhaps contact info for leasing agents/realtors with experience working long-distance?)
2) A directory of current faculty members willing to mentor across Program/College boundaries. These mentors would be available to be selected by the incoming faculty, and mentor profiles might include non-academic information, such as leisure activity interests, previous institutions, previous geographic locations, etc. By having a two tier mentoring system (one within the academic unit to assist with work-related questions, and one outside of the unit to assist with acclimating to the Lafayette area) new faculty would have multiple support systems covering the whole of the faculty member’s adjustment needs rather than one focused solely on the professional transition.

Additional Initiatives
One issue facing many new faculty members is the difficulty in connecting with other young faculty members across the university as a whole. While new faculty may meet other new hires during new faculty orientation, once they all disperse to their respective colleges and departments, it may be difficult to stay connected.

The university may also consider an extended orientation series during a faculty member’s first year—perhaps a monthly mixer to give new faculty an opportunity to get better acquainted with their peers university-wide, which would not only contribute to new faculty becoming part of the campus community, and feeling a sense of investment in the University, but might also open new opportunities for cross-college or cross-department collaboration. These socials could include an informational session to deepen new faculty’s understanding of particular university policies/procedures, or they could be truly social in nature. Either way, an opportunity to strengthen acquaintances made during the new faculty orientation or to forge new connections would assist in retaining faculty once they have been hired.

Alternatively, a forum might be created where new faculty could be invited to present about their on-going research or creative work. This could be done as a lunch-time “Brown Bag forum.” Again, this creates an opportunity to show new hires that their contributions to the university (even in the early stages of their careers) are valued by the university community, and will foster new introductions and connections university-wide (or even college-wide, if individual colleges would prefer to do this kind of forum on a smaller scale).

Better dissemination of information on faculty development grants would also be helpful. There are a number of assistance programs set aside to help junior faculty access money for summer research or development, but it can be difficult to locate the information, be clear on due dates and application procedures, and know which award programs are designated for which purposes. Making sure that new faculty are aware of these resources, and are clear on eligibility requirements, when to apply, and how to proceed once an award has been given would be very beneficial.
Appendix A

RECRUITMENT CHECKLIST
Position Number: _________

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Initials/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of Job Description</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The job description accurately describes the position.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The position was reviewed by Human Resources on _________ (must be within the past 3 years – if not, contact Human Resources at _482-6242). This updated position description is available online at the University Jobs System.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The established hiring range of ___________ is acceptable.</td>
<td></td>
</tr>
<tr>
<td><strong>Posting the Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Create a listing from the updated job description on the University Jobs System. Include appropriate advertisement copy, if applicable.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Optional: additional advertisements</td>
<td></td>
</tr>
<tr>
<td>Source List:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review of Applications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Review pool diversity information online.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Perform and document initial review of applications (create spreadsheet).</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Schedule and conduct Interviews (see attached questionnaires).</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Identify final candidate(s).</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Perform reference checks (see attached questionnaires).</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Request criminal background check/MVR check from Human Resources (if required).</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Other checks:</td>
<td></td>
</tr>
<tr>
<td>Source List:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hiring Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Extend formal offer and enter into salary negotiations with final candidate. Complete pay exception request and forward to Human Resources, if applicable.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Receive formal acceptance letter from selected candidate.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Change status of all non-selected candidates. Automatic emails will be sent via the University Jobs System thanking applicants for their interest in position. Complete Hiring Proposal.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Perform Payroll signup (within 3 days of hire).</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Schedule Benefits enrollment (w/in 30 days of hire) – 482-6242</td>
<td></td>
</tr>
</tbody>
</table>

All records regarding references, interviews, and other actions taken during the recruitment period should be kept for a minimum of two years.
Appendix B

Sample Job Announcement

University of Louisiana at Lafayette is now hiring an Assistant Professor, Tenure Track – Department of Criminal Justice starting in the Fall of 2014. Salary is commensurate with experiences.

QUALIFICATIONS: Ph.D. in Criminal Justice, Criminology/Sociology, Juvenile Justice or closely related discipline and the ability and willingness to teach undergraduate and graduate level research methods. Preference will be given to applicants with an active research agenda focused on juvenile delinquency, juvenile justice and/or juvenile public policy related issues. It is also desirable for candidates to embrace progressive pedagogical strategies that promote critical thinking, written and oral communication skills and engaged learning opportunities for our students; have experience working with culturally diverse students; demonstrate commitment to excellence in teaching, scholarship/research and service.

RESPONSIBILITIES: The successful candidate will contribute to our interdisciplinary Master’s of Science program, which has an emphasis on Juvenile Justice and two tracks of study: (1) Administration and (2) Program and Public Policy. The successful candidate will also contribute to our thriving undergraduate program in Criminal Justice. The teaching load will be 3/3. Active involvement in teaching, research/scholarship, service, planning and assessment is expected.

University of Louisiana at Lafayette is the second largest university in the state of Louisiana and the largest member of the University of Louisiana system. It is a public institution with approximately 17,000 students over 1,500 of whom are enrolled in graduate programs. We are a Carnegie designated “Research University with High Research Activity.” Our academic community embraces diversity and inclusion. We are located in the city of Lafayette with a population of approximately 120,000. The culture is proud of its Cajun and Creole heritage and embraces hospitality, festivals, music and joie de vivre. Our local cuisine is world renowned.

APPLICATION: All correspondence should include the EEO #LA 17-12. Please submit the following application materials to Dr. Rhonda D. Evans, Chair of the Criminal Justice Search Committee, via email at cjussearch@louisiana.edu: letter of application, c.v., unofficial graduate
transcripts, three letters of recommendation, copy of dissertation chapter or recent publication that best represents your scholarly/research interests, and evidence of teaching effectiveness, such as copy of existing syllabi and teaching evaluations. Deadline for applying is October 1, 2013. **Individuals from underrepresented groups are strongly encouraged to apply.** For more information you can call Dr. Evans at 337-482-1249.

9.12.13
Appendix C

Sample Interview Questions

The following sample questions are suggestions to enhance consistency with interviews:

1. What three accomplishments do you take pride in most?
2. Would you rather have a lot of control over how you do your job or would you prefer to have expectations clearly spelled out by your superiors?
3. How do you define success? Give me an example.
4. Tell me about a time when you went above and beyond what was required of your position.
5. Give me an example of how you set specific work goals?
6. Do you believe employee or employer loyalty is as strong as it once was? What can the employer and employee do to strengthen loyalty?
7. Tell me about a time when circumstances for a project changed at the last minute and you were asked to work outside of normal hours. What did you do?
8. In the last year, about how many days of work have you had to miss? How about during the previous year?
9. Describe the type management style you prefer from your supervisor?
10. What do you do to keep current of developments that impact your field? How many seminars have you attended in the past year and on what topics? What have you learned?
11. How do you feel about making tough decisions? What makes a decision tough for you?
12. In situations when there is no clear-cut good outcome to a decision, some managers believe that in these cases no decision can be a good decision. How do you feel about this?
13. What are your strengths when interacting with people on the job? What could you do to make your interaction better?
14. Think of a situation you’ve been in that required an ability to think on your feet. What was the situation and how did you respond?
15. Have you ever solved a problem or correctly analyzed a situation that no one else was able to solve or analyze? Describe the situation and the outcome.
16. Is there ever a situation where not telling the truth is an appropriate response? Explain.
17. What methods do you use to organize and prioritize your work?
18. What would you do if your boss were to override a major decision you have made?
19. How would those who know you describe you?
20. How do you ensure that something you write is going to be understood by those who read it?
21. How difficult is it for you to express your thoughts and ideas to others? What techniques do you use to make yourself clear and to insure your audience has understood?
22. What have you found to be the most effective way to change someone else’s mind? What is the most effective way for your mind to be changed?
23. This position requires a great deal of people contact and communication. Specifically, what do you think are the interpersonal skills required for effective performance?
24. Describe some of the things that motivate you and make a job fulfilling.
25. What can managers do to get maximum performance from their employees?
26. Describe a time when you missed an important deadline or failed to complete a task that others expected you to complete. How did you feel about that?
27. We should all learn from our mistakes. Describe what you learned from a mistake you have made, either work related or personal.

Appendix D

Guide to Pre-Employment Inquiries

<table>
<thead>
<tr>
<th>Permissible Inquiries</th>
<th>Inquiries to be avoided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrest Record: None</td>
<td>Number and kind(s) of arrests.</td>
</tr>
<tr>
<td>2. Conviction Record: Inquiry into conviction, if job related.</td>
<td>Any inquiry about conviction, unrelated to job requirements.</td>
</tr>
<tr>
<td>3. Availability for work on weekends and/or evenings: If asked of all applicants and it is a business necessity for the person to be available to work weekends and/or evenings.</td>
<td>Any inquiry about religious observance.</td>
</tr>
<tr>
<td>4. Child Care: None</td>
<td>Inquiry into child care arrangements of female applicants.</td>
</tr>
<tr>
<td>5. Citizenship: Whether applicant is lawfully eligible to be employed in this country.</td>
<td>Whether applicant is a U.S. citizen.</td>
</tr>
<tr>
<td>6. Creed or Religion: None, except where religion is a bona fide occupational qualification.</td>
<td>Applicant’s religious affiliation, church, parish, or religious holidays observed.</td>
</tr>
<tr>
<td>7. Credit Records: None, unless job related.</td>
<td>Inquiries about charge accounts, bank accounts, etc.</td>
</tr>
<tr>
<td>8. Family Status: Whether applicant has responsibilities or commitments that prevent him/her from meeting work schedules if asked of all applicants regardless of gender.</td>
<td>Marital status, number, and age of children, spouse’s job, etc.</td>
</tr>
<tr>
<td>9. Disability: Whether applicant can physically perform the job functions in question.</td>
<td>To ask applicant to explain his/her disability.</td>
</tr>
<tr>
<td>10. Height and Weight: None, unless job related.</td>
<td>Any inquiry unrelated to job requirements.</td>
</tr>
<tr>
<td>13. Language: Languages applicant speaks or writes fluently, if job related.</td>
<td>Language used by applicant at home, or how applicant acquired the ability to read,</td>
</tr>
<tr>
<td>14. Name</td>
<td>Whether applicant has worked under a different name.</td>
</tr>
<tr>
<td>15. National Origin</td>
<td>None, except whether or not applicant is legally eligible to work in the U.S.</td>
</tr>
<tr>
<td>16. Organizations</td>
<td>Applicant’s membership in professional organizations if job related.</td>
</tr>
<tr>
<td>17. Photographs</td>
<td>None, except after hiring.</td>
</tr>
<tr>
<td>18. Pregnancy</td>
<td>None.</td>
</tr>
<tr>
<td>19. Race or Color</td>
<td>None</td>
</tr>
<tr>
<td>20. References</td>
<td>Names of character or work related references.</td>
</tr>
<tr>
<td>21. Gender</td>
<td>None, except where sex is an occupational qualification.</td>
</tr>
</tbody>
</table>
Appendix E

Exit Survey
Appendix F:

UL Lafayette Faculty Demographics (1/2012)

<table>
<thead>
<tr>
<th>Professor</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Grand Total</th>
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<td>Professor</td>
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<td></td>
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</tr>
<tr>
<td>Asian</td>
<td>25</td>
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<tr>
<td>Black, Non-Hispanic</td>
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<tr>
<td>White</td>
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<td>151</td>
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<td>Associate Professor</td>
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<tr>
<td>International</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>White</td>
<td>94</td>
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<td>Total</td>
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<td>Unknown</td>
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<td>White</td>
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<td>Black, Non-Hispanic</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>156</td>
<td>134</td>
<td>290</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>146</td>
<td>328</td>
</tr>
<tr>
<td>Total</td>
<td>596</td>
<td>158</td>
<td>754</td>
</tr>
</tbody>
</table>
Appendix G

Resources for Developing Diverse Applicant Pools

**General:**
Hiring Faculty with Disabilities [http://www.mla.org/dis_hiring_guidelines](http://www.mla.org/dis_hiring_guidelines)

**By Discipline:**

- **Anthropology**:

- **Biology**:
  - American Society for Microbiology [https://www.asm.org](https://www.asm.org)
  - The American Society of Cell Biology [www.ascb.org](http://www.ascb.org/)
  - Committee on Women in Science, Engineering, and Medicine [http://sites.nationalacademies.org](http://sites.nationalacademies.org)
  - Society for the Advancement for Chicanos and Native Americans in Science [http://sacnas.org/](http://sacnas.org/)
  - Women in Science [http://sciencecareers.sciencemag.org](http://sciencecareers.sciencemag.org)

- **Communication**:
  - National Communication Association [https://www.natcom.org/](https://www.natcom.org/)

- **Criminology & Social Justice/Sociology**:
  - American Society of Criminology [www.asc41.com/](http://www.asc41.com/)
    - American Sociological Associations Minority Fellowship Program [http://www.asanet.org/funding/mfp.cfm](http://www.asanet.org/funding/mfp.cfm)
    - American Sociological Association [www.asanet.org](http://www.asanet.org)
    - Association of Black Sociologists [www.associationofblacksociologists.org](http://www.associationofblacksociologists.org)
    - National Association of African American Studies [www.naas.org](http://www.naas.org)
    - National Association of Black Studies [www.ncbsonline.org](http://www.ncbsonline.org)
    - Mid-South Sociological Association [www.midsouthsoc.org](http://www.midsouthsoc.org)
    - Southern Sociological Association [www.southernsociologicalsociety.org](http://www.southernsociologicalsociety.org)

- **Education**:
Association for Health, Physical Education, Recreation, & Dance (AAHPERD):
http://www.aahperd.org/
American Association of Colleges for Teacher Education" (AACTE): aacte.org
American Association of School Administrators (AASA): www.aasa.org/
American Council of the Teaching of Foreign Languages: www.actfl.org
American Educational Studies Association (AES): www.educationalstudies.org
Association for Experiential Education (AEE): www.princeton.edu/~rcurtis/pee.html
Association for Retarded Citizens (ARC): www.thearc.org/
Association for Education in Journalism: www.aejmc.org/
American Association for Gifted Children (AAGC): http://www.aagc.org/
ENC Online Resources for Math and Science Education: www.goenc.org
International Reading Association (IRA): www.reading.org
Music Teachers National Association (MTNA): www.mtna.org/
National Art Education Association (NAEA): www.arteducators.org/
National Association for Bilingual Education (NABE): www.nabe.org
National Association for Bilingual and Multicultural Education (NABE): www.nabe.org
National Council for Teachers of English (NCTE): www.ncte.org
National Middle School Association (NMSA): www.amle.org/
National Science Teachers Association (NSTA): www.nsta.org/
Organization of American Historians (OAH): www.oah.org

- Engineering & Technology:

American Association of Drilling Engineers (AADE) www.aade.org
American Institute of Chemical Engineers (AICHE) www.aiche.org
American Society of Civil Engineers (ASCE) www.asce.org
American Society of Mechanical Engineers (ASME) www.asme.org
Association of Technology, Management, and Applied Engineering (ATMAE) www.atmae.org
Institute of Electrical & Electronics Engineers (IEEE) www.ieee.org
National Society of Black Engineers (NSBE) www.nsbe.org
Society of Hispanic Professional Engineers (SHPE) www.shpe.org
Society of Petroleum Engineers (SPE) www.spe.org
Society of Women Engineers (SWE) www.swe.org

- History:

American Historical Association http://www.historians.org/

- Human Development

American Psychological Association http://www.apa.org/
Kinesiology http://www.aahperd.org/
• **Liberal Arts:**

American Theatre in Higher Education [www.athe.org](http://www.athe.org) (ATHE has sub-groups for Black theatre artists, women, Asians, Latino/Latina and LGBT)
Architecture ASID [www.aia.org](http://www.aia.org)
College of Music Society [www.music.org](http://www.music.org)
Interior Design ASID [www.ASID.org](http://www.ASID.org)
Industrial Design IDSA [www.IDSA.org](http://www.IDSA.org)
National Dance Education Organization [www.ndeo.org](http://www.ndeo.org)
Visual Arts - College Art Association [www.collegeart.org](http://www.collegeart.org)

• **Library Science, Literature and Writing & Modern Language Studies:**

American Indian Library Association [http://www.ailanet.org](http://www.ailanet.org)
Black Caucus of the American Library Association [http://www.ala.org/groups/affiliates/affiliates/bcala](http://www.ala.org/groups/affiliates/affiliates/bcala)
Asian/Pacific American Libraries Association [http://www.ala.org/groups/affiliates/affiliates/apala](http://www.ala.org/groups/affiliates/affiliates/apala)
National Association to Promote Library and Information Services to Latinos and the Spanish Speaking [http://www.ala.org/groups/affiliates/affiliates/reforma](http://www.ala.org/groups/affiliates/affiliates/reforma)

• **Mathematics:**

Mathematical Association of America [http://www.maa.org/](http://www.maa.org/)
Association of Women in Mathematics [http://sites.google.com/site/awmmath/](http://sites.google.com/site/awmmath/)

• **Psychology:**


• **Nursing**

American Assembly of Men in Nursing [http://aamn.org](http://aamn.org)
Asian American/Pacific Islander Nurses Association [http://www.aapina.org](http://www.aapina.org)
Association of Black Nursing Faculty [http://www.abnf.net](http://www.abnf.net)
Academy of Nutrition & Dietetics [www.eatright.org](http://www.eatright.org)
Health Professions for Diversity Coalition [http://www.hpd-coalition.org](http://www.hpd-coalition.org)
Louisiana State Nurses Association [www.lsna.org](http://www.lsna.org)
National Alaska Native American Indian Nurses Association [http://www.nanainanurses.org](http://www.nanainanurses.org)
National American Arab Nurses Association [https://n-aana.org/Index.asp](https://n-aana.org/Index.asp)
National Association of Hispanic Nurses [http://www.thehispanicnurses.org](http://www.thehispanicnurses.org)
National Black Nurses Association [http://www.nbna.org](http://www.nbna.org)
National Coalition of Ethnic Minority Nursing Associations (NCEMNA) [http://www.ncemna.org](http://www.ncemna.org)
Philippine Nurses Association of America [http://www.philippinenursesaa.org](http://www.philippinenursesaa.org)
Sullivan Alliance to Transform America’s Health Profession [http://www.jointcenter.org/new_site/sullivan.htm](http://www.jointcenter.org/new_site/sullivan.htm)
• Philosophy:

American Philosophical Association www.apaonline.org/
American Indian Philosophy Association http://apaonline.org/aipa/aipa.aspx
Association for Feminist Ethics and Social Theory http://www.afeast.org/
Society for the Study of Africana Philosophy http://www.africanaphilosophy.net/

• Physics:

National Association of Black Physicists (includes Latino and Women) http://www.nsbp.org/jobs/

DIRECTORIES


The Committee on Institutional Cooperation (CIC), www.cic.net
Diversity Nursing, www.diversitynursing.com

JOB LISTING SITES

Academic Search, http://academic-search.com
Academic 360, www.academic360.com
Top Higher-Education Jobs, www.tedjob.com
INSIGHT to Diversity, www.insighttodiversity.com

PUBLICATIONS AND JOURNALS

Diverse Issues, www.diverseeducation.com
Equal Opportunity Publications, Inc. (EOP) www.eop.com
Science and ScienceCareers.org.
Theatre Communications Group, www.tcg.org/artsearch

ASSOCIATIONS AND SOCIETIES

Academy of Management, www.aomonline.org
American Institute of Aeronautics and Astronautics, Inc. (AIAA), www.aiaa.org
African-American Women in Technology (AAWIT), www.aawit.net
American Accounting Association, www.aaahq.org/
American Anthropological Association (AAA), www.careercenter.aaanet.org
American Indian Science and Engineering Society (AISES), www.aises.org
American Political Science Association (APSA), http://www.apsanet.org/
Civil Engineers (ASCE), http://www.asce.org/careers
Career Pharm, www.careerpharm.com
Association of American Geographers (AAG), www.aag.org/
Information Technology Crossing, http://www.informationtechnologycrossing.com/
Chemical & Engineering News (C&EN), www.acs.org/careers
Computing Research Association (CRA), http://www.cra.org/ads/
Decision Sciences Institute http://www.decisionsciences.org/
Financial Management Association (FMA), http://fma.org/
Humanities & Social Science Online www.h-net.org/
IIE Solutions, www.iienet2.org
Modern Language Association (MLA) Job Information List (JIL), http://www.mla.org/
National Association of Women in Construction (NAWIC Career Center) www.nawic.org/
National Council on Family Relations (NCFR), http://employment.ncfr.org/
National Collegiate Athletic Association (NCAA), http://www.ncaa.org/

Resources modified/retrieved by team and from internet: “Minority Recruitment in Higher Education”
American Psychological Association – Office of Ethnic Minority Affairs
Auburn University
Brown University
Cal State University, San Marcos
Minority Women’s Doctoral Directory
National Science Foundation
Oklahoma State University, Stillwater
University of California, Los Angeles
University of Rhode Island

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