

# Faculty Recruitment and Retention Toolkit

University of San Diego  
(Approved 2012)



## Table of Contents

<b>Introduction .....</b>	<b>2</b>
Why is it important to enhance faculty diversity at USD? .....	2
How Diverse is the USD Student Population and Faculty? .....	4
Why is it difficult to recruit diverse faculty? .....	6
<b>Before the Search .....</b>	<b>11</b>
Adopt Active Recruiting Practices .....	11
Compose the Search Committee .....	11
Review the National Pool .....	11
Review Past Searches .....	11
Define the Position .....	12
Determine Selection Criteria .....	12
Write the Description (Announcement) .....	12
Advertise the Position .....	13
<b>During the Search .....</b>	<b>14</b>
Candidate Evaluation .....	14
Minimize the Influence of Bias and Erroneous Assumptions .....	14
Create a Short List .....	15
Campus Visit .....	15
Essential Preparation .....	15
Interview Questions .....	16
Campus Visit Checklist .....	17
Evaluate the Search .....	17
<b>After the Search .....</b>	<b>18</b>
Create a Welcoming Departmental and Institutional Climate .....	18
Check Workloads .....	18
Make the Tenure and Promotion Process Transparent .....	18
Ask Senior Faculty to Mentor New Faculty .....	18
Help Form Support Networks .....	18
Value Diversity in Word and Deed .....	19
Provide Clear Access to Existing Faculty Assistance Programs and Innovate .....	19
<b>Works Consulted .....</b>	<b>20</b>
<b>Appendices .....</b>	<b>27</b>
APPENDIX 1 .....	28
Policy 2. 1. 2 Faculty Recruiting .....	28
Policy 2. 2. 1 Equal Opportunity .....	32
Policy 2. 2. 2 Discrimination .....	33
Policy 2. 2. 9 Diversity .....	39
APPENDIX 2 .....	40
Faculty Recruiting Policies Guidelines Academic Affairs .....	40
Provost Procedures and Form A and Form B .....	43
Personnel Requisition Form .....	46
Relocation Policy .....	47
APPENDIX 3 .....	50
Advertising Outlets .....	50
Recruitment Resources .....	52
APPENDIX 4 .....	54
Minimizing the Influence of Bias and Assumptions .....	54

# Introduction

## INTRODUCTION

As part of an overall process to enhance faculty diversity at USD, Executive Vice President and Provost Julie Sullivan formed a task force in 2012 and charged to develop more effective recruiting practices and procedures. The task force was co-chaired by the Dr. Carlton Floyd, Associate Provost for Inclusion and Diversity and Director of the Center for Inclusion and Diversity and Maya Omar, the Director of Equal Opportunity and Affirmative Action. The two other members of the task force were Dr. Sandra Sgoutas-Emch, Director of the Center for Educational Excellence and Dr. Andrew Allen, Associate Provost for Academic Planning and Effectiveness. Dr. Esteban del Río, Interim Associate Provost for Inclusion and Diversity and Barrett Morris, Director of Equal Opportunity, Affirmative Action, and Title IX in the office of Human Resources, joined later in the process.

One of the charges for the task force was to develop a faculty recruiting toolkit for deans, department chairs, and search committees to use to help guide them in conducting proactive, inclusive searches. The *Faculty Recruitment and Retention Toolkit* contains guidelines based on recommendations and faculty recruiting toolkits developed by universities considered to be leaders in this area who found that enhancing faculty diversity is best achieved through widening the application pool, overcoming implicit bias, and developing a supportive climate for faculty sustained by university leadership, particularly the deans and chairs. The *Toolkit* also contains checklists and forms that may (or in some cases must) be used during the recruiting process. The *Toolkit* was approved in 2013.

Following the introduction, the *Toolkit* is organized into three major chronological sections of before, during, and after the search; these three sections discuss ways to widen the application pool (before the search), overcome implicit bias (during the search) and develop a supportive climate (after the search). The introductory section itself is divided into three sections containing answers to three fundamental questions: How diverse is the USD student population and faculty? Why is it important for USD to enhance faculty diversity? Why is it so difficult to achieve a diverse faculty? Many other universities face similar questions; as a result, a substantial volume of research has been generated to help understand and answer them. Some of this research is highlighted in the *Toolkit*, with a more extensive list found in the Bibliography.

## WHY IS IT IMPORTANT TO ENHANCE FACULTY DIVERSITY AT USD?

Enhancing faculty diversity is an important component in fulfilling USD's mission. USD's mission statement includes a commitment to academic excellence and the creation of a diverse and inclusive community.

Academic excellence and an inclusive community go hand-in-hand. Since 1971, the Association of American Colleges and Universities (AAC&U) has sponsored initiatives focused on student and faculty diversity. Most recently, AACU has sponsored the *Making Excellence Inclusive Initiative* that called for association members to “address diversity, inclusion, and equity as critical to the wellbeing of democratic culture [And as] ...an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.”

USD has a responsibility to address diversity and inclusion as it strives to achieve academic excellence. In an important step in this direction, USD received a five-year \$600,000 *National Science Foundation Advance Grant* to increase diversity and provide a supportive climate for female faculty in the social sciences, sciences and engineering.

Achieving a diverse and inclusive community has been supported by the courts. In addition, in late 2011, the U. S. Department of Justice and the Department of Education released the document, “Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education,”<sup>1</sup> which argued that institutions have a “compelling interest” in obtaining the benefits that flow from achieving a diverse student body. If, as this essay suggests, a “critical mass” of underrepresented students might help dispel stereotypes about them, reduce their feelings of isolation and the number of occasions where they are held as spokespersons for their group, a “critical mass” of underrepresented faculty might have similar benefits.

Student success depends on a diverse faculty. While many factors affect the retention and graduation rates of students from underrepresented groups, a key factor is faculty diversity. A small sample of significant research findings related to the impact of a diverse faculty on students includes evidence that suggests that:<sup>2</sup>

- Faculty of color support and mentor students of color, and improve their academic performance,<sup>3</sup> and persistence,<sup>4</sup>
- The gender of the professor in introductory math and science classes affects whether female university students pursue a STEM degree,<sup>5</sup>
- Faculty of color use a wider range of the effective educational practices than White faculty including: the use of active and collaborative learning techniques, interacting with students, exploring diverse perspectives, and employing higher order cognitive activities (e. g., applying theories or concepts, judging the value of information, and synthesizing ideas from different courses when completing assignments or during classroom discussions).<sup>6</sup>

The most recent three-year average of the six-year graduation rates for Black students (62.3%, n=20) and American Indian students (67.6%, n=11) are consistently below the average for all students (74.0%, n=1121). The research above suggests that these graduation rates would be higher if there were more faculty from these underrepresented groups.

---

<sup>1</sup> U. S. Department’s of Justice and U. S. Department of Education (2011). “Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education,” retrieved from [www.justice.gov/crt/about/edu/documents/guidancepost.pdf](http://www.justice.gov/crt/about/edu/documents/guidancepost.pdf)

<sup>2</sup> Additional research exploring the linkages between diverse faculty and student outcomes can be found in the Bibliography.

<sup>3</sup> Cole, S., & Barber, E. (2003). *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students*. Cambridge, MA. : Harvard University Press.

<sup>4</sup> Museus, S. D., & Quaye, S. J. (2009). Toward Intercultural Perspective of Racial and Ethnic Minority College Student Experience, *The Review of Higher Education*, 33(1), 67-94.

<sup>5</sup> Carrell, S. E., Page, M. E., & West J. E. (2009). Sex and Science: How Professor Gender Perpetuates the Gender Gap, NBER Working Paper 14959. Retrieved from <http://www.nber.org/papers/w14959>.

<sup>6</sup> Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education, *Research in Higher Education*, 47(3), 317-345 and Chickering, A. W., & Gameson, Z. F. (1987), Seven principles for good practice in undergraduate education, *American Association of Higher Education Bulletin*, 39(7), 3-7.

As part of its mission, “The University values students, faculty, and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety, and respect in a community characterized by a rich diversity of people and ideas.” A diverse faculty is one way an institution demonstrates its commitment to diversity. This type of commitment is positively related to student growth in cultural awareness.<sup>7</sup> Conversely, at USD, where there is a low level of faculty diversity, students report little growth in cultural awareness. Nearly 40% of graduating seniors completing the USD Graduating Senior Survey 2010-11 (n=584 seniors) report that USD has not significantly increased their awareness of cultural differences or ability to value cultural diversity. In this same survey, only 61% of participants said their USD education was very effective or effective in increasing their awareness of cultural differences, and only 62% said that USD had been very effective or effective in helping them value cultural diversity.<sup>8</sup>

In support of its mission, the university has approved four policies that directly support enhancing faculty diversity (Appendix 1):

- Policy 2. 1. 2 Employee Recruitment, Selection and Appointment: Faculty Procedures<sup>9</sup>
- Policy 2. 2. 1 Equal Opportunity
- Policy 2. 2. 2 Policy Prohibiting Discrimination and Harassment
- Policy 2. 2. 9 Diversity

The *Toolkit* offers deans, department chairs, and search committees more effective ways to bring the ideas behind these four policies to life.

## HOW DIVERSE IS THE USD STUDENT POPULATION AND FACULTY?

Table 1 displays the gender and categories of race/ethnicity for USD faculty in Fall 2011 by College or School (academic units are grouped as undergraduate or graduate according to their primary student population). At the undergraduate level, 33% of USD faculty are female, and 21% are from underrepresented groups. Comparing the student population to the faculty population reveals that while 55% of the undergraduate students are women, only 33% of the undergraduate faculty are women. Similarly, while 30% of the undergraduate students are from underrepresented groups, only 21% of the undergraduate faculty are from underrepresented groups. Most strikingly, while 17% of our undergraduate students are Hispanic, only 4% of the undergraduate faculty are Hispanic. Blacks compose a small share of the population, both for students and faculty (2% and 3%, respectively).

Table 2 displays the gender and categories of race/ethnicity for USD faculty in Fall 2011 by College or School with breakdowns between tenure and tenure-track faculty. Figures for tenure-track faculty indicate the results of recent hiring (most but not all new faculty hires are tenure-track). Women compose 56% of the tenure-track faculty but only 18% of tenure-track faculty are from underrepresented groups. Recent hiring, as revealed by the tenure-track data, does not show much progress, if any, in hiring faculty from underrepresented groups.

---

<sup>7</sup> Astin, A. W. (1993). *What Matters in College: Four Critical Years Revisited*, San Francisco, CA. : Jossey-Bass and Astin, A. W. (1993). How are students affected? *Change*, 25(2), 44-50.

<sup>8</sup> USD Graduating Senior Survey 2010-11, USD Institutional Research and Planning

<sup>9</sup> Policy 2. 1. 2 is outdated. Its revision is an important element of the effort to enhance faculty diversity.

Table 1

Tenured and Tenure-Track Faculty by Academic Unit Fall 2011  
With Percentages by Gender and Race/Ethnicity

Faculty Academic Unit	Total	Gender		Total Underrepresented	Hispanic Ethnicity	One Race, Non-Hispanic					2 or more races	Unknown	Nonresident alien
		M	F			Black	American Indian	Asian	Hawaiian	White			
<b>Undergraduate</b>	268	67%	33%	21%	4%	3%	0%	14%	0%	76%	0%	0%	3%
CAS	192	53%	47%	19%	9%	2%	1%	7%	0%	79%	1%	0%	2%
Business	61	69%	31%	18%	3%	0%	0%	15%	0%	75%	0%	0%	7%
Engineering	15	80%	20%	27%	0%	7%	0%	20%	0%	73%	0%	0%	0%
<b>Graduate</b>	48	38%	62%	10%	5%	2%	0%	2%	0%	90%	1%	0%	0%
SOLES	29	41%	59%	31%	14%	7%	0%	7%	0%	69%	3%	0%	0%
Nursing	16	6%	94%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%
Peace	3	67%	33%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%
Law	44	70%	30%	7%	5%	2%	0%	0%	0%	91%	0%	0%	2%

Source: USD Institutional Research & Planning. Note: does not include Library faculty.

Table 2  
Instructional Tenured and Tenure-Track Faculty Fall 2011  
By School/College Affiliation, Gender, and Selected Race/Ethnicity Classifications

	Total	Gender		Total Underrepresented	Hispanic Ethnicity	One Race, Non-Hispanic					2 or more races	Unknown	Nonresident alien
		M	F			Black	American Indian	Asian	Hawaiian	White			
<b>Tenured</b>	260	158	102	46	20	4	1	20	0	213	1	0	1
CAS	137	78	59	27	13	1	1	11		110	1		
Business	41	31	10	7	1			6		34			
Engineering	12	10	2	3		1		2		9			
Law	41	28	13	3	2	1				37			1
SOLES	22	11	11	6	4	1		1		16			
Nursing	7		7							7			
<b>Ten. Track</b>	100	44	56	18	6	3	0	8	0	75	1	0	7
CAS	55	24	31	10	5	2		3		42			3
Business	20	11	9	4	1			3		12			4
Engineering	3	2	1	1				1		2			
Law	3	3								3			
SOLES	7	1	6	3		1		1		4	1		
Nursing	9	1	8							9			
Peace	3	2	1							3			

Source: USD Institutional Research & Planning. Note: does not include Library faculty.

Table 3 shows total enrollment and diversity for undergraduate, graduate, and law students for Fall 2011. At the undergraduate level, 55% of USD students are female, and 30% are from underrepresented groups. Similar percentages are reported for graduate and law students.

Information concerning sexual orientation or disability is not collected and therefore is not reported below. Attracting and retaining students and faculty from these groups is important and is addressed in the *Toolkit*.

Table 3  
Student Enrollment Fall 2011  
With Percentages by Gender and Race/Ethnicity\*

Students		Gender		Total Underrepresented	Hispanic Ethnicity	One Race, Non-Hispanic					2 or more races	Unknown	Nonresident alien
Type	Total	M	F			Black	American Indian	Asian	Hawaiian	White			
Undergraduate	5493	45%	55%	30%	17%	2%	0%	6%	0%	57%	5%	6%	6%
Graduate & Doctoral	1526	36%	64%	30%	12%	6%	1%	8%	0%	52%	3%	13%	6%
Law	1084	51%	49%	31%	11%	1%	0%	15%	0%	59%	4%	6%	3%

\*Total from underrepresented groups includes Hispanic/Latino, Black, American Indian or Alaska Native, Asian, Hawaiian or Pacific Islander, and two or more races, and excludes Whites, Nonresident Aliens, and Race/Ethnicity Unknown. Race/Ethnicity classifications may not sum to Total Minority because of rounding. Source: USD Institutional Research & Planning.

Given the importance of student-faculty relationships at USD, faculty diversity should at a minimum strive to mirror that of our students. Such a goal for faculty diversity is tied to USD’s mission to enhance the student learning experience through a close relationship between students and faculty, both inside the classroom through the student-teacher relationship and outside the classroom for faculty who serve as advisors and mentors. An important exception to this goal might occur for Black faculty; the small Black student population would set the bar too low for the number of Black faculty.

## WHY IS IT DIFFICULT TO RECRUIT DIVERSE FACULTY?

Typically, the following reasons are cited as to why it is difficult to recruit and retain diverse faculty: (1) the limited pipeline of underrepresented faculty, (2) an implicit bias in the recruiting process, (3) an unsupportive climate both within a department and across campus, and (4) lack of leadership and accountability. Each topic is briefly discussed below.

## Pipeline

Table 4 shows that the percentage of new doctoral recipients who come from underrepresented groups is small. Only 5.8% of the new doctoral recipients (who are U. S. citizens or permanent residents) are Hispanic and 6.4% are Black. Among these doctoral recipients, only 52.6% had commitments in academia (ranging from a low of 16.9% in engineering to 81.7% in the humanities). This data suggests that continuing our current faculty recruiting and hiring practices will not lead to the kind of improvements desired, as we can only expect to recruit diverse faculty at the rates shown in Table 4. On the other hand, Table 4 shows roughly 5000 faculty members with doctorate degrees from underrepresented groups who are U. S. citizens or permanent residents, and provides ample reason to think we should be able to recruit qualified faculty from underrepresented groups to work at USD.

Often, the small pool of underrepresented faculty available for hire leads search committees to draw reasonable but misguided conclusions.<sup>10</sup> Consider the following examples:

- The scarcity of underrepresented faculty does not mean that universities necessarily compete with each other for them. Not all universities recruit them, and in the aforementioned study, only a few of the candidates reported any bidding competition or negotiation over anything beyond laptops or modest research funds.
- Institutional concerns (fit, service load, rank and tenure concerns, unaddressed dual career situations) are more likely to push an underrepresented faculty member out of a university than the lure of a more prestigious university is likely to pull them out.
- Many factors determine how candidates seek out faculty positions. National rankings, type of institution, research profile, and external grants may serve as important factors, but underrepresented faculty members often make decisions based on where they want to live, the kind of students they wish to teach (e. g., a diverse student body), and whether their interests coincide with a university's mission.
- Underrepresented faculty do not always leave academia for more lucrative jobs in government and industry, but because they don't see viable faculty positions available and find the search process untenable, among other concerns.

These myths potentially reflect implicit bias in search processes and climate concerns.

---

<sup>10</sup> Smith D. G., Wolf, L. E., & Busenberg, B. E. (1996). *Achieving faculty diversity: Debunking the myths*. Washington, DC: Association of American Colleges and Universities.



Table 4<sup>11</sup>  
New Doctoral Degrees in Selected Fields by Gender and Race/Ethnicity 2010

	Total	Gender		U. S. Citizens or Perm. Res.	Hispanic Ethnicity	One Race, Non-Hispanic				2 or more	Unknown
		M	F			Black	Am. In	Asian	White		
All	48,069	25,528	22,505	31,573	1,850	2,008	122	2,828	23,508	670	593
Bio-cellular	361	166	195	242	13	8	1	45	163	3	3
Bus	1,366	813	553	745	32	70	3	96	520	13	11
Chemistry	2,306	1,443	863	1,324	63	54	5	144	1,008	27	23
Comm.	637	246	391	467	25	25	1	31	367	8	10
Comp. Sci.	1,665	1,312	353	786	24	30	2	137	550	19	24
Economics	1,072	702	369	457	32	17	1	54	333	6	14
Education	5,294	1,662	3,632	4,473	276	644	22	200	3,178	81	72
Elec. Engr.	1,776	1,460	315	625	33	24	0	148	389	13	18
English	1,518	626	892	1,288	60	63	5	55	1,046	31	28
Lang. & Lit.	603	220	382	389	75	8	0	18	273	6	9
Health	2,112	680	1,482	1,570	68	149	5	162	1,132	32	20
History	1,009	557	452	842	51	51	5	30	666	19	20
Math	1,589	1,122	467	839	37	22	3	93	655	15	14
Philosophy	434	313	121	340	32	5	0	4	282	7	10
Physics	1,629	1,309	319	815	34	15	4	75	643	23	21
Political Sci.	728	434	294	521	30	28	3	34	408	9	9
Psych.	3,421	1,034	2,387	2,867	193	168	20	170	2,184	85	47
Rel. Studies.	281	174	107	241	15	11	1	21	187	3	3
Sociology	638	250	388	517	34	46	2	33	385	14	3
Theology	160	113	47	111	4	10	1	7	88	1	0

## Implicit Bias

Biased assessments can lead to erroneous conclusions that candidates from underrepresented or underserved groups are not qualified or a bad fit.<sup>12</sup> Additionally, unconscious bias in the recruiting process contributes to the lack of offers to candidates from underrepresented or underserved groups.<sup>13</sup> Studies cited below also show that expectations influence judgments of others. A few of the more compelling findings concerning this influence are:

- Shortcuts often lead to or allow bias (See Appendix 5 for list of common shortcuts).

<sup>11</sup> Table 4 is a composite of the National Science Foundation's Survey of Earned Doctorates tables retrieved from <http://www.nsf.gov/statistics/sed/2010/excel/tab16.xls> and <http://www.nsf.gov/statistics/sed/2010/excel/tab22.xls>. Note that among underrepresented groups, Asians are overrepresented in STEM disciplines.

<sup>12</sup> Moody, J. (2010). *Rising Above Cognitive Errors: Guidelines to Improve Faculty Searches Evaluations and Decision Making*. *Diversity on Campus*. San Diego, CA.

<sup>13</sup> Bertrand, M., Chugh, D., & Mullainathan, S. (2005). Implicit Discrimination, *American Economic Review*, 95(2), 94-98.

- The use of a screen to conceal a candidate’s identity from the jury in auditions for a symphony orchestra increases the probability that a woman will be hired.<sup>14</sup>
- Evaluation of identical resumes that were randomly assigned equal numbers of Black or White-sounding names found White names received 50% more callbacks than Black sounding names.<sup>15</sup>
- Letters of recommendations for faculty positions at a large medical school found systematic differences in the length and types of descriptors (e.g., “her teaching” versus “his research”) for female compared to male candidates.<sup>16</sup>
- Evaluation of identical applications where some were identified as mothers and others as non-mothers found that mothers were considered (1) less competent than non-mothers, (2) called back half as often as non-mothers, and (3) less likely to be recommended for hire and were offered lower salaries. In contrast, fathers were offered higher starting salaries than non-fathers.<sup>17</sup>
- A male guest lecturer for eight different sections of a class announced his partner was Jennifer in half of the sections and that his partner was Jason in the other half. The “straight” instructor received more positive and fewer negative evaluations than the LGBTQ instructor.<sup>18</sup>

## Climate

A supportive climate is also important for faculty recruitment and retention. An important study of the treatment of women faculty in the School of Science and the School of Engineering at MIT found a low number of women faculty (34 out of 348 in September 2001), reflecting hiring and retention issues including:

- Marginalization through exclusion of tenured women faculty from doctoral thesis committees, grant groups, influential committees, and leadership roles
- Difficulty of combining work and family responsibilities for junior faculty

By taking actions such as those described in this document, significant progress has been made both in the recruitment and retention of women faculty at MIT.<sup>19</sup>

<sup>14</sup> Goldin C., & Rouse, C. (2000). Orchestrating impartiality: The impact of the “blind” auditions on female musicians, *American Economic Review*, 90(4), 715-741.

<sup>15</sup> Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination, *American Economic Review*, 94(4), 991-1013.

<sup>16</sup> Trix F., & Psenka C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty, *Discourse & Society* 14(2), 191-220.

<sup>17</sup> Correll, S. J., Benard, S., & Paik, F. (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112(5), 1297-1338.

<sup>18</sup> Russ, T. L., Simonds, C. J., & Hunt, S. K. (2002). Coming out in the classroom...An occupational hazard?: The influence of sexual orientation on teacher credibility and perceived student learning, *Communication Education*, 51(3), 311-324.

<sup>19</sup> A Report on the Status of Women Faculty in the Schools of Science and Engineering at MIT, 2011. Massachusetts Institute for Technology, Cambridge, MA. Retrieved at <http://web.mit.edu/newsoffice/images/documents/women-report-2011.pdf>

## *Leadership*

The 2008 University Leadership Council study, “Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier,” finds that successful faculty recruiting plans are:<sup>20</sup>

- Led by senior faculty
- Overseen and held accountable by senior faculty and the administration
- Decentralized down to the academic units
- Benchmarked against the best
- On-going

The *Toolkit* provides advice for addressing the issues of a limited pipeline, implicit bias, climate, and leadership to improve the recruitment and retention of underrepresented faculty at USD.

---

<sup>20</sup> University Leadership Council, (2008). Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier. The Advisory Board Co., Washington, DC. For a more recent in-depth study of successful approaches to recruiting diverse faculty, see Gasman, Kim and Nguyen (2011).

# Before the Search

## ADOPT ACTIVE RECRUITING PRACTICES

Be proactive in cultivating a more diverse pool of applicants. To be proactive in cultivating a diverse pool of applicants it is important to be recruiting at all times, even when there are no open positions. Building relationships and partnerships will help broaden the network of potential sources from which to draw applicants. Minority Serving Institutions (MSIs) and other programs that aim to graduate underrepresented groups in specific areas are of great benefit.

Consider creating a general committee to generate candidates from underrepresented or underserved groups, who can then be considered for targeted recruitment. In addition, the committee may consider issuing promising candidates invitations to present research, as a way of generating interest in the candidate, and the candidate in USD.

Even if the department does not have a search in progress, it is beneficial to actively seek relationships with programs, organizations, and conferences from which candidates can be drawn. Also consider asking faculty members to identify candidates or places that could be useful in the recruitment process.

## COMPOSE THE SEARCH COMMITTEE

A diverse group of experienced faculty (in terms of race, gender, age, rank, etc.) should lead the search committee. Faculty from underrepresented groups often serve on more than their fair share of committees, the “minority tax,” so please balance the need of a diversified search committee against the burden of additional faculty service. Consider including faculty members from other departments on the search committee, as a diverse search committee focuses on a candidate’s ability and fit better than less diverse committees.<sup>21</sup> Racially homogeneous search committees tend to hire candidates with similar racial identifiers unless deliberate steps are taken to highlight a serious consideration of non-racially similar candidates.<sup>22</sup>

## REVIEW THE NATIONAL POOL

Identify the national “pools” of qualified candidates for the field and subfields in which you are considering hiring. (See Appendix 3 for a list of sources from which candidates can be drawn.)

## REVIEW PAST SEARCHES

Study the methods used to obtain previous candidate pools, and adjust those methods accordingly to reflect the most productive among them for reaching candidates from underrepresented and underserved groups.

The Provost’s Office typically approves searches in the fall of the previous year. Once approved, the Provost’s Office then interfaces with Human Resources to initiate a data gathering process. Human

---

<sup>21</sup> Goldberg, C. B. (2005). Relational Demography and Similarity-Attraction in Interviewing Assessments and Subsequent Offer Decisions: Are We Missing Something? *Group & Organization Management*. 30 (6), 597-624.

<sup>22</sup> Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *Journal of Higher Education*. 75 (2): 133-60.

Resources will then provide characteristics from the pool of candidates from past searches to Department Chairs to share with search committee members.

It is highly suggested that departments utilize Human Resources' i-Recruitment system to manage all incoming candidate applications. This will eventually reduce workloads and provide crucial data to guide future searches. Human Resources should dialogue with departments as to their needs regarding i-Recruitment.

Request any demographic data voluntarily provided by past candidates from Human Resources. Important data points include the following:

- Gender, race, ethnicity, region, nationality, where candidates found the position, the academic year of the search, the numbers of candidates from underrepresented and underserved groups, the percentage they represent of the total applicant pool, and the methods of interviews (phone, conferences, campus interviews).

Ask recently hired candidates from underrepresented and underserved groups what led them to choose the department, and ask search committees how they were able to successfully recruit them. Search committees can refer to the Provost's Office for a list of departments that have conducted searches that resulted in the hiring of faculty members from underrepresented and underserved groups.

## DEFINE THE POSITION

The definition of the position should be broad, as narrow definitions can reduce the size of the applicant pool. For example, defining the position as "open rank" or for candidates with "Assistant or Associate Professor status" could expand the candidate pool. The use of the words such as "preferred" and "should," instead of words like "required" or "must" can also help produce a larger candidate pool.

## DETERMINE SELECTION CRITERIA

Establish minimum qualifications for the position as well as clear criteria and procedures for screening, interviewing and keeping records, and make sure the criteria directly relates to the position. Above the minimum qualifications, consider what "value added" properties a candidate brings to the position, department, and campus community (for example, how they might add to our intellectual diversity or broaden the range of students served).

Examples of a position's minimum qualifications include:

- Is a Ph.D. or terminal degree in a specific field necessary?
- Would another terminal degree in a related field apply?
- Which classes must this individual teach?

## WRITE THE DESCRIPTION (ANNOUNCEMENT)

All announcements must, at a minimum, contain the phrase: "USD is an Equal Opportunity Employer, and is especially interested in candidates who can contribute to the diversity and excellence of the academic community."

Proactive language should also be used, such as:

- “We seek candidates who can contribute to the diversity and excellence of USD through their teaching, research, and service.”
- “Candidates from underrepresented and underserved groups are encouraged to apply.”
- “Candidates should describe how they bring diversity and inclusion into courses.”
- “Candidates should describe previous activities mentoring people from underrepresented or underserved groups.”
- “Candidates must be committed to working with diverse populations.”

## ADVERTISE THE POSITION

To successfully reach a wide base of candidates:

- Widely advertise the position for a sufficient amount of time (at least thirty days).
- Consider using rolling deadlines.
- Target websites, listservs, journals, publications, professional organizations, and electronic job-posting services that cater to underrepresented and underserved groups.<sup>23</sup>
- Invite faculty met at conferences or networking events to apply.
- Follow up with potential candidates with information on how to submit an application.
- Update departmental websites regularly.
- Consider adding a webpage for potential candidates that details applicable campus and area resources.
- Contact colleagues here and elsewhere for recommendations.
- Ask people for recommendations of potential candidates.

---

<sup>23</sup> See Appendix 4 for a list of recruiting resources.

# During the Search

## CANDIDATE EVALUATION

Do not underestimate any of the candidates when evaluating them. A non-traditional career path or gap in the resume can be the result of an unseen occurrence in the applicant's life.

Research indicates that interviewers more fairly evaluate candidates from underrepresented and underserved groups when there is more than one person from an underrepresented group conducting the interview.

Rank candidates separately on several different criteria, rather than using a single aggregate ranking list. This helps mitigate the tendency to rely on overall impressions rather than evidence-based judgments of particular criteria. Strive to apply the same criteria to each candidate.

If the pool of candidates does not include candidates from underrepresented and underserved groups, consider re-opening and intensifying the search.

Be sure to evaluate teaching, research, publications, community service, and non-academic work when assessing candidates. Candidates from underrepresented and underserved groups often devote more time to community service and mentoring because they have an experiential understanding of the critical role these factors play in the success of historically marginalized groups.

## MINIMIZE THE INFLUENCE OF BIAS AND ERRONEOUS ASSUMPTIONS

Unclear criteria for reviewing candidates can lead to using different standards when evaluating male and female applicants, so:<sup>24</sup>

- Spend at least 20 minutes interviewing each applicant, as gender bias in ratings and evaluations is increased when evaluators are distracted and under time pressure.<sup>25</sup>
- Evaluate each candidate's application in its entirety. If one element is focused on too much it opens the door for bias.<sup>26</sup>
- Implement high standards of accountability for fairness in the evaluation process to reduce bias and erroneous assumptions.<sup>27</sup>

Consider whether biases and erroneous assumptions are influencing decisions by asking the following questions:

- Are candidates from underrepresented and underserved groups subject to different expectations in areas such as publications or name recognition than others?
- Are candidates from institutions other than the major research universities that have trained many of our faculty being undervalued?

---

<sup>24</sup> Biernat, M. & Fuegen, K. (2001). Shifting standards and the evaluation of competence: Complexity in gender-based judgment and decision-making. *Journal of Social Issues*, 57(4), 707-724.

<sup>25</sup> Martell, R. F. (1991). Sex bias at work: The effects of attentional and memory demands on performance ratings of men and women. *Journal of Applied Social Psychology*, 21(23), 1939-1960.

<sup>26</sup> Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society*, 14(2), 191-220.

<sup>27</sup> Foschi, M. (1996). Double standards in the evaluation of men and women. *Social Psychology Quarterly*, 59(3), 237-254.

- Have the accomplishments, ideas, and findings of candidates from underrepresented and underserved groups been undervalued or unfairly attributed to others?
- Is the ability of candidates from underrepresented and underserved groups to work collaboratively, fundraise, or supervise others being underestimated?
- Are negative assumptions about whether candidates from underrepresented and underserved groups “fit in” to the existing environment influencing the evaluation?

## CREATE A SHORT LIST

Seek a consensus between the department and its search committee on short-listed candidates. If there are no or few candidates from underrepresented or underserved groups it could be beneficial to revisit the short-list and consider other evaluative criteria than those in use. Before finalizing the short-list, reconsider whether bias impacted the selection.

## CAMPUS VISIT

The campus visit is an important opportunity to convey crucial messages to the candidate. How these messages are communicated can make a difference in recruitment of faculty from underrepresented or underserved groups. Two important messages should be communicated to the candidate during their visit:

- A serious interest in how the candidate’s teaching philosophy and experience or scholarly credentials and work responds to or incorporates issues of inclusion and diversity.
- The policies at USD that can aid the candidate in balancing work and life.

## ESSENTIAL PREPARATION

Become familiar with the candidate’s file for conversational purposes. Consider how the department creates and sustains an environment in which candidates from underrepresented and underserved groups can thrive. Some things that make departments attractive to candidates are:

- Transparent evaluation and promotion policies and procedures.
- Providing mentorship to and for members of underrepresented or underserved groups.
- Recognition of alternative forms of scholarship, teaching, service, and mentoring in the tenure and promotion process.
- A clear and visible plan to promote equity within the department.
- Information about policies that impact work/life issues, like family-leave policies.
- Answers to questions generated by issues like housing considerations, parking, school systems, and such like.
- Knowledge of diversity initiatives, centers, departments, and groups that provide institutional networks of support for the candidate.
- Opportunities for the candidate to meet faculty and community members outside of the search committee, in both formal and informal venues.
- Tours of any offices, centers, or departments that candidates would like to visit.
- During the on-campus interview, ask candidates, “is there any other person or any other experience you would like to have while at USD,” thus providing candidates the opportunity to seek out information or support networks on their own terms.



## INTERVIEW QUESTIONS

Remember it is illegal to ask candidates personal questions, such as if they are married, have a long-term partner, are straight or gay, are pregnant, etc. Additional illegal questions, as well as some legal questions, are below:

Topic	Discriminatory Questions	Legal Questions
Citizenship/Nationality	<ul style="list-style-type: none"> <li>• Are you a U. S. citizen?</li> <li>• Where were you born?</li> <li>• Where is your family from?</li> <li>• How long have you lived here?</li> <li>• What is your native tongue?</li> <li>• What kind of name is -----?</li> </ul>	<p>Can you provide proof of eligibility to work in the U. S.? (If used, this question should be asked of all applicants.)</p> <p>Can you speak a second language? (This is only appropriate if the position requires knowledge of a second language and must be asked of all applicants.)</p>
Religion	<ul style="list-style-type: none"> <li>• What is your religion?</li> <li>• Which church do you attend?</li> <li>• What holidays do you celebrate?</li> </ul>	How do you think you can contribute to the mission and identity of this university?
Age	<ul style="list-style-type: none"> <li>• How old are you?</li> <li>• When do you plan to retire?</li> </ul>	
Marital/Family Status	<ul style="list-style-type: none"> <li>• Are you married?</li> <li>• Is this your maiden name?</li> <li>• Do you have or want children?</li> <li>• Will you return to work after maternity leave?</li> <li>• What are your childcare arrangements?</li> </ul>	Do you have any responsibilities that might conflict with job attendance or travel requirements? (If used, this question should be asked of all applicants.)
Disability/Physical or Mental Health	<ul style="list-style-type: none"> <li>• Do you have any disabilities or chronic illnesses?</li> <li>• How did you become disabled?</li> </ul>	Are you able to fulfill the responsibilities and requirements of this position with or without a reasonable accommodation? (If used, this question should be asked of all applicants.)

## CAMPUS VISIT CHECKLIST

Coordinate all necessary documentation, travel arrangements, and reimbursements \_\_\_\_\_

- May pre-purchase airline tickets for candidate \_\_\_\_\_
- Offer accommodations for length of stay \_\_\_\_\_
- May reimburse all or part of candidate's expenses \_\_\_\_\_

Send the candidates the following in advance of their interview:

- Agenda \_\_\_\_\_
- Department and School Brochures \_\_\_\_\_
- Campus Map \_\_\_\_\_
- University Publications \_\_\_\_\_
- Resource guide \_\_\_\_\_
- Faculty handbook \_\_\_\_\_

Meet any special needs of the candidates (physical, dietary, etc.) \_\_\_\_\_

Apprise the candidates of cultural events during campus visits \_\_\_\_\_

Keep in contact throughout the campus visit process \_\_\_\_\_

Provide any supplementary items the candidate may desire \_\_\_\_\_

## EVALUATE THE SEARCH

Each year the data gathered from the search should be examined. Consider enhancing the data examined by including additional variables such as doctoral degree institution, country of origin, and years of professional or academic experience before hire.

## ADDITIONAL INFORMATION ON RECRUITMENT AND HIRING

Additional information on recruitment and hiring can be found in Appendix 2 of this Toolkit as well as in the “Recruitment and Hiring” section of the [Documents and Forms Page](#) on the University of San Diego's Vice President and Provost website. It includes USD's Recruitment and Hiring Procedures and forms and the Relocation Policy.

# After the Search

## CREATE A WELCOMING DEPARTMENTAL AND INSTITUTIONAL CLIMATE

As candidates become colleagues, initial interactions frame the USD experience for new faculty. Creating a welcoming climate increases retention, thus reducing the substantial costs in staff time and money associated with replacing faculty. Departments should act purposefully from the beginning to communicate with and actively facilitate the experience of new faculty with retention in mind.

## CHECK WORKLOADS

Avoiding deliberate disparities in salaries, service-work, and resources support faculty retention. The regular review of start-up packages, salary-levels, space and resource allocations, service work, and merit raises for disparities help ensure equitable compensation packages. Departments should pay special attention to service-work in particular. While service loads and value vary from department to department, new faculty should be encouraged to limit their service-work. The amount of time any new faculty member spends on service can be overwhelming.

Faculty members from underrepresented or underserved groups are often over-utilized in such work. Additionally, these faculty members often mentor students from underrepresented and underserved groups, students that are interested in diversity, or in the subject matters they teach, and they are asked to address diversity issues that other colleagues are not expected to address.

## MAKE THE TENURE AND PROMOTION PROCESS TRANSPARENT<sup>28</sup>

The promotion and tenure process must be clear and fair. Provide pre-tenured faculty with an opportunity to dialogue with current or previous ARRT committee members about the evaluation process. This kind of opportunity should help demystify the ARRT process, and provide them with ways to think about how best to present their files.

## ASK SENIOR FACULTY TO MENTOR NEW FACULTY

Set up formal mentoring relationships between new and senior faculty. Provide opportunities for new faculty to observe, consult, and interact with senior faculty who can guide them, provide tangible, practical help, and demystify the tenure and promotion process.<sup>29</sup> Encourage new faculty to actively seek out mentoring programs specific to the College or School.

## HELP FORM SUPPORT NETWORKS

Help new faculty members find, build, and maintain informal support networks by:

- Hosting informal events regularly that allow new faculty to interact with a variety of colleagues with whom they may not typically interact.<sup>30</sup>
- Providing opportunities for new faculty to meet with colleagues at nearby universities.

---

<sup>28</sup> FACULTY RETENTION TOOLKIT for the [College of Engineering and the College of Arts & Sciences](#)

<sup>29</sup> *Strategies to Survive and Thrive in Academia: The Collective Voices of Counseling Faculty of Color and New Faculty as Teachers*

<sup>30</sup> FACULTY RETENTION TOOLKIT for the [College of Engineering and the College of Arts & Sciences](#)

- Scheduling sessions that allow pre-tenured faculty to seek and receive answers to questions that may arise after they have settled into their new positions.
- Providing multiple mentors – in and out of their departments – to bring different strengths and resources to them.<sup>31</sup>

## VALUE DIVERSITY IN WORD AND DEED

Good intentions and verbal commitment to diversity are inadequate. USD must demonstrate through actions and resources its commitment to diversity. Retaining a diverse faculty enriches the working environment of all faculty members and creates a welcoming campus environment. Having a diverse graduate and undergraduate student population is important to the success of retaining diverse faculty, as well. Reward and promote departments, organizations, and schools for successfully increasing faculty diversity. Departments should also foster empathy, genuineness, self-awareness, and multicultural competence among the entire faculty, working to ensure that new faculty do not experience isolation, frustration, and marginalization that might arrive from intentional or unintentional words and deeds.

## PROVIDE CLEAR ACCESS TO EXISTING FACULTY ASSISTANCE PROGRAMS AND INNOVATE

Accessible, substantive assistance programs that support the wellbeing of faculty are positive and productive ways to increase faculty retention. Such assistance programs include housing assistance, travel and research grants, tuition remission, and childcare services. Additional support services of value include but are not limited to library services, teaching and graduate assistants, and secretarial and office support. Any perceived inequities in the allocation and distribution of support services can demoralize faculty members. Be proactive and innovative in developing programs as needs arise.

---

<sup>31</sup> FACULTY RETENTION TOOLKIT for the [College of Engineering and the College of Arts & Sciences](#)

## Works Consulted

- Amodio, D. M., Devine, P. G., & Harmon-Jones, E. (2008). Individual differences in the regulation of intergroup bias: The role of conflict monitoring and neural signals for control. *Journal of Personality and Social Psychology, 94*(1), 60-74. doi: 10.1037/0022-3514.94.1.60
- Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Milem, J. F. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science, 15*(8), 507-510. doi: 10.1111/j.0956-7976.2004.00710.x
- Astin, A. W. (1993). How are students affected? *Change, 25*(2), 44-50. Retrieved from <http://www.changemag.org/>
- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey Bass.
- Astin, H. S., Antonio, A. L., Cress, C. M., & Astin, A. W. (1997). *Race and ethnicity in the American professoriate, 1995-1996*. Los Angeles, CA: Higher Education Research Institute, Graduate School of Education & Information Studies.
- Avery, D. R. (2003). Reactions to diversity in recruitment advertising — are differences black and white? *Journal of Applied Psychology, 88*(4), 672-679. doi: 10.1037/0021-9010.88.4.672
- Avery, D. R., & McKay, P. F. (2006). Target practice: An organizational impression management approach to attracting minority and female job applicants. *Personnel Psychology, 59*(1), 157-187. doi: 10.1111 /j. 1744-6570.2006.00807.x
- Barcelo, N. (2007). Transforming our institutions for the twenty-first century: The role of the chief diversity officer. *Diversity Digest, 10*, 5-6.
- Bertrand, M., Chugh, D., & Mullainathan, S. (2005). Implicit discrimination. *American Economic Association, 95*(2), 94-98. doi: 10.1257/000282805774670365
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review, 94*(4), 991-1013. doi: 10.1257/0002828042002561
- Biernat, M., & Manis, M. (1994). Shifting standards and stereotype-based judgments. *Journal of Personality and Social Psychology, 66*(1), 5-20. doi: 10.1037/0022-3514.66.1.5
- Biernat, M. & Fuegen, K. (2001). Shifting standards and the evaluation of competence: Complexity in gender-based judgment and decision-making. *Journal of Social Issues, 57*(4), 707-724.
- Brown, D. J., Cober, R. T., Keeping, L. M., & Levy, P. E. (2002, April). *Racial tolerance and job advertisements: It's a matter of fit*. Poster presented at the Society for Industrial and Organizational Psychology, Toronto, CA.
- Bystydzienski, J. (2009). Why so few women? Explaining gendered occupational outcomes in science, technology, engineering and mathematics fields. *Sex Roles, 60*(9), 751-753. doi: 10.1007/s11199-008-9548-6
- Carrell S. E., Page, M. E., & West, J. E. (2009). Sex and Science: How professor gender perpetuates the gender gap. Working paper 14959. Retrieved from <http://www.nber.org/papers/w14959>
- Castelli, L., & Tomelleri, S. (2008). Contextual effects on prejudiced attitudes: When the presence of others leads to more egalitarian responses. *Journal of Experimental Social Psychology, 44*(3), 679-686. doi: 10.1016/j.jesp.2007.04.006
- Chickering, A. W. & Gameson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin 39*(7), 3-7.

- Clayton-Pederson, A. R., Parker, S., Smith, D. G., Moreno, J. F., & Teraguchi, D. H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: Association of American Colleges and Universities.
- Cole, S., & Barber, E. (2003). *Increasing faculty diversity: The occupational choices of high achieving minority students*. Cambridge, MA: Harvard University Press.
- Correll, S. J., Benard, S., & Paik, F. (2007). Getting a job: Is there a motherhood penalty? *The American Journal of Sociology*, *112*(5), 1297-1338. doi: 10.1086/511799
- Cortez, A. (2011). You had me at hello: Employee engagement begins long before hire. Retrieved February 9, 2011 from <http://www.improvedexperience.com/>
- Davis, L. R. (2002). Racial diversity in higher education: Ingredients for success and failure. *Journal of Applied Behavioral Science*, *38*, 137-155. doi: 10.1177/00286302038002001
- de la Luz Reyes, M., & Halcon, J. J. (1991). Practices of the academy: Barriers to access for Chicano academics. In P.G. Altbach & K. Lomotey (Eds.), *The racial crisis in American higher education* (pp. 167-186). Albany, NY: SUNY Press.
- Deaux, K., & Emswiler, T. (1974). Explanations of successful performance on sex-linked tasks: What is skill for the male is luck for the female. *Journal of Personality and Social Psychology*, *29*(1), 80-85. doi: 10.1037/h0035733
- Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, *82*(5), 835-848. doi: 10.1037/0022-3514.82.5.835
- Dineen, B. R., & Noe, R. A. (2009). Effects of customization on application decisions and applicant pool characteristics in a web-based recruitment context. *Journal of Applied Psychology*, *94*(1), 224-234. doi: 10.1037/a0012832
- Dovidio, J. F., Gaertner, S. E., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, *8*(2), 88-102. doi: 10.1037/1099-9809.8.2.88
- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, *82*(1), 62-68. doi: 10.1037/0022-3514.82.1.62
- Dovidio, J. F., Kawakami, K., Johnson, C., Johnson, B., & Howard, A. (1997). On the nature of prejudice: Automatic and controlled processes. *Journal of Experimental Social Psychology*, *33*(5), 510-540. doi: 10.1006/jesp.1997.1331
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, *109*(3), 573-598. doi: 10.1037/0033-295x.109.3.573
- Foschi, M. (1996). Double standards in the evaluation of men and women. *Social Psychology Quarterly*, *59*(3), 237-254.
- Forrest Cataldi, E., Fahimi, M., & Bradburn, E. M. (2005). 2004 National Study of Postsecondary Faculty (NSOPF:04) Report on Faculty and Instructional Staff in Fall 2003. Washington, DC: National Center of Education Statistics, Report 2005-172.
- Gailliot, M. T., Michelle Peruche, B., Plant, E. A., & Baumeister, R. F. (2009). Stereotypes and prejudice in the blood: Sucrose drinks reduce prejudice and stereotyping. *Journal of Experimental Social Psychology*, *45*(1), 288-290. doi: 10.1016/j.jesp.2008.09.003
- Gainene, J., & Boice, R. (Eds.). (1993). *Building a diverse faculty*. San Francisco, CA: Jossey-Bass.
- Gasman, M., Kim J., Nguyen, T. (2011). Effectively recruiting faculty of color at highly selective institutions: A school of education case study. *Journal of Diversity in Higher Education* *4*(4), 212-222. doi: 10.1037/a0025130

- Girves, J. E., Zepeda, Y., & Gwathmey, J. K. (2005). Mentoring in a post-affirmative action world. *Journal of Social Issues, 61*(3), 449-479. doi: 10.1111/j.1540-4560.2005.00416.x
- Goldberg, C. B. (2005). Relational debography and similarity-attraction in interviewing assessments and subsequent offer decisions: Are we missing something? *Group Organization Management 30*(6), 597-624. doi: 10.1177/1059601104267661
- Goldin, C., & Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *American Economic Review, 90*(4), 715-741. doi: 10.1257/aer.90.4.715
- Greenwald, A. G., Poehlman, T. A., Uhlmann, E. L., & Banaji, M. R. (2009). Understanding and using the implicit association test: III. Meta-analysis of predictive validity. *Journal of Personality and Social Psychology, 97*(1), 17-41. doi: 10.1037/a0015575
- Gurin, P. (1999). Selections from the The Compelling Need for Diversity in Higher Education, expert reports in defense of the University of Michigan. *Equity & Excellence in Education, 32*(2), 36-62. doi: 10.1080/1066568990320207
- Gurin, P., Nagda, B. A., & Lopez, G. E. (2004). The benefits of diversity in education for democratic citizenship. *Journal of Social Issues, 60*, 17-34.
- Harvey, W. B. (2001). Minorities in higher education: Eighteenth annual report. Washington, DC: American Council on Education.
- Heilman, M. E. (1980). The impact of situational factors on personnel decisions concerning women: Varying the sex composition of the applicant pool. *Organizational Behavior and Human Performance, 26*(3), 386-395. doi: 10.1016/0030-5073(80)90074-4
- Heliman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues 57*(4), 657-674.
- Heilman, M. E., & Okimoto, T. G. (2008). Motherhood: A potential source of bias in employment decisions. *Journal of Applied Psychology, 93*(1), 189-198. doi: 10.1037/0021-9010.93.1.189
- Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education, 21*, 279-302.
- Iyer, A., & Ryan, M. K. (2009). Why do men and women challenge gender discrimination in the workplace? The role of group status and in-group identification in predicting pathways to collective action. *Journal of Social Issues, 65*(4), 791-814. Retrieved from <http://www.spssi.org>
- Johnson, S. K., Murphy, S. E., Zewdie, S., & Reichard, R. J. (2008). The strong, sensitive type: Effects of gender stereotypes and leadership prototypes on the evaluation of male and female leaders. *Organizational Behavior and Human Decision Processes, 106*(1), 39-60. doi: 10.1016/j.obhdp.2007.12.002
- Knowles, M. F., & Harleston, B. W. (1997). *Achieving diversity in the professoriate: Challenges and opportunities*. Washington, DC: American Council on Education.
- Kravitz, D. A. (2008). The diversity-validity dilemma: Beyond selection-the role of affirmative action. *Personnel Psychology, 61*(1), 173-193. doi: 10.1111/j.1744-6570.2008.00110.x
- Laden, B. V., & Hagedorn, L. S. (2000). Job satisfaction among faculty of color in academe: Individual survivors or institutional transformers? *New Directions for Institutional Research, 105*, 57-66. doi:10.1002/ir.10505
- Light, P. (1994). "Not like us": Removing the barriers to recruiting minority faculty. *Journal of Policy Analysis and Management, 13*, 164-180. doi: 10.2307/3325097

- Lips, H., & Lawson, K. (2009). Work values, gender, and expectations about work commitment and pay: Laying the groundwork for the “motherhood penalty”? *Sex Roles, 61*(9), 667-676. doi: 10.1007/s 11199-009-9670-0
- Madera, J. M., Hebl, M. R., & Martin, R. C. (2009). Gender and letters of recommendation for academia: Agentic and communal differences. *Journal of Applied Psychology, 94*(6), 1591-1599. doi: 10.1037/a0016539
- Mallett, R. K., & Wagner, D. E. (2011). The unexpectedly positive consequences of confronting sexism. *Journal of Experimental Social Psychology, 47*(1), 215-220. doi: 10.1016/j.jesp.2010.10.001
- Martell, R. F. (1991). Sex bias at work: The effects of attentional and memory demands on performance ratings of men and women. *Journal of Applied Social Psychology, 21*(23), 1939-1960. doi: 10.1111/j.1559-1816.1991.tb00515.x
- McNab, S. M., & Johnston, L. (2002). The impact of equal employment opportunity statements in job advertisements on applicants' perceptions of organisations. *Australian Journal of Psychology, 54*(2), 105-109. doi: 10.1080/00049530210001706573
- Milem, J. F. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M. Chang, D. Witt, J. Jones & K. Hakuta (Eds.), *Compelling interest: Examining the evidence on racial dynamics in higher education* (pp. 126-169). Palo Alto, CA: Stanford University Press.
- Milem, J. F., & Hakuta, K. (2000). The benefits of racial and ethnic diversity in higher education. In D. Wilds (Ed.), *Minorities in Higher Education. 1999-2000. Seventeenth Annual Status Report*. Washington, DC. : American Council on Education.
- Moody, J. (2010). Rising above cognitive errors: Guidelines to improve faculty searches, evaluations, and decision-making. *Diversity on Campus*. San Diego, CA.
- Moreno, J., Smith, D., Parker, S., Clayton-Pedersen, A., Parker, S., & Hiroyuki-Teraguchi, D. (2006). The revolving door for under-represented minority faculty in higher education: An analysis from the Campus Diversity Initiative. *The James Irvine Foundation Campus Diversity Initiative*. Washington D. C: Association of American Colleges and Universities.
- Museum, S. D., & Quayle, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student persistence. *The Review of Higher Education, 33*(1), 67-94. doi: 10.1353/rhe.0.0107
- Myers, S. L., Jr., & Turner, C. S. V. (1995). *Minority faculty development project* (Pre-publication Report). Minneapolis, MN: Midwestern Higher Education Commission.
- Newman, D. A., & Lyon, J. S. (2009). Recruitment efforts to reduce adverse impact: Targeted recruiting for personality, cognitive ability, and diversity. *Journal of Applied Psychology, 94*(2), 298-317. doi: 10.1037/a0013472
- Nijstad, B. A., & Kaps, S. C. (2008). Taking the easy way out: Preference diversity, decision strategies, and decision refusal in groups. *Journal of Personality and Social Psychology, 94*(5), 860-870. doi: 10.1037/0022-3514.94.5.860
- Ottinger, C., Sikula, R., & Washington, C. (1993). *Production of minority doctorates. Research Briefs, 4*. Washington, DC: Division of Policy Analysis and Research, American Council on Education.
- Paludi, M. A., & Bauer, W. D. (1983). Goldberg revisited: What's in an author's name. *Sex Roles, 9*(3), 387-390. Retrieved from <http://www.springer.com/>
- Park, J. (2009). Are we satisfied?: A look at student satisfaction with diversity at traditionally white institutions. *The Review of Higher Education, 32*(3), 291-320. doi: 10.1353/rhe.0.0071



- Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1996). Influences on students' openness to diversity and challenge in the first year of college. *Journal of Higher Education*, 67(2), 174-222. Retrieved from <http://muse.jhu.edu/>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage.
- Phillips, R. (2004). Recruiting and retaining a diverse faculty. *Planning in Higher Education*, 30, 32-39.
- Pike, G., Kuh, G. D., Gonyea, R. M. (2007). Evaluating the rationale for affirmative action in college admissions: Direct and indirect relationships between campus diversity and gains in understanding diverse groups. *Journal of College Student Development*, 48(2), 166-182. doi: 10.1353/csd.2007.0018
- Perlman, B., & McCann, L. I. (1996). *Recruiting good college faculty: Practical advice for a successful search*. San Francisco, CA: Anker Publishing.
- Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing race/ethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, 61(1), 153-172. doi: j1744-6570. 2008.00109.x
- Rowley, L., Hurtado, S., & Ponjuan, L. (2002). *Organizational rhetoric or reality?: The disparities between avowed commitment to diversity and formal programs and initiatives in higher education institutions*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Russ T. L., Simonds C. J., & Hunt, S. K. (2002). Coming out in the classroom...An occupational hazard?: The influence of sexual orientation on teacher credibility and perceived student learning. *Communication Education* 51(3), 311-324.
- Saguy, T., Tausch, N., Dovidio, J. F., & Pratto, F. (2009). The irony of harmony. *Psychological Science*, 20(1), 114-121. doi: 10.1111/j.1467-9280.2008.02261.x
- Sanders, K., Willemssen, T., & Millar, C. (2009). Views from above the glass ceiling: Does the academic environment influence women professors' careers and experiences? *Sex Roles*, 60(5), 301-312. doi: 10.1007/s11199-008-9547-7
- Schiebinger, L., Henderson, A. D., & Gilmartin, S. K. (2008). *Dual-career academic couples: What universities need to know*. Stanford, CA: Michelle R. Clayman Institute for Gender Research.
- Schrodt, P., Cawyer, C. S., & Sanders, R. (2003). An examination of academic mentoring behaviors and new faculty members' satisfaction with socialization and tenure and promotion processes. *Communication Education*, 52(1), 17-29. doi: 10.1080/03634520302461
- Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *Journal of Higher Education*, 75(2), 133-160. doi: 10.1353/jhe.2004.0006
- Smith, D. G., Wolf, L. E., & Busenberg, B. E. (1996). *Achieving faculty diversity: Debunking the myths*. Washington, D. C. : Association of American Colleges and Universities
- Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *American Educational Research Journal*, 43(4), 701-736. doi: 10.3102/00028312043004701
- Steinpreis, R. E., Anders, K. A., & Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41(7), 509-528. Retrieved from <http://www.springer.com/>
- Swoboda, M. J. (1993). Hiring women and minorities. In R. H. Stein & S. J. Trachtenberg (Eds.), *The art of hiring in American's colleges and universities* (pp. 123-136). Buffalo, NY: Prometheus Books.

- Thurgood, D. H., & Clarke, J. E. (1995). *Doctorate recipients from United States universities. Summary report 1993*. Washington, DC: Doctorate Records Project, National Research Council.
- Tierney, W. G., & Salle, M. (2008). *Do organizational structures and strategies increase faculty diversity: A cultural analysis*. Paper presentation at the American Education Research Association Annual Meeting, New York, NY.
- Todd, Z., Madill, A., Shaw, N., & Bown, N. (2008). Faculty members' perceptions of how academic work is evaluated: Similarities and differences by gender. *Sex Roles, 59*(11), 765-775. doi: 10.1007/s11199-008-9480-9
- Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society, 14*(2), 191-220. doi: 10.1177/0957926503014002277
- Trower, C. A., & Chait, R. P. (2002). Faculty diversity: Too little for too long. *Harvard Magazine, 104*, 33-37 and 98.
- Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, D. C. : Association of American Colleges and Universities.
- Turner, C. S. V. (2003). Incorporation and marginalization in the academy: From border toward center for faculty of color? *Journal of Black Studies, 34*(1), 112-125. doi: 10.1177/0021934703253689
- Turner, C. S. V., Gonzalez, J. C., & Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education, 1*(3), 139-168. doi: 10.1037/a0012837
- Turner, C. S. V., & Myers, S. L., Jr. (1997). Faculty diversity and affirmative action. In M. Garcia (Ed.), *Affirmative action's testament of hope: Strategies for a new era in higher education* (pp. 131-148). Albany, NY: SUNY Press.
- Turner, C. S. V., & Meyers, S. L., Jr. (2000). *Faculty of color in academe: Bittersweet success*. Des Moines, IA: Longwood Division, Allyn & Bacon.
- Turner, C. S. V., Myers, S. L., Jr., & J. W. Creswell. (1999). Exploring underrepresentation: The case of faculty of color in the Midwest. *The Journal of Higher Education, 70*(1), 27-59. doi: 10.2307/2649117
- Uhlmann, E. L., & Cohen, G. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science, 16*(6), 474-480. doi: 10.1111/j.0956-7976.2005.01559.x
- Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education, 47*(3), 317-345. doi: 10.1007/s11162-0059391-3
- University Leadership Council. (2008). Breakthrough advances in faculty diversity: Lessons and innovative practices from the frontier. The Advisory Board Company, Washington, D. C.
- USD Graduating Senior Survey (2010-2011). University of San Diego Institute of Research and Planning.
- U. S. Department of Justice & U. S. Department of Education (2011). Guidance on the voluntary use of race to achieve diversity in postsecondary education. Retrieved from <http://www.justice.gov/crt/about/edu/documents/guidancepost.pdf>
- Valian, V. (1999). *Why so slow? The advancement of women*. Cambridge, MA M. I. T. Press
- Van Hoye, G., & Lievens, F. (2009). Tapping the grapevine: A closer look at word-of-mouth as a recruitment source. *Journal of Applied Psychology, 94*(2), 341-352. doi: 10.1037/a0014066
- van Ommeren, J., Russo, G., de Vries, R. E., & van Ommeren, M. (2005). Context in selection of men and women in hiring decisions: Gender composition of the applicant pool. *Psychological Reports, 96*(2), 349-360. doi: 10.2466/pr0.96.2.349-360

- Vicker, L. A., & Royer, H. J. (2006). *The complete academic search manual: A systematic approach to successful and inclusive hiring*. Herndon, VA: Stylus Publishing, LLC.
- Walker, H. J., Feild, H. S., Giles, W. F., Armenakis, A. A., & Bemmerth, J. B. (2009). Displaying employee testimonials on recruitment web sites: Effects of communication media, employee race, and job seeker race on organizational attraction and information credibility. *Journal of Applied Psychology, 94*(5), 1354-1364. doi: 10.1037/a0014964
- Weller I., Holtom, B. C., Matiaske, W., & Mellewigt, T. (2009). Level and time effects of recruitment sources on early voluntary turnover. *Journal of Applied Psychology, 94*(5), 1146-1162. doi: 10.1037/a0015924
- Wenneras, C., & Wold, A. (1997). Nepotism and sexism in peer-review. *Nature, 387*(6631), 341-343. doi: 10.1038/387341a0
- West, M. S. & Curtis, J. W. (2006). AAUP faculty gender equity indicators. Washington, D. C. : American Association of University Professors. Retrieved from <http://www.aaup.org>
- Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges and Universities.
- Williams, D. A., & Wade-Golden, K. C. (2006, April 18). What is a chief diversity officer? *Inside Higher Education*. Retrieved from <http://www.insidehighered.com>
- Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Applied Social Research Methods Series, Volume 34, Thousand Oaks, CA: Sage.
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Applied Social Research Methods Series, Volume 5, Thousand Oaks, CA: Sage.

# Appendices

## APPENDIX 1

Policy 2. 1. 2 Faculty Recruiting

Policy 2. 2. 1 Equal Opportunity

Policy 2. 2. 2 Discrimination

Policy 2. 2. 9 Diversity

## APPENDIX 2

Faculty Recruiting Policies Guidelines for Academic Affairs

Provost Procedures and Form A and Form B

Personnel Requisition Form

Relocation Policy

## APPENDIX 3

Advertising Outlets

Recruitment Resources

## APPENDIX 4

Minimizing the Influence of Bias and Assumptions

# Appendix 1

SECTION		NO.	
HUMAN RESOURCES		2.1.2	
CHAPTER	DATE ISSUED	DATE REVISED	
EMPLOYEE RECRUITMENT, SELECTION		P.A.C. 2/99	
AND APPOINTMENT			
SUBJECT			
FACULTY PROCEDURES		PAGE 1 OF	4

A. School or College-Specific Procedures. Each school or college must have written policies and procedures governing appointments to its faculty, with specific provisions regarding:

1. respective responsibilities of faculty, school or college administration, and University administration in making faculty appointments
2. procedures to be followed in recruiting and interviewing prospective faculty members, in assuring the participation of faculty in the appointments process, and in making recommendations of faculty appointments to the University;
3. criteria for faculty grievances, as well as intra-school procedures to deal with those grievances, with regard to particular appointment recommendations, the appointment process used in particular cases, and/or general appointment policy, procedure, or practice.

The University Senate will review a school or college's proposed appointment policies and procedures, as well as any proposed amendments to such policies and procedures, to determine whether they insure faculty participation in appointment decisions and provide an intra-school process for the determination of faculty appointment-related grievances.

B. Affirmative Action Requirements. Positive efforts must be made to advance affirmative action academic personnel programs that conform to all current legal requirements, that are consistent with the University standards of quality and excellence, that are specific in identifying areas of underutilization, and that establish means of identifying potential candidates for academic positions.

Under-utilization exists when the number of minority group persons or women employed is significantly fewer than would reasonably be expected based on the availability of qualified persons for employment.

Goals are targets for increasing the employment of minority group persons and women in units where they are underutilized. Goals are not rigid targets or quotas.

Timetables are estimates of the time required to meet specific goals, taking into consideration anticipated appointments each year for each academic unit.

1. Determination of Underutilization. Each department and/or school will receive an annual report from the Office of the Provost identifying academic employees according to rank, ethnic code, and other pertinent information. The Deans will compile data on the availability of women and minorities for academic recruitment and then conduct a utilization analysis to determine if there is substantial disparity between availability and employment of minority group persons and women.

2. Goals. Each department and/or school will establish goals and timetables for eliminating underutilization by taking into consideration anticipated growth or reduction, as well as availability of positions and qualified candidates.

3. Search. An active and thorough search must be made for qualified candidates, including minority group persons and women, before new appointments are made. The appointing authority will take affirmative action goals into consideration when selecting from among candidates.

4. Recruitment Procedure. Since the success of the Affirmative Action Program will depend upon the breadth and depth of the search for qualified candidates for academic appointments, the following recruiting procedure or appropriate substitute shall be undertaken prior to the submission of a name for appointment:

a. A brief position description detailing the duties, competence in specific areas, experience, other required qualifications, and salary range shall be disseminated to appropriate minority group and women's organizations.

b. An advertisement clearly stating requirements for the position shall be placed in at least one national learned journal or publication whose readership would include persons qualified for the position. Copies of the advertisement with the cost, number of responses, etc., shall be kept for purposes of documentation.

c. Minority groups or professional women's groups in the appropriate discipline should be contacted for the purpose of soliciting applications.

d. An Academic Appointment Affirmative Action Report (see following page) plus any supporting documentation shall be submitted to the appropriate Dean and the Provost for all appointments made.

5. Internal Audit. In order to determine compliance with Affirmative Action obligations, internal audits of departments and schools will be made at least annually by the appropriate Dean.

6. Responsibilities of Academic Administrators. Deans and Department Chairs are responsible for insuring compliance with this policy and its accompanying procedures, and must establish and maintain pertinent records for three years.

SECTION  
**HUMAN RESOURCES**  
 CHAPTER  
**EMPLOYEE RECRUITMENT,  
 SELECTION AND APPOINTMENT**  
 SUBJECT  
**FACULTY PROCEDURES**

NO. **2.1.2**  
 DATE ISSUED DATE REVISED

PAGE **4** OF **4**

UNIVERSITY OF SAN DIEGO AFFIRMATIVE ACTION REPORT

Department: \_\_\_\_\_ College/School: \_\_\_\_\_

Candidate Selected: \_\_\_\_\_ Annual Salary: \_\_\_\_\_

Rank: \_\_\_\_\_ Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

Ethnic Origin: Black Asian or Pacific Islander American Indian Hispanic Caucasian  
 (Please circle one.) Sex: \_\_\_\_\_

CANDIDATES CONTACTED

Name	Sex	Ethnic Origin	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Using the rejection code below and attachments as appropriate, please indicate the reason for disqualifying any candidate PERSONALLY INTERVIEWED, but not appointed:

A-Poor References B-Unsatisfactory Interview C-Unsatisfactory Research D-Refused Offer  
 (attach correspondence) E-Other(explain)

Name	Sex	Ethnic Origin	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RECRUITMENT PROCEDURES: Attach copy of POSITION PROFILE. Please list publications in which position was advertised, cost of ad, and number of responses. Attach copy of ad and list of other recruiting sources contacted. No. of responses \_\_\_\_\_

Publication: \_\_\_\_\_ Dates: \_\_\_\_\_ Cost: \_\_\_\_\_

_____	_____	_____
Department Signature	Provost Office Signature	Date
Final Action	Date	Rank/Salary
Offered	Accepted	_____
Declined	_____	_____

This form shall not be included in any individual's personnel file.





### **2.2.1 Equal Opportunity**

The University of San Diego is dedicated to advancing academic excellence and creating a diverse and inclusive community. As an institution with a Catholic identity, the university is committed to creating and maintaining a work and educational environment that recognizes the dignity of each university community member.

The university is an equal opportunity educational institution. All student-related programs and services, including but not limited to admissions, financial aid, academic programs, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law. Reasonable accommodations will be made for qualified individuals with disabilities in all such programs and services, unless the accommodation would create an undue hardship for the university.

Similarly, the university is an equal opportunity employer. All employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position. Reasonable accommodations will be made for qualified individuals with disabilities, unless the accommodation would create an undue hardship for the university.

The university may take affirmative steps in a manner consistent with applicable law to advance its mission and to promote equal opportunities for its students, faculty, staff and applicants. The university does not by this equal opportunity statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Student inquiries regarding the university's equal opportunity policy should be directed to the Vice President for Student Affairs (619-260-4590). Employee inquiries regarding the university's equal opportunity policy should be directed to the Chief Human Resources Officer (619-260-4594).

(Last Updated October 26, 2011)



### ***2.2.2 Policy Prohibiting Discrimination and Harassment***

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

#### **Definitions**

##### ***Discrimination***

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

### ***Harassment***

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, prohibited sex discrimination covers sexual harassment, including sexual violence. Sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

### ***Harassment (Sexual Misconduct and Relationship Violence)***

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking. In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's [Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols](#).

### **Complaint Procedure**

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university requests that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any

witnesses, and copies of any documents that support or relate to the complaint. Although the university requests the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy.

Complaints should be made to any of the following people who are the university's designated officers for handling the complaints and implementing the university's policy against unlawful discrimination and harassment:

1. Complaints Against Administrators or Staff:  
Director of Equal Opportunity and Affirmative Action and  
Title IX Coordinator  
Maher Hall, Room 101  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4594
  
2. Complaints Against Students:  
Vice President for Student Affairs  
Hahn University Center 232  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4588  
  
Dean of Students  
Hahn University Center 232  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4588
  
3. Complaints Against Faculty:  
Vice President for Academic Affairs and Provost  
Hughes Administration Center 214  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4553  
  
Dean, College of Arts and Sciences  
Founders Hall 114  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4545  
  
Dean, School of Business  
Olin Hall 341  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4886

Dean, School of Leadership and Education Sciences  
Mother Rosalie Hill Hall 205  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4540

Dean, School of Law  
Warren Hall 200  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4527

Dean, Hahn School of Nursing and Health Science  
Hahn School of Nursing and Health Science 211  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4550

Dean, Joan B. Kroc School of Peace Studies  
KIPJ 123  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-7919

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336  
5998 Alcalá Park  
San Diego, CA 92110  
(619) 260-4627

If for any reason the person making the complaint does not feel comfortable directly reporting the incident to the appropriate individual identified above, the complaint may be reported through alternative channels. In the case of a complaint by a university employee, the complaint may be made to the employee's supervisor, manager, the Human Resources department, a dean, a vice president, or the president. If the complaint involves the employee's supervisor, the employee is not required to report the complaint to the supervisor. In the case of a complaint by a student, the complaint may be made to a dean, the vice president and provost, or the president.

A supervisor or manager who receives a complaint of unlawful discrimination or harassment, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, shall promptly inform the appropriate university's designated officer, as set forth above.

In cases involving potential criminal conduct, the university will determine whether appropriate law enforcement or other authorities should be notified.

## **Investigation and Corrective Action**

The university will investigate every reported complaint of unlawful discrimination or harassment. The investigation will be conducted in a thorough, prompt and professional manner.

If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, the corrective action will be imposed in a manner consistent with the university's Student Code or other applicable procedures. If the individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university, and as appropriate under the circumstances, will be initiated.

If termination of a faculty member is contemplated, the applicable rules governing dismissal for serious cause will be followed.

The employee or student who raised the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, Policy Prohibiting Discrimination and Harassment an employee or student who is accused of the unlawful discrimination or harassment will be advised of the results of the investigation.

## **Retaliation Prohibited**

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university.

The university encourages any individual who believes he or she has been subject to unlawful retaliation, or observes or is otherwise aware of an incident of unlawful retaliation in violation of this policy, to report the incident promptly pursuant to the complaint procedure identified above. The investigation and corrective action procedures set forth above will similarly apply in the case of a complaint of unlawful retaliation in violation of this policy.

## **Right to Appeal**

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. Similarly, a complainant may appeal the decision.

If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred, and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the investigation. The appeal should describe with specificity why the findings or corrective action imposed were not reasonably based upon the evidence and information

made available to the investigator and/or the university official who made the decision regarding the corrective action.

The president or vice president who is deciding the appeal may receive or consider additional information if he or she believes such information would aid in the review of the appeal. This right to appeal shall not entitle the appellant to a new or second investigation. The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the findings were not reasonably based upon the evidence and information available to the investigator, or that the corrective action imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final.

During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

If the decision was made pursuant to the procedures identified in the Student Code of Rights and Responsibilities, the appeal procedures identified in the Student Code shall apply.

### **Other Resources**

In addition to the internal resources described above, individuals may pursue complaints with the government agencies that enforce the laws prohibiting discrimination, harassment and retaliation, including the California Department of Fair Employment and Housing ([www.dfeh.ca.gov](http://www.dfeh.ca.gov)), the Equal Employment Opportunity Commission ([www.eeoc.gov](http://www.eeoc.gov)), or the United States Department of Education's Office for Civil Rights ([www2.ed.gov/ocr](http://www2.ed.gov/ocr)).

(Last Updated May 2, 2016)



### **2.2.9 Diversity**

The University of San Diego's mission statement and stated goals reflect its commitment to the view that a community is enriched by the diversity of points of view that individuals from a wide variety of backgrounds bring to it. When shared and actually put to use, diversity in culture, life experience, and perspective among students and employees informs, enriches, and expands upon the university's central mission to pursue truth, academic excellence, and the advancement of knowledge within the values provided by its Catholic heritage.

Accordingly, within the general framework provided by its educational mission, academic standards, Catholic heritage, and conformity to applicable law, the university commits to a process of formal and verifiable assessment of campus diversity in pursuit of the following goals:

1. Continuing development of university culture, policies, and programs that demonstrate respect for and encourage the sharing, consideration, and accommodation of a wide variety of points of view, experiences, and traditions.
2. Promotion of the knowledge, skills, attitudes, habits, beliefs, and behaviors that enable individuals to define themselves, to understand and to negotiate successfully the interactions between individual self-definitions and collective identities (whether historically given, socially imposed, or freely elected), to relate successfully to others, and to function constructively in diverse social environments.
3. Active recruitment and retention of students and employees who contribute to a campus culture characterized by respect, tolerance, inclusion, and belief in the importance of diversity to its academic enterprise.

This policy does not alter any existing university policies, including diversity policies (for example, on employee recruitment, non-discrimination, harassment) and diversity-related policies (for example, on academic freedom, guest speakers). Instead, this policy provides a way to assess the university's progress in the pursuit of diversity.

(July 2004)



# Appendix 2

## Vice President and Provost

### Faculty & Administrator Recruiting Policies and Guidelines for Academic Affairs

#### Authorization to Recruit

Written clearance from the Vice President and Provost's Office is required before recruitment of any full-time faculty or administrative personnel. A [Personnel Requisition Form](#) should be completed and forwarded to the Provost's Office for approval by the Vice President and Provost. Please include a job description. This form should also be completed for less-than-full-time administrative positions if they are to be regular, continuing positions (not temporary). For administrative appointments, a photocopy of the form will be forwarded to Human Resources. **Also check the Human Resources website for additional forms and procedures required by Human Resources.**

#### Advertising

Once the Personnel Requisition Form has been signed by the Vice President and Provost, recruitment advertising may begin. The ad copy, list of publications where the ad should be placed, and all deadline information should be forwarded electronically to the Provost's Office.

Recruitment ads should include a non-discrimination phrase such as "USD is an Equal Opportunity Employer."

As part of our annual agreement to post our jobs in HigherEDJobs.com, we have access to their database of resumes. For login instructions, contact the Provost's Office at x4553.

You can search and sort thousands of resumes and vitae by field of expertise, target region, keyword and experience on the [HigherEdJobs Resume Database](#). If you have any questions about using the Resume Database, you can contact [sales@higheredjobs.com](mailto:sales@higheredjobs.com) or call (814) 861-3080 for more information.

#### Interview, Travel and Housing Arrangements

Once it has been determined which three finalists will be interviewed, the department should contact their Dean to check availability of times on their calendar. The Provost will interview only those candidates being considered for appointment *with tenure*. All candidates being interviewed on campus should receive a copy of [Insight](#) before the scheduled interview date.

The candidate may make his or her own plane reservations and be reimbursed (please remind them to submit original passenger receipt, baggage claim tickets and boarding passes, not just the e-ticket printout from the website). Or, you may use Global Point Travel Solutions (858-824-

2488 during normal business hours or after hours at 800-823-3165, or email [usd@globalpointtravel.com](mailto:usd@globalpointtravel.com)). Tell the travel agent that you are booking travel for recruitment and the project number is PROV00000. The agent will contact the Provost's Office for approval.

Please contact the Provost's Office in advance if there are circumstances necessitating travel arrangements with higher-than-average airfares or other special arrangements. This includes travel by candidates and our own faculty who are attending conferences for recruiting purposes.

For lodging, you may use the Casa de la Paz at the Joan B. Kroc Institute for Peace and Justice (619-260-7808). If you are making reservations at the Casa de la Paz, you will need to contact the Provost's Office to obtain the POETS code.

You may also use the [Hacienda Hotel](#) in Old Town (619-298-4707) and use a USDOne card to make the reservation.

Hotel charges will be paid through the Provost's Office for up to three candidates. Please contact your school's dean if there are more than three candidates.

## Other Recruiting Expenses

When planning to send faculty members or other employees to conferences for recruiting purposes, please note that we pay one conference attendance per open position.

For candidates invited to campus, the Provost's Office will reimburse the candidates and University employees for meal and local travel expenses associated with the recruitment visit. Note: We cannot reimburse faculty who take candidates to sporting events, movies, amusement parks, etc., nor can we reimburse a faculty member for such items as housecleaning services when they have a candidate visit their home. Recruiting reimbursements should be limited to travel expenses (airfare, mileage, train), hotel while here, \*meals, parking, taxis, etc.

*\*Note: Meal Expenses should be limited to \$60 per person or less. Procurement requires an itemized receipt for meals, not just a credit card charge slip. Please include the names of those in attendance on the request for reimbursement. One dinner per candidate should be booked on campus at La Gran Terraza.*

Recruiting invoices, check requests, petty cash forms or expense reports should be sent to the Assistant Vice President in the Provost's Office for approval. Forms are available online from the [Accounting Office's website](#). Please follow all [Account Payable policies](#) (such as including original invoices and taping receipts to sheets of paper).

## Faculty and Administrator Appointments

Once a candidate has been chosen for the position, the Proposal to Hire Form should be completed and sent to the Provost's Office for approval by the Vice President and Provost. Copies of this signed form will be forwarded to Human Resources. At this point, a contingent offer can be made. An employment contract or appointment letter will be written and sent to

the new employee only after the pre-employment background check is completed. All [recruiting forms](#) are available online.

## Procedures for Appointment of New Faculty and Academic Administrators

The procedures listed below are to be followed in order to ensure full documentation for future full-time faculty and part and full-time administrator appointments. **No appointment should be made without the approval of the Vice President and Provost.**

**Please bring this information to the attention of your staff members who are involved in the processing of appointments.**

Before any offer is made or a contract letter is sent, a completed packet including an approved [Proposal to Hire Form](#) and a curriculum vitae must be submitted to the Provost's Office. Only when the Vice President and Provost has approved the packet can an offer be extended to a candidate.



# PROPOSAL TO HIRE

Updated February 2015

**Prior to Job Offer** - Complete this form and return it to Human Resources for all recruitments posted through the University website.

<b>Position Title</b>		<b>Supervisor</b>	
<b>Department</b>		<b>IRC Number</b>	

**Instructions:** Once a final candidate has been identified, complete this form and return it to Human Resources. A job offer **cannot be made** until this completed form has been received and processed by Human Resources.

List information **for all candidates interviewed:** Name, Interview Date, Interview Comments (focus on the candidate's job-related skills or the lack of required skills) and Action Code. (Interview questions and reasons for selecting or not selecting candidates must be based on job-related criteria). Acquire **Offer Approval Signatures** and submit completed form to Human Resources.

**Action Codes**

- |   |   |
|---|---|
| (1) Candidate chosen for position                   | (5) Withdrew <u>after</u> interview                       |
| (2) Could not reach by contact information provided | (6) Salary expectation/needs exceeds department's ability |
| (3) Declined Interview                              | (7) Candidate interviewed, but not selected               |
| (4) Candidate did not show up for interview         | (8) Other (please explain)                                |

**Candidates chosen to interview**

Name	Interview Date	Interview Comments	Action Code

**Reference Check** (A minimum of two professional references are required before an offer is made)

Name	Relation/Comments	Date Completed

<b>Candidate Selected</b>	<b>Proposed Salary/Rate</b>	<b>Moving Expenses Recommended?</b> (Admin/Professional positions only)	<b>Proposed Start Date</b>
		<input type="checkbox"/> No <input type="checkbox"/> Yes    Up to (amount): \$ _____	
<b>Employee FLSA Status</b>	<b>Hours Per Week</b>	<b>Benefits Classification – Circle One (see page 2)</b>	
<input type="checkbox"/> Admin/Professional (Exempt) <input type="checkbox"/> Staff (Non-Exempt)		<b>BB                  BBR                  NBS</b> <b>BMR                NBB</b>	

**All signatures MUST be received in order for HR to process and make an offer:**

Signature of Hiring Supervisor: _____	Date: _____
Signature of Division/School Budget Approver: _____	Date: _____
Signature of Provost Budget Approver (if applicable): _____	Date: _____
Signature of Provost or Vice President (if applicable): _____	Date: _____

<b>Human Resources Only: Revisions to Offer</b>	<b>Proposed Salary/Rate</b>	<b>Proposed Start Date</b>	<b>Date Accepted</b>

Signature of Human Resources \_\_\_\_\_ Date: \_\_\_\_\_

**Employee Classifications:**

Employee Status	Scheduled Time	Proposed Benefits
Regular Full-Time (BB)	37.5 or more	All Benefits
Regular Part-Time (BMR)	30.0 to 37.4	Medical & Retirement only
Regular Part-Time (BBR)	20.0 to 29.9	Retirement only
Regular Part-Time (NBB)	Less than 20	None; delayed Retirement @ 1000 hrs
Temporary Full-Time (BB)	37.5 or more	All Benefits (excluding exceptions i.e. Tuition Remission, Adoption Expense Reimbursement)
Temporary Part-Time (BMR)	30.0 to 37.4	Medical & Retirement only
Temporary Part-Time (NBB)	Less than 29.9	None; delayed Retirement @ 1000 hrs
Temporary Part-Time (BBR)*	20.0 to 29.9	Retirement only*
Seasonal (NBS)	Any (assignment cannot exceed 120 calendar days) Excludes semester hires per ACA	None
Faculty (BB)	5/8ths time or more	All Benefits
Faculty Part-Time (NBB)	Less than 5/8ths time	None
Undergraduate Students (NBB)	Less than 25 (coordinate and restrict work hours for concurrent assignments)	None
Graduate Students (NBB)	Less than 25 – with possible exceptions for certain programs	None Possible exceptions for certain programs
Grandfathered Employees (BBG)	Any	Continue benefit eligibility as provided as of December 2014

\* Employee either worked 1000+ hours in previous year OR is scheduled to work at least 1000 hours in current assignment



## Relocation – USD and IRS Guidelines

At the discretion of each vice president, USD will reimburse reasonable and appropriate moving expenses for faculty and administrators (e.g., moving household goods and personal effects and traveling to their new home). The usual moving expense allowance is \$5,000. However, each vice president will determine an employee's eligibility for moving expense reimbursement and the maximum amount of reimbursement. Moving expense authorization and amount must be specified in the employment offer signed by the hiring official or a higher authority, or in an accompanying cover letter. To avoid confusion on the part of the new hire, the offer should make clear the maximum amount of the moving expense allowance and that it is a reimbursable allowance.

Reimbursements for authorized travel expenses during the recruitment process are not taxable to the prospective employee. Reimbursement of personal travel expenses (such as house-hunting trips) incurred by the new employee after an offer of employment has been accepted, but before the actual move, are taxable to the employee.

USD is required by the Internal Revenue Service (IRS) to report moving expense reimbursements made to employees. Any reimbursement made by USD is considered taxable income to the employee and will be reported to the IRS.

USD can make direct payments to moving companies as long as the payment being made is for the transportation of a new employee's household goods and personal effects. Under IRS regulations, qualified moving expenses paid by an employer directly to a moving company on behalf of the employee are reported on the employee's annual IRS Form W-2.

Reimbursement of the following expenses may be made to the employee. Only expenses incurred in the shortest, most direct route available are reimbursable. The expenses are limited to those incurred within one year from the date the employee first reported to work. The cost of transporting personal effects from a location other than the employee's former home is limited to the amount it would have cost to move the items from the employee's former home.

Items that may be reimbursed are:

1. Transportation of household goods and personal effects:

- Cost of a moving company
- Cost of truck rental in a self-move situation
- Actual fuel purchases in a self-move situation, or current approved federal rate per mile

- Packing, crating, transporting, and unpacking of goods
- Parking fees and tolls while in transit
- Car shipping cost
- Storage of household goods and personal effects for a period of up to 30 days.

## 2. Travel to new household

- Airfare (coach)
- Lodging only while in transit (this includes one night at the old location and one night upon arrival at the new location)
- Actual fuel purchases, or the current approved federal rate per mile
- Parking fees and tolls while in transit

Supporting documentation, including original, itemized receipts; and a completed and signed check request form, should be forwarded to the appropriate vice president's office.

Moving expenses are considered additional compensation to the new employee and must be processed through the payroll process. Below are examples of taxable moving expenses that will be reported as compensation on the employee's W-2:

1. One pre-move house hunting trip—generally limited to one week or less in duration:
  - Airfare, rental car, fuel purchases, meals and lodging permissible with appropriate receipts.
2. Travel of household excluded from reimbursable expenses:
  - Temporary housing expense after first night of arrival
  - Car rental on arrival while personal vehicle is being shipped is limited to one week.

Examples of expenses that do not qualify as moving expenses and will not be reimbursed include:

- Side trips for recreation/vacation
- Expenses associated with buying/selling a house
- Automobile registration costs
- Costs related to immigration
- Loss of security deposits
- Real estate expenses
- Personal telephone calls, tips, movies, or other entertainment purchased during the move
- Meals expenses incurred during relocation



# Appendix 3

## Office of Human Resources Employment Advertising Plan



**POSITION TITLE:**

**JOB NUMBER:**

**HIRING MANAGER/DEPT:**

One goal of Employment Services is to provide you the hiring manager the opportunity to review a diverse qualified pool of candidates to fill the open position. Listed below are some available advertising sites with a preliminary rate estimate. Please review and let your Employment Services Coordinator know what your selections are. If you have any questions, please contact Rose Trujillo, Employment Services Supervisor at ext. 2725 or Bree Moore, Employment Services Coordinator at ext. 6806 or via e-mail at [rosetrujillo@sandiego.edu](mailto:rosetrujillo@sandiego.edu) or [breemoore@sandiego.edu](mailto:breemoore@sandiego.edu).

Check the box if you would like the position posted on all general/diversity-focused “free” websites.

Selected Postings	Internal	Rate Estimates	Comments	Posted Date
	USD Website	Free		
	USD Employment Jobline	Free		
	USD HR Bulletin Board	Free		
	USD Career Services	Free		
Selected Postings	External Online Postings	Rate Estimates	Comments	Posted Date
	HERC.org	Free		
	HigherEdJobs.com	Free		
	CalJobs.ca.gov	Free		
	The Reader (on-line)	\$100		
	Insidehighered.com	Free		
Selected Postings	Targeting Diversity Sites	Rate Estimates	Comments	Posted Date
	IMDiversity.com	\$75.00/30 days \$200.00/90 days		
	HBCUCareerCenter.com	\$249.00		
	diverseeducation.com	Free (\$195.00)	Free for 1 year as of 8/9/10	
	Tribalcollegejournal.org	\$80.00		
	latinosinhighered.com	Free		
	LatPro.com	\$325.00		
	asiansinhighered.com	Free (\$99.00)	Free for 1 year as of 8/9/10	
	jbhe.com	\$150.00		
	blacksinhighered.com	Free (\$99.00)	Free for 1 year as of 8/9/10	
	hispanicsinhighered.com	Free (\$99.00)	Free for 1 year as of 8/9/10	
	wihe.com	\$210.00		
	hispanicoutlook.com	\$195.00		
	Insightintodiversity.com	\$290.00		
Selected Postings	Regular On-Line Advertising Sites	Rate Estimates	Comments	Posted Date
	Monster.com	60-Day Posting = \$395.00		
	San Diego Union Tribune (print and online version)	\$21.92 per line +\$140 1/week signonsandiego		
	SignOnSanDiego.com	30-Day Posting = \$300.00		
	Craigslist.com	30-Day Posting = \$25.00		

	Jobing.com	\$200.00		
	Hotjobs.com	\$369.00		
	Careerbuilder.com	\$419.00		
	Universityjobs.com	\$195.00		
	Chronicle of Higher Education	\$260.00		
<b>Selected Postings</b>	<b>Human Resources</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>
	SHRM.com	Min \$154.00 (charges per word)		
<b>Selected Postings</b>	<b>IT/Engineering</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>
	Educause.edu	Free		
	Dice.com	\$459.00		
	Techcareers.com	\$350.00		
	Jobserve.com	\$300.00		
<b>Selected Postings</b>	<b>Financial</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>
	AccountingJobsToday.com	\$225.00		
	Careerbuilder.com	\$419.00		
	CareerJournal.com	\$349.00		
	JobsintheMoney.com	\$349.00		
	CareerBank.com	\$349.00		
<b>Selected Postings</b>	<b>Food Service/Hospitality Industry</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>
	StarChefs.com	\$249.00		
	Calchef.com (senior level)	Free		
	Nacufs.org	Free		
	Nacas.org	\$200.00		
	Acfchefs.org	\$150.00		
	Acced-I.org	\$200.00		
	California School of Culinary Arts	Free		
	HCareers.com	\$425.00		
<b>Selected Postings</b>	<b>Sports</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>
	NCAA.org	\$200.00		
	Nacwaa.org	\$35.00		
<b>Selected Postings</b>	<b>Specific Requested Posting Sites</b>	<b>Rate Estimates</b>	<b>Comments</b>	<b>Posted Date</b>

## RECRUITMENT SOURCES

[Recruitment Sources page at Rutgers](#) lists several resources that can be helpful in recruiting women and minority candidates.

[Faculty Diversity Office page](#) at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches.

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

<http://www.cic.net/db/memDisp1.asp?id=124>

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

The Minority and Women Doctoral Directory “is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” [eBook](#) of Minority and Women Doctoral Directory (most recent issue is 2009).

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

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

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

[Mellon Minority Undergraduate Fellowship Program](#) provides an on-line list of minority Ph.Ds. and their dissertation, book and article titles in all fields.

The [Faculty for the Future Project](#) is administered by WEPAN (The Women in Engineering Program and Advocates Network), and offers a free forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The website focuses on linking women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities.

[IMDiversity.com](#) is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

[Nemnet](#) is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

[HBCU Connect.com Career Center](#) is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities.

[Society of Women Engineers](#) maintains an online career fair and a job listing.

[American Physical Society](#) Education and Outreach department maintains a roster of women and minorities in physics. It contains the names and qualifications of over 3100 women and 900 minority physicists. The Roster serves as the mailing list for The Gazette, the newsletter of the APS Committee on the Status of Women in Physics (CSWP), and is widely used by prospective employers to identify women and minority physicists for job openings.

[American Indian Science & Engineering Society](#) maintains a job listings page (and a resume database available to Career Fair exhibitors).

[American Indian Graduate Center](#) hosts a professional organization, fellowship and postdoctoral listings, and a magazine in which job postings can be advertised.

[National Society of Black Engineers](#) seeks increase the number of minority students studying engineering at both the undergraduate and graduate levels. It encourages members to seek advanced degrees in engineering or related fields and to obtain professional engineering registrations.

[Society of Hispanic Professional Engineers](#) is a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.

# Appendix 4

Minimizing the Influence of bias and assumptions:

1. Increase the representation of women and minorities in your applicant pool.
  - a. Gender assumptions are more likely to negatively influence evaluation of women if a candidate pool is less than 25% female (Heilman, 2001).
  - b. [Carli, L.L., & Eagly, A.H. \(2001\). Gender, Hierarchy, and Leadership: An Introduction. \*Journal of Social Issues\*, 57\(1\), 629-636.](#)
2. Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation.
  - a. Research shows that prejudicial behavior is reduced when there are strong internal motivations to respond without prejudice along with awareness of the discrepancies between the ideals of impartiality and actual performance (Devine, et al., 2002).
  - b. [Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. \(2002\). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. \*Journal of Personality and Social Psychology\*, 82\(5\), 835-848. doi: 10.1037/0022-3514.82.5.835](#)
3. Develop evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.
  - a. The literature talks about how unclear criteria for reviewing candidates may lead to different standards when evaluate male and female applicants which ultimately advantage the more well-represented demographic groups (Biernat & Fuegen, 2001).
  - b. [Biernat, M. & Fuegen, K. \(2001\). Shifting standards and the evaluation of competence: Complexity in gender-based judgment and decision-making. \*Journal of Social Issues\*, 57\(4\), 707-724.](#)
4. Spend sufficient time evaluating each applicant (at least 20 minutes).
  - a. Research show that gender bias in ratings and evaluations is increased when the raters are distracted and under time pressure (Martell, 1991).
5. Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program.
  - a. Studies show significant patterns of gender differences in letters of recommendation (Trix & Psenka, 2003).

