



A STRATEGY TOOLKIT
TO RECRUIT AN
EXCELLENT & DIVERSE FACULTY

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY



A STRATEGY TOOLKIT TO RECRUIT AN EXCELLENT & DIVERSE FACULTY

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INTRODUCTION

The University of Scranton's Mission is grounded in an inclusive vision of humanity that emphasizes seeing God in all things and equally in all people. Our Diversity, Equity and Inclusion efforts are a mission-grounded priority that is central to our Strategic Plan, emphasizing that while part of our identity, to be a more diverse University that embraces a culture of belonging, in not only who we are, but also who we increasingly strive to become. This initiative is connected to our commitment to the formation of our students as moral citizens in this interconnected, global, and pluralistic world. The following document is built upon the diversity of the Catholic intellectual tradition, the racial and ethnic diversity of Jesuit Universities and the Catholic Church, and our dedication to excellence, compassion, and transformational development.

THE IMPORTANCE OF HISTORICALLY UNREPRESENTED FACULTY ON UNIVERSITY CAMPUSES

As a Catholic and Jesuit University, we value diversity as an integral reflection of our mission, identity, and vision for our future. Building a more diverse faculty is a fundamental reflection of our values, and foundational for the University we strive to become, one that reflects more authentically our country, our local community, and our Church. Building a more diverse and inclusive community is something that we do not have to connect to our mission; it is our mission as an educational institution informed by spirituality of the Society of Jesus. Part of that call includes self-reflection on the obstacles that have historically and continue to hinder our recruitment of a more diverse faculty. We do not reduce diversity to just race and ethnicity, but also among other characteristics: age, religion, disability, socioeconomic status, geographic region, sexual orientation, gender identity and other historically underrepresented identities.

Diversity is also an expression of our excellence. We understand diversity as one of the many pathways to enriching our intellectual community. We know that a diverse faculty will not only help support our historically underrepresented students as we prepare them for the world beyond our University, but just as important it will strengthen our University community as a whole, regardless of race or ethnicity, to more faithfully reflect the globalized contemporary world and its complexities.

RECRUITMENT STAGE

Drafting an Inclusive Position Description and Advertisement

A job posting is a Department's opportunity to make a strong first impression and to set the tone of the search. If not done well, the language used in a job posting can unintentionally discourage highly qualified applicants from applying. The tone, the language, and the details in a job posting create an image of the University.



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- Develop a clear position description that includes minimum qualifications and experience. Do not make it so specific that it inadvertently deters qualified applicants. Focus less on preferred qualifications that narrow the candidate pool. Make them as broad as possible, while still noting the desired area(s) of scholarship, experience, and disciplinary background. In identifying areas, distinguish between teaching needs and research needs to enhance your ability to attract candidates. If preferred qualification are included, separate them from the minimum qualifications.
- Think carefully about the qualifications listed. What is required and what is simply preferred? Detailed lists may deter otherwise qualified candidates. The search committee should consider only those candidates who meet all “required” qualifications. Preferred qualifications can be used once the candidate pool is narrowed to six or so candidates.
- Avoid descriptions that include superlatives such as “exceptional”, “superior”, “excellent” or “distinguished”, which may deter very qualified individuals from applying (because they assume—incorrectly—that they must have already achieved great acclaim). Instead, use language that encourages all candidates with strong qualifications and promise, to apply.
- Avoid characterizing any search as a “replacement” for a departed or retired faculty member. Searches provide an opportunity to look forward, not backwards.
- Require prospective candidates to include a diversity statement which answers a question, such as:
 - Describe your commitment to diversity and inclusion, any diversity and inclusion programs and/or initiatives you led or had a lead role at your previous institutions, and/or the positive outcomes of the programs and initiatives, or
 - Describe your experience teaching students from a diversity of backgrounds and working with colleagues from historically underrepresented backgrounds.
- Human Resources will add the following statement about the importance of diversity and inclusion at the University, in addition to the standard University Non-Discrimination Statement:

The University of Scranton embraces diversity and inclusion through its mission, Jesuit identity, strategic plans, community outreach programs, and numerous diversity programs. The University of Scranton is an Equal Opportunity employer and actively solicits applications from historically underrepresented candidates. Please see our website at <https://www.scranton.edu/equity-diversity/> for our full non-discrimination statement. All applicants are required to provide a statement that indicates their commitment to diversity and inclusion and how this informs their pedagogy.



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Recruitment Plan

The Department—in collaboration with the Dean’s Office—should draft a recruitment plan. Some plan goals are to ensure a diverse and inclusive pool of qualified candidates, to identify where the search committee will advertise the position, and to plan what type of outreach to a network of possible candidates will occur. In addition to advertising a position in a variety of publications, making direct contact with academic departments, professional organizations, and colleagues is an effective method of expanding your search, which faculty can engage in year-round. The following activities should be considered as part of a search/recruitment plan:

➤ *Professional Conferences:*

Encourage faculty who attend professional conferences or who deliver papers at other universities to network with their colleagues. If a faculty member meets a potential candidate, they should reach out after the conference to continue the communication. Folks should be continually on the lookout for rising young colleagues in their field, with particular attention to those from under-represented groups.

Consider attending sessions presented by early-career researchers or attend receptions hosted by special interest group of historically underrepresented scholars.

➤ *Outreach Efforts:*

Establish relationships with organizations, departments at institutions with substantial numbers of historically underrepresented candidates, and societies and organizations with a large diverse membership. Develop relationships/rapport with individuals with significant recognition and ask for the names of promising scholars from diverse backgrounds.

Ask other Scranton faculty to share the job posting with their networks. Advertise with colleges and universities that serve historically underrepresented populations or contact historically black colleges, universities for a list of individuals who graduated in relevant disciplines to attract candidates from diverse backgrounds.

➤ *Use a personal approach in recruiting candidates:*

Personal outreach is the single most effective tool for building and diversifying the pool. Often outstanding potential candidates do not apply for advertised positions. Email and call these individuals directly to invite them to apply in consultation with the search committee.

➤ *Tap into your network.*

Solicit names of potential candidates from faculty from historically unrepresented backgrounds at the University or from friends and colleagues at other Universities.

➤ *Professional Associations:*

Solicit and request the names of potential candidates from graduates from historically underrepresented backgrounds within relevant professional and academic associations, or maintain ongoing contact with professional organizations, associations, and agencies that have a job referral service.



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Share the job advertisement with members of committees and task forces working on issues of diversity and inclusion in your national and international organizations, and ask them to distribute to possible applicants.

➤ **Scholarship in the Field:**

Review journal editorial boards and other publications to identify rising stars or examine lists of award winners in professional societies. Look for articles by scholars that are not yet well known.

➤ ***Alumni Affairs Lists:***

Maintain close contact with historically underrepresented graduates of The University of Scranton. Encourage alumni to recommend the University to their friends for both graduate training and for faculty positions.

➤ ***Use of Fellowships, Internships, Sponsorships, and Post Doctoral Opportunities:***

As a long-term strategy, departments can invite historically underrepresented scholars from other institutions to participate in department-sponsored symposia and visiting professorships. A one-year visiting professorship to replace a faculty member who is on leave will not only assist a department in meeting its instructional responsibilities, but will also strengthen the link between the department at Scranton and a similar department at another institution.

➤ ***Identifying venues for advertisement.***

The Office for Human Resources has entered into agreements with several job posting sites that attract historically underrepresented candidates. Contact Human Resources to determine where the post will be automatically posted in order to avoid duplication. For a list of other D & I job posting sites, see Appendix A. Search committees should also consider posting jobs in publications within their disciplines.

Note that these recommendations can be used when a Department is not searching for a candidate. These recommendations should be in the front of all Department members minds at all times when meeting new colleagues, attending conferences, etc. Additionally, maintain contact with historically underrepresented candidates that your department unsuccessfully attempted to recruit in the past as they can lead you to other potential candidates in the field.

Assembling the Search Committee

The search committee should include individuals from historically underrepresented backgrounds who may have helpful—and divergent—ideas that can enhance efforts to recruit and evaluate candidates.

Consider a diverse composition when creating your search committee. Research shows that committees of individuals with diverse perspectives make more informed decisions.



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Task the Search Committee Member

Identify which members of the search committee are responsible for implementing the specific parts of the recruitment plan. For example:

- Consider giving at least one committee member the task of “pool development”—the responsibility of keeping track of all efforts to develop the broadest pool of applicants
- Consider asking another committee member to be responsible for ensuring that there is broad outreach designed especially to attract historically underrepresented applicants
- Foster the engagement of all committee members in matters related to the diversity of the search
- Consider requiring each member to contact a specific number of sources to encourage a broad pool of candidates.

Training the Hiring Committee

Schedule training with the Office of Equity and Diversity as early as possible in the search process. If you add any others to the interview process, please contact OED for advice about how to educate those individuals.

Search committee members should also be required to take the Implicit Bias and Micro-aggression Online Training offered by the OED. Also, encourage committee members to take an implicit association test (IAT) to raise the committee member’s awareness of their own implicit biases. Several different IATs can be found at <https://implicit.harvard.edu/implicit/selectatest.html>.

Pitfalls to Avoid during the Recruitment Stage

- Avoid making assumptions about candidates, including about their availability or movability. Circumstances change and with them people’s responses.
- Avoid micro-aggressions:
 - You’re so articulate.
 - Where are you actually from?
 - The way you’ve overcome your disability is so inspiring.
 - Your name is so hard to pronounce, do you have a nickname?
 - You’re not old enough to be seeking a tenured faculty position (or too old).
 - Is that your real hair? Can I touch it?
 - But you don’t have an accent.

For examples of micro-aggressions: <https://sph.umn.edu/site/docs/hewg/microaggressions.pdf>

- Avoid Implicit Biases
 - Affinity Bias: The tendency to gravitate toward people similar to ourselves
 - Ageism: The tendency to judge someone’s ability, longevity and other implications based of age.
 - Attribution Bias: The tendency to undervalue a person’s accomplishments and undervaluing their mistakes



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- Beauty Bias: Judging people on attractiveness
 - Cognitive Bias (aka “Not me” bias): It is easier to spot bias in others, but not in yourself
 - Confirmation Bias: Tendency to look for or favor information that confirms beliefs we already hold
 - Conformity Bias: In a group setting, when your views are swayed or influenced by the views of others, group think, or mob mentality
 - Contrast Bias: Evaluating one person in contrast to another. Frequently occurs when the individuals are being reviewed in close succession
 - Education Bias: Giving preference (or vice versa) to a person because of where they attended school
 - Enthusiasm Bias: Being influenced by a person’s energy or enthusiasm during an interview
 - Gender Bias: Preferring one gender over another or assuming that one gender is better for the position
 - Halo/Horns Effect: Tendency to think more highly of a person after learning something impressive about them, or conversely, perceiving something negatively after learning something unfavorable about them
 - Heuristic Bias: Judging based on superficial factors like weight, height, clothing
 - Name Bias: Judging a person based on their name or their perceived background
 - Racial Bias: Includes both positive or negative evaluations related to perceptions of race
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- Avoid making assumptions about a candidate’s opportunity to publish scholarship or receive grants.
 - Avoid the “one and done” approach. Treat your department hiring like a recruitment firm, always scout for future talent
 - Avoid advertising exclusively in the same publications. Look outside of the mainstream publications, websites, and recruiting platforms
 - Avoid assuming that if a candidate does not publish in a national publication or publishes in a publication that you may not have read or heard, that the publication is of lesser value or influence
 - Avoid these types of assumptions when reviewing different organizations, societies, education institutions, etc. a candidate may belong or participate in. Research them before judging or discounting the person

Remember that COVID-19 may have also impacted research, publications, presentations etc. Avoid assumptions that someone is not serious about the position because of where they are living, where they worked, or other assumptions.



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SELECTION STAGE

Implicit biases are social stereotypes about certain groups of people that individuals form outside their conscious awareness. They are pervasive. Everyone possesses them, even people with avowed commitment to impartiality. The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse. They are formed by our background, upbringing, community, church, etc. The good news is that implicit biases are malleable. We believe we are open minded and that we are selecting the most qualified candidate; however, the hiring process is filled with biases/unfairness. Implicit or unconscious racism, ageism, sexism, national origin bias, etc. play a large role in the recruitment and hiring process. Implicit biases cause us to make decisions in favor of one person or a group to the detriment of others. While most are familiar with the above referenced biases, there are many others that impact our decision-making process.

For more information on implicit biases consider reading: Banaji, MR & Greenwald, AG (2013) *Blind Spot: Hidden Biases of Good People* (New York: Delacorte Press)

Develop Evaluation Criteria before Even Looking at a Resume/CV

The search committee should agree on the criteria to be used to evaluate applicants. Defining broad yet clear criteria through department discussion with the purpose of establishing explicit criteria, including, but not limited to the following qualifications will be helpful:

- Scholarly impact
- Research productivity
- Research funding
- Service potential
- Understanding and infusing the Jesuit mission into pedagogy
- Understanding and infusing diversity and inclusion into pedagogy
- Ability to attract and mentor graduate students (if applicable)
- Ability to teach and supervise undergraduates
- Ability to attract, work with, and teach historically underrepresented students
- Commitment to collaboration with colleagues
- Relationship to department and/or University priorities
- Ability to make a positive contribution to the department's climate
- Ability to be a conscientious department citizen

Consider both past accomplishments and future trajectory.

Curriculum Vitae/Resume Review

The selection stage starts when the hiring committee starts to review CVs.

- Resist comparing candidates
- Put your personal feelings, loyalties and dislikes to the side when considering candidates. Departmental factions have no place in a search



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- Resist applying prescribed ideas of the career paths you believe candidates should have
- Resist comparing a candidate's career path to your own as times and circumstances are different
- Resist making assumptions as to why a candidate applied for the job, or why someone may be willing to relocate and if we can retain them
- Identify all strong applicants according to pre-established objective criteria, keeping in mind that this list should be larger than just those who are your own personal preferences. As you read each dossier, imagine how departmental colleagues with different preferences would react to the candidate's portfolio. What's attractive to you may not be attractive to them, and vice versa
- Be cognizant of "hiring for cultural and disciplinary fit" which can exclude promising candidates who might not look, think, or act according to the norms and expectations with which we are familiar
- Understanding your biases and those of your colleagues can minimize the influence they have on the search
- Check each other's biases. Agree from the onset of the search that it is ok to hold each other accountable. We all make mistakes and we need to work with each other to get the results we want.

Search committee members often give preference to applicants they know, whose advisors or mentors they know, or who hold a degree from their own alma mater, or one of a small number of elite institutions or to internal candidates. Women, under-represented individuals, and non-traditional candidates from non-peer and aspirational institutions are unintentionally held to higher standards. Search committee members may scrutinize the applicants' records in an unconsciously dismissive way, evaluate the same achievements as others to be less important, and fail to notice unexpected achievements.

You will be impressed with your own ability to correct your assumptions once you become aware of their contaminating influence.

INTERVIEWS

- Develop a common set of questions to ask each candidate. Follow-up/clarification questions related to the answer may be appropriate, but they must stay on point/topic related to the initially posed question. This should be decided by the hiring committee before the interview process starts.
- Plan to ask the same questions in the same order, and plan for the same committee members to ask the same questions with each candidate. Only divert from the planned order when the flow of the candidate's response makes it necessary. This ensures that the responses follow the same flow of thought.



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- Include at least one question during the telephone interview and one during the in-person interview related to diversity and inclusion. Example questions to consider:
 - Can you tell us what diversity, equity and inclusion mean to you and why they are important?
 - In your opinion, what is the most challenging aspect of working in a diverse environment, and how do you handle it?
 - Describe a time where a project or decision you made was enhanced by including diverse perspectives.
 - What is your approach to understanding the perspectives of colleagues and students of different backgrounds, and how do you incorporate this into your teaching/research?
 - Can you talk about how you make your students and colleagues feel a sense of inclusion belonging, and equity on a regular basis?
 - What strategies have you implemented to respond to challenges in the classroom relating to racial, cultural, and other challenges related to diversity?
 - Tell us about a time when you worked with a student or coworker with a different background/culture than yours. What did you do to ensure that you were inclusive of their identity during your interaction?
 - If you were the successful candidate for this position, how would you help develop a sense of belonging for students from historically underrepresented communities to this university? What do you expect the challenges would be?
 - Describe how you have promoted diversity, equity, and/or inclusion in the workplace.
 - How would your vision of this position be aligned with the University's commitment to equity and diversity?
- Stick to professional—and not social—content in your interview discussions. Common personal preferences, hobbies, or activities that are discussed could influence the “likability” of a candidate who should be evaluated instead on professional accomplishments and interests, and not on personal or social ones.
- Remember, you are not only evaluating candidates, you are recruiting them and they are judging you and the University.
- Group interviews can promote “group think” if a consensus of the candidates is formed after the group interview, and before the full evaluation process is complete. Avoid sharing interview experience until the group meet. Interviewers should individually distill their interview rating to a numerical score, write down their main arguments for and against hiring each candidate and their final conclusion. This will help them stay true to their beliefs once the discussion starts, which leads to less biased predictions.



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- Have candidates meet with other University community members, who are not on the search committee, who can serve as “independent resources” to provide a broader sense of the faculty experience at Scranton. Ensure that these individuals are properly trained prior to meeting with the candidates.
- Everyone interviewing candidates should behave professionally and communicate respect for candidates and their time. Be especially careful about what happens outside the interview, particularly at meals, when everyone may be less formal.
- Be intentional about being inclusive. Because professional communities of women and historically under-represented populations can be small, candidates need to feel that the University and the department truly embrace historically underrepresented faculty.
- Avoid discussions that may influence the outcome or decision about a candidate after the interview and outside of the scheduled committee meetings. Discussions held only during the scheduled committee dissuade biases, lobbying, or possible inappropriate discussions. This allows for independence of thought and the development of diverse perspectives. Formal deliberations happen after the interview. Maybe something like “avoid, informal, unplanned, or unscheduled meetings or discussions, especially when all committee members are not present.”

CAMPUS VISITS

Take a thoughtful and proactive approach to informal meetings, meals, and other activities candidates participate in during the interview process. As mentioned above, the candidate is always being interviewed even if outside of the structured interview, and the candidate is always evaluating the University. Candidates learn more about the University when talking to us informally. This is an opportunity for the candidate to form positive and negative opinions about the University. Candidates make split second decisions about a department or the University based on what we say and do at every moment.

Determine whether it would be beneficial for the candidates to meet with other representative groups or individuals at the University, such as Black Student Union, United Cultures Organization, Office of Community-Based Learning, Office of Research Services, etc. Determine how feedback from these other representatives will be used by the search committee, prior to scheduling a meeting. Create an anonymous feedback form that includes questions such as:

How excited are you about this candidate coming to Scranton?

What strengths do you imagine this candidate bringing to the position?

What concerns might you have?

How might you imagine this person as a professor and/or as a leader on campus?

How comfortable would you be approaching this candidate as a mentor and why?



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Would you approve or disapprove of this candidate being hired in this position?

Other comments that may be helpful in our deliberation to determine which candidate to hire:

Consider scheduling training with OED for these groups to ensure legal compliance.

When requested, the dean or the department will contact admissions to identify a suitable tour guide of campus.

BE PREPARED

Be prepared to answer the candidate's questions. In addition to the general questions candidates ask, diversity and inclusion questions are becoming more prominent in interviews and questions from candidates. Some questions you should be able to answer:

- How does [department/university] define diversity/inclusion?
- How many leadership positions are held by people of color/women?
- How is diversity and inclusion championed by [department/university]?
- What resources exist at the University and locally for people of color?
- What is the University doing to support people of color?
- What is the University doing to increase diversity?
- What is the diversity of the local community?
- As a predominately white University, I'm concerned about the black tax, what is the University doing to ensure that does not happen in a pathway to tenure?
- What sort of diversity, equity and inclusion training or learning have you personally been a part of?
- Can you share the University's data [student and employee] on diversity with me?
- Does the University require all faculty and staff to be trained on diversity and inclusion, such as micro-aggression and implicit bias?
- Tell me more about your approach to cluster hiring.
- Considering the lack of diversity among the campus, how will my teaching interests be supported and promoted?

If you are unable to address these or any other questions, it is fine to say that you do not know but you will get back to them with the answer.

For a list of questions that can and cannot be asked based on protected class see below.



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Appendix A

Please contact the Office of Equity and Diversity with additional publication resources to add to this Appendix.

Publication	Websites
Academic Diversity Search	http://www.academicdiversitysearch.com/Aboutus.aspx
Employ Diversity	www.employdiversity.com
Diverse Jobs	https://diversityjobs.com/c/ads-home/
Hire Diversity	https://hire-diversity.com/
IMDiversity	https://jobs.imdiversity.com/main/clients/products
Professional Diversity	https://www.prodivnet.com/recruiters/products
Workplace Diversity	Workplacediversity.com
Inside Higher Education	https://careers.insidehighered.com/
National Association of Asian American Professionals	http://www.naaap.org/careercenter/
Asian MBA	https://jobs.asianlife.com/
Black in Higher Ed	https://www.blacksinhighered.com/
Historically Black Colleges and Universities Connect	http://hbcuconnect.com/cgi-bin/jobs/index.cgi
Journal of Blacks in Higher Education	https://www.jbhe.com/jobs/
Women in Higher Education	https://www.wihe.com/jobs/
Association of Women in Science	https://awis.associationcareernetwork.com/employer/pricing/
Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals	https://www.lgbtcampus.org/post-a-job-find-a-job
LGBT In Higher Ed	https://www.lgbtinhighered.com/search-jobs/
Hispanics in Higher Education	https://www.hispanicsinhighered.com/search-jobs/
Latinos in Higher Education	www.latinosinhighered.com
Hispanic Latino Professional Association	https://www.hlpa.com/employer/
Hispanic Jobs	http://www.hispanic-jobs.com/getstarted_employers.php
Military.com	https://www.military.com/veteran-jobs
Vet Jobs	https://vetjobs.com/emp-landing/
The Sierra Group Recruit Disability	http://jobs.recruitdisability.org/jobs/search
Native American and Indigenous Studies Association	https://www.naisa.org/postings/job-postings/
Minority Nurse	https://minoritynurse.com/search-jobs/
National Association of Hispanic Nurses	http://careers.nahnnet.org/
Workforce 50	https://www.workforce50.com/content/jobsbystate/pennsylvania-jobs.html?search=%20&location=Pennsylvania



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Appendix B

LAWFUL AND UNLAWFUL EMPLOYMENT INQUIRIES

It is unlawful to ask questions to which answers will directly or indirectly reveal information as to race, national origin, sex, marital status, birth control, sexual orientation, disability, age, or arrest record.

SUBJECT	LAWFUL	UNLAWFUL
Address or Residence	Applicant's place of residence. How long a resident of this state or city. Applicant's phone number	Names or relationship of persons with whom applicant resides; whether applicant rents or owns.
Age, Birth date	After hiring only, require proof of age in the form of a birth certificate	How old are you? Date of birth? What are the ages of your children, if any? To what age group do you belong?
Arrest Record	Have you ever been convicted of a crime? It is permissible to inquire about convictions for acts of dishonesty or breach of trust.	Have you ever been arrested? Have you had any involvement in demonstrations?
Birth Control	None	Do you or your spouse use birth control? What are your methods of family planning?
Pregnancy	None	Are you pregnant? Are you planning on having more children?
Birthplace	Questions about foreign language skills (reading, speaking, and/or writing) are appropriate if relevant to the job.	Birthplace of applicant; birthplace of applicant's parents, spouse, or other close relatives; is the applicant native-born or naturalized?
National Origin	None	Inquiry into applicant's lineage, ancestry, or national origin, descent, parentage or nationality, nationality of applicant's parents or spouse. What language does your mother/father speak?
Citizenship	Are you able to provide proof of employment eligibility upon hire?	Are you an American citizen? Whether applicant's parents or spouse are naturalized or native born citizens of the US.
*Disability	None *An employer may inquire only as to whether a prospective employee can perform specific tasks in a reasonable manner.	Do you have a difficulty? Have you ever been treated for one of the following diseases...? Do you have now, or have you ever had a drug/alcohol problem?
Driver's License	Provided driving is an essential task/job related: Do you possess a valid PA Driver's License?	Do you own a car?

Education	Inquiry into the applicant's academic, vocational, or professional education and the public and/or private school attended	Inquiry concerning racial or religious affiliation of a school.
Language	Inquiry into the language the applicant writes or speaks fluently, if job related.	What is your native language? Inquiry into how the applicant acquired the ability to write, read, or speak a foreign language.
Marital/Family status, Spouse	Whether applicant can meet specified work schedules is the only acceptable inquiry. Inquiry must be made of males as well as females.	Do you wish to be addressed as Miss? Mrs.? Are you married, single, divorced, separated, engaged, or dating? Name or information about spouse.
Military Experience	Inquiry into the applicant's military experience in the armed forces of the U.S. or in a state militia. Inquiry into the applicant's service in a particular branch	Type of discharge. Any political discussion on military intervention.
Name	Is there any other name used for work or school in order to check on your work and education record? If yes, please provide.	Inquiries about the name that would indicate applicant's lineage, ancestry, national origin, or descent. Original names of applicant whose name has changed by court order or otherwise. Maiden name of a married woman.
Notice in Case of Emergency	Name and address of <i>person</i> to notify in case of accident or emergency (upon hire).	Name of <i>spouse</i> or <i>relative</i> to be notified in case of emergency.
Organization	Inquiry into professional or job-related organizations of which the applicant is a member, provided the name and character of the organization does not reveal the race, religion, color, or ancestry of the membership. What offices are held, if any?	Simultaneously mention that the applicant should not name any organization that may disclose race, religion, national origin, or disability if this question is asked.
Parental Status	None	What are the ages of your children, if any?
Photograph	May only be required after hiring for identification purposes.	Requirement that the applicant affixes a photograph to employment form at any time before hiring.
Race or Color	None	Applicant's race, complexion, or color of skin, eyes, hair, etc. or other questions directly or indirectly indicating race or color. Applicant's height or weight.
Relatives	Name of applicant's relatives already employed by the company.	Number, names, address, or ages of applicant's spouse, children, or relatives not employed by the company.
Religion or Creed*	Churches and religious institutions are allowed to <i>favor</i> members of certain religious affiliation but by the same token cannot discriminate based on religion.	Inquiry into the applicant's religious denomination, religious affiliations, church, parish, pastor — not based on bona fide occupational qualification
Religious Observances	All job-related essential functions should be made explicit, including work Saturdays/Sundays as required.	What is your religion? What church do you attend? Do you believe in prayer in schools?

Sex, Sexual orientation	None	Inquiry as to sex or gender. Are you or have you ever been a homosexual?
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The above limitations apply equally to questions that may be asked of an employee who applies for a promotion, transfer, upgrade, etc. The limitations also apply to questions asked by the employer either orally, by telephone, in writing, of a former employer with reference to the applicant or a person under consideration for employment.