TEXAS TECH UNIVERSITY

STATEMENT OF ACKNOWLEDGEMENT

I, _____, do hereby acknowledge that I have attended the
Print Name

Faculty Search Committee Chair Briefing on ___/___/___. As a result of the Briefing, I

understand my responsibilities as Faculty Search Committee Chair as set forth in Texas Tech

Operating Policy and Procedure 32.16.

_____   _____
Signature   Date

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http://wiseli.engr.wisc.edu/hiring/BiasBrochure_References.pdf

WISELI

Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison

http://wiseli.engr.wisc.edu

Written for WISELI by Eve Fine and Jo Handelsman

Reviewing Applicants

Research on Bias and Assumptions

We all like to think that we are objective scholars who judge people solely on their credentials and achievements, but copious research shows that every one of us has a lifetime of experience and cultural history that shapes the review process.

> *"To evaluate other people more accurately we need to challenge our implicit hypotheses ... we need to become explicitly aware of them."*
>
> VIRGINIA VALIAN

The results from controlled research studies demonstrate that people often hold implicit or unconscious assumptions that influence their judgments. Examples range from expectations or assumptions about physical or social characteristics associated with race, gender, and ethnicity to those associated with certain job descriptions, academic institutions, and fields of study.

It is important to note that in most studies examining evaluation and gender, *the sex of the evaluator was not significant; both men and women share and apply the same assumptions about gender*.

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates.

Examples of common social assumptions or expectations:

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat et al.).

- When shown photographs of men with similar body types, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis).

- When asked to choose counselors from among a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, students more often chose white candidates than African American candidates, indicating their willingness to give members of the majority group the benefit of the doubt (Dovidio and Gaertner).

These studies show that we often apply generalizations that may or may not be valid to the evaluation of individuals (Bielby and Baron). In the study on height, evaluators applied the statistically accurate generalization that on average men are taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If generalizations can lead us to inaccurately evaluate characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when the generalizations are not accurate?

> *"Even the most well-meaning person unwittingly allows unconscious thoughts and feelings to influence seemingly objective decisions."*
>
> MAHZARIN R. BANAJI

Examples of assumptions or biases that can influence the evaluation of applications:

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis).

- Randomly assigning different names to résumés showed that job applicants with "white-sounding names" were more likely to be interviewed for open positions than were equally qualified applicants with "African American-sounding names" (Bertrand and Mullainathan).

> *"To respond without prejudice...*
> *an individual must overcome years*
> *of exposure to biased and*
> *stereotypical information."*
>
> PATRICIA DEVINE ET AL.

- When symphony orchestras adopted "blind" auditions by using a screen to conceal candidates' identities, the hiring of women musicians increased. Blind auditions fostered impartiality by preventing assumptions that women musicians have "smaller techniques" and produce "poorer sound" from influencing evaluation (Goldin and Rouse).

- Research shows that incongruities between perceptions of female gender roles and leadership roles cause evaluators to assume that women will be less competent leaders. When women leaders provide clear evidence of their competence, thus violating traditional gender norms, evaluators perceive them to be less likeable and are less likely to recommend them for hiring or promotion (Phelan et al.; Eagly and Karau; Heilman et al.).

Examples of assumptions or biases in academic job-related contexts:

- A study of over 300 recommendation letters for medical faculty hired by a large U.S. medical school found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided "minimal assurance" rather than solid recommendation, raised more doubts, portrayed women as students and teachers while portraying men as researchers and professionals, and more frequently mentioned women's personal lives (Trix and Psenka).

- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a curriculum vitae randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and were more likely to hire the male than the female applicant (Steinpreis et al.).

- A study of R01 grants awarded by the National Institutes of Health found that despite controlling for educational background, publication record, and other factors, African Americans were 10 percentage points less likely than whites to receive funding (Ginther et al.).

> *When we assume "that cultural,*
> *racial, ethnic, and gender biases are*
> *simply nonexistent [in] screening and*
> *evaluation processes, there is grave*
> *danger that minority and female*
> *candidates will be rejected."*
>
> CAROLINE S.V. TURNER

Advice for minimizing the influence of bias and assumptions:

- **Strive to increase the representation of women and minorities in your applicant pool.**
  Research shows that gender assumptions are more likely to negatively influence evaluation of women when they represent a small proportion (less than 25%) of the pool of candidates (Heilman, van Ommeren et al.).

- **Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation.**
  Experimental studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduces prejudicial behavior (Devine et al.).

- **Develop and prioritize evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.**
  Research shows that different standards may be used to evaluate male and female applicants and that when criteria are not clearly articulated before reviewing candidates evaluators may shift or emphasize criteria that favor candidates from well-represented demographic groups (Biernat and Fuegen; Uhlmann and Cohen).

- **Spend sufficient time (at least 20 minutes) evaluating each applicant.**
  Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings (Martell).

- **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.**
  Recall the study showing significant patterns of difference in letters of recommendation for male and female applicants (Trix and Psenka).

- **Be able to defend every decision for eliminating or advancing a candidate.**
  Research shows that holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of bias and assumptions (Foschi).

- **Periodically evaluate your judgments, determine whether qualified women and underrepresented minorities are included in your pool, and consider whether evaluation biases and assumptions are influencing your decisions by asking yourself the following questions:**
  - ☐ Are women and minority candidates subject to different expectations or standards in order to be considered as qualified as majority men? (Recall the examples of the National Institutes of Health, the study of curricula vitae, and blind auditions for orchestras.)
  - ☐ Are candidates from institutions other than the major research universities that have trained most of our faculty being under-valued? (*Qualified candidates from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching.*)
  - ☐ Have the accomplishments, ideas, and findings of women or minority candidates been under-valued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference? (*Recall the biases seen in evaluations of written descriptions of job performance.*)
  - ☐ Is the ability of women or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity being underestimated? (*Recall social assumptions about leadership abilities.*)
  - ☐ Are assumptions about possible family responsibilities and their effect on a candidate's career path negatively influencing evaluation of a candidate's merit, despite evidence of productivity? *(Recall studies of the influence of generalizations on evaluation.)*
  - ☐ Are negative assumptions about whether women or minority candidates will "fit in" to the existing environment influencing evaluation? *(Recall students' choice of counselor.)*

XX factor   WHAT WOMEN REALLY THINK | APRIL 28 2016 10:05 AM

If You're the Only Woman or Person of Color Being Considered for a Job, You Won't Be Hired

By L.V. Anderson

Having more than one woman in a pool of finalists for a job dramatically increases the odds of a woman being hired.

Photo by Oli Scarff/Getty Images

According to conventional wisdom, simply getting a foot in the door is a step toward equality for women and people of color in fields dominated by white men. If hiring managers actually consider and interview women and non-whites, then women and non-whites have a good chance of actually getting ahead on their merits, right?

L.V. ANDERSON

L.V. Anderson is a *Slate* associate editor.

Maybe not. A series of studies described in a recent *Harvard Business Review* article indicate that having a single woman or a single person of color in the finalist pool for a job is effectively equivalent to having zero women or people of color. "If there's only one woman in your candidate pool, there's statistically no chance she'll be hired," write business professors Stefanie K. Johnson and David R. Hekman and Ph.D. candidate Elsa T. Chan.

Johnson, Hekman, and Chan suspected that since "people have a bias in favor of preserving the status quo," they'd be more likely to select candidates who conform to the status quo—which, in most business settings, means white men. So they asked undergraduates to evaluate the job applications of three equally qualified candidates and select one. But the researchers manipulated the "status quo" by altering the race and gender makeup of the fake applicants: Some groups of applicants comprised two white men and one woman or black man; the others comprised two women or two black men and only one white man. (The researchers signaled race and gender by changing the names of the fake job applicants, varying between the black-sounding "Dion Smith" and the hilariously white-sounding "Connor Van Wagoner," among other made-up names.)

When the group of applicants was majority white, the study participants chose a white candidate more often than you'd expect based on chance. But when the group of applicants was majority female or majority black, the participants chose a female or black candidate more often than you'd expect based on chance. In other words, when the status quo of the candidates was white and male, a white male candidate won out, but when the status quote was non-white-male, a non-white-male candidate won out.

So what, you might be thinking—there's a reason we don't allow college undergrads to make hiring decisions. Indeed, it's unwise to draw too many conclusions from **choices made by random college kids** evaluating hypothetical scenarios that have no real bearing on their lives. But Johnson, Hekman, and Chan bolstered their lab findings with a study of real-world hiring decisions—and the results were even bleaker. By looking at the demographics of 598 job candidates who were finalists for academic positions at a university, the researchers found that in groups of finalists with a single non-white-male, the non-white-male had virtually no chance of being hired, regardless of how big the group of finalists was. It was as though hiring managers patted themselves on the back for being progressive enough to consider a candidate who wasn't a white man, and then went right ahead and hired the white man they'd been planning to hire all along.

This is, needless to say, infuriating. But the silver lining of Johnson, Hekman, and Chan's research is that putting more than one woman or person of color in your pool of job finalists improves their chances dramatically. "The odds of hiring a woman were 79.14 times greater if there were at least two women in the finalist pool," they write. "The odds of hiring a minority were 193.72 times greater if there were at least two minority candidates in the finalist pool." When hiring managers stop seeing each woman or person of color as an other or a token and start seeing them as an unremarkable participant in the workforce, they're less likely to hire white men by default. "If managers can change the status quo of the finalist pool by including two women, then the women have a fighting chance," the researchers write.

Great! So hiring managers just need to consider more women and people of color, right? Alas, **the very idea is threatening to many of the white men who make hiring decisions.** "Some might argue that adding a second minority or woman candidate to the finalist pool is a type of affirmative action or reverse discrimination against white men," Johnson, Hekman, and Chan write, somehow restraining themselves from inserting the word "assholes" in between "some" and "might." The authors go on to explain patiently that since women and people of color collectively outnumber white men in the workforce, and since more women than men graduate from college, there's no reason to assume that a non-white-man being considered for a position is less qualified than a white man, or that women or people of color will somehow be getting an unfair advantage if they're considered for jobs in greater numbers. Indeed, if this research shows anything, it's that the only people getting an unfair advantage in most hiring situations are white men.

TEXAS TECH UNIVERSITY™

Operating Policy and Procedure

OP 32.16:   Faculty Recruitment Procedure

Date: November 8, 2021

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to standardize and enable enforcement of faculty recruitment processes.

REVIEW: This OP will be reviewed in August of even-numbered years by the Senior Vice Provost or Provost designee and the Managing Director of the Office of the Equal Opportunity (EO) with substantive revisions presented to the Provost and Senior Vice President (PSVP) and the Vice President for Diversity, Equity & Inclusion (VPDEI).

POLICY/PROCEDURE

1. **Policy**

    a. Policy Statement

        Texas Tech University (TTU or Texas Tech) is committed to teaching and the advancement of knowledge. It is the mission of Texas Tech to provide the highest standards of excellence in higher education, foster intellectual and personal development, and stimulate meaningful research and service to humankind. To realize these goals, it is the policy of TTU to identify, recruit, and select highly qualified and diverse faculty.

    b. Objective

        The objective of this policy is to standardize and enable enforcement of faculty recruitment processes in order to employ an outstanding and diverse workforce. To accomplish this objective, TTU shall conduct thorough searches that include the active recruitment of qualified women, minoritized candidates, protected veterans, and individuals with disabilities.

    c. Legal Basis

        The task of building a truly diverse community requires a comprehensive affirmative action program (AAP), as do federal mandates. TTU has developed an AAP that meets the requirements of Executive Order 11246 and Department of Labor's Office of Federal Contract Compliance Program (OFCCP) Title 41 C.F.R. § 60. As a federal contractor and recipient of federal funds, TTU is subject to the requirements for federal contractors under Executive Order 11246 and OFCCP implementing regulations.

    d. Application

        This policy applies to open positions for professor, associate professor, assistant professor, professor of practice, associate professor of practice, assistant professor of practice, research

professor, associate research professor, assistant research professor, visiting professor, visiting associate professor, visiting assistant professor, archivist, associate archivist, assistant archivist, librarian, associate librarian, and assistant librarian at Texas Tech University. Although the specific procedures set out below are not required for other faculty titles such as instructors or lecturers, these positions must nonetheless be posted, at a minimum, on the TTU website and open to multiple applicants. This policy applies to spousal/partner hires only as provided by section 4.

e. Definitions

   (1) Diversity

        The term "diversity" includes the traditional categories of race, gender, persons with disabilities, and other non-traditional categories. In the latter, the department may interpret diversity to mean hiring individuals with different degrees, college affiliations, or education both from within and outside academia.

   (2) Minoritized Candidates

        The term "minoritized" recognizes that individuals are positioned into minority status only in given contexts and by marginalizing and oppressive processes that sustain the overrepresentation and dominance of historically privileged social identities.[*] Minoritized candidates are individuals from those groups of faculty candidates who are insufficiently or inadequately represented at TTU based on sex, race, color, or national origin relative to their numbers in the population of current faculty.

   (3) Equal Employment Opportunity

        In compliance with state and federal law, Texas Tech University System Regulation 07.09, Equal Employment Opportunity Policy and Affirmative Action Program, OP 40.01, Equal Employment Opportunity Policy and Affirmative Action Program, and OP 40.04, Access for Individuals with Disabilities, TTU will not discriminate against any applicant for employment because of sex (including pregnancy), race, color, national origin, religion, age, disability, protected veteran status, genetic information, sexual orientation, gender identity, gender expression, or any other legally protected category, class, or characteristic.

   (4) Affirmative Action

        As a federal contractor, Texas Tech University is mandated to eliminate discrimination in its selection and hiring practices. Therefore, TTU, through its comprehensive AAP, has standardized and enforced its steadfast commitment to faculty recruitment and hiring processes that ensure the richness and diversity that characterize the demography of our state. However, TTU will not accomplish this goal by using "quotas" or adopting any process or practice that contradicts or violates the spirit of its EEO policies. As an EEO/Affirmative Action institution, TTU, instead, will meet its goals by using all reasonable efforts to increase the number of qualified minoritized candidates or otherwise diverse applicants in its hiring pools. From that process, TTU will select the

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[*] Javier Pérez Casado, "Everyday Resistance Strategies by Minoritized Faculty," *Journal of Diversity in Higher Education*, 12, no. 2, (June 2019): 170–79, http://dx.doi.org/10.1037/dhe0000090.

most qualified applicant for the academic position without regard to sex (including pregnancy), race, color, national origin, religion, age, disability, protected veteran status, genetic information, sexual orientation, gender identity, gender expression, or any other legally protected category, class, or characteristic.

2. **Procedure**

    a. Before the Search

        (1)   At the beginning of a dean-authorized faculty search, the department's chair or his/her designee will appoint a Search Committee Chairperson.

        (2)   The Search Committee Chairperson shall then submit a position description and job announcement to the Texas Tech Careers website for review and approval by the Office of the VPDEI or VPDEI designee. The VPDEI or VPDEI designee will respond to these submissions within two (2) working days in order to facilitate the short timelines necessary for the hiring process.

              For a job announcement to be approved by the VPDEI or VPDEI designee, language appropriate to the position with respect to obligations in teaching, research, seeking outside research funding, and providing service to the department, TTU, and the community should be included. Further, the proposed announcement must contain a statement that TTU is an EEO and Affirmative Action employer. The following EEO/AA language is required:

              As an Equal Employment Opportunity/Affirmative Action employer, Texas Tech University is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment. We actively encourage applications from all those who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community at Texas Tech University. The university welcomes applications from minoritized candidates, women, protected veterans, persons with disabilities, and dual-career couples.

              In accordance with the university's strategic priority to "educate and empower a diverse student body," either or both of the following phrases are recommended to be included in a job announcement: under "Qualifications," "A demonstrated and ongoing commitment to serving diverse populations," or, under "Preferences," "Experience working with diverse student populations and first-generation students is highly desirable."

        (3)   All faculty job ads must state that "Texas Tech University is a Hispanic-Serving Institution (HSI)."

        (4)   With approval of the VPDEI or VPDEI designee, approved job announcements may include more than one open faculty position; however, only identical faculty positions may share the same identification number. Different open faculty positions within the same job announcement must each have a unique identification number.

        (5)   Except as authorized in writing by the VPDEI, a job announcement must be posted electronically to the Texas Tech Careers website and another national outlet (e.g.,

website, magazine, newspaper) for a period of at least four (4) weeks before a Faculty Search can be submitted for certification under OP 32.16, section 2.c.(1).

(6)   The Search Committee should be comprised of at least three faculty members, and should strive to include at least one female and at least one minoritized person as defined by section 1.e.(2) of this policy, provided that the Committee appointments do not create an excessive service commitment for any individual faculty member. Should the suggested personnel not be available, a Committee may choose to invite faculty from other related departments/colleges to participate on the Committee, as needed.

(7)   Before taking any action as a member of a Faculty Search Committee for any open faculty position, a member of a Faculty Search Committee must have completed a Faculty Search Committee Workshop hosted by the Office of Institutional Diversity (OID). That workshop shall be offered either in-person or on the OID website, with attendance recorded by the OID. To remain eligible to serve as a member of a search committee, members are required to complete a refresher course every five (5) years. The refresher course shall last no longer than half the duration of the main workshop.

(8)   If the Search Committee Chairperson has not attended a briefing in the prior 18 months, the Search Committee Chairperson shall contact the Office of the VPDEI for a Search Committee Chair briefing on affirmative action and EEO procedures.

(9)   The Search Committee Chairperson shall complete and maintain a copy of the *Faculty Recruitment Procedure Checklist* (Attachment A) for every open position. Departments should keep position checklists accessible for at least three years after each completed search to support institutional or external reviews.

(10)   The Search Committee Chairperson will prepare a screening matrix that compares each candidate's qualifications with those stated in the position description (see example at https://www.depts.ttu.edu/opmanual/OP32.16_TTUStaffMatrix.pdf). Attachment B is a sample selection matrix. Each stipulated qualification for the position should appear on the matrix, and scores for each qualification may be weighted if the Search Committee determines that weighting is appropriate.

b.   Use of External Search Firm

(1)   With prior written approval from the PSVP, an external third-party professional search firm may be used to supplement the search procedure outlined in subsection a. above.

(2)   If an external third-party professional search firm is used, a representative of the firm must attend a Faculty Search Committee Chair briefing required by section 2.a.(8). Additionally, the firm must collect and report the demographic data on all candidates who have applied for the open faculty position.

c.   During the Search

(1)   Before the Faculty Search Committee invites any candidates to campus for interviews, the search process must be certified. Administrative certification is a review of search efforts to recruit qualified minoritized candidates and other diverse applicants to apply for the open position.

To certify the search, the Faculty Search Committee Chairperson must first upload a copy of the Committee matrix—including the first and last names of each candidate and a designation of which candidate(s) the Committee would like to bring to campus for interviews—to the online Texas Tech Careers website. The Faculty Search Committee Chairperson must also fully complete the online Faculty Addendum Form, including (a) the length of time the faculty job was advertised in each publication or website and (b) a comprehensive list of resources targeted at diverse candidate populations used to advertise the open faculty position. The VPDEI and the EEO Office will then review the search effort and the applicant pool. Certification must be completed within five (5) working days of the receipt of the Search Committee's request to interview selected candidates.

The search will not be certified unless the committee demonstrates that it has exhausted all reasonable efforts to diversify its applicant pool before any candidate is invited to campus for interviews.

(2) After the search has been certified, the Committee will continue to monitor materials posted online and carefully review its search procedures to ensure that applicants from all groups have been fairly considered during the application process.

(3) During the selection period, the Committee may schedule interviews between finalists for full professor positions and a representative of the PSVP (usually the Senior Vice Provost).

d. After the Search

(1) After the search, the department chair or dean of the college will send an unofficial offer letter and proposed startup packet, if applicable, to the PSVP and to the Office of the Vice President for Research & Innovation for approval. Once the draft offer is approved, the department chair or dean will send the detailed but unofficial offer to the chosen candidate.

(2) When the dean or department chairperson receives the signed unofficial college offer letter, the department chairperson, appointee, or area coordinator will be responsible for obtaining official transcripts for all degrees earned, current vitae, and an approved background check. The department will submit all documents to the college dean's office to request an official offer letter from the PSVP.

(3) The dean or dean's appointee will submit a *Request for Official Offer Letter* (Attachment D) to the PSVP, together with all requested documents.

(4) When the dean and department chairperson receive a signed official offer letter from the PSVP, the department chairperson's designee will submit an *electronic Personnel Action Form (*ePAF) and ensure that approval routing includes the department chair, dean, and the PSVP.

(5) The Search Committee's completed *Faculty Recruitment Procedure Checklist* (Attachment A) should be submitted to the PSVP.

(6) By the time of appointment, Human Resources must have received an electronic copy of the appointee's official transcripts, curriculum vitae, approved background check,

and proof of authorization to work in the United States, along with the ePAF. Original official transcripts for all tenure-track and tenured faculty must be filed with the PSVP.

(7)   Departments must retain all records of faculty recruitment activities for three years from the time of appointment. These recruitment records will include the position requirements; applicants' qualifications; voting results, if any; and reasons for the ranking or rejection of potential candidates.

(8)   Attachment C should be completed and forwarded to the Equal Opportunity Office if a candidate rejects an offer of employment and the reason(s) for that decision is known.

3.   Exception to the Search Process for Strategic Hires

On limited occasions, with the authorization of the PSVP and dean of the college involved, an opportunity may arise to hire an extraordinarily talented faculty member (typically one who is a nationally recognized scholar in their field), therefore presenting a need to truncate the search process. The opportunity may be evident during a routine faculty search, through professional channels, or from the individual expressing an interest. In such cases, the department wishing to hire the faculty member must request an exception to established search procedures to move forward with the hire. The request will need to be substantiated by providing convincing evidence of the candidate's qualifications and accomplishments and how the candidate's hire will advance a strategic interest or goal of the university. The written request for a truncated search and supporting documentation are to be routed to the dean, the PSVP, and ultimately, to the President for approval.

4.   Exception to the Search Process for Spousal/Partner Hires

On limited occasions, with the authorization of the PSVP and the chief administrators or deans of the departments or colleges involved, an opportunity may arise to hire an extraordinarily talented faculty or staff member whose spouse or partner is also a qualified faculty or staff candidate. In such situations, no competitive search will be required if an individual's letter of offer, employment, or retention agreement includes a requirement that, as a condition of the individual's acceptance, TTU will hire their spouse or partner, so long as either the President or the PSVP approves such condition prior to the extension of the letter of offer, employment, or retention agreement. See OP 70.03, Staff Recruitment, for staff recruitment policies and procedures.

If a position is not available to the spouse/partner concurrent with the appointment of the primary faculty or staff candidate, either because the spouse/partner is not yet qualified for the position (i.e., pursuing the required degree) or no such position is open, a dual-hire accommodation may be arranged (and included in the offer letter) in anticipation that an opportunity for the spouse/partner will arise within a specified timeframe after the primary candidate is appointed.

If a dual-hire accommodation was not negotiated as a condition of hiring the primary faculty or staff candidate, post-hire consideration of accommodating spouse or partner employment may occur on a case-by-case basis. Similarly, non-faculty appointments (e.g., post-doctoral research appointments or high-level staff positions) will be considered on a case-by-case basis, consistent with OP 70.03, Staff Recruitment.

Documentation for a non-competitive hire of a spouse or partner must include a standard request for consideration of a spousal accommodation (available from the Office of the Provost) and must

contain a copy of the spouse's or domestic partner's letter of offer, employment, or retention agreement specifying that, as a condition of the individual's acceptance, TTU will hire their spouse/partner. Funding for approved spousal accommodations is provided from central administration resources for a period of up to two years, with college/unit funding required to continue employment thereafter.

Attachment A: *Faculty Recruitment Procedure Checklist*

Attachment B: *Sample Hiring Screening Matrix*

Attachment C: *Memo to the Office of the Provost re: Affirmative Action Information*

Attachment D: *Request for Official Offer Letter*

FACULTY RECRUITMENT PROCEDURE
CHECKLIST

Vacant Position Title_____Position Vacancy # _____

Department/Unit_____Initiation Date _____

1. Before the Search

Authorization and Preparation

a. ( ) Department received Dean authorization to fill a faculty vacancy
b. ( ) Obtained position vacancy number (T#) from the Provost's Office
c. ( ) Designated an individual to serve as Search Committee Chairperson
_____ (name)
d. ( ) Search Committee Chairperson attended required Faculty Search Committee Chair briefing within the last 18 months
e. ( ) Selected Search Committee (at least three faculty members)
    ( ) includes at least one woman
    ( ) includes at least one person of color (from within or outside of department)
f. ( ) All Search Committee members attended Faculty Search Committee Workshop within the last five (5) years
g. ( ) Committee prepared position description/job announcement for the specific position to the following standards:

   (1) ( ) Requirements all directly job-related
   (2) ( ) No requirements omitted that will be used later in the selection process
   (3) ( ) Minimum requirements—including education, experience, and skill level— clearly and measurably expressed
   (4) ( ) Additional desirable requirements, if any, clearly identified and justifiable
   (5) ( ) Requirements consistent with equivalent positions at TTU
   (6) ( ) Included language regarding obligations to seek outside research funding and provide service to the department, TTU, and the community
   (7) ( ) Included required HSI language
   (8) ( ) Included required EEO/AA language

h. ( ) Search Committee Chairperson submitted position description and job announcement to the HR website for review and approval by the Office of the Vice President for Diversity, Equity & Inclusion (VPDEI)
i. ( ) Established file for the vacancy and kept filed information and application available only to those involved in the search process
j. ( ) Constructed a hiring screening matrix for comparing candidate qualifications to requirements listed in job advertisements
k. ( ) If external search firm used, obtained prior written approval from the Provost

2. During the Search

  a. Recruitment

  ( )   Advertised the vacancy to broaden the candidate pool:

     (1) ( )   Placed ads on Texas Tech Careers website and another national outlet (e.g. website, magazine, newspaper) for a period of at least four (4) weeks
     (2) ( )   Sent letters/e-mails to institutions known to have significant numbers of minoritized faculty and students (listed institutions on Faculty Addendum Form)
     (3) ( )   Sent letters/e-mails to other sources—industries, institutes, agencies that have significant numbers of women, minoritized candidates, or other protected groups (listed on Faculty Addendum Form)
     (4) ( )   Posted job ad on websites from the list of Faculty Diversity Resources (listed on Faculty Addendum Form)
     (5) ( )   Searched for candidates through The National Registry of Diverse & Strategic Faculty, as well as other databases on the list of Faculty Diversity Resources (listed on Faculty Addendum Form)

  b. Screening

     (1) ( ) Used hiring screening matrix to guide application evaluation process
     (2) ( ) Gave full and equal consideration to each candidate who possessed minimum qualifications listed in the position description
     (3) ( ) Justified and uniformly applied any weights
     (4) ( ) Did not use any "hidden factors"
     (5) ( ) Prepared Committee matrix, identifying candidates to be invited to campus for interviews, for review by the Office of the VPDEI and the EEO Office.

  c. Certification of Search Process

     (1) ( ) Uploaded Committee matrix to the HR website
     (2) ( ) Completed Faculty Addendum Form: Included information on Search Committee membership, databases referenced, and websites/publications where job ads were placed, on the HR website for the Office of the VPDEI and the EEO Office to review the candidate pool
     (3) ( ) Upon determining that all qualified candidates were properly considered for the position, the Office of the VPDEI and the EEO Office certified the search;
           or
     (4) ( ) If the search efforts did not produce sufficient numbers of any qualified minoritized candidates, demonstrated that the Committee exhausted all reasonable efforts to diversify the candidate pool before selected candidates are invited to campus for interviews.

  d. Interview

     (1) ( ) Asked only questions that were job-related, limited to the position description and neutral in character
     (2) ( ) Asked each candidate the same basic set of questions
     (3) ( ) Informed candidates that they will be notified of the selection process results

e. Selection

    (1) ( ) Did not consider factors unlisted in the position description during selection

    (2) ( ) Did not give undue weight to candidate over-qualification or exceeding minimum and desirable requirements

    (3) ( ) Selected candidate that satisfied minimum requirements of position description

    (4) ( ) Selected candidate that possessed balanced profile regarding desirable requirements (if in the position description)

    (5) ( ) Salary and rank offerings were equal for all candidates and generally consistent with the salary and rank of similar positions. If discrepancies existed, Committee is prepared to defend its actions on the basis of desirable requirements listed in position description, experience, references and recommendations, candidate's previous salary, and other relevant factors.

3. After the Search

Record Keeping

a. ( ) Committee Chairperson will retain following records in department for three years following appointment:

    (1) ( ) CV of successful candidate
    (2) ( ) Copy of job description/position requirement
    (3) ( ) Copy of interview questions/itinerary
    (4) ( ) Copy of completed Evaluation Matrix/Voting results
    (5) ( ) Copy of final offer letter/rejection letter, as appropriate
    (6) ( ) Copy of completed Checklist (Attachment A), and
    (7) ( ) Reasons for the ranking/rejection of potential candidates, if applicable.

b. ( ) Department will retain records of candidates as references during subsequent vacancy searches.

c. ( ) Department Chairperson and Dean follow procedures for obtaining, verifying, and filing faculty appointees' transcripts and other official records

d. ( ) Have explained any deviations or exceptions to the above on added sheets

Committee Chairperson Name (Printed): _____

Committee Chairperson Signature: _____

Date Completed: _____

Sample Hiring Screening Matrix

Department:

Vacant Position Title:

Date Prepared:

Please refer to the tutorial before you use this Selection Aid.

Start

| MINIMUM REQUIREMENTS | | | | | | | | | | | | | APPLICATION SCORE | INTERVIEW SCORE | REFERENCE SCORE | TOTAL SCORE |

Assigned Weights

| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | **Sort** |

APPLICANTS

													Application Score	Interview	Reference	Total Score
													0			0
													0			0
													0			0
													0			0
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M E M O R A N D U M

DATE: _____

TO: Senior Vice Provost & Provost /Senior Vice President

FROM: Department of _____

SUBJECT: Affirmative Action Information   Position (T#) Number: _____

On _____, 20 _____, this department selected

_____ (name) to fill the position of

_____ (rank).

Total number of applicants for this position: _____

This position was offered to and rejected by the following applicants:

NAME   REASON FOR REJECTION BY APPLICANTS

_____   _____

_____   _____

_____   _____

SUBMIT COMPLETED FORM TO HR TALENT ACQUISITION OFFICE

Request for Official Offer Letter

Position (T#) Number: _____

Requisition Number: _____
(Requisition Number is needed if job was posted in the new Applicant Tracking System)
Was job posted in new system _____ YES _____ NO

***Incumbent's Name who formerly held this T#:* _____**

NAME OF NEW HIRE:

COLLEGE:

DEPARTMENT:

RANK:

SALARY:

CHECK APPOINTMENT PERIOD WHICH APPLIES:
_____ 9 month appointment
_____ 12 month appointment

EFFECTIVE HIRE DATE:

LIST ANY CONTINGENCIES:

ATTACH THE FOLLOWING DOCUMENTATION:

- Completed **"Certification of Faculty Qualifications"** *(OP 32.36 Attachment)*
  - Note: If candidate does not have 18 credit hours pertaining to the courses he/she will teach, a Letter of Justification must be attached stating how the candidate is qualified to teach in the area of hire.
- Copy of C.V.
- Copy of signed College Departmental Offer Letter
- Current Email address if different than the one found on their C.V.
- Copy of approved Job Description
- Original Transcripts for all degrees earned:
  - Baccalaureate Degree
  - Master's Degree
  - Doctoral Degree

Approval from Dean's Office (required)

By:_____   Date:_____

Send to Jessica Williams, Office of the Provost at MS 2019 or via email at jessica.m.williams@ttu.edu

Attachment D
OP 32.16
8/28/14

Availability of Pie Charts Showing the Diversity of a Candidate Pool

(There must be at least 6 candidates in the pool for the pie charts to display.)

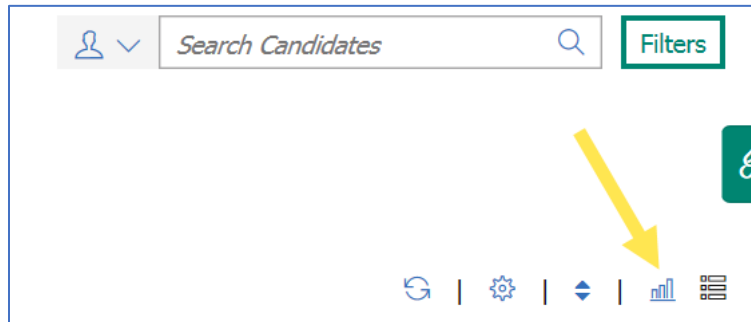1. The numbers on the bottom are the candidates in the pool. As long as the number is blue, click on the number under the word **Total**.


2. The screen will change to a list of all the candidates. In the upper right-hand corner, directly above the list of names, there is a graph looking symbol.
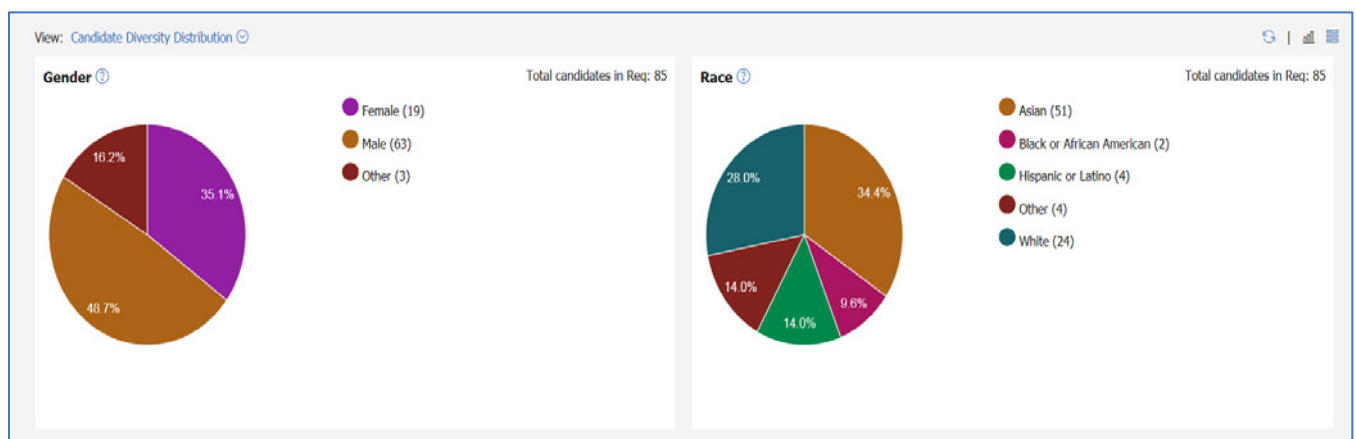
3. Click the graph symbol.

4. The screen will change to a Candidate Conversion Rate screen, at the top right, click the down arrow beside Candidate Conversion Rate, to select Candidate Diversity Distribution.

View: Candidate Conversion Rate ⌄

| Candidate Conversion Rate |
| Candidate Diversity Distribution |

15   Rate ⑦   Req opened 10 day(s) ago
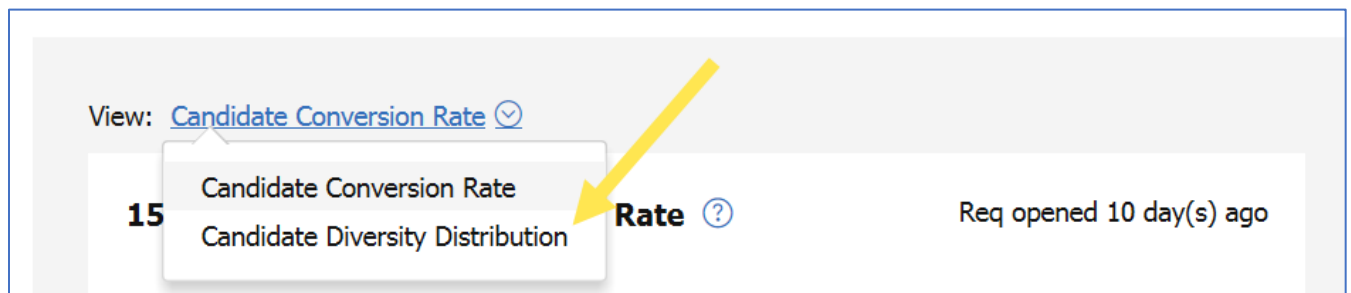
5. Once that is done the screen will change to display pie charts with the diversity make-up of the requisition.

View: Candidate Diversity Distribution ⌄

Gender ⑦   Total candidates in Req: 85

- Female (19)
- Male (63)
- Other (3)

16.2%
35.1%
48.7%

Race ⑦   Total candidates in Req: 85

- Asian (51)
- Black or African American (2)
- Hispanic or Latino (4)
- Other (4)
- White (24)

28.0%
34.4%
14.0%
14.0%
9.6%

Faculty Addendum Form TTU - Search #1 - 14576BR

Help

Faculty SearchAffirmative Action In-Progress Review

Campus/Unit	B53008 - English
Department	Texas Tech University
Position Vacancy/Title	Assistant Professor
Position Number	F5906 : Assistant Professor
Requisition Number	14576BR
*Expected to be filled by (MM/YYYY)	9/1/2019

Search Committee Details

*Search Committee Chairperson	Dr. Katie Cortese
*Search Committee **Name, Title, and Department**	Dr. Katie Cortese, Assistant Professor, Department of English Dr. Leslie Jill Patterson, Professor, Department of English Dr. Curtis Bauer, Professor, Department of English Dr. D. Gilson, Assistant Professor, Department of English Dr. Jorge Ramirez, Walter and Anne Huffman Professor of Law, School of Law
Search Committee - Male	3
Search Committee - Female	2
Search Committee - African American	
Search Committee - Hispanic American	1
Search Committe - American Indian/Native Alaskan	
Search Committee - Asian American	
Search Committee - International	

Third Party

*Was a third party search firm engaged on this search?	No
If yes, please type in the name of the Third Party.	

Candidate Pool Evaluation

*Number of Applications Received	49

Required Attachments Checklist

Job Announcement	Attached
Posts to Specific Journals	Attached

In the below area, please select the appropriate advertising category. Please list each individual ad separately.

Advertisement #1

*Advertisement Category	Association
*Specific Advertisement Source	

Modern Language Association (MLA)

*Publication Date   24-Aug-2018

*Number of days posting was advertised   60

Advertisement #2

*Advertisement Category   Association

*Specific Ad Source   Association of Writers and Writing Programs (AWP)

*Publication Date   18-Jul-2018

*Number of days posting was advertised   107

Advertisement #3

Advertisement Category   Association

Specific Ad Source   American Association for Access, Equity, and Diversity (AAAED) [Formerly American Association for Affirmative Action]

Publication Date   04-Sep-2018

Number of days posting was advertised   30

Advertisement #4

Advertisement Category   Online

Specific Ad Source   Diverse: Issues in Higher Education

Publication Date   20-Aug-2018

Number of days posting was advertised   30

Advertisement #5

Advertisement Category   Association

Specific Ad Source   American Association of Hispanics in Higher Education

Publication Date   30-Aug-2018

Number of days posting was advertised   60

Additional Recruitment / Advertising Information

Institutions or professional groups contacted by letter
List by group or type, if applicable, rather than individually

We wrote to individuals at these institutions asking them to circulate the job ad: Florida State University, Arizona State University, Florida State University – School of Motion Picture Arts, Texas State San Marcos, UTEP, Framingham State University, Indiana University, Rutgers University, Clemson, Sheridan College, CSU—Fresno, University of Miami, Institute of American Indian Arts

We posted the ad on this free wiki: Creative Writing 2019 Wiki

*Additional recruitment activities to recruit female and URM candidates

We posted the ad in these social media venues: The Binders Secret FB Group, Binders Full of Aspiring Novelists Secret FB Group, Academic Mamas Secret FB Group, Twitter, Facebook, The Black Doctoral Network

We searched these databases for candidates: The Registry, SREB State Doctoral Scholars Program

The Office of Equal Employment Opportunity must certify each search prior to scheduling interviews.

If this review does not fit your search process, please discuss with the following:

ALL FACULTY JOB ADS ARE AUTOMATICALLY POSTED ON THE FOLLOWING JOBS BOARDS:

- The National Registry of Diverse & Strategic Faculty;
- Insight Into Diversity;
- BlacksInHigherEd.com;
- HispanicsInHigherEd.com;
- DisabledInHigherEd.com;
- VeteransInHigherEd.com;
- Women in Higher Education (wihe.com);
- LGBTQinHigherEd.com;
- Texas Workforce Commission (twc.texas.gov);
- Vets.gov

BE SURE TO LIST ALL OF THE ABOVE-REFERENCED RESOURCES ON YOUR FACULTY ADDENDUM FORM PRIOR TO SUBMITTING YOUR SEARCH FOR CERTIFICATION.

FACULTY DIVERSITY RESOURCES

SEARCHABLE DATABASES

The National Registry of Diverse & Strategic Faculty   **https://www.theregistry.ttu.edu**
- Post open faculty positions, review candidate CVs online, and create Candidate Alerts. [NOTE: Subscription fee varies based on institution enrollment.]

SREB State Doctoral Scholars Program
https://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f
- Database of over 1000 accomplished doctoral scholars and successful Ph.D. recipients who are committed to pursuing careers in the professoriate
- No cost to post jobs
- Scholar Directory available through password-protected subscriptions at $500/per campus annually

Academic Careers Online   **https://www.academiccareers.com**
- Professional job search site
- For a fee ($295 for a 90-day posting), post open faculty positions online and search applicant database.
- "Diversity Package" option available

Equal Opportunity Publications   **https://www.eop.com/career.php**
- $679 for three-month unlimited access to resumé database
- $279 for 30-day online job posting; $319 for 60 days
- Diversity Job Board Network option available for additional fee

Nemnet Minority Recruitment Firm   **https://www.nemnet.com**
- Professional diversity recruitment site for public schools and higher education
- For a fee, post job openings and search candidate resumés (call or e-mail to get price quote)

[1] Some resources may be listed multiple times under different categories

Hispanic Assoc. of Colleges and Universities   https://www.hacu.net/hacu/ProTalento
- ProTalento resumé database and jobs board for HACU members; $100 for a 30-day job posting

Forté Foundation   http://www.fortefoundation.org
- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students and experienced professionals available for purchase

Latpro (Formerly the National Society for Hispanic Professionals)   https://www.latpro.com
- Latpro Resumé Database Search available
- Registration required to post jobs and search database

Nat'l Action Council for Minorities in Engineering   https://careers.nacme.org
- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.

<u>**POST JOB OPENINGS**</u>
<u>**ONLINE**</u>

Academic Diversity Search, Inc.   https://academicdiversitysearch.com
- Professional job search site specializing in connecting women and minoritized candidates in higher education
- $150 for 45-day online job posting

American Assoc. for Access, Equity & Diversity https://affirmativeactionjobs.careerwebsite.com
- For a 30-day job posting, the cost is $149 for members and $249 for non-members.

American Assoc. of Hispanics in Higher Education   https://www.aahhe.org/
- At no cost, institutional members can post open faculty positions. [NOTE: AAHHE Posting Form required.]

Association for the Study of Higher Education   www.ashe.ws/ashe_jobposting
- ASHE is a scholarly society dedicated to higher education and committed to diversity in its programs and membership.
- No cost to ASHE members for 60-day online job posting; $100 for 60 days for non-members

Diverse: Issues in Higher Education   https://jobs.diversejobs.net
- Jobsite of Diverse: Issues in Higher Education, the flagship publication of a leading publisher of higher education news
- $375 for 30-day single posting; $595 for 60-day single posting; $705 for 90-day posting
- Diverse premium branded posting available

Diversity in Higher Education.com   https://diversityinhighereducation.com
- $99 for single 60-day online job posting; $295 for single 60-day online job posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

Diversity.com   https://www.diversity.com
- Leader in the diversity jobs market since 2000
- $180 for 30-day online job posting; $220 for 60 days

Diversity Jobs   https://diversityjobs.com/new-post
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

HigherEdJobs   https://www.higheredjobs.com
- $345 to post a job for 60 days
- For additional $125, **Diversity and Inclusion Email Upgrade** sends a weekly email to candidates featuring job postings from institutions that have indicated an interest in actively recruiting candidates in accordance with diversity, inclusion, and equal opportunity policies. Job is also included on website's Diversity Resources page.

Insight Into Diversity   https://www.insightintodiversity.com
- Diversity publication's Career Center website
- $369 for 60-day online job posting; $449 for 90-day job posting

IMDiversity.com   https://jobs.imdiversity.com/main/clients/products
- Professional diversity recruitment site
- $125 for 30-day; $175 for 60-day; and $225 for 90-day job postings

Minority Postdoc   http://www.minoritypostdoc.org/view/website-ad-buy.html
- Full-page rates for job posting (including online) are $400 for 30 days; $533 for 60 days; $600 for 90 days; and $800 for 120-day job postings

Nat'l Conference on Race and Ethnicity   https://www.ncore.ou.edu/en/jobs/
- Sponsor of the Annual National Conference on Race and Ethnicity in Higher Education
- $140 for 30-day online job posting; $220 for 60 days; and $320 for 90 days

People of Color in Higher Education   https://employer.peopleofcolor.careers
- $275 for 30-day posting; $495 for 60 days

BUSINESS

Accounting and Financial Women's Alliance   https://jobs.afwa.org/
- $200 for single 30-day online job posting; $250 for non-members

American Business Women's Assoc.   https://careers.abwa.org/
- $350 for single 30-day online Job Posting Package

Assoc. for Women in Communications   https://awc.careerwebsite.com
- $149 for members and $199 for non-members for 30-day online job posting

Diversity MBA.com   https://diversitymba.com
- $200 for single 60-day online job posting; $295 for single 60-day online job posting on WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

Financial Women's Assoc.   https://jobs.fwa.org/
- Free job postings for members; Non-members pay $325 for a 30-day online job posting

Forté Foundation   http://www.fortefoundation.org
- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students and experienced professionals available for purchase

Latinos in Information Sciences and Technology Assoc.   http://www.listacareercenter.com
- $99 for 60-day online job posting

Latpro (Formerly the National Society for Hispanic Professionals)   https://www.latpro.com
- Latpro Resumé Database Search available
- Registration required to post jobs and search database

Nat'l Assoc. of Asian American Professionals   https://www.naaap.org/career-center/
- $150 for 60-day basic online job posting

Nat'l Assoc. of Black Accountants, Inc.   https://nabacareercenter.nabainc.org/employers/
- $285 for one 30-day online job posting and resumé search access

Nat'l Assoc. of Latino Professionals in Finance and Accounting   https://jobs.alpfa.org
- $299 for a 30-day posting; $449 for single 60-day online job posting

Nat'l Black MBA Assoc.   https://careersuccess.nbmbaa.org/employers/
- $295 for single 60-day online job posting and resumé search access

Nat'l Organization for Diversity in Sales and Marketing
                    https://minoritymarketshare-jobs.careerwebsite.com
- $225 for single 30-day online job posting; $300 for single 60-day job posting

Prospanica (Formerly the National Society of Hispanic MBAs)   https://www.prospanica.org/
- $399 for 60-day online job posting with Job Flash Email

The PhD Project   **https://www.phdproject.org/**

- The mission of The PhD Project is to increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation of tomorrow's leaders.
- Participating Universities that have paid the annual membership fee ($3,500 for Doctoral-Granting Institutions, $3,000 for Non-Doctoral-Granting Institutions) may post unlimited jobs to Project's database of over 1,000 past conference attendees and over 1,500 minority doctoral students and faculty.

Women for Hire   **https://jobs.womenforhire.com/employer_services**

- $75 for 30-day online job posting

Women in Technology International   **https://www.witi.com**

- $300 for 60-day Standard Posting; $400 for 60-day High Visibility Package and upgrades that include Diversity Network Distribution

LAW

Hispanic National Bar Assoc.   **https://hnba.com/career-center/**

- $225 per online job posting

Nat'l Asian Pacific American Bar Assoc.   **https://careers.napaba.org/**

- $250 for 60-day online job posting

Nat'l Assoc. of Women Lawyers   **https://careers.nawl.org/**

- $220 for single 30-day online job posting and resumé search access; $300 for single 60-day online job posting and resumé access

Nat'l Bar Assoc. (African-American Lawyers)   **https://jobs.nationalbar.org/employers/**

- $300 for 30-day job posting for members; $350 for 30-day job posting for non-members

Nat'l Conference of Women's Bar Associations   **https://ncwba.org/resources/job-board/**

- Maintains listserv for email notification of open positions to members

Nat'l LGBT Bar Assoc.   **http://jobboard.lgbtbar.org/**

- $200 for 30-day online job posting

Nat'l Native American Bar Assoc.   **http://www.nativeamericanbar.org/job-postings-2/**

- Mail Word or PDF version of job ad and job posting link to adminassistant@nativeamericanbar.org

Minority Corporate Counsel Assoc.   **https://jobbank.mcca.com/employers/**

- $300 for 90-day Government/Public Interest online job posting and resumé access

STEM

Advancing Women Careers   https://careers.advancingwomen.com
- Jobs board for women and minoritized candidates
- $185 for 30-day job posting

American Indian Science & Engineering Society   https://careers.aises.org/
- $199 for 30-day online job posting
- Job Flash packages available

American Physical Society   https://careers.aps.org/employers/
- $595 for a 30-day resumé search or job posting
- Employers with an active package can also take advantage of a full resumé search capability

Assoc. for Women Geoscientists   www.awg.org/JobWeb
- $150 to advertise on AWG Jobweb for 30 days; $200 to advertise for 60 days

Assoc. for Women in Architecture   https://www.awaplusd.org/job-postings
- $50 three-month job posting fee for members; $200 for non-members

Assoc. for Women in Mathematics   https://awm-math.org/jobboard/
- $200 for 60-day online job ad of 100 words or less

Assoc. for Women in Science   https://awis.associationcareernetwork.com/
- $299 for 30-day online job posting; $579 for 60 days; $849 for 90 days

Chicago Women in Architecture
https://cwarch.org/executive-committee/resources/job-postings/
- No cost to post jobs

Committee on Advancement of Women in Chemistry   https://coach.uoregon.edu/jobs/
- No cost. E-mail job posting to coach@uoregon.edu

Latinos in Science and Engineering   http://mymaes.org/employer-job-postings/
- $250 for 30-day online job posting

Mathematical Assoc. of America   https://www.mathclassifieds.org/employer/
- $349 for non-member basic 60-day online job posting

Minorities in Agriculture, Natural Resources, and Related Sciences   http://manrrs.org
- $150 for 30-day 500-word job ad

Nat'l Action Council for Minorities in Engineering   https://careers.nacme.org
- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.

- $249 for basic 30-day online job posting; $499 for 30-day online resumé access

Nat'l Org. for the Professional Advancement of Black Chemists and Chemical Engineers
https://www.nobcche.org/career-center
- $300 for 30-day online job posting; $500 for 60 days

Nat'l Society of Black Engineers   https://careers.nsbe.org
- $350 for 30-day online job posting; $450 for 60 days; $600 for 90 days

Nat'l Society of Black Physicists   https://www.nsbp.org/
- $350 for 30-day online job posting; $600 for 90-day job posting

Nat'l Society of Hispanic Physicists   http://www.hispanicphysicists.org/career.html
- Post jobs and review candidate resumés online

Nat'l Organization of Minority Architects   https://jobs.noma.net/
- $350 for 30-day online job posting

Society of Hispanic Professional Engineers   https://careercenter.shpe.org/employer/
- $179 for 30-day online job posting; $299 for 60 days

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
https://careercenter.sacnas.org
- $309 for 30-day online posting

Society of Women Engineers   https://careers.swe.org
- $220 for 30-day online job posting; $320 for 60 days

Women in Engineering ProActive Network   https://www.wepan.org
- For members, $200 for basic 30-day online job posting; $300 for non-members

Women in Technology International   https://www.witi.com
- $300 for single 60-day online job posting; $400 for 60-day High Visibility Package

Women Who Code   https://betterteam.com/women-who-code
- $39 for 30-day online job posting

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AFRICAN-AMERICANS

</div>

American Assoc. of Blacks in Higher Education   https://jobs.blacksinhighered.org
- $199 for 30-day online job posting for members; $299 for non-members

Assoc. of Black Psychologists   https://www.abpsi.org
- $329 for 30-day online job posting; $429 for 60 days

Assoc. of Black Sociologists   http://www.associationofblacksociologists.org/careers/
- $100 for online job posting, listing in ABS newsletter and on member listserv

Black Caucus of the American Library Assoc.   https://jobs.bcala.org/
- $249 for 30-day online job posting

Black Doctoral Network   http://www.blackphdnetwork.com
- Members can post job openings; University Partner memberships are $750; $199 for 30-day online posting for non-members

Blacks In Higher Ed   https://www.blacksinhighered.com/
- $149 for 60-day online job posting

Diversity Jobs   https://diversityjobs.com/new-post
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

HBCU Connect.com   https://hbcuconnect.com/
- Website for current students and alumni of Historically Black Colleges and Universities
- Contact to request rate

The Journal of Blacks in Higher Education   http://www.jbhe.com/advertise/
- $265 for 60-day online job posting; $365 for 90 days

Nat'l Action Council for Minorities in Engineering   https://careers.nacme.org
- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- $249 for basic 30-day online job posting; $499 for 30-day online resumé access

Nat'l Assoc. of Black Journalists   https://nabjcareers.org
- $150 for 30-day online job posting; $175 for 60 days; $200 for 90 days

Nat'l Assoc. of Black Social Workers   https://nabsw.careerwebsite.com
- $299 for 30-day online job posting; $349 for 60 days

Nat'l Bar Assoc. (African-American Lawyers)   https://jobs.nationalbar.org/employers/
- $300 for 30-day job posting for members; $350 for 30-day job posting for non-members

Nat'l Black MBA Assoc.   https://careersuccess.nbmbaa.org/employers/
- $295 for single 60-day online job posting and resumé search access

Nat'l Org. for the Professional Advancement of Black Chemists and Chemical Engineers
https://www.nobcche.org/career-center
- $300 for 30-day online job posting; $500 for 60-day online job posting

Nat'l Society of Black Engineers   **https://careers.nsbe.org**
- $350 for 30-day online job posting; $450 for 60 days; $600 for 90 days

Nat'l Society of Black Physicists   **https://www.nsbp.org/**
- $350 for 30-day online job posting; $600 for 90-day job posting

ASIAN-AMERICANS

Asian American Journalists Assoc.   **https://www.aaja.org/career_center**
- $150 for single job post

Asian American Psychological Assoc.   **https://jobs.aapaonline.org/post-a-job/**
- $100 for 30-day online job posting; $180 for 60 days; $250 for 90 days

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

Nat'l Asian Pacific American Bar Assoc.   **https://careers.napaba.org/**
- $250 for 30-day online job posting

Nat'l Assoc. of Asian American Professionals   **https://www.naaap.org/career-center/**
- $150 for 60-day basic online job posting

DISABLED

Disability Connect.com   **https://disabilityconnect.com**
- $200 for single 60-day online job posting; $295 for single 60-day online job posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

Disabled in Higher Ed   **https://www.disabledinhighered.com**
- $149 for a 60-day online job posting

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

HISPANICS

American Assoc. of Hispanics in Higher Education   **https://www.aahhe.org/**
- At no cost, institutional members can post open faculty positions. [NOTE: AAHHE Posting Form required.]

Diversity Jobs   https://diversityjobs.com/new-post
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

Hispanic Assoc. of Colleges and Universities   https://www.hacu.net/hacu/ProTalento
- ProTalento resumé database and jobs board for HACU members; $100 for a 30-day job posting

Hispanic Diversity.com   https://hispanicdiversity.com
- $220 for single 60-day online job posting; $295 for single 60-day online job posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

Hispanics in Higher Ed   https://www.hispanicsinhighered.com
- $149 for 60-day online job posting

Hispanic National Bar Assoc.   https://hnba.com/career-center/
- $250 per online job posting

Hispanic Outlook in Higher Education   https://www.hispanicoutlookjobs.com/
- $335 for 60-day Basic Job Posting; $400 for 60-day Priority Posting (Double Exposure)

Latinos in Higher Ed   https://www.latinosinhighered.com
- $295 for 90-day online job posting

Latinos in Information Sciences and Technology Assoc.   http://www.listacareercenter.com
- $99 for 60-day online job posting

Latinos in Science and Engineering   http://mymaes.org/employer-job-postings/
- $250 for 30-day online job posting

Latpro (Formerly the National Society for Hispanic Professionals)   https://www.latpro.com
- Latpro Resumé Database Search available
- Registration required to post jobs and search database

Nat'l Action Council for Minorities in Engineering   https://careers.nacme.org
- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- $249 for basic 30-day online job posting; $499 for 30-day online resumé access

Nat'l Assoc. of Hispanic Journalists   https://www.nahjcareers.org
- $150 for 30-day online job posting; $175 for 60 days; $200 for 90 days

Nat'l Assoc. of Latino Professionals in Finance and Accounting   **https://jobs.alpfa.org**
- $299 for a 30-day posting, $449 for single 60-day online job posting

Nat'l Latinx Psychological Assoc.   **https://www.nlpa.ws/job-openings**
- $60 for members and $120 for non-members to post a 30-day online job ad

Nat'l Society of Hispanic Physicists   **http://www.hispanicphysicists.org/career.html**
- Post jobs and review candidate resumés online

Nat'l Assoc. of Puerto Rican Hispanic Social Workers   **http://www.naprhsw.com**
- $199 for 30-day job ad featured on Job Listings page

Prospanica (Formerly the National Society of Hispanic MBAs)   **https://www.prospanica.org/**
- $399 for 60-day online job posting with Job Flash Email

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
                                            https://careercenter.sacnas.org
- $309 for 30-day online posting

Society of Hispanic Professional Engineers   **https://careercenter.shpe.org/employer/**
- $179 for 30-day online job posting; $299 for 60 days

LGBTQ

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

LGBT in Higher Ed   **https://www.lgbtinhighered.com**
- $149 for a 60-day online job posting

LGBTQ in Higher Ed   **https://employer.lgbtq.careers**
- $275 for 30-day posting; $495 for 60 days

Nat'l LGBT Bar Assoc.   **http://jobboard.lgbtbar.org/**
- $200 for 30-day online job posting

Out and Equal.com   **https://outandequal.com**
- $200 for single 60-day online job posting; $295 for single 60-day posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

NATIVE AMERICANS

American Indian Science & Engineering Society   **https://careers.aises.org/**
- $199 for 30-day online job posting; $390 for 60-day online job posting
- Job Flash packages available

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

Nat'l Action Council for Minorities in Engineering   **https://careers.nacme.org**
- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- $249 for basic 30-day online job posting; $499 for 30-day online resumé access

Nat'l Native American Bar Assoc.   **http://www.nativeamericanbar.org/job-postings-2/**
- Mail Word or PDF version of job ad and job posting link to adminassistant@nativeamericanbar.org

Native American Jobs   **https://www.nativeamericanjobs.com**
- $135 for 30-day online job posting; $190 for 60-day online posting; $242 for 90-day online job posting

Native Americans in Higher Ed   **https://www.nativeamericansinhighered.com**
- $149 for 60-day online job posting

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
https://careercenter.sacnas.org
- $309 for 30-day online posting

Tribal College Journal of American Indian Higher Education
https://www.tribalcollegejournal.org
- $185 for 30-day online job posting; $235 for 60 days; $300 for 90 days

VETERANS

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

Military Hire   **https://www.militaryhire.com/hire-vets**
- $199 a month for 10 online job postings; $349 a month for 50 job postings

Veterans Connect.com   **https://veteransconnect.com**
- $200 for single 60-day online job posting; $295 for single 60-day posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

Veterans in Higher Education   **https://www.veteransinhighered.com/**
- $149 for basic 30-day online job posting

We Hire Heroes   **https://wehireheroes.com/**
- $149 for a 30-day online job posting

<u>**WOMEN**</u>

Advancing Women Careers   **https://www.advancingwomen.com/**
- Job board for women and diversity candidates
- $185 for 30-day online job posting

Assoc. for Women Geoscientists   **www.awg.org/JobWeb**
- $150 to advertise on AWG Jobweb for 30 days; $200 to advertise for 60 days

Assoc. for Women in Architecture   **https://www.awaplusd.org/job-postings**
- $50 three-month job posting fee for members; $200 for non-members

Assoc. for Women in Communications   **https://awc.careerwebsite.com/**
- $149 for 30-day online job posting; $199 for non-members

Assoc. for Women in Mathematics   **https://awm-math.org/jobboard/**
- $200 for 60-day online job ad of 100 words or less

Assoc. for Women in Science   **https://awis.associationcareernetwork.com/**
- $299 for 30-day online job posting; $579 for 60 days; $849 for 90 days

Chicago Women in Architecture
                           https://cwarch.org/executive-committee/resources/job-postings/
- No cost to post jobs

Committee on Advancement of Women in Chemistry   **https://coach.uoregon.edu/jobs/**
- No cost. E-mail job posting to coach@uoregon.edu

Diversity Jobs   **https://diversityjobs.com/new-post**
- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- $225 for 30-day online job posting

Forté Foundation https://www.fortefoundation.org
- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students and experienced professionals available for purchase

Nat'l Assoc. of Women Lawyers https://careers.nawl.org/
- $220 for single 30-day online job posting and resumé search access; $300 for single 60-day online job posting and resumé access

Nat'l Conference of Women's Bar Associations https://ncwba.org/resources/job-board/
- Maintains listserv for email notification of open positions to members

Society of Women Engineers https://careers.swe.org
- $220 for 30-day online job posting; $320 for 60 days

Women and Higher Ed https://www.womenandhighered.com
- $149 for 60-day online job posting

Women for Hire http://jobs.womenforhire.com/employer
- $75 for 30-day online job posting

Women in Engineering ProActive Network https://www.wepan.org/
- For members, $200 for basic 30-day online job posting; $300 for non-members

Women in Higher Education https://www.wihe.com/employers/
- $305 to post job online for 30 days; $555 for 60 days

Women in Technology International https://www.witi.com
- $300 for single 60-day online job posting; $400 for 60-day High Visibility Package

Women Who Code https://betterteam.com/women-who-code
- $39 for 30-day online job posting

AFRICAN AMERICAN DOCTORAL DEGREES TOP COLLEGES 2020

Agricultural Sciences and Natural Resources (Master's)

Tuskegee University
Michigan State University
North Carolina A & T State University
Alabama A & M University
Florida Agricultural and Mechanical University
University of Georgia

Agricultural Sciences and Natural Resources

Alabama A & M University
Texas A & M University
Mississippi State University
Louisiana State University and Agricultural & Mechanical College
Kansas State University
University of Missouri-Columbia

Business Management and Marketing (Master's)

Webster University
University of Oklahoma-Norman Campus
Bowie State University
Colorado State University-Global Campus
University of Maryland-Global Campus

Business Management and Marketing

Regent University
California Intercontinental University
Ashford University
Fielding Graduate University
Capitol Technology University

College of Architecture (Masters)

Webster University
University of Oklahoma-Norman Campus
Bowie State University
Colorado State University-Global Campus
University of Maryland-Global Campus

College of Arts & Sciences – Biological & Biomedical Sciences

Rutger's University-New Brunswick
University of North Carolina at Chapel Hill
Pennsylvania State University-Main Campus
Texas A & M University
University of Maryland-Baltimore
Meharry Medical College

College of Arts & Sciences - English Language and Literature

    Duquesne University
    Illinois State University
    University of Texas at Austin
    University of Michigan-Ann Arbor
    University of Wisconsin-Madison
    Wayne State University

College of Arts & Sciences – Family & Consumer Sciences (Master's)

    Capella University
    Arkansas State University-Main Campus
    University of Alabama
    Ambridge University
    Prairie View A & M University
    North Carolina Central University
    Arizona State University-Skysong

College of Arts & Sciences – Foreign Languages, Literature, and Linguistics (Masters)

    Georgia State University
    New York University
    Middleburry College
    CUNY City College
    Gallaudet University
    University of Pittsburgh-Pittsburgh Campus
    Florida International University

College of Arts & Sciences – Philosophy & Religious Studies

    Virginia University of Lynchburg Omega
    Graduate School
    Colgate Rochester Crozer Divinity School
    Claremont School of Theology
    Pennsylvania State University-Main Campus

College of Arts & Sciences – Physical Sciences

    Georgia Institute of Technology-Main Campus
    Norfolk State University
    University of Florida
    University of Alabama
    University of California-Davis
    University of Texas at Austin
    North Carolina A & T State University

College of Arts & Sciences – Psychology

    Walden University
    Capella University
    Howard University
    Arizona State University-Skysong
    The Chicago School of Professional Psychology at Los Angeles

College of Arts & Sciences – Public Administration & Social Service (Masters)

Walden University
University of Southern California
University of Texas at Arlington
University of Maryland-Baltimore
Fordham University

College of Arts & Sciences – Social Sciences

Capella University
University of South Florida-Main Campus
University of Pennsylvania
Georgia State University
University of California-Los Angeles

College of Arts & Sciences – Theology & Religious Vocations

Payne Theological Seminary
Andrews University
Ecumenical Theological Seminary
Dallas Theological Seminary
Boston University
Gardner-Webb University

College of Education

Nova Southeastern University
Capella University
Northcentral University
Walden University
University of Southern California

College of Engineering

Georgia Institute of Technology-Main Campus
Morgan State University
Virginia Polytechnic Institute and State University
University of Michigan-Ann Arbor
University of Florida

College of Mass Communications

Howard University

Regent University

Louisiana State University and Agricultural & Mechanical College

University of Michigan-Ann Arbor

Georgia State University

College of Mass Communications (Master's)

Syracuse University

University of Southern California

Northwestern University

Southern New Hampshire University

Georgetown University

College of Mathematics & Statistics (Masters)

Ohio State University-Main Campus

North Carolina A&T State University

University of Houston-Downtown

Chicago State University

North Carolina State University at Raleigh

College of Visual & Performing Arts

Louisiana State University and Agricultural & Mechanical College

University of Michigan-Ann Arbor

University of Nevada–Las Vegas

University of Maryland-College Park

University of Connecticut

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HISPANIC DOCTORAL
DEGREES TOP COLLEGES 2020

Agricultural Sciences and Natural Resources (Masters)

University of Puerto Rico -Mayaguez

Texas A&M University -Kingsville

Texas A&M University -College Station

University of Florida

University of Illinois at Urbana-Champaign

Business Management and Marketing

Our Lady of the Lake University

Northcentral University

Walden University

Saint John Fisher College

Keiser University -Ft Lauderdale

College of Architecture (Masters)

Florida International University

University of Puerto Rico -Rio Piedras

University California -San Diego

Johns Hopkins University

University of Washington -Seattle

College of Arts & Sciences – Biological & Biomedical Sciences

Harvard University

University of Puerto Rico -Medical Sciences

University of California -Berkeley

Ohio State University -Main Campus

University of Chicago

College of Arts & Sciences – English Language & Literature

Center for Advanced Studies on Puerto Rico and the Caribbean

University of Puerto Rico -Rio Piedras

University of California -Berkeley

Ohio State University -Main Campus

University of Chicago

College of Arts & Sciences – Family & Consumer Sciences (Master's)

University of Arizona

Iowa State University

Montclair State University

Pennsylvania State University -Main Campus

Virginia Polytechnic Institute and State University

College of Arts & Sciences – Foreign Languages, Literature, and Linguistics

CUNY Graduate School and University Center

University of California -Irvine

University of California -Davis

Temple University

University of Puerto Rico -Rio Piedras

College of Arts & Sciences – Liberal Arts & Sciences & General Studies (Master's)

CUNY Graduate School and University Center

University of Oklahoma -Norman Campus

University of Chicago

Southern Methodist University

New York University

College of Arts & Sciences – Philosophy & Religious Studies (Master's)

Biola University

Seminario Evangelico de Puerto Rico

University of Puerto Rico -Rio Piedras

Santa Clara University

Texas State University

College of Arts & Sciences – Physical Sciences

University of Puerto Rico -Rio Piedras

Florida International University

University of California –Los Angeles

Northwestern University

University of California -Berkeley

College of Arts & Sciences – Psychology

Ponce Health Sciences University

Grand Canyon University

Walden University

Carlos Albizu University -San Juan

Arizona State University -Skysong

College of Arts & Sciences – Public Administration & Social Service

University of Southern California

Walden University

University of Puerto Rico -Rio Piedras

Florida International University

Capella University

College of Arts & Sciences – Social Sciences

University of California -Berkeley

University of California -Los Angeles

Texas A&M University -College Station

University of Chicago

Harvard University

College of Education

Nova Southeastern University

University of Southern California

Inter American University of Puerto Rico -Metro

Northcentral University

Capella University

College of Engineering

Massachusetts Institute of Technology

Stanford University

Georgia Institute of Technology -Main Campus

University of California -Berkeley

University of Michigan -Ann Arbor

College of Mass Communications (Masters)

Unviersity of Southern California

Universidad del Sagrado Corazon

Florida International University

Columbia University in the City of New York

New York University

College of Mathematics & Statistics

University of Iowa

University of Washington -Seattle Campus

Arizona State University -Tempe

University of Illinois at Chicago

University of Illinois at Urbana -Champaign

College of Visual & Performing Arts

University of Texas at Austin

University of North Texas

Northwestern University

Florida State University

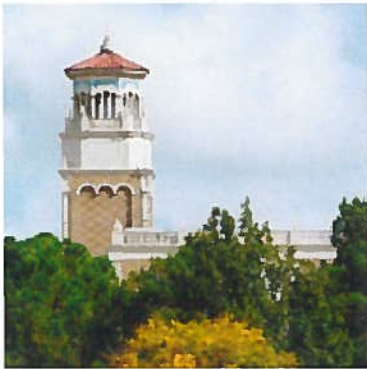Texas Tech University

University of Maryland -College Park

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President's
Gender Equity
Council

President'S

TTU Resources for Gender and Family Inclusion

Employee Gender-Based Discrimination

- Office of Equal Opportunity
- Human Resouces for Staff
- Faculty Ombudsperson
- Title IX for Students
- File a Complaint?

Employee Leave

- Family and Medical Leave (FMLA)
- Parental Leave
- Sick Leave
- Leave Without Pay
- Faculty Leave of Absence

New Parent Information

- Expectant Mother Parking
- Family and Medical Leave (FMLA)
- Mother-Friendly Workplace

- Policy on Accommodations for Nursing Mothers
- Break Request for Nursing Mothers
- Modified Instructional Duties Request Form for Faculty
- Title IX for New Parents

LGBTQIA Resources

- Office of LGBTQIA Education & Engagement
- Understanding Identities
- Resources for Students
- Resources for Faculty & Staff
- TTAA Pride Network

Military, Veterans and Their Families

- Programs and Resources
- Veteran Education Benefits
- Exemptions and Waivers

Rec Center Information

- Rec Sports
- Summer Sports Camp
- Camps & Programs

Employee Insurance, Benefits, and Perks

- Employees Retirement Systems of Texas
- TexFlex Spending Account
- Staff Senate Scholarship
- Employee Dependent Scholarship
- Employee Dependent Parking
- Employee Discounts
- Employee Assistance Program

Relevant Operating Policies

- Policy on Employee Working Hours
- Policy on FMLA and Parental Leave
- Policy on Early Return-to-Work, Alternate, and Light Duty Assignments
- Policy on Employee Assistance Program
- Policy on Faculty Development Leaves
- Policy on Modified Instructional Duties

If you are aware of additional resources that provide for gender and family inclusion or have ideas on how the President's Gender Equity Council can advocate for expanding resources, please e-mail us at **gec@ttu.edu**

President's Gender Equity Council

ADDRESS

IMPORTANT notes to consider regarding <u>recruitment</u> if the final candidate happens to be a foreign national.

1. One **national journal** ad (print or online for at least 30 days) <u>absolutely must</u> be a part of the recruitment process otherwise it will greatly hinder the eventual permanent residence process that will occur about a year and a half after selection.

There is no official journal list from the Dept. of Labor, but ads also can be posted on HigherEdJobs.com, AcademicKeys.com, Inside Higher Ed.com, The Chronicle of Higher Education or in a journal for the particular academic field (i.e. MLA, JPT, Nature.com, IMSTAT.org). The diversity websites alone will NOT work.

2. Any **"preferences"** listed in the recruitment ad/posting will be considered requirements by the Department of Labor and therefore the foreign national must have them all. So if possible, keep preferences to a minimum or not at all.

3. Keep all copies of the **actual website** and actual **print ads** showing dates/location of posting. They will be needed as evidence about a year and a half later for the labor certification process.

4. If a foreign national is selected for an **interview**, the OIA would like to meet briefly with the candidate to answer any questions the candidate might have regarding immigration issues or to discuss the other services of the OIA.

If you have any questions regarding the labor certification process or the sponsorship of a foreign national for employment (H-1B), please contact the OIA as soon as possible as processing times can vary.
Contact: Dawn Cepica, Lead Administrator Faculty & Staff Immigration Services
Office of International Affairs at 742-3667

<u>Other resources:</u>
Labor Certification Procedures for Teaching Faculty
http://www.depts.ttu.edu/international/isss/scholarstaff/perm/faclaborcert.php

Employment-based Permanent Residency Petitions
http://www.depts.ttu.edu/opmanual/OP70.38.pdf

TEXAS TECH UNIVERSITY
Division *of* Diversity, Equity & Inclusion™

FACULTY SEARCH CHAIR FEEDBACK FORM

1. I have served as a Faculty Search Committee Chair in the past.

    YES   NO

2. I found the briefing to be helpful in understanding the requirements of Texas Tech OP 32.16, "Faculty Recruitment Procedure."

    YES   NO

3. I found the briefing to be helpful in understanding the requirements of federal law.

    YES   NO

4. Overall, the presentation was clear about the search committee's responsibility to actively seek out a broad pool of applicants, including women and underrepresented minority candidates.

    YES   NO

5. I plan to use the various resources, including *The REGISTRY*, to help my committee identify a broad pool of applicants, including women and underrepresented minority candidates.

    YES   NO

6. On a scale of 1-10 (10 being the highest), please rate the effectiveness of the briefing.

    1   2   3   4   5   6   7   8   9   10

7. On a scale of 1-10 (10 being the highest), please rate the effectiveness of the speaker.

    1   2   3   4   5   6   7   8   9   10

8. Please feel free to add any comments about the presentation, the materials, the topic, the speaker, or the materials (use the back of this sheet, if necessary).

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Please return completed form to Dr. Carol Sumner at MS 5024