Note: This comprehensive Handbook is adapted for Lehigh University from a variety of institutions and adapted from the University of Michigan’s Faculty Recruitment handbook, created under the auspices of an NSF ADVANCE grant, MIT, the University of Wisconsin-Madison, the University of Washington, the University of Minnesota, Penn State University, the University of Virginia, Rutgers University, Drexel University, Colgate, and Lehigh University College of Arts & Sciences.

For more information or additional copies of this resource, please contact the Office of Academic Diversity at 618 Brodhead Ave, 610-758-4802. The electronic version of this handbook is housed at the Academic Diversity, Inclusion and Engagement website at http://www.lehigh.edu/diversity/ and the Provost’s website at http://www.lehigh.edu/~inprv/faculty/hiring/ and the ADVANCE grant website at http://advance.cc.lehigh.edu.
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The Provost’s Message to the Academic Deans and Faculty

Lehigh University strives to recruit outstanding diverse faculty members and to create an academic climate that welcomes diversity in many areas, including ethnicity, national origin, religion, race, gender, age, disability and sexual orientation. In order to be in a position to successfully recruit and retain diverse faculty, our immediate goal is threefold:

1. To broaden our recruitment net to include a wide-range of highly qualified diverse candidates;
2. To keep track of our recruitment efforts and outcomes so that we can assess our progress and continue to improve.
3. To encourage the participation of faculty, Department Chairs and administrators in this important and evolving initiative.

This must be a collective effort from all of us at Lehigh to continue this institutional transformation. There are no specific numeric targets or quotas – only the important goal of broadening the search process for each of our open full-time, tenure-track positions. Having a Vice Provost for Academic Diversity in place has been helpful in providing guidance on how best to engage the entire Lehigh community in our collective efforts to continue to improve Lehigh.

This handbook is meant to help establish fair, objective, consistent, intentional and transparent procedures across the university in the search and hiring process, and to guard against disparate treatment of candidates, ensure sound selection procedures and avoid inadvertent or unlawful discrimination. It is not meant to micro manage searches or to undermine or substitute for department/program expertise and judgment.

An organized and professional search process will help ensure the best candidates, including women and underrepresented minority candidates, are attracted to Lehigh. This handbook was developed to assist Department Chairs, program directors, and search committee chairs in conducting tenure-track faculty searches. It includes guidelines for establishing the search committee, reviews the charge of the search committee, suggestions and recommendations for enriching the applicant pool, communicating with candidates, maintaining accurate records, evaluating applicants, conducting interviews, and making final recommendations for hiring.
II. Before the Search Begins

It is likely to be extremely useful for the search committee, and/or a large group in the college/department/program/center, to engage in a review of the national and international context, as well as the department’s or program’s own past history of searching and hiring, before beginning a new search. The department/program/center is more likely to be able to achieve the desired outcome if it has some understanding of factors that may have played a role in limiting past success, or fostering past achievements, in diverse recruitment.

Reviewing the Candidate Pool

1. Use a personal approach. Outstanding potential candidates often do not apply for advertised positions; they must be contacted by a member of the search committee. The Vice Provost for Academic Diversity can assist when necessary.
2. Contact women and underrepresented minority members who have received significant grants or professional recognition and ask for the names of promising women and underrepresented minority scholars.
3. Identify the “pools” of qualified candidates for the field as a whole and for subfields in which you are considering hiring. Subfields pools are sometimes quite different from overall pools.
4. Target specific individuals from diverse backgrounds whose work or contributions you admire. Post position descriptions that reflect many areas of their skills. Ask individuals for names of students they have mentored.
Guidelines

These are guidelines only and are not meant to constitute legal advice, which can only be rendered when related to specific factual situations. For legal advice, please contact the Office of the General Counsel of the University.

1. Be knowledgeable about the University’s Policy on Equal Opportunity, Affirmative Action and Non-Discrimination (see Appendix 9) and how University policy and legal requirements apply to the search and selection process, including the recruitment of diverse candidates, including minorities, women, veterans, and persons with disabilities. Understand how the Americans with Disabilities Act (ADA) affects the search and selection process. Ensure that all portions of the application and interview process are accessible to persons with disabilities, and that the committee is prepared to address the issue of accommodations should that be necessary.

2. Job-related criteria for the advertised position should be developed and approved at the outset of the search. Relative weights of criteria should be developed and assigned prior to the review of any application. Fluctuation in the application of weighted criteria may lead to allegations of manipulation and may indeed indicate manipulation to select a particular candidate. Objective criteria are less susceptible to legal challenge.

3. AcademicJobsOnline records candidate evaluation information as input by the search committee, and records job-related reasons to advance or eliminate candidates from the search process and to provide rationale in the event of a charge of discrimination. Inappropriate or judgmental comments about a candidate’s appearance, personality, etc. should not be included.

4. All members of the search committee should actively participate in the screening process to avoid having any one person eliminate a candidate.

5. Interview questions designed to provide fair and objective evaluation of each candidate should be developed in advance of committee interviews with candidates. A set of identical questions should be asked of all candidates. All candidates should be asked the same questions.

6. Telephone contacts with candidates should be limited to standard questions agreed upon in advance. Notes of responses should be made for subsequent committee use.

7. Avoid gratuitous comments made to the candidates that might indicate bias or be viewed as a discriminatory statement (such as, “we’re looking for young blood”)

8. If a charge of discrimination is filed, investigating agencies will have access to search committee records.
IV. Initiating the Faculty Search Process

Introduction
Proactive and intentional efforts to recruit, retain and promote outstanding diverse faculty will need to be the new normal in faculty searches. The different recruitment practices, such as those outlined below, are a crucial part of the solution to enhance the faculty search process at Lehigh University.

Completing All of the Appropriate Paperwork
This handbook includes all the required forms that should be completed to launch a faculty search. The most current version of these forms can be found on the Provost’s website at http://www.lehigh.edu/~inprv/faculty/facsearches.html. The forms include:

a. Faculty Recruitment & Initial Appointment Checklist (see example—Appendix 1)
b. Faculty Employment Request Form (see example—Appendix 2)
c. Permission to Advertise Request (see example—Appendix 3)

Note: The forms in this document are examples only. Complete the latest online Word or PDF versions at http://www.lehigh.edu/~inprv/faculty/facsearches.html.

Composition of the Committee
The composition of the search committee and its charge are key factors in determining the success of the search process. At Lehigh we are committed to an aggressive and active search process. Search committee members should be prepared to put in significant time and effort throughout the search process, from initiation through to the end of the campus interview. The search committee must conduct the search in a fair, objective, equitable, and transparent manner. A major part of the search committee's charge is to generate a strong, diverse applicant pool. The faculty search committees should:

1. Include members with different perspectives and expertise as well as those who have demonstrated commitments to diversity.
2. Include women and underrepresented minority faculty members whenever possible; include faculty from other departments if there are no women and/or minorities in the recruiting department.
3. Appoint some search committee members from outside the department, whether or not those individuals are members of underrepresented minority groups, to bring a range of perspectives to the search process. Choose a search committee chair that will commit to conducting the search in a fair, objective, equitable, and transparent manner.
4. Keep the size of the search committee reasonable (around five faculty).

The Search Committee’s Charge
The committee should be clear that its charge includes gender-equitable search practices, and the goal is to identify outstanding candidates for the position. It may take extra effort to have a pool that includes outstanding women and underrepresented minority candidates. The search committee should include statements that:
IV. Initiating the Faculty Search Process (continued)

1. Engage in a detailed discussion of selection criteria and position definition prior to beginning the search.
2. Invite the Vice Provost for Academic Diversity to the first committee meeting.
3. Compile a periodic report of the search for the Dean and Vice Provost for Academic Diversity, using AcademicJobsOnline, and submitted by the search committee.
4. Be proactive and intentional in identifying strong, diverse candidates and encouraging applications.
5. Develop methods for actively recruiting women and underrepresented minorities prior to beginning the search. Some ideas on how to do this are discussed later on in this handbook.
6. Ensure that all applicants are considered equitably throughout the process.
7. Maintain appropriate levels of confidentiality throughout the search.
8. Consider how it can convincingly represent the university’s or department’s/program’s commitment to hiring and advancing female and underrepresented minority faculty. This may be of particular concern for departments/programs that have few or no women or underrepresented minority faculty.
9. Decide on their role in recommending and/or selecting candidates for campus interviews and in organizing the campus visit.
10. Discuss the final selection of candidates for campus interviews with the department, search committee chair and the Dean.

How to Make Active Recruitment Work
All candidates, including women and underrepresented minority faculty candidates, want to be evaluated for academic positions based upon their scholarly credentials. Underrepresented and women candidates may already assume that their race or gender may be a factor. They will not appreciate subtle or overt indications that they are being valued on other bases, such as their race or gender. Focusing on their scholarship, qualifications, and potential academic role is critically important.

Reviewing the Past Department Search
1. Find out how many women and underrepresented minorities have been brought to campus interviews in your field in previous searches.
2. Determine why all candidates who have been offered positions, turned them down.
3. Consider whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria in the future.

Defining the Position Suggestions
1. Get consensus on areas of specialty and other specific requirements.
2. Determine which criteria are truly necessary for the position.
3. Define the position as broadly as possible while meeting department or program goals.
4. Develop a clear position description that includes minimum qualifications and experience desired.
5. Make sure that hiring criteria are directly related to the requirements of the position, clearly understood, and accepted by all members of the committee.
6. Develop evaluation criteria that will foster an inclusive pool as you define the position.
7. Consider, among selection criteria, the ability of the candidate to add intellectual diversity to the department/program and demonstrated ability to work with diverse students and colleagues.
Wording for Announcing Positions

1. Cast the net as wide as possible.
2. Eliminate unnecessary qualifications and use the description as a tool to widen the pool of candidates and, or broaden the range of teaching and research areas.
3. Ensure that the position description does not unnecessarily limit the pool of applicants.
4. Consider how the position will add to the intellectual and diversity of the department/program.
5. Include language in position ads that underscore the desire for diversity and inclusion, such as one of the following statements.
   a. “The College of XXXX at Lehigh University is committed to increasing the diversity and inclusion of the college community and curriculum.”
   b. “The College of XXXX at Lehigh University is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”

6. AcademicJobsOnline includes the following statement in all ads. “Lehigh University is an Equal Opportunity Affirmative Action Employer. Lehigh University provides comprehensive benefits including partner benefits.”

7. Include a statement, as appropriate, that “Lehigh University is a recipient of an NSF ADVANCE Institutional Transformation award for promoting the careers of women in academic science and engineering.”
Broadening the Hiring Net Suggestions
1. Actively contact faculty mentors and prospective candidates.
2. Connect with prospective candidates, particularly women and underrepresented minorities, by networking at the discipline specific conferences.
3. Consider mailing position announcements to graduate schools in your field, and be sure to include those universities with diverse student populations, state universities as well as private ones, women, historical black colleges and universities and hispanic serving institutions. (Refer to lists in Appendix 10)
4. Include at least one print advertisement in a professional journal in order to meet legal requirements for hiring international faculty.
5. Assemble a pool that at least meets the percentage of women and other underrepresent minorities in the field over the past five years.
6. Consult data from your professional association or the National Science Foundation.
7. Extend your search using the various strategies discussed above if you conclude that the pool is insufficiently diverse.

Active Recruiting Practices
1. Collaborate on research or publications with women and underrepresented minorities at other institutions.
2. Establish a working relationship with similar departments at institutions with substantial numbers of women and underrepresented minority members.
3. Invite scholars and administrators who are women and underrepresented minority members from other institutions to participate in symposia, visiting professorships, seminars, and workshops. A one-year long visiting professorship to replace a faculty member who is on leave will help meet your instructional responsibilities and strengthen the link between Lehigh University and a similar department/college at another institution.
4. Inform national higher education associations of present and possible future faculty positions. A number of these associations have special interest groups or minority caucuses.

Prescreening of Candidates
It is suggested that the search committee undertake a process of prescreening applicants before selecting those who will be invited for on-campus interview process. Prescreening may occur via phone or Skype interviews, or face-to-face at a conference. This important step of prescreening will assist with weeding out candidates who may not possess the qualities needed for the specific faculty position. Additional suggested guidelines follow.

1. Inform candidates about the Interdisciplinary Networking Committee program.
2. Work to minimize the effects of unconscious and conscious stereotypes in prescreening/screening. Keep in mind that some institutions of education have only recently begun serving women and minorities. Keep an open mind, and do not allow an institution’s reputation alone to diminish its value.
3. Give weight to all candidates interested in women’s studies and/or multicultural scholarship during the prescreening/screening process, not just women and minorities.

Creating the Short List
1. Define terms of evaluation up front and apply these criteria consistently. Consider all candidates using these criteria. Looking at the entire pool at once can help keep the evaluation focused on previously agreed-upon criteria and in the context of other applicants.
2. Make every effort to interview more than one woman or member of another underrepresented group as appropriate to the composition of your department. Social science research indicates that when multiple candidates are considered, emphasis is placed on qualifications rather than gender or ethnicity.

3. Place suitable value on nontraditional career paths.

4. Consider the candidates’ experience as collaborators and in mentoring students from diverse backgrounds, in addition to their teaching and scholarship.

5. Place emphasis on quality of scholarship and teaching rather than the elite status of candidates’ degree institutions.

6. Expand the number of on-campus interviews to broaden the pool of semifinalists if necessary.

**Interdisciplinary Hiring**

Hiring of interdisciplinary faculty at Lehigh, occurs through:

1. Formal joint appointments (see R&P 2.2.3.1).

2. Appointment letters specifying responsibilities to departments and interdisciplinary programs.

3. Informal interdisciplinary arrangements.

4. Position descriptions created as broad as possible to avoid limiting the candidate pool, while keeping recruitment criteria and expectations clear.

5. Memorandum of understanding (MOU) drafted prior to the search for all interdisciplinary hires similar to that described in R&P 2.2.3.1. to establish clear expectations.

6. Include responsibilities, fields of research, expectations, service, space needs and budget.

7. Revise to reflect the particular circumstances of the hired faculty member.
VI. Managing Campus Visits

Interviewing the Candidates
The following is an important check list for each search committee to consider as candidates are invited to campus for interviews.

1. Identify all persons and groups to be involved in the interview process.
2. Review the interview process with all interviewers, including:
   a. Responsibility for interview facilitation.
   b. Interview format and schedule.
   c. Relevant information about the position: position description, essential functions of the job, necessary areas of inquiry.
   d. Positive aspects of Lehigh University (as candidates are interviewed, they are assessing the department, college and Lehigh University).
   e. Importance of consistency of questions for all candidates.
   f. Confidentiality expectations.
   g. “Guidelines for Asking Questions During Search Processes” (details follow).
   h. Evaluation criteria.
   i. Timeline.
3. Design interview process and campus visit carefully to eliminate bias toward any candidate (details follow).
4. Develop interview schedule.
5. Develop interview format to include:
   a. Welcome.
   b. Questions to be asked of the candidate.
   c. Benefits review.
   d. Questions from the candidate to the committee.
   e. Current status of the search process.
   f. Closing.
6. Develop questions that relate to the position based upon the job description.
7. Ensure that the interview formalities are not biased (examples below).
8. Develop evaluation criteria.
9. Consider having each candidate perform relevant job skills during the interview (i.e. teach a class, make a presentation).
10. Provide transportation to and from airport and hotel and an individual to escort the candidate to and from each interview.
11. Conduct interviews.
12. Request evaluation of each candidate from all interviewers.

Campus Visit
Campus visit is a critical part of the recruitment process. The department or program has the opportunity to communicate the following messages:

1. Lehigh University is a good place to come because it is intellectually lively, and committed to diversity in the faculty, staff and student body.
2. Lehigh University is seriously interested in the candidate’s scholarly credentials and work.
3. Lehigh University is a good place to come because it has a variety of humane, family-friendly policies in place.
4. Work-life balance and dual career services are available to faculty and their spouses or partners through our Faculty Dual Career Assistance Program. \(\text{(see page 16)}\)

5. How well the department or program can represent itself as a whole place in which women and underrepresented minorities can thrive.

6. Emphasize the positive aspects of Lehigh relative to women and underrepresented minorities. Don’t rely solely on Lehigh’s reputation.

Factors that Bias Interviews

Being aware of the following biases and their definitions can help evaluators avoid making snap judgments or inappropriate decisions.

1. \textbf{First impressions} – making decisions on this basis.
2. \textbf{Contrast effect} – comparing applicant to the candidate before them.
3. \textbf{Negative information} – weighing negative information more heavily than positive to screen out candidate.
4. \textbf{Halo/Horn effect} – allowing one strong point that interviewer values highly to overshadow all other information. When this works in the candidate’s favor it is the halo effect, when it works against the candidate, it is called the horn effect.
5. \textbf{Similar to me effect} – rating those who are like the interviewer higher than those who are least like the interviewer.
6. \textbf{Cultural noise} – failing to distinguish between responses of candidate that are socially acceptable rather than factual; candidate will give responses that are politically correct but not revealing.
7. \textbf{Affect bias} – if the candidate appears to like the interviewer, then that interviewer rates the candidate higher.
8. \textbf{Physical characteristics} – the more attractive the candidate is, the higher the score.

Suggestions on Ways to Eliminate Bias

1. Set criteria in advance.
2. Identify questions in advance and tie questions to criteria.
3. Use the same interviewers during the process.
4. Ask the same questions of all candidates.
5. Develop a consistent interview agenda for all candidates.
6. Educate interviewers on position, process and questions.
7. Use standard rating sheets.
8. Conduct reference checks consistently, and complete by the same person.

Examples that Bias Interviews

The following are lists of bias interview questions for a variety of candidate groups. If you will be meeting with a candidate not listed in the examples below and have specific questions, you may contact the Vice Provost for Academic Diversity.

1. \textbf{Regarding female candidates:}
   a. Assume that child-rearing or family responsibilities are too demanding.
   b. Assume the candidate has less time for research or professional activities.
   c. Assume the candidate is an expert on, or can speak or represent, the experience and issues of all women.

2. \textbf{Regarding male candidates:}
   a. Assume that child-rearing or family responsibilities are less demanding.
   b. Assume the candidate has more time for research or professional activities.
   c. Assume the candidate is an expert on, or can speak or represent, the experience and issues of all men.
3. **Regarding African-American candidates:**
   a. Assume will only be interested in research or professional activities exclusively related to African-Americans.
   b. Assume that research about African-Americans is not as valid or pure as research about European-Americans.
   c. Assume the candidate is an expert on, or can speak or represent, the experience and issues of all African-Americans.

4. **Regarding Asian-American candidates:**
   a. Assume he or she might not be assertive enough to be in the role of leadership.

5. **Regarding persons with a disability:**
   a. Assume someone who uses a wheelchair or is blind would not be an effective teacher or researcher.
   b. Assume someone who has an invisible disability is not disabled (e.g., heart condition, psychological condition).

**Best Management Practices for Interviewing**

The most effective interviewers: are completely prepared; give the candidate undivided attention; put the candidate at ease; ask open-ended questions; listen at least 80 percent of the time.

**Guidelines for Interview Questions**

Questions that are not job-related are inappropriate and illegal during all phases of the search process, including formal interviews, informal interactions between candidates and search representatives (including mealtime conversations), and reference checks.

Interview questions should be occupational questions aimed at discovering what the candidate can bring to the position and the university, and must be limited to issues that directly relate to the job to be performed. There are inquiries that are not permitted because they request or allow use of information that may lead to an unfair or discriminatory decision.

There is a fine line between being social and genuinely interested in the candidate as a person, and asking questions that can be interpreted as discriminatory or illegal. Therefore, avoid asking personal questions.

**Examples of legitimate questions include:**

1. Work history and references
2. Ability to perform the job
3. Educational experience
4. Interpersonal skills
5. Potential starting date of employment
6. Relationship with current or last employer
7. Career goals, objectives
8. Research expertise and experience
9. Future research directions
10. Experience with teaching
Examples of inappropriate questions:
1. Marital status
2. Inquiries about children
3. Childcare arrangements
4. Family concerns
5. Health concerns
6. Arrest record
7. Religious affiliation

Sample questions that are potentially illegal include:
1. Your name is unusual. Where are you from originally?
2. Will your husband/wife need help looking for employment in our community as well?
3. Sometimes the college has open houses on Sundays. Would this interfere with your attending religious services?
4. We have a great childcare center on campus. Do you have children?
5. The students on this campus tend to be pretty conservative. How would you describe your political views?
6. Would you like information about the quality of schools in the area?
7. What is your native language?
8. Have you ever been in the military?
9. You don’t look old enough to have a Ph.D., how old are you?
10. Have you been treated for mental illness?
Guidelines for Hiring Foreign National Employees at Lehigh University & Services Available to a New Foreign National Faculty Member (8/16/12)

In addition to the various rules and regulations applicable to the hiring of any employee, the University must comply with U.S. immigration rules and regulations when hiring a foreign national. The University’s failure to comply with these rules and regulations may jeopardize the University’s ability to employ foreign nationals and may result in severe financial penalties to the University.

In order to ensure compliance and avoid unnecessary delays, the hiring Department should consult with the International Students and Scholars office (ISS) within the Office of International Affairs prior to entering into any negotiation to hire an individual who is on a non-immigrant visa status and is either, currently residing in the U.S., or will be entering the U.S.

One of the functions of ISS is to provide both the Department and the foreign national candidate with information and assistance for obtaining visa documentation and authorization for employment, and for maintaining immigration status.

Please note that ISS is the only University office that is authorized to submit immigration applications on behalf of Lehigh University.

Hiring a foreign national faculty member is not just about their initial employment offer but also about helping them to acclimate to both the campus and local community. Therefore, ISS looks at the following four stages when a new foreign national is hired.

Stage 1 – Application/Interview:
1. After a candidate submits an application to the search committee, the search committee will determine whether it wishes to invite the candidate to campus for an interview.
2. At this stage, the search committee should not be addressing any of the complexities associated with the legal issues of hiring a foreign national.
3. However, since it is possible that the candidate may be interested in learning about the services Lehigh University offers to foreign nationals, the search committee should offer the candidate the opportunity to meet with the Director of ISS so that he/she may have the opportunity to ask questions. The candidate, of course, is not obligated to do so.
4. The committee should also provide the candidate with the following links to the ISS web site and information about an H-1B visa:

Stage 2 – Hiring:
1. It is highly recommended that the Department Chair contact the Director (or his/her designee) of ISS once the search committee has ascertained that it wishes to hire a Foreign National.
2. The Director of ISS will provide the Department Chair with a summary of the information that the Foreign National needs to be aware of when preparing to come to Lehigh.
3. The Director of ISS will provide the Department Chair with a one page information sheet/check list that may be used during the initial conversation with the candidate. Also, it is recommended that the Department Chair share this checklist with the candidate to ensure that all details relating to the candidate’s visa status are clarified and to determine whether any additional information is needed with regard to the candidate’s family.
4. As the U.S. Government may change its rules and regulations often, the one page information/checklist, will be generated at the time the Department Chair contacts the Director of ISS to ensure that the most up-to-date information is being provided.

5. The following are the categories of visas that may apply when hiring a foreign national:
   a. **H-1B** visa is a non-immigrant category established by U.S. Citizenship and Immigration Services (USCIS) to employ international workers in “specialty occupations.” It has a maximum of six years duration.
   b. **TN** visa is based on the North American Free Trade Agreement (NAFTA) and is a non-immigrant category for Canadian and Mexican citizens to be employed in a professional field. It can be granted for up to three years at a time and extended without maximum limit.
   c. **A permanent resident**, also known as an immigrant, or green card holder, is a foreign national who has been granted approval to live and work permanently in the United States. – see **Apply for Labor Certification for Permanent Residency below**.

**Stage 3 – Arrival day to 6 months:**
1. The International Services Office is available to assist new international faculty members as they assimilate into both the Lehigh and surrounding community.
2. The Council for International Students and Scholars (CISH), within the Office of International Affairs, is a community volunteer organization, whose primary mission is to assist in helping international students and scholars become established in the Lehigh Valley.
3. New faculty members and their spouses will be invited to join CISH and to take advantage of any services offered by the organization, such as:
   a. Helping people to "feel at home". Many international scholars who come to the U.S. to work may feel isolated since they are in a new environment. CISH helps the faculty member and his/her family develop a sense of belonging within the local community.
   b. Inviting new international faculty for a home-cooked meal when they first arrive and in the first few months in the area.
   c. Inviting international faculty and their families to community events.
   d. Providing help in finding schools, doctors, shopping, housing etc.

**Stage 4 – Beyond Initial Appointment**
On the [one year] anniversary of a foreign national faculty member’s hire date, ISS will provide him/her with an update of immigration status, including any necessary steps he/she must take to remain in compliance with the U.S. regulations.
Also, ISS will provide periodic reminders to foreign national faculty members about changes in regulations that may affect them as well as any steps they must take if they are traveling outside of the U.S. to ensure they remain in compliance with their immigration status.

**Apply for Labor Certification for Permanent Residency**
- **Special Recruitment**-
Colleges and universities are eligible to apply for labor certification on behalf of any foreign professor (as well as any other foreign employee who engages in classroom teaching), through a streamlined and advantageous labor certification process known as Special Recruitment. To be eligible, the College must engage in a “competitive recruitment and selection process” that led to the selection of the Foreign National. A Special Recruitment case must be filed within 18 months of the Foreign National’s date of selection.
The Department of Labor as of July 16, 2007 requires employers to pay the legal costs for non-U.S. resident faculty to obtain labor certification for Permanent Residency. College and university teachers may obtain labor certification through a process that is now called "Special Recruitment."

The key points are as follows:
1. The search process must include AT LEAST ONE PRINT ADVERTISEMENT in a "national professional journal." This can be the Chronicle of Higher Education or another appropriate national professional journal. The advertisement can be fairly general, with title, specific field, and required teaching experience. This print advertisement is in addition to other normal recruitment resources such as HigherEdJobs.com, HERC, and other websites, mailings, etc.
2. The application for Special Recruitment must be initiated within 18 months of the date of the non-U.S. resident's offer letter.
3. The college and/or department must pay the required fees for labor certification for Permanent Residency; it should be noted that the Provost's office does not have funds to cover these costs.
4. The Office of General Counsel at Lehigh engaged two immigration attorneys to handle the labor certification process for Lehigh faculty. Both attorneys (contact information provided below) have agreed to charge $2,500 per case. Departments should contact the General Counsel’s Office prior to engaging any attorney other than the two listed below.

Faculty members seeking additional information are encouraged to contact Mr. Gang Wang, Director of International Students and Scholars at 610-758-6377 or gaw312@Lehigh.edu.

Faculty members may also contact representatives from the law firms below for more information on the Special Handling and labor certification processes:

Wendy Castor Hess of Goldblum & Hess
Phone: (215)-885-3600
Email: wendy@goldblumhess.com

H. Ronald Klasko of Klasko, Rulon, Stock and Seltzer
Phone: (215)-825-8608 E
mail: rklasko@klaskolaw.com
VI LEHIGH UNIVERSITY

VI. Managing Campus Visits (continued)

General Information:

Work Life Balance, Faculty Dual Career Resources & the Lehigh Valley

If during an interview the candidate asks about schools or opportunities for employment for a spouse or partner, then these topics can be discussed. Contact the Faculty Dual Career Assistance Program at infdcap@lehigh.edu for assistance, and direct top candidates to the Faculty Dual Career Program website at http://www.lehigh.edu/~inprv/worklifebalance. For additional information about the Lehigh Valley, visit http://www.lehigh.edu/~inprv/faculty/aboutlv.html.

The FDCAP uses a blended learning approach to meet the career needs of spouses and partners through individual career coaching, web seminars, podcasts, networking, workshops, email exchange and resources such as the 40-page "Career Toolkit." The program successfully fuses personal service with on demand technology to support faculty and their spouses or partners through their searches.

1. Consider including the following in position postings if the committee and Department Chair are willing to assist with placing qualified partners, “The University strives to be responsive to the needs of dual career couples.”
2. Ensure that everyone on the search committee is familiar with the Lehigh University Faculty Dual Career Programs coordinated by the Office of the Provost.
3. Consult with your Dean and the Deputy Provost for faculty affairs about top candidates’ dual career inquiries, as appropriate.

Guidelines for Conducting Reference Checks

Lehigh University must make a reasonable effort to learn about a candidate before inviting him/her to join the community. The university can best protect against liability for “negligent hiring” by checking background and references to the extent possible. Reference checks may also help clarify or dispel any concerns or uncertainties about a candidate, and may provide information that will help you supervise the employee more effectively.

It is true that many organizations give only the slightest information about a former or present employee (e.g., position title and years of employment). Nonetheless, you should attempt to conduct a reference check and document that you have done so with the results noted. This will protect the university in the event of a situation after the person is employed or if the person does not get the job and files a lawsuit.

2. Visit a candidate’s website only if the candidate has specifically referred you to it, for example by listing the website on their CV.
3. Remember that all questions asked during references checks must be job-related. It is illegal to ask questions of references that cannot be legally asked of the applicant.

Guidelines for Providing Accommodations for Disabilities

For assistance in preparing to interview or evaluate a candidate with a disability, contact the Lehigh University Human Resource office, or refer to their website at http://www.lehigh.edu/~inhro.

As an employer, Lehigh University is subject to both Section 503/504 of the Rehabilitation Act of 1973 and to the Americans with Disabilities Act of 1990. To be covered by the law, a person must currently have an impairment that substantially limits one or more major life activities. The Supreme Court, in interpreting eligibility, has decided that when judging whether or not an individual has a disability recognized by the law, one must take into account any corrective measures that are being used to control or overcome the impairment, such as corrective eyeglasses, medication to control diabetes or other illnesses.
One provision of the laws on disability is that the university must provide reasonable accommodations for applicants and employees with disabilities who are able to perform the essential functions of the job in question. Individuals are more than the injuries they have.

**Candidates with disabilities may include (but are not limited to):**

1. **Mobility impairments**
   - People who use wheelchairs can hold physically demanding jobs and need not be confined to desk jobs.
2. **Blind or visually impaired**
   - A person’s visual acuity may change under different light conditions. Keep in mind that visual impairment is not necessarily total lack of vision. Most individuals who are legally blind do have some vision. Use appropriate technologies that exist to assist people with visual impairments.
3. **Hearing impairments**
   - Be aware that there are varying degrees of hearing impairments. Many utilize technology to compensate.
4. **Muscular impairments or neurological limitations, such as Cerebral Palsy**
5. **Mental illness**

These requirements should be well understood by those involved in a search process. All employers must be sensitive to the barriers faced by the qualified individuals with disabilities and must ensure that they have the same opportunity as all other applicants to be considered fairly for positions at the university. This may require providing accommodations in the interview process or in testing. In addition, we must clearly identify the essential functions of the job in order to determine whether or not each applicant can perform those tasks, with or without reasonable accommodations. When conducting an interview, all questions must be job-related and focus on the candidate’s ability to successfully perform the essential functions of the job. All interviews should be held at a location that is accessible.

Qualified candidates cannot be rejected for employment because they need, or it is thought that they need reasonable accommodations. It is important to note that the cost of potential accommodations should also not be considered when making employment decisions. Although it is important to understand that people with the same disability or functional limitation may not have the same needs.
Final Candidate Evaluation Review & Selection

When it comes time to evaluate candidates to make hiring recommendations, avoid an initial tendency to rank finalists, evaluate all finalists adhering to previously established evaluation criteria, exercise critical thinking, and avoid inadvertently raising the bar for women and minority candidates.

Meet with department faculty and, if applicable, program faculty. Solicit written comments from faculty outside the department who were part of the interview process. Discuss candidates’ strengths and weaknesses in a systematic and consistent manner. Meet in person, not by email.

Consider whether each candidate:
- Satisfies the requirements for the position as advertised.
- Demonstrates the potential to be successful in the promotion and tenure review in research, teaching and service.
Some candidates may have received less mentoring at previous career stages than their counterparts and may, therefore, be at a disadvantage in knowing what they can legitimately request in negotiations. The way an offer is negotiated can have huge impact not only on the immediate hiring outcome, but also on a new hire’s future career. Candidates who feel that Chairs or Deans conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at the Lehigh University than are those who feel that a department or Chair or Dean has deliberately withheld information, resources, or opportunities from them.

1. Consider appointing an advocate or mentor for those candidates that may require assistance throughout the negotiating process. Do not assume every candidate knows how to negotiate.

2. Ensure initial equity in both the negotiated conditions and in the department’s follow-through on the commitments it makes are important factors in retention as well as recruitment.

3. Empower the candidate to advocate on his or her own behalf by providing all candidates with a complete list of possible items to discuss in the course of negotiations. This list may vary by field, and should include those items that will maximize the likelihood of candidate success in that field. For some fields, these might include:

   a. Salary
   b. Course release time
   c. Lab equipment
   d. Lab space
   e. Renovation of lab space
   f. Research assistant
   g. Clerical / administrative support
   h. Attractive teaching opportunity
   i. Travel funds
   j. Discretionary Funds
   k. Summer salary
   l. Moving expenses
   m. Assistance with partner/ spouse position
   n. Other issues of concern to the candidate
Consider the factors that may have enabled a department to hire a woman, underrepresented minority or other candidates, and keep a record of good practices and successful searches for future reference.

1. Consider the following if the applicant pool was not as large, as qualified, or as diverse as was anticipated:
   a. Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
   b. Could the department have recruited more actively?
   c. Were there criteria for this position that were consistently not met by women and underrepresented candidates?

2. Review why women, underrepresented minorities or other candidates who decline positions chose not to accept.
   a. What reasons did they offer? Consider as many factors as you can identify.
   b. Are there things that the department and/or college could do to make it more attractive to such candidates in the future?
   c. Be sure that any analysis and insight with department and college decision makers is part of future search processes.

**Candidates Who Did Not Accept Offer Form**
The Reason for Declining Faculty Appointment Office form was designed to assist the department/college/Provost’s Office to keep track of offers not accepted and lessons learned, so that the process can be improved in the future. The form should be completed by the person who extended and negotiated the offer with the candidates. *(see Appendix 4)*

*Note: The forms in this document are examples only. Complete the latest online Word or PDF versions at [http://www.lehigh.edu/~inprv/faculty/facsearches.html](http://www.lehigh.edu/~inprv/faculty/facsearches.html).*
# Appendix 1

## Faculty Recruitment & Initial Appointment Checklist Form

Latest version available at http://www.lehigh.edu/~inprv/faculty/facsearches.html

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### Lehigh University Provost's Office

**Faculty Recruitment and Initial Appointment Checklist**

<table>
<thead>
<tr>
<th>A: Candidate</th>
<th>B: Department Chair</th>
<th>C: College Dean</th>
<th>D: Provost's Office</th>
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</thead>
<tbody>
<tr>
<td><strong>Part I</strong></td>
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<tr>
<td><strong>Recruitment Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Group:</td>
<td>1. Faculty Employment Request form with signature</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Documentation to include what applicant tracking software system will be used by the search committee.</td>
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<td><strong>Recruitment Plan Packet:</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. Permission to Advertise Request form with signature</td>
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<tr>
<td></td>
<td></td>
<td>b. A draft of the advertisement in Microsoft Word format. Please note that if using AcademicJobsOnline (AJO) these ads may not be placed before setting up the account on AJO to ensure the correct links to the application site can be included in the ad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. A list of the publications and journals as well as other qualifications and experience that the position will require (s)</td>
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<tr>
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<td></td>
<td>d. An outline of the search committee members and their respective areas of expertise and contact information</td>
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<tr>
<td></td>
<td></td>
<td>e. A draft of the search committee letter to the Chair and Dean</td>
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<td>f. A list of the search committee members responsible for conducting the search</td>
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<tr>
<td></td>
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<td>g. The Provost’s Office will notify the Dean(s) and the Chair(s) via email</td>
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<tr>
<td></td>
<td></td>
<td>h. The Provost’s Office will post the job listing on each department’s website and the Provost’s Office website at <a href="http://www.lehigh.edu/facsearches">http://www.lehigh.edu/facsearches</a></td>
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<td></td>
<td></td>
<td>i. The Provost’s Office will review and approve the plan for recruitment</td>
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<td>j. The Provost’s Office will start the search process</td>
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<td>k. The Provost’s Office will forward the recruitment plan packet to the Dean(s) for approval</td>
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<td>l. The Dean(s) will forward an approved packet to the Provost’s Office</td>
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<td><strong>Part II</strong></td>
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<td><strong>Department Chair</strong></td>
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<td></td>
<td></td>
<td>a. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td></td>
<td></td>
<td>b. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>c. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>d. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td><strong>Part III</strong></td>
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<td><strong>Hiring</strong></td>
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<td><strong>Department Chair</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>b. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>c. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>d. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td><strong>Part IV</strong></td>
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<td><strong>Posting</strong></td>
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<td><strong>Department Chair</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>b. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td>c. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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<td></td>
<td>d. The Provost for Academic Diversity should be included for either junior or senior faculty positions</td>
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</tbody>
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## Appendix 2 Faculty Employment Request Form

Latest version available at [http://www.lehigh.edu/~inprv/faculty/facsearches.html](http://www.lehigh.edu/~inprv/faculty/facsearches.html)

### FACULTY EMPLOYMENT REQUEST FORM

<table>
<thead>
<tr>
<th>Requester</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECTION A - POSITION INFORMATION

Complete for all faculty positions. Include position rank and hiring range for all faculty positions. If this is a new position or an existing position for which you plan to change duties and responsibilities, mention the Provost’s Office.

- **Position title**
- **Initial appointment level**
  - Assistant
  - Lecturer
  - Appropriate
  - Professor
  - Other
- **Hiring range**
  - To
- **Field of concentration**
- **Tenure Track Position**
  - Yes
  - No
- **Initial appointment**
  - Without Tenure
  - With Tenure
- **Date position available**
- **Service months**
- **Approved in University Budget**
  - New position
  - Existing position
  - Not approved for University Budget
  - Change in Position Level

### SERVICE MONTHS

If other forms of leave are involved, enter the appropriate dates and complete the support pages.

### INCUMBENT DATA

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date of change</td>
</tr>
</tbody>
</table>

### POSITION DESCRIPTION SUMMARY

**Position Description**

- Education:
- Relevant teaching and research experience:
- Other qualifications:

### POSITION REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Action</th>
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<tbody>
<tr>
<td></td>
<td>Approved</td>
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<td>Approved</td>
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<td>Approved</td>
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<td></td>
<td>Approved</td>
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</tbody>
</table>

### SECTION B - POSITION APPROVAL

The Provost's Office will review requests for all positions to confirm budget availability. All positions funded by research accounts must be approved from the Office of Research and Sponsored Programs.

The Provost’s Office will notify the requesting department of approval. The faculty member responsible for the position must confirm receipt of the required approvals.

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Research &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored Programs</td>
<td></td>
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<tr>
<td>(if applicable)</td>
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</tbody>
</table>

*Copy to Budget/Office upon approval.*

*Remarks*
Appendix 4 Reason for Declining Faculty Appointment Offer Form

Latest version available at http://www.lehigh.edu/~inprv/faculty/forms.html

<table>
<thead>
<tr>
<th>Reason for Declining Faculty Appointment Offer Form</th>
</tr>
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<tbody>
<tr>
<td>To be completed by Chair of Search Committee and be sent and submitted to the Office of the Provost.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Candidate:</th>
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<table>
<thead>
<tr>
<th>Department:</th>
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</table>

<table>
<thead>
<tr>
<th>Rank:</th>
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<table>
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<tr>
<th>City &amp; State: (in which the candidate resides)</th>
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<table>
<thead>
<tr>
<th>Reason for Declining Offer (circle all that apply and add comments or appropriate text):</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Benefits:</th>
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<table>
<thead>
<tr>
<th>Research support:</th>
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</table>

<table>
<thead>
<tr>
<th>Lack of critical mass in research field:</th>
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</table>

<table>
<thead>
<tr>
<th>Teaching responsibilities (number of courses):</th>
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<table>
<thead>
<tr>
<th>Geographical location of Lehigh:</th>
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<table>
<thead>
<tr>
<th>Opportunities for spouses and partners:</th>
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</table>

<table>
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<tr>
<th>Family concerns / Work-Life balance:</th>
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<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
</table>

For demonstration purposes only. Complete the current online Word or PDF form.
The Vice Provost for Academic Diversity, in collaboration with in internal and external partners, will provide workshops on effective/best practices faculty search process for Department Chairs, search committee chairs, search committee members, program directors, and Associate Chairs. These workshops or seminars will be offered on annual basis, not only on effective faculty search process, but will also focus on faculty retention (department, college and institutional climate). The newly developed comprehensive university-wide faculty search handbook will be used as one of the tools for these sessions. **Here are some examples:**

**Cornell Interactive Theatre Ensemble Group**

The Cornell Interactive Theatre Ensemble (CITE) is a nationally recognized group that was formed in January 1992 as a unique resources for education in diversity. Interactive theatre combines live theatre and audience participation to foster dialogue on a wide variety of problematic workplace issues that are challenging for faculty and staff at all levels. Participants leave CITE presentations with a deeper understanding of the dynamics of problematic interactions in the workplace, with a visceral impression of the impact such problems can have on members in a workplace community, and with strategies for managing and preventing such problems.

CITE presentations have been designed and implemented for academic institutions, corporations, not-for-profit organizations, professional groups, conferences, government agencies, and hospitals. Whether the goal is to heighten awareness, build problem-solving skills, or provide a bridge between theory and application, each CITE presentation is tailored to the identified needs of each participant group.

CITE received Cornell University’s prestigious James A. Perkins Prize for Interracial Understanding and Harmony. The prize is awarded to the organization making the most significant contribution to furthering the ideal of community while respecting the values of diversity. This group has offered workshops for faculty and faculty search committees at Cornell, Princeton, Penn and more.

**Internal Group - Faculty Search Workshop**

Beginning with the 2012-2013 academic year, faculty searches should be conducted using an online applicant tracking system which will allow applicants to place their applications online and also provide the ability to report real time Affirmative Action/EEO information on the candidate pool. The Provost’s Office is sponsoring the use of a system titled AcademicJobsOnline. During the workshop the major attributes of the system will be reviewed as well will be present to review new guidelines pertaining to diversifying the pool of applicants for faculty searches.
The Principles of Our Equitable Community

As demonstrated by the Core Values and The Principles of Our Equitable Community, Lehigh University is committed to the values of Integrity and Honesty, Equitable Community, Academic Freedom, Intellectual Curiosity, Collaboration, Commitment to Excellence, and Leadership. These values are central to our university and are at the heart of what we strive to accomplish. The following Principles of Our Equitable Community document has been endorsed by Lehigh’s Board of Trustees, administration, faculty, staff, students, and alumni association Board of Directors.
THE PRINCIPLES OF OUR EQUITABLE COMMUNITY

Lehigh University is first and foremost an educational institution, committed to developing the future leaders of our changing global society. Every member of our community has a personal responsibility to acknowledge and practice the following basic principles:

We **affirm the inherent dignity** in all of us, and we maintain an inclusive and equitable community.

We **recognize and celebrate** the richness contributed to our lives by our diverse community.

We **promote mutual understanding** among the members of our community.

We **confront and reject discrimination in all its forms**, including that based on age, color, disability, gender identity, genetic information, marital status, national or ethnic origin, political beliefs, race, religion, sex, sexual orientation, socio-economics, veteran status, or any differences that have been excuses for misunderstanding, dissension, or hatred.

We **affirm academic freedom** within our community and uphold our commitment to the highest standards of **respect, civility, courtesy, and sensitivity** toward every individual.

We **recognize each person’s right to think and speak** as dictated by personal belief and to **respectfully** disagree with or counter another’s point of view.

We **promote open expression of our individuality and our differences** within the bounds of **University policies**.

We **acknowledge each person’s obligation to the community** of which we have chosen to be a part.

We take **pride** in building and maintaining a culture that is founded on these **principles of unity and respect**.
Lehigh’s Core Purpose: *our fundamental reason for being*

To contribute to society by the creation and dissemination of knowledge through our graduates and the knowledge we create.

In fulfilling our core purpose, we seek to:

♦ develop leaders and inspire innovators through shared learning and life experiences, personal and intellectual development combined
♦ promote student success
♦ **for students**: prepare them to engage in a world community, be good and productive citizens and instill value of high standards
♦ **for faculty**: hold high expectations for quality of scholarship and creative work
♦ **for staff**: expect high quality in everything we do
♦ **for alumni**: be a lifelong resource and home to our graduates

Lehigh’s Core Values: *essential and enduring tenets—a small set of timeless guiding principles that require no external justification; they have intrinsic value and importance to us inside Lehigh.*

♦ integrity and honesty
♦ equitable community
♦ academic freedom
♦ intellectual curiosity
♦ collaboration
♦ commitment to excellence
♦ leadership
The Board of Trustees Diversity Statement (2006)
The intellectual diversity of our students, faculty, and staff is a key ingredient for achieving a diverse community on our campus. Academic excellence requires a learning community in which people of different backgrounds and perspectives join in the pursuit of knowledge and truth. Lehigh University is determined to prepare students to succeed in the world, and in a nation, where multiple viewpoints offer challenges and enrich our lives. Thus, Lehigh University will continue to make it a top priority to make our campus community more diverse for study and working.

The Diversity Initiative is a long-term effort with evolving strategies as goals are met. Creating an inclusive diverse community can be achieved only through the focused efforts of each of us and is the responsibility and accountability of the leadership on every level.

Mission Statement
- Lehigh University, an institution committed to educational excellence and learning, will actively promote an inclusive community that values, affirms, and advances the diverse backgrounds, interests, experiences, and aspirations of all its members.

- Achieving diversity at Lehigh requires working toward building a community that is more reflective of our society.

- Fostering a campus culture that embraces diversity will advance the intellectual and social vitality of the Lehigh community, and confirm the symbiotic relationship between diversity and academic excellence.
Policy on Equal Opportunity /Affirmative Action/ Non-Discrimination

Adopted by the Board of Trustees on June 6, 2003

Lehigh University strives to be an educational institution that welcomes faculty, staff, and students from diverse backgrounds and situations. Lehigh University is committed to provide all members of our community with equal access to relevant academic programs, social and recreational programs, services, and opportunities for participation, growth and promotion, and to promote and enhance the diversity of the university community. The purpose of this policy is to define a philosophy for the institution and to articulate mechanisms for the oversight of the policy.

Equal Opportunity

Lehigh University does not discriminate against any person based on age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status. For students, this applies to educational programs, residential environments, athletics and other co-curricular programs, social and recreational programs, and student services. For faculty, staff, and student employees, this applies to all employment decisions, including selection, benefits, compensation, tenure, training and educational programs, transfer, promotion/demotion, layoff, return from layoff, and termination.

Any Lehigh student or applicant for student status, faculty or staff member, or applicant for faculty or staff positions has the right to make a complaint of discrimination. In cases involving harassment, the complaint should be filed in accordance with Lehigh’s Policy on Harassment, which specifies procedures for both informal and formal resolution. Other complaints of discrimination should be made to any of the following people:

- A staff member in the Dean of Students Office or Human Resources
- An Academic Department Chair
- An administrator (for the purposes of this policy, administrators include Academic Associate Deans and Deans of the four colleges, Vice Provosts, Assistant and Associate Vice Presidents, Vice Presidents, and the President)
- The Ombudsperson
- The Provost
- The Vice President for Finance and Administration

These people will be knowledgeable about this policy and can offer guidance in obtaining further assistance. Any general concerns about discrimination should be sent to the Provost (for faculty and students) and the Vice President for Finance and Administration (for staff) whose responsibilities include handling complaints and keeping Lehigh in compliance with this policy.

Affirmative Action:

Lehigh University firmly embraces the following principles and procedures of affirmative action to create an environment for equal opportunity:

1. In all searches, departments will employ pro-active recruitment and advertising techniques to attract serious applicants from underrepresented groups. The Dean’s office in each college will work with departments to develop these strategies for academic searches and the Associate Vice President for Human Resources and the Manager of Employee Relations and Training will work with hiring supervisors to develop these strategies for nonexempt and exempt staff searches.
2. The Provost will review all faculty searches and hiring decisions to ensure that the search was sufficiently inclusive and dynamic to attract and consider serious applicants from under-represented groups.

3. The Vice President for Finance and Administration will review all staff searches and hiring decisions to ensure that the search was sufficiently inclusive and dynamic to attract and consider serious applicants from under-represented groups.

4. The Provost and the Vice President for Finance and Administration will conduct an assessment, annually, of Lehigh’s workforce, including faculty and staff, to determine its composition and to determine areas where additional effort should be made to increase diversity.

5. Lehigh will make reasonable accommodation for qualified students and employees with disabilities.

6. Lehigh will provide professional development opportunities for all employees.

7. Lehigh will provide faculty and staff with training on equal opportunity issues and problems.

8. Lehigh will expect outside vendors of services and materials to be affirmative action/equal opportunity employers. The university will maintain a list of minority vendors and ensure that they receive a share of university business.

9. Lehigh will provide technical assistance to all colleges, departments, centers, and institutes for gathering and reporting data, hiring, and implementation of other aspects of this policy.

In compliance with federal regulations, Lehigh University will maintain a written Affirmative Action Plan to address utilization of women and other under-represented groups and inclusion of people with disabilities and Vietnam era veterans.

Lehigh University Non-Discrimination Statement:
The following statement is to be used in all faculty, staff, and student handbooks, and in recruiting information for undergraduate and graduate students and special programs that the university offers. Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender identity or expression, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: the Provost or the Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

In recruiting for employment, the following statement is to be used: Lehigh University is an equal opportunity/affirmative action employer.

Responsible Parties:
While equal opportunity and affirmative action are the responsibility of all members of the Lehigh community, the President has final responsibility for the overall implementation and monitoring of this policy. The daily working responsibility for equal opportunity/affirmative action is delegated to the Provost, Vice Presidents, Deans, Associate and Assistant Vice Presidents, Vice Provosts, and the Associate Vice President for Human Resources and the manager of employee relations and training. These individuals have responsibility for implementation of this policy, development of goals, oversight of the performance of departments that contribute to university equal opportunity policy and goals, and promulgation of the concept of equal opportunity/affirmative action.

November 11, 2002
Modified May 9, 2003
Appendix 10 Resources for Recruitment: Workshops, Publications, Organizations & Websites

Be aware that most fields have resources—listservs, email groups, etc.—that can help you identify or reach qualified women and underrepresented minority candidates. Either seek these out on your own, or request assistance from Office of Academic Diversity at Lehigh University and/or our advance@lehigh.edu in identifying them. Some fairly broad listings are included here.

**HigherEd Jobs**
http://www.higheredjobs.com  Posts positions online and advertises itself in a wide range of diverse journals. Emails faculty monthly with job openings in their field, and lists over 10,000 faculty and administrative positions on the site.

**Diverse Jobs (From Diverse Issues in Higher Education)** http://diversejobs.net/  A leading journal for recruiting diverse faculty members, with both print and online advertising.

**The Journal of Blacks in Higher Education (JBHE)** http://www.jbhe.com  Includes an employment zone where search committees may post job ads.

“Guidelines for Recruiting a Diverse Workforce.” Penn State University. Available online: www.psu.edu/dept/aaoffice/pdf/guidelines.pdf


“Recruitment and Selection of Faculty and Academic Professional and Administrative Employees. Appendix A: Recruiting a Diverse Qualified Pool of Applicants” University of Minnesota. Available online: http://policy.umn.edu/groups/hr/documents/appendix/recruitfacpa_appa.pdf


“Search Committee Toolkit.” University of California at Los Angeles. Available Online: http://faculty.diversity.ucla.edu/search/search toolkit/docs/SearchToolkit071008.pdf

“Faculty Search Committee Guidelines.” Case Western Reserve University. Available Online as pdf document: http://www.case.edu/president/aaction/Faculty%20Search%20Guide.pdf


**General Resources for Faculty Searches**

**Diversity Search** http://www.diversitysearch.com  Career development and job search site, with searchable database with extensive links. Diversity Search may be useful for posting some types of faculty positions.

**NCOURAGES (National Coalition of Underrepresented Racial and Ethnic Advocacy Groups in Engineering and Science)** http://www.ncourages.org  Focuses individual efforts and activities for the purpose of increasing the racial and ethnic diversity of the nation's science and engineering workforce.

**WorkplaceDiversity.com** http://www.workplacediversity.com  WorkplaceDiversity.com is a career website for corporate and executive recruiters who want to reach experienced, high caliber diversity candidates.

**Top 100 Graduate Degree Producers** http://diverseeducation.com/top100/  This listing, by school and categorized by area of specialization, is useful for finding diverse candidates with graduate degrees.
Appendix 10  Resources for Recruitment: Workshops, Publications, Organizations & Websites

(See College & University Address Lists on page 37)

**Women Faculty & Institutions**


**Association for Women in Science (AWIS)**  [http://www.awis.org/](http://www.awis.org/)  The Association for Women in Science (AWIS) was founded to expand educational and employment opportunities for women in sciences. The organization has over 5,000 members. About 60% of members hold PhD's and an additional 20% have master's degrees. Their national publication is circulated to all members as well as 60 libraries across the country.

**Women in Technology International (WITI)**  [http://www.witi.com/](http://www.witi.com/)  WITI provides women in technology inspiration, education, conferences, online services, publications and an exceptional worldwide network of resources. WITI is the first and only international organization solely dedicated to advancing women through technology.

**Women in Higher Education (WIHE)**  [http://wihe.com](http://wihe.com)  Advertises job listings either in print or online.

**Society of Women Engineers (SWE)**  [http://societyofwomenengineers.swe.org/](http://societyofwomenengineers.swe.org/)  The Society of Women Engineers’ bimonthly magazine publishes openings for faculty positions in higher education as well in a variety of industries. The Society maintains a mailing list for electronic job postings. Individual members, as well as companies, are encouraged to post their available jobs. The service is free.

**Association of American Medical Colleges, Group on Women in Medicine and Science (GWIMS)**  [http://www.aamc.org/members/gwims/](http://www.aamc.org/members/gwims/)  Founded in 1876 and based in Washington, D.C., the Association of American Medical Colleges (AAMC) is a not-for-profit association representing all 136 accredited U.S. and 17 accredited Canadian medical schools. The mission of the GWIMS is to advance the full and successful participation of women in all roles within academic medicine, and to provide a venue for women to participate in advancing the AAMC mission to improve the nation’s health.

**American Medical Women’s Association (AMWA)**  [http://www.amwa-doc.org](http://www.amwa-doc.org)  The American Medical Women's Association is an organization which functions at the local, national, and international level to advance women in medicine and improve women's health.

**American Bar Association (ABA), Commission on Women in the Profession**  [http://www.abanet.org/women/](http://www.abanet.org/women/)  As the national voice for women lawyers, the ABA Commission on Women in the Profession forges a new and better profession that ensures that women have equal opportunities for professional growth and advancement commensurate with their male counterparts.

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**African-American / Black Faculty & Institutions**

(See College & University Address Lists on page 40)

**Diverse Issues in Higher Education**  [http://www.diverseeducation.com/](http://www.diverseeducation.com/)  A news magazine dedicated exclusively to minority issues in higher education. Published biweekly, Diverse Issues in Higher Education provides in-depth coverage of relevant and timely educational concerns to its approximately 200,000 readers. Diverse publishes a special report each year that features its annual ranking of the top 100 institutions that confer the largest number of degrees to students of color in the United States. The report is broken down by undergraduate, graduate, and professional degrees.

**National Black MBA Association, Inc. (NBMBAA)**  [http://www.nbmbaa.org/index.aspx?pageID=797](http://www.nbmbaa.org/index.aspx?pageID=797)  This is a non-profit organization of minority MBAs, business professionals, business students and entrepreneurs in both the private and public sectors throughout the country. Members share a commitment to education and business. Advertisements will be electronically posted, and listings are sent to all chapters for distribution to members.
Appendix 10

Resources for Recruitment:
Workshops, Publications, Organizations & Websites

National Society of Black Engineers (NSBE)  http://www.nsbe.org/ With more than 29,900 members, this society is the largest student-managed organization in the country. The NSBE's mission is to increase the number of culturally responsible black engineers who excel academically, succeed professionally and positively impact the community. The organization stimulates and develops student interest in the various engineering disciplines and to encourages and advises minority youth in their pursuit of an engineering career.

Asian Faculty
National Association of Asian American Professionals (NAAAP)  http://www.naaap.org/ The NAAAP vision provides a broad range of Asian American professional and educational services that meet the needs of individuals, corporations and government.

Faculty with Disabilities
American Association of People with Disabilities (AAPD)  http://www.aapd.com/ AAPD is the largest nonprofit, nonpartisan, cross-disability organization in the U.S. Among the organization's purposes are furthering the productivity, independence, full citizenship, and total integration of people with disabilities into all aspects of society. AAPD publishes a quarterly newsletter.

Lesbian, Gay, Bisexual & Transgendered Faculty
Equality Forum  http://www.equalityforum.com/ Based in Philadelphia, Equality Forum is a nonprofit organization whose mission is to advance national and international lesbian, gay, bisexual and transgender (LGBT) civil rights through education.

Native American Faculty
National Congress of American Indians (NCAI)  http://www.ncai.org/ The National Congress of American Indians is the oldest and largest tribal government organization in the United States. NCAI serves as a forum for consensus-based policy development among its membership of over 250 tribal governments from every region of the country. Contains a tribal directory with leadership and locations.

Hispanic Faculty & Institutions  (See College & University Address Lists on page 46)
Hispanic Outlook in Higher Education  http://www.hispanicoutlook.com/ This is the sole Hispanic journal on today's college campuses that reaches a broad cultural audience of educators, administrators, students, student services and community based organizations, plus corporations. Hispanic Outlook's readership is primarily composed of progressive decision-makers in academia and in public and private sectors.


The Minority & Women Doctoral Directory  (See Women & Minority Doctoral Directory on page 52)
“Is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” Directories are available for purchase. http://www.mwdd.com/.

The PHD Project is an alliance of foundations, corporations, universities, and professional and academic organizations dedicated to increasing minority representation in the business world. The organization’s
expansive network of support helps African-Americans, Hispanic-Americans and Native Americans attain their business Ph.D., become business school professors and serve as role models to attract the next generation of minority business leaders. Lehigh University is a member of the organization. For more information, visit www.phdproject.org

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

Ford Foundation Fellows is an online directory of minority Ph.D.s in all fields, administered by the National Research Council (NRC). The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Pre-doctoral and dissertation fellowship recipients awarded since 1986. This database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC. http://nrc58.nas.edu/FordFellowDirect/Main/Directory.aspx

Mellon Minority Undergraduate Fellowship Program provides an online list of minority Ph.D.s and their dissertation, book and article titles in all fields. http://www.mmuuf.org/ (select Fellows Update from the menu bar on the main page)

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

IMDiversity.com is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity. http://www.imdiversity.com/

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its website and gathers vitas from students and professionals of color. http://www.nemnet.com

HBCU Connect.com Career Center is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities. http://jobs.hbcuconnect.com/

Society of Women Engineers maintains an online career fair. www.swe.org

Association for Women in Science maintains a job listings page. www.awis.org

American Indian Science & Engineering Society maintains a job listings page (and a resume database available to Career Fair exhibitors). http://www.aises.org

American Indian Graduate Center hosts a professional organization, fellowship and postdoctoral listings, and a magazine in which job postings can be advertised. http://www.aigcs.org

National Society of Black Engineers http://www.nsbe.org
Appendix 10 Resources for Recruitment: Workshops, Publications, Organizations & Websites (continued)

Society of Hispanic Professional Engineers  http://www.shpe.org

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

Recruitment Sources page at Rutgers lists several resources that can be helpful in recruiting women and minority candidates.  http://uhr.rutgers.edu/ee/recruitmentsources.htm

Faculty Diversity Office page at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches.  http://www.case.edu/president/aaction/diverse.html

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Appendix 11

Women’s College & University Addresses—Four-Year Public & Private

Agnes Scott College
141 East College Avenue
Atlanta/Decatur, GA 30303-3797
800-868-8602
404-471-6000
http://www.agnescott.edu/

Alverno College
3400 South 43rd Street
Milwaukee, WI 53234-3922
800-933-3401 414-382-6000
http://www.alverno.edu/

Barnard College
3009 Broadway
New York, NY 10027-6598
212-854-5262
http://www.barnard.edu/

Brenau University
One Centennial Circle
Gainesville, GA 30501
770-534-6299
http://www2009.brenau.edu/

Bay Path College
588 Longmeadow Street
Longmeadow, MA 01106
800-782-7284 413-565-1000
http://www.baypath.edu/

Bennett College
900 East Washington Street
Greensboro, NC 27401-3339
336-273-4431
http://www.bennett.edu/

Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010-2899
610-526-5000
http://www.brynmawr.edu/

Carlow College
3333 Fifth Avenue
Pittsburgh, PA 15213-3165
800-333-CARLOW
412-578-6000
http://www.carlow.edu/

Cedar Crest College
100 College Drive
Allentown, PA 18104-6196
800-360-1222
610-437-4471
http://www.cedarcrest.edu/

Chatham College
Woodland Road Pittsburgh, PA 15232
412-365-1100
http://www.chatham.edu/

College of St. Benedict
37 South College Avenue
St. Joseph, MN 56374
320-363-5011
http://www.csbsju.edu/about.htm

College of Notre Dame of Maryland
4701 North Charles Street
Baltimore, MD 21210
410-435-0100
http://www.ndm.edu/admissions/undergraduate/womenscollege

College of St. Catherine
2004 Randolph Avenue
St. Paul, MN 55105
651-690-6000
http://www.elkate.edu/

College of St. Elizabeth
Two Convent Road
Morristown, NJ 07960-6989
973-290-4000
http://www.cse.edu

Converse College
580 East Main Street
Spartanburg, SC 29302-0006
864-596-9000
http://www.converse.edu/

Columbia College
1301 Columbia College Drive
Columbia, SC 29203-5998
803-786-3871
http://www.columbiacollegesc.edu

Georgian Court College
900 Lakewood Avenue
Lakewood, NJ 08701
732-987-2760
http://www.georgian.edu/womenscollege/index.htm

Hollins University
PO Box 9688
Roanoke, VA 24020-1707
540-362-6000
http://www.hollins.edu/

Judson College
PO Box 120
Marion, AL 36756
334-683-5100
http://www.judson.edu

Lesley University
29 Everett Street
Cambridge, MA 02138
617-868-9600
http://web.lesley.edu/default.asp
Appendix 11  

Appendix 11  

Women’s College & University Addresses—Four-Year Public & Private

Lexington College  
310 South Peoria Street  
Chicago, IL 60607  
312-226-6294  
http://www.lexingtoncollege.edu/

Mary Baldwin College  
PO Box 1500  
Staunton, VA 24401  
540-887-7000  
http://www.mbc.edu/

Meredith College  
3800 Hillsborough Street  
Raleigh, NC 27607-5298  
919-760-8600  
http://www.meredith.edu/

Midway College  
512 East Stephens Street  
Midway, KY 40347-1120  
859-846-4421  
http://www.midway.edu/

Mills College  
5000 MacArthur Boulevard  
Oakland, CA 94613  
510-430-2255  
http://www.mills.edu/

Mississippi University for Women  
Columbus, MS 39701  
662-329-710  
http://web2.muw.edu/index.php

Moore College of Art & Design  
The Parkway at 20th Street  
Philadelphia, PA 19103-1179  
215-668-4515  
http://www.moore.edu/

Mount Holyoke College  
50 College Street  
South Hadley, MA 01075-1488  
413-538-2000  
http://www.mtholyoke.edu/

Mount Mary College  
2900 No Menomonee River Parkway  
Milwaukee, WI 53222  
http://www.mtmary.edu/

Mount St. Mary’s College  
12001 Chalon Road  
Los Angeles, CA 90049  
310-954-4000  
http://www.msmc.la.edu/index.asp

Peace College  
15 East Peace Street  
Raleigh, NC 27604  
919-508-2000  
414-258-4810  
http://www.peace.edu/

Pine Manor College  
400 Heath Street  
Chestnut Hill, MA 02467  
617-731-7000  
http://www.pmc.edu/

Regis College  
235 Wellesley Street  
Weston, MA 02493-1571  
781-768-7000  
http://www.regiscollege.edu

Russell Sage College  
45 Ferry Street  
Troy, NY 12180-4115  
518-244-2000  
http://www.sage.edu/rsc/

Salem College  
PO Box 10548  
Winston-Salem, NC 27108  
336-721-2600  
http://www.salem.edu/

Saint Mary’s College  
Notre Dame, IN 46556-5001  
219-284-4000  
http://www3.saintmarys.edu/

St. Joseph College  
1678 Asylum Avenue  
West Hartford, CT 06117-2700  
860-232-4571  
http://www.sjc.edu/

St. Mary-of-the-Woods College  
St. Mary-of-the-Woods, IN 47876  
812-535-5151  
http://www.smwc.edu/

Scripps College  
1030 North Columbia Ave. Claremont, CA 91711  
909-621-8149  
http://www.scrippscollege.edu/

Simmons College  
300 The Fenway  
Boston, MA 02115-5898  
617-521-2000  
http://www.smmons.edu/

Smith College  
Northampton, MA 01063  
413-584-2700  
http://www.smith.edu/

Spelman College  
350 Spelman Lane Southwest  
Atlanta, GA 30314  
404-681-3643  
http://www.spelman.edu/
Stephens College  
1200 East Broadway  
Columbia, MO  65215  
573-442-2211  
http://www.stephens.edu/  

Sweet Briar College  
Sweet Briar, VA  24595  
434-381-6100  
http://www.sbc.edu/  

Texas Woman's University  
304 Administration Drive  
P.O. Box 425589  
Denton, TX  76204  
http://www.twu.edu/  

Trinity University  
125 Michigan Avenue  
N.E. Washington, DC  20017-1094  
202-884-9000  
http://www.trinitydc.edu/admissions/cas/  

Ursuline College  
2550 Lander Road  
Pepper Pike, OH  44124-4398  
440-449-4200  
http://www.ursuline.edu/  

Wells College  
170 Main Street  
Aurora, NY  13026  
315-364-3266  
http://www.wells.edu/  

Wellesley College  
106 Central Street  
Wellesley, MA  02481  
781-283-1000  
http://www.wellesley.edu  

Wesleyan College  
4760 Forsyth Road  
Macon, GA  31210-4462  
478-477-1110  
http://www.wesleyancollege.edu/  

Wilson College  
1015 Philadelphia Avenue  
Chambersburg, PA  17201-1285  
717-264-4141  
http://www.wilson.edu/wilson/asp/  

Women's College of the University of Denver  
2199 South University Boulevard  
Denver, CO  80208  
303-871-2000  
http://womenscollege.du.edu/
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<td>Concord, NC 28025</td>
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<td>Benedict College</td>
<td>Columbia, SC 29204</td>
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<td>Bennett College</td>
<td>Greensboro, NC 27401-3239</td>
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<td>(919)</td>
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<tr>
<td>Bethune Cookman College</td>
<td>640 Mary Mcleod Bethune Blvd.</td>
<td>Daytona Beach, FL 32115</td>
<td>(904)</td>
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<tr>
<td>Bluefield State College</td>
<td>219 Rock Street</td>
<td>Bluefield, WV 24701</td>
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<tr>
<td>Bowie State University</td>
<td>14000 Jericho Park Rd</td>
<td>Bowie, MD 20715-9465</td>
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<td>Central State University</td>
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<td>Cheyney University of Pennsylvania</td>
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<tr>
<td>Charles Drew University of Medicine &amp; Science</td>
<td>1621 E. 120th Street</td>
<td>Los Angeles, CA 90059</td>
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<tr>
<td>Clafin College</td>
<td>Orangeburg, SC 29115</td>
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<td>(803)</td>
<td>907</td>
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</tr>
</tbody>
</table>

**Appendix 11 Black College & University Addresses—Four-Year Public & Private**
Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, GA 30314
(404) 880-8000
Enrollment: 4,500
https://www.cau.edu/

Concordia College
1804 Green Street
Selma, AL 36701
(334) 874-5700
Enrollment: 350
http://www.concordiaselma.edu/

Coppin State College
2500 West North Ave
Baltimore, MD 21216-3698
(410) 383-5400
Enrollment: 2,578
http://www.coppin.edu/

Delaware State University
1200 N. DuPont Highway
Dover, DE 19901
(302) 739-4901
Enrollment: 2,935
http://www.desu.edu/

Dillard University
2601 Gentilly Blvd
New Orleans, LA 70122
(504) 283-822
Enrollment: 1,625
http://www.dillard.edu/

Edward Waters College
1658 Kings Rd.
Jacksonville, FL 32209
(904) 355-3030
Enrollment: 610
http://www.ecw.edu/

Elizabeth City State University
Elizabeth City, NC 27909
(919) 335-3230
Enrollment: 2,130
http://www.ecsu.edu/

Fayetteville State University
Fayetteville, NC 28301
(919) 486-1111
Enrollment: 4,032
http://www.unfcsu.edu/

Fisk University
1000 17th Ave N
Nashville, TN 37208-3051
(615) 329-8500
Enrollment: 872
http://www.fisk.edu/

Florida A&M University
Tallahassee, FL 32307
(904) 599-3223
Enrollment: 9,915
http://www.famu.edu/

Florida Memorial College
15800 NE 42nd Ave.
Miami, FL 33054
(305) 626-3650
Enrollment: 1,500
http://www.fmunic.edu/

Hampton University
Hampton, VA 23668
Enrollment: 5,759
http://www.hamptonu.edu/

Harris-Stowe State College
3026 Laclede Ave St.
Louis, MO 63103
(314) 340-3366
Enrollment: 1,978
http://www.hssu.edu/

Howard University
2400 Sixth Street NW
Washington, DC 20059
(202) 806-6100
Enrollment: 10,105
http://www.howard.edu/
Appendix 11

Appendix 11  Black College & University Addresses—Four-Year Public & Private

Huston-Tillotson College
900 Chicon Street
Austin, TX 78702-2795
(512) 505-3000
Enrollment: 611
http://www.htu.edu/

Interdenominational Theological Center
671 Beckwith Street S.W
Atlanta, GA 30314
(404) 527-7700
Enrollment: 2,990
http://www.itc.edu/

Jackson State University
1440 JR Lynch St.
Jackson, MS 39217
(601)968-2121
Enrollment: 6,203
http://www.jsums.edu/

Jarvis Christian College
P.O. Drawer G, Highway 80
Hawkins, TX 75765
Enrollment: 383
http://www.jarvis.edu/

Johnson C. Smith University
Charlotte, NC 28216
(704) 378-1000
Enrollment: 1,391
http://www.jcsu.edu/

Kentucky State University
Frankfort, KY 40601
(502) 227-6000
Enrollment: 2,541
http://www.kysu.edu/

Knoxville College
901 College St NW
Knoxville, TN 37921
(615) 524-6500
Enrollment: 914
http://www.knoxvillecollege.edu/

Lane College
545 Lane Ave
Jackson, TN 38301-4598
(901) 426-7500
Enrollment: 575
http://www.lanecollege.edu/

Langston University
PO Box907
Langston, OK 73050-0907
(405) 466-2231
Enrollment: 3800
http://www.langston.edu

Lemoyne-Owen College
807 Walker Ave
Memphis, TN 38126
(901) 774-9090
Enrollment: 1,132
http://www.loc.edu/

Lewis College of Business
17370 Meyers Rd
Detroit, MI 48235
(313) 862-6300
Enrollment: 310
http://www.lewiscollege.edu/

Lincoln University
Jefferson City, MO 65102
(314) 681-5074
Enrollment: 4,031
http://www.lincolnu.edu/pages/1.asp

Lincoln University
Lincoln University, PA 19352
(610) 932-8300
Enrollment: 1,234
http://02bee66.netsolhost.com/linCQinhomepage/

Livingstone College
Salisbury, NC 28144
(704) 638-5500
Enrollment: 704
http://www.livingstone.edu/

Meharry Medical College
1005 D.B. Todd Boulevard
Nashville, TN 37208
(615) 327-6111
Enrollment: 791
http://www.mmc.edu/

Miles College
PO Box 3800
Birmingham, AL 35208
(205) 923-2771
Enrollment: 751
http://www.miles.edu/
### Appendix 11

**Black College & University Addresses—Four-Year Public & Private**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Address</th>
<th>City, State ZIP</th>
<th>Phone Number</th>
<th>Enrollment</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi Valley State University</td>
<td>Itta Bena, MS 38941</td>
<td></td>
<td>(601)254-9041</td>
<td>2,221</td>
<td><a href="http://www.mvsu.edu/index.php">http://www.mvsu.edu/index.php</a></td>
</tr>
<tr>
<td>Morehouse College</td>
<td>830 Westview Drive, SW</td>
<td>Atlanta, GA 30314</td>
<td>(404) 681-2800</td>
<td>2,990</td>
<td><a href="http://www.morehouse.edu/">http://www.morehouse.edu/</a></td>
</tr>
<tr>
<td>Morehouse School of Medicine</td>
<td>720 Westview Drive, SW</td>
<td>Atlanta, GA 30314</td>
<td>(404) 752-1500</td>
<td></td>
<td><a href="http://www.msm.edu/">http://www.msm.edu/</a></td>
</tr>
<tr>
<td>Morgan State University</td>
<td>Coldspring Ln and Hillen Rd</td>
<td>Baltimore, MD 21239</td>
<td>(410) 319-3333</td>
<td>4,693</td>
<td><a href="http://www.morgan.edu/">http://www.morgan.edu/</a></td>
</tr>
<tr>
<td>Morris Brown College</td>
<td>643 Martin Luther King, Jr. Drive, NW</td>
<td>Atlanta, GA 30314</td>
<td>(404) 220-0270</td>
<td>2,030</td>
<td><a href="http://www.morrisbrown.edu/">http://www.morrisbrown.edu/</a></td>
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<tr>
<td>Morris College</td>
<td>Sumter, SC 29150</td>
<td></td>
<td>(803) 775-9371</td>
<td>792</td>
<td><a href="http://www.morris.edu/default.aspx">http://www.morris.edu/default.aspx</a></td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>2401 Coprrew Avenue</td>
<td>Norfolk, VA 23504-998</td>
<td>(804) 683-8600</td>
<td>8,652</td>
<td><a href="http://www.nsu.edu/">http://www.nsu.edu/</a></td>
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<tr>
<td>North Carolina Agricultural &amp; Technical State University</td>
<td>Greensboro, NC 27411</td>
<td></td>
<td>(919) 334-7500</td>
<td>7,973</td>
<td><a href="http://www.ncat.edu/">http://www.ncat.edu/</a></td>
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<tr>
<td>North Carolina Central University</td>
<td>Durham, NC 27707</td>
<td></td>
<td>(919) 560-6100</td>
<td>5,635</td>
<td><a href="http://www.nccu.edu/">http://www.nccu.edu/</a></td>
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<tr>
<td>Oakwood College</td>
<td>PO Box 107</td>
<td>Oakwood Road, Huntsville, AL 35896</td>
<td>(205) 726-7000</td>
<td>1,334</td>
<td><a href="http://www.oakwood.edu/">http://www.oakwood.edu/</a></td>
</tr>
<tr>
<td>Paine College</td>
<td>1235 15th Street</td>
<td>Augusta, GA 30901-3182</td>
<td>(706) 821-8200</td>
<td>686</td>
<td><a href="http://www.paine.edu/">http://www.paine.edu/</a></td>
</tr>
<tr>
<td>Paul Quinn College</td>
<td>3837 Simpson Stuart Road</td>
<td>Dallas, TX 75241</td>
<td>(214) 376-1000</td>
<td>683</td>
<td><a href="http://www.pqc.edu/">http://www.pqc.edu/</a></td>
</tr>
<tr>
<td>Philander Smith College</td>
<td>812 W. 13th St.</td>
<td>Little Rock, AR 72202</td>
<td>(501) 375-9845</td>
<td>940</td>
<td><a href="http://www.philander.edu/">http://www.philander.edu/</a></td>
</tr>
<tr>
<td>Prairie View A&amp;M University</td>
<td>P.O. Box 188</td>
<td>Prairie View, TX 77446</td>
<td>(409) 857-3311</td>
<td>5,849</td>
<td><a href="http://www.pvamu.edu/pages/1.asp">http://www.pvamu.edu/pages/1.asp</a></td>
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<tr>
<td>Rust College</td>
<td>150 E. Rust Ave.</td>
<td>Holly Springs, MS 38635</td>
<td>(601) 252-4661</td>
<td>1,129</td>
<td><a href="http://www.rustcollege.edu/">http://www.rustcollege.edu/</a></td>
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<tr>
<td>St. Augustine's College</td>
<td>Raleigh, NC 27610</td>
<td></td>
<td>(919) 516-4200</td>
<td>1,745</td>
<td><a href="http://www.st-aug.edu/">http://www.st-aug.edu/</a></td>
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Saint Paul's College
406 Windsor College
Lawrenceville, VA 23868
(804) 848-3111
Enrollment: 644
http://www.saintpauls.edu/

Savannah State University
Savannah, GA 31404
Enrollment: 2,872
http://www.savannahstate.edu/

Selma University
1501 Lapsley Street
Selma, AL 36701
(205) 872-2533
Enrollment: 285
http://www.selmauniversity.org/

Shaw University
Raleigh, NC 27601
(919) 546-8200
Enrollment: 2,504
http://www.shawuniversity.edu/

South Carolina State University
Orangeburg, SC 29115
(803) 536-7000
Enrollment: 5,071
http://www.scsu.edu/

Southern University & Agricultural & Mechanical College
Baton Rouge, LA 70813
(504) 771-4500
Enrollment: 10,548
http://web.subr.edu/

Southern University, New Orleans
6400 Press Dr
New Orleans, LA 70126
(504) 286-5000
Enrollment: 4,650
http://www.suno.edu/

Southwestern Christian College
P.O. Box 10
Terrell, TX 75160
(214) 524-3341
Enrollment: 182
http://www.swcc.edu/

Spelman College
350 Spelman Lane, SW
Atlanta, GA 30314
(404) 681-3643
Enrollment: 2,026
http://www.spelman.edu/

Stillman College
3601 Stillman Boulevard
Tuscaloosa, AL 35403
(205) 349-4240
Enrollment: 888
http://www.stillman.edu/

Talladega College
627 West Battle St.
Talladega, AL 35160
(205) 362-0206
Enrollment: 918
http://www.talladega.edu/

Tennessee State University
3500 John A Merritt Blvd
Nashville, TN 37209
(615) 963-5000
Enrollment: 7,590
http://www.tnstate.edu/

Texas College
2404 N. Grand Avenue
Tyler, TX 75702
(903) 593-8311
Enrollment: 269
http://www.texascollegeonline.net/default.asp

Texas Southern University
3100 Cleburne Avenue
Houston, TX 77004
(713) 527-7011
Enrollment: 10,045
http://www.tsu.edu/pages/1.asp

Tougaloo College
Tougaloo, MS 39174
(601) 977-7000
Enrollment: 1,131
http://www.tougaloo.edu/

Tuskegee University
Tuskegee, AL 36088
(334) 727-8011
Enrollment: 3,598
http://www.tuskegee.edu/
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<td>Pine Bluff, AR 71601 (501)543-8000</td>
<td>Denmark, SC 29042</td>
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<tr>
<td>Enrollment: 3,616</td>
<td>(803) 793-3351</td>
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<td>University of Maryland, Eastern Shore</td>
<td>West Virginia State College</td>
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<tr>
<td>Princess Anne, MD 21853</td>
<td>Institute 25112</td>
</tr>
<tr>
<td>(410) 651-2200</td>
<td>Enrollment: 4896</td>
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<td>Enrollment: 2,400</td>
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<td>Wilberforce University</td>
</tr>
<tr>
<td>University of the District of Columbia</td>
<td>Wilberforce, OH 45384-3001</td>
</tr>
<tr>
<td>4200 Connecticut Avenue NW</td>
<td>(513) 376-2911</td>
</tr>
<tr>
<td>Washington, DC 20008</td>
<td>Enrollment: 750</td>
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<tr>
<td>(202) 282-3681</td>
<td><a href="http://www.wilberforce.edu/home/home.html">http://www.wilberforce.edu/home/home.html</a></td>
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<tr>
<td>Enrollment: 11,578</td>
<td>Wiley College</td>
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<td><a href="http://www.udc.edu/">http://www.udc.edu/</a></td>
<td>711 Wiley Avenue</td>
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<tr>
<td>University of the Virgin Islands</td>
<td>Marshall, TX 75670</td>
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<tr>
<td><a href="http://www.uvi.edu/sites/uvi/Pages/Home.aspx">http://www.uvi.edu/sites/uvi/Pages/Home.aspx</a></td>
<td>(903) 927-3300</td>
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<tr>
<td>St. Thomas Campus</td>
<td>Enrollment: 575</td>
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<tr>
<td>#2 John Brewers Bay</td>
<td><a href="http://www.wiley.edu/">http://www.wiley.edu/</a></td>
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<tr>
<td>St. Thomas, Virgin Islands 00802</td>
<td>Virginia State University</td>
</tr>
<tr>
<td>(430) 693-1160</td>
<td>P.O.Box 9001</td>
</tr>
<tr>
<td>St. Croix Campus</td>
<td>Petersburg, VA 23806</td>
</tr>
<tr>
<td>RR1, Box 10000 Kingshill</td>
<td>(804) 524-5000</td>
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<td>St. Croix, Virgin Islands</td>
<td>Enrollment: 3,996</td>
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<tr>
<td>(340) 692-4158</td>
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<td>Virginia State University</td>
<td>Virginia Union University</td>
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<tr>
<td>P.O.Box 9001</td>
<td>1500 North Lombardy Street</td>
</tr>
<tr>
<td>Petersburg, VA 23806</td>
<td>Richmond, VA 23220</td>
</tr>
<tr>
<td>(804) 524-5000</td>
<td>(804) 257-5600</td>
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<td>Virginia Union University</td>
<td>Virginia University of Lynchburg</td>
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<td>1500 North Lombardy Street</td>
<td>2058 Garfield Avenue</td>
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<tr>
<td>Richmond, VA 23220</td>
<td>Lynchburg, VA24501</td>
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<tr>
<td>(804) 257-5600</td>
<td>(434) 528-5276</td>
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<tr>
<td>Wiley College</td>
<td>Xavier University of Louisiana</td>
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<tr>
<td>711 Wiley Avenue</td>
<td>7325 Palmetto St</td>
</tr>
<tr>
<td>Marshall, TX 75670</td>
<td>New Orleans, LA 70125</td>
</tr>
<tr>
<td>(903) 927-3300</td>
<td>(504) 486-7411</td>
</tr>
<tr>
<td>Enrollment: 575</td>
<td>Enrollment: 3,304</td>
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<tr>
<td><a href="http://www.wiley.edu/">http://www.wiley.edu/</a></td>
<td><a href="http://www.xula.edu/">http://www.xula.edu/</a></td>
</tr>
</tbody>
</table>
Appendix 11  Hispanic College & University Addresses—Four-Year Public & Private

ARIZONA
Arizona Western College
www.azwestern.edu
Central Arizona College
www.centrataz.edu
Coconino Community College, Calona
www.coconino.edu
Estrella Mountain Community College
www.estrellamountain.edu
GateWay Community College
www.gatewaycc.edu
Northern Arizona University
Yuma Branch Campus
http://yuma.nau.edu/
Phoenix College
www.pc.maricopa.edu
Pima County Community College District
www.pima.edu
South Mountain Community College
www.southmountaincc.edu
University of Arizona South
www.uas.arizona.edu

CALIFORNIA
Allan Hancock College
www.hancockcollege.edu
Bakersfield College
www.bakersfieldcollege.edu
California State Polytechnic University, Pomona
www.csupomona.edu
California State University, Bakersfield
www.csusb.edu
California State University, Channel Islands
www.csuci.edu
California State University, Dominguez Hills
www.csudh.edu
California State University, Fresno
www.csufresno.edu
California State University, Fullerton
www.fullerton.edu
California State University, Long Beach
www.csulb.edu
California State University, Los Angeles
www.calstatela.edu
California State University, Monterey Bay
www.csumb.edu
California State University, Northridge
www.csun.edu
California State University, San Bernardino
www.csusb.edu
California State University, San Bernardino-Palm Desert
http://pdc.csusb.edu
Cerritos College
www.cerritos.edu
Chaffey College
www.chaffey.edu
Citrus College
www.citruscollege.edu
College of the Desert
www.collegeofthedesert.edu
College of the Sequoias
www.cos.edu
Crafton Hills College
www.craftonhills.edu
Cypress College
www.cypresscollege.edu
East Los Angeles College
www.elac.edu
El Camino College
www.elcamino.edu
Evergreen Valley College
www.evc.edu
Fresno Pacific University
www.fresno.edu
Fullerton College
www.fullcoll.edu
Hartnell College
www.hminell.edu
Imperial Valley College
www.imperial.edu
Appendix 11 Hispanic College & University Addresses—Four-Year Public & Private

Kern Community College District  
www.kccd.edu

La Sierra University  
www.lasierra.edu

Long Beach City College  
www.lbcc.edu

Los Angeles City College  
www.lacitycollege.edu

Los Angeles Community College District  
www.laccd.edu

Los Angeles County College of Nursing & Allied Health  
www.ladhs.org/wps/portal/collegeofnursing

Los Angeles Harbor College  
www.lahc.edu

Los Angeles Mission College  
www.lamission.edu

Los Angeles Southwest College  
www.lasc.edu

Los Angeles Trade Technical College  
www.lattpc.edu

Los Angeles Valley College  
www.lavc.edu

Los Medanos College  
www.losmedanos.edu

Mount St. Mary’s College  
www.msmary.edu

Mt. San Antonio College  
www.mtsac.edu

Mt. San Jacinto College  
www.msjc.edu

Napa Valley College, Main Campus  
www.napavalley.edu

National Hispanic University  
www.nfh.edu

North Orange County Community College District  
www.nocccd.edu

Occidental College  
www.oxy.edu

Oxnard College  
www.oxnardcollege.edu

Palo Verde College  
www.paloverde.edu

Palomar College  
www.palomar.edu

Pasadena City College  
www.pasadena.edu

Pierce College  
www.piercecollege.edu

Pomona College  
www.pomona.edu

Rio Hondo College  
www.rhccd.edu

Riverside Community College District  
www.rccd.edu

Riverside Community College  
www.rcc.edu

San Bernardino Community College District  
www.sbcdd.edu

San Bernardino Valley College  
www.sbcv.edu

San Diego State University  
Imperial Valley Campus  
www.ivcampus.sdsu.edu

San Joaquin Delta Community College  
www.deltacollege.edu

San Jose City College  
www.sjc.edu

San Jose/Evergreen Community College District  
www.sjeccd.org

Santa Monica College  
www.smc.edu

Taft Community College  
www.taftcollege.edu

University of California, Merced  
www.ucmerced.edu

University of California, Riverside  
www.ucr.edu

University of La Verne  
www.ulv.edu

Ventura College  
www.venturacollege.edu

Victor Valley College  
www.vvc.edu
Appendix 11  Hispanic College & University Addresses—Four-Year Public & Private

West Hills College Coalinga  
www.westhillscollege.com/coalinga

West Hills College Lemoore  
www.westhillscollege.com/lemoore

West Hills Community College District  
www.westhillscollege.com

West Los Angeles College  
www.wlac.edu

Whittier College  
www.whittier.edu

Woodbury University  
www.woodbury.edu

Woodland Community College  
www.yccd.edu

COLORADO  
Adams State College  
www.adams.edu

Colorado State University, Pueblo  
www.colostate-pueblo.edu

Community College of Denver  
www.ccd.edu

Otero Junior College  
www.ojc.edu

Pueblo Community College  
www.pueblocc.edu

Trinidad State Junior College  
www.trinidadstate.edu

CONNECTICUT  
Capital Community College  
www.ccc.commnet.edu

BARBARY  
Barry University  
www.barry.edu

Broward College  
www.broward.edu

Carlos Albizu University, Miami  
www.mia.albizu.edu

Florida International University  
www.fi.edu

Hodges University, Fort Myers Campus  
www.hodges.edu

Nova Southeastern University  
www.nova.edu

St. Thomas University  
www.stu.edu

University of Miami, Coral Gables  
www.miami.edu

Valencia Community College District  
www.valenciacc.edu

Valencia Community College, Osceola  
www.valenciacc.edu

ILLINOIS  
Morton College  
www.morton.edu

Northeastern Illinois University  
www.neiu.edu

Richard J. Daley College, City Colleges of Chicago  
http://daley.ccc.edu/

St. Augustine College  
www.staugustinecollege.edu

Wauponsee Community College  
www.wauponsee.edu

KANSAS  
Donnelly College  
www.donnelly.edu

MASSACHUSETTS  
Urban College of Boston  
www.urbancollege.edu

NEW JERSEY  
Bergen Community College  
www.bergen.edu

Hudson County Community College  
www.hccc.edu

New Jersey City University  
www.njcu.edu

Passaic County Community College  
www.pccc.edu

Union County College  
www.ucc.edu

NEW MEXICO  
Central New Mexico Community College  
www.cnm.edu

Eastern New Mexico University, Main  
www.enmu.edu

Eastern New Mexico University, Roswell  
www.roswell.enmu.edu

New Mexico Highlands University  
www.nmhu.edu
## Appendix 11  Hispanic College & University Addresses—Four-Year Public & Private

<table>
<thead>
<tr>
<th>State</th>
<th>College Name</th>
<th>Location</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
<td>New Mexico Junior College</td>
<td><a href="http://www.nmjc.edu">www.nmjc.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Mexico State University, Alamogordo Branch</td>
<td><a href="http://nmsua.edu">http://nmsua.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Mexico State University, Carlsbad</td>
<td><a href="http://artemis.nmsu.edu">http://artemis.nmsu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Mexico State University, Grants</td>
<td><a href="http://www.grants.nmsu.edu">www.grants.nmsu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Mexico State University, Main</td>
<td><a href="http://www.nmsu.edu">www.nmsu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northern New Mexico College</td>
<td><a href="http://www.nnmc.edu">www.nnmc.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Santa Fe Community College</td>
<td><a href="http://www.sfccnm.edu">www.sfccnm.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Mexico, Main</td>
<td><a href="http://www.unm.edu">www.unm.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Mexico, Taos</td>
<td><a href="http://taos.unm.edu">http://taos.unm.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of New Mexico, Valencia County Branch</td>
<td><a href="http://www.unm.edu/unmvc">www.unm.edu/unmvc</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western New Mexico University, Main</td>
<td><a href="http://www.wnmu.edu">www.wnmu.edu</a></td>
<td></td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Boricua College</td>
<td><a href="http://www.boricuacollege.edu">www.boricuacollege.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Borough of Manhattan Community College, CUNY</td>
<td><a href="http://www.bmcc.cuny.edu">www.bmcc.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bronx Community College, CUNY</td>
<td><a href="http://www.bcc.cuny.edu">www.bcc.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>City College of New York, CUNY</td>
<td><a href="http://www.ccny.cuny.edu">www.ccny.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Mount Saint Vincent</td>
<td><a href="http://www.mountsaintvincent.edu">www.mountsaintvincent.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eugenio Maria de Hostos Community College, CUNY</td>
<td><a href="http://www.hostos.cuny.edu">www.hostos.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Jay College of Criminal Justice, CUNY</td>
<td><a href="http://www.jjay.cuny.edu">www.jjay.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>La Guardia Community College, CUNY</td>
<td><a href="http://www.lagcc.cuny.edu">www.lagcc.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lehman College, CUNY</td>
<td><a href="http://www.lehman.edu">www.lehman.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mercy College</td>
<td><a href="http://www.mercy.edu">www.mercy.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New York City College of Technology, CUNY</td>
<td><a href="http://www.citytech.cuny.edu">www.citytech.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td>Suffolk County</td>
<td>Suffolk County Community College</td>
<td>Michael J. Grant Campus</td>
<td><a href="http://www.sunysuffolk.edu">www.sunysuffolk.edu</a></td>
</tr>
<tr>
<td></td>
<td>Vaughn College of Aeronautics and Technology</td>
<td><a href="http://www.vaughn.edu">www.vaughn.edu</a></td>
<td></td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>Esperanza College of Eastern University</td>
<td><a href="http://esperanza.eastern.edu/">http://esperanza.eastern.edu/</a></td>
<td></td>
</tr>
<tr>
<td>PUERTO RICO</td>
<td>American University of Puerto Rico, Bayamon</td>
<td><a href="http://www.aupr.edu">www.aupr.edu</a></td>
<td></td>
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<tr>
<td></td>
<td>Atlantic College</td>
<td><a href="http://www.atlanticcollege-pr.com">www.atlanticcollege-pr.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caribbean University, Bayamon</td>
<td><a href="http://www.caribbean.edu">www.caribbean.edu</a></td>
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<tr>
<td></td>
<td>Colegio Universitario de San Juan</td>
<td><a href="http://www.cunisanjuan.edu">www.cunisanjuan.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Escuela de Artes Phisticas de Puerto Rico</td>
<td><a href="http://www.eap.edu">www.eap.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inter American University of Puerto Rico, Arecibo</td>
<td><a href="http://www.arecibo.inter.edu">www.arecibo.inter.edu</a></td>
<td></td>
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<tr>
<td></td>
<td>Inter American University of Puerto Rico, Barranquitas</td>
<td><a href="http://www.br.inter.edu">www.br.inter.edu</a></td>
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<td></td>
<td>Inter American University of Puerto Rico, Bayamon</td>
<td><a href="http://www.bc.inter.edu">www.bc.inter.edu</a></td>
<td></td>
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<tr>
<td></td>
<td>Inter American University of Puerto Rico, Guayama</td>
<td><a href="http://www.quayama.inter.edu">www.quayama.inter.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Atlantic College</td>
<td><a href="http://www.atlanticcollege-pr.com">www.atlanticcollege-pr.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caribbean University, Bayamon</td>
<td><a href="http://www.caribbean.edu">www.caribbean.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colegio Universitario de San Juan</td>
<td><a href="http://www.cunisanjuan.edu">www.cunisanjuan.edu</a></td>
<td></td>
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<tr>
<td></td>
<td>Escuela de Artes Phisticas de Puerto Rico</td>
<td><a href="http://www.eap.edu">www.eap.edu</a></td>
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<td></td>
<td>Inter American University of Puerto Rico, Arecibo</td>
<td><a href="http://www.arecibo.inter.edu">www.arecibo.inter.edu</a></td>
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<td></td>
<td>Inter American University of Puerto Rico, Barranquitas</td>
<td><a href="http://www.br.inter.edu">www.br.inter.edu</a></td>
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<td></td>
<td>Inter American University of Puerto Rico, Bayamon</td>
<td><a href="http://www.bc.inter.edu">www.bc.inter.edu</a></td>
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<tr>
<td></td>
<td>Inter American University of Puerto Rico, Guayama</td>
<td><a href="http://www.quayama.inter.edu">www.quayama.inter.edu</a></td>
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</table>
Appendix 11 Hispánico College & University Addresses—Four-Year Public & Private

Universidad Metropolitana, Cupey
www.suagm.edu/umet

Universidad Politécnica de Puerto Rico
www.pupr.edu

University of Puerto Rico, Aguadilla
www.uprag.edu

University of Puerto Rico, Arecibo
www.upra.edu

University of Puerto Rico, Bayamon
www.uprb.edu

University of Puerto Rico, Carolina
http://uprc.edu

University of Puerto Rico, Caye
www.cayeypnr.edu

University of Puerto Rico, Humacao
www.uprh.edu

University of Puerto Rico, Mayaguez
www.uprm.edu

University of Puerto Rico, Ponce
www.uprp.edu

University of Puerto Rico, Rio Piedras
www.rrp.upr.edu

University of the Sacred Heart
www.sagrado.edu

TEXAS
Alamo Colleges
www.accd.edu

Austin Community College
www.austincc.edu

Coastal Bend College
www.coastalbend.edu

Dallas County Community College District
www.dcccd.edu

Del Mar College
www.delmar.edu

Eastfield College
www.eastfieldcollege.edu

El Centro College
www.elcentrocollege.edu

El Paso Community College
www.epcc.edu

Galveston College
www.gc.edu

Houston Community College System
www.hccs.edu

Laredo Community College
www.laredo.edu

Midland College
www.mccd.edu

Mountain View College
http://www.mvc.dcccd.edu/

Our Lady of the Lake University
www.ollusa.edu

Palo Alto College
www.accd.edu/pac

San Antonio College
www.accd.edu/sac/sacmain/sac.htm

San Jacinto College Central
www.sjcd.edu

San Jacinto College District
www.sanjac.edu

San Jacinto College North
www.sanjac.edu

San Jacinto College South
www.sanjac.edu

South Plains College
www.southplainscollege.edu

South Texas College
www.southtexascollege.edu

Southwest Texas Junior College
www.swtjc.net

St. Edward’s University
www.stedwards.edu

St. Mary’s University
www.stmarytx.edu

St. Philip’s College
www.accd.edu/spc

Sul Ross State University
Alpine and Rio Grande College
www.sulross.edu

Texas A&M International University
www.tamiu.edu

Texas A&M University, Corpus Christi
www.tamucc.edu

Texas A&M University, Kingsville
www.tamuk.edu

Texas A&M University, San Antonio
http://www.tamuk.edu/sanantonio/
Appendix 11  Hispanic College & University Addresses—Four-Year Public & Private

Texas State Technical College, Harlingen  
www.harlingen.tstc.edu

University of Houston, Downtown  
www.uhd.edu

University of St. Thomas  
www.stthom.edu

University of Texas at Brownsville & Texas Southmost College  
www.utb.edu

University of Texas at El Paso  
www.utep.edu

University of Texas at San Antonio  
www.utsa.edu

University of Texas Health Science Center at San Antonio  
www.uthscsa.edu

University of Texas Pan American  
www.utpa.edu

University of the Incarnate Word  
www.uiw.edu

Victoria College  
www.victoriacollege.edu

Western Texas College  
www.wtc.edu

WASHINGTON  
Columbia Basin College  
www.columbiabasin.edu

Heritage University, Toppenish  
www.heritage.edu
## Appendix 12 Women & Minority Institutional Doctoral Directory

<table>
<thead>
<tr>
<th>Degree type</th>
<th>Rank</th>
<th>Race</th>
<th>Major</th>
<th>Institution</th>
<th>State</th>
<th>08-09 total</th>
<th>Men</th>
<th>Women</th>
<th>09-10 total</th>
<th>%Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>All Disciplines Combined</td>
<td>Nova Southeastern University</td>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>218</td>
<td>285</td>
<td>45%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Biological and Biomedical Sciences</td>
<td>University of California-Los Angeles</td>
<td>CA</td>
<td>0</td>
<td>16</td>
<td>27</td>
<td>43</td>
<td>32%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Business, Management, Marketing, and Related Support Services</td>
<td>Capella University</td>
<td>MN</td>
<td>0</td>
<td>37</td>
<td>50</td>
<td>87</td>
<td>33%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Computer and Information Sciences and Support Services</td>
<td>University of California-Berkeley</td>
<td>CA</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Computer and Information Sciences and Support Services</td>
<td>Massachusetts Institute of Technology</td>
<td>MA</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Education</td>
<td>Nova Southeastern University</td>
<td>FL</td>
<td>0</td>
<td>48</td>
<td>178</td>
<td>226</td>
<td>52%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Engineering</td>
<td>Massachusetts Institute of Technology</td>
<td>MA</td>
<td>0</td>
<td>23</td>
<td>22</td>
<td>45</td>
<td>16%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>English Language and Literature/Letters</td>
<td>University of California-Los Angeles</td>
<td>CA</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>26%</td>
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<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Foreign Languages, Literatures, and Linguistics</td>
<td>University of California-Los Angeles</td>
<td>CA</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>26%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Health Professions and Related Programs</td>
<td>Salus University</td>
<td>PA</td>
<td>0</td>
<td>9</td>
<td>51</td>
<td>60</td>
<td>17%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Mathematics and Statistics</td>
<td>University of California-Los Angeles</td>
<td>CA</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>23%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Physical Sciences</td>
<td>University of Pennsylvania</td>
<td>PA</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>17</td>
<td>25%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Physical Sciences</td>
<td>University of California-San Diego</td>
<td>CA</td>
<td>26</td>
<td>10</td>
<td>7</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Psychology</td>
<td>Alliant International University</td>
<td>CA</td>
<td>0</td>
<td>14</td>
<td>66</td>
<td>80</td>
<td>26%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Social Sciences</td>
<td>Ashford University</td>
<td>IA</td>
<td>0</td>
<td>44</td>
<td>163</td>
<td>207</td>
<td>42%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>Total Minority</td>
<td>Visual and Performing Arts</td>
<td>University of California-Los Angeles</td>
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### Appendix 12  Women & Minority Institutional Doctoral Directory

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<th>Women</th>
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<th>%Grad</th>
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## Appendix 13

### Women & Minority Doctoral Award History

**Table: Doctorates awarded, by selected characteristics of doctorate recipients: 2005-10**

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<td>Native Hawaiian or Other Pacific Islander</td>
<td>39</td>
<td>46</td>
<td>45</td>
<td>48</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td>Two or more races</td>
<td>244</td>
<td>297</td>
<td>320</td>
<td>327</td>
<td>430</td>
<td>442</td>
</tr>
<tr>
<td>Temporary visa holders</td>
<td>10,426</td>
<td>11,587</td>
<td>12,369</td>
<td>12,626</td>
<td>12,211</td>
<td>11,302</td>
</tr>
<tr>
<td>Non-science and engineeringb</td>
<td>15,398</td>
<td>15,753</td>
<td>16,302</td>
<td>15,938</td>
<td>16,088</td>
<td>14,928</td>
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<tr>
<td>Male</td>
<td>6,330</td>
<td>6,648</td>
<td>6,664</td>
<td>6,413</td>
<td>6,492</td>
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<tr>
<td>Female</td>
<td>9,043</td>
<td>9,083</td>
<td>9,624</td>
<td>9,522</td>
<td>9,590</td>
<td>8,957</td>
</tr>
<tr>
<td>U.S. citizen or permanent residentb</td>
<td>11,911</td>
<td>12,181</td>
<td>12,191</td>
<td>12,308</td>
<td>12,604</td>
<td>11,590</td>
</tr>
<tr>
<td>White</td>
<td>9,222</td>
<td>9,380</td>
<td>9,202</td>
<td>9,325</td>
<td>9,316</td>
<td>8,610</td>
</tr>
<tr>
<td>All other race or ethnicity</td>
<td>2,527</td>
<td>2,610</td>
<td>2,817</td>
<td>2,799</td>
<td>3,109</td>
<td>2,788</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>73</td>
<td>73</td>
<td>62</td>
<td>63</td>
<td>71</td>
<td>46</td>
</tr>
<tr>
<td>Asian</td>
<td>550</td>
<td>629</td>
<td>643</td>
<td>641</td>
<td>723</td>
<td>703</td>
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<tr>
<td>Black or African American</td>
<td>1,093</td>
<td>1,070</td>
<td>1,182</td>
<td>1,194</td>
<td>1,280</td>
<td>1,099</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>626</td>
<td>646</td>
<td>722</td>
<td>686</td>
<td>780</td>
<td>695</td>
</tr>
<tr>
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<td>30</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Two or more races</td>
<td>155</td>
<td>172</td>
<td>188</td>
<td>194</td>
<td>226</td>
<td>228</td>
</tr>
<tr>
<td>Temporary visa holders</td>
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<td>2,618</td>
<td>2,794</td>
<td>2,627</td>
<td>2,503</td>
<td>2,323</td>
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</tbody>
</table>

*Total includes doctorate recipients who did not indicate their sex.

b Total includes doctorate recipients who did not indicate race and were not of Hispanic ethnicity and those of unknown race or ethnicity.

Includes Mexican American, Puerto Rican, and other Hispanic ethnicities.

**SOURCE:** NSF/Nit-VUSED/NEI-VUSDA/NASA, 2010 Survey of Earned Doctorates.

Women Don't Ask shows women how to reframe their interactions and more accurately evaluate their opportunities. The book includes examining how to ask for a desired outcome in ways that feel comfortable and possible, taking into account the impact of asking on relationships. It also discusses how to recognize the ways in which our institutions, childrearing practices, and unspoken assumptions perpetuate inequalities—inequalities that are not only fundamentally unfair but also inefficient and economically unsound.


This study is one of many showing (1) that people vary in the degree to which they hold certain stereotypes and schemas (2) that having those schemas influences their evaluations of other people; and (3) that it is possible to reduce the impact of commonly held stereotypes or schemas by relatively simple means. In this study college students with particularly negative stereotypes about women as college professors were more likely to rate accounts of specific incidents of college classroom teaching behavior negatively, if they were described as performed by a female. In the second phase of the study students’ reliance on their stereotypes was successfully reduced by providing them with time and instructions to recall the specific teaching behaviors of the instructors in detail. Thus, focusing attention on specific evidence of an individual’s performance eliminated the previously-demonstrated effect of gender schemas on performance ratings.


This section describes the department chairs’ role in developing new faculty into teachers and scholars.


This is an empirical study demonstrating the impact of implicit discrimination by race, and not attributable to class.


This article is a reflective discussion of how and where implicit discrimination operates. Includes useful review of the literature, and fairly extended discussion of research needed.


Stereotypes may influence judgment via assimilation, such that individual group members are evaluated consistently with stereotypes, or via contrast, such that targets are displaced from the overall group expectation. Two models of judgment—the shifting standards model and status characteristics theory—provide some insight into predicting and interpreting these apparently contradictory effects. In 2 studies involving a simulated applicant evaluation setting, we predicted and found that participants set lower minimum-competency standards, but higher ability standards, for female than for male and for Black than for White applicants. Thus, although it may be easier for low- than high status group members to meet (low) standards, these same people must work harder to prove that their performance is ability based.


A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for gender bias in hiring.
and advancement. Using data from actual auditions for 8 orchestras over the period when screens were introduced, the authors found that auditions with screens substantially increased the probability that women were advanced (within the orchestra) and that women were hired. These results parallel those found in many studies of the impact of blind review of journal article submissions.


This article discusses common barriers to successful implementation of diversity-related cultural change efforts, including both those that are intentional and unintentional. It also outlines strategies for addressing or dealing with these various forms of resistance.


This chapter proposes “a theory of limited differences” where even if the life events to which people are exposed have small short-term effects, over the life course these events have large cumulative effects. The authors suggest that the small disparities at every stage of a woman scientist’s career combine to create a subtle yet virtually unassailable barrier to success.


This study investigated differences over a 10-yr period in Whites' self-reported racial prejudice and their bias in selection decisions involving Black and White candidates for employment in a sample of 194 undergraduates. The authors examined the hypothesis, Academic Year 2009–10 derived from the aversive-racism framework, that although overt expressions of prejudice may decline significantly across time, subtle manifestations of bias may persist. Consistent with this hypothesis, self-reported prejudice was lower in 1998-1999 than it was in 1988–1989, and at both time periods, White participants did not discriminate against Black relative to White candidates when the candidates' qualifications were clearly strong or weak, but they did discriminate when the appropriate decision was more ambiguous. Theoretical and practical implications are considered.


This essay discusses what psychologists, after years of study, now know about intergroup bias and conflict. It is stated that most people reveal unconscious, subtle biases, which are relatively automatic, cool, indirect, ambiguous, and ambivalent. Subtle biases underlie ordinary discrimination: comfort with one's own in-group, plus exclusion and avoidance of out-groups. Such biases result from internal conflict between cultural ideals and cultural biases. On the other hand, a small minority of people, extremists, do harbor blatant biases that are more conscious, hot, direct, and unambiguous. Blatant biases underlie aggression, including hate crimes. Such biases result from perceived intergroup conflict over economics and values, in a world perceived to be hierarchical and dangerous. Reduction of both subtle and blatant bias results from education, economic opportunity, and constructive intergroup contact.


This article presents results of research proceeding from the theoretical assumption that status is associated with high ratings of competence, while competition is related to low ratings of warmth. Included in the article are ratings of various ethnic and gender groups as a function of ratings of competence and warmth. These illustrate
Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (continued) the average content of the stereotypes held about these groups in terms of the dimensions of competence and warmth, which are often key elements of evaluation.

This is an examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.

This study investigated reactions of subjects to a woman's success in a male gender-typed job. The results showed that when women were acknowledged to have been successful, they were less liked and more personally derogated than equivalently successful men. The data also showed that being disliked can affect career outcome, both for performance evaluation and reward allocation.

This article proposes that many federal programs can be best understood as “affirmative action for whites” both because in some cases substantial numbers of other groups were excluded from benefiting from them, or because the primary beneficiaries were whites. It states the rationale for contemporary affirmative action as “corrective action” for these exclusionary policies and programs.

This paper shows that more effective work behaviors are retrospectively attributed to a fictitious male police officer than a fictitious female one—even though they are rated equivalently at first. Evidence in the study shows that this results from overvaluing male officers’ performance rather than derogating females’.

Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the “two-body problem” when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.

This is an examination of issues involved in recruitment of racial minorities to faculty positions, especially issues associated with the prestige of training institutions.


This article demonstrates widely-shared schemas, particularly “implicit” or unconscious ones, about race, age and gender.

This book includes 12 contributions from Latino and Latina professors and academics with experience in universities throughout the United States. The introduction provides an overview.
Porter, N. & Geis, F. L. (1981). Women and nonverbal leadership cues: When seeing is not believing. In C. Mayo & N. Henley (Eds.), Gender and nonverbal behavior. New York: Springer Verlag. When study participants were asked to identify the leader of the group, they reliably picked the person sitting at the head of the table whether the group was all-male, all-female, or mixed-sex with a male occupying the head; however, when the pictured group was mixed sex and a woman was at the head of the table, both male and female observers chose a male sitting on the side of the table as the leader half of the time.

Preston, A. E. (2004). Leaving science: Occupational exit from scientific careers. New York: Russell Sage Foundation. Based on data from a large national survey of nearly 1,700 people who received university degrees in the natural sciences or engineering and a subsequent in-depth follow-up survey, this book provides a comprehensive portrait of the career trajectories of men and women who have earned science degrees, and addresses the growing number of professionals leaving scientific careers. Preston presents a gendered analysis of the six factors contributing to occupational exit and the consequences of leaving science.

Sagaria, M. A. D. (2002). An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. The Journal of Higher Education 73(6): 677–710. This paper describes administrator search processes at a predominately white university in order to explore whether searches may be a cause for the limited success in diversifying administrative groups.

Smith, D. (2000). How to diversify the faculty. Academe, 86, no. 5. Washington, D.C.: AAUP. This essay enumerates hiring strategies that may disadvantage minority candidates or that might level the playing field.

Sommers, S. (2006). On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations. Journal of Personality and Social Psychology 90 (4), 597–612. This research examines the multiple effects of racial diversity on group decision making. Participants deliberated on the trial of a Black defendant as members of racially homogeneous or heterogeneous mock juries. Half of the groups were exposed to pretrial jury selection questions about racism and half were not. Deliberation analyses supported the prediction that diverse groups would exchange a wider range of information than all-White groups. This finding was not wholly attributable to the performance of Black participants, as Whites cited more case facts, made fewer errors, and were more amenable to discussion of racism when in diverse versus all-White groups. Even before discussion, Whites in diverse groups were more lenient toward the Black defendant, demonstrating that the effects of diversity do not occur solely through information exchange. The influence of jury selection questions extended previous findings that blatant racial issues at trial increase leniency toward a Black defendant.

Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance of women and African-Americans. American Psychologist, 52, 613–629. This paper reviews empirical data to show that negative stereotypes about academic abilities of women and African Americans can hamper their achievement on standardized tests. A 'stereotype threat' is a situational threat in which members of these groups can fear being judged or treated stereotypically; for those who identify with the domain to which the stereotype is relevant, this predicament can be self-threatening and impair academic performance. Practices and policies that can reduce stereotype threats are discussed.

Steinpreis, R.E., Anders, K.A. & Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. Sex Roles, 41, 7/8, 509–528. The authors of this study submitted the same c.v. for consideration by academic psychologists, sometimes with a man’s name at the top, sometimes with a woman’s. In one comparison, applicants for an entry-level faculty position were evaluated. Both men and women were more likely to hire the “male” candidate than the “female” candidate, and rated his qualifications as higher, despite identical credentials. In contrast, men and women were equally likely to recommend tenure for the “male” and “female” candidates (and rated their qualifications equally), though there were signs that they were more tentative in their conclusions about the (identical) “female” candidates for tenure.
Thompson, M. & Sekaquaptewa, D. (2002). When being different is detrimental: Solo status and the performance of women and minorities. *Analyses of Social Issues and Public Policy, 2*, 183–203. This article spells out how the absence of “critical mass” can lead to negative performance outcomes for women and minorities. It addresses the impact on both the actor and the perceiver (evaluator).

Trix, F. & Psenka, C. (2003). Exploring the color of glass: letters of recommendation for female and male medical faculty. *Discourse & Society* 14(2): 191–220. This study compares over 300 letters of recommendation for successful candidates for medical school faculty position. Letters written for female applicants differed systematically from those written for male applicants in terms of length, in the percentages lacking basic features, in the percentages with “doubt raising” language, and in the frequency of mention of status terms. In addition, the most common possessive phrases for female and male applicants (“her teaching” and “his research”) reinforce gender schemas that emphasize women’s roles as teachers and students and men’s as researchers and professionals.

Turner, C.S.V. (2002). Diversifying the Faculty: A Guidebook for Search Committees. Washington, D.C.: AACU. Informed by the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees with the primary goal of helping structure and execute successful searches for faculty of color.

Valian, V. (1998). "Evaluating Women and Men." (Chapter 1 and Chapter 7.) *Why So Slow? The Advancement of Women*. Cambridge, Mass.: MIT Press. In these chapters, Valian presents research that demonstrates that men and women who do the same things are evaluated differently, with both men and women rating women’s performances lower than men’s, even when they are objectively identical.

Wennners, C. & Wold, A. (1997). “Nepotism and sexism in peer-review.” *Nature*, 387, 341–343. This Swedish study found that female applicants for postdoctoral fellowships from the Swedish Medical Research Council had to be 2.5 times more productive than their male counterparts in order to receive the same “competence” ratings from reviewers.

Wolf Wendel, L. E., S. B. Twombly, et al. (2000). "Dual-career couples: Keeping them together." *The Journal of Higher Education* 71(3): 291–321. This paper addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-today needs of running a household which, in many cases, includes caring for children or elderly parents.

Yoder, J. (2002). “2001 Division 35 Presidential Address: Context Matters: Understanding Tokenism Processes and Their Impact on Women’s Work.” *Psychology of Women Quarterly*, 26. Research on tokenism processes is reviewed and coalesces around gender constructs. Reducing negative tokenism outcomes, most notably unfavorable social atmosphere and disrupted colleagueship, can be done effectively only by taking gender status and stereotyping into consideration. These findings have applied implications for women’s full inclusion in male-dominated occupations.
Dual Career and Work-Family Issues


This analysis of the Current Population Survey’s Outgoing Rotation Group data, a Bureau of Labor Statistics nationally representative survey, shows that the child penalty on labor force participation for prime-age women, aged 25 to 44, averaged 14.4 percentage points over the period from 1984 to 2004. This means that labor force participation by women in this age group with children at home averaged 14.4 percentage points less than for women without children at home. The penalty was 20.7 percentage points in 1984 and has fallen consistently over the last two decades, down to 8.2 percentage points in 2004.


Survey research finds that mothers suffer a substantial wage penalty, although the causal mechanism producing it remains elusive. The authors employed a laboratory experiment to evaluate the hypothesis that status-based discrimination plays an important role and an audit study of actual employers to assess its real-world implications. In both studies, participants evaluated application materials for a pair of same-gender equally qualified job candidates who differed on parental status. The laboratory experiment found that mothers were penalized on a host of measures, including perceived competence and recommended starting salary. Men were not penalized for, and sometimes benefited from, being a parent. The audit study showed that actual employers discriminate against mothers, but not against fathers.


Op ed article that counters the news and opinion articles claiming that women, especially graduates of top-tier universities and professional schools, are “opting out” in record numbers and choosing home and family over careers.

Kerber, L. K. (continued)

approximately half of which had been funded. GAO then surveyed almost 1,400 reviewers of these proposals to obtain information not available from the agencies. In addition, GAO interviewed agency officials and reviewed documents to obtain procedural and policy information. GAO also observed panel meetings at each agency.

Hopkins, Nancy, Lotte Bailyn, Lorna Gibson, and Evelynn Hammonds. (2002). An Overview of Reports from the Schools of Architecture and Planning; Engineering; Humanities, Arts, and Social Sciences; and the Sloan School of Management. Massachusetts Institute of Technology. The overview of MIT’s more recent study of all of its schools.


This chapter and book explore the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.


This article examines the role of various kinds of institutional discrimination in producing the underrepresentation of black faculty.


This article documents the low rate of Asian and Asian American scientists at higher and leadership levels even in fields where they are relatively numerous at lower ranks.

Nelson, D. J., & Rogers, D. C. (2004). A national analysis of diversity in science and engineering faculties at research universities. This report looks at the representation of women and minorities in the 'top 50' departments of science and engineering disciplines in research universities, as ranked by the National Science Foundation according to research funds expended. The report is based on survey data obtained from these departments and covers the years 1993 to 2002. The analysis examines degree attainment (BS and PhD) and representation on the faculty in the corresponding disciplines. The data demonstrate that while the representation of women attaining a PhD in science and engineering has significantly increased in this period, the corresponding faculties remain overwhelmingly dominated by white men.

Kerber, L. K. (2005). We must make the academic workplace more humane and equitable. The Chronicle of Higher Education, 6. This essay is a reflection by an academic historian both on the history of the academic workplace, and the ways in which it is currently an environment that is both inhumane and particularly difficult for women faculty.


Radcliffe Public Policy Center (2000). Life’s work: Generational attitudes toward work and life integration. This paper reports on the results of a national survey of Americans’ attitudes about work and family, economic security, workplace technology, and career development. The majority of young men report that a job schedule that allows for family time is more important than money, power or prestige.

Wolf Wendel, L. E., Twombly, S.B., et al. (2000). "Dual-career couples: keeping them together." The Journal of Higher Education 71(3): 291–321. This article addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-today needs of running a household which, in many cases, includes caring for children or elderly parents.

Background Readings on Scientific Careers

A Study on the Status of Women Faculty in Science at MIT. (1999). The MIT Faculty Newsletter, Vol. XI, No. 4. This is the original MIT report that has spurred so many other studies.

Gannon, F., Quirk, S., & Guest, S. (2001). Are women treated fairly in the EMBO postdoctoral fellowship scheme? European Molecular Biology Organization Reports 2, 8, 655–657. This article presents the findings from an analysis of the European Molecular Biology Organization Long Term Fellowship granting scheme in order to determine if gender bias exists in the program. When the success rate is calculated for the spring and autumn session for the years 1996–2001, the female applicants were, on average, 20% less successful than the males.

General Accounting Office (1994). Peer Review: Reforms Needed to Ensure Fairness in Federal Agency Grant Selection. 138. GAO examined grant selection in three federal agencies that use peer review: the National Institutes of Health (NXH), the National Science Foundation (NSF), and the National Endowment for the Humanities (NEH). At each agency, GAO collected administrative files on a sample of grant proposals.
In addition to the articles listed and several other resources, material from each of the following recruitment
guides was used to develop this Handbook.

ADVANCE Handbook for Faculty Searches and Hiring, University of Michigan. Available online: http://
www.advance.rackham.umich.edu/handbook.pdf

Guidelines for Recruiting a Diverse Workforce.‖ Penn State University. Available online:http://www.psu.edu/dept/
aaoffice/pdf/guidelines.pdf

Guidelines for Recruiting & Appointing Academic Personnel, Appendix A: Recruiting a Diverse, Qualified Group
of Applicants.‖ University of Minnesota. Available online: http://www.policy.umn.edu/Policies/hr/Hiring/
RECRUITFACPA_APPA.html

Massachusetts Institute of Technology Faculty Search Committee Handbook.‖ (2002). MIT. Available online:
http://web.mit.edu/faculty/reports/FacultySearch.pdf

Available online: http://www.provost.pitt.edu/pacwc/pacwcrecruit.html

Recruitment, Retention, and Professional Development of Women Faculty: A Report from the Academic Issues
Subcommittee of the Provost’s Committee on the Status of Women,‖ Johns Hopkins University. Available online:
http://www.jhu.edu/news_info/reports/womenfac/report.html

Equity & Diversity Toolkit Resources,‖ Graduate School, University of Wisconsin – Madison. Available online:
http://info.gradsch.wisc.edu/admin/committees/edc/resources.html
## Appendix 16

Lehigh University Administrative Offices to Support Faculty Searches

<table>
<thead>
<tr>
<th>Office Name</th>
<th>Website</th>
</tr>
</thead>
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<td>Office of the Provost</td>
<td><a href="http://www.lehigh.edu/~inpr/">http://www.lehigh.edu/~inpr/</a></td>
</tr>
<tr>
<td>Office of Vice Provost for Academic Diversity</td>
<td><a href="http://www.lehigh.edu/diversity">http://www.lehigh.edu/diversity</a></td>
</tr>
<tr>
<td>Office of the Provost Cluster Hiring Initiative</td>
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</tr>
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<tr>
<td>Office of the Dean, College of Arts &amp; Sciences</td>
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</tr>
<tr>
<td>Office of the Dean, College of Business &amp; Economics</td>
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