DIVERSITY AND INCLUSION
SEARCH COMMITTEE TOOLKIT

Division of Human Resources

The Office of Talent Acquisition

UNIVERSITY OF
South Carolina

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Introduction

The Search Committee Toolkit provides University of South Carolina search committee members with information and resources to guide and support the recruitment and hiring of diverse employees. The toolkit compiles effective strategies and best practices to search, select and hire diverse staff members. The toolkit ensures all search committee members have a clear understanding of unconscious or implicit bias and safeguards impartiality during the search and hiring process.

Diversity Statement

At the University of South Carolina, we strive to ensure an inclusive environment that is open, welcoming, and supportive of individuals of all backgrounds. We recognize diversity at work is essential to providing academic excellence and critical to our sustainability. The university is committed to eliminating barriers created by institutional discrimination through accountability and continuous process improvement. We celebrate the diverse voices, perspectives, and experiences of our employees.

Unconscious Bias and Assumptions

What is Unconscious Bias?

Unconscious biases are the automatic assumptions or stereotypes we have about certain groups of people outside of our conscious awareness that influence our attitudes and behavior. Unconscious bias, often referred to as implicit bias, is pervasive and often does not align with our expressed or declared beliefs.

Because everyone has unconscious, or implicit, bias, it is important to establish strategies to mitigate implicit bias from influencing our hiring decisions.

Types of Unconscious Bias

Stereotyping- Involves forming generalized opinions about how people of a given gender, religion or race appear, think, act, feel or respond. Example: Presuming that a woman would prefer a desk job over working outdoors is stereotyping.

How to Mitigate: Do not make assumptions. Use job related interview questions to assess whether a candidate can successfully perform the job.

Confirmation Bias- Confirmation bias is the inclination to draw conclusions about a situation or person based on your personal desires, beliefs and prejudices rather than on unbiased merit.

How to Mitigate: Ask all candidates the same questions other than follow-up or probing questions.

Conformity Bias- The tendency people have to act similarly to the people around them regardless of their own personal beliefs or idiosyncrasies.

How to Mitigate: Establish a standardized process for evaluating candidates. Have committee members write and submit opinions of candidates after the interview before discussing candidates as a group.

Inconsistent questioning- Asking different questions of candidates. Example: Inconsistency in questioning might involve asking only Caucasian male candidates to describe their successes on previous jobs.

How to Mitigate: Use a structured interviewing process. Ask all candidates the same questions.

Beauty Bias- A social behavior where people believe that attractive people are more successful, competent and qualified.

How to Mitigate: Screen candidates based on established job-related criteria. Conduct a phone interview to identify top candidates prior to an in person or virtual interview.

Halo/Horn Effect- The interviewer allows one strong point that he or she values highly to overshadow all other information. When this works in the candidate's favor, it is called the halo effect. When it works in the opposition direction, with the interviewer judging the potential employee unfavorably in all areas based on one trait, it is called the horn effect.

How to Mitigate: Remove the one strong or negative point and then review the candidate's qualifications and skill sets as it relates to the qualifications of the position.

Cultural noise- The failure to recognize responses of a candidate that are socially acceptable rather than factual. Since the candidate wants the job, he or she will be reluctant to tell the interviewer unacceptable facts about himself or herself. The candidate may give responses that are "politically correct" but not very revealing. Example: An employer may comment, "I note that you are applying for a job that has a lot less authority than the job you currently hold. How do you feel about that?" The applicant might say that this is fine even though this is not the case.

How to Mitigate: Ask probing questions. When applicable, conduct approved testing to assess skill set. Conduct reference checks to confirm experience communicated during the interview.

Name Bias- The tendency to judge individuals by their names or prefer individuals with certain names.

How to Mitigate: Assign a neutral party to remove the candidate names. Candidates will then be assessed based on experience and educational background.

How to Overcome Unconscious Bias:

- Learn the types of bias and ensure hiring decisions are not based on those assumptions.
- Develop a safe space to identify bias or the potential for bias.
- Establish a diverse search committee.
- Establish criteria for evaluating candidates and apply them consistently to all applicants.
- Do not introduce new criteria once the interviewing and selection process is underway.
- Have objective, justifiable reasoning for a decision to reject or retain a candidate.

Roles & Responsibilities

Hiring Manager

- Identifies hiring need, develops the position description, recruitment plan, organizational chart and other recruitment related documents.
- Identifies Search Committee members.
- Collaborates with the Diversity Advocate to ensure recruitment strategies align with affirmative action goals.
- Ensures that there are no conflicts of interest regarding the committee members and the applicant (Please see attestation form).
- Sets clear expectations for search committee.
- Informs search committee members of how candidates will be evaluated and reviewed based on the requirements listed in the position description.

Search Committee Member

- Possesses knowledge of the substantive area and the technical expertise to effectively evaluate candidates' qualifications.
- Embodies a diverse representation of the university population, including members with a demonstrated commitment to diversity.
- Responsible for reviewing applicants as directed by the hiring manager and provide comments on the qualifications of applicants.
- Participates in the entire interview process and recommends final applicant.
- Maintains a strict level of confidentiality to protect the privacy and integrity of the search process.

Diversity Advocate

- Asks essential questions and actively monitors the process regarding affirmative action goals.
- Creates a judgement free culture of pointing out bias or the potential for bias.
- Certifies effective recruitment strategies are established to identify qualified candidates of underrepresented groups.
- Monitors the demographic composition of the applicant pool to ensure diversity at all stages of the process.

Office of Talent Acquisition

- Provides departments with written notification of underutilization data as verified by the Office of Equal Opportunity Programs.
- Advertises positions on USC Jobs, Inside HigherEd, Higher Education Recruitment Consortium (HERC) and Insight into Diversity.
- Provides consultation and customizable recruitment plans as needed.
- Ensures accurate and complete recruitment and selection guidelines and procedures.

What is a Position Description (PD)?

The position description explains the duties, working conditions and other aspects of a job, including the competencies needed to perform the job's essential functions. Position-specific competencies are determined through the process of job analysis, and are documented in the Position Description (PD) form. These competencies form a basis for recruiting, hiring, training, developing and managing the performance of employees.

Developing an Inclusive PD

- Avoid including job requirements that artificially narrow the pool.
- Identify what success looks like in the position and then list only those qualifications that are essential to successfully performing in the role.
- Include job duties that perpetuate the UofSC commitment to promoting diversity, equity and inclusion
- Non-essential qualifications can hinder certain demographic groups from applying to positions. For example, research shows women are less likely to apply for positions unless they meet 100% of the qualifications, while men will apply if they meet only 60% of qualifications.

Recruitment

A recruitment plan documents the strategy for hiring employees. It acts as a timeline to find qualified applicants and identifies the goals for a particular position. The plan is implemented to ensure that a transparent and unbiased recruitment and selection process is followed with the desired result of hiring the best candidate, based solely on merit, values and the philosophy of the university.

Recruitment & Selection Process Overview

1. Develop position description
2. Develop recruitment plan
3. Select search committee
4. Post position and implement recruitment plan
5. Review applicants, develop short list, and dispose of applicants as applicable
6. Conduct interview
7. Select finalist
8. Conduct reference check of at least 2 references
9. Send for approval from Classification and Compensation and from your department head
10. Make offer
11. Dispose of remaining applicants

Steps and components of creating a diverse recruitment plan

1. Identify the target group (i.e. underutilized demographics and key competencies)
2. Create job announcement
3. Determine recruiting method
4. Establish criteria or evaluation
5. Review candidates

Recruiting Methods to build a Diverse Applicant Pool

- Identify and advertise in publications and on listservs targeted to specific disciplines and demographics
- Identify professional organizations, sororities and fraternities that have members from underrepresented groups
- Contact colleagues and other professionals of diverse backgrounds to inform them of vacancies to gain referrals
- Send targeted invitations for applications to diverse candidates from minority-serving institutions such as HBCUs, women colleges, tribal colleges and Hispanic serving institutions
- Attend conferences and job fairs to broaden the applicant pool (if applicable)
- Increase professional network and actively build relationships with individuals from underrepresented groups

Minority Recruitment Resources

Job Postings and External Announcements

Job announcements are written at the College or Departmental level. Consider job-specific knowledge, skills, abilities and personal attributes. Be committed to finding the best people for your team and attracting a diverse pool of applicants. To create an accurate job announcement, you must use information from the position description.

When creating an inclusive announcement, be sure to:

- Describe the position and summarize the roles to include job responsibilities
- Make it easy to read to avoid excluding individuals with various levels of literacy.
- Provide enough detail so candidates understand the role but keep the description concise.
- Abstain from listing unnecessary qualifications that may hinder diverse candidates from applying.
- Incorporate department mission, vision and values to show commitment to diversity and inclusion.
- Include any assessment requirements and attach sample and/or testing link for approval by the Talent Acquisition Office.
- Include a list of inclusive benefits to attract a diverse applicant pool.
- Remove any gender-coded words in your descriptions for both men and women. Use a gender decoder tool such as this one.
- Avoid using jargon in your advertisement language as it may hinder diverse candidates with transferable skills from applying.
- If acronyms are used, spell out the words the first time they are mentioned.

Posting Guidelines:

- **Underutilized Letter** - Departments on the Columbia campus with vacant classified staff positions will receive a letter identifying underutilized categories to comply with the University's Affirmative Action Plan. **Departments must be able to show that recruitment efforts were taken to diversify the applicant pool.
- **Minimum Posting Time Frame** - All staff full-time (FTE) and research grant or time-limited (RGP/TL) positions, with an underutilization should be advertised for a minimum of 14 calendar days on the USC JOBS website. Exceptions may apply.

- **Automatic Postings** - All Staff-FTE, RGP and TL positions are automatically posted to InsideHigherED, Higher Education Recruitment Consortium (HERC), Insight Into Diversity and LinkedIn when posted on USC Jobs.

- **Demographics Report** - All College/Division and Department HR Contacts have access to the demographics of applicant pools in PeopleAdmin to ensure diversity at all stages of the recruitment and selection process.

Applicant Screening Process

When reviewing applications and resumes, approach the process with methods that reduce bias. This enhances fairness and often results in a more inclusive applicant pool.

Screening Applications

- Candidates should be screened based on job related criteria listed in the minimum qualifications.
- Utilize standardized review templates to screen candidates.
- Do not introduce new criteria once screening begins.
- Preferred qualifications can be taken into consideration but not during the initial screening process.

Reviewing Social Media

Screening an applicant's social media can be a legal risk if the information is misused and can perpetuate bias in the hiring process.

- Focus only on objective and professional information regarding the candidates.
- Do not make assumptions. Social media profiles can be misleading or inaccurate.
- Be consistent. All candidates' social media must be reviewed if used as a screening tool.
- Do not use social media as the initial step of the screening process.
- Do not base hiring decisions solely on social media screening.
- Do not gravitate towards similarities based on social media information as it could result in confirmation or "similar to me" bias.
- Do not use social media to try and gain a visual of the applicants prior to the interview as it can lead to age, race and gender discrimination.
- Social media screening could lead to discrimination on protected characteristics.

Conducting Interviews

Ensuring interview techniques are free of unconscious bias is critical in attracting and selecting a diverse workforce. Interviews should be conducted in a manner that is equitable to all candidates. Whether interviewing face to face or through a virtual platform, our interview methodology should reflect our value and commitment to diversity, equity and inclusion.

- Utilize a structured interview process in which candidates are asked the same job-related questions and candidates are evaluated using a pre-determined rating scale to reduce bias.

- Make sure interview locations are accessible for all candidates. When scheduling interviews, allow candidates to request accommodations if needed for the interviewing process by directing them to contact the Office of Talent Acquisition.

- Include at least one interview question related to diversity, equity and inclusion to further show the importance of reaching our diversity and equity goals at all levels of the organization.

- Ask for work samples or portfolios to further assess a candidate's skill set and competency level. If work samples are utilized, be sure to use a standardized rubric to evaluate the samples presented and require work samples from all candidates being interviewed.

Reference Checks

Reference checks can supply more information about the applicant's qualifications than any other source; and this information may be more objective than the applicant's responses. As a result, reference checking will be another important strategy in mitigating bias. Instead of making hiring decisions based on assumptions, reference checks will allow a hiring manager to objectively assess a candidate's qualifications and skill set.

Some hiring managers check references before the interview to establish which candidates will be interviewed. Others may contact references of only those candidates identified as a finalist. No matter the order, be sure not to contact a candidate's current employer until that candidate is determined to be the candidate of choice. Best practice is to conduct reference checks after the interview and only on the applicant(s) to whom you are considering making an offer.

Key Considerations

When checking references, keep the following points in mind:

- Questions must be job related.
- Carefully document reference information.
- Confirm factual, objective information candidates provide during the application and interview process.
- Remember that the same State and Federal laws that govern the interview apply to the reference checking process.
- Develop consistency in questions when contacting references for multiple candidates.
- When feasible, references should always be conducted by the hiring manager.

Additional Resources

Diversity Videos

https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/

https://www.pbs.org/video/pov-implict-bias-high-heels-violins-and-warning/?continuousplayautoplay=true

https://www.pbs.org/video/pov-implicit-bias-check-our-bias-wreck-our-bias/?continuousplayautoplay=true

https://managingbias.fb.com/

https://www.youtube.com/watch?v=3MIF5V1J5vA

https://www.youtube.com/watch?v=K-n7el87Dmo

https://www.youtube.com/watch?v=C-Dp372Jsj4

https://www.youtube.com/watch?v=UZHxFU7TYo4

https://www.youtube.com/watch?v=OoBvzI-YZf4

Diversity Publications

https://www.chronicle.com/article/how-a-search-committee-can-be-the-arbiter-of-diversity

https://www.insidehighered.com/news/2020/07/14/study-concept-faculty-fit-hiring-vague-and-potentially-detrimental-diversity-efforts

https://hbr.org/2019/06/how-to-reduce-personal-bias-when-hiring

https://www.americanbar.org/groups/bar_services/publications/bar_leader/2015-16/july-august/is-there-bias-in-your-hiring-process/

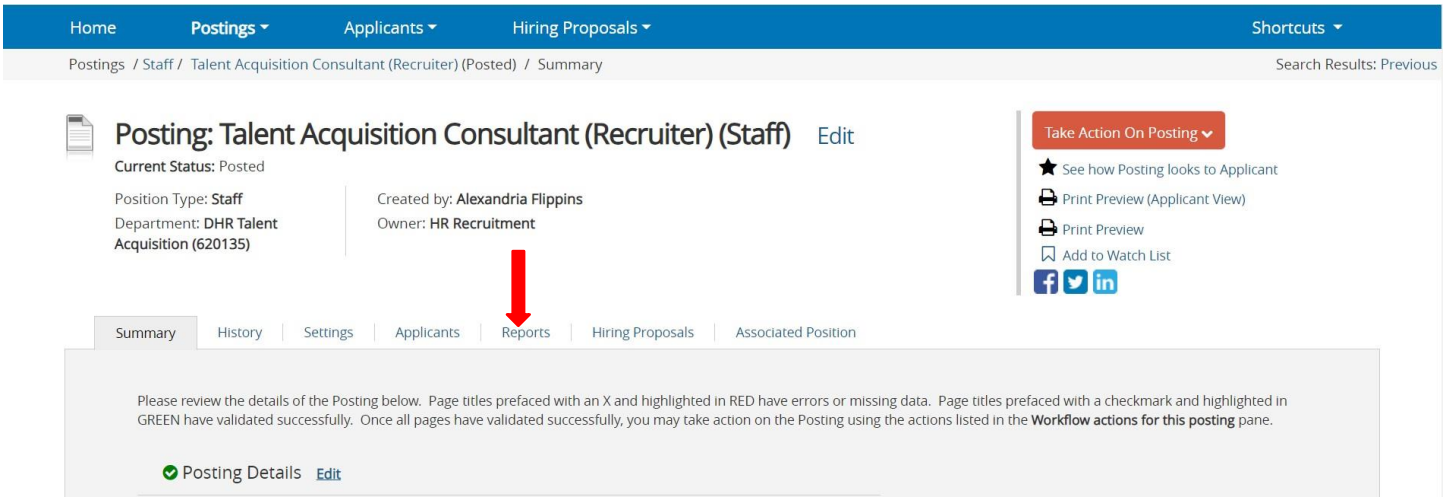
Rating Guide Samples

Rating Scale	1-Poor	2-Average	3-Above Average	4-Exceptional

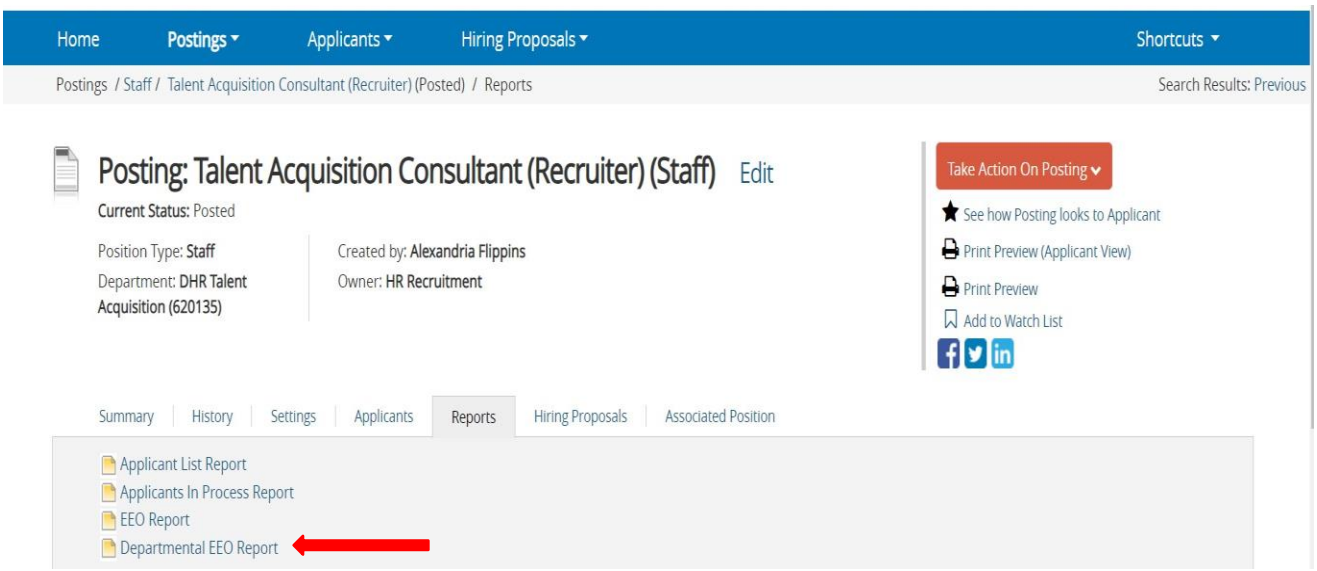
	Candidate A	Candidate B	Candidate C
Criteria			
Relevant educational background	3	2	4
Related work experience	2	1	3
Related computer skills	1	3	2
Verbal communication skills	3	4	1
Written communication skills	2	2	3
Attention to detail	1	3	2
Takes initiative	4	2	1
Integrity	1	2	3
Stress tolerance	2	3	4
Interpersonal skills	4	2	3
Attitude towards this position	3	4	2
Total	**29**	**30**	**32**

	Candidate A	Candidate B	Candidate C	Candidate D	Candidate E
Criteria					
Bachelor's Degree in Accounting	3	3	1	2	1
5- 8 years of Financial Aid Experience	3	3	2	2	2
Supervisory Experience	1	3	2	1	1
Budgeting Experience	3	2	1	3	1
Database Experience	1	3	2	1	1
Higher Education Experience	2	2	1	3	1
Total	13	16	9	12	7
	Above Average	**Average**	**Below Average**		
	3	**2**	**1**		

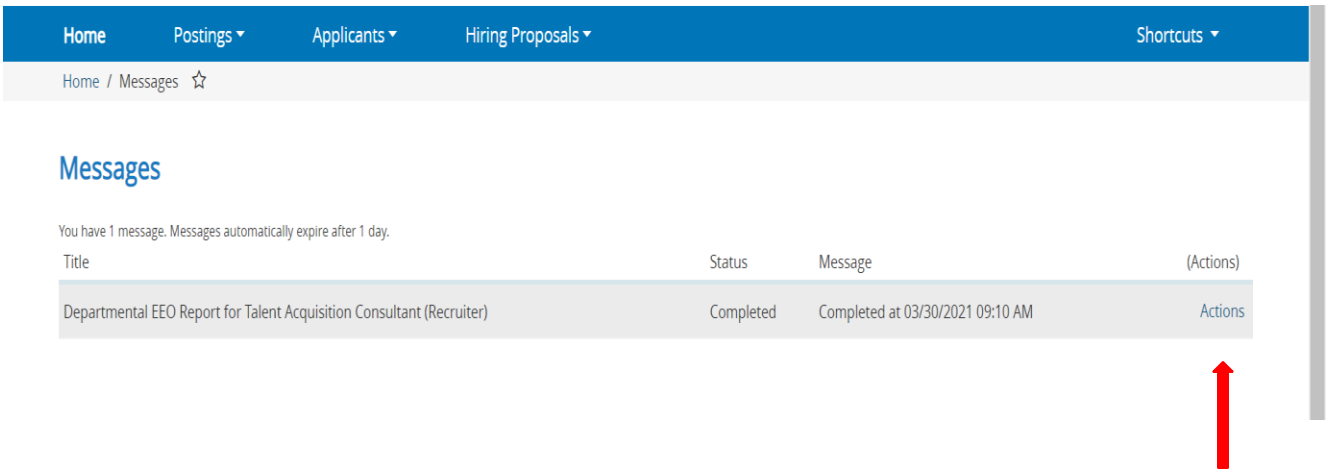
Departmental EEO Report – Quick Guide



- You must log in as either Dept HR Contact or College/Division HR Contact to pull report.
- Once in the posting, select the reports tab.



- A list of reports will appear.
- Select Departmental EEO Report.



- Select the Actions tab and click view report.

Sample Demographic Data

Under Review by Department/Committee Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	17	1	0	**18**
Male	0	0	0	0	0	2	0	0	**2**
Undisclosed	0	0	0	0	0	0	0	1	**1**
No Answer	0	0	1	0	0	2	0	1	**4**
Total	**0**	**0**	**1**	**0**	**0**	**21**	**1**	**2**	**25**

Under Consideration Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	0	0	0	**0**
Male	0	0	0	0	0	0	0	0	**0**
Undisclosed	0	0	0	0	0	0	0	0	**0**
No Answer	0	0	0	0	0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Interview Approved/Pending Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	0	0	0	**0**
Male	0	0	0	0	0	0	0	0	**0**
Undisclosed	0	0	0	0	0	0	0	0	**0**
No Answer	0	0	0	0	0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Interviewed Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	0	0	0	**0**
Male	0	0	0	0	0	0	0	0	**0**
Undisclosed	0	0	0	0	0	0	0	0	**0**
No Answer	0	0	0	0	0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Finalist Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	0	0	0	**0**
Male	0	0	0	0	0	0	0	0	**0**
Undisclosed	0	0	0	0	0	0	0	0	**0**
No Answer	0	0	0	0	0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Recommend for Hire Applicants

Gender	Hispanic / Latino	American Indian Or Alaska Native	Asian	Black Or African American	Native Hawaiian Or Other Pacific Islander	White	Two Or More Races	Not Disclosed	Total
Female	0	0	0	0	0	0	0	0	**0**
Male	0	0	0	0	0	0	0	0	**0**
Undisclosed	0	0	0	0	0	0	0	0	**0**
No Answer	0	0	0	0	0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Diversity and Inclusion Interview Questions

1. Please share with us what diversity, equity, and inclusion mean to you and why they are important?
2. In your opinion, what is the most challenging aspect of working in a diverse environment?
3. UofSC, like many universities, is highly concerned with issues of diversity and equity. How has your past work demonstrated an active commitment to equity?
4. What areas of diversity do you think you have to learn more about and how would you go about doing it?
5. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
6. In your experience, what are the challenges faced by members of historically underrepresented groups in the workplace? What strategies have you used to address these challenges, and how successful were those strategies?
7. Tell us about a time you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that.
8. Tell me about a time you adapted your style to work better with someone from a different culture.
9. Have you ever realized you had said or done something that may have been offensive to a colleague? How did you handle the situation, and how did it turn out?
10. If you were hired, how would you use this position to increase or enhance diversity at UofSC?
11. How would you handle a situation in which someone made a sexist, racist, homophobic, or otherwise prejudiced remark?
12. Explain what you believe to be an effective strategy to introduce diversity to individuals who have only experienced a limited number of cultures.
13. What is your approach to understanding the perspectives of colleagues from different backgrounds?
14. How would you handle a situation where a colleague was being culturally insensitive, sexist, racist, or homophobic?
15. How would you advocate for diversity, equity, and inclusion with colleagues who don't understand its importance?
16. Tell me about a time when you advocated for diversity and inclusion in the workplace.
17. Can you give me an example of how you make your direct reports feel a sense of inclusion, belonging, and equity on a regular basis?
18. What steps will you take to eliminate bias from your hiring process?

19. Describe a situation where you helped resolve an issue or conflict related to diversity and inclusion.
20. Describe your experience with diversity and inclusion in past workplaces. How have you strived to make others feel included in your day-to-day activities?
21. Describe your understanding of diversity and inclusion and how it is related to this position.
22. What is your definition of diversity?
23. What kinds of experiences have you had in relating with people whose backgrounds are different from your own?
24. What have you learned from working with diverse colleagues?
25. Tell us about a time when you had to work with someone whose personality was very different from yours.
26. Tell me about how you responded to a co-worker who made an insensitive remark.
27. How has your current/previous employer benefited from diversity?
28. How do you define social justice?
29. Tell me about a time that you successfully adapted to an environment that was culturally different than your own background.
30. What do you see as the most challenging aspects of a diverse team?
31. What would you do if you discovered on your staff a belief that diversity and excellence are somehow in conflict? What kinds of leadership efforts would you apply to encourage commitment to excellence through diversity?
32. Tell me about how you handled a culturally or racially charged conflict within your team.
33. How does your own identity impact your work with a diverse team?
34. When interacting with a person from a different culture than your own, how do you ensure that communication is effective?
35. What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
36. How has your background and experience prepared you to be effective in an environment where we see awareness of and respect for diversity as an important value?
37. What is your definition of diversity and how or why do you think diversity is important?
38. In what ways do you think diversity is important to someone in the role of_____?
39. How would you describe your current thinking about diversity, and how has your thinking changed over time?
40. What are some concerns you have about working with diverse populations or communities?

41. Pose a situation/scenario involving issues of diversity. Ask the applicant how she or he would respond in that situation.
42. In what ways can you imagine promoting UofSC's nondiscrimination policy in your responsibilities in this position?
43. How would you [reach] [serve] diverse groups or traditionally underserved communities?
44. What challenges do you think you will face in working with a diverse population?
45. Why do you think it is important to address diversity and equity issues in this position, and what are some ways you might do that?
46. How would you advocate for diversity education and diversity initiatives with individuals who do not see its value?
47. When dealing with a non-diverse environment or individuals with little experience with diversity, how would you approach making diversity relevant or valued?
48. How would you respond to a conversation between colleagues that was clearly offensive to others?
49. Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence (i.e. we will have to lower our standards to achieve or accommodate diversity). How would you describe the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?
50. How has your background and experience prepared you to be effective in an environment that values diversity?
51. What is your experience or training in working with diverse populations?
52. What specific experiences have you had addressing concerns of diverse communities' populations at your current or previous institution? What role have you taken in addressing those concerns?
53. Please tell us about an instance when you have demonstrated leadership or commitment to equity in your work.
54. What programs or initiatives have you been a part of to address diversity issues, and specifically what was your role in those efforts?
55. Can you describe an innovative program addressing diversity that you were an integral part of developing?
56. In what ways have you demonstrated commitment and sensitivity to the importance of diversity in your previous experience?
57. Describe a time when you worked to incorporate diversity issues or diverse communities into a project or event you worked on.

58. What training and experience do you have in developing and implementing services and programs that incorporate diversity?
59. Describe your experiences in strategic planning related to diversity.
60. Describe your experiences in assessing diversity initiatives and their outcomes.
61. What experiences have you had with recruiting, hiring, training, and/or supervising a diverse workforce?
62. What is the most challenging situation dealing with diversity that you have faced and how did you handle it?
63. If we were to ask your colleagues or supervisor at your current position, what do you think they would say about your diversity background, experience, and contributions?
64. What have you done to further your knowledge or understanding about diversity? How have you applied your learning?
65. How has your research incorporated diverse populations?
66. What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
67. Have you ever realized you had said or done something that may have been offensive to a co-worker? How did you respond to that realization, and what was the outcome?
68. How has your background and experience prepared you to be effective in an environment that is committed to inclusion?
69. How are inclusion issues and leadership related?
70. Describe your understanding of diversity and why it is important to this position.

Recommended Publications and Organizations for Minority Advertisement

Circulation Source	Contact Information	Readership Target	Readership Numbers
Academic Diversity Search, Inc.	Academic Diversity Search, Inc. P.O. Box 1086 Webster, N.Y. 14580 585-787-0537 – Tel 585-787-1321 – Fax info@academicdiversitysearch.com	With women and minorities as the target candidate pool, this portal is powered by job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.	ADS is a nationwide portal that brings together candidates and employers.
Affirmative Action Register	225 S. Meramec Ave. Suite 400 St. Louis, MO 63105 314-863-2900 – Tel 800-537-0655 – Fax www.aarjobs.com	Organizations, departments, placement offices and other locations identified as centers of concentration of female, minority, disabled and veteran individuals.	Print form-free circulation of approximately 60,000. Website access to 20 million daily.
American Indian Higher Education Consortium	121 Oronoco Street Alexandria, VA 22314 703-838-0400 – Tel 703-838-0388 – Fax www.info@aihec.org	Tribally controlled Native American Colleges.	AIHEC represents 36 Tribally controlled Native American Colleges in the United States, and one Canadian Institution.
Asian-American Village	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Asian-American collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations.
Black Collegian Online	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Black collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members, Links with over 800 college/university campus career centers and over 500 minority organizations.
Diversity Web	Association of American Colleges & Universities	The DiversityWeb Staff is a group of dedicated higher	The office helps colleges and

Association of American Colleges and University	1818 R Street NW Washington, DC 20009 Hugo Najera at diversityweb@aacu.org – email www.diversityweb.org/index.cfm - website	education professionals devoted to connecting, amplifying and advancing campus diversity work throughout postsecondary education.	universities to establish diversity as a comprehensive institutional commitment and educational priority.
Feminist Career Center	1600 Wison Blvd, Suite 801 Arlington, VA 22209 703-522-2214 – Tel 703-522-2219 – Fax Or 433 S. Beverly Drive Beverly Hills, CA 90212 310-556-2500 – Tel 310-556-2509 – Fax www.feminist.org	Created to help feminist job seekers find each other.	Supported by more than 100,000 women and men.
Hispanic Magazine	6355 NW 36th St. Miami, FL 33166 305-744-3547 – Tel 305-774-3540 – Fax www.hispaniconline.com	Hispanic community worldwide.	National circulation of 315,000
Insight Into Diversity	11132 South Townes Square, Suite 203 St. Louis, MO. 63123 Phone 314-200-9955 Toll Free: 800-537-0655 Oneline: www.insightintodiversity.com Email: info.insightintodiversity	*INSIGHT Into Diversity* is the oldest and largest diversity magazine and website in higher education today. *INSIGHT Into Diversity* successfully connects employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, medical condition or history, veteran status, gender identity or expression, and sexual orientation.	Employers advertising with *INSIGHT Into Diversity* magazine reach hundreds of thousands of readers per issue. In addition, more than 125,000 people visit our website monthly
Minority and Women Doctoral Directory	MWDD 3001 Bridgeway Suite K119 Sausalito, California 94965 info@mwdd.com – email www.mwdd.com – website 415-332-6933 – Tel 415-332-4799 – Fax	For 18 years the Minority and Women Doctoral Directory has been a valuable resource for universities seeking to recruit women and minority Ph.D.s. into their faculties. Registry maintains up-to-date information on employment candidates, who have recently received, or are soon to	Directory lists approximately 4,900 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.

		receive, a doctoral or master's degree in their respective field from one of approximately two hundred major resource universities in the United States.	
Saludos Website	31938 Highway 80 South A-324 Temecula, CA 92592 800-748-6426 or 951-303-8035 – Tel 800-460-8507 – Fax info@saludos.com – email www.saludos.com – website	Aids in recruiting bilingual Hispanic professionals.	With a 1,000,000 hits per month, this website is one of the most effective recruiting tools available online.
The Chronicle of Higher Education	1255 Twenty-Third St., NW Seventh Floor Washington, DC 20037 General Information – 202-466-1000 – Tel Recruitment – 202-466-1231 – Tel 202-452-1033 – Fax www.careers.chronicle.com	The Chronicle is the academic world's No. 1 source of news and information.	Published weekly, and read by more than 400,000 college and university administrators and faculty members.
The Hispanic Outlook in Higher Education	Advertising Sales Assoc. 201-587-8800, ext. 104 or 106 – Tel 201-587-9105 – Fax www.Hispanicoutlook.com	Northwest 12% Northeast 41% Southwest 33% Southeast 14% Higher Education 90.5% Other than Higher Education 9.5% Presidents 14% Provosts 16% Public Relations 5% Human Resources 13% Diversity 23% Librarians 10% Deans and Faculty 9.5% Corporation COE 9.5%	Readership over 28,000.
University Faculty Voice	P.O. Box 8387 Houston, TX 77288 713-521-1999 – Tel 713-521-1981 – Fax	Historically black colleges and universities – mostly Southeast.	Over 10,000 monthly.
Women in Higher Education	5376 Sarmco Drive Madison, WI 53704 608-251-3232 – Tel 608-284-0601 – Fax	About 65% are on four-year campuses and 35% on two-year campuses. About 60% of the campuses have more than	12,000 women readers each month.

	www.wihe.com	5,000 students, while 4$ have fewer.	1,500 hits per day online for the print issue.

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