# TEXAS
The University of Texas at Austin

Inclusive Search and Recruitment Toolkit

FOR FACULTY, GRADUATE STUDENTS, AND POSTDOCTORAL FELLOWS
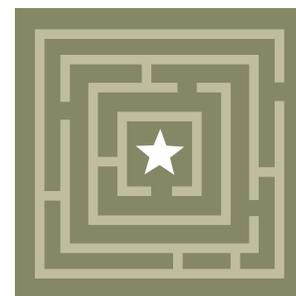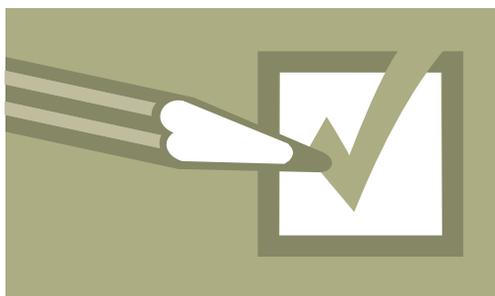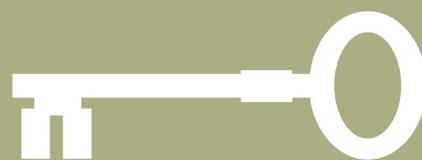
The University of Texas at Austin
Office for Inclusion and Equity
Division of Diversity and Community Engagement

Contents

Links to online resources highlighted in examples are included in the references and resources section.

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The University of Texas at Austin is an Equal Opportunity Employer with a commitment to diversity at all levels. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, age, disability, or veteran status. (*Compliant with the new VEVRAA and Section 503 Rules*)

The University of Texas at Austin
Division of Diversity and Community Engagement

Introduction

The following comprehensive recruitment toolkit for faculty, graduate students, and postdoctoral fellows provides strategies and ideas drawn from best practices from across UT Austin, comparable institutions, and relevant research literature. The toolkit, originally developed and implemented by Strategic Initiatives in the Division of Diversity and Community Engagement, serves as a foundation for the faculty recruitment initiatives facilitated by the newly established Office for Inclusion and Equity (OIE). In partnership with academic leaders, Inclusion and Equity staff assist academic deans, department chairs, and faculty leaders in enhancing recruitment and retention initiatives across campus. UT Austin fosters an environment of inclusive excellence in education, research, and public service that supports a diverse group of individuals with different perspectives, backgrounds, and experiences. The pursuit of excellence and diversity are intertwined and integral to achieving the university's mission and core purpose of transforming lives for the benefit of society.

A more diverse campus community comprised of students, faculty, and staff contributes to a richer and more welcoming teaching, learning, research, and work environment (see for example Chang, Milem, and Antonio, 2010; Hurtado, Alvarez, Guillermo-Wann, Cuellar, and Arellano, 2012; Reddick and Sáenz, 2012). As UT Austin President Gregory L. Fenves stated "We must continue to make strategic investments in recruiting, developing and retaining outstanding, diverse faculty. On this point, let me be clear that I am fully committed to excellence and diversity as being mutually reinforcing, and we will look to new processes to advance both." In this toolkit, diversity is defined as demonstrating respect for all individuals and valuing each perspective and experience. Diversity includes but is not limited to dimensions of dis/ability, gender, gender identity and expression, international/national origin, race/ethnicity, religion, sexual orientation, socioeconomic status, and veteran status.

1 | Before Recruitment Begins

In this section, we provide suggestions and practical examples of strategies academic administrators in departments, colleges, and schools can pursue and implement to help facilitate an inclusive search and recruitment process.

Utilize active recruiting strategies on an ongoing basis to establish pathways for potential new graduate students, postdoctoral fellows, and faculty members

- Encourage department members to make personal connections and generate potential candidate pools at professional meetings and conferences even when the department is not actively recruiting

- Send departmental representatives to discipline-specific conferences for diverse and underrepresented students and faculty

  EXAMPLE: Faculty representatives from the Division of Pharmacology and Toxicology in the College of Pharmacy at UT Austin attend the Annual Biochemical Research Conference for Minority Students (ABRCMS), which attracts approximately 1,700 undergraduate students; 400 graduate students and postdoctoral scientists; and 1,200 faculty, program directors, and administrators each year. In addition, a faculty member within the division has been an active member of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), providing information during student recruitment sessions at the annual meeting.

- Seek out connections and collaborations at Texas institutions with diverse students and faculty members including but not limited to University of Texas at San Antonio, University of Texas at El Paso, University of Texas Rio Grande Valley, University of Houston, University of North Texas at Dallas,

St. Edward's University, Texas State University, Huston-Tillotson University, Texas Southern University, Prairie View A&M University, Texas A&M University-Corpus Christi, and Texas A&M at Kingsville

- Create innovative programs to establish pathways and pipelines for graduate students, postdoctoral fellows, and faculty members

  EXAMPLE: Dr. Marvin Whiteley, professor of molecular biosciences at UT Austin, and Dr. Patricia Baynham, associate professor of biological sciences at St. Edward's University, through several grants over the years (including a current grant through the USDA Agricultural Research Service), give undergraduate biology majors the opportunity to participate in a collaborative research experience between UT Austin and St. Edward's University. Students also have the opportunity to present their research at the Annual Biomedical Research Conference for Minority Students (ABRCMS).

  EXAMPLE: The University of North Carolina at Chapel Hill's Carolina Postdoctoral Program for Faculty Diversity offers two-year postdoctoral appointments that focus heavily on research, which as stated on the program's site, are part of the university's "commitment to building a culturally diverse intellectual community and advancing scholars from underrepresented groups in higher education." Individuals carry a one-course teaching load per year.

- Articulate the department's commitment to diversity and develop a plan for increasing diversity

- Create a standard departmental presentation/overview that faculty, postdoctoral fellows, and graduate students can use when visiting other institutions that articulates the department's commitment to diversity

- Invite diverse guest speakers to campus or create a visiting scholars program

- Ensure an inclusive departmental climate and culture where all identities are respected and have a voice

- Partner with the Office for Inclusion and Equity to conduct a climate assessment within the college, school, or department to better understand the current

climate and culture, as well as to inform future efforts that will promote inclusivity and diversity

- Collect and share best practices, successes, and challenges related to recruitment of diverse individuals from peer institutions, aspirant institutions, the college and/or department with colleagues and students

- Track alumni from graduate programs and provide outreach to share potential opportunities at UT Austin

Establish policies, procedures, and practices that support faculty and student success including:

- Clear, transparent, and accessible policies and procedures for recruitment, evaluation, and promotion

  EXAMPLE: The College of Liberal Arts (COLA) maintains a website that outlines COLA recruitment procedures for faculty positions, as well as links to relevant policies.

- Mentoring resources and programs for junior faculty, postdoctoral fellows, and graduate students

  EXAMPLE: Professional development workshops are available to postdoctoral fellows through the UT Austin Postdoctoral Office.

Track and share demographic and equity data within the department, specifically related to recruitment, hiring, and enrollment

- Determine the types of information currently collected by the department, college/school, and university

- Examine university-wide, college-specific, and departmental reports such as the Final Report of the Gender Equity Task Force (2008) or the Report of the UT Austin Graduate School Climate Study (2011)

- Reflect upon additional types of information that might be helpful, such as looking at the intersectionality or multidimensionality of identities (for example, the intersection of race and gender), or collecting new information

EXAMPLE: Data might include the number of women and faculty of color that were interviewed and hired in past searches, the distribution of tenured/tenure track/non-tenure track faculty by gender and race/ethnicity, the number and percentage of women and faculty of color in leadership positions, and salary equity information. Other information might include the number of students of color applying to and accepting admission offers, information on first-generation students in the program, institutions typically recruited from, and retention/graduation rates by gender and race/ethnicity.

Coordinate departmental opportunities for inclusive diversity education with appropriate campus offices which may include:

- Partnering with Services for Students with Disabilities (SSD) to ensure web and print materials, tours, and applicant inquiries are accessible

- Participating in ally training with the Gender and Sexuality Center (GSC) or inviting Peers for Pride to perform, a peer facilitation program utilizing theater techniques to conduct workshops that explore the lives of lesbian, gay, bisexual, transgender, and queer people

- Building awareness of social identities, developing an inclusive workplace, and exploring privilege in order to foster a climate of inclusive excellence with staff from DDCE. Participating in one of OIE's TX Classes, such as Hiring Talent for a Diverse Work Environment, which provides an overview of the processes, policies, and best practices for using UT Austin recruitment tools including compliance, fairness, competencies, interviewing, selection, and hiring

Identify departments or colleges in other universities that have been successful in generating robust and diverse applicant pools in order to examine potential models and expand best practices

END OF SECTION 1
Before Recruitment Begins

2 Planning the Search and Recruitment Process

This section provides information about ways to ensure the search committee has a proper foundation in search and recruitment practices that promote an equitable process. Examples range from creating the search or admissions committee to writing the position or program description to reviewing past searches. In addition, information about how to mitigate psychosocial and organizational barriers, myths, assumptions, and cognitive errors and biases is included to assist in fostering an equitable evaluation process for all candidates.

Creating the search or admissions committee

- Include a diverse group of individuals with different perspectives, backgrounds, and expertise, as well as a commitment to diversity and excellence

- Include committee members who will serve as advocates for underrepresented and/or underserved communities

- Be mindful of overburdening committee members with heavy service loads

Training search and recruiting committees

- Have the dean and/or department chair meet with the committee to reiterate and situate the importance of diversity and inclusion within the department and school/college, as well as the larger campus context

- Designate a diversity and equity liaison from within the department, the college/school, and/or DDCE to advise the committee on best practices in recruiting diverse candidates throughout the search process and to be a part of the post-search report process

- Establish a process for how the committee will actively recruit members from underrepresented and/or underserved communities

EXAMPLE: In order to maximize the audience, ensure the posting is distributed to diverse venues and networks managed by underrepresented communities (including list servs and periodicals), as well as to prominent underrepresented scholars and practitioners.

- Review and ensure compliance with applicable laws, policies, and procedures, as well as confidentiality, with OIE and the Office of Legal Affairs as needed

- Develop clear screening and selection criteria for candidates, as well as a process for evaluating candidate applications

- Ensure each candidate's file is read by multiple committee members

- Examine and implement best practices that address psychosocial and organizational barriers, myths, assumptions, and cognitive errors and biases that result in unfair evaluations, including but not limited to:

  Psychosocial and organizational barriers – characterized by marginalization, avoidance/social distancing, discrimination, and the perpetuation of social stereotypes and privilege

  - Messages that devalue and delegitimize applicants such as dismissing researchers who conduct research and publish on underrepresented communities
  - Unequal callback rates during the process leading up to interviews based on the presumed race/ethnicity or gender of applicants
  - Stereotyping and the perception of "fit" with the department for women and underrepresented candidates and applicants

  Myths and assumptions – being aware of assumptions that may influence interviews

  - Beliefs about child-rearing or family responsibilities affecting research or professional activities

- Assuming candidates will only be interested in research or professional activities tied to their identities
- Assuming only candidates from highly ranked graduate programs are worthy of consideration

Cognitive errors and biases –
cognitive processes and shortcuts for sorting through, interpreting, and reaching conclusions about information

- Tendency to rely on first impressions and make inferences based on personal values and preferences such as rating people who are like the interviewer higher than those who are least like the interviewer
- Channeling or self-fulfilling prophecy where interactions with the candidates are structured to support assumptions and myths such as setting up the interviews so that some candidates are highlighted in more positive ways
- Consider having committee members take one of Harvard University's Project Implicit online assessments and provide a reflective group discussion opportunity afterwards

- Develop a communications plan that will comprehensively articulate the department's commitment to diversity throughout the recruitment process, including but not limited to, writing inclusive position and program descriptions, developing marketing and advertising strategies, identifying approaches for broadening the applicant pool, and ensuring equitable interviews and campus visits for all candidates

Establishing the recruitment and/or search committee's charge

- Meet with the appropriate individuals to review the needs of the department and develop specific goals for the recruitment process

- Articulate goals and values clearly, such as maintaining equitable search practices, pursuing diversity and excellence as compatible and simultaneous goals, and establishing plans for actively recruiting a diverse candidate pool

- Avoid narrowing the recruitment and search to one specific research area, as a broader charge will increase the likelihood of a diverse candidate pool

- Consider new and emerging fields of research, including interdisciplinary initiatives

- Develop a realistic timeline for recruitment and be clear about the committee's role in the recruitment process

Writing the position or program announcement

- Consider possible implications of the job description that may exclude applicants, and define positions and program announcements in broad terms consistent with the department's needs to ensure a broad candidate pool

- Include as a qualification in the job description a reference to demonstrated experience teaching or working with diverse populations; examples might include mentoring activities, research interests, committee service, courses taught, recruitment and retention activities

- Interweave the importance of diversity throughout the job or program announcement

    EXAMPLE: In a recent faculty position, the University of California Berkeley included the following text in the position announcement, as well as a link to Calcierge, a comprehensive online resource focused on the recruitment and retention of faculty offered through UC Berkeley's Office of the Vice Provost for the Faculty: "We are interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service. UC Berkeley is committed to addressing the family needs of faculty, including dual-career couples and single parents."

Reviewing past searches with the Office for Inclusion and Equity

- If members from underrepresented/underserved groups have been selected from recent recruitment efforts, consider asking the individuals and the committee how they were successfully recruited

- If members from underrepresented/underserved groups have not been selected from past recruitment efforts, consider evaluating the searches to identify opportunities for change in the process, including but not limited to:

• Where were advertising and marketing efforts focused? For example, were advertisements placed in a broad range of publications?

• Was the position or program announcement too specific and narrow?

• Were candidates only selected from a small geographic area or from a few universities?

• Were interviews and campus visits equitable and welcoming?

• Are there best practices and successful recruiting strategies implemented by other departments on campus?

• Would the department be willing to share or present the strategies?

END OF SECTION 2

Planning the Search and Recruitment Process

3 | During Recruitment

During the actual recruitment process, marketing both the position and the department is an important first step. This section includes a number of suggestions to assist academic leaders in this phase of the search process. Suggestions range from information about expanding the marketing of the job posting to enhance the diversity of the applicant pool to setting up the interviews and campus visits to evaluating candidates following the interview process. A sample rubric used at a comparable institution to evaluate applicants is also referenced to assist in the creation of an inclusive review process.

Marketing the position and the department

- Consider creating a prospectus or information packet that highlights the diversity and equity successes within the department and college

- Develop guidelines and best practices for advertisement text that conveys a strong commitment towards diversity and inclusion that goes beyond the federally mandated regulations, such as (Note: examples are from a wide range of past search announcements from peer institutions):

  • The department seeks candidates whose research, teaching, or service prepared them to contribute to our commitment to diversity and inclusion.

  • The department is committed to a diverse and inclusive working and learning environment.

  • Candidates should describe and include specific examples on how their experience and commitment to diversity would contribute to the department's mission and values, including but not limited to their research, methodological and pedagogical approaches, teaching content, mentoring and recruiting activities, community engagement, interdisciplinary collaborations, experiences working with underrepresented communities on and off campus, etc.

- Advertise and market to a large audience

- Determine the professional networks, websites, and publications that will be utilized for marketing the position/program including existing departmental faculty and students; organizations or special interest groups within professional societies for underrepresented communities; journals, conferences, newsletters, and/or directories of prestigious fellowship programs that support diverse individuals, etc.

- Identify ways the campus community can assist with marketing, including a nomination process for potential candidates

- Place job description and program announcements on the department and/or college website, as well as relevant information such as the department's commitment to diversity, resources on work/life balance, quality of life factors, surrounding Austin-area community and resources, etc.

Evaluating and broadening the pool

- Develop a list of resources for identifying potential candidates, such as universities awarded National Science Foundation ADVANCE grants for the advancement of women in science and engineering, organizations or special interest groups within professional societies, directories of prestigious fellowship programs that support diverse individuals, and web portals and directories for underrepresented populations

- Create pathways for your own graduate students' career advancement

- Seek nominations for strong candidates from faculty, postdoctoral fellows, and graduate students in the department

- Actively seek and interview a diverse pool of candidates

- Broaden the range of institutions from which the department recruits to include Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities

- Include all committee members in the evaluation process and utilize screening and selection criteria established earlier in the process

- Review how the applicants' experience and commitment to diversity would contribute to the department, school/college, and university's missions, including but not limited to their research record, methodological and pedagogical approaches, teaching content, mentoring and recruiting activities, community engagement, interdisciplinary collaborations, experiences working with underrepresented communities on and off campus, etc.

Setting up interviews and campus visits

- Develop a consistent set of interview questions for each candidate

- Consider interviewing more than one person from an underrepresented group, as research shows that interviewers more fairly evaluate candidates when there is more than one in the candidate pool

- Ensure all candidates receive equal treatment and are welcomed on campus

- Ensure that during interviews and campus visits, people focus on the qualifications (scholarship, teaching, service, etc.) and potential academic roles of every candidate

- Allow all candidates the opportunity to talk with people from outside the committee and department about campus climate and culture

- Allow candidates to spend part of the interview day away from campus so that candidates can get a sense of life within the Austin area

- Utilize inclusive language and questions during interviews and campus visits

  - Be conscious of terms that assume identity or demographics, as well as psychosocial and organizational barriers, assumptions, myths, discrimination, and biases and cognitive errors that result in unfair evaluations

  - Provide faculty, staff, and students with opportunities for inclusive diversity education prior to the interview and campus visit process with appropriate campus offices which may include Office for Inclusion and Equity, Gender and Sexuality Center, and Services for Students with Disabilities

- Review policies and procedures for discussing information with candidates prior to interviews and campus visits with OIE, including illegal personal and work/life questions about age, gender, national origin, religion, marital status, dis/ability status, language, veteran status, etc.

  EXAMPLE: Both the University of Washington's chart for fair and unfair pre-employment interview inquiries and Massachusetts Institute of Technology's interviewing policies and procedures offer suggestions.

- Provide information on relevant resources to all potential candidates through an accessible and comprehensive departmental website with critical information on dual career assistance, work-life balance policies and practices, disability accommodations, etc. so that candidates do not need to ask for or seek out the resources

END OF SECTION 3
During Recruitment

4 | Evaluating the Recruitment Process

This final section of the toolkit includes suggestions about how to evaluate the search and recruitment process. Information gathered during the evaluation process can be used to make adjustments in future searches to create the most inclusive hiring process possible.

Collect written feedback from those that met with or interviewed candidates

Conduct a thorough and transparent debrief with the committee after the recruitment process concludes to identify what went well, as well as opportunities for improvement, with the diversity and equity liaison

- Document how the committee actively recruited members from underrepresented and/or underserved communities, as well as details about the applicant pool and overall recruitment process

- Provide an overview of the meeting as a part of the post-search report to the Executive Vice President and Provost's Office

Share best practices and opportunities for improvement with future recruitment committees

END OF SECTION 4
Evaluating the Recruitment Process

5 | References and Additional Resources

The following section includes selected references and additional resources utilized to compile the toolkit. Information is current as of October 1, 2015 and will be updated on an annual basis.

Links to online resources highlighted in the examples (in alphabetical order)

Calcierge
http://calcierge.berkeley.edu/

COLA recruitment procedures for faculty positions
http://www.utexas.edu/cola/business-affairs/manual/Faculty-Recruitment/

Collaborative research experience between UT Austin and St. Edward's University
http://academic.stedwards.edu/usda_grant/

Final Report of the Gender Equity Task Force (2008)
http://www.utexas.edu/provost/research/FinalReportoftheGende.pdf

Gender and Sexuality Center (GSC)
http://ddce.utexas.edu/genderandsexuality/

Harvard University's Project Implicit online assessments
https://www.projectimplicit.net/index.html

Massachusetts Institute of Technology's interviewing policies and procedures
http://hrweb.mit.edu/policy/2-5

Office for Inclusion and Equity (OIE)
https://www.utexas.edu/equity

Peers for Pride
http://ddce.utexas.edu/genderandsexuality/peers-for-pride/

Report of the UT Austin Graduate School Climate Study (2011)
http://www.utexas.edu/ogs/about/climatestudy/

Services for Students with Disabilities (SSD)
http://ddce.utexas.edu/disability/

TX Classes
https://www.utexas.edu/equity/education/tx-class

University of North Carolina at Chapel Hill's Carolina Postdoctoral Program for Faculty Diversity
http://research.unc.edu/carolina_postdoc/applicants/

University of Washington's chart for fair and unfair pre-employment interview inquiries
http://ap.washington.edu/ahr/policies/recruitment/search-and-hire-interviewing/pre-employment-inquiries/

UT Austin Postdoctoral Office
http://blogs.utexas.edu/postdoctoraloffice/

UT Austin Resources and Reports Related to Recruitment, Climate, and Culture

Office of the Executive Vice President and Provost   **http://www.utexas.edu/provost/**

Diversity Mentoring Fellowships for Graduate Students
http://www.utexas.edu/ogs/funding/fellowships/diversity_recruit/

> The merit fellowships help faculty recruit, mentor, and support outstanding new graduate students who will add to the diversity of the university's graduate programs.

Faculty Recruitment Policies and Resources
http://www.utexas.edu/provost/policies/

Family Matters: Work-Life Resources and Family Friendly Policies for Faculty
http://www.utexas.edu/provost/policies/family/

Final Report of the Gender Equity Task Force (2008)
http://www.utexas.edu/provost/research/FinalReportoftheGende.pdf

Office of Institutional Reporting, Research, and Information Systems
http://www.utexas.edu/reporting

Report of the Racial Respect and Fairness Task Force (2005)
http://www.utexas.edu/provost/research/racial/

Report of the UT Austin Graduate School Climate Study (2011)
http://www.utexas.edu/ogs/about/climatestudy/

Division of Diversity and Community Engagement   **http://www.utexas.edu/diversity/**

Office for Inclusion and Equity (OIE)
http://www.utexas.edu/equity

> The Office for Inclusion and Equity advances a diverse, equitable, and supportive campus culture through our commitment to fulfilling the spirit of equal opportunity laws and policies, as well as building awareness within the university community. As part of OIE's awareness building focus, the Inclusive Recruitment and Retention toolkits serve as a foundation for the staff's work to support academic leaders in their efforts to embed inclusive best practices in their recruitment and retention processes. Through consultations, strategy meetings, presentations, and strategic diversity planning, Inclusion and Equity staff actively engage campus leaders in conversations regarding the importance of institutionalizing evidence-based tools to create a more diverse and inclusive culture.

Thematic Faculty Hiring Initiative
http://issuu.com/ddce/docs/fellows_pages_2014_final_low__1_

Since the inception of the thematic faculty hiring initiative in 2005, which utilizes unique partnerships among the Division for Diversity and Community Engagement, the Office of the Executive Vice President and Provost, and academic departments, colleges, and schools across campus, academic partners have been assisted with attracting and retaining faculty members in areas of scholarship that are underrepresented within the university. Academic partners have included the College of Liberal Arts, College of Fine Arts, College of Education, School of Law, College of Pharmacy, and School of Architecture.

For more information, contact DDCE staff member Helen Wormington, deputy to the vice president, at **kim.helen@austin.utexas.edu**

Office of the Vice President for Legal Affairs   **http://www.utexas.edu/vp/irla**

Office of the Vice President for Research   **http://www.utexas.edu/research**

Postdoctoral Office
http://blogs.utexas.edu/postdoctoraloffice/

Resources at Peer Institutions:

University of Michigan, ADVANCE Program
http://sitemaker.umich.edu/advance/home

The University of Michigan ADVANCE Program enhances the campus environment for faculty in four primary areas including recruitment, retention, climate, and leadership. Initially focused on increasing the representation of women faculty in science and engineering fields, the program has now broadened its approach to include strengthening institutional support for diverse faculty, postdoctoral fellows, and graduate and undergraduate students.[i]

The Ohio State University, The Women's Place (TWP)
http://womensplace.osu.edu/

Created in 2000, TWP supports and expands opportunities for women on campus, including addressing institutional barriers, creating a positive campus climate, developing leadership pathways, and publishing comprehensive reports on the status of women at OSU.[ii]

University of Washington, ADVANCE Center for Institutional Change
http://advance.washington.edu/

Like many other ADVANCE programs across the country, UW ADVANCE is focused on increasing the number of women in the STEM fields. The CIC provides leadership development workshops, pre-tenure workshops, and a mentoring for leadership lunch series, as well as serves as a clearinghouse for relevant resources on recruitment and retention.[iii]

University of Wisconsin-Madison, Women in Science and Engineering Leadership Institute (WISELI)
http://wiseli.engr.wisc.edu/

WISELI is a campus-wide entity studying gender equity for women in STEM. As a result of its research, WISELI develops and implements solutions, provides retention and recruitment workshops, as well as shares resources and best practices in gender equity programming and assessment.[iv]

National Associations, Organizations, and Programs

American Indian Graduate Center
http://www.aigcs.org/

The American Indian Graduate Center (AIGC) supports American Indian and Alaska Native graduate students across the country through fellowships, program services, magazine, and events.[v]

Asian and Pacific Islander American Scholarship Fund (APIASF)
http://www.apiasf.org/index.html

The fund provides resources, often in the form of college scholarships, to support Asian Americans and Pacific Islander students. In addition, the fund offers a higher education summit series, research reports, leadership opportunities, and mentoring resources.[vi]

Association of Public and Land-grant Universities' Commission on Access, Diversity and Excellence
http://www.aplu.org/members/commissions/access-diversity-and-excellence

The Commission focuses on the development of a public higher education agenda as it relates to the expansion of access and opportunity, advancing student and faculty diversity, and creating mutually-beneficial partnerships between universities and communities.[vii]

The National Science Foundation's ADVANCE Program Portal
http://www.portal.advance.vt.edu/index.php

The National Science Foundation ADVANCE program portal houses resources and materials created by ADVANCE grantees that support the representation and advancement of women and underrepresented populations in STEM.[viii]

The Association of American Colleges and Universities' Office of Diversity, Equity, and Student Success
http://www.aacu.org/resources/diversity/index.cfm

Through the development of initiatives and publications grounded in best practices, meetings, institutes, resources, and toolkits, the office supports institutional change that advances diversity and equity in higher education.[ix]

Black Doctoral Network, Incorporated
http://www.blackphdnetwork.com/

Launched in 2011, The Black Doctoral Network serves as a conduit, creating pathways among scholars, disciplines, and universities. The Network serves over 4,500 members and operates with four primary functions as its focus: serving as a resource, a support system, a space of intellectual exchange, and a place to create connections.[x]

Compact for Faculty Diversity (Compact)
http://www.instituteonteachingandmentoring.org

The Compact for Faculty Diversity focuses on increasing the number of underrepresented students with doctoral degrees who choose careers in higher education.[xi]

Doctoral Scholars Program Scholar Directory
http://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f&AspxAutoDetectCookieSupport=1

The DSP Scholar Directory is a database that presents the vitae, profiles, research, and scholarship areas of more than 1,000 accomplished doctoral scholars and successful Ph.D. recipients.[xii]

Gates Millennium Scholars Program
http://www.gmsp.org/

Annually, the Gates Millennium Scholars (GMS) Program selects 1,000 talented students from underrepresented communities to receive a "good-through-graduation" scholarship to use at any college or university. In addition to academic support, Gates Millennium Scholars also receive personal and professional development through leadership programs.[xiii]

Higher Education Recruitment Consortium
http://www.hercjobs.org/about_herc/

HERC is a non-profit consortium of colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations dedicated to equity and excellence. HERC is well known for its work both on a regional and national level through higher education jobs websites, diverse job seeker pools,and networks of colleagues at campuses within close proximity who collaborate on dual-career hiring issues. HERC members also meet regularly for professional development opportunities.[xiv]

Hispanic Scholarship Fund (HSF)
http://hsf.net/

As the nation's largest not-for-profit organization supporting Hispanic American higher education, HSF has awarded over $400 million in scholarships to Latino students,as well as provided programs for students and their families.[xv]

Mellon Mays Undergraduate Fellowship (MMUF) Program
http://www.mmuf.org/

MMUF seeks to increase diverse faculty representation in higher education. The fellowship provides students with multiple types of support, including programming, faculty mentoring, stipends, support for research, and repayment of undergraduate loans of up to $10,000 provided that the student pursues doctoral study in designated fields.[xvi]

Minority Postdoc
http://www.minoritypostdoc.org/

Minority Postdoc is a web portal focused on the experiences of underrepresented graduate students and postdoctoral fellows. Highlighting the experiences of scholars in the STEM disciplines, the portal features job postings, articles, resources, professional development opportunities, and an internal contact list of over 1,100 diverse postdoctoral fellows.[xvii]

National Center for Faculty Development and Diversity (NCFDD)
http://www.facultydiversity.org/

NCFDD is a professional development, training, and mentoring community of over 40,000 graduate students, postdoctoral fellows, and faculty members. Programs and services offered include on-campus workshops, professional development training, and intensive mentoring programs that aid faculty in their career transitions.[xviii]

National Registry of Diverse and Strategic Faculty (The Registry)
http://www.theregistry.ttu.edu/Default.aspx

The Registry, supported by Texas Tech University, is a resource for tenure track/academic ladder faculty members from underrepresented groups and for colleges and universities actively working to recruit and hire highly accomplished and qualified candidates for faculty positions.[xix]

PhD Project
http://www.phdproject.org/

> The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. The PhD Project's network helps underrepresented students attain their business doctorates, become business professors, and mentor the next generation of students.[xx]

End Notes

[i] ADVANCE University of Michigan. (2013). Retrieved October 10, 2013, from
http://sitemaker.umich.edu/advance/home

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