A Guide to Effective Searches

Faculty searches are a vitally important way in which we support Colgate’s goals as a liberal arts university and advance our mission to deliver quality teaching, research and service. In every search, our commitment is to diversity, quality and excellence in order to fulfill the institutional mission.

The goal of a search committee is to recruit the most diverse applicant pool and select the best candidate to become a member of the university community. “A Guide to Effective Searches” serves as a resource to assist search committees through the recruitment and selection process. The guide facilitates the recruitment efforts of the search committee by providing information on advertisement and other ways in which the candidate pool can be expanded, and by offering affirmative action strategies for evaluating dossiers, interviewing, and selecting candidates that heighten the opportunities to attain excellence through diversity. Faculty search committees have the power to make a profound and substantive institutional impact by hiring the “best” candidate while strategically diversifying the university community. Your efforts on behalf of the university are sincerely appreciated.

Equal Opportunity and Affirmative Action Fair Employment Practices

The purpose of these guidelines is to provide all applicants with similar opportunities and/or treatment regardless of protected group status. Equal Opportunity applies to all aspects of employment, including recruitment, screening, selection, compensation, benefits, promotion, layoff, return from layoff, and training. Equal Opportunity protects persons from discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. Equal Opportunity is implemented by:

- Ensuring fair and neutral employment practices and decisions;
- Providing reasonable accommodation for persons with disabilities;
- Preventing and eliminating discriminatory behavior or practices.

Affirmative action applies to the recruitment aspects of employment. The purpose of affirmative action is to identify any potential barriers to equal employment opportunities for everyone. Affirmative action is implemented by actively recruiting from a diversified pool of qualified candidates. Goals measure effectiveness and they are not set-asides or devices to achieve proportional representation or equal results. Affirmative action applies to groups that historically in this country have been discriminated against in the past. These affected groups include: African Americans, Asians/Pacific Islanders, Hispanics/Latinos, Native Americans/Alaskan Natives, women, persons age 40 and over, persons with disabilities, disabled veterans, Vietnam-era veterans and other veterans.

Advertising an open position notifies the public that you are engaged in a genuine, open, competitive employment process. Search committees, deans, and others involved in the employment process are responsible for ensuring that their procedures comply with Equal Opportunity and Affirmative Action throughout the search process.
Organizing the Search Committee

A search committee is a group of individuals formed for purposes of assisting with the recruitment and screening of candidates for an academic position, and therefore plays a crucial role in the hiring process. In choosing the members of the committee, consideration should be given to creating as diverse a group as possible, particularly with regard to gender, race or ethnicity, and status as junior or senior faculty within the department. If the position is interdisciplinary in nature, every effort should be made to include members from other departments or programs who can contribute in significant ways to the evaluation of the candidates.

The ideal search committee chair is someone who is:
- A highly regarded faculty member
- A person who has the respect of diverse constituencies
- A person who has experience in searches successful in recruiting people of color and women
- A person who is skilled at conducting meetings
- A person knowledgeable about affirmative action, as broadly defined.

The search committee members should have direct knowledge of the specific job, be in a position to work with the new faculty member, and/or have special knowledge with respect to the job requirements. Each member contributes according to his/her special skills and knowledge, by providing interview questions and determining evaluation guidelines. It is important that all members be present for the actual interviews. Different members should be assigned different tasks. For example, one member could be assigned to greet all of the candidates, introduce the committee, explain the interviewing procedure to them, and escort them out of the interview when it is over. Other members could be assigned to ask specific, pre-determined questions, and all members evaluate the answers and record their observations. All members should contribute to the evaluation process after an interview.

All members of a search committee are advocates for affirmative action. In addition, each committee should designate a member to act in the role of affirmative action advocate. In order to add value and ensure that all affirmative action issues are addressed, the roles and responsibilities of the advocate are outlined below.

The Affirmative Action Advocate

Who should be in this role?
It is highly recommended that your Affirmative Action Advocate be a tenured faculty person and/or an individual with extensive experience on search committees and one who has shown commitment to affirmative action. Consider non-minority as well as minority individuals for this role.

Responsibilities of the Affirmative Action Advocate:
1. Evaluate the search process on a continuing basis, keeping in mind the goals and principles of affirmative action and diversity as defined in Colgate’s Affirmative Action Plan and the university’s mission statement.
2. Lead discussions with the committee in identifying the benefits of diversity and in developing a diverse pool that could lead to hiring a member of an underrepresented group for the department.

3. Assist the committee in self-scrutiny about its own potential biases.

4. Provide the committee with a department profile and hiring goals. Contact the Associate Dean for Affirmative Action and Employment Initiatives for more information.

5. Bring process gaps to the attention of the search committee and/or the Chairperson for immediate action. Process gaps may include the following:
   - Bias, prejudice or stereotyping in verbal or written communications, such as meetings, written correspondence, and interview questions;
   - Inadequate representation of underutilized groups in the pool of candidates;
   - Bias, prejudice or stereotyping of candidates during evaluation period; and/or
   - Giving little or no weight to the affirmative action goals of the university as a factor in the hiring process.

6. Review all search committee activities to ensure that differences are cultivated and respected and that fairness is the norm. These activities include:
   - Developing job descriptions and minimum qualifications to cast the widest possible net;
   - Utilizing multiple and creative recruitment methods;
   - Using criteria for evaluation that do not preclude persons with non-traditional career patterns or equivalent education and experience;
   - Conducting interviews that are consistent and legal for all applicants;
   - Facilitating campus visits that provide similar opportunities for each candidate; and
   - Developing a final slate of candidates that, whenever possible, provides the opportunity to select the top candidate from a diverse pool.

Tools for use by the Affirmative Action Advocate:
   - “Strategies for Expanding the Pool of Candidates”
   - “Resources to Assist with Expanding the Pool of Candidates”
   - “Checking the Applicant Pool: Has Your Search Been Effective?”
   - “Guidelines for Asking Questions During the Search Processes”
   - “Factors that Bias Interviews”

Position Description

1. Review, update, or develop a new position description. Take this opportunity to assess the department curriculum and look for ways to diversify the departmental offerings with the new hire.

2. Identify essential and marginal functions of position. Identify required and desired qualifications, corresponding with essential job functions.

3. Keep the position description as broad and general as possible to attract the largest candidate pool.

4. Consider position description as a tool that can expand the applicant pool by eliminating unnecessary qualifications. If a qualification is desired rather than required, you can indicate this in the position description, but be aware that U.S. Immigration will consider “desired” qualifications to be “required” if the successful candidate is not a U.S. citizen (See below
“Tips for Writing Advertisements that Meet Department of Labor Certification Requirements for Permanent Residence.”

5. Ensure that the position description shows no bias regarding race, color, creed, religion, sexual orientation, national origin, sex, age, disability, or veteran status.

6. Include language in the job description that shows a real commitment to diversity. When applicable, include a statement like “We welcome applications from candidates who bring diverse cultural, ethnic and national perspectives to their creative work and teaching,” or “We encourage the candidacy of people with research and teaching experience in multicultural, multiracial settings.”

7. Include the following affirmative action language: “Colgate is an EO/AA employer. Developing and sustaining a diverse faculty and staff further the University’s educational mission. Women and members of historically under-represented groups are strongly encouraged to apply.”

8. Submit final position description as an attachment to the “Authorization for Recruitment Form” and forward the form to the Division Director, the Associate Dean for Affirmative Action and Employment Initiatives (ADAA/EI), and the Associate Dean of the Faculty for approval.

**Tips for Writing Advertisements that Meet Department of Labor Certification Requirements for Permanent Residence**

It is Colgate’s policy to pursue labor certification for faculty on temporary immigration visas who are hired in tenure-stream positions. The preparation of applications for labor certification is a responsibility of the Associate Dean of the Faculty. Search committees should not be concerned about the process of labor certification in relation to the selection of the very best candidate for the position. However, care must be taken in developing the job advertisement and in fully documenting the search process in order to avoid difficulties if the search yields a successful candidate who is neither a U.S. citizen nor a hold of permanent resident status in the United States.

When placing advertisements, care must be taken to anticipate Department of Labor certification requirements. The Department of Labor can require you to readvertise the position and conduct a second full search, should it deem the advertisement unacceptable.

1. State the specific job title. “Tenure-track faculty member” is not acceptable. If an appointment is possible at more than one level, all potential titles must be listed.
2. Include the words “teaching” or “instruction” in the description of job duties.
3. Any/all prior job experience requirements must be quantified in “years.” The kind of experience is to be defined. Note: International candidates must meet the experience requirements with experience gained prior to employment at Colgate.
4. Avoid vague qualifications such as “must be familiar with” or “knowledgeable of” or “able to” or “interested in.” State job requirements in specific, measurable terms (for example, “must have a record of published research in…”).
5. State the minimum degree requirement. If alternate credentials are listed, the greater of the options is the minimum requirement as far as the Department of Labor is concerned.
6. All qualifications listed will be considered required, even if stated as “desired” or “preferred.” Include only criteria essential to the position; extraneous preferences should not be listed.
Advertising the Position and Expanding the Pool of Candidates

1. In addition to your national organization’s newsletter, identify publications that serve women and minorities in your field. Contact women and minority/protected group caucuses of your professional organization for inclusion of the position announcement in their journals and newsletters.
2. 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, and Historically Black Colleges and Universities.
3. Contact colleagues across the country (particularly women and members of protected groups) to identify potential applicants. Talk with faculty or staff who are members of protected groups for help in identifying colleagues who might be able to identify qualified candidates.
4. Check with the ADAA/EI to see if there are additional advertising venues that should be considered, or other strategies for expanding the pool of candidates to be implemented.

Organizing the Search

1. Develop a timeline for search, including application deadline, interview schedule, and target date for completion of the search.
2. Determine materials to be submitted by applicants:
   - Cover letter expressing interest and describing qualifications
   - Resume or curriculum vitae
   - Letters of recommendation (number required)
   - List of references
   - Transcripts
   - Statement of philosophy/goals
   - Other
3. Develop a “Candidate Tracking Form” to be used for the search.
4. Determine where records will be kept. Search process records must be maintained for three years.
5. Address all affirmative action issues.

Legal Issues and the Search Process

These are guidelines only and are not meant to constitute legal advice, which can only be rendered when related to specific factual situations.

1. Be knowledgeable about Equal Opportunity and Affirmative Action requirements associated with 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; subjective criteria must be related to the position in question (e.g., leadership ability for a dean’s position).

3. Search Committee members should use a “Candidate Tracking Form” to record job-related reasons to advance or eliminate candidates from the search process and to provide rationale in the event of a charge of discrimination. Comments on forms should directly address the candidate being evaluated and not compare strengths and weaknesses relative to other candidates. Inappropriate or judgmental comments about a candidate’s appearance, personality, etc. should not be included.

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

5. Only candidates meeting minimum advertised qualifications should be invited for on-campus interviews.

6. 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.

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

8. 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”).

9. If a discrimination action is filed, investigating agencies will have access to search committee records.

Evaluating Candidate Pools and Selecting Interviewees with Diversity in Mind

1. At the outset, before evaluating any applicant’s materials, establish explicit criteria for narrowing the pool of applicants. Rate materials based on the pre-established selection criteria.

2. Employ a “Candidate Tracking Form” for record-keeping purposes, with clear explanation of reasons for advancing or eliminating a candidate from the search.

3. Avoid disadvantaging people who have “stopped out” of degree programs or employment for a while; take into account things like raising children, getting particular kinds of training, etc.

4. If you encouraged the candidacy of people interested in women’s studies and/or multicultural scholarship, give weight to these qualifications in the screening process for all candidates, not just women and minorities.

5. While screening, keep in mind that institutions of education have histories too, and some eminently respected ones have only recently begun actively to serve women and minorities. Keep an open mind and do not allow an institution’s reputation alone, however well earned, to blind you to the value of other solid, perhaps not as widely known, schools.

6. Actively work to minimize the effects of unconscious and conscious stereotypes in screening candidates.

7. Determine the candidates to be interviewed. Critically review the selected group to ensure a diverse pool of interviewees. If there is not appropriate representation of protected groups, consider methods to identify additional qualified candidates.
Checking the Applicant Pool: Has Your Search Been Effective?

Throughout the search process, search committee members, the Associate Dean of the Faculty, and the Associate Dean for Affirmative Action and Employment Initiatives should be watching the composition of the pool of applicants as a way of assessing the effectiveness of the search. Consider the following:

1. What is the department’s recent history regarding affirmative action hiring? Does the department have a goal for hiring either minorities or women or both? Does the goal apply to this hire?
2. Do the percentages of qualified minority and female candidates meet or exceed the availability for this particular job?
3. Do the percentages of selected minority and female interviewees meet or exceed the availability for this particular job?

If the applicant pool is not as large, as qualified or as diverse as was anticipated, ask:

1. Were the announcements and ads timely?
2. Did the search committee unanimously approve the pool of candidates to be interviewed? If not, what reservations were expressed?
3. Did the committee have a written set of preferred qualifications?
4. Which of those criteria were not met by people of color or females who will not be interviewed?
5. Did the committee members make individual contacts with potential nominators or candidates?
6. Were nominees contacted and encouraged to apply?
7. Did the search proceed fast enough so that candidates did not lose interest?
8. Were candidates kept informed of the progress of the search?
9. How interested in the position are the potential interviewees?

Nominees

In addition to initiating strategies for recruiting applicants for the position, hiring authorities and search committees may invite nominees for their position.

1. Nominees may be given additional time beyond the deadline to complete their applications, as long as the committee has contacted them by the deadline and the nominee has agreed to be a candidate. In the case of searches with an open-ended date for receipt of applications, nominees who have agreed to be candidates must be informed of any time considerations involved with the submission of their application materials. For example, if it is likely the search committee may be concluding its review of applications within a short time frame, nominees should be advised that there is limited time for the submission of their application materials.
2. If the initial contact of the nominee by the search committee is informal (in person or by phone), the committee should document the response and forward a letter of acknowledgment, regardless of the initial response.
3. Nominations may not be accepted after the deadline for acceptance of applications unless the search is reopened, requiring approval to amend the search plan documentation.
Reopening or Continuing a Search

A decision to reopen or continue a search may be made when the size, quality, or composition of a pool is not satisfactory. Continuing or extending the recruiting period beyond the initial time frame, or beyond the expected appointment date, requires amending the search plan.

The decision would normally occur:
1. After review of all of the applicant materials when the search chair reports to the Associate Dean of the Faculty and the Associate Dean for Affirmative Action and Employment Initiatives; or
2. After conducting interviews; or
3. After offers are declined by viable candidates; or
4. After the “appointment begin” date has expired, including a search plan with "until the position is filled" language for receipt of application deadline.

The decision to reopen or to continue the search should be made as soon as possible. Depending on the circumstances (i.e., the kind of position and the time of year), the search may have to be terminated. If a search is reopened or continued, the current applicants must be informed of their status and that of the search. Be straightforward with the applicants about the reason the search is being reopened or continued, and as informative as possible about the new time frame for the search. Information about those applicants must be included with the documentation on the total search.

Note: Substantive changes to the position (i.e., qualifications or duties), may require an entirely new search.

Record Keeping During a Search

The University is required by state and federal law to maintain and report summary information (only totals and various groups—no names are reported) about applicants and hires by race, sex, disability status, and Vietnam era veteran status. Specific information may be requested pursuant to individual complaints or compliance reviews.

The chair of the search committee, when one is used, is responsible for ensuring that complete records are kept during the search. The department chair is responsible for ensuring that complete records are kept when no search committee is used. Storage of the recruiting and appointing file is the responsibility of the department chair. Search files must be kept for seven years.

At minimum, the committee files should include the following:
1. Search plan information;
2. Copies of announcements, advertising and other solicitations for applications and nominations;
3. Applicant and nominee correspondence, evaluations, references, reference checks, and a record of verbal contacts with or about applicants or nominees;
4. Records of all committee meetings, to include selection criteria, decision making, voting, etc.;
5. Evaluations of candidates at each step, evaluations of candidates who are interviewed, and the reasons why candidates were not referred for selection.

**Interviewing the Candidates**

*This section of the search checklist should be completed in exact order before applications are received and reviewed, to eliminate bias toward any specific applicant* (see “Factors that Bias Interviews”).

1. Identify all persons and groups to be involved in the interview process.
2. Review the interview process with all interviewers, including:
   - Relevant information about the position: position description, essential functions of the job, necessary areas of inquiry;
   - Responsibility for interview facilitation;
   - Responsibility to emphasize positive aspects of Colgate University (as candidates are interviewed, they are assessing Colgate);
   - Interview format and schedule;
   - Importance of consistency of questions for all candidates;
   - Confidentiality expectations;
   - “Guidelines for Asking Questions During Search Processes”;
   - Evaluation criteria;
   - Timeline.
3. Carefully design interview process and campus visit to eliminate bias toward any candidate.
4. Develop interview schedule.
5. Develop interview format to include:
   - Welcome;
   - Questions to be asked of the candidate;
   - Questions from the candidate to the committee;
   - Current status of the search process;
   - Closing.
6. Develop questions that relate to the position based upon job description.
7. Ensure that the interview formalities are not biased.
8. Develop evaluation criteria.
9. Consider having each candidate perform relevant job skills during the interview (such as teach a class, make a presentation).
10. Schedule and reserve meeting spaces for interviews, and communicate to interviewers.
11. Confirm interviews and campus visits with letters and interview schedule.
12. Provide transportation to and from airport and hotel and an individual to escort the candidate to and from each interview.
13. Conduct interviews.
14. Request evaluation of each candidate from all interviewers.

**The Campus Visit**

1. The way the department presents itself, the University and surrounding communities during candidate campus visits can have a significant impact on the outcome of the search. A visit might include a seminar or formal presentation by the candidate with sufficient time for
comments, questions, and discussion. If the appointment involves faculty from more than one department or interdisciplinary program, representatives from those departments and/or programs should be invited to interview the candidate and attend the presentation. Meetings with the Associate Dean of the Faculty, the Division Director, the Director of the Division of University Studies or designate, the Associate Dean for Affirmative Action and Employment Initiatives, and other appropriate individuals should be scheduled, and copies of the candidate's resume and the agenda for the visit should be distributed before the candidate’s arrival on campus. Ensure that all candidates are given equal opportunities to meet and interact with campus colleagues. Plan schedules that are similar in format to ensure an equitable basis for evaluation.

2. Candidates should have some voice in the scheduling and logistics of their visit. In advance of their trip, they should receive in writing information about the interview process, the scholarly and professional interests of people they will be meeting, the department, the campus, and the Hamilton community.

3. Prior to the interview, call the candidates to ask if they would like to add any other appointments or tours, based on materials they were sent. Ask if the proposed schedule presents any problems or if they have particular needs. Ask questions like, "Do you need a slide projector, microphone, video equipment, portable ramp? If you require disability-related accommodations (e.g., transportation), please feel free to request them. Do you have any dietary restrictions or strong food preference?"

4. Anticipate and prevent awkward situations or comments that can skew the interview dynamics: restaurant inaccessibility or inconvenience for disabled; speaking to or having a meal with a group that is entirely one gender or race; inappropriate conversations about families, inappropriate remarks and jokes, etc.

5. If the department representation is all male or all white, be sure to provide opportunities for professional networking outside the department to women and ALANA candidates. In order to present the fullest examination of opportunities for faculty of color, the ALANA Faculty and Staff have suggested that they are willing to make time for one or two of their representatives to have a supportive conversation with ALANA/minority candidates, if that would be helpful to the candidate and the process. This could take place quite casually, e.g., over coffee or a meal, etc. The Associate Dean for Affirmative Action and Employment Initiatives will arrange for this meeting, but asks the department to suggest a time for this conversation, remembering that it is possible for candidates to stay a second night if necessary.

6. Don't make any assumptions about whether or not members of various minority groups would want to come here (e.g., because of lack of tolerance for the weather, absence of communities to relate to, etc.). Emphasize the positives and available resources.

**Interviewing**

For the interviewing process, **best management practices** include:

1. Creating a list of written interview questions before interviewing begins;
2. Writing the questions based on the job description, specifically the skills, abilities, and experience required for the position;
3. Asking the same questions of all the candidates;
4. Making objective and factual notes of each interview; and
5. Selecting the candidate who is the most qualified or equally as qualified as other candidates in comparison to the selection criteria you established.

The most effective interviewers:
1. Are completely prepared;
2. Give the candidate undivided attention;
3. Put the candidate at ease;
4. Ask open-ended questions;
5. Listen at least 80 percent of the time.

**Guidelines for Asking Questions During the Search Processes**

The following guidelines indicate prohibited and acceptable inquiries made during the job interview and before and offer of employment has been made. For specific questions regarding interviewing questioning, you should contact the Associate Dean for Affirmative Action and Employment Initiatives or the Associate Vice President for Human Resources.

Questions of the nature indicated below which **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.

- Questions posed of one gender and not of the other.
- Questions about race, color, place of birth, national and family origin, religion, sex, sexual orientation, disability, age, or ancestry. However, you **may** ask about membership in job-related organizations or activities even if that also indicates or implies a person’s protected group status.
- Questions about past, present, or future marital status, pregnancy, plans for a family, partner or spouse’s occupation, or child care issues. You **may** ask if the applicant has any commitments that would preclude the applicant from satisfying job schedules or performing job-related travel. If such questions are asked, they must be asked of both sexes.
- Questions about any relative of a candidate that would be unlawful if asked of the candidate.
- Questions about the date a candidate graduated from school. You **may** ask number of years attended and degree(s) obtained.
- Questions about weight and height, unless this information is job-related.
- Questions about the candidate’s state of health.
- Questions about disabilities, and the time needed for treatment of the disabilities, unless this information is necessary to determine the candidate’s ability to perform an essential job function without significant hazard.
- Questions about a foreign address that would indicate national origin. You **may** ask about the location and length of time of a candidate’s current residence.
- Questions about a candidate’s native-born or naturalized status. You **may** ask if the candidate is eligible to work in the U.S. if the question is asked of all candidates.
- Questions about a candidate’s native tongue or how foreign language ability has been acquired. You **may** ask about foreign language skills if the position requires such ability.
- Questions about a candidate’s willingness to work on religious holidays. You **may** ask about willingness to work a required schedule.
• Questions about whether a candidate has filed or threatened to file discrimination charges.
• Questions about military service and/or the candidate’s type of discharge should not be asked. You may ask questions concerning service in the U.S. armed forces only if such service is a qualification for the position being sought.
• Questions that would reveal arrests without convictions. You may ask about convictions (but not arrests) for crimes that relate to the candidate’s qualifications for a position.
• Questions about a candidate’s credit rating or financial standing.
• Questions about a candidate’s workers’ compensation history.

Evaluating the Interviewees and Extending the Offer

1. Fully review and document the search committee and/or department’s evaluation of the interviewees, based on the previously selected criteria. When considering candidates who are comparably qualified, strongly regard affirmative action and diversity goals.
2. Rank order the finalists, and ensure that all opinions are taken into consideration in establishing this ranking (including individuals outside of the department who participated in the interview process).
3. Contact the Associate Dean of the Faculty and the Associate Dean for Affirmative Action and Employment Initiatives for approval before extending the offer to the selected candidate.
4. Notify the Associate Dean of the Faculty and the Associate Dean for Affirmative Action and Employment Initiatives when the candidate has accepted the offer.
5. Secure a letter from the selected candidate indicating acceptance of the position.
6. Notify non-selected candidates after the successful candidate has accepted the position.
7. Submit the Recruitment Report Form to the Office of the Associate Dean of the Faculty within two weeks of completion of the search and hiring process.

Strategies for Expanding the Pool of Candidates

Creating a broad and diverse pool of candidates is an important part of the search process. The task of the search committee is to publicize the position to bring it to the attention of all protected groups and to actively identify and recruit qualified candidates from members of these groups.

The following activities are recommended for use in specific searches and as strategies for expanding the network of protected group members.

The informal, "word-of-mouth" approach to recruitment, in addition to advertising, is one of the most successful ways to identify candidates. Making direct contact with academic departments, administrative units, professional organizations, and colleagues, is an effective method of expanding your search.

Personal Contacts

• Contact protected group members who have received significant grants or professional recognition and ask for the names of promising women and minority scholars or administrators.
• 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.
• If an individual declines a nomination or does not respond to your letter of inquiry, then consider contacting him or her to discuss the reason for declining.
• Target specific protected group members 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.

Professional Associations and Conferences

• Encourage faculty and administrators attending professional conferences or visiting other universities to combine their visits with recruitment efforts for present and future positions. They can solicit curricula vitae and resumes from promising candidates.
• Keep national higher education associations informed of present and possible future positions. A number of these associations have special interest groups or minority caucuses with strong networks.
• Maintain membership and actively participate in minority caucuses in professional association(s).
• Maintain ongoing communication with caucuses comprised of protected groups.
• Request the names of potential candidates from caucuses comprised of protected groups in relevant professional and academic associations.
• Consider lobbying professional organization(s) to develop a national recruitment strategy for members of protected groups.

Publications and Search Assistance

• Use the Minority and Women’s Doctoral Directory, available in the Office of the Associate Dean of the Faculty, 105 McGregor.
• Use journals to advertise position vacancies that have wide readership of protected groups.

Other Institutions

• Collaborate on research or publications with protected group members at other institutions.
• Establish a working relationship with similar departments or administrative units at institutions with substantial numbers of protected group members.
• Contact colleagues at other colleges and universities about new professionals who are members of protected groups.
• Contact alumni/alumnae publications at universities where protected group members are well represented and share announcements of available positions.

In Your Department

• Invite scholars and administrators who are protected group members from other institutions to participate in symposia, visiting professorships, seminars, and workshops. A one-year visiting professorship to replace a faculty member who is on leave will help meet your instructional responsibilities and strengthen the link between Colgate and a similar department at another institution.
• Conduct departmental curriculum reviews to enhance minority perspectives that are missing and/or are important to the growth of students and faculty.
• Create a resource pool of protected group member candidates from this and previous searches. Continually update your database with new names provided by women, minorities, students, and alumni/alumnae from Colgate and other institutions.

Factors that Bias Interviews

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

- **First impressions**—making decisions on this basis
- **Contrast effect**—comparing applicant to the candidate previously before them
- **Negative information**—weighing negative information higher than positive to screen out candidate
- **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 in the opposite direction, it is called the horn effect
- **Similar to me effect**—rating those who are like the interviewer higher than those who are least like the interviewer
- **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
- **Affect bias**—if the candidate appears to like the interviewer, then that interviewer rates the candidate higher
- **Physical characteristics**—the more attractive the candidate is, the higher the score

Ways to Eliminate Bias:

- Set criteria in advance
- Identify questions in advance; tie questions to criteria
- Use the same interviewers during the process
- Ask the same questions of all candidates
- Develop a consistent interview agenda for all candidates, e.g., visiting areas of town, same opportunities for interactions
- Educate interviewers on position, process and questions
- Use standard rating sheets
- Conduct reference checks consistently, and complete by the same person

Examples that Bias Interviews:

- Regarding *female* candidates:
  1. Beliefs about child-rearing or family responsibilities
  2. Assume less time for research or professional activities

- Regarding *male* candidates:
  1. Assume that child-rearing or family responsibilities are less demanding
2. Assume more time for research or professional activities

- Regarding *African-American* candidates:
  1. Assume will only be interested in research or professional activities exclusively related to African-Americans
  2. Assume that research about African-Americans is not as valid or pure as research about European-Americans
  3. Assume the candidate is an expert on, or can speak or represent, the experience and issues of all African-Americans

- Regarding *Asian-American* female candidates:
  1. Assume she might not be assertive enough to be a manager

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

Sample Departmental Candidate Tracking Form

to be kept on all candidates for positions

Candidate Name: ____________________________________________________
Position: __________________________________________________________

1. **Status of Candidate File**
   - Cover letter, resume/vitae
   - Transcript
   - Letters of reference

(Date received)

2. **Written Application**
   a) Educational background:

   b) Current position, and previous positions held if applicable:

   c) Possible status as a member of an underrepresented group:

   d) Evaluation of candidate:
e) Recommendation:  
( ) Recommended for interviewing  
( ) Hold as possible backup  
( ) No longer under consideration

3. Telephone Reference Checks

Name of references:
1.
2.
3.

Comments and/or recommendations:

4. Interview # 1  
Date(s) __________________________________________

a) Telephone ( ) Off Campus ( ) On Campus ( )

b) Interviewers:

c) Comments:

d) Recommendation:  
( ) Proceed with candidate  
( ) Hold as possible backup  
( ) No longer under consideration

5. Interview # 2  
Date(s) __________________________________________

a) Interviewers:
b) Comments:

c) Recommendation:  (  ) No longer under consideration
                      (  ) Proceed with candidate
                      (  ) Hold as possible backup

7. Final Decision

                      (  ) Candidate not selected
                      (  ) Candidate selected and made offer
                      (  ) Written acceptance received. Date: ____________________________

Resources to Assist with Expanding the Pool of Candidates

Listed below are some examples of general publications which may be useful for advertising open positions to develop a broad and diverse pool of candidates. In addition, most disciplines have publications covering protected groups. Addresses and telephone/fax numbers may change. If you find an address or telephone/fax number has been changed please inform the Associate Dean for Affirmative Action and Employment Initiatives of the change, so this list can be kept up-to-date.
<table>
<thead>
<tr>
<th><strong>Affirmative Action Register</strong></th>
<th><strong>Association for Women in Science Newsletter</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone (314) 991-1335</td>
<td>1346 Connecticut Ave., N.W.</td>
</tr>
<tr>
<td>Fax (314) 997-1788</td>
<td>Suite 1122</td>
</tr>
<tr>
<td>8356 Olive Boulevard</td>
<td>Washington, DC 20036</td>
</tr>
<tr>
<td>St. Louis, MO 63132</td>
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<thead>
<tr>
<th><strong>Black Issues in Higher Education</strong></th>
<th><strong>The Black Scholar</strong></th>
</tr>
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<tbody>
<tr>
<td>Telephone (703) 385-2981</td>
<td>Black World Foundation</td>
</tr>
<tr>
<td>Fax (703) 385-1839</td>
<td>Box 7106</td>
</tr>
<tr>
<td>10520 Warwick Ave. Suite B-8</td>
<td>San Francisco, CA 94120</td>
</tr>
<tr>
<td>Fairfax, VA 22030-3108</td>
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<tr>
<th><strong>Equal Opportunity--CWC</strong></th>
<th><strong>Equal Opportunity Forum</strong></th>
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<tbody>
<tr>
<td>P.O. Box 202</td>
<td>1201 W. Washington Boulevard</td>
</tr>
<tr>
<td>Centerport, NY 11721</td>
<td>Venice, CA 90291</td>
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<tr>
<th><strong>Graduate Woman</strong></th>
<th><strong>Hispanic Outlook in Higher Education</strong></th>
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<tr>
<td>American Association of University Women</td>
<td>Telephone (201) 587-8800</td>
</tr>
<tr>
<td>2401 Virginia Avenue, N.W.</td>
<td>Fax (201) 587-9105</td>
</tr>
<tr>
<td>Washington, D.C. 20036</td>
<td>Display Advertising</td>
</tr>
<tr>
<td></td>
<td>17 Arcadian Avenue, Suite 202</td>
</tr>
<tr>
<td></td>
<td>Paramus, NJ 07652</td>
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<tr>
<th><strong>La Red--The Net</strong></th>
<th><strong>National Minority Campus Chronicle</strong></th>
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<tr>
<td>Institute of Social Research</td>
<td>P.O. Box 8607</td>
</tr>
<tr>
<td>University of Texas-Austin</td>
<td>Madison, WI 53708</td>
</tr>
<tr>
<td>University Station</td>
<td></td>
</tr>
<tr>
<td>Austin, TX 78712</td>
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<table>
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<tr>
<th><strong>National Multicultural Banner</strong></th>
<th><strong>SACNAS News</strong></th>
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<tbody>
<tr>
<td>WarBuc Educational Publications</td>
<td>Society for Advancement of Chicanos and</td>
</tr>
<tr>
<td>P.O. Box 908</td>
<td>Native Americans in Science</td>
</tr>
<tr>
<td>Madison, WI 53701</td>
<td>Editor: Jenny Kurzweil</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 8526</td>
</tr>
<tr>
<td></td>
<td>Santa Cruz, CA 95061</td>
</tr>
<tr>
<td></td>
<td>Tele: 831-459-0170</td>
</tr>
<tr>
<td></td>
<td>Fax: 831-459-0194</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sacnas.org">www.sacnas.org</a> Email: <a href="mailto:info@sacnas.org">info@sacnas.org</a></td>
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<tr>
<th><strong>Women in Higher Education</strong></th>
<th><strong>Women's Review of Books</strong></th>
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<tr>
<td>Telephone (608) 251-3232</td>
<td>Center for Research on Women</td>
</tr>
<tr>
<td>Fax (608) 284-0601</td>
<td>Wellesley College</td>
</tr>
<tr>
<td>1934 Monroe St.</td>
<td>Wellesley, MA 02181</td>
</tr>
<tr>
<td>Madison, WI 53711</td>
<td></td>
</tr>
<tr>
<td><strong>Historically Black Four-year Colleges and Universities</strong></td>
<td><strong>Denotes college with graduate programs</strong></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
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</table>
| **Alabama A&M University**  
P.O. Box 998  
Normal, AL 35762  
205-851-5000  
[http://www.aamu.edu](http://www.aamu.edu) | **Alabama State University**  
P.O. Box 271  
Montgomery, AL 36101  
334-229-4100  
[http://www.alasu.edu](http://www.alasu.edu) | **Albany State College**  
504 College Drive  
Albany, GA 31705  
912-430-4862 |
| **Alcorn State University**  
P.O. Box 689  
Lorman, MS 39096-9402  
601-877-6122  
[http://www.alcorn.edu](http://www.alcorn.edu) | Allen University  
1520 Harden Street  
Columbia, SC 29204  
803-254-4165  
[http://www.icusc.org/ellen/auhome.htm](http://www.icusc.org/ellen/auhome.htm) | Arkansas Baptist College  
1600 Bishop Street  
Little Rock, AR 72202  
501-374-7856 |
| **Audrey-Cohen College**  
345 Hudson Street  
New York, NY 10014  
212-989-2002  
[http://www.audrey-cohen.edu](http://www.audrey-cohen.edu) | Barber-Scotia College  
145 Cabarrus Avenue West  
Concord, NC 28025  
704-793-4904 or 800-610-0778 | Benedict College  
Harden and Blanding Streets  
Columbia, SC 29204  
803-253-5413 or 800-868-6598 |
| Bennett College  
900 East Washington Street  
Greensboro, NC 27401-3239  
336-273-4431  
[http://www.bennett.edu](http://www.bennett.edu) | Bethune-Cookman College  
640 Dr. McLoud-Bethune Blvd.  
Daytona Beach, FL 32114  
904-255-1401 | Bloomfield College  
467 Franklin Street  
Bloomfield, NJ 07003  
973-748-9000  
[http://www.bloomfield.edu](http://www.bloomfield.edu) |
| Bluefield State College  
219 Rock Street  
Bluefield, WV 24701-2198  
304-327-4000  
(Currently primarily white)  
[http://www.bluefield.wvnet.edu](http://www.bluefield.wvnet.edu) | **Bowie State University**  
Jericho Park Road  
Bowie, MD 20715  
301-464-3000  
[http://www.bsu.umd.edu](http://www.bsu.umd.edu) | **Central State University**  
150 Henderson Hall  
Wilberforce, OH 45384  
937-376-6535  
[http://www.cesvxb.ces.edu](http://www.cesvxb.ces.edu) |
| **Charles Drew University of Medicine and Science**  
1730 E. 118th Street  
Los Angeles, CA 90059  
213-563-4800  
[http://www.cdrewu.edu](http://www.cdrewu.edu) | **Cheyney University of Pennsylvania**  
Cheyney, PA 19319  
610-399-2000  
[http://www.cheney.edu](http://www.cheney.edu) | **Chicago State University**  
9501 South King Drive  
Chicago, IL 60628  
773-995-2000  
[http://www.csu.edu](http://www.csu.edu) |
<table>
<thead>
<tr>
<th>College Name</th>
<th>Address</th>
<th>Phone Numbers/Website</th>
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<tbody>
<tr>
<td>**Clara Alverson State</td>
<td>3223 Center Avenue, P.O. Box 3282, Bowling Green, KY 42102</td>
<td>270-786-8370, <a href="http://www.csuky.edu">http://www.csuky.edu</a></td>
</tr>
<tr>
<td>**Clark Atlanta Univ.</td>
<td>James P. Brawley Dr. at Fair St. Atlanta, GA 30314</td>
<td>404-880-8000 (Confers doctorates), <a href="http://www.cau.edu">http://www.cau.edu</a></td>
</tr>
<tr>
<td>**Coppin State College</td>
<td>2500 West North Avenue, Baltimore, MD 21216</td>
<td>410-383-5990, <a href="http://www.coeacl.coppin.umd.edu">http://www.coeacl.coppin.umd.edu</a></td>
</tr>
<tr>
<td>**Delaware State University</td>
<td>1200 North DuPont Highway, Dover, DE 19901</td>
<td>302-739-5141, <a href="http://www.dsc.edu">http://www.dsc.edu</a></td>
</tr>
<tr>
<td>**Dillard University</td>
<td>2601 Gentilly Boulevard, New Orleans, LA 70122</td>
<td>504-283-8822, <a href="http://www.dillard.edu">http://www.dillard.edu</a></td>
</tr>
<tr>
<td>**Edwards Waters College</td>
<td>1658 Kings Road, Jacksonville, FL 32209</td>
<td>904-355-3030</td>
</tr>
<tr>
<td>**Elizabeth City State</td>
<td>1704 Weeksville Road, Elizabeth City, NC 27909</td>
<td>919-335-3305, (Graduate program in association with East Carolina) e-mail: <a href="mailto:infoline@alpha.ecsu.edu">infoline@alpha.ecsu.edu</a>, <a href="http://www.ecsu.edu">http://www.ecsu.edu</a></td>
</tr>
<tr>
<td>**Fayetteville State University</td>
<td>Murchinson Road, Fayetteville, NC 28301</td>
<td>910-486-1371, 800-222-2594 or 800-222-2594 (Confers doctorates), <a href="http://www.uncfsu.edu">http://www.uncfsu.edu</a></td>
</tr>
<tr>
<td>**Fisk University</td>
<td>1000 Seventeenth Avenue North, Nashville, TN 37208</td>
<td>615-329-8665, <a href="http://www.fisk.edu">http://www.fisk.edu</a></td>
</tr>
<tr>
<td>**Florida A&amp;M University</td>
<td>1500 Wahnish Way, Tallahassee, FL 32307</td>
<td>904-599-3796, (Confers doctorates), <a href="http://www.famu.edu">http://www.famu.edu</a></td>
</tr>
<tr>
<td>**Florida Memorial College</td>
<td>15800 NW 42nd Avenue, Miami, FL 33054</td>
<td>305-626-3600, <a href="http://www.fmc.edu">http://www.fmc.edu</a></td>
</tr>
<tr>
<td>**Fort Valley State College</td>
<td>1005 State College Drive, Fort Valley, GA 31030</td>
<td>912-825-6365</td>
</tr>
<tr>
<td>**Grambling State University</td>
<td>P.O. Box 605, Grambling, LA 71245</td>
<td>318-274-2457, (Confers doctorates in Dev Ed Only)</td>
</tr>
<tr>
<td>**Hampton University</td>
<td>West Queen Street, Hampton, VA 23668</td>
<td>804-727-5000, <a href="http://www.cs.hampton.edu">http://www.cs.hampton.edu</a></td>
</tr>
<tr>
<td>**Harris-Stowe State College</td>
<td>3026 Laclede Avenue, St. Louis, MO 63103</td>
<td>314-533-3366, <a href="http://www.hssc.edu">http://www.hssc.edu</a></td>
</tr>
</tbody>
</table>
| **Howard University**  
2400 Sixth St. NW  
Washington, DC 20059-0001  
202-806-6100  
(Confers doctorates)  
http://www.howard.edu | Huston-Tillotson College  
900 Chicon Street  
Austin, TX 78702  
512-505-3000  
http://www.htc.edu | **Interdenominational  
Theological Center**  
671 Beckwith Street SW  
Atlanta, GA 30314  
404-527-7700  
(Confers doctorates in pastoral counseling only)  
http://www.univctr.edu/locations/inter.html |
|---|---|---|
| Jackson State University  
1400 John R. Lynch Street  
Jackson, MS 39217  
601-968-2121  
(Confers doctorates)  
http://www.jsums.edu | **Jarvis Christian College**  
P. O. Box 1470  
Hawkins, TX 75765  
903-769-2174  
http://www.jarvis.edu | Johnson C. Smith University  
100 Beatties Ford Road  
Charlotte, NC 28216  
704-378-1000 or 800-782-7303  
http://www.jcsu.edu |
| **Kentucky State University**  
East Main Street  
Frankfort, KY 40601  
502-227-6813 or 800-325-1716  
http://www.state.ky.us/ksu/ksuhome.htm | Knoxville College  
901 College Street NW  
Knoxville, TN 37921  
615-524-6525  
http://falcon.nest.kxcol.edu | Lane College  
545 Lane Avenue  
Jackson, TN 38301  
901-426-7500  
http://www.lane-college.edu |
| Langston University  
P.O. Box 728  
Langston, OK 73050  
405-466-2231  
http://www.lunet.edu | **LeMoyne-Owen College**  
807 Walker Avenue  
Memphis, TN 38126  
901-942-7302  
http://mecca.org/LOC/page/LOC.html | **Lincoln University (MO)**  
820 Chestnut Street  
Jefferson City, MO 65101  
314-681-5000 or 341-681-5024 |
| **Lincoln University (PA)**  
Old Route 1  
Lincoln University, PA 19352  
215-932-8300  
http://www.lincoln.edu | Livingstone College  
701 West Monroe Street  
Salisbury, NC 28144  
704-638-5502 | **Martin University**  
2171 Avondale Place  
Indianapolis, IN 46218  
317-543-3235  
http://www.martin.edu |
| **Marygrove College**  
| 8425 West McNichols Road  
| Detroit, MI 48221  
| 313-862-8000  
| [http://www.marygrove.edu](http://www.marygrove.edu) |
| Medgar Evers College  
| 1650 Bedford Avenue  
| Brooklyn, NY 11225  
| 718-270-4900 |
| **Meharry Medical College**  
| 1005 D B Todd Boulevard  
| Nashville, TN 37208  
| 615-327-6111 (Confers doctorates)  
| [http://www.mmc.edu](http://www.mmc.edu) |
| Miles College  
| 5500 Myron Massey Boulevard  
| Birmingham, AL 35208  
| 205-923-2771 |
| **Mississippi Valley State University**  
| 1400 Highway 82 West  
| Itta Bena, MS 38941  
| 601-254-9041  
| [http://www.mvsu.edu](http://www.mvsu.edu) |
| Morehouse College  
| Morehouse School of Medicine  
| 830 Westview Drive SW  
| Atlanta, GA 30314  
| 404-681-2800 (Confers doctorates)  
| [http://www.morehouse.edu](http://www.morehouse.edu) |
| **Morgan State University**  
| 1700 Cold Spring Lane  
| Baltimore, MD 21251  
| 410-319-3185 (Confers doctorates)  
| [http://www.morgan.edu](http://www.morgan.edu) |
| Morris Brown College  
| 643 Martin Luther King Jr. Drive NW  
| Atlanta, GA 30314  
| 404-220-0270  
| [http://www.univctr.edu/locations/mbrown.html](http://www.univctr.edu/locations/mbrown.html) |
| Morris College  
| 100 W. College Street  
| Sumter, SC 29150  
| 803-775-9371  
| **Norfolk State University**  
| 2401 Corprew Avenue  
| Norfolk, VA 23504  
| 804-683-8600 (Confers doctorates in clinical psychology only)  
| [http://www.nsu.edu](http://www.nsu.edu) |
| **North Carolina A&T State University**  
| 1601 Market Street  
| Greensboro, NC 27411  
| 910-334-7500 (Confers doctorates in electrical engineering only)  
| [http://www.ncat.edu](http://www.ncat.edu) |
| **North Carolina Central University**  
| 1801 Fayetteville Street  
| Durham, NC 27707  
| 919-560-6100 (Confers doctorates in law only)  
| [http://www.nccu.edu](http://www.nccu.edu) |
| Oakwood College  
| Oakwood Road  
| Huntsville, AL 35896  
| 205-726-7030  
| [http://www.oakwood.edu](http://www.oakwood.edu) |
| Paine College  
| 1235 Fifteenth Street  
| Augusta, GA 30901  
| 706-821-8200 or 800-476-7703  
| [http://www.paine.edu](http://www.paine.edu) |
| Paul Quinn College  
| 3837 Simpson Stuart Road  
| Dallas, TX 75241  
| 214-376-1000  
| [http://www.pqc.edu](http://www.pqc.edu) |
| Philander Smith College  
| 812 West Thirteenth Street  
| Little Rock, AR 72202  
| 501-375-9845  
| [http://www.philander.edu](http://www.philander.edu) |
| **Prairie View A&M University**  
| P.O. Box 3089  
| Prairie View, TX 77446-3089  
| 409-857-2025 or 800-787-7826 (Confers doctorates)  
| [http://www.pvamu.edu](http://www.pvamu.edu) |
| Rust College  
| 150 E. Rust Avenue  
| Holly Springs, MI 38635  
<p>| 601-252-4661 |</p>
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<th>Institution</th>
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<th>Phone Numbers</th>
<th>Website</th>
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<tr>
<td>Saint Augustine’s College</td>
<td>1315 Oakwood Avenue</td>
<td>919-516-4000</td>
<td><a href="http://www.st-aug.edu">http://www.st-aug.edu</a></td>
</tr>
<tr>
<td></td>
<td>Raleigh, NC 27610</td>
<td></td>
<td></td>
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<tr>
<td>Saint Paul’s College</td>
<td>406 Windsor Avenue</td>
<td>804-848-3111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lawrenceville, VA 23868-1299</td>
<td></td>
<td></td>
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<tr>
<td><strong>Savannah State College</strong></td>
<td>P.O. Box 20449</td>
<td>912-356-2186</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Savannah, GA 31404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selma University</td>
<td>1501 Lapsley Street</td>
<td>205-872-2533</td>
<td></td>
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<td></td>
<td>Selma, AL 36701</td>
<td></td>
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</tr>
<tr>
<td>Shaw University</td>
<td>118 East South Street</td>
<td>919-546-8200</td>
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<tr>
<td></td>
<td>Raleigh, NC 27602</td>
<td></td>
<td></td>
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<tr>
<td>Simmons University Bible College</td>
<td>1811 Dumesnil Street</td>
<td>502-776-1443</td>
<td></td>
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<tr>
<td></td>
<td>Louisville, KY 40210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sojourner-Douglass College</td>
<td>500 North Carolina Street</td>
<td>410-276-0306</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baltimore, MD 21205</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>South Carolina State University</strong></td>
<td>300 College Avenue</td>
<td></td>
<td><a href="http://www.scsu.edu">http://www.scsu.edu</a></td>
</tr>
<tr>
<td></td>
<td>P.O. Box 7127</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orangeburg, SC 29117</td>
<td>803-536-7000 or 803-536-7185</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Confers doctorates in education only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Southern University-New Orleans</strong></td>
<td>6400 Press Drive</td>
<td>504-286-5000</td>
<td><a href="http://www.suno.edu">http://www.suno.edu</a></td>
</tr>
<tr>
<td></td>
<td>New Orleans, LA 70126</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Southern University Law Center</strong></td>
<td>Lenoir Hall</td>
<td>504-771-2552</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.O. Box 9294</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baton Rouge, LA 70813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelman College</td>
<td>350 Spelman Lane SW</td>
<td>404-681-3643</td>
<td><a href="http://www.spelman.edu">http://www.spelman.edu</a></td>
</tr>
<tr>
<td></td>
<td>Atlanta, GA 30314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stillman College</td>
<td>P.O. Box Drawer 1430</td>
<td>205-349-4240</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuscaloosa, AL 35403</td>
<td></td>
<td><a href="http://www.stillman.edu">http://www.stillman.edu</a></td>
</tr>
<tr>
<td></td>
<td>205-349-4240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talladega College</td>
<td>627 West Battle Street</td>
<td>800-633-2440</td>
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<td>Talladega, AL 35160</td>
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<td><strong>Texas Southern University</strong></td>
<td>3100 Cleburne Avenue</td>
<td>615-320-3131 (Confers doctorates in public administration only)</td>
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<td></td>
<td>Houston, TX 77004</td>
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<td></td>
<td>713-527-7011 or 713-313-7011</td>
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<td>(Confers doctorates in education only)</td>
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<td><strong>Tennessee State University</strong></td>
<td>3500 John Merritt Blvd.</td>
<td>615-320-3131</td>
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<td>Nashville, TN 37209</td>
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<td>Texas College</td>
<td>2404 North Grand Avenue</td>
<td>903-593-8311</td>
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<td>Tyler, TX 75702</td>
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<tr>
<td><strong>Tougaloo College</strong></td>
<td>500 W. County Line Road</td>
<td>601-977-7700</td>
<td><a href="http://www.tougaloo.edu">http://www.tougaloo.edu</a></td>
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<td>Tougaloo, MI 39174</td>
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<td><strong>Tuskegee University</strong></td>
<td>Tuskegee, AL 36088</td>
<td>205-727-8500</td>
<td><a href="http://www.tusk.edu">http://www.tusk.edu</a></td>
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<td><strong>University of Arkansas-Pine Bluff</strong></td>
<td>Pine Bluff, AK 71601</td>
<td>501-543-8000</td>
<td><a href="http://www.uapb.edu">http://www.uapb.edu</a></td>
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<td><strong>University of the District of Columbia</strong></td>
<td>Washington, DC 20008</td>
<td>202-274-5040</td>
<td><a href="http://www.udc.edu">http://www.udc.edu</a></td>
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<td><strong>University of Maryland-Eastern Shore</strong></td>
<td>Princess Anne, MD 51853</td>
<td>410-651-2200</td>
<td><a href="http://www.umes.edu">http://www.umes.edu</a></td>
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<td><strong>University of the Virgin Islands</strong></td>
<td>St. Thomas</td>
<td>809-776-9200</td>
<td><a href="http://www.uvi.edu">http://www.uvi.edu</a></td>
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<tr>
<td><strong>University of the Virgin Islands</strong></td>
<td>RR-02 Box 10,000</td>
<td>809-778-1620</td>
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<td><strong>Virginia Seminary and College</strong></td>
<td>Lynchburg, VA 24501</td>
<td>804-528-5276</td>
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<td><strong>Virginia State University</strong></td>
<td>Petersburg, VA 23806</td>
<td>804-524-5902</td>
<td><a href="http://www.vsu.edu">http://www.vsu.edu</a></td>
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<tr>
<td><strong>Virginia Union University</strong></td>
<td>Richmond, VA 23220</td>
<td>804-257-5881 or 804-368-3227</td>
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<tr>
<td><strong>Voorhees College</strong></td>
<td>Denmark, SC 29042</td>
<td>803-793-3351</td>
<td><a href="http://www.voorhees.edu">http://www.voorhees.edu</a></td>
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<td><strong>West Virginia State College</strong></td>
<td>Institute, WV 25112-1000</td>
<td>304-766-3000 or 800987-2112</td>
<td><a href="http://www.wvsc.edu/wvsc">http://www.wvsc.edu/wvsc</a></td>
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<tr>
<td><strong>Wilburforce University</strong></td>
<td>Wilburforce, OH 45384-1091</td>
<td>937-376-2911</td>
<td><a href="http://www.wilburforce.edu">http://www.wilburforce.edu</a></td>
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<tr>
<td>Wiley College</td>
<td>Marshall, TX 75670</td>
<td>903-927-3300</td>
<td><a href="http://www.wiley.edu">http://www.wiley.edu</a></td>
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<td>Winston-Salem State University</td>
<td>Winston-Salem, NC 27110</td>
<td>336-750-2070</td>
<td><a href="http://www.wssu.edu">http://www.wssu.edu</a></td>
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<tr>
<td><strong>Xavier University</strong></td>
<td>New Orleans, LA 70125</td>
<td>504-486-7411</td>
<td><a href="http://www.xula.edu">http://www.xula.edu</a></td>
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http://www.hr.msu.edu/HRsite/HiringPostings/Staff/Hiring/Guide/empguide.htm.

http://hr/osu.edu/hrpubs/guide/wgmain2.htm.

<http://www.ucop.edu/acadadv/fgsaa/affirmative.html>.

