

Office of the Provost  
**Faculty Search and Hiring Procedures**

The Faculty Search and Hiring Procedures outlined in this document are intended to provide guidance in searches for tenure-earning, tenured, and non-tenure-track faculty. For more information pertaining to this document, please contact the Office of the Provost.

## **I. Exemptions**

Vacancies that are exempt from the *Workday* recruitment process are:

1. Positions funded from contracts and grants when the proposed employee is:
  - A. Specifically identified by name in the contract; or
  - B. The position is available because a contract or grant is terminated and the position has the same duties under the re-established contract or grant.
2. Postdoctoral or other research positions where the prospective employee has special expertise and the appointment is for a limited time period.

*Please see the FAU Division of Research website for information on recommendations for faculty research appointments.*

3. Positions to be filled by persons who have been laid off and have recall rights.
4. Positions of 0.5 or less FTE.
5. Positions to be filled as visiting appointments if the appointment is not expected to extend beyond one year.
6. Positions to be filled on an acting, temporary, or emergency basis for one year or less.
7. Adjunct positions.
8. Positions to be filled in settlement of litigation, grievance or arbitration.
9. Positions to be filled according to a university or college internal appointment process (i.e. acting or interim appointments; chair/director or associate dean, assistant/associate provost appointments).
10. Positions in which posting and/or search committee is waived in accordance with FAU's Personnel Policy (7.5 Personnel).

Please submit the waiver request to the Vice Provost, Office of Equity and Inclusion, and Human Resources for other exemptions/waivers.

## **II. Advertising and Posting**

1. The dean secures written approval to recruit from the Provost.
2. The dean authorizes the department chair/school director to begin the recruitment process.

3. The department chair/school director initiates the selection of a search committee and search committee chairperson, assuring diverse representation. The Office of Equity and Inclusion must approve the search committee composition.
4. The department/school and the search committee determines position details:

Agree upon a position description, job qualifications, credentialing requirements and minimum qualifying criteria for the position. These need to be reviewed and approved by the chair/director and the dean.

In describing these job qualifications and position requirements, the best practice is to be as inclusive as possible. **For example:**

- A. Use 'preferred' instead of 'required' and 'should' instead of 'must' to help broaden the pool of applicants without significantly altering the nature of the position.
- B. Make efforts, where appropriate, to define the position in the widest possible terms consistent with the department's needs.
- C. Make the advertisement welcoming to all candidates. Barriers to entry, both perceived and real, may deter some of the best candidates from applying. For instance, request the names and contact information for references rather than asking to submit written references. Also, wait to ask for transcripts until they are finalists.
- D. Include Equal Employment Opportunity Statement for third party advertising (already included in Workday): *FAU is an equal opportunity/affirmative action institution and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veterans' status or any other characteristic protected by law. Individuals with disabilities requiring accommodation, please call 561-297-6057, TTY/TDD 711.*
- E. In addition to the Equal Employment Opportunity language that must be included in all job postings, use one of the following Diversity Statements as a part of the job summary that is located at the beginning of the job description (**see Appendix A for sample job description**):

- [Unit] is committed to creating an accessible, supportive environment and an educational experience that recognizes diversity and cultural competence as integral components of academic excellence. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths in this area
- [Unit] is committed to building a culturally diverse educational environment, with a focus on diversifying the faculty. We are seeking faculty who can teach in these and other areas while contributing to the diversity and excellence in our programs and courses through their research, teaching and service.
- [Unit] is deeply committed to a community of excellence, equity, and diversity and welcomes applications from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives.
- Diversity, Equity, and Inclusion are core values of [unit]. We believe that the educational environment is enhanced when diverse groups of people

with diverse ideas come together to learn. Applicants whose work incorporates a global perspective and a demonstrated commitment to issues of diversity in higher education are particularly encouraged to apply.

- F. Incorporate 3 to 5 of the following phrases within each job description under minimum qualifications (how many will depend upon the position):
- Experience working directly with people from diverse racial, ethnic, and socioeconomic backgrounds.
  - Strengthens the [unit] climate for diversity, equity & inclusion.
  - Demonstrates and supports a culture of diversity, equity, and inclusion.
  - Demonstrates skill in understanding of cultural differences.
  - Demonstrates a commitment to diversity, equity, and inclusion.
  - Promotes diversity, equity, and inclusion activities.
  - Employs anti-racist practices and principles to accomplish work.
  - Incorporates an anti-racist and anti-oppressive lens into practice.
  - Ability to serve as an advocate for individuals of all ethnicities, genders, ages, and backgrounds.
  - Understands the specific experiences of historically marginalized racial groups in the U.S., particularly Black, Indigenous, and Latinx groups.
  - Passionate about working in an organization that values and promotes diversity, equity, inclusion, and anti-racism.
- G. All job postings must include a statement that all applicants must complete an Employment Application available online through *FAU's Career Site*: [www.fau.edu/jobs](http://www.fau.edu/jobs) and apply for the currently posted position.
- H. All job postings must provide a statement about the degree required for this position. Only the selected applicant must provide official transcripts scanned into an electronic format prior to the date of hire. Degrees from outside the United States must be validated by an organization belonging to the National Association of Credential Evaluation Service (NACES), with an indication of the documents the evaluation was prepared from (official transcripts, diplomas, dissertation abstracts).
5. Begin the recruitment process by logging into *Workday* and completing the *Create Position* process.
- If position already exists, the details may be edited through the *Edit Position Restriction* process. A new position need not be created, and you may proceed to creating the Job Requisition.
6. After the position is established or the edits (if required) are approved, complete the Create Job Requisition process in *Workday* and route for approvals. For more instructions and details on completing the Job Requisition process, please review HR's *Create Faculty Job Requisition Guidelines* document.
- A. The approved Request for Faculty Search memo must be attached to the job requisition before submitting for approval.
  - B. Use today's date as the availability date and the recruiting start date.
  - C. For regular assignments, select Regular as the worker sub-type.
  - D. For visiting assignments, select Regular End Date as the worker sub-type and enter an end date.

7. When the Job Requisition is approved, complete the Job Requisition Questionnaire that is in your Workday inbox. Make sure to identify the Recruiting Partner(s), Search Committee members, and denote if external advertising is needed.
8. Once complete, hit submit and the Job Requisition will route for all necessary approvals.
9. Recruitment Services will work with the College to post the position on *FAU's Career Site*.

Requests for external advertising can be submitted through the Job Requisition Questionnaire in Workday. The Human Resources' Recruitment Services Office will assist with obtaining quotes. The University encourages advertising in online publications and publications that enhance diversity: (The University's contracts with online publications such as Inside Higher Education automatically retrieves all FAU faculty searches and publishes in multiple journals and LinkedIn. **See Appendix B for full list**).

### III. Conducting the Search

1. To be competitive in attracting a pool of excellent applicants, the search committee needs to search proactively and strategically. Developing a diverse pool of qualified applicants is the responsibility of every committee member. The following strategies and best practices may help to attract a broad and diverse applicant pool:
  - A. Engage in outreach to attract underrepresented groups.
  - B. Foster the engagement of all committee members in the matters of diversity of the search.
  - C. Advertise in publications that target underrepresented groups.
  - D. Examine the faculty rosters of peer departments. It has been observed that departments with diverse faculty will, on average, have more diverse graduate student and postdoctoral populations from which to recruit.
  - E. Send professional societies the job posting for distribution.
  - F. Contact colleagues at other institutions to seek nominations of students nearing graduation or others interested in moving laterally, making sure to request inclusion of underrepresented groups.
  - G. Proactively recruit underrepresented persons with terminal degrees working at national laboratories and corporations.
  - H. Ensure that the criteria for evaluation of candidates do not preclude people with nontraditional career paths.
2. After the faculty position is posted, the members of the search committee can access the pool of candidates via the Recruiting Worklet in Workday. For access go to <https://workday.fau.edu>. For questions regarding access, please contact Recruitment Services at [empl@fau.edu](mailto:empl@fau.edu).
3. All applicants must provide name and contact information for three references. Applicants will be notified prior to contacting references.

4. Search committee members should disclose any personal or professional relationships they have with candidates.

#### IV. Interview and Selection Process

1. Prior to conducting a search, the chair of the search committee should contact STRIDE leadership to schedule a training to familiarize committee members with aspects of equal employment in hiring. The Provost Office can provide contact information. The Associate General Counsel has materials available about interviewing that should be reviewed prior to candidates being interviewed remotely and/or on campus.
2. Search committee chairperson and search committee members must review all applicant materials according to the qualifications grid appropriate for the position. Search committee members should return all grids to the search committee chairperson at the completion of discussion.
3. The search committee chairperson sends an unranked list of applicants recommended for remote interviews and/or campus visits to the chair/director and recruiting partner.
4. The chair/director and the dean select and approve candidates for campus visits.
5. The Recruiting Partner updates the applicant pool in Workday to reflect the status of active candidates to show:
  - A. Remote Interview
  - B. Phone Interview
  - C. Campus Interview
6. The search committee develops a set of interview questions for all candidates.
  - A. Consider asking prospective candidates to describe their contributions to diversity (e.g. teaching philosophy, curriculum development, research/scholarship, creative activity, working with diverse populations).
  - B. Applicants should be asked to describe how they will remain current and knowledgeable about teaching and research areas.
7. Develop a qualifications grid for applicants' qualifications to be documented for review.

| Candidate's Name | Degree Info | Teaching Experience | Research/Creative Activity | Area of Specialization | Current Position | Other | Strengths and Weaknesses |
|------------------|-------------|---------------------|----------------------------|------------------------|------------------|-------|--------------------------|
|                  |             |                     |                            |                        |                  |       |                          |

8. The search committee chairperson and/or department chair/school director arrange for campus visits of candidates, which may include:
  - A. Colloquium with faculty;
  - B. Meetings with individual faculty;
  - C. Classroom teaching;
  - D. Meetings with constituent student/community groups;
  - E. Travel to appropriate campus sites; and
  - F. Meetings with appropriate campus representatives such as dean, chair/director, or other faculty members in their related areas of study.

9. The search committee chair submits a fact-finding report to the department chair/school director, with an assessment of strengths and weaknesses of each qualified candidate. Ranking candidates numerically or otherwise must be avoided. First, the practice can make the hiring decision more difficult when an individual who receives a lower ranking is selected by the hiring authority which may unnecessarily cause tension between the Chair/Director and the faculty. Second, the practice makes the institution vulnerable to lawsuits when a lower ranked person is selected and ranking information is later disclosed to either the new hire or the other applicants in the pool who were ranked higher.
10. The chair/director meets with the dean and discusses the committee report. The dean, as the hiring authority, selects a candidate considering the committee report, and may choose from any of the qualified candidates.
11. If not already completed, signify the selected candidate by updating their status to “Recommend for Hire”.
12. Once notified by the chair or designee, the recruiting partner will submit the Hiring Review Request in Workday by accessing the candidate grid on the job requisition and selecting “Request Hiring Review” from the Move Forward Options on the specific candidate.

To submit the request, the recruiting partner must enter the proposed salary for the selected candidate in the salary section. When both components are approved, the recruiting partner will receive a “To Do” in their Workday Inbox giving the approval to make a verbal offer contingent upon a background check.

An offer of employment may **NOT** be extended until approval of the hiring review has been received in Workday from Recruitment Services.

13. Upon approval of the dean, the department chair/school director enters into verbal negotiations with the selected candidate, contingent upon the successful completion of a background check. All negotiated terms are subject to the approval of the dean.
14. Upon verbal acceptance of the offer by the candidate:
  - A. Notify the recruiting partner. The recruiting partner will update the offer status of the candidate in Workday via their inbox to reflect “verbal offer accepted”. Recruitment Services will be notified via Workday and will determine the background check requirements. The recruiting partner will then receive the background check questionnaire in their Workday Inbox to complete. Once completed and submitted, Recruitment Services will complete the background check process. Once approved, the Recruiting Partner will be notified via their Workday Inbox. To check the status of the candidate, access the candidate grid via the job requisition or contact Recruitment Services Office at [empl@fau.edu](mailto:empl@fau.edu).
  - B. If a background check is not required, the recruiting partner will be notified via their Workday Inbox to complete remaining hiring requirements through the Office of the Provost.
  - C. The department chair/school director sends to the dean:
    - i. Completed Initial Appointment Report for Tenure-Track Faculty or Faculty Being Considered for Tenure upon Appointment;
    - ii. Faculty Tenure Timeline form
    - iii. Transcript (and foreign transcript evaluation if applicable)
    - iv. Statement of Credentials form

- v. Faculty Verification of Employment form
  - vi. Curriculum Vitae
- D. The dean sends all the above materials and a draft offer letter to the Vice Provost, Academic Affairs, for approval. Model letters for positions are available on the SharePoint drive created for faculty searches and hiring.
- E. Once approved by the Vice Provost, the dean sends an offer letter and a Faculty Tenure Timeline form to the selected candidate, with a copy to the department chair/school director.
15. When the selected candidate returns the letter signifying his/her acceptance of the position, the original signed letter and the Faculty Tenure Timeline form are forwarded to the Vice Provost to be added to the faculty member's credential file retained in the Office of the Provost.
16. Email the Recruitment Services Office at [empl@fau.edu](mailto:empl@fau.edu) to signify that the selected candidate is "Ready for Hire". Make sure to include the job requisition number, the candidate's name, and the rank at which they are being hired. The Recruitment Services Office will then initiate the appropriate Workday Process.

Once initiated, the HR Partner for the recruitment will:

- A. For new hires/rehires:
  - i. Review the information generated on *Hire Employee* process in their inbox and attach the signed offer letter to the *Hire* before submitting.
  - ii. The *Hire* process needs to be finalized by the Wednesday prior to the following week's start date.
- B. For current employees:
  - i. Enter the "*Start Date*" and "*Reason*" for the move on the Change Job process generated in the Workday inbox. Submit if no other information is required. If the employee is transferring to a new department/supervisory org, the *Change Job* will route to Recruitment Services in Workday. After Recruitment Services approves the *Change Job*, the process will route back to the HR Partner to review and complete the required information.
  - ii. Make sure to attach the signed offer letter to the *Change Job* process before submitting.
- C. The Vice Provost needs to be notified if the candidate does not accept the offer and must approve any modifications to offer terms.
- D. Before beginning of employment, international applicants must work with the University's Director for Global Academic Services who acts as a liaison with the University's immigration law counsel.
- E. New faculty members will attend either New Faculty Orientation, generally scheduled shortly before the beginning of the Fall semester, or a regularly scheduled Monday orientation on their first day of employment. Recruitment Services will issue an orientation notice to the new employee detailing their first day of employment if they will not be attending New Faculty Orientation.
- F. If the search does not end in the selection and acceptance of a suitable candidate for the position, the search must be cancelled or extended within *Workday*. The future of the position must be decided upon by the dean and the Provost. To cancel or extend a posting, send an email request to [EMPL@fau.edu](mailto:EMPL@fau.edu).

17. Once the candidate is hired, the search committee chair works with the recruiting partner to indicate the current status of the remaining active candidates in Workday that were not selected and the reason for the decision. Automatic notices will be sent to those applicants.
- Employment application, posting documents, advertisements, and selection records are to be retained for seven anniversary years after the personnel action. *Workday* will store all information entered for the period required by law. In certain situations, especially when the new employee is not a U.S. citizen or green card holder, the hiring unit should retain original documents.
  - Colleges are asked to communicate with FAU's Office of Comparative Medicine early in the search process if there is an expectation that the new position will utilize animal models for research.



## **Appendix A: SAMPLE JOB DESCRIPTION FOR EXTERNAL POSTINGS TO THIRD PARTY AGENCIES ONLY.**

*For any postings using external advertising through FAU, please follow the instructions as per HR's Create Faculty Job Requisition Guidelines document.*

*(Highlighted items represent an example of information that has been incorporated from the above document)*

Florida Atlantic University's School of Social Work is accepting applications for a Instructor. This full-time, 12-month non-tenure track faculty position is responsible for leading field instruction for graduate students and implementing the Family Network program in collaboration with families and community agencies. This multi-year project, operating under the Community Outreach Program, develops and implements community-based family strengthening services that support vulnerable families in achieving safety and well-being.

The Family Network is a community mental health program, engaging in a variety of service interventions, research activities, teaching and learning collaboratives. It includes initiatives that inform policy development related to the negative effects of disinvestment and structural segregation in Boca Raton. The design of the program emphasizes the need to partner and collaborate with families. This involves meeting with families in their homes and other community settings with a focus on engagement and re-engagement throughout the work. Intervention strategies are comprised of individual, family and group modalities that enhance family cohesion and strengthen relationships with a particular focus on the families' capacities to provide safety and well-being for every member.

The School of Social Work is deeply committed to a community of excellence, equity, and diversity and welcomes applications from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives.

The below information outlines the essential functions, qualifications, and desired skills of the position.

### **Essential Functions:**

- Provides direct clinical interventions for Boca Raton families enrolled in the Family Network (FN). Adheres to the principles and interventions prescribed by the model and those that pertain to the Trauma Adapted Families Network (TA-FN).
- Participates in the planning and implementation of intern education activities that include collaboration with the Title IV-E Public Education for Child Welfare Program and the functions related to the TA-FN.
- Participates in the development of clinical programs and intervention strategies including staff development and inclusion of evidence supported models.
- Participates in activities related to a family-oriented trauma practice. Including conducting trainings in implementation of the models; conducting seminars for child welfare workers and interns regarding trauma informed practice and conducting trauma informed family practice seminars for Community Outreach Program (COP) students.
- Participates in COP program activities including those based on program principles, development of the strategic plan and regular organization meetings.
- Conducts duties as assigned.

### **Required Qualifications:**

- Three years post-Masters in Social Work
- Minimum licensure – LGSW
- In-depth knowledge and experience in trauma responsive children and family service programs

### **Knowledge, Skills and Abilities:**

- Experience working directly with people from diverse racial, ethnic, and socioeconomic backgrounds.
- Experience in trauma responsive services and related program development, implementation and evaluation.
- Ability to cultivate and develop inclusive and equitable working relationships with students, faculty, staff and community members.
- Demonstrated skill in understanding of cultural differences.
- Knowledge and experience about family-focused, home-based clinical services to families with children in urban environments exposed to trauma and racial injustice.
- Knowledge and experience about clinical services for children exposed to maltreatment, individuals with substance use disorders, and children with behavior and learning problems.
- Knowledge and experience about community network development and maintenance.
- Knowledge and experience in social work graduate education, child welfare is preferred.

**Travel and any other Special Conditions/Requirements:**

Travel required working with families and collaborating partners in the local community. In-state and out-of-state travel may be required to grantee and network meetings. Travel for training and consultation required.

The School of Social Work is committed to a racially and culturally diverse faculty and student body. The SSW provides an intellectually exciting, collegial, and supportive faculty environment that fosters interdisciplinary research and interprofessional teaching. The position will remain open until filled. Salary is commensurate with qualifications. The position is anticipated to start during the Fall/Spring. Candidates should include the following with their application: (1) Cover Letter (2) Resume (3) Professional References (Include name, current affiliation, email address and telephone number).

*FAU is an equal opportunity/affirmative action institution and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veterans' status or any other characteristic protected by law. Individuals with disabilities requiring accommodation, please call 561-297-6057, TTY/TDD 711.*

## Appendix B: Recruiting Resources

### A. FAU Memberships

#### Inside Higher Education

- FAU has a contract with Inside Higher Education. All job announcements are automatically included in Inside Higher Education and 20 other publications.
- They have the largest online audience in higher education and 3.67 million monthly readers.
- To access Florida Atlantic University's page, go to <https://www.insidehighered.com/institutions/florida-atlantic-university>

As a member of the Diversity Network on Inside Higher Education, Florida Atlantic University announcements are advertised to the following websites:

- [Disability Inclusion Jobs](#)
- [Asian Inclusion Jobs](#)
- [Black Inclusion Jobs](#)
- [LGBTQ Inclusion Jobs](#)
- [Diversity Inclusion Jobs](#)
- [Senior Inclusion Jobs](#)
- [Women Inclusion Jobs](#)
- [disABLEDperson, Inc.](#)
- [Hispanic Job Exchange](#)
- [African American Job Search](#)
- [Asian Job Search](#)
- [LGBT Job Search](#)
- [Disabled Job Seekers](#)
- [US Diversity Job Search](#)
- [Veteran Job Center](#)
- [Seniors to Work](#)
- [HireBlack.com](#)
- [RallyPoint](#)

#### DirectEmployers Association Job Syndication Alliances

Provides HR technology and guidance that can be leveraged by:

- A) Employers to solve OFCCP compliance and talent acquisition challenges.
- B) State Workforce Personnel to better connect employers and job seekers.
- C) Diversity Partners to provide an improved and accessible platform that fosters information and data sharing.
- D) Automatically populates online diversity publications.

### B. Other Advertising Options Not Part of FAU Contracts

#### National Science Foundation Survey of Earned Doctorates (December 1, 2020)

<http://www.nsf.gov/statistics/srvydoctorates/>

Though NSF does not list individual doctorate recipients, it does provide information which can help you determine how many women and underrepresented scholars will be available in various fields. This information, in turn, can help you determine whether the composition of the applicant pool you have created reflects the reality of available candidates. Published yearly.

#### The National Academies (June 2021)

<https://www.nationalacademies.org/>

A search-by-discipline directory of organizations encouraging women in science and engineering

**MLA's Report on Survey of Earned Doctorates (December 2016)**

<https://www.mla.org/Resources/Career/Career-Resources/Reports-on-the-Survey-of-Earned-Doctorates>

The MLA's report of findings for English and other modern languages from the 2008—09 Survey of Earned Doctorates.

**MLA's Data on Humanities Doctorate Recipients and Faculty Members by Race and Ethnicity (April 2010)**

<https://www.mla.org/Resources/Career/Career-Resources/Data-on-Humanities-Doctorate-Recipients-and-Faculty-Members-by-Race-and-Ethnicity>

This report from the MLA Office of Research responds to a request by members of the MLA Committee on the Literatures of People of Color in the United States and Canada for systematic national data on the status of faculty members of color in English and foreign languages.

**Professional Discipline-related Associations**

Many professional associations maintain data and produce research briefs on the status of women and minorities in the discipline. Also, there are listservs for minority and women caucuses.

**Candidate Databases**

**Future Faculty Database (FFDB) Rice University/Northeastern University ADVANCE (free) (June 2021)**

<https://learning.northeastern.edu/engage/programs/future-faculty-program/>

National Database of over 1300 Underrepresented PhD Students and Postdocs

**CIC Professional Advancement Initiative (PAI) Scholars Database (June 2021)**

<https://apps.cic.net/cicdirectory>

The CIC's Professorial Advancement Initiative (PAI) is an NSF funded program that provides "a high-quality mentoring network" for underrepresented minority postdoctoral students in STEM disciplines at CIC institutions. The program's goal is to improve the transition of highly qualified underrepresented minority postdocs into faculty positions in STEM fields at CIC institutions. This database of PAI participants can be sorted by discipline and field of research providing search committees with a valuable tool for recruiting applicants. The database can only be accessed by members of CIC institutions by providing your username and password that already exists within your institution.

**Faculty for the Future (free) (June 2021)**

<https://www.engr.psu.edu/giving/future-professor.aspx>

The only website dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country.

**University of California President's Postdoctoral Fellowship Program Directory (free) (June 2021)**

<https://ppfp.ucop.edu/info/>

Established in 1984 to encourage outstanding female and minority doctoral recipients to pursue academic careers. The directory allows for searching by year (1995-present) and field/discipline.

**MIT Provost's Office, Directory of Science & Engineering Faculty in Selected Institutions of Higher Education (January 14, 2010)**

<http://web.mit.edu/provost/raceinitiative/exec-append.html>

This directory "profiles some of the achievements of science and engineering faculty of Black/African-American, Native American, and Spanish-speaking heritage." It can be used to enhance "opportunities for professional contact" and to expand professional networks. Faculty are listed alphabetically and by institution.

**National Registry of Diverse & Strategic Faculty (June 2021)**

<https://www.theregistry.ttu.edu/>

Formerly known as the National Minority Faculty Identification Program. A service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions. Access includes searching candidate database and posting positions.

**SREB Compact for Faculty Diversity Scholars Directory (June 2021)**

<http://dspdirectory.sreb.org/Default.aspx>

The Scholar Directory is a database that showcases more than 1,000 accomplished doctoral students and successful Ph.D. recipients and postdoctoral scholars who are committed to pursuing careers in the professoriate. It consists of scholars from: The Southern Regional Education Board (SREB), The National Institutes of Health (Bridges to the Professoriate NIGMS-MARC), The National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP), The National Science Foundation Directorate for Social, Behavioral & Economic Sciences (SBE); The Alfred P. Sloan Foundation Minority Ph.D. Program (SLOAN), and The Alfred P. Sloan Indigenous Graduate Partnership (SIGP).

**Minority Postdoc Diverse Scholar Directory (May 17, 2021)**

<http://www.minoritypostdoc.org/directory2016.html>

Membership includes both the online directory as well as the directories print edition with full CVs.

**Job Posting Sites**

**Southern Regional Education Board Compact for Faculty Diversity (free) (June 2021)**

<http://home.sreb.org/dsp/zone/jobs/joblistings.aspx>

**National Center for Faculty Development & Diversity (free) (June 2021)**

<https://www.facultydiversity.org/>

Can both post faculty openings and search for potential candidates by CV search

**Association for Women in Science Job Bank (fee: \$300 per position) (June 2021)**

<http://awis.associationcareernetwork.com/home/>

**American Indian Science & Engineering Society (AISES) Job Board (fee: \$250 per position) (June 2021)**

[http://www.aises.net/aises\\_careers/policy.cfm](http://www.aises.net/aises_careers/policy.cfm)

**Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) Job Board (fee-based, \$ varies) (June 2021)**

<https://careercenter.sacnas.org/>

**Academic Careers Online (fee: \$295 per position) (June 2021)**

<https://academiccareers.com/employer-products/>

A diversity package is included at no additional cost to provide email notification of new job postings to diverse candidates and cross-posting of ads on partner job sites. Can also review candidate resumes by discipline.

**Center for the Advancement of Hispanics in Science & Engineering Education (fee, varies) (2003)**

<http://www.cahsee.org/6resources/latpro.asp.htm>

**The National Consortium for Graduate degrees for Minorities in Engineering and Science (GEM) (June 2021)**

<https://www.gemfellowship.org/alumni/gem-for-alumni/>

Has an online portal allowing job posts to GEM alumni.

**Diverse Jobs (fee \$295 for a single position posting) (2020)**

<http://diversejobs.net>

Diverse Jobs, is the job site of Diverse: Issues in Higher Education

**HERC — The National Higher Education Recruiting Consortium (June 2021)**

<http://www.hercjobs.org/>

As collaborative associations of universities and colleges, HERCs aim to help member institutions work together in "addressing faculty and staff dual career and employment outreach challenges on their campuses." HERCs exist in many regions of the United States and "maintain regional, web-based search engines that include listings

for all job openings, both faculty and staff, at all member institutions. The services at the websites are available at no charge to anyone seeking employment in higher education. The centrality of job postings and regional resources as well as the website's ability to accommodate dual career searches distinguishes HERC from other employment websites. Member institutions can post an unlimited number of faculty, staff and executive job listings on the website, and all HERC jobs are cross-posted on the National HERC website and two leading job boards; Indeed.com and Simplyhired.com

**Hispanic Outlook (fee, varies) (June 2021)**

<https://www.hispanicoutlook.com/>

Can both post positions and search for potential candidates by resume.

**INSIGHT into Diversity (June 2021)**

<http://www.insightintodiversity.com/>

INSIGHT into Diversity, formerly the Affirmative Action Register, aims to connect "professionals with institutions and businesses that embrace a workforce that reflects our world." Their free magazine and online recruitment site serves employers and job seekers in the fields of "higher education, healthcare, government, and business." Employers can post job openings online and/or advertise in print editions. Job seekers can search for job openings and post their résumés online.

**Journal of Blacks in Higher Education (June 2021)**

<http://www.jbhe.com/>

The Journal of Blacks in Higher Education is dedicated to the conscientious investigation of the status and prospects for African Americans in higher education. Employers may post job openings online or advertise in the print edition of the journal.

**Latinos in Higher Ed (starting at \$200 per position) (June 2021)**

<https://www.latinosinhighered.com/>

Can both post positions and search through resume database.

**Women in Higher Education (June 2021)**

<http://wihe.com/>

Women in Higher Education is a monthly news journal that focuses on issues of gender in higher education. It reaches thousands of talented women leaders on campuses all over the USA, Canada, and worldwide on the internet. Employers can list position openings in the print and/or online editions.

**On-Ramps into Academia (June 2021)**

<http://www.engr.washington.edu/onramp/index.htm>

Funded by the National Science Foundation's ADVANCE Program, On-Ramps into Academia is conducted by the University of Washington's ADVANCE Center for Institutional Change. It provides resources and workshops for women scientists and engineers who currently hold PhDs; work in consulting, industry, and/or national research laboratories; and are considering future careers in academia.