



COLLEGE OF THE
Holy Cross

Faculty Diversity Recruitment Toolkit

June 2022

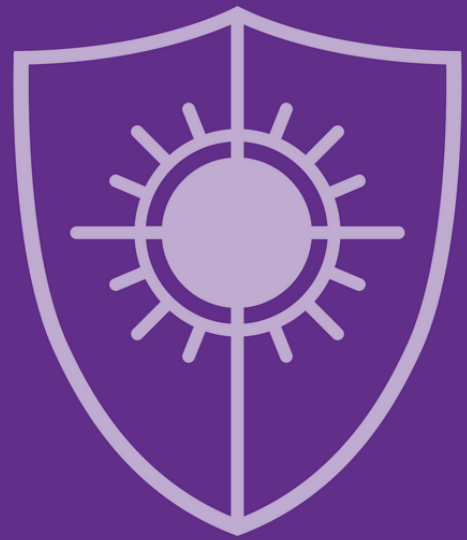


TABLE OF CONTENTS

Introduction	1
Diversity Statement	2
Understanding the Impacts of Implicit Bias	3
Initial Steps in the Search Process	5
Initial Candidate Review & Interview	8
Making an Offer & Completing the Hire	10
Retention Support Strategies	11
Appendix A: Position Announcement Template	14
Appendix B: Sample Language for Interview Questions	17
Appendix C: Questions to Avoid During the Interview	21
Appendix D: Recruiting Resources & Diverse Job Boards	25
Appendix E: List of Historically Black Colleges & Universities (HCBU) with Doctoral Programs	31
Appendix F: List of Hispanic Serving Institutions (HSI) with Doctoral Programs	34



Introduction

College of the Holy Cross is, by tradition and choice, a Jesuit liberal arts college serving the Catholic community, American society, and the wider world. To participate in the life of Holy Cross is to accept an invitation to join in dialogue about basic human questions: What is the moral character of learning and teaching? How do we find meaning in life and history? What are our obligations to one another? What is our special responsibility to the world's poor and powerless?

As a liberal arts college, Holy Cross pursues excellence in teaching, learning, and research. All who share their life are challenged to be open to new ideas, to be patient with ambiguity and uncertainty, to combine a passion for truth with respect for the views of others. Informed by the presence of diverse interpretations of the human experience, Holy Cross seeks to build a community marked by freedom, mutual respect, and civility. Because the search for meaning and value is at the heart of intellectual life, critical examination of fundamental religious and philosophical questions is integral to liberal arts education. Dialogue about these questions among people from diverse academic disciplines and religious traditions requires everyone to acknowledge and respect differences. Dialogue also requires us to remain open to that sense of the whole which calls us to transcend ourselves and challenges us to seek that which might constitute our common humanity. As a Jesuit institution that recognizes and cherishes the dignity of each individual, Holy Cross seeks to become a more diverse and inclusive academic community.

With a focus on academic excellence it is our goal to identify, recruit, and retain highly-qualified, talented, and diverse faculty members who are committed to the Holy Cross mission and Jesuit Identity. Deans, Department Chairs, Search Committees, and faculty have the primary responsibility to ensure excellent faculty are identified, recruited, and retained to achieve excellence in everything that we do. It is imperative that we strategically seek faculty who understand the life experiences, aspirations, and dreams of racially minoritized students since research shows that these faculty are more likely to increase the likelihood of academic success for these students.

Administered by the Office of Diversity, Equity and Inclusion in coordination with Human Resources, training on equity, diversity, and implicit bias among Search Committee members, Chairs, Deans, and pertinent staff will occur. The Search Committee training also covers effective strategies to recruit excellent and diverse faculty. This Search Committee training is mandatory for all members of Search Committees across campus annually. Faculty Recruitment and hiring is a critical college process, the success of which depends on the active participation and engagement of all stakeholders including faculty, Chairs/Directors and Deans. Your time, efforts, patience, and attention to this process is greatly appreciated. The guidelines and procedures in this toolkit must be followed for every faculty search. Failure to follow the procedures outlined in this toolkit may result in a canceled search.



Diversity Statement

In every aspect of our community, Holy Cross champions diversity, equity and inclusion. As a Jesuit, Catholic liberal arts college, we know that the best way to understand the world around us is to embrace the full spectrum of perspectives and life experiences. To that end, we welcome students, staff and faculty members of every gender, race, religion, sexual orientation, socioeconomic status and gender identity. We also encourage all community members to think critically about disparities in social structures, and to take action toward positive change.

Diversity: Holy Cross is committed to increasing diversity, which may be expressed in many forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, and disability status.

Equity: Holy Cross is committed to working actively and consistently to challenge and respond to bias, harassment and discrimination. We are committed to a policy of equal opportunity for all people and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: Holy Cross is committed to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and embraced. We know that by building a full spectrum of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively utilize the resources of diversity to advance our institution and make a meaningful, positive change to the world.

Commitment to Non-Discrimination

The College of the Holy Cross rejects and condemns all forms of harassment, wrongful discrimination, retaliation and disrespect and is committed to sustaining a welcoming environment for everyone and especially those vulnerable to discrimination on the basis of a person's race, religion, color, national origin, age, marital or parental status (including pregnancy and pregnancy related conditions), veteran status, sex, disability, genetic information, sexual orientation, gender identity or any other legally protected status, while reserving its right where permitted by law to take action designed to promote its Jesuit and Catholic mission.

It is the policy of the College to adhere to all applicable state and federal laws prohibiting discrimination and discriminatory harassment. The College does not discriminate unlawfully in admission to, access to, treatment in, or employment, in its programs and activities on the basis of a person's race, religion, color, national origin, age, marital or parental status (including pregnancy and pregnancy related conditions), veteran status, sex, disability, genetic information, sexual orientation, gender identity or expression or any other legally protected status, while reserving its right where permitted by law to take action designed to promote its Jesuit and Catholic mission.

Unlawful discrimination, discriminatory harassment, and retaliation are prohibited and will not be tolerated at the College. Such behavior violates this policy and/or the Sexual Misconduct Policy and may result in disciplinary action, up to and including termination or dismissal from the College.



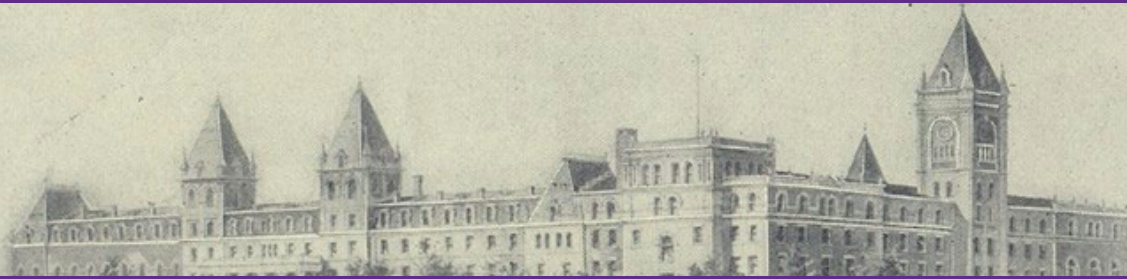
Understanding the Impacts of Bias

As we seek to create a more diverse and inclusive environment, implicit bias is a challenge that we must be aware of and address. Implicit bias is a bias or prejudice that is present but not consciously held or recognized. Everyone exhibits implicit bias in one form or another and this bias is not indicative of bad character. This type of bias results in us quickly and unconsciously sorting people into social categories based on assumptions of identity. We tend to have unconscious preferences for those who share our own identities or for those who hold the power. As implicit bias is always there, it is important that we understand its impacts on the hiring process so that we can work to overcome its effects.

Let's first identify the types of bias that appear during any faculty hiring process.

Likeability Bias often presents itself when describing women in the workplace. Women that are thought to be nice and agreeable are generally viewed as being less competent resulting in them needing to be more assertive to be seen as effective. However, when women do assert themselves they are often less liked. Being liked matters when it comes to career growth. Who would you promote: the man with high performance reviews or the woman with the same high performance reviews but is not liked by her colleagues?

Perception/Implicit Bias occurs when our perception is influenced by the stereotypes and assumptions we have about other groups. A recent resume study conducted by Wharton School of the University of Pennsylvania in 2021, highlights the increasing need for diversity awareness and commitment throughout the hiring process. The study results show that even when institutions have active diversity initiatives, hidden biases in hiring practices still prevail. This bias can take several forms. For example, the study found that a preference for unpaid internships over other types of summer jobs introduces a socioeconomic bias; as not all students can afford to take on an unpaid position. Additionally, if a female and minority candidate can take on that unpaid internship, it is rated lower than the same internship on a white male's resume. Again this can be explained by diversity initiatives. Organizations think that because others have diversity initiatives, female and minority candidates are given internships to fill quotas rather than an indication of their quality. The study also found no preference given for minority and female candidates despite employers' diversity initiatives. This can be explained by the idea that since many organizations have diversity initiatives, they will therefore be seeking diverse candidates. Therefore it is thought that female and minority candidates will be highly sought after and they will be less likely to accept a job offer. Meaning organizations think they would be too hard to hire. In STEM fields, not only was there no preference for minority and female candidates but they were actually rated significantly lower than their white male peers (for the same rating as a white male with a 3.75 GPA, minority and female candidates need a 4.0 GPA). We all have implicit biases. But if we work to make our bias conscious, we can begin to offset their effects and make our hiring practices more equitable.



Maternal Bias is the assumption that once a woman becomes a mother, she is less committed and less competent. This results in fewer opportunities and being held to a higher standard than fathers. However fathers that take time off for paternity leave or other family reasons receive lower performance ratings and steeper reductions in future earnings than women who take maternity leave or for other family reasons do.

Aesthetic/Appearance Bias is the tendency of individuals to see attractive people as more intelligent, competent, moral, and sociable than unattractive people. The results of Watkins & Johnston, 2000, showed that attractiveness had no impact when the quality of the application was high but that attractiveness was an advantage when the application was mediocre.

Confirmation Bias is the tendency to interpret information in a way that supports one's existing beliefs or theories. In hiring this occurs when you look for and focus on information that supports your initial perceptions of a candidate. This can include asking irrelevant or softball questions during the interview and overlooking any concerns that contradict that initial perception.

Conformity Bias is the tendency for people to change their opinions or behavior based on group peer pressure. This can appear during the hiring process when the search committee gets together to review a candidate's application materials and conduct the interview, by causing individuals to sway their opinion of a candidate to match the opinion of the majority

Contrast Bias occurs when two things/people are judged in comparison to one another rather than being assessed on their own merit. When it comes to hiring, candidates tend to be assessed based on the perceived quality of the other candidates in the applicant pool. For example, CV reviewing is prone to contrast bias because reviewers begin to assess candidates relative to the CV that came before or after rather than the candidate's merits independently. This results in weaker candidates appearing strong, relative to the rest of the pool, and the best candidate may be overlooked in a stronger candidate pool.

Halo Bias refers to the tendency that once we perceive someone in a positive light, it becomes difficult to see them in another light. This shows up in the hiring process as a "love at first sight" connection between the interviewer and the candidate. The candidate made a great first impression and the interviewer is quick to assume that this will translate into a hardworking and dedicated hire. This can also occur if the candidate wears glasses as this influences our perception about the intelligence of the candidate.

Horns Bias is the opposite of the halo effect as it is the tendency to attribute negative characteristics to individuals who have shown other negative traits or a poor first impression. In hiring this results in a candidate being eliminated from the applicant pool because they gave off a poor impression in the interview regardless of the actual qualifications or experiences of the candidate.



[Intersectional Bias](#) is a form of discrimination which presents itself with multiple bias with respect to gender, race, age, sexuality, disability, etc. This type of bias is common through social media platforms and AI systems and can sometimes be a bias that doesn't fit into traditional categories.

[Affinity Bias](#) is the idea that we gravitate towards people like ourselves in appearance, beliefs, and background, while avoiding or disliking people who are different from us. In hiring, this can give the hiring representative a sense of rapport with a candidate because they feel that they have certain things in common. This could look like viewing someone as more intelligent because they attended the same university or believing that someone is a good fit for your team because they share a similar age or socioeconomic background.

Here are some additional resources on bias and its impacts on the search and hiring process:

- Take one of [Harvard's IAT Tests](#) to find out if you have implicit bias
- Explore Kirwan Institute for the Study of Race and Ethnicity [Modules on Implicit Bias](#)
- Watch this video, [Unconscious bias: Stereotypical hiring practices](#)
- Read this article, [Recognizing the Impact of Bias in Faculty Recruitment, Retention, and Advancement Processes](#)
- Explore the [Parable of the Polygons](#)

Initial Steps in the Search Process

[Look at the Data](#)

The first step in the search process should be to consider the diversity data for the field in which you are hiring. When you understand the current landscape of your field for minority and female candidates, you can create goals to help ensure your pool of candidates will reflect the diversity needs of the field. Consider the diverse perspectives you wish your department to include, and any challenges you might face in recruiting the most qualified candidates. The recruitment strategy should reflect a good faith effort to have a diverse pool of applicants. The goal is not to hire a diverse candidate every time but rather to have a diverse applicant pool. Departments can't hire people who don't apply: if minorities and women aren't in the pool, they can't become potential colleagues.

Additionally it is important to look at the data of your current department's demographics. Departments that lack diversity within their own faculty should consider placing faculty or staff from outside the department to the search committee for an alternative perspective. Also consider alternatives to broaden the perspective of the search committee.



Ask yourself:

- What are the diversity goals of the department?
- What are the diversity strengths in the department and how can we build on those strengths?
- What are the diversity challenges in the department and how can we address those challenges?

Forming the Search Committee

The problem with having a homogeneous search committee is that they will seek out candidates that reflect their own image. This looks like the search committee hiring the ideological or intellectual twin of members on the committee. This is problematic as it generates academic departments that have a monoculture and does a disservice to the students in preparing for a diverse global society. Instead search committees need to prioritize candidates who bring intellectual and ideological diversity; candidates that are opposite to the current faculty of the department and search committees in terms of academic expertise and life experiences.

Consider the composition of the search committee for this hire. Prioritize minority and underrepresented faculty and staff when asking individuals to join. However, be mindful of placing too much of a burden on minority and underrepresented faculty and staff that serve on these committees. Make sure that you are not inviting the same group of people again and again. The committee's composition sends a message to potential candidates about the department's and the campus culture as it will likely be the first point of contact for potential candidates; be sure to send a message that reflects Holy Cross's commitment to diversity, equity, and inclusion. Having a broad expertise represented on the committee can be helpful in getting a different perspective, look to people outside the department and consider having students of color, women, and other minorities from Holy Cross serve on the committee. Also consider asking colleagues from HBCUs, HSIs or tribal colleges, as well as from neighboring institutions within the Worcester community.

The competence of the committee in regard to how bias can appear in the hiring process is crucial. All members on search committees should have knowledge about implicit bias. Reach out to the Office of Diversity, Equity, and Inclusion for implicit bias and evaluation bias training that members need to complete annually before serving on the committee.

Diversify the Applicant Pool

- Define the position in broad terms. Be sure not to narrow the job description to focus on a single research area within a discipline or subfield or specific courses that must be taught.



DON'T: The English department at University invites applications for an Assistant Professor position in Early British Literature. The successful applicant will not only demonstrate excellence in this subject area but also be able to teach courses in English Literature: Medieval to 1750, The Works of Chaucer, and Renaissance Literature.

DO: The English department at University invites applications for an Assistant Professor position. We welcome specialists with interdisciplinary research and teaching interests in any area. The successful applicant will not only demonstrate excellence in this research area but will be able to teach courses appealing to undergraduates both in that area and in broader domains of literature. The English Department believes that the diversity of faculty, staff, and students is vital to the excellence of our research and academic programs, and we are especially eager to hire colleagues who support our institutional commitments to ensuring University is inclusive, equitable, and diverse.

-
- Having a narrow job description will lead some potential candidates to select themselves out of the pool of possible candidates. Women and underrepresented minorities, more often than not, will conclude that they are not qualified or are not what the institution is looking for resulting in a lack of diversity in the candidate pool. It is important to also remember that the goal is not to hire a diverse candidate every time, but rather to have a diverse candidate pool each time from which to hire.
 - Beware of subtly masculine-coded language within the job description that may perpetuate gender inequality in hiring. For example, words such as “competitive”, “dominant”, or “leader” are male-coded, while words such as “support”, “understand”, and “interpersonal” are associated with work historically performed by women. Use this [tool](#) to help check such language.
 - Collaborate with the Office of Diversity, Equity, and Inclusion to search actively and broadly with an open search approach. A stronger pool of candidates will emerge when the search is opened to the general population rather than looking within already established networks and internally. Additionally this approach advances Holy Cross’s goals of creating and maintaining a diverse and inclusive community. Employ active recruiting strategies on an ongoing basis to establish a network of potential new graduate students, postdoctoral fellows, and faculty members. Search committees should consider adopting an explicit goal of interviewing candidates who are different from existing faculty and then develop a strategy to attract those candidates. This can be achieved by actively seeking out diverse candidates at conferences and through colleagues who are mentoring women and minority doctoral students at other institutions (consider those faculty for senior positions at one’s institution) as well as HBCUs and HSIs. Also seek connections through women and minority graduates and soon to be graduates of Holy Cross. Look at the resources provided in Appendix D for diverse job boards.



- Recognize the impact of expressed institutional values. Job Descriptions that mention institutional values that support diversity are more likely to result in diverse hires.
- Consider providing an opportunity for candidates to make their case as to their experience and relevance to the position by asking them to submit a diversity statement as to their past contributions to diversity and how they anticipate contributing to the diversity of Holy Cross.

Initial Candidate Review and Interview

- Consider redacting candidate names from initial documents. Research shows that sex-based stereotypes can negatively affect female candidates, and names that are not “white-sounding” are less likely to be chosen in the hiring process. Have a third-party (office associate) to replace names with Candidate A, B, etc. before the committee evaluates their qualifications.
- Set aside enough time for a well thought out decision-making process. When people are rushed with a decision that is when bias is most likely to creep into the hiring process despite safeguards against it. Be sure to spend equal time on all candidates.
- Review the job description and goals that the committee has previously agreed upon before starting review. Implicit bias tends to play a role by resulting in committees shifting criteria to favor candidates from a dominant group. Sticking to the previously agreed upon guidelines and qualifications is a way to counterbalance the effects of bias.
- Be sure to evaluate each candidate against the job description or the evaluation rubric that should be based on the job description. Resist the urge to start out evaluating candidates against each other in the early stages of the process.
- Compare applicant pool data at various stages of the search to the overall available pool as determined through the latest SED data. Current SED reports provide demographic data for PhDs awarded in 2019. Specifically, data are available on gender breakdown, international scholars, and race/ethnicity for domestic scholars.
 - Comparisons provided by Dean’s office to search committee at:
 - Application Deadline
 - Semifinalist stage (often Skype/Zoom interviews)
 - Finalist stage
 -

Interview and Campus Visits

- Everyone on the search committee should be sensitive to diversity concerns. Everyone who meets with candidates should be sensitive to diversity when questioning and providing information.



Considerations for the interview include:

- Ask for pronouns to use and name pronunciation
 - Ask about transportation needs (when applicable)
 - Ask about dietary preferences/restrictions (when applicable)
 - Discuss clothing expectations (e.g., business attire)
 - Provide an agenda with private breaks throughout the day
 - Structure the day for physical accessibility as much as possible
 - Prepayment for travel to on-campus interviews (when applicable)
- Avoid illegal and discriminatory questions. Refer to Appendix B & C as to what questions to ask and what questions to avoid during the interview.
 - Use a standard protocol for each campus visit as well as a consistent set of interview questions for each candidate. Ensure all candidates are treated the same and welcomed on campus. Focus on the qualifications and potential academic roles of each candidate.
 - Allow candidates the opportunity to talk with people outside of the search committee and even the department. This will allow candidates to gather a better picture about the campus culture and community.
 - Consider taking non-local candidates on a tour of the Worcester community so that they can get a better understanding of life and campus life within the Worcester area.
 - Utilize inclusive language and questions during both the interview and the campus visits. Never assume the identity, demographics, and pronouns of candidates.

Post-Interview

- The search committee should develop a standard form (google forms) to assess each candidate's strengths and weaknesses following the campus visit. The evaluation form should be completed within 24 hours after meeting with the candidate so that details of the interview remain fresh.
- Once again be sure to allow enough time for a thoughtful decision-making process, spend equal time on all candidates, and be sure to take enough breaks to prevent biased thoughts from creeping into the decision-making process.



- Is your final pool diverse enough? Research shows that if there is only one woman or one person of color in the final pool, they have little chance of being hired. This is due to bias in favor of protecting the status quo as change is uncomfortable.
- Hold yourself and others accountable for your evaluations. Beware of affinity or culture matching. To do so ask yourself and others: Why do you think that way? Can you explain what you mean by...? Is this an important part of the role of the job?
- Take letters of recommendation with a grain of salt. Just like bias rears its ugly head during the hiring process, bias can appear within subjective evaluations affecting how the candidate may appear.

Making An Offer & Completing the Hire

No one but the Deans of the Faculty or Department Chairs should discuss the terms and conditions of employment officially or unofficially with the candidates. Once the Dean of Faculty has approved the hire, the Department Chair will contact the candidate to make the offer. If the top candidate declines, the Department Chair should get approval from the Dean of the Faculty for the next candidate.

- Be sure to emphasize to the candidate the academic community they would be joining and the process for tenure and promotion.
- Emphasize all the great benefits and incentives that come with working with the Holy Cross community. Highlight the various affinity groups that Holy Cross has to offer for faculty and staff.
- Be sure to spell out in detail the department's expectations in terms of research, teaching, and service.
- Notify unsuccessful candidates after an offer has been accepted but before a public announcement is made.



Retention Support Strategies

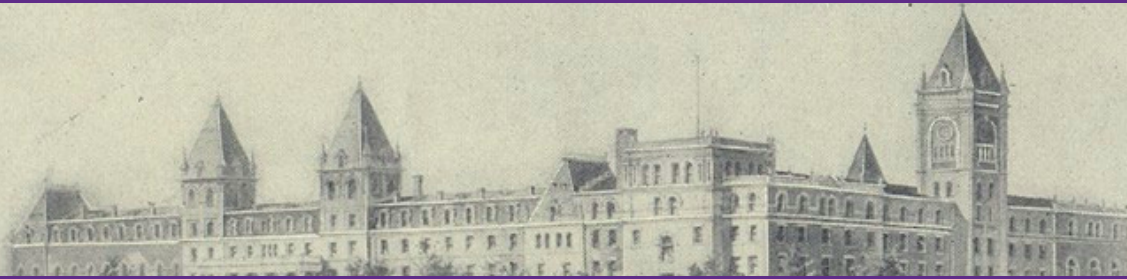
After you extend the offer and it has been accepted, this is the time to develop a plan to welcome and provide support to the new faculty. Make sure to provide all the information the new hire would need to start while being mindful not to distribute too much information at once which can easily overwhelm them. Be wary of overburdening new faculty from minority backgrounds with additional diversity demands, such as multiple committee assignments or multiple advisees. Ask yourself, how can the search committee and department leadership assist new colleagues in developing strong support networks within the Holy Cross community.

The success of new faculty depends heavily on the effectiveness of mentoring they receive from colleagues. Faculty will better benefit from having a team of mentors from multiple faculty ranks and from across the faculty/staff divide. Consider appointing a team rather than just one mentee.

The best strategy for retention is to have a truly welcoming and inclusive community where all faculty feel supported to make a meaningful contribution.

Issues that can negatively affect the environment of the campus are:

- Unintentional bias experienced in formal and informal faculty interactions.
- Undervaluing research, teaching, service, or outreach focused on diversity, equity, access, and inclusion.
- Experiences of professional isolation and/or feeling invisible within the unit.
- Experiences of feeling overburdened with “diversity” work.
- Lack of transparency in key unit operations, such as teaching and service assignments, merit review, promotion and tenure guidelines, and salary adjustments.
- Lack of transparency in other unit operations, such as access to travel or research support, fiscal reimbursement processes, and so forth.
- Lack of organized, formal support and sharing of information for faculty preparing for tenure or promotion review.
- Lack of open support for ongoing professional development or for collaboration in research or teaching.
- Lack of open support for faculty experiencing microaggressions and bias in the unit, in the classroom, or on campus.
- Lack of open discussion about support available for faculty experiencing stress, health issues, or difficulties in their work or personal lives.



Issues that can positively affect environment:

- Informal social networks organized for faculty by unit leadership.
- Active appreciation of faculty by unit leadership in both formal and informal settings.
- Positively valuing research, teaching, service, and outreach focused on diversity, equity, access, and inclusion as related to the specific discipline.
- Transparent rotation of committee memberships and other kinds of service.
- Transparent guidelines for tenure and promotion.
- Biannual reviews constructed as opportunities for mentoring and coaching.
- Regular and open discussion about resources available to faculty.
- Regular and open discussion about important issues within the unit, including those related to diversity, equity, access, and inclusion.
- A clear articulation of commitment to diversity, equity, access, and inclusion in every aspect of the department, school, or program.

General Recommendations:

- Create a culture of accountability to and value of DEI work among faculty, staff, departments, and units.
- Build trust and relationships - be transparent about department expectations, be willing to engage in difficult conversations, be willing to receive feedback, and provide clear feedback on performance.
- Identify interests - ask your employees and colleagues what their professional goals are, and support them in achieving goals.
- Build social networks - connect faculty to affinity groups, professional associations, and networks.
- Avoid tokenization - do not rely on marginalized individuals or groups to educate you and your department. Instead, create an environment that provides resources and education on diverse topics and encourages self-reflection about one's relationship to systems of inequity.
- Mentors can be identified through projects, cultural or identity membership, or experiences.
- Mentors can help an individual navigate through their identities as it relates to working at an institution of higher education, help solve difficult issues or support professional development.
- Mentors should be available to (any and) all new faculty, both those from diverse backgrounds as well as those not from diverse backgrounds.
- Support DEI professional development initiatives. This is critical in promoting Holy Cross's commitment to DEI.
- Be mindful of the amount of service and mentorship labor underrepresented faculty are being asked to take on and support them in managing workload by protecting them from overwork and/or exploitation.
- Create meaningful paths to department leadership, ensuring that historically marginalized faculty are represented in such roles.



- Develop structural means to ensure that underrepresented faculty have equitable access to and are actually receiving institutional support such as grants and other research support, course releases and adjusted load, preferred teaching assignments, and other advantages that enable faculty success.
- Design reliable paths for faculty to reflect on and share their experiences and concerns as part of a regular climate assessment process.



Appendix A: Position Announcement Template

Position Announcement Template Tenure-Track

The following template is provided as a general guide to department chairs (and to chairs of search committees) as they prepare to post announcements of open positions. A specific academic discipline and/or publication may, of course, constrain the format of the posting. It is important, however, that the information included below be provided in every announcement. Draft text must be submitted in electronic form to newfacultyhiring@holycross.edu and approved by the Dean's Office before it is published or posted.

GENERAL INFORMATION

The Department of <DEPARTMENT> at the College of the Holy Cross invites applications for a full-time tenure-track appointment to begin in August <YEAR>. <TEXT DESCRIBING SPECIALIZATION(S) SOUGHT AND SPECIFICS REGARDING TEACHING. INCLUDE REFERENCE TO WEBSITE, IF APPLICABLE>. Optional: Preference will be given to candidates in <INCLUDE LANGUAGE ON SECONDARY AREA OF STUDY AS A PREFERENCE, IF APPLICABLE.>

This position carries a 3-2 teaching load with a full-salary one-semester research leave prior to tenure review, and generous sabbatical and fellowship leaves for tenured faculty. Tenure-track faculty are eligible for travel support and reimbursement of relocation costs within the College's published policies. All full-time appointments offer competitive salaries and include full benefits. To learn more about faculty life at the College & the Worcester area, candidates are encouraged to visit <http://holycross.edu/join>.

QUALIFICATIONS

Candidates must demonstrate commitment to, and excellence in, undergraduate teaching at the introductory and advanced levels as well as scholarly achievement. Ph.D. required.

APPLICATION INSTRUCTIONS

Please submit a cover letter addressing the position requirements listed above, curriculum vitae, statement on teaching, transcripts, and three confidential letters of recommendation.

In an effort to identify applicants who will contribute to the College's mission and its commitment to diversity and inclusion, please choose one of the following four sample statements and include it below.



Appendix A: Position Announcement Template

Option #1: In your cover letter, in addition to describing your research and teaching interests, please address the ways you might contribute to and further the College's mission as a Jesuit, undergraduate liberal arts college (see <http://holycross.edu/mission>) and its core commitment to diversity and inclusion. Previous experience teaching, mentoring, or advising diverse student populations is an asset. For more information, please visit <http://holycross.edu/diversity>.

Option #2: In your cover letter, in addition to describing your research and teaching interests, please address how your scholarship, teaching, mentoring, and/or service might support the College's mission as a Jesuit, undergraduate liberal arts college (see <http://holycross.edu/mission>) and its core commitment to diversity and inclusion. For more information, please visit <http://holycross.edu/diversity>.

Option #3: In your cover letter, in addition to describing your research and teaching interests, please address how your scholarship, teaching, mentoring, and/or service would support the College's mission as a Jesuit, undergraduate liberal arts college (see <http://holycross.edu/mission>). The College values cultural and intellectual pluralism as integral to this mission and essential to the excellence of our academic program. Thus your application should highlight how your teaching, scholarship, mentorship, and/or service might support the commitment to diversity and inclusion. For more information, please visit <http://holycross.edu/diversity>.

Option #4: As a Jesuit, undergraduate liberal arts college, the College values dialogue among people from diverse perspectives as integral to the mission and essential to the excellence of our academic program (see <http://holycross.edu/mission>). In your application please highlight how your teaching, scholarship, mentorship, and/or service might support the College's mission and its commitment to diversity and inclusion. For more information, please visit <http://holycross.edu/diversity>.

The College of the Holy Cross uses Interfolio to collect all faculty job applications electronically. Please submit all application materials to <LINK from Interfolio landing page will be provided by the Dean's Office>.

Review of applications will begin on <DATE> and continue until the position has been filled. Initial interviews of selected applicants will take place in <TIMEFRAME>. We will conduct these preliminary interviews by Zoom. (optional: or at the CONFERENCE NAME/DATES for those who will attend the meeting.) Questions about this search may be directed to <SEARCH CHAIR NAME, EMAIL>.



Appendix A: Position Announcement Template

COVID-19 VACCINATION POLICY

College of the Holy Cross requires that all faculty and staff show proof of full vaccination by an FDA-approved COVID-19 vaccine before beginning employment, unless an exemption from this policy has been granted. New faculty members believing they need an accommodation of this policy because of a disability, sincerely-held religious belief, or otherwise should inform Human Resources after an offer of employment is extended; please do not include any medical, genetic, or religious information in your application materials.

EQUAL OPPORTUNITY EMPLOYMENT STATEMENT

The College of the Holy Cross is a highly selective Catholic liberal arts college in the Jesuit tradition. It enrolls about 3,000 students and is located in Worcester, Massachusetts, a medium-sized city 45 miles west of Boston. The College seeks faculty members whose scholarship, teaching, advising, and on- and off-campus service demonstrate commitment to the educational benefits of a richly diverse community.

Holy Cross aspires to meet the needs of dual-career couples, in part through its membership in the Higher Education Consortium of Central Massachusetts and the New England Higher Education Recruitment Consortium (<http://www.newenglandherc.org>). The College is an Equal Employment Opportunity Employer and complies with all Federal and Massachusetts laws concerning equal opportunity and affirmative action in the workplace.

For additional resources see [Examples of how to include commitment to diversity and inclusion in the description of the position](#)



Appendix B: Sample Language for Interview Questions

General

- Tell us about your background (education, experiences, and interests).
- What interests you most about this job?
- What interests you least about this job?
- Why do you want to work for Holy Cross?
- What new skills or ideas will you bring to this position?
- What do you think are the most important abilities that lead to success on the job?
- What would your colleagues/students say is your greatest strength/weakness?
- What are your professional goals?
- What motivates you? How do you handle stress? What do you do to relax?
- What is your experience managing conflict (with supervisors, colleagues, students)?

Behavioral

- What's your most productive work environment?
- Describe your working relationship with previous supervisors and colleagues?
- Are you most productive working alone or in a group?
- In your life thus far, what has been your greatest accomplishment?
- Give an example of a time you went above and beyond.
- Talk about how you've attained a significant goal.
- Describe a time when you found it necessary to make an unpopular decision in order to attain a team goal.
- Describe a time in your work experience when the existing process wasn't working, and what you did to rectify the situation.
- Talk about your most recent failure? Why did you fail? What did you learn?
- How have you handled criticism of your work?

Research Focused Questions

- Tell us about your current work, area of study or research, and referred publications?
- How does your work contribute to the field, society, community, or university?
- Why and how did you choose your dissertation topic?
- What theoretical framework did you use when developing your research?
- How did you conduct your research and interpret the data?



Appendix B: Sample Language for Interview Questions

- What is your experience working with funders and other research stakeholders?
- What do you think about other researchers in your field, their journals/research/books and your opinion of their work, who do you think is leading edge, who do you disagree with?
- What are your research plans for the next 3-5 years?
- Discuss past and future funding sources and how you have/would acquire funding?
- What equipment (facilities, staffing, etc.) will you need to pursue your research agenda?
- In what journals do you hope to see your work published?

Teaching and Classroom Questions

General

- What is your teaching philosophy? How does it influence your approach in the classroom?
- Tell us about your teaching experience-what did you like, not like; were there any problems, what did the student evaluations say and what did you learn from your teaching experience?
- How have you managed difficult or ethical issues while teaching (cheating, inappropriate student behaviors and so on)?
- What is the proper relationship (balance) between classroom instruction and professional life?

Students and Classroom Management

- How do you feel about teaching undergraduates compared to graduate students?
- What do you see as the difference between undergraduate and graduate education?
- What do you think is the fairest way to evaluate students; straight scales, curves, exams or papers? What do you think about supervising undergraduate or graduate students?
- What were the best and the worst teaching experiences you have had?
- What are some techniques you use to motivate students and connect them to the material?
- How do you feel about establishing ongoing relationships with students? Do you enjoy mentoring and advising? What do you see as the challenges?
- How will you deal with students who are less talented or interested than others?
- What do you think the challenges would be when working with older students, students with learning challenges, and teaching evening courses?



Appendix B: Sample Language for Interview Questions

Course Delivery/Development

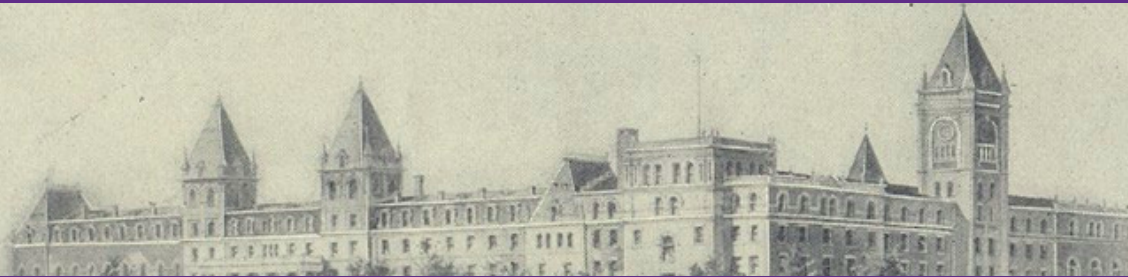
- How would you structure a course on _____ (often a required or introductory course, but it could be any course you have indicated you could teach)?
- What texts and resources would you use in your classes or seminars?
- How would you teach a course on _____ (what teaching method would you employ or offer in a course)?
- How will you use technology and the internet to enhance your student's learning experience?
- How does technology expand and limit teaching effectiveness?
- What would be your 'dream' course to teach (topic, style, student population). How would you teach it? What texts, assignments would you offer?

Participation in Department and/or Academic Community

- What do you think are the challenges and the pros and cons of working in this environment, location, community?
- Why are you interested in our type of school in general and our school in particular?
- What kind of service/support do you expect to do when you arrive?
- We encourage close connections between faculty and students. How important do you think this is and how would you find the balance between close relationships and professional distance?
- Why do you think you are suited to this kind of environment?
- Have you been actively involved in committee work in the past?
- How well do you interact with others in your field? How well do you get along with those who have very different opinions and/or whose work you do not respect?
- How do you manage criticism from colleagues and supervisors?
- What are you looking for in a department chair and department?
- What would you do to recruit top students to our program?

Diversity Related

- How has your background and experience prepared you to be effective in an environment that values diversity, equity and inclusion?
- What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
- What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?



Appendix B: Sample Language for Interview Questions

- How does your own identity impact your work with a diverse faculty and student body?
- Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- Tell us about a time that you adapted your style in order to work effectively with those who were different from you.
- Give an example of a time when you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that.
- What do you see as the most challenging aspects of an increasingly diverse academic community, and what steps have you taken to meet such challenges?
- In what ways do you feel it is appropriate to incorporate topics related to diversity and (your discipline) into the classes you teach? How would you do this?
- Has diversity played a role in shaping your teaching and advising styles? If so, how?
- Describe a specific situation in which you worked with a diverse group of people over a period of time. Based on this experience, what did you learn?
- What issues have arisen from your work with non-traditional or first generation students? What has gone smoothly and what has been challenging in this work?
- What is your vision of diversity at an institution like College of the Holy Cross?



Appendix C: Questions to Avoid during the Interview

QUESTIONS NOT TO ASK

"Where were you born?"

While this question seems innocent enough on the surface, it could be used to gather information illegally about national origin. Although it may seem more relevant, hiring managers are also not allowed to ask.

"Are you a U.S. citizen?"

Employers may ask whether you are authorized to work in the United States, but not specifically about citizenship.

"What is your native language?"

Again, the problem is that this question could be used to determine national origin. Employers can ask whether you know a particular language only if it is required for the job. For example, if job responsibilities include supporting Spanish speaking customers, it's fair to ask if you speak Spanish.

"Are you married?"

Here's another question that would seem innocent in most settings, but is not allowed in a job interview. Employers are not allowed to discriminate on the basis of marital status, so this question is not allowed.

"Do you have children?"

Even though this sounds like a casual, innocent question, it is not allowed in a job interview. It's covered by a general prohibition about discrimination over parental status.

"Do you plan to get pregnant?"

This question is not legal. Employers used to ask this of women to avoid hiring someone that would go out on maternity leave. It is illegal to discriminate on the basis of gender and on the basis of pregnancy.

"How old are you?"

Age discrimination is illegal, so this question is off limits. Some companies have tried to avoid hiring workers over a certain age for fear of higher insurance costs, the potential for more absences and for a general age bias. For this reason, employers are not supposed to ask what year you graduated from college, either, unless there is some job related reason for the question.



Appendix C: Questions to Avoid during the Interview

"Do you observe Yom Kippur/Good Friday/Ramadan, etc.?"

Employers can't discriminate on the basis of religion, so this question is illegal. Employers can ask whether you can work on holidays and weekends (if it's a job requirement), but not about the observance of specific religious holidays.

Do you have a disability or chronic illness?

It is illegal to use disability or medical information as a factor in hiring, so these questions are illegal. If the job would require some specific physical task, such as bending to install cables in walls, the employer can ask if you could perform those tasks with reasonable accommodation.

Are you in the National Guard?

Although some managers may find it disruptive when employees leave for duty, it's illegal to discriminate against someone because he or she belongs to the National Guard or a reserve unit.

Do you smoke marijuana, cigarettes, vapes, or use alcohol?

In general, employers can't discriminate on the basis of the use of legal products when the employee is not on the premises and not on the job. A 2017 MA Supreme Judicial Court ruling held that employers need to accommodate off-duty medical use of marijuana.

Remember you cannot discriminate against an applicant because of age, sex, marital status, race, ethnic origin, gender expression, religion, sexual orientation, or disabilities.

Legal and Illegal Inquiries

The following are some of the key areas that are covered by fair hiring laws. You will see a trend in what is legal and what is illegal -- essentially, you cannot ask questions that will reveal information that can lead to bias in hiring, but you can ask questions that relate to job performance.

- **Affiliations:** Do not ask about clubs, social organizations, or union membership; do ask about relevant professional associations.
- **Age:** Do not ask a candidate's age other than, "if hired," can a candidate produce proof that he or she is 18 years of age.
- **Alcohol or Drug Use:** The only allowable question relating to current or past drug or alcohol use is, "Do you currently use illegal drugs?"



Appendix C: Questions to Avoid during the Interview

- **Criminal Record:** Do not ask if a candidate has been arrested; you may ask if the candidate has ever been convicted of a crime. Please consult with HR before asking this question.
- **Citizenship/National Origin:** You may ask if the individual can, "upon hire, provide proof of legal right to work in the United States." You may ask about language fluency only if it is relevant to job performance. Please do not ask if they are a citizen or Permanent Resident of the United States during the interview stage. Holy Cross sponsors work visas for full-time faculty positions. Staff positions are decided on a case by case basis. Please consult with your supervisor and HR in advance.
- **Disability:** You may ask if candidates can perform essential job functions, with or without reasonable accommodation; and you may ask them to demonstrate how they would perform a job-related function. You may ask about prior attendance records.
- **Marital/Family Status:** Questions about marital status and family issues are discouraged except as they relate to job performance.
- **Personal:** Avoid questions related to appearance, home ownership, and personal financial situation.
- **Race/Color:** No race-related questions are legal. Please do not ask "Where are you from?"
- **Religion:** If Saturday or Sunday is a required work day, you may ask candidates if they will have a problem working on those days. Otherwise religious affiliation questions are illegal.
- **Sex:** You may ask if a candidate has ever worked under another name. Be sure not to make gender-related assumptions about job capabilities. Also if the candidate reveals their gender identity based on a past name worked under, do not share this information with other colleagues, faculty, students, or staff



Appendix C: Questions to Avoid during the Interview

How to Deal with Information that is Volunteered

Despite your careful preparation and question selection, some candidates will volunteer information that you would prefer not to know. The best way to handle this situation is not to pursue it nor to make note of it. You can't erase the information from your memory, but you can eliminate it as a discussion point and selection factor.

Consistency Equals Fairness

Carefully planned questions and a structured interview process that is the same for all candidates will ensure equal treatment of all who apply. Keep the focus on the job requirements and how each candidate has performed in the past. Ensure consistent use of faculty hiring rubrics across all searches.



Appendix D: Recruiting Resources & Diverse Job Boards

General Diversity Recruitment Links & Resources

HBCU Connect is a network of students and alumni from Historically Black Colleges & Universities (HBCUs). In addition to listing jobs at all levels from around the country, the site allows users to join the network, where they can browse a list of HBCU alumni and students for networking opportunities. It also features an annual list of the top 50 employers for HBCU graduates.

Academic Diversity Search www.academicdiversitysearch.com

Black Perspective www.blackperspective.com

Diverse Issues in Higher Education www.diverseeducation.com

Diversity Search www.diversitysearch.com

Equal Opportunity Publications, Inc. www.eop.com

Higher Ed Jobs Online www.higheredjobs.com

Hispanic Outlook in Higher Ed www.hispanicoutlook.com

Hispanic Today www.hispanic-today.com

IM Diversity www.imdiversity.com

Journal of Blacks in Higher Education www.jbhe.com/

NationJob Education Jobs Page www.nationjob.com/education

Indigenous & Native Jobs www.nativejobs.org

The Black E.O.E. Journal www.blackoejournal.com

University Jobs www.universityjobs.com



Appendix D: Recruiting Resources & Diverse Job Boards

Women for Hire www.womenforhire.com

Women in Higher Education www.wihe.com

Black Jobs BlackJobs.com

Black Career Women's Network <https://bcwnetwork.com/>

Hispanic Latino Professional Association <https://www.hlpaa.com/>

Biology Diversity Recruitment Resources

American Indian Science and Engineering Society www.aises.org

American Society for Biochemistry and Molecular Biology www.asbmb.org

Society for Advancement of Native Americans & Chicanos in Science www.sacnas.org

The American Society for Cell Biology www.ascb.org

Business: Economics, and Accounting Diversity Recruitment Resources

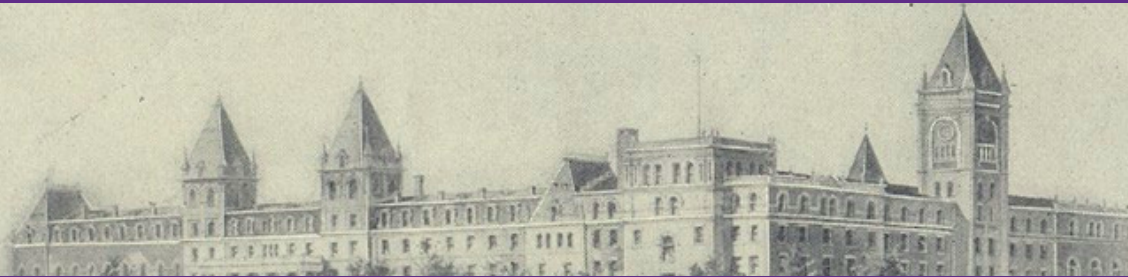
Association of Latino Professionals in Finance and Accounting www.alpfa.org

Indiana University Kelley School of Business www.kelley.iu.edu

National Association of Black Accountants, Inc. www.nabainc.org

National Black MBA Association www.nbmbaa.org

National Economic Association www.neaecon.org



Appendix D: Recruiting Resources & Diverse Job Boards

Chemistry Diversity Recruitment Resources

American Association for Clinical Chemistry www.aacc.org

American Chemical Society Committee on Minority Affairs www.acs.org

American Indian Science and Engineering Society www.aises.org

Chemical and Engineering News <http://pubs.acs.org/cen/index.html>

National Organization for the Professional Advancement of Black Chemists and Chemical Engineers www.nobcche.org

Society for Advancement of Native Americans and Chicanos in Science www.sacnas.org

Computer Science & IT Diversity Recruitment Resources

Black Data Processing Associates www.bdpa.org

Society for Advancement of Native Americans and Chicanos in Science www.sacnas.org

The Association for Women in Computing www.awc-hq.org

English Diversity Recruitment Resources

Asian American Journalists Association www.aaja.org

Association for Education in Journalism and Mass Communication www.aejmc.org

Association of LGBT Journalists www.nlgja.org

Association for Women in Communications www.womcom.org



Appendix D: Recruiting Resources & Diverse Job Boards

National Association for Multi-Ethnicity in Communications www.namic.com

Native American Journalists Association Job Bank www.naja.com

New York Women in Communication www.nywici.org

Fine/Theater Arts Diversity Recruitment Resources

College Art Association www.collegeart.org

National Conference of Artists www.arteducators.org

Diverse Creatives <https://diversecreatives.com/post-jobs.php>

The Black Theatre Network <https://blacktheatrenetwork.org/>

Sphinx Organization <https://www.sphinxmusic.org/job-postings/>

Arts Administrators of Color <https://aacnetwork.org/>

History Diversity Recruitment Resources

American Historical Association www.historians.org

National Council for History Education www.ncheteach.org

OAH Committee on the Status of Minority Historians and Minority History
www.oah.org/about/cmte/cmte.html

Mathematics Diversity Recruitment Resources

American Mathematical Society www.ams.org

National Association of Mathematics www.nam-math.org



Appendix D: Recruiting Resources & Diverse Job Boards

Society of Industrial and Applied Mathematics www.siam.org

Strengthening Underrepresented Minority Mathematics Achievement (SUMMA)
www.maa.org/summa/archive/summa_wl.htm

The Mathematical Association of America www.maa.org

Philosophy Diversity Recruitment Resources

American Association of Philosophy Teachers <http://philosophyteachers.org>

American Philosophical Association www.apaonline.org

Society for Women in Philosophy <https://www.uh.edu/~cfreelan/SWIP/>

Physics Diversity Recruitment Resources

American Association of Physics Teachers www.aapt.org

American Institute of Physics www.aip.org

American Physical Society www.aps.org

National Society of Black Physicists www.nsbp.org

Society for Advancement of Native Americans and Chicanos in Science www.sacnas.org

Political Science Diversity Recruitment Resources

American Political Science Association www.apsanet.org

Latino Caucus in Political Science www.latinocaucus.weebly.com



Appendix D: Recruiting Resources & Diverse Job Boards

Psychology Diversity Recruitment Resources

American Psychological Association www.apa.org

Association for Psychological Science www.psychologicalscience.org

Asian American Psychological Association www.aapaonline.org

Association of Black Psychologists www.abpsi.org

International Association for Cross-Cultural Psychology www.iaccp.org

Society for the Teaching of Psychology www.teachpsych.org

The American Indian & Alaska Native Society of Native Psychologists www.nativepsychs.org

Theology and Religious Studies Diversity Recruitment Resources

American Academy of Religion www.aarweb.org

Association of Theological Schools www.ats.edu

Interdenominational Theological Center www.itc.edu



Appendix E: List of Historically Black Colleges & Universities (HCBU) with Doctoral Programs

Alabama A&M University	Normal, AL	www.aamu.edu
Alabama State University	Montgomery, AL	www.alasu.edu
Albany State University	Albany, GA	www.asurams.edu
Alcorn State University	Lorman, MS	www.alcorn.edu
Bowie State University	Bowie, MD	www.bowiestate.edu
Claflin University	Atlanta, GA	www.claflin.edu
Clark Atlanta University	Atlanta, GA	www.cau.edu
Coppin State University	Baltimore, MD	www.coppin.edu
Delaware State University	Dover, DE	www.desu.edu
Elizabeth City State University	Elizabeth City, NC	www.ecsu.edu
Fayetteville State University	Fayetteville, NC	www.uncfsu.edu



Appendix E: List of Historically Black Colleges & Universities (HCBU) with Doctoral Programs

Florida A&M University	Tallahassee, FL	www.famu.edu
Grambling State University	Grambling, LA	www.gram.edu
Howard University	Washington, D.C.	www.howard.edu
Jackson State University	Jackson, MS	www.jsums.edu
Kentucky State University	Frankfort, KY	www.kysu.edu
Lincoln University	Jefferson City, MO	www.lincolnu.edu
Meharry Medical College	Nashville, TN	www.mmc.edu
Mississippi Valley State University	Bena, MS	www.mvsu.edu
Morehouse School of Medicine	Atlanta, GA	www.msm.edu
Morgan State University	Baltimore, MD	www.morgan.edu
Norfolk State University	Norfolk, VA	www.nsu.edu
North Carolina A&T State University	Greensboro, NC	www.ncat.edu
North Carolina Central University	Durham, NC	www.nccu.edu
Prairie View A&M University	Prairie View, TX	www.pvamu.edu



Appendix E: List of Historically Black Colleges & Universities (HCBU) with Doctoral Programs

Savannah State University	Savannah, GA	www.savannahstate.edu
South Carolina State University	Orangeburg, SC	www.scsu.edu
Southern University and A&M College	Baton Rouge, LA	www.subr.edu
Southern University at New Orleans	New Orleans, LA	www.suno.edu
Tennessee State University	Nashville, TN	www.tnstate.edu
Texas Southern University	Houston, TX	www.tsu.edu
Tuskegee University	Tuskegee, AL	www.tuskegee.edu
University of Arkansas at Pine Bluff	Pine Bluff, AR	www.uapb.edu
University of the District of Columbia	Washington, D.C.	www.udc.edu
Virginia State University	Petersburg, VA	www.vsu.edu
Winston-Salem State University	Salem, NC	www.wssu.edu
Xavier University of Louisiana	New Orleans, LA	www.xula.edu



Appendix F: List of Hispanic Serving Institutions (HSI) with Doctoral Programs

California State University, Fresno	Fresno, CA	www.fresnostate.edu
California State University, Fullerton	Fullerton, CA	www.fullerton.edu
California State University, Long Beach	Long Beach, CA	www.csulb.edu
California State University, Los Angeles	Los Angeles, CA	www.calstatela.edu
LaSierra University	Riverside, CA	www.lasierra.edu
Mount St. Mary's College	Los Angeles, CA	www.msmu.edu
University of California, Merced	Merced, CA	www.ucmerced.edu
University of La Verne	La Verne, CA	www.laverne.edu
Whittier Law School	Whittier, CA	www.law.whittier.edu
Barry University	Miami Shores, FL	www.barry.edu
Carlos Albizu University	San Juan, PR	www.albizu.edu



Appendix F: List of Hispanic Serving Institutions (HSI) with Doctoral Programs

Florida International University	Miami, FL	www.fiu.edu
Nova Southeastern University	Fort Lauderdale, FL	www.nova.edu
St. Thomas University	Miami, FL	www.stu.edu
University of Miami	Miami, FL	https://welcome.miami.edu/
New Mexico State University	Las Cruces, NM	www.nmsu.edu
University of New Mexico	Albuquerque, NM	www.unm.edu
The City College of New York	New York, NY	www.ccny.cuny.edu
Eastern University	St. Davids, PA	www.eastern.edu
Our Lady of the Lake University	San Antonio, TX	www.ollusa.edu
Texas A&M International University	Laredo, TX	www.tamiau.edu
Texas A&M University - Corpus Christi	Corpus Christi, TX	www.tamucc.edu



Appendix F: List of Hispanic Serving Institutions (HSI) with Doctoral Programs

Texas A&M University - Kingsville	Kingsville, TX	www.tamuk.edu
University of St. Thomas	St. Paul, MN	www.stthomas.edu
University of Texas - Brownsville and Texas Southmost College	Brownsville, TX	www.tsc.edu
University of Texas at El Paso	El Paso, TX	www.utep.edu
University of Texas - San Antonio	San Antonio, TX	www.utsa.edu
University of Texas - Pan American	Edinburg, TX	http://www.coba.panam.edu/doctoral/index.cfm