FACULTY RECRUITMENT PACKET

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Presidents Statement on EEO/AA
President's Statement on Equal Opportunity and Affirmative Action

The University of Maryland, Baltimore (UMB) is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of race, color, religion, age, ancestry, national origin, gender, sexual orientation, physical or mental disability, marital status or protected veteran's status to recruit, hire, compensate, train and promote employees and applicants for employment in all job levels. Exceptions to this policy will be made only as allowed by law for example, due to bona fide occupational qualifications or lack of reasonable accommodations for disabilities.

The University is committed to equal opportunity in the workplace and affirmative action to identify qualified applicants from many backgrounds and to retaining a diverse workforce. All of us benefit from the opportunity to work in an environment that brings together people from diverse backgrounds and equal employment opportunity is essential to achieving diversity. The University prepares an annual Affirmative Action Plan aimed at developing and maintaining a broadly representative workforce. Through internal monitoring and reporting systems, the University assesses the effectiveness of its Affirmative Action Plan.

The University is committed to fostering a work environment free of discrimination where respect and civility is valued. To that end, the University condemns incidents of hate crimes, intimidation, and bias. Harassment or acts of violence that are racially, ethnically, and/or otherwise motivated and which infringe on the rights and freedom of others will not be tolerated at the University's institutions or facilities.

The coordination of responsibilities for the implementation and monitoring of the Affirmative Action Plan has been assigned to Sheila K. Greenwood, Manager of Diversity/EEO/AA, Department of Human Resource Services, with the full support of the President, Deans, and Vice Presidents. Although school and departmental Affirmative Action Coordinators have responsibility for implementing the Affirmative Action Plan, administrative officers involved in University employment actions are also expected to promote the principles of equal opportunity and affirmative action.

Jay A. Perman, M.D.
President
Affirmative Action
Affirmative Action

The University of Maryland, Baltimore (also referred to as the University) is fully committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment.

Affirmative Action is a set of focused procedures and good faith efforts, which an employer carries out to ensure that equal employment opportunities are provided for all employees and applicants. According to Federal regulations, “an affirmative action program is a management tool designed to ensure equal employment opportunity.” Federal affirmative action regulations and University policy require the development and maintenance of a written affirmative action program covering staff, faculty, and all other academic employees.

A central premise of the Federal affirmative action requirements is that absent discrimination, over time, the demographic profile of employees generally will reflect the gender, racial, and ethnic profile of the pools from which the employer recruits and selects. In all employment decisions, selections must be made in a non-discriminatory manner. The University will make efforts to expand the pool of candidates by reaching out to areas that may have been previously overlooked and by doing so will increase the number of qualified minorities, women, protected veterans, and individuals with disabilities who are eligible for employment with the University.

Affirmative Action does not allow quotas, or extending preferences to any individual based on race, color, religion, gender, or national origin. Merit selection procedures are not superseded by affirmative action programs. Under certain compelling circumstances, a School may request permission to waive the posting of a particular faculty position. There are specific guidelines regarding this process. EEO will review the request and notify the school of its decision.

A thorough effort should be made to seek out minorities, women, protected veterans and applicants via:

- Appropriate publications
- Professional Associations
- Personal letter and phone calls
- Professional networking

Federal contractor obligations require UMB to advertise positions using the following expanded tagline: “Equal Opportunity/Affirmative Action Employer. Minorities, women, protected veterans, and individuals with disabilities are encouraged to apply.”
Search Committee Checklist
Search Committee Checklist

Each search committee has the ability to make substantive change in the University’s representation of women and minorities. Each department should make an effort to appoint a search committee that represents a diverse cross-section of faculty and include members who will monitor the affirmative action efforts of the search committee. Departments that lack diversity in their own departments should consider appointing faculty outside the department to search committees or develop other alternatives to broaden the perspective of the committee and increase the reach of the search.

In accordance with EEO/AA plans and as a Federal contractor, search committees should engage in good faith efforts to correct the under-representation of women and minorities.

The Makeup of a Search Committee

- Chairperson – Responsible for coordinating with the hiring authority all aspects of the search to include developing a diverse committee
- Committee - Should include members who represent diversity and share a working knowledge of the position to be filled

Search Committee’s Charge

Prior to advertising the position obtain the Dean’s approval for the recruitment

- The Hiring Authority develops a charge to the committee which normally covers:
  - The character of the post to be filled, a job description
  - Limitations to the search – internal, local, national
  - Instructions as to the form in which final recommendations are to come forward
  - A knowledge of the search related financial/staff support resources available to the committee
  - A knowledge of the timeframe for conducting the search

Committee Develops Recruitment Strategy

- Develop an advertising and Networking Plan. Strategize how you will pursue the candidates
- Meeting dates – block time for planning and interviewing for the length of the search on all committee members calendars in advance
Establish how the work load will be divided
  o Who will keep records, minutes, interview notes etc.
  o Who will prepare the Faculty Appointment Report (FAR)
  o Who will be the key point of contact and who will serve as back-up

Office Support – who will provide staff support for things such as placing ads, managing mail, scheduling, arranging travel and coordinating interviews, etc.

Manage Confidentiality – The committee should strategize processes and procedures to ensure each candidate’s confidentiality

Preparation and Distribution of recruitment materials (this will vary during different stages of the search)

Screening Applicants

Send the Affirmative Action Information Request Form to each faculty applicant who applies for the advertised position. A sample email template is included in this packet, for your convenience (revise the template accordingly). In order to complete the on-line form, the faculty applicant should also be provided with the position number for the job in which they are applying. The position number must be entered twice to validate they are inputting the correct number. If the faculty applicant fails to do so, they will receive a message that reads -

*Please make sure your position number is correctly entered.*

Once all information is entered correctly, and the form is completed, the faculty applicant will click submit and the information then goes directly into the Human Resource Service’s database. Contact Human Resource Services at 6-7302, if you should have any questions regarding this process.

Screen applicants based on advertised qualifications

Send rejection letters to applicants who do not meet minimum qualifications

Contact applicants to ensure they wish to be considered

Review the pool to ensure it is a diverse pool; remember the idea behind a search committee is to search for talent. If it appears that women and minorities are not a part of the pool, concerns about moving forward should be
discussed with the School’s Affirmative Action Coordinator or the Manager of Affirmative Action.

Interview Structure

- Use Effective Techniques
- Consistent Process [Collect the same information on all candidates]
- Document interview comments

Search Committee Activities

- Sell the Opportunity
- Describe next steps to candidate and Close the Interview

Interviewing Applicants

- Most productive interviews will be structured, planned in advance and executed with discipline.

- Interview questions should be developed that elicit specific past experiences which demonstrate a candidate’s ability to perform the tasks of the position. Questions related to defined competencies are essential.

- Establish an interview schedule that is consistent for each candidate. Internal and external candidates should be treated the same.

- Group interviews can save time and allow you to get other people’s perspective as well as provide good follow-up discussion, which tends to correct biases or misunderstandings.

- An evaluation sheet should be developed and used by each rater.

- Candidates to be interviewed may be contacted by phone, but correspondence containing directions to the campus, the date & time of the interview; the names and titles of interviewers and other appropriate information should be forwarded to the applicant.
Prior to Making an Offer

- Check References and Validate Credentials
  - Get permission to check references.
  - Candidates that will continue in the process should have credentials validated prior to being referred to the hiring authority

- At the conclusion of all interviews inform candidates of the next steps in the recruitment process. Include timelines.

- The hiring authority should confirm the following details with the appropriate persons:
  - Title, Salary, fringe benefits, other remuneration
  - Start date and length of term
  - Reporting and supervisory responsibilities
  - Academic, social or other expectations

Search Committee Activities

- Criteria for performance evaluation

Selecting a Candidate/ Hiring

- Make an offer after you have obtained approval

- Complete the Faculty Appointment Report (FAR) and forward to Diversity/EO/AA

- Extend offer to the candidate and prepare an offer letter

- Confirm start date

- Coordinate orientation and training

Post Offer Considerations

- The selected candidate should be given time to inform their current employer before any official notification goes out to the community.

- Remaining candidates should now be informed that they were not the selected candidate and thanked for their interest. This notification can be done by phone, letter or both.
☐ The Chair should send a thank you note to committee members.

☐ Collect all key search committee documents and retain for 3 years.
Sample Template for Faculty Applicants

Dear «First Name» «Last Name»,

Thank you for your recent application for a faculty position in the Department of «Dept». The University of Maryland in Baltimore (UMB) is committed to ensuring equal opportunity in employment and excellence through diversity. As a government contractor, the information regarding gender, ethnicity, individuals with disabilities, and protected veteran status will help the campus assess and track the effectiveness in its outreach efforts for affirmative action.

Human Resource Services (HRS) would like all faculty applicants to complete a short confidential online survey. Submission of this information is entirely voluntary and will not be a consideration in any decision about your candidacy for this position.

Please go to Faculty Applicant Affirmative Action Information Request Form. The survey form for this recruitment is available at the following link:

- [https://umbforms.wufoo.com/forms/r1htyopu1bckj13/](https://umbforms.wufoo.com/forms/r1htyopu1bckj13/)

Please note that the survey asks you to enter the position number contained in the advertisement/announcement for this faculty position, which is (XXXX-XXXX-XX). HRS maintains the survey database, and will NOT provide any individually-identifiable information to the department or to any member of the search committee.

Your interest in a faculty position in the «school name» is appreciated. Thank you in advance for taking the time to respond to this survey.

Sincerely,
Interview Structure
Why is structure necessary?

- Lends to validity by providing systematic coverage of content
- Essential for accurate and consistent measurement
- Promotes fairness by ensuring all applicants are treated equally
- Facilitates a process that is efficient

How is the interview organized?

Questions are organized by competency area and are based on an analysis of the following: work, strategic directions, and culture. Interviewer(s) should ask questions relevant to these topics make a conclusion concerning the applicant’s level of competency.

What techniques lend to successful interviews?

Interviewing techniques alone will not result in a successful hire. To select high performers, the interview and selection process must have defined what is a high performer to include competencies. The following are techniques that may be used in the interview:

- Open-ended questions
- Two-step probe
- The echo
- The compliment
- Situational Questions
- One-step probe
- Pause or silence
- Comparison and contrast
- Use of examples
- Self disclosure
Collect the Same Information

Each applicant should be provided the same preparation material and given the same questions. Follow-up questions can vary based on the applicant’s answers but it is important to ensure that candidates are asked the same questions on the initial interview. **Make sure that you probe for specific details in response to questions.** If the interview schedule includes meals and tours ensure that internal candidates are not automatically excluded from these activities; this can be viewed as discriminatory if it allows other candidates an opportunity to “sell themselves” in a different setting.

Manage the Interview

- The interviewer should control the interview. For group interviews, there should be a plan as to who will serve as spokesperson. Candidates should be given an opportunity at the end of the interview to ask questions.

Documenting Interview Comments

- Proper note taking reduces the amount of information that the interviewer must hold in memory and ensures specifics can be used to evaluate the interview.
- Documentation regarding the search and evaluation forms are considered part of the process and in the State of Maryland must be retained for a period of 3 years.

Sell the Opportunity

- Be prepared to entice the superior candidate(s) – Why should they want to accept this position?
- Know how to package your “problem areas” in the most positive manner
- Have information about benefits available
- Provide an strategic Plan or Annual Report
- Information on local community/housing information
Close the Interview

• Provide the candidate an opportunity to ask questions. Outline next steps and conclude the interview.

Complete an Evaluation Form

• The evaluation form should have a ranking system and cover all the competencies needed to perform the position.
• Be aware of your personal biases; try to focus on specific behaviors and responses when weighing a candidate’s qualifications.

Check References

• Prepare questions and check the same number of references for all finalists.
Interview and Reference Questions
Appropriate Interview Questions

1. Tell us about your teaching experience.

2. What class sizes have you handled in your teaching experience? What class size do you consider ideal for optimal learning? How do you manage different size classes to ensure a positive learning environment is achieved?

3. How do you see your research interests fitting in with the research directions of this department?

4. How have you involved students in your research in the past?

5. Our student body is a diverse group in terms of race, ethnicity, age, economic class, first generation college student, and sexual orientation. What kinds of steps might you take to effectively help students from such varied backgrounds be successful?

6. What steps would you take to ensure that diversity is respected and valued by students in your classes?

7. How have you demonstrated your commitment to women’s issues in your current position?

8. How have you demonstrated your commitment to minority/ethnic issues in your current position?

9. Approximately how many men have you nominated for fellowships, awards and prizes? _______ How many women? _______

10. How many teaching or research assistants have you hired in the last two years? _______ How many are women? _______

11. How have you encourage female students to enter traditionally male fields?

12. Have any students ever complained to you about sexual harassment or discrimination in any work with professor or staff? If so, how did you respond?

13. What are your long-term teaching goals? Your long-term research goals?

14. What is your greatest strength as a teacher? Your greatest weakness?
15. How can we assist your professional growth and development?

16. Do we have permission to contact your references?

17. What are your expectations of this University and this position?

18. What questions do you have for us?
Inappropriate Interview Questions

The following types of questions are suspect and can potentially create legal liability for the University, and should **not** be asked.

1. You have a distinctive accent. What is your cultural background?

2. This department presently consists entirely of men. How do you see yourself fitting in within that environment?

3. You have had a distinguished career. What makes this job opportunity attractive to you? [Note: without the introductory remark, the question would be entirely appropriate. The introductory remark may cause a candidate to feel that age is a negative factor in the selection process.]

4. From your credentials, we were expecting someone much older. How old are you?

5. Will your physical or mental impairment allow you to do this job? [Note: this question assumes that the candidate has either an obvious physical impairment or has disclosed either a physical or mental impairment. Under the ADA you are prohibiting from asking questions that might reasonably elicit disability-related information. However, you are not required to ignore the obvious or ignore information a candidate has chosen to share with you. You should ensure that all questions focus on the candidate’s ability to perform the essential functions of the position, with or without reasonable accommodation, rather than on the candidate’s disability.]

6. Do you have children? How old are they? Do they attend school? [These questions are not related to the needs of the position. Especially when asked of women, these questions may suggest some question on the part of the hiring unit as to whether the candidate can put in the time necessary for the position if he or she has young children.]
Appropriate Reference Questions

1. How long have you known ________, and in what capacity?

2. What type of professional position did ________ hold at your institution?

3. How would you rate the overall performance of ________________ in that role?

4. Given the opportunity, would you rehire or hire this person for a position in your department? If not, why? [Pursuant to the Faculty Hiring Process, this type of question should always be asked.]

5. Have you experienced any negative working interactions with ________________? Explain.

6. This position for which ________ is being considered involves the following job responsibilities. Based on your knowledge of ________________ training and experience, what is your opinion regarding ___________’s ability to successfully perform those duties?

7. Have you observed ____________ in a teaching setting? What would you say are ____________’s strengths as a teacher? What are his/her weaknesses, if any?

8. How would you rate the performance of ____________ in his/her current role?

9. Did ____________ engage in research while at your institution? What is your professional opinion regarding the quality of that research?

10. To the best of your knowledge, has ________________ effectively incorporated students in his/her research?

11. Working effectively as a team toward goals and objectives defined by the faculty as a whole is critical to the overall effectiveness of our department. Based on your observations, does ________________ function effectively as a member of a team effort?

12. Respecting and valuing diversity are critical to the role and mission of UMB. What experience does ________________ have with respect to diversity? Has ________________ actively incorporated a commitment to diversity in his/her work at your institution? In what ways has ________________ incorporated a commitment to diversity in his/her approach to his/her work?
13. Is there any additional information that you would like to share?

**Inappropriate Reference Questions**

Questions unrelated to the candidate’s ability to perform the functions of the position, such as the following, create potential liability for the University and should not be asked:

1. ___________ has quite a resume. How old is he/she?

2. I noticed that ___________ has a physical impairment. How did you accommodate that in the workplace?

3. Our department presently consists only of women. How do you see ___________ adjusting to this environment?

4. ___________ has an interesting accent. What can you tell us about his/her background?

5. We need someone in this position who will fit in with our students. How do you see ___________ fitting in with traditionally aged college students? OR We need someone in this position who will fit in with our predominantly male students. How do you see ___________ fitting in within that environment?

6. We notice that ___________ belongs to a number of Black/Hispanic/Asian professional organizations. We are particularly interested in diversifying our faculty. Can you tell us whether ___________ is African American/Hispanic/Asian?
Next Steps
Completing the Affirmative Action
Faculty Appointment Report

Complete the following information:

• Position Number
• Department/School/Division
• Title/Academic Rank
• Tenure Track and Appointment Date
• Search Committee Members' Name - Race - Gender
• Candidates' Name - Race - Gender

After the Department Chair or Designee signs the form, please forward the Report immediately to Human Resource Services attention Sheila Greenwood, Diversity/EEO/AA Manager at 620 West Lexington Street, 3rd Floor, Baltimore, Maryland 21201

Reason for Selection:
Record the reason(s) the specific candidate was selected; be as objective as possible. For Example:

• List notable qualifications (ex. Harvard MD, Director of Surgery Department)
• Notable educational degrees/certifications beyond the position requirements. (Ex. engineering degree/background, MPH)
• Notable experience (ex. with patients, managing a staff, conducting research, teaching medical students).
• Publications
• Compatible or unique research interests that would be of benefit to the University (Ex. extensive research in artificial lungs, professional expertise is same as department area of expertise)
• Great accomplishments (ex. AMA Awards, PI on $4 million NIH Grant)
• Other extraordinary information worth mentioning

Reason for Non-Selection

What qualities did the candidate(s) lack; try to be as objective as possible. These qualities can be in comparison to the selected candidate and/or the needs of the position. For example:

• Candidate failed to meet the PhD requirement
• Candidate declined offer (ex. due to location, salary, position description, accepted position elsewhere, unknown)
• Educational or professional interests are not compatible or consistent with the
position being offered (ex. candidate wants to teach when position is primarily to provide patient care, neurobiologist wants to focus only on stroke research and not schizophrenia which is primary focus of position)

- Candidate lacks research or expertise in field (ex. no publications, candidate has never performed a liver transplant in an adult patient)
- Candidate lacks adequate teaching experience (ex. has only taught at the undergraduate level and not at the graduate level as required in the job announcement)
- Candidate lacks prior patient care (ex. patient care is essential portion of position)
- Candidate lacks management experience (ex. position will supervise staff and/or residents)

If you must resort to a more subjective response based on a candidate's attitude or behavior, ask yourself the following question: "What" is the attitude/behavior being displayed and "why" is that not the attitude/behavior of the ideal candidate. See attached scenario.

EXAMPLE: You are hiring a pediatric cardiologist and have posted the position requirements. In addition to the requirements, most functions of the position will involve working with children over the age of 2 years. The department is ideally looking for someone who will have 50% duties in the hospital treating patients, 35% conducting research, and 15% teaching advanced courses to medical students. An ideal candidate will be interested in working with children of all ages. (NOTE: In this example, the three doctors interviewed are all qualified.)

**Selected Candidate #1**

1. Poor Response- "Dr. Fox meets qualifications. The committee is impressed with his research. He will fit in well with the department."

2. **Good Response-** "In addition to his MD and MPH, Dr. Fox has recently obtained a PhD, with a dissertation on infant heart valve replacement technology. His research and publications on addressing infant heart murmurs is impeccable and resulted in his receiving the nationally recognized Researcher of the Year Award from the AMA in 2002. He has 8 years’ experience working with patients aged 0 months to 7 years. Dr. Fox has been awarded NIH grants in the past and has recently completed another NIH grant proposal that, if awarded, would begin in July 2005. He was also on the teaching faculty at Harvard Medical School for 3 years."

**Candidate Not Selected #1**
1. Poor Response- "Dr. Smith lacked research experience."

2. Good Response- "Dr. Smith lacked relevant publications in the field of pediatric cardiology; he has only produced 4 publications, 3 of which were relevant to adult cardiology."

**Candidate Not Selected # 2**

1. Poor Response- "Dr. Brown lacked enthusiasm."

2. Good Response- Candidate not selected: "Although Dr. Brown met qualifications, she was monotone in answering questions. When asked, she did not express interest in pediatric cardiology for children over the age of 2 years old. This position will require substantial interaction working with children over 2 years of age. In addition, Dr. Brown stated that her interests are focused solely on providing patient care. This position will require research and teaching, in addition to patient care." (The key is to expand on "what" ideal behavior is not being displayed and "why" that behavior is important for this position.)
Position No. ____________________________

Fair employment practice requires that reasons for selection/non-selection be related to job criteria that were posted/advertised. The following information must be submitted to the Office of Affirmative Action in compliance with federal regulations governing employment.

School/Department: __________________________________________________________________________

Academic Rank: ____________________________________________________________________________

Tenure Track_____ Non-Tenure Track_____ Date of Appointment: ____________________________

SEARCH COMMITTEE:

Name: ____________________________________________________________________________ Race: ________________ Sex: ________________

Chair – ________________________________________________________________________________

SELECTED CANDIDATE:

Name: ____________________________________________________________________________ Race: ________________ Sex: ________________

Reason for Selection: ______________________________________________________________________

OTHER CANDIDATES INTERVIEWED:

Name: ____________________________________________________________________________ Race: ________________ Sex: ________________

Reason for Non-Selection: __________________________________________________________________

Name: ____________________________________________________________________________ Race: ________________ Sex: ________________

Reason for Non-Selection: __________________________________________________________________

Name: ____________________________________________________________________________ Race: ________________ Sex: ________________

Reason for Non-Selection: __________________________________________________________________
Name: _______________________________ Race: __________________________ Sex: ______________________

Reason for Non-Selection: ____________________________

Race:   1 - White - (Not Hispanic or Latino)       Sex: M - Male
       2 - Black or African American - (Not Hispanic or Latino) F - Female
       3 - Hispanic or Latino
       4 - Asian - (Not Hispanic or Latino)
       5 - American Indian or Alaska Native - (Not Hispanic or Latino)
       6 - Native Hawaiian or Other Pacific Islander – (Not Hispanic or Latino)
       7 - Two or more Races – (Not Hispanic or Latino)
       0 - Unknown

Department Chair or Designee Approval ____________________________
Ethnic Code Options

- **White - (Not Hispanic or Latino)**
  
  Race: White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- **Black or African American - (Not Hispanic or Latino)**

  Race: Black or African American - A person having origins in any of the Black racial groups of Africa.

- **Hispanic or Latino**

  Ethnicity: Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

- **Asian - (Not Hispanic or Latino)**

  Race: Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **American Indian or Alaska Native - (Not Hispanic or Latino)**

  Race: American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

- **Native Hawaiian or Other Pacific Islander - (Not Hispanic or Latino)**

  Race: Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **Two or More Races - (Not Hispanic or Latino)**

- **Unknown**
Diversifying the Faculty
Diversifying the Faculty: New Report Identifies Barriers and Opportunities

Whether at a small liberal arts college or a large research university, educational leaders have recognized the crucial need to increase faculty diversity. While the number of doctoral degrees awarded to persons of color and to white women has increased over the past several decades, the numbers of white women and people of color in faculty ranks remain low. Of a total number of full-time faculty (533,770), only 155,492 are white women, 23,976 are women of color, and 41,024 are men of color.

What are the barriers to increasing the diversity of faculty in higher education? What can committed educational leaders do to remedy this problem?

With support from the Ford Foundation, The American Council on Education recently completed a project that begins to answer these questions. The project involved 11 major research universities. While the sample is a selected and small group of institutions, the project report does reveal important issues applicable to other kinds of institutions.

In *Achieving Diversity in the Professoriate: Challenges and Opportunities*, authors Marjorie Fine Knowles and Bernard W. Harleston identify problems and barriers to diversifying faculty and offer strategies campuses can use to overcome them.

Project researchers gathered institutional data and interviewed top-level administrators and also minority faculty members and graduate students. They note that all the administrators with whom they met identified "the pool problem" as the principle barrier to diversifying the faculty--that is, they believe that there are simply not enough minority faculty candidates, or minority undergraduates applying to graduate school, to provide an adequate pool. But, confirming the findings of AAC&U's report, these researchers note that both minority faculty members and minority graduate students identify other factors that also contribute to the lack of diversity among college faculty.

Administrators admitted that they recruit from only a few Ph.D. granting institutions-, in fact, that do not award the greatest number of minority Ph.D.’s. In addition, very few administrators were even aware of a variety of resources available to help in recruiting faculty of color such as the Directory of Fellows published by the National Research Council or several directories published by the Committee on Institutional Cooperation.

Another clear problem has to do with the nature of faculty searches. Most research universities have decentralized governance structures and hiring is done primarily at the departmental level. Knowles and Harleston note that "identification, recruitment, and retention of personnel seemed like a foreign subject to many department chairs.” Further, "faculty search committees apparently are rarely briefed or educated on recruiting for diversity."
Minority faculty members and graduate students repeatedly pointed out how departments define minority scholars out of the pool of candidates.

Minority faculty and graduate students also note problems with how job descriptions are developed. Faculty seem to define categories or fields for searches in traditional ways and when a department consistently defines its needs in the same way, it tends to replicate itself. As these authors put it, "Minority faculty members and graduate students repeatedly pointed out how departments define minority scholars out of the pool of candidates."

These authors also note that, "Many university administrators also seemed unaware of the special burdens borne by minority faculty members--what one minority faculty member called 'the cultural tax,' which includes heavy committee and advising work as well as substantial community involvement." These burdens may decrease retention rates of faculty of color and set a discouraging example for undergraduate students of color considering academic careers.

Some schools that have had some success in diversifying their faculty have established special funds to support the appointment and retention of faculty of color. Others have established post-doctoral positions to provide new scholars of color with opportunities to pursue research and scholarly activities before they are appointed to tenure-track positions.

Finally, however, the key seems to be leadership. At schools that had success in this area, not only did top-level leadership express commitment, they took concrete actions to support departments in their efforts to diversify faculty. "At the institutions that were more successful, there was presidential leadership and commitment, which penetrated through layers of administration. The combination of strength of commitment and depth of that commitment made the difference."

http://www.diversityweb.org/digest/F97/diversifying.html