Best Practices In
RECRUITING AND RETAINING UNDER-REPRESENTED U.S. MINORITY FACULTY
at the University of Minnesota

A HANDBOOK
for institutional leaders and faculty search committees

UNIVERSITY OF MINNESOTA

The hiring process continues to be **ONE OF THE MOST** conservative**processes** at institutions of higher learning.

—Michael Tapia, Professor of Computational and Applied Mathematics at Rice University's George R. Brown School of Engineering [2]

Efforts to diversify faculty continue to be amongst the **LEAST SUCCESSFUL** elements of university commitments to diversity.

—Dr. Caroline Tuner, noted Diversity Scholar. [1]

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This document was compiled by Catherine Squires and Louis Mendoza of the Institute for Diversity, Equity and Advocacy (IDEA), a unit of the Office for Equity and Diversity (OED) at the University of Minnesota. Additional copies may be downloaded on the IDEA website at z.umn.edu/IDEA. The FAQs are available to be downloaded as a separate document for use by faculty search committees. This document offers insight into best practices culled from documented efforts by colleagues from around the country. We have borrowed liberally from the sources in the reference section at the end of the document. As is asserted in the pages that follow, efforts to recruit and retain a racially and ethnically diverse faculty are crucial for institutional well-being. A deliberate effort is needed to depart from past practices and attitudes that often rest on faulty assumptions and detrimentally impact campus climate and impede the University's ability to produce citizens and scholars engaged in an increasingly complex world. Please contact us at oedidea@umn.edu if you have any suggestions for improving this handbook.

INTRODUCTION: THE CASE FOR FACULTY DIVERSITY

Diversity is a fundamental core value of the University of Minnesota and crucial to the University's land-grant mission of advancing excellence in teaching, research, service, and community engagement. The University of Minnesota's commitment to enhancing the diversity of its faculty is premised on the idea that research and teaching are enriched by a variety of perspectives and multiple ways of knowing and being in the world. When diversity of thought and experience are core values of teaching and research: 1) Academic excellence is advanced because students are better prepared to live and work in an increasingly global, pluralistic, and multicultural society; 2) Communities are strengthened because all members are judged by their character and contributions; 3) Teamwork, respect, innovation and collaboration are fostered; 4) Our economic well-being is strengthened as we utilize the skills of individuals from different ethnic backgrounds, cultures and communities, and; 5) The University will be seen as a more attractive place of learning and teaching for students and faculty of color. Diversity is a key ingredient of a quality education, scholarly discourse, and reflection. Faculty, staff, and students alike benefit from learning to function within a setting that allows or demands that one adapt to the complex social structures of having to learn from, teach or work with those who are not like oneself.

> " Since they were an all-white department and had never had a minority colleague, I wish they had gone through some training on how to deal with people different from themselves." *

[1] Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees.* Washington, DC: Association of American Colleges and Universities.
[2] http://www.prism-magazine.org/oct02/facingproblem.cfm
* These comments come from a recent survey of diverse faculty currently employed at the University of Minnesota. Average length of employment of respondents is 3 years.

DATA ON SIGNIFICANT DEMOGRAPHIC TRENDS

While Minnesota is still not nearly as racially diverse as the nation, we are becoming more diverse. About 15 percent of our state's residents are now persons of color, compared to only about 1 percent in 1960. Between 2000 and 2009, the state's population of color grew by 38 percent, compared to only 3 percent among whites.

ACCORDING TO THE MINNESOTA STATE DEMOGRAPHIC CENTER:

- The percent of Minnesota's population that is nonwhite or Latino is projected to grow from 14 percent in 2005 to 25 percent in 2035.
- The numbers of Latino, black, and Asian Minnesotans are projected to more than double over the next 30 years.
- All regions of the state will become more racially and ethnically diverse than they are now.
- Because the white population is older on average, experiences little or no in-migration, and has a slightly lower fertility rate, it is not projected to show much growth. The total white alone population is projected to increase about 4 percent between 2005 and 2015 and show little growth thereafter. Overall, the white population is projected to grow nine percent over 30 years, compared to 112 percent for the total minority population. The proportion of the population that is white alone, not Latino is projected to fall from 86 percent in 2005 to 75 percent in 2035.
- The Latino population is projected to rise rapidly, growing from an estimated 196,300 in 2005 to 324,400 in 2015 and 551,600 in 2035. All regions of the state are expected to see increases. About two-thirds of the total Latino population is projected to live in the seven-county Twin Cities area by 2035.
- Large gains are also projected for the black or African American alone population. This group is projected to grow from 218,400 in 2005 to 454,400 in 2035. The Twin Cities is projected to account for 83 percent of the state total black population in 2035.

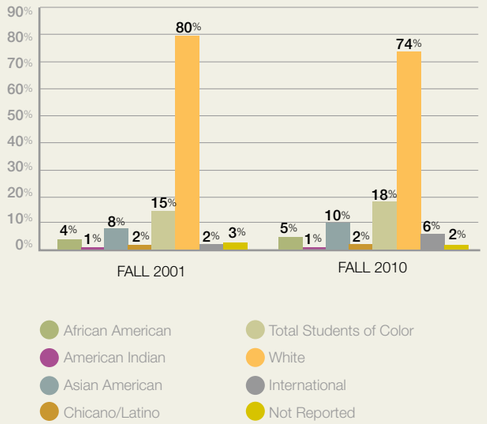
Additionally, the University of Minnesota and the Twin Cities are nationally known for having a large and vibrant GLBT community, with many resources and cultural institutions for the GLBT community. Minneapolis was recently named the "Gayest City in America" by The Advocate, the national gay news magazine based in Los Angeles. The University's Gay, Lesbian, Bisexual, Transgender, Ally Programs Office (GLBTA) is one of the largest in the country and sponsors programs that build GLBTA leaders with expertise on the intersectionality of identities. The increased visibility, activism and involvement of out GLBT students and faculty are part of what makes the University excel in diversity. Likewise, the Disability Services Office has received national accolades for the comprehensive nature of support services offered to students, staff and faculty in teaching and learning, as well as the elimination of institutional barriers. The Office for Equity and Diversity (OED) seeks to support and nurture the increasingly complex diversity of our world, and remains vigilant in its efforts to support the University of Minnesota in further diversifying its faculty.

Recruiting, promoting, and retaining a diverse faculty are crucial for the university to achieve its mission of excellence in education. The Office for Equity and Diversity's units, the Women's Center (WmC), the Gay, Lesbian, Bisexual, Transgender and Ally Programs Office, Disability Services (DS), and Equal Opportunity and Affirmative Action (EOAA) support our diverse faculty by developing and maintaining a supportive climate through trainings, programs and support services that promote an inclusive climate. While the University of Minnesota has provided faculty, staff and students with an education and working environment that values excellence and inclusivity, we have struggled to provide a faculty workforce—and an accompanying environment—that is representative of society's ethnic diversity. In spite of the University's sustained commitment to diversity, some ethnic minority groups remain underrepresented among our faculty and staff. Among the University's 22 academic colleges, many have fewer U.S.-born faculty of color than we would expect, given the availability of minority Ph.D.s in specific disciplines throughout the nation. With increasing ethnic diversity in Minnesota, the number of students of color at the University will continue to grow and demographic data indicates that this trend will continue well into the future.

[3] http://www.mncompass.org/demographics/index.php
[4] http://www.demography.state.mn.us/documents/MinnesotaPopulationProjectionsbyRaceandHispanicOrigin2005to2035.pdf

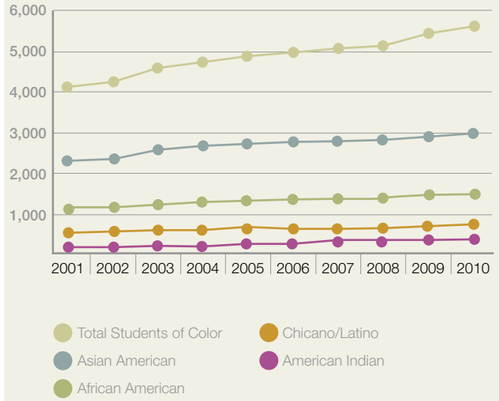
COMPARISON OF UofM TWIN CITIES UNDERGRADUATE STUDENT ENROLLMENT

Fall 2001 and Fall 2010



UofM TWIN CITIES UNDERGRADUATE STUDENT OF COLOR ENROLLMENT

Fall 2001 and Fall 2010



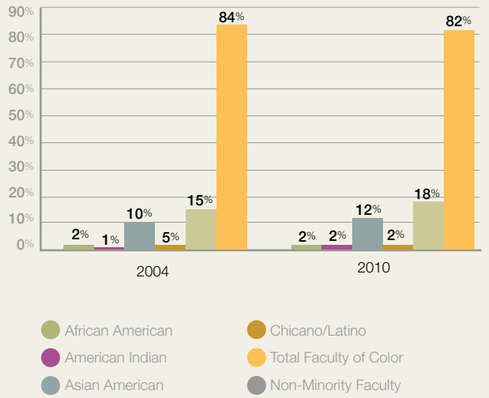
According to the ACE Status Report, between 1980 and 2000, Latino and Asian college enrollment tripled while African American college enrollment increased by 56%, and the overall number of people of color attending college has more than doubled in the past three decades. By 2015, it is estimated that 80% of new college entrants will be people of color and the overall number of students of color enrolled in U.S. colleges will increase from 29.4% to 37.2%. Since 1980, the number of women of color earning college degrees increased by 384.8 %. Today, women of color represent about 50% of the total minority enrollment population. The 2002-03 Ace Status Report also reveals that between 1980 and 2000, faculty of color increased to 13.8% nationally as seen in the chart below.

AFRICAN AMERICAN	**5%**
HISPANIC OR LATINO	**2.7%**
ASIAN AMERICAN	**5.7%**
NATIVE AMERICAN	**0.4%**

At the University of Minnesota, the underrepresentation of African American, American Indian, and Chicano/Latino faculty persists.

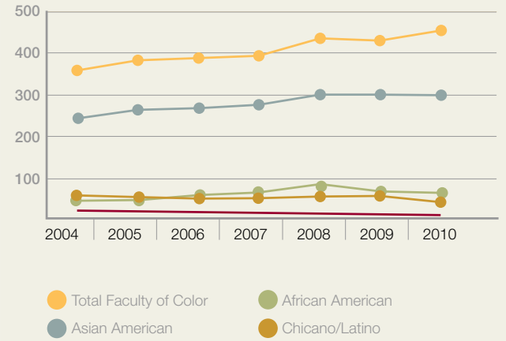
COMPARISON OF UofM TWIN CITIES TENURED AND TENURE-TRACK FACILITY

Fall 2004 and Fall 2010



UofM TWIN CITIES TENURED AND TENURE-TRACK FACILITY

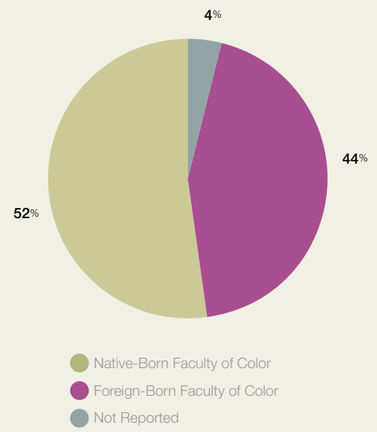
Fall 2004 and Fall 2010



At first glance, the University of Minnesota's overall numbers of 18% faculty of color looks strong. But a closer examination of the data reveals that although there is a rapid increase in the population of students of color attending higher education institutions, there is no trend indicating a parallel significant rate of increase in U.S.-born faculty of color.

UofM TWIN CITIES TENURED AND TENURE-TRACK FACILITY OF COLOR ORIGIN OF BIRTH

Fall 2010



According to a recent survey by the Bernard Hodes Group and the Ph.D. Project: 96% of undergraduate and graduate students of color indicate that professors of color have positively impacted their education and 83 % of White undergraduate and graduate students indicate that professors of color have positively impacted their education. Thus, it becomes even more critical to have faculty and staff from underrepresented communities of color in the U.S. who can support these students, offer a diverse curriculum that engages the complexity of the world we live in, and serve as role models and mentors. We must identify and undertake efforts that will help ensure a climate that is inclusive, embracing a wide array of differences that will be enhance excellence and inclusion at the university. Efforts of recruitment and retention are necessarily interdependent and work together toward the goal of diversifying faculty and staff. As the University of Minnesota strives to become one of the nation's premier universities, it is critical that we reflect the nation's growing diversity of faculty, staff and students.

If we are to achieve our goal of diversifying the faculty, we must go beyond rhetoric and good intention and take actions to develop practices and attitudes that depart from past patterns that have produced the under-representation of faculty of color at the U of M.

RECRUITING DIVERSE FACULTY

In order to increase the racial and ethnic diversity of our faculty, departments and colleges must align their values with strategies for effective recruiting. Ideally, colleges and departments will have diversity plans or diversity committees already in place, providing guideposts for curricular and research needs and how diverse faculty fit into those needs. However, even units that do not have formal diversity plans can find more ways to achieve more diversity in hiring.

> "Though the number of diverse faculty is small in this department, we just hired a man of color for next year. This was an opportunity hire, similar to the scenario that brought me here, so I think there is a core group of people in this department who really want to see diversity flourish here and in the larger College. I feel fortunate to be a part of this community."

LEGAL ISSUES TO CONSIDER WHILE PURSUING FACULTY DIVERSIFICATION

It is, of course, discriminatory to use race or gender as the sole criteria in developing position descriptions, but recruiting diverse candidates is never simply about one criterion. It is legal, however, to recruit underrepresented minorities and women to the faculty. Executive Order 11246 requires universities and other federal contractors to make good faith affirmative action efforts to hire and retain women and people of color. It is legal to place emphasis on criteria such as "academic experience with diverse students," and to use other recommended language in the previous section. And, certain positions, such as bridge postdoctoral fellowships, may require you to specify that applicants be members of underrepresented minority groups.

- Use the assistance of the Office for Equal Opportunity and Affirmative Action (EOAA) to create consistent interview and reference checking policies and practices.
- Understand how to properly conduct a search within legal boundaries.

BEST PRACTICES LEADING TO RESULTS IN THE SEARCH PROCESS

CREATE A DIVERSE SEARCH COMMITTEE

A diverse search committee makes it more likely that you will end up with a diverse pool of candidates. Deans and department chairs should actively monitor the composition of search committees to ensure they include people of different backgrounds, perspectives, and expertise. Even within units where there are a few women and minority faculty (or none), committees can increase the chances of diversifying the pool by following these suggestions.

- Appoint members with demonstrated commitments to diversity.
- Ask one member of the committee to serve as a diversity advocate, if appropriate. This member is responsible for monitoring the inclusiveness of the pool and the procedures of the search process.
- Consider adding someone from outside the department with relevant expertise who would add diversity to the committee if there are too few women and/or people of color in the department.

CRAFT A POSITION DESCRIPTION THAT SIGNALS YOU WANT AND VALUE DIVERSITY OF THOUGHT AND EXPERIENCE

At the outset, committees should ensure that the position description is aligned with the unit's commitment to diversity. Rather than recycle position descriptions from previous searches, committees should start fresh to avoid descriptions that may unintentionally screen out diverse candidates. Diverse candidates may not have resumes with the same pattern of experiences as majority candidates. Insert language that encourages qualified people with a different range of experiences to apply when possible. The description should specifically indicate that the university is committed to EO/AA, diversity, and encourages individuals from underrepresented groups to apply.

- Descriptions should include broad commitment to scholarship, experience, and disciplinary background.
- Years of experience should be "preferred" or "flexible" if possible.
- Include criteria such as "experience working with diverse students," "working in multicultural environments," or "interest in developing curricula related to diverse populations" "experience working with students with different learning styles: "experience working with students who receive reasonable accommodations."
- Be clear about which qualifications are "preferred" and which are "required."

USE MULTIPLE, SIMULTANEOUS STRATEGIES TO RECRUIT DIVERSE FACULTY

Once the position description is ready, it must reach a diverse set of applicants. If the department or the field is not yet diverse, then multiple approaches to finding candidates must be used. Committees should:

[5] See Appendix B

> "Diverse members of faculty beyond the search committee interacted with me when I was on campus for a job talk. Consequently, they were able to present the presence of a potentially enabling intellectual community."

- Post the advertisement with diverse networks designed to attract diverse candidates. Many fields have associations for women and people of color; others have scholarship and grant programs that may yield promising candidates. Sending job ads to these organizations and programs is important to signal that the department is truly interested in creating a diverse pool.
- Send the ad to senior faculty who are members of underrepresented groups, and/or who have commitments to diversity in the field. They may have mentored PhDs or junior faculty who will be good candidates for the job. Consult relevant publication lists and databases and leverage personal contacts with colleagues at other institutions to expand the candidate pool.
- In certain cases, having faculty or community members outside of the department who are known advocates for diversity serve on the committee may help yield a better pool, add insight to the applicant review process, and/or aid in the recruitment effort once candidates visit campus.
- Ask faculty within more racially and ethnically diverse departments how they have succeeded in contacting diverse candidates, and borrow strategies that fit your department.
- Approach faculty whose work your department admires, even if he/she is not known to be "on the market" to gauge their interest. Even if you assume they are un-moveable due to family or other obligations, ask anyway. Assumptions about availability should be verified through direct inquiry, because the University has resources designed to aid in recruiting such faculty members. Contact the Office for Equity and Diversity or relevant Deans for more information about available recruiting resources.
- If the job posting is on the department web page, create hyperlinks to community, cultural, and University resources so interested applicants can explore possible connections in the community and on campus.
- Provide mentoring to promising undergraduate and graduate students in your program to increase the potential applicant pool nationwide in areas where women and people of color are underrepresented.
- For a list of publications and organization that can increase your outreach to diverse field of applicants, use the Office of Equal Opportunity and Affirmative Action's Diversity Recruitment Source Database online at http://eoaa.software.umn.edu/. Also, UCLA maintains a list organized by discipline at http://www.faculty.diversity.ucla.edu/search/resources/advertising.htm#soc.

CONSIDER THE COMPOSITION OF THE CANDIDATE POOL

Committee members should discuss and clarify their selection criteria so that all candidates are being evaluated holistically. When making a "short list" of candidates, committees should consider creating a longer list to include more diverse applicants. After expanding the list, phone interviews can allow qualified candidates to demonstrate previously overlooked strengths. If the short list is not sufficiently diverse, the committee may seriously consider extending the search and revisiting its advertising strategies to engage more diverse applicants.

THE CAMPUS VISIT

The visit to the campus is important because candidates are evaluating the department just as the department evaluates them. During the visit, it is crucial to show interest in candidates' research and provide them with ample information about the department's culture and procedures. Transparency will allow a candidate to make an informed decision regarding offers. In addition, the visit provides an opportunity to show candidates how they might fit into the campus at large.

> "We were walking from a restaurant and an African American gentleman asked us for directions to the University of Minnesota. Even though I did not know the city well at the time, I stopped and asked one of my future colleagues if he could help us out. He responded he did not know where the University of Minnesota was and advised me not to speak to African American strangers in the future. He mentioned, 'it was dangerous.' My grandmother is of African descent and I felt insulted."

- Provide opportunities for candidates to meet with diverse faculty who have similar scholarly interests.
- Be ready to provide candidates with information about cultural, religious, or other community organizations/sites that would be of interest to them.
- Explain to all candidates the resources available to new faculty for spouse/partner employment, childcare, family leave, etc. Provide the candidate with contact information for relevant offices, such as human resources.
- Give the candidate clear explanations of the tenure and promotion process, teaching and service responsibilities.
- Describe the department's efforts to diversify the faculty and/or student body.
- If you are concerned that particular faculty members may be hostile, do not schedule the candidate to meet with them alone. Be ready to intervene if a hostile faculty member tries to make a recruit uncomfortable. Reiterate to any hostile faculty members that the search is being done in line with University policy and departmental goals.

CLOSING THE DEAL: THE OFFER AND FOLLOW-UP COMMUNICATION

Once the committee decides to extend an offer to a diverse candidate, the job is not done. The department must be sincere in its communications with the candidate, and fair. Negotiations about salary, teaching, and service should be conducted with care so as to not give the impression that the candidate is being "low-balled" because she/he is a minority.

> " As part of my recruitment I was given a tour of the city by local community members who sought to assure me I would feel at home in the Twin Cities. I also had meetings with undergraduate and graduate students of color that gave me a chance to learn about their experience on campus and their hopes for how I could contribute to their education."

- Offer a competitive salary. Salaries at public institutions are public—do not send the message that you are not willing to pay as much for this candidate as previous candidates with similar rank, promise, and/or experience.
- Demonstrate collegiality. Encourage multiple faculty in the department to email or call the candidate. Include diverse faculty whom you may have had the candidate visit with on campus.
- Make the candidate aware of opportunities for her/him to use their research or teaching expertise on campus.
- Ask the candidate if they are interested in resources to make connections in the community with organizations that that serve particular groups. To demonstrate the university's commitment to diversity, it's good practice to share the supplemental guide, Welcome to YOUR Community (available for download at z.umn.edu/IDEA), for diversity in the Twin cities to all candidates who come to campus.
- Do not treat the candidate as a "token" hire. Make it clear that you want this candidate because of what she/he will bring to the department as a teacher, scholar, and colleague as well as to continue diversifying the field.
- Invite the candidate/new hire to attend departmental functions at upcoming conferences, professional meetings, or social gatherings of colleagues.

FREQUENTLY ASKED QUESTIONS

Q: Am I allowed to ask candidates if they have or plan to have children?

A: No. However, you can and should provide all candidates, regardless of their gender status, with information about the university's "family friendly" practices. If the candidate brings up concerns about child leave or other related issues, offer to let them meet with someone in the college who has expertise in the area, or introduce them to a faculty member who has recently utilized or who is familiar with the family leave policies.

Q: How can I target candidates of color or women candidates without engaging in reverse discrimination against white and male candidates?

A: It is legal to take race/ethnicity and gender into account when searching for candidates. Federal Equal Employment Opportunity (EEO) regulations require colleges and universities to keep track of and address imbalances in representation in faculty and staff ranks. We cannot ameliorate these imbalances without paying attention to race, ethnicity, and gender.

Q: We haven't had much diversity in our candidate pools in the past. Where and how can I find more diverse, qualified candidates?

A: Many academic fields contain interest groups that serve underrepresented graduate students, faculty, and professionals. For example, in Engineering, there are national Black (NSBE) and Hispanic (HEENAC), and women's (SWE) organizations that hold events, provide scholarships, and maintain email lists for aspiring PhDs. Sending additional job notices, attending recruiting events, or posting to listservs sponsored by these organizations may garner more interest than job postings listed in general sites. There are also web-based search and matching systems that maintain CVs and contact information for diverse candidates. Contact OED and Equal Employment Opportunity for lists of relevant sites and organizations.

Q: Some of the diverse candidates in our pool don't come from highly ranked institutions, or have been out of academia for a few years. Isn't that a sign that there aren't enough qualified candidates from these groups?

A: Consider that, given the short amount of time that historically white, male universities have actively recruited minority and women as PhD students and faculty members, some candidates may be "under-placed" at smaller women's colleges, HBCUs, or in lower-ranked research units. Be aware of how the committee evaluates non-traditional career paths. Take into account candidates may have spent time raising children or getting particular kinds of training, atypical undergraduate degrees, and job experiences. There is considerable evidence that evaluations of men frequently go up when they have these experiences, while evaluations of women with the same eclectic resumes go down.

Q: How many candidates of color/women candidates should we try to find?

A: Research indicates that hiring committees evaluate women and people of color more fairly when there is more than one diverse candidate in the pool. When there is only one, s/he is far less likely to succeed than women or minorities who are compared to a diverse pool of candidates, probably because of the heightened salience of his or her race or gender. Studies also show that when the pool has more than one diverse candidate, the percentage of women and people of color hired increases significantly.

Q: What if we don't find any qualified people of color or women in our search?

A: Consider re-opening the search if there aren't any female or minority candidates who will be legitimately considered by the department. Contact colleagues at other universities to seek nominations of ABDs or recently minted Ph.D.s, and make sure to request inclusion of people of color and women. Seek out candidates who may be "under-placed" in other institutions and send job announcements directly to them.

INTERVIEW GUIDELINES

TOPIC	QUESTIONS TO AVOID	PERMISSIBLE QUESTIONS
Age	Age, date of graduation	None
Citizenship	Whether candidate is a U. S. citizen, or place of birth	Whether person is eligible to work in U. S.
Disabilities	Any question that is for the purpose of eliciting information about a disability	Questions about how candidate would perform the job and whether candidate could perform teaching, research and other related job functions with or without accommodation
Marital and family status	Questions about marital status, child care, children or pregnancy	May inform candidate that information regarding University's family policies and services is available and then refer candidate to appropriate campus resources
Race	Any question about individual's race, national origin, ethnicity, or (unless relevant) languages spoken	None
Religion	Questions about religious affiliation	None

FOR MORE INFORMATION, CONTACT:
OFFICE OF EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (EOAA)
274 McNamara Alumni Center / Minneapolis, MN 55455
Phone: 612/624-9547 Fax: 612/624-5223
Email: eoaa@umn.edu Website: www.eoaa.umn.edu

Q: My department needs to be more diverse, but isn't there yet. How can I convince candidates that they will feel comfortable here?

A: Make it clear that you are interested in the candidate's skills. It is generally not helpful to make a point with candidates that the department is eager to hire minorities. Expose the candidate to information about the area and its cultural resources, and provide opportunities for them to meet with diverse faculty around campus.

Q: There are not many (or any) people of color or women in my department. How will I find someone to mentor new, diverse faculty?

A: First, don't assume that all faculty need or want someone who "matches" their social identity to mentor them. Second, mentoring is a multi-faceted endeavor. New professors need mentoring for their research, teaching, and navigating professional environments and relationships. One person is unlikely to be able to provide support in all of these areas. Within your department, a senior faculty member must help the new recruit understand professional expectations and measures of progress toward tenure. For teaching, you may encourage new faculty to seek out resources at Center for Teaching and Learning (CLT), which provides consultations and programs about teaching in a multicultural environment. You should also make the new faculty member is aware of organizations and activities across the university that provide services and events for diverse faculty, such as the Women's Faculty Cabinet, and the Institute for Diversity, Equity and Advocacy (IDEA). Consult the Office for Equity and Diversity website for names of organizations and calendars of events.

Q: Should I make sure that the women or people of color in my department meet the candidates?

A: You should make it a practice to introduce women and minority members of the department to all candidates, not just other women and minorities. And, if women and minority faculty members are expected to play an especially active role in recruiting diverse faculty, recognize this additional burden in their overall service load.

RETAINING OUR DIVERSE FACULTY

Retaining faculty members who bring excellence and add diversity to the university makes good sense at multiple levels. A review of common complaints from diverse faculty that impact retention can provide insight into how department culture may (un)intentionally marginalize diverse faculty.

- Feel isolated in department due to a lack of a critical mass of other diverse faculty for support.
- Feel alienated by lack of collegiality and support. Scholarship, research and teaching are often regarded as less credible.
- They experience "cultural taxation," a need to over-prove themselves to demonstrate worthiness.
- They are in a "Catch 22 Bind": They are either seen as silent and non-threatening (and thus invisible) or vocal and perceived as visible and threatening.
- Feel pressure to assimilate and model the dominant intellectual paradigms.
- Often perceived as being incompetent and categorized as "Affirmative Action Hires."
- Left out of informal socializing networks where alliances and decisions get made.
- Diverse faculty are often expected to solve problems related to minority student issues and not asked to provide expertise in areas such as strategic planning, technology or budgeting.

BEST PRACTICES FOR RETAINING DIVERSE FACULTY

The following practices are offered as guidelines to assist schools and departments in supporting and retaining faculty.

MENTORING JUNIOR FACULTY

Mentoring programs significantly enhance the competency of junior faculty. Departments can organize formal mentoring programs and workshops that assist with issues pertinent to junior faculty. This is especially important for women and minority junior faculty who may not be included in informal campus support networks.

> "It would be helpful for the department to take into account that … single mothers do not usually have the same kinds of financial resources regarding daycare. It would be helpful for the department to take this into consideration when scheduling courses and meetings."

TRANSPARENCY IN PROMOTION AND TENURE GUIDELINES

A common perception of the promotion and tenure processes is that it is not always objective. Departments can develop and maintain clearly established criteria for granting tenure promotion, and this information should be easily accessible by all junior faculty. The criteria for gauging excellence should be wide and flexible. Departments could schedule regular workshops in which expectations are communicated to junior faculty. Tenure and promotion committees should rotate membership and leadership to ensure that the processes are fair and systematic.

FACULTY DEVELOPMENT PROGRAMS

Departments can develop a variety of programs that assist junior faculty in their progress. Examples of programs include release time/workload relief to support research as well as workshops on grant-writing and publication strategies. These programs could include faculty who have just obtained tenure so that they can address the factors that contributed to successful faculty careers. Department chairs can promote external visibility of pre-tenure faculty by helping them to establish networks outside of the university or providing opportunities for them to present their research at national meetings.

CLIMATE OF INCLUSIVENESS AND FAIRNESS

Professional isolation is often cited as a reason for leaving an institution. Informal social networks create a sense of community. Ideas for building these networks include: holding regular departmental social events, department-sponsored lunches with rotating subgroups of faculty members, or lunches between the department chair and junior faculty. Demonstrating active appreciation is also a method of engaging faculty and creating a sense of community.

DATA COLLECTION

Exit interviews provide the opportunity for understanding obstacles to retention and designing effective responses to the problems. Departments can conduct exit interviews with departing faculty, including women and minorities, to determine why they are leaving the institution and identify retention problems that have a negative impact on faculty diversity.

SELF-ASSESSMENT

Through regular self-evaluation departments can avoid disparities in resources and salary that influence faculty retention. By regularly reviewing office and lab space allocation, department goals, workload, committee assignments, merit increases, leadership opportunities, and recognition, women and minorities in particular are afforded the same benefits and resources as their peers.

FLEXIBLE POLICIES AND PRACTICES

Flexible family leave, transitional support, work-life, and tenure clock policies play a key role in retaining faculty. University responsiveness to the employment situation of a faculty member's spouse/partner has a strong effect on faculty retention. Affordable and accessible childcare services as well as other benefits that assist faculty in their role as parents are also key elements to retaining faculty.

LISTEN!

Give faculty members an opportunity to voice concerns and receive feedback through annual meetings with their department chair (or the dean or his/her designee in schools without departments).

- Reward faculty appropriately for their productivity and contributions regardless of their mobility or their interest in pursuing outside offers.
- Recognize outstanding performance through monetary compensation and also through opportunities for leadership or for initiatives of special interest to the faculty member and the institution.
- Be transparent. Provide information and guidance about benefits and policies periodically (for example, policies for new faculty parents, research support and teaching buy-out opportunities) that either may not always be clear in their application to particular circumstances or that may be subject to deans' or chairs' discretion. Good communication about such matters is important.

BE INTENTIONAL IN PROMOTING EQUITABLE SYSTEM OF COMPENSATION AND AWARDS:

- Devise strategies for providing appropriate individual support and recognition, and some measure of horizontal equity among faculty.
- Ensure that professors feel appropriately valued, lest they seek or become vulnerable to outside offers.
- Dispel perceptions that outside offers are the only way to gain rewards.

GUIDELINES FOR JUNIOR FACULTY COUNSELING AND MENTORING

Providing support, guidance, advice and feedback to junior faculty are crucial for faculty retention. While there will be variation across the university in how support and guidance are provided, counseling and mentoring should occur on a regular basis. This section outlines the general expectations for the kinds of support, advice and feedback junior faculty members should receive.

COUNSELING, which is the first aspect of guiding junior faculty, provides feedback on performance, relative to the standards for reappointment and promotion. The university's Faculty Handbook specifies "deans, department chairs or their delegates should confer annually with each junior faculty member in their department or school to review his or her performance in the light of the criteria for reappointment or promotion." Discussion topics might include teaching performance and research/schol¬arship quality and productivity, including progress in such indicators as books, publications and grant funding, as appropriate. In some schools counseling is carried out by senior faculty or the department chair; in others, the dean or associate dean meets with each junior faculty member. It is important that this discussion include someone, like the chair, who has recent experience in the appointment and promotion process and can provide advice informed by recent participation in that process. These counseling sessions should include direct reference to—and discussion of—the university's and the school's criteria for reappointment and promotion, as set forth by the Office of the Vice Provost for Faculty and Academic Affairs (http://www.academic.umn.edu/provost/faculty/tenure/index.html) and as supplemented by each unit's handbook. The comparative and predictive aspects of the tenure decision should be stressed, as should the point that judgments are not often made until the referee letters are received as part of the evaluation process. For this reason, counseling a junior faculty member that the person is "on track" to gaining tenure is inappropriate. There is also variation across schools in viewpoint and practice as to whether there should be a written record of these annual discussions.

MENTORING is the second aspect of the guidance offered to junior faculty. Mentoring involves providing ongoing advice and support for the junior faculty member's scholarship and teaching. In general, it is recommended that junior faculty be assigned mentors who are senior faculty members but not department chairs. The mentor should be available for guidance on an ongoing basis and should meet at least annually with the junior faculty member. In situations in which the initial mentor assignment may not be successful, deans or department chairs should work with the junior faculty member to identify a suitable mentor.

INFORMATION SESSIONS ABOUT DEPARTMENT OR SCHOOL EXPECTATIONS ARE CRUCIAL. While central university resources such as the Center for Teaching and Learning (CTL) and the Vice Provost for Faculty and Academic Affairs provide general orientation and information sessions for new and junior faculty, topics for which practices vary significantly among schools or departments should be discussed with junior faculty locally, by the school and/or department. These topics might include teaching and grading strategies and practices, graduate student advising, expectations regarding publications in the specific field, expectations for and sources of grant funding and financial management of grants.

JUNIOR FACULTY MUST BE PROACTIVE in getting support and resources for success. The purpose of junior faculty counseling and mentoring activities is to provide candid and helpful feedback and guidance to the individual. The goal is to provide a supportive atmosphere to assist junior faculty in succeeding in their academic careers. However, it should also be communicated to the junior faculty that the ultimate responsibility for career trajectory and success lies with each person. Thus, it is up to the junior faculty to respond to invitations to meet with their mentors, department chairs or deans; to request such counseling and mentoring sessions if such sessions are not otherwise scheduled for them; to attend information sessions offered to them; and to become familiar with policies and procedures concerning reappointment, tenure and promotion—in particular, those included in the university and school faculty handbooks.

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APPENDIX A

TERMINOLOGY

“Minorities” as defined by Executive Order 11246 are racial and ethnic minorities, women, individuals with disabilities and qualified veterans. There are no numerical goals for “individuals with disabilities” under Executive Order 11246.

“Ethnic and Racial Minorities”- African Americans, Hispanics or Latinos, Asian/Pacific Islanders and Native Americans. Also referred to as “Persons of Color” as Defined by Federal Rules, Laws and Regulations.

APPENDIX B

RECRUITING RESOURCES FOR WOMEN AND PEOPLE OF COLOR

Most fields have listservs, email groups, and other resources that can help you identify or reach qualified underrepresented candidates. Below are some resources that other universities commonly use to diversify their search pools. This list, however, is not exhaustive, and we encourage search committees to investigate discipline-specific resources that may be available to members of their academic and professional organizations.

The University of Minnesota’s Office for Equal Opportunity and Affirmative Action hosts “A Repository of Diversity Recruitment Sources” and has created an online Equity and Diversity in the Search Process Toolkit.
http://eoaa.software.umn.edu
http://www.eoaffact.umn.edu/resources/Toolkit/searches_toolkit.html

The Recruitment Sources page at Rutgers lists several resources that can be helpful for reaching underrepresented candidates.
http://uhr.rutgers.edu/ee/recruitmentsources.htm

Faculty Diversity Office page at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches.
http://www.case.edu/president/aaction/diverse.html

The WISE Directories publishes free annual listings of women and minority Ph.D. recipients, as pdf documents.
http://wwws.cic.net/programs/DirectoryOfWomenInScienceAndEngineering/archive/ResourceList/WiseDir/main.asp

http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx

The Minority and Women Doctoral Directory “is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master’s degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” Directories are available, for a fee.
www.mwdd.com

The National Science Foundation Survey of Earned Doctorates is published yearly. While it does not list individuals by name, it is a good resource for determining the scope of the pool of new women and minority scholars will be in various fields.
www.nsf.gov/statistics/srvydoctorates/

Ford Foundation Fellows is an on-line directory of minority Ph.D.s in all fields, administered by the National Research Council (NRC). The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. However, the database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC.
http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx

The Mellon Minority Undergraduate Fellowship Program has an on-line list of minority Ph.D.s and their dissertation, book and article titles in all fields.
http://www.mmuf.org/

WEPAN (The Women in Engineering Program and Advocates Network) administers the Faculty for the Future Project, and offers a free forum for students to post resumes and search for positions. Employers can also post positions and search for candidate on the site. The website focuses on linking underrepresented minority and female candidates from engineering, science, and business with faculty and research positions at universities.
http://www.engr.psu.edu/fff/

IMDiversity.com is dedicated to providing career and self-development information to all underrepresented minorities. It supports a large database of available jobs, candidate resumes and information on workplace diversity.
http://www.imdiversity.com/

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Nemnet posts jobs on its web site and gathers CVs from students and professionals of color.
http://www.nemnet.com

HBCU Connect.com Career Center is a job recruitment site for students and alumni of historically black colleges and universities.
http://jobs.hbcuconnect.com/

Society of Women Engineers has an online career fair.
www.swe.org

Association for Women in Science maintains a job listings page.
http://societyofwomenengineers.swe.org/

American Indian Science & Engineering Society maintains a job listings page. Its (resume database is made available to Career Fair exhibitors.
http://www.aises.org

American Indian Graduate Center hosts a professional organization, fellowship and post-doctoral listings, and a magazine in which job postings can be advertised.
http://www.aigcs.org

National Society of Black Engineers seeks to increase the number of minority students studying engineering at undergraduate and graduate levels.
http://www.nsbe.org

Society of Hispanic Professional Engineers is a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.
http://www.shpe.org

APPENDIX C

PROGRAMS AND RESOURCES TO SUPPORT AND RETAIN DIVERSE FACULTY

The University of Minnesota provides support to recruit and retain diverse faculty through the following central administrative resources:

VICE PROVOST FOR FACULTY AND ACADEMIC AFFAIRS

http://www.academic.umn.edu/provost/faculty/index.html
The website of the Vice Provost for Faculty and Academic Affairs provides several links to information, programs and opportunities for faculty development. Such as:

- Faculty development
  http://www.academic.umn.edu/provost/faculty/development.html
- New Faculty Orientation
  http://www.academic.umn.edu/newfaculty/
- Grant Writing Seminars
  http://academic.umn.edu/provost/faculty/development.html#gws
- Committee on Institutional Cooperation (CIC) Faculty Development Programs (i.e. Academic Leadership Program)
  http://academic.umn.edu/provost/faculty/cic.html
- Mentoring
  http://academic.umn.edu/provost/faculty/development.html#mn
- Faculty Leaves and Sabbaticals
  http://academic.umn.edu/provost/faculty/leaves.html
- Peer Review of Teaching
  http://academic.umn.edu/provost/faculty/development.html#mn
- Promotion. Tenure and Continuous Appointments
  http://academic.umn.edu/provost/faculty/tenure/index.html
- Wish You Were Here
  A website created for introducing new or potential faculty to the Twin Cites and surrounding areas
  http://www1.umn.edu/wishyouwerehere/
- Women's Faculty Cabinet
  http://www1.umn.edu/wishyouwerehere/

OFFICE FOR EQUITY AND DIVERSITY

http://www.academic.umn.edu/equity/index.php
The Office for Equity and Diversity (OED) infuses the core values of equity and diversity into all aspects of teaching, learning, research, service and outreach throughout the University of Minnesota system through programs such as:

- Bridge Funding & University Postdoctoral
  http://www.academic.umn.edu/equity/programs/bridge_programs.html
- Keeping Our Faculty of Color Symposium
  In partnership with the Office for the Senior Vice President for System Academic Administration, this national symposium focuses on transforming institutional culture through strategies and models for leadership in the recruitment, advancement and empowerment of faculty of color.
  http://cce.umn.edu/Keeping-Our-Faculties/index.html
- Annual Lunch with New Faculty of Color
  Hosted by the Associate Vice Provost for Equity and Diversity these informal lunch gatherings provide new faculty of color an opportunity to network and learn of resources to support and advance their work.
  http://www.academic.umn.edu/equity/

The Office for Equity and Diversity oversees Disability Services (DS); the Multicultural Center for Academic Excellence (MCAE); Office for Diversity in Graduate Education (ODGE); the Women's Center (WmC); the Gay, Lesbian, Bisexual, Transgender, and Ally Programs Office (GLBTA); and the following two units:

– Equal Opportunity and Affirmative Action (EOAA)
  http://www.eoaffact.umn.edu/index.html
  EOAA provides expertise and leadership to the University in the following areas: Advocacy, Policy Development and Issue Identification, Education, Discrimination Consultation and Investigation, Community Connections, and Compliance.
  - Diversity Recruitment Source Database
    This database is a repository of diversity recruitment sources to locate possible places to advertise your position.
    http://eoaa.software.umn.edu/
  - Equity and Diversity in the Search Process Toolkit
    Equity and diversity in the search process is essential for increasing the diversity of candidate pools for positions, and ultimately the diversity of the University community. EOAA created this online toolkit to help guide the process.
    http://www.eoaffact.umn.edu/resources/Toolkit/searches_toolkit.html

– Institute for Diversity, Equity and Advocacy (IDEA)
  http://www.academic.umn.edu/equity/rese arch/idea.html
  IDEA is a research and community building initiative that convenes scholars from the University of Minnesota and around the world to collaborate in innovative and groundbreaking ways across disciplines, departments, colleges, and campuses. In addition to supporting the development of new research, IDEA is designed to enhance retention and faculty diversity by fostering stronger ties among and with faculty and the local community. Such as the following:
  - IDEA Multicultural Research Awards
    http://www.academic.umn.edu/equity/awards/idea_awards.html
  - Equity and Diversity Expertise Database
    https://apps.oed.umn.edu/idea/
  - Equity and Diversity Lecture Series
    http://www.academic.umn.edu/equity/research/IDEA%20Lecture%20Series%20flyer,%202010-2011.pdf
  - Diversity Through the Disciplines Symposium
    http://www.academic.umn.edu/equity/research/idea.html
    Faculty of Color Initiative (FOCI)
    http://www.academic.umn.edu/equity/research/idea.html
  - Welcome to YOUR Community, A Guide to Diversity Resources at the University of Minnesota and in the Twin Cities
    http://www.academic.umn.edu/equity/IDEA_WelcomeGuide.pdf

OFFICE OF HUMAN RESOURCES

http://www1.umn.edu/ohr/employment/index.html

- Relocation Assistantship Program
  http://www1.umn.edu/ohr/rap/
- Spouse/Partner Employment: Dual Career Services
  http://www1.umn.edu/ohr/rap/spousepartner/index.html

UWIDE POLICY LIBRARY

http://policy.umn.edu/

- Uwide Policy Library
  The Uwide Policy Library retains and maintains official administrative policies and procedures that guide and direct the University community (faculty, staff and students).
  http://policy.umn.edu/Policies/Education/index.htm

THE CENTER FOR TEACHING AND LEARNING

http://www1.umn.edu/ohr/teachlearn/
The Center for Teaching and Learning (CTL) enriches the professional growth of faculty, instructional staff, and teaching assistants through specialized workshops, programs, services, and resources that promote significant learning experiences for students. CTL resources include:

- Multicultural Teaching and Learning Fellowships
  http://www1.umn.edu/ohr/teachlearn/faculty/multicultural/index.html
- Multicultural Teaching and Learning: Resources for Assignments, Classroom Management, and more.
  http://www1.umn.edu/ohr/teachlearn/resources/multicultural/index.html
- Workshops such as Diversity in the Curriculum: Transforming Your Syllabus and Navigating U.S. Academic Culture
  http://www1.umn.edu/ohr/teachlearn/workshops/index.html

UNIVERSITY WOMEN OF COLOR

http://uwoc.umn.edu/about.html
University Women of Color sponsors events and gatherings that create a space for all women of color within the University, to feel supported, affirmed, and connected.

COLLEGIATE AND DEPARTMENTAL RESOURCES

Resources to enhance and support diversity varies within each college and department. Faculty is encouraged to contact their Dean and department chair to identify unit specific strategies being utilized. Examples might be:

- Research Funding
- Cluster Hiring: Hiring more than one person of color at a time and/or hiring a group of people at all levels that can hold joint appointments with other units.
- Mentorship
- Diversity Committees at college and department level.

Office for **Equity** and **Diversity**

UNIVERSITY OF MINNESOTA

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

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