

Faculty Diversity and Inclusion Plan



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Office of Academic Affairs

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The Johns Hopkins Bloomberg School of Public Health (JHSPH) is expressly committed to recruitment, retention and promotion of faculty members from diverse backgrounds. This commitment is integral to the School's mission and values, here and throughout the world, of promoting health and reducing inequality. Doing so requires embracing diversity of representation among a faculty marked by academic excellence and broad experience and knowledge.

The Johns Hopkins Bloomberg School of Public Health has a deep commitment to maintaining and expanding the diversity of its current and future faculty, student body, and staff. We embrace diversity broadly, including but not limited to, considerations of culture, socio-economic background, age, race/ethnicity, gender, sexual orientation, gender identity, religion and spirituality, and veteran and military status. We recognize that the experiences each individual accrues throughout their life provides texture and meaning to the fabric of the School's environment. As a School of Public Health, our approach to diversity is also informed by unfolding social events which highlight disparities and inequities in our society and which often change over time.

In that spirit, the purpose of this document is to highlight two current challenges, both the result of historical influences that have generated underrepresentation in the academic environment: a focus on women in the higher ranks of the faculty, and the representation of under-represented minority (URM) faculty at all ranks. This emphasis does not reflect a narrowing of the definition of diversity or inclusion in the School, nor does it represent a perspective that these are the only aspects of our environment that might benefit from attention. Rather, they are viewed as the most pressing, current need. Moreover, remedies proposed here may have broader positive implications for all faculty members throughout the School and may have direct application to other groups in future.

I. Current representation of women and minority faculty

Table 1 presents the distribution of the School's primary faculty members by gender and minority status using data generated in November 2015 by the centrally administered *FacultyForce* database. Faculty titles are listed separately by professorial rank; the "other" rank category includes scientist track and research associates. In March 2016, the University undertook a data authentication exercise in which 84% of university-wide faculty members, and 88% of JHSPH faculty members, accessed their information and self-validated their designations, including those for gender, race and ethnicity. The faculty "head count" presented in Table 1 was established at one point in time in 2015; data were updated for those faculty following the authentication procedure. Prior to this, the School relied on an internal system for faculty self-report of gender, race and ethnicity; comparisons between both sets of data generated comparable values.

A. Women faculty

As seen in Table 1, the school is at near-parity for women in professorial ranks at 43%. However, there are more women than men at the Assistant Professor level (59%) and equal numbers at the Associate Professor level (51%). The lesser representation of women at full professor (30%) likely reflects historical trends and, if so, should equilibrate over time. Women are equally represented in leadership positions, including chairs and members of the Dean's office. Women predominate in the non-tenure

track faculty positions (70%). However, there is significant variability in representation of women faculty across departments, ranging from a low of 24% to a high of 70%. As shown in Table 2, representation of women faculty at all ranks has gradually increased from 49% to 57% over the last six years although changes in professorial faculty have been more modest (38% to 43%). The School conducts an annual analysis of pay equity for faculty. The most recent (December 2015) analysis indicated that, on average, professorial and scientist track women are paid slightly higher than men (3.6% and 5%, respectively).

B. Minority and URM faculty

Table 1 lists the distribution of faculty by race and ethnicity. Note that the distinction between the Minority and URM categories is based on the exclusion of Asian faculty from the latter category. Both the School and University adhere to the National Institutes of Health and the National Center for Education Statistics categories for designation of under-represented minority. This category is further limited to U.S. citizens or permanent residents.

Based on Table 1, minority faculty comprise 25% of the School. However, excluding individuals of Asian ethnicity, this number falls to 9% (URM), regardless of whether analysis is limited to professorial or all faculty. This is essentially unchanged since 2009 (Table 2). However, there are twice as many under-represented minority faculty in junior ranks (assistant and associate) than there are at full professor. This pattern is different for African American vs Hispanic faculty members. There is greater Hispanic representation at the professorial level (6%) but nearly none at the assistant level, but for African American faculty there is nearly none at the professorial level but most (10%) at the assistant level. In general, Hispanic and African American representation at the School is near 5% per group. There is no difference in the distribution of under-represented minority faculty in tenure track vs non-tenure track positions. The School's annual salary analysis also includes under-represented minority faculty. The most recent analysis indicates parity for professorial and scientist track under-represented minority faculty (+0.2% and -0.5%, respectively).

Based on data generated by the *Association of Schools and Programs in Public Health (ASPPH)*, the School employs the largest number of African American and Hispanic faculty members of accredited schools, excluding two schools in Puerto Rico and Mexico. However, this is a result of size of our faculty. Representation by percentage at sampled peer institutions is generally comparable to ours: Columbia (5.5% Hispanic/5.5% African American); UNC (3.2%/5.6%); Berkeley (4.8%/5.6%); Emory (3.2%/4.7%); GW (4.2%/11.8%); Harvard (3.7%/3.3%); and Maryland (5.5%/9.2). Finally, it is worth noting that given our mission and global reach, true diversity of our faculty is not fully reflected by reliance on characterizing race and ethnicity in U.S. citizens alone. Nearly 20% of our faculty is comprised of non-U.S. citizens, which includes representation from countries that would otherwise be considered members of minority groups. Our faculty also include many foreign-born individuals who are now naturalized citizens.

The School has been relatively successful in recent recruitments. For example, between November 2014 and November 2016 the Department of Epidemiology recruited five African American assistant professors. We have also taken advantage of the JHU Target of Opportunity Program. However,

because of our preeminence as the top-ranked School of Public Health in the country, we are a target for recruitment of our high caliber faculty by other institutions that seek to increase their own under-represented minority faculty to our detriment. Our experience has been that competing institutions can offer more attractive start-up packages, which often include the availability of hard money, than we can match in a counter-offer. Between December 2015 and November 2016 we lost four under-represented professorial track faculty members to other institutions (i.e., GW, Michigan, Columbia and Harvard). As a result, retention is as significant an issue to us as is recruitment.

C. Summary and goal

The gender and minority representation data presented in Tables 1 and 2 provide impetus for directing intensive efforts on increasing the recruitment, retention and promotion of under-represented minorities. They also suggest a need to attend to women faculty representation in departments with less than 50% representation and ensuring promotion of women to full professor. While these goals are based on currently identified disparities, it does not imply that there are no other issues of concern within these groups, or denial of other potential issues that may be experienced by faculty members who represent other facets of diversity. Rather, these are the concerns of most pressing need that have been identified at this point in time. Despite the relatively narrow focus of this document, it is important to note that efforts to make the School a more inclusive and welcoming environment for any group of individuals is likely to benefit all individuals.

II. Recruitment and Search Practices

Successful recruitment of under-represented minority faculty is predicated on changes to the faculty search process, including the following: better training for search committees, including recognition of unconscious biases in the search process; enhanced outreach practices; and greater accountability. All require a partnership between the Dean's office and departments, which are most proximally responsible for faculty recruiting. To maximize availability of information and foster transparency, all documents described throughout will be publicly available on a newly created, outward-facing, website *Faculty Diversity Initiative* located on the School website under *School-wide Initiatives – Diversity & Inclusion*. Each aspect of this plan includes the responsible party and timeline.

A. Search committee training

Despite good intentions, search committees have traditionally received relatively little information on strategies to identify well-qualified under-represented minority postdoctoral fellows or faculty at other institutions or how to best leverage personal networks. Moreover, faculty often are unfamiliar with the degree to which it is acceptable to pursue candidates based on racial/ethnic identities. Although the School has made some strides in this area by including presentations by members of its Committee on Equity, Diversity and Civility for the past few years, there is no repository for information on faculty searches that can provide standardized information that is readily available to search committees in general or for individual faculty members.

1. A comprehensive handbook on faculty searches. An existing document, *Guidelines for a Broad and Inclusive Faculty*, is not particularly useful to faculty members. A search of peer institutions

revealed a selection of good examples, some of which include recruitment in general (e.g., types of questions NOT to ask an applicant) as well as strategies specific to under-represented minority recruitment. The recently completed *JHSPH Faculty Search Handbook* (August 2016) provides faculty members and departmental administrators with comprehensive information in a user-friendly format. Recruitment issues specific to under-represented minority searches are integrated into this document so that all search information resides in one place and strategies to enhance under-represented minority recruitment become part of the faculty search fabric, rather than residing separately as an “add on”. The table of contents is included as an appendix (see Appendix 1). The document has been disseminated to all departmental administrators and will be provided to each member of every newly convened faculty search committee. It is also posted on our website under School-wide Initiatives, Faculty Diversity and Inclusion [Completed; Office of the Vice Dean for Research & Faculty (VDRF)].

2. Appointment of Diversity Advocate. Each department will identify one faculty member to serve as the point person to represent the department’s diversity approach and to ensure compliance with the School’s plan. Larger departments may wish to appoint two Diversity Advocates. Diversity Advocates will serve as liaison between the Dean’s office, department, and search committees. Together, the ten (or more) appointed diversity advocates will comprise the Diversity Advocate Network that will advise the Dean’s office on topics related both to recruitment and retention. Diversity Advocates will be provided with materials describing their roles in the search process. While it is not expected nor desirable for departmental diversity advocates to serve on all departmental searches, they will attend the initial meeting of each search committee in their department and will be responsible for providing information regarding the School’s policies on search accountability (see section C.3), unconscious bias in the search process and the value of diversity (A.3 below). In addition, they will be responsible for making sure the committee has access to the outreach and benchmarking materials compiled within the department (see section C.1) and provide input and advice, as needed, as the committee progresses with the search. Departments are responsible for identifying individuals who are committed to this effort. The role of departmental Diversity Advocate, and inclusion in the Diversity Advocate Network, reflects an important contribution to departmental service and should be recognized accordingly, either in terms of relief from other duties or salary support (October 2016; Department chairs).

3. Training in unconscious bias and the value of diversity. Social stereotypes based on gender, race or ethnicity can exist outside of conscious awareness. Although the most compelling testimony is often based on an individual’s own experience, provision of standard material can serve to align the type of information provided across committees and reduce preparation burden on the diversity advocate. An online presentation of the current issues in recruiting a diverse faculty, based on analysis of the research literature, was prepared in 2017 and is publicly available for viewing here:

<https://www.youtube.com/watch?v=gpR3KlKp9a0&feature=youtu.be>

and linked to the *JHSPH Faculty Diversity Initiative* webpage:

<http://www.jhsph.edu/about/school-wide-initiatives/diversity-and-inclusion/faculty-diversity-initiative/>

This presentation includes data on representation of women and underrepresented minorities in the School and nationally, considerations regarding the value of a diverse faculty, analysis of the evolving landscape of bias in hiring, and best practices in recruiting a diverse faculty and fostering a welcoming

environment for all. Diversity Advocates are responsible for disseminating the video to search committee members to view prior to the first meeting of each new search, and to attend the first meeting to discuss and entertain questions using an abbreviated version of this presentation.

B. Outreach

All successful searches are predicated on advertising in suitable places and collegial outreach and follow-through. Although faculty serving on search committees may have a general sense of the best targets for outreach, they often lack knowledge of specific organizations for reaching under-represented minorities and/or women in under-represented fields. Their work can be enhanced by having access to compiled resources that are specific to under-represented groups, particularly within given disciplines.

1. Broad formal dissemination of the opportunity. *Interfolio*, the newly available faculty hiring resource, creates a landing page with a unique URL to serve as the online application for an open position. Departments can use the unique URL to post to sites of their choosing. This information will be supplemented by a list, compiled and maintained within departments, that includes organizations, professional associations, postdoctoral programs, training grants, and so on, that are targeted at underrepresented minority and women scientists. The relevant information will be provided to the search committee by the department's diversity advocate(s) to ensure that the search opportunity is widely disseminated (October 2016; Dept. chairs).

2. Wording of advertisements. Advertisements should include proactive language regarding the School's commitment to recruit a diverse and inclusive pool of applicants. Sample language is provided in the *JHSPH Faculty Search Handbook* (Completed; VDRF).

3. Collegial outreach. Faculty are often uncomfortable directly reaching out to under-represented minority scientists who they do not know well to encourage them to apply. An example of an acceptable sample letter is provided in the *JHSPH Faculty Search Handbook*. Phone calls, particularly to individuals who have expressed interest, are encouraged (Completed; VDRF).

4. Maintenance of a talent bank database. Over time, individuals often come to the attention of departmental members, including alumni, who are rising stars in their discipline but are too junior or otherwise not selected for a faculty position or may have declined an offer to apply in the past. An active talent bank, or running list of individuals at various stages of career development, can be an effective method of identifying under-represented minority scientists and women in under-represented fields, for outreach when an opening becomes available. Departments should designate an individual to maintain this database; it may or may not be the Diversity Advocate. Maintaining a centrally located list helps assure that potential candidates known to faculty members who are not on a particular search committee are identified (October 2016; Dept. chairs).

5. Outreach to finalists. Personal phone calls, meetings and email contacts from the School's leadership, including departmental chairs who have not been integrally involved in the search process and representatives of the Dean's office, can reinforce the view that the School is a welcoming and inclusive environment. The Vice Dean for Research & Faculty is often asked to meet with potential faculty members and specifically with potential faculty members from under-represented minorities and will continue to do so (On-going; department chairs, VDRF).

C. Accountability

Successful implementation of this Faculty Diversity Initiative Plan is depends on acceptance of the importance and benefit of faculty diversity from multiple stakeholders, ranging from the faculty who serve on individual search committees to department chairs to the Dean's office. Key features of enhanced accountability include benchmarking, applicant tracking, formal evaluation of the search process, and annual analysis of the recruitment, retention and time in rank of women and under-represented minorities.

1. Benchmarking. Data regarding the pool of potential applicants, such as that provided by the Survey of *Earned Doctorates* (SED) or the *Association of Schools and Programs in Public Health* (ASPPH) can provide information about the numbers of women and under-represented minorities entering relevant disciplines. However, because most JHSPH departments are not discipline-based, it can be difficult to ascertain relevant information. Moreover, because specific searches can be from a variety of sub-specialties within departments, single source data are not always informative. Finally, it is important to recognize that benchmarking provides a floor, not a target, for expectations regarding recruitment. Both general and more specific data relevant to potential searches from SED and ASPPH will be provided to departments by the Dean's office, but departments are also expected to maintain their own benchmarking database relevant to the field and conduct a benchmarking evaluation when needed based on specifics of the search (October 2016; Staff: Office of Academic Affairs; departmental administrators).

2. Applicant data collection. In August 2016, tracking of applicants for JHSPH searches transitioned from the locally maintained *Faculty Applicant Summary Database* to a new faculty application platform, *Interfolio*, implemented by JHU. The new system required extensive training of departmental administrative coordinators tasked with its maintenance but provides significant benefit over the prior system, including management of the workflow of applications, submission of CVs and other materials, compilation of advertising venues, and notification of applicants. Applicants provide gender, race and ethnicity data within the system, which allows reporting in aggregate for each search. However, data available to departments are delinked from individual applications (completed August 2016; VDRF, Senior Departmental Admin Coordinators).

3. Approval of finalists. Key to increasing under-represented minority representation in the School is the composition of the list of finalists asked to interview by search committees. Each faculty search committee will include, at minimum, at least one qualified under-represented minority candidate on the interview list. If the list of finalists does not include any under-represented minority candidates or women candidates from departments that lack gender parity, the chair of the search committee must write a memo explaining the circumstances that resulted in the limited interview pool, and include supportive information, such as benchmarking data for that discipline/specialty. The list of finalists for all faculty searches, summary characteristics for the applicant pool (based on *Interfolio* data) along with an explanatory letter when needed, should initially be reviewed by the department's Diversity Advocate for feedback or suggestions. Once complete, it must be provided to the Vice Dean for Research & Faculty for approval **before** on-site interviews can be scheduled. All faculty searches are coordinated by the senior staff member for the Appointments and Promotions Committee who will track and confirm submission of this list (September 2016; Department chairs, search committee chairs, departmental diversity advocate, VDRF).

4. Annual reporting. An annual report on under-represented minority and women representation will be prepared and presented annually to the JHSPH Advisory Board and the Committee on Equity, Diversity and Civility. At the Advisory Board, the report will be timed to coincide with the annual reporting of the analysis of faculty salary. The report will include annual updating of Table 1, compiled search committee data (applicants and finalists), time in rank for under-represented minority and women faculty, and demographic characteristics of faculty members who have resigned in the prior year. Success, or its lack, in meeting diversity expectations will be discussed, along with strategies needed to reinvigorate the process (May 2017; VDRF).

D. Contribution of JHU resources. Hiring any new faculty member is a resource-intensive process which has become particularly fraught in the current federal funding environment, on which divisions such as JHSPH are heavily dependent. Centrally administered financial support of efforts to increase faculty diversity in the School has been extremely helpful. In the past, the School took advantage of the university's MOSAIC program, with a total of five new faculty members receiving support from this program. MOSAIC has been supplanted with a more recent slate of opportunities, which have been widely disseminated to the School's leadership. These include:

1. Target of Opportunity (TOP) fund. TOP was established to support the targeted recruitment of exceptional and diverse faculty without conducting a traditional full search. TOP funds can be requested for up to 3 years at \$100,000 a year and can be used to cover salary, fringe benefits, and start-up costs for new appointees. To date (August 2017), funding for four highly qualified individuals has been awarded and three resulted in successful recruitment of African-American faculty members in the departments of Epidemiology, Environmental Health Sciences, and International Health (on-going; Dept. Chairs, VDRF).

2. Visiting Professorship (or Scholar) fund. This fund was established to encourage flexible and less formal arrangements for bringing URM faculty into the community. Such arrangements can serve to introduce the School to the individual and the individual to the School and, if successful, may lead to future faculty appointments. To date, the School has been awarded funds for two Visiting Scholars, including a Native American faculty member in the Department of International Health and an African-American scholar in Mental Health (on-going; Dept. Chairs, VDRF).

3. The Diversity Postdoctoral Fellowship program. This program was formulated to prepare postdocs for faculty positions, preferably at JHU. To date we have had four Diversity Postdoctoral fellowships awarded, each in the amount of ~\$63,500. This program allows the School to identify potential new faculty recruits while giving awardees familiarity with the School (on-going; Dept. Chairs, VDRF).

Additional information about these programs can be found here:

http://web.jhu.edu/administration/provost/programs_services/faculty_affairs/

E. Implementation process. The strategies for recruitment and search practices detailed above were the focus of a JHSPH leadership retreat in June, 2016. This document was distributed to the JHSPH Faculty Senate at their next meeting (September 8, 2016). Department chairs were asked to provide

time at their next faculty meeting, or convene one expressly for this purpose, by the end of October so that all faculty are apprised of the School's plans and can share in its discussion. The original document was finalized in November 2016, circulated, and posted on the School's website.

III. Faculty Retention

Faculty retention is the other side of the recruitment coin and, as described earlier, is critical in maintaining representation of under-represented minority faculty who often are targets of recruitment at other top-tier institutions that can often offer full salary support. While some faculty loss is expected due to personal and family issues, a welcoming and inclusive culture with adequate mentoring and opportunities for promotion and advancement may be the most effective strategy to retaining all faculty members.

A. Mentoring and faculty development

The School recognizes the critical role that appropriate and effective mentoring plays in the retention and promotion of all faculty, and particularly for under-represented minority faculty who may feel isolated or not included. The Office of the Vice Dean for Faculty & Research produced a document in 2013 detailing best practices for faculty development located [here](#) that outlines the School's approach to mentoring; individual departments often supplement this with more intensive and discipline-based activities on their own.

1. School-wide career mentor program. The School's Career Mentor Program is available for all newly hired Assistant and Associate Professors and is intended to provide guidance and support on professional issues and to help new faculty navigate the School as they establish or continue their academic careers. Not all incoming faculty members desire this type of relationship and may decline involvement in the program without prejudice.

2. Networking support. As described in the Faculty Development and Mentoring plan, the value of peer mentorship in successful career development is generally under-recognized but can play a crucial facilitative role. Peer relationships can be more effective in career advancement because they lack status disparity and may reflect more authentic partnerships. Opportunities for peer group interactions have been and will continue to be offered by the Vice Dean for Research & Faculty upon request. In the past these have ranged to providing modest financial support for self-identified groups to meet on occasion for dinner (e.g., senior women faculty) to regular administrative support for scheduling and providing lunch for quarterly meetings (e.g., assistant professors). Experience indicates that these activities emerge from an authentic and perceived need; as a result, their initiation is best served by an informal request from a faculty member willing to lead the activity and the content and nature of the events must be established by the group to ensure that they are of value. Support for a networking group comprised of under-represented minority women has recently been requested.

3. The Diversity Advocate Network. In addition to the role in the search process, the newly appointed Diversity Advocates will comprise their own network. This Diversity Advocate Network will serve as an independent networking group that may play a number of roles based on member interest. Roles may include providing a resource for introducing new under-represented faculty members to one another, meeting with potential faculty candidates, and having regular meetings, supported by the Dean's office, for

interpersonal networking and career development. This group will also be asked to advise the Dean's office on best mentoring practices for under-represented minority faculty.

4. Professional organization memberships. The university has recently engaged in two partnerships that provide free membership in organizations that promote faculty development.

a. National Center for Faculty Development & Diversity (NCFDD). The NCFDD (www.facultydiversity.org) is an independent professional development, training, and mentoring community dedicated to supporting academics in making successful transitions throughout their careers. It offers a range of services and resources including webinars, access to multi-week courses, and more. Registration is free for all faculty. Information about this opportunity has, and will continue to be, activity promulgated.

b. Association for Women in Science (AWIS). AWIS is the largest multi-disciplinary organization for women in science. It is dedicated to achieving equity and full participation of women in all disciplines and recognition for women's scientific and leadership achievements. Like the NCFDD, it offers a range of services and resources. One-year free membership is available to all faculty (women and men). Information about this opportunity has, and will continue to be, activity promulgated.

5. Writing Accountability Groups (WAGS). WAGS are among the most successful mentoring opportunities in the School. A WAG is an active writing group of faculty members that meets weekly for 10 weeks and is focused on developing a process and habit of writing. Beyond enhanced productivity, by-products can include improved time management skills and stronger networks with colleagues. Ten WAGS have been started since December 2014 with new ones offered periodically. These have been uniformly welcomed by faculty, many of whom continue to meet well beyond the 10 week period.

6. Annual Appointments & Promotions group meetings. Rank-specific meetings with the Appointments & Promotions (A&P) committee chair and the Vice Dean for Research & Faculty help counteract incorrect information, fueled by anxiety and speculation, regarding the A&P process. The A&P Committee has a policy of transparency. The A&P Chair and the Associate Dean for Research & Faculty convene annually with assistant professors, associate professors, and non-professorial track faculty with the goal of demystifying the process. Each faculty member undergoes annual review by members of the A&P committee and their respective chair to ensure that a faculty member who might be struggling is not over-looked.

7. Exit interviews. Exit interviews of faculty members provide a systematic way of ascertaining whether the School's environment may or may not be meeting the expectations and needs of its faculty. Exit interviews of professorial faculty are systematically administered by the Vice Dean for Research & Faculty approximately nine months after departure; the lead staff member of the A&P committee interviews scientist track faculty departures. These take the form of semi-structured interviews and focus on the faculty member's experiences during their time at the School. To date, no interviewed under-represented minority faculty member has indicated that treatment based on their race or ethnicity played a role in their departure, although this question has not been specifically asked. A question probing whether faculty thought they were treated differently based on their gender, race or ethnicity and, if so, if it contributed to their resignation, has been added to the interviews.

B. Cultivating a climate of inclusion

Alleviation of disparities among groups and ensuring equal access to resources is a core component to the mission of public health. The School is committed to welcoming diversity in its many forms and achieving an environment where all faculty can succeed. This commitment is supported by policies that serve the purpose of providing faculty members access to all academic programs, benefits, and activities on the basis of demonstrated ability, performance and merit and members of the Dean's office strive for a culture of openness and transparency. In general, the School offers a collegial atmosphere and many opportunities for productive collaborations and friendships. However, this is an intangible quality that is difficult to measure or monitor and may be perceived differently by different people. As an initial step, and to better identify concerns among under-represented minority faculty, the Diversity Advocate Network will be convened to assist in developing strategies to foster inclusion within the School's environment. Additional stakeholders will be solicited to provide feedback and suggestions.

IV. Concluding Comments

Commitment to faculty diversity is fundamental to the Johns Hopkins Bloomberg School of Public Health's mission and values of promoting health and reducing inequality locally and around the world. We face some significant challenges in our commitment to improve representation of under-represented minorities, particularly when it comes to retention. As sensitivity to faculty composition has increased over the last few years, so has the vulnerability of our current under-represented minority faculty to recruitment by other universities. Furthering our efforts to promote a welcoming and inclusive culture through mentoring and advancement opportunities will be critical in maintaining representation of under-represented minorities currently on our faculty and those we recruit in the future.

In addition to maintaining retention of current under-represented minority faculty we will implement a variety of recruitment practices based on better and more consistent training for search committees, more intensive outreach, a new pool of dedicated faculty members identified in each department to serve as liaisons among the Dean's office, department, and search committees, and increased accountability. Hiring and retaining exceptional academic colleagues is one of the most important things we can do to enhance the School's academic distinction and vitality. Successful implementation of this plan requires its acceptance across all levels of the School. We are dedicated to continuing to work diligently to recruit and retain the highest caliber faculty by creating a community that not only seeks, but embraces, diversity.

Table 1: Faculty Data by Rank

	TOTAL	FEMALE		HISPANIC		BLACK		AMER INDIAN		ASIAN		HAW, PACIFIC		WHITE		MINORITY		URM	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full Professor	155	47	30%	9	6%	1	1%	0	0%	16	10%	0	0%	129	83%	26	17%	10	6%
Associate Professor	74	38	51%	4	5%	5	7%	0	0%	11	15%	0	0%	53	72%	20	27%	9	12%
Assistant Professor	80	47	59%	1	1%	8	10%	0	0%	12	15%	1	1%	56	70%	22	28%	10	13%
<i>Subtotal Professorial</i>	309	132	43%	14	5%	14	5%	0	0%	39	13%	1	0%	238	77%	68	22%	29	9%
Other Ranks	324	227	70%	11	4%	16	5%	1	0%	62	19%	1	0%	231	71%	91	28%	29	10%
<i>Total All Ranks</i>	633	359	57%	25	4%	30	5%	1	0%	101	16%	2	0%	469	74%	159	25%	58	9%

Table 2: Faculty Data Historical Trends

	N			Female						URM					
	2009	2012	2015	2009		2012		2015		2009		2012		2015	
	N	N	N	N	%	N	%	N	%	N	%	N	%	N	%
	Full Professor	125	143	155	31	25%	40	28%	47	30%	11	9%	12	8%	10
Associate Professor	81	86	74	37	46%	49	57%	38	51%	4	5%	8	9%	9	12%
Assistant Professor	67	70	80	35	52%	33	47%	47	59%	11	16%	9	13%	10	13%
<i>Subtotal Professorial</i>	273	299	309	103	38%	122	41%	132	43%	26	10%	29	10%	29	9%
Other Ranks	270	311	324	165	61%	197	63%	227	70%	30	11%	35	11%	29	10%
<i>Total All Ranks</i>	543	610	633	268	49%	319	52%	359	57%	56	10%	64	10%	58	9%

*Data are from FacultyForce, November 2015

**Unknown data amounting to 5% were not included in Tables 1 & 2.

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Appendix A: Diversity Advertising Sources

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