Together we will succeed!

Diversity, Engagement, Inclusion
Diversity Hiring Handbook
2018-2019

The College of Engineering and Computing aims to achieve a community where all members are able to fully realize their potential.

DIVERSITY-AWARE FACULTY HIRING
QUICK CHECKLIST
(To be submitted to the Dean's Office)

Department:

Search Committee Chair:

Date:

☐ Faculty search committee composition is diverse (pages 3-4)

☐ Affirmative Action Advocate (AAA) is designated (page 4)

☐ Position posting follows university guidelines and is diversity-aware (Appendix A)

☐ Search committee training is completed:

    ☐ 90-Minute Diversity training: Committee Chair and AAA (page 5)

    ☐ Online hidden bias tests: all search committee members (page 5)

☐ List of diversity interview questions (pages 5-6)

☐ Candidate assessment metrics including diversity-related activities (pages 5-6)

Introduction

The purpose of this document is to provide a set of activities to increase the success of recruiting diverse faculty to the College of Engineering and Computing (CEC). This document is intended to accompany current faculty hiring resources of the University of South Carolina (UofSC), such as the Strengthening Academic Excellence Through Affirmative Recruiting: Academic Recruitment and Selection Guidelines of the University of South Carolina. sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/strengthening_academic_excellence_through_affirmative_recruiting.pdf

Additional resources, such as "The Handbook" for best practices from the University of Washington washington.edu/diversity/faculty-advancement/handbook/ and the accompanying online toolkit washington.edu/diversity/faculty-advancement/handbook/toolkit/ were also adopted for this handbook.

This document is intended to be the extended over the hiring process to adjust the unit's needs.

Faculty Hiring Process Outline

1 Scouting

Scouting is an ongoing process to identify and engage potential faculty candidates. Strong scouting activity will help increase the diversity of the applicant pools. Each unit should use existing relationships, such as alumni, professional societies, conferences and seminar series to foster effective scouting habits. The Affirmative Action Recruiting Sources of the UofSC sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/affirmative_action_recruiting_sources_guide.pdf contains internal and external recruiting resources. In addition to the general resources (page 5), there are specific lists of recruiting resources for Computer Science (page 25-27) and Engineering (page 40-43).

2 Preparation – Search Committees

A critical component of successful hiring is the composition and the activities of the search committees. Search committees should represent the values and unit culture. Contact UofSC resources, such as the Office of Diversity, Faculty Caucus, and Council of Academic Diversity Officers, for additional search committee resources.

Search Committee Composition

Committees must be diverse and inclusive. If possible, search committees should include women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. Potential candidates' first contact is with the search committees. The search committee's composition sends a message about the unit's diversity climate. A search committee composition analysis form is given in Figure 1.

Each search committee must have a designated <u>Affirmative Action Advocate</u>. The Affirmative Action Advocate's primary responsibility is to represent the interests of the candidates who are minorities, women, persons with disabilities, or protected veterans. Note: A detailed description of the Advocate's responsibilities is given on *pages 12-13* of Strengthening Academic Excellence Through Affirmative Recruiting: Academic Recruitment and Selection Guidelines of the University of South Carolina

sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/strengthening_academic_excellence_through_affirmative_recruiting.pdf

SEARCH COMMITTEE COMPOSITION ANALYSIS FORM

APPENDIX A

Search Committee Members Names	RACE			SEX		AGE	RANK			AREAS OF EXPERTISE				
									Non T.T.			TEACHING		
	W	B	O	M	F		T.	T.T.		RELATED RESEARCH	FACULTY DVLPMT	STUDENT DEVLPMT	COMM. LIASON	OTHER

**These areas of expertise are merely examples. This section of the form should reflect important aspects of the job description for the position to be filled.

Legends:

Race	W=White	B=Black	O=Other
Sex	M=Male	F=Female	
Rank	T=Tenured	T.T.= Tenured Track	Non T.T. = Non Tenured Track

Figure 1. Search Committee Composition Analysis Form
sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/strengthening_academic_excellence_through_affirmative_recruiting.pdf

Search Committee Training

Search Committee <u>Chairs and the Affirmative Action Advocate</u> must participate in a <u>90-minute training session</u>. The training session will feature presentations by International Scholars (Jean Saunders-Blank), EOP (Clifford Scott), Legal (Henry White), Talent Acquisition (Hernandez Hicks), and Diversity and Inclusion (John Dozier).

<u>Each committee member</u> must complete <u>online tests for hidden bias</u>, <u>tolerance.org/hidden-bias</u> on 1) Gender – Science and 2) Race ('Black - White' IAT). (Note: Follow the link to the Project Implicit website, which was developed by psychologists at Harvard, the University of Virginia and the University of Washington. You can proceed as a guest or can register for the site.)

3 Assessment of Candidates

Each search committee must

- Set up an unbiased process for selecting candidates for phone and on-campus interviews.
- Create a list of interview questions that should be used consistently for all candidates.
- Include interview questions that are related to diversity and inclusiveness. Sample interview questions are given in Figure 2.
  washington.edu/diversity/files/2017/09/Sample-Interview-Questions.pdf
- Report on the demographics of the candidate pool and invited candidates.
- Use a rubric to incorporate diversity and inclusion into the candidate evaluation process. A sample rubric is given in Figure 3. washington.edu/diversity/files/2016/02/Rubric2.pdf

4 Recruitment

Search committees should present their evaluation of the candidates to the entire unit and the leadership of the college. They should discuss issues that may surface in the context of diversity and equity regarding the faculty candidates.

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OFFICE FOR FACULTY ADVANCEMENT

Sample Interview Questions that Highlight Issues of Diversity and Inclusion

Interview committees should feel free to modify these sample questions and prompts to best fit the specific interview situation.

1. Describe some of the opportunities you have had to work in diverse, multicultural, and inclusive settings.

2. Describe your opportunities to conduct research with historically underrepresented or underserved communities.

3. Describe your opportunities to teach students from historically underrepresented backgrounds.

4. What is your approach to educating students about diversity? Follow-up question: Has your approach changed over time? If so, in what ways, and why? Second follow-up question: Given your teaching experiences, what is your current working definition for diversity? Has it changed over time? If so, in what ways, and why?

5. In your experience, what are the most challenging aspects of working in an increasingly diverse campus community? Follow-up question: What initiatives have you been involved in to meet these kinds of challenges?

6. What is your understanding of the relationship between diversity and excellence? Follow-up question: In your experience, what kinds of leadership efforts are most effective in encouraging a commitment to excellence through diversity?

7. How has your own identity affected your work with diverse faculty, staff, and students?

8. Describe your opportunities to work with non-traditional and first generation students. Follow-up question: What do you feel worked especially well in these experiences, and what was more challenging?

9. Describe an experience in which you responded to a colleague, staff member, or student who made an insensitive remark.

10. Describe how you would work to help create a campus environment that is welcoming and inclusive.

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Figure 2. Sample interview questions, washington.edu/diversity/files/2017/09/Sample-Interview-Questions.pdf

Sample Candidate Evaluation Tool

Please rate the candidate on each of the following:	Excellent	Good	Neutral	Fair	Poor	Unable to judge
Potential/Evidence: scholarly impact						
Potential/Evidence: research productivity						
Potential/Evidence: research funding						
Record on diversity-related research						
Record on diversity-related teaching						
Ability to make positive contribution to department's climate						
Potential/Demonstrated ability: attract and supervise graduate students						
Potential/Demonstrated ability: teach and supervise undergraduates						
Potential/Demonstrated ability: conscientious university community member						

Figure 3. A sample assessment rubric washington.edu/diversity/files/2016/02/Rubric2.pdf