

PROMISING PRACTICES FOR
RECRUITING & RETAINING
DIVERSE FACULTY

University of Chicago

Office of the Deputy Provost for
Research and Minority Issues

Table of Contents

1	Introduction	1
2	Applicant Pool Diversification	2
3	Search Committee Operations.....	11
4	On-campus Interviews.....	15
5	Retention Strategies.....	21
6	Appendixes.....	25
	Appendix A: Survey of Diversification Programs in Academia.....	26
	Appendix B: Resources for Identifying Diverse Applicants.....	44
	Appendix C: Interview Questions & Inquiries	50
	Appendix D: Building the Pool Checklist.....	57
	Appendix E: Sample Candidate Evaluation Sheet	58
	Appendix F: Brief Guide to Mentorship/Career Advising Models.....	59
	Appendix F: References & Resources	61

1: Introduction

Since our founding in 1892, a diversity of perspectives has been integral to intellectual and community life at the University of Chicago. From being among the first non-historically black universities to tenure an African American faculty member, to awarding one of the first Ph.D.'s to an African American woman, to appointing the first female dean of any graduate school in the United States, we have always demonstrated our commitment to including diverse voices in our ongoing discourse.

Our scholarly community is composed of individuals who, through their own distinctive viewpoints, contribute to the intellectually challenging culture of the University. Faculty and students are pioneers, discoverers, teachers, scholars, and change agents. Our most important contributions to discovery, education, and society rest on the power of our ideas and the openness of our environment to the development and testing of these ideas. We celebrate our tradition of inclusion and recognize that our success as an institution depends on its ongoing renewal.

President Zimmer has challenged the University to build a scholarly community with a mix of individuals who through their own diverse experiences, backgrounds, and viewpoints contribute to our intellectual culture. This document describes steps for conducting successful searches, remembering that thoughtful, targeted outreach beyond advertising is essential to our efforts to recruit the most talented academics to the University. Department chairs, school administrators, and search committee members should familiarize themselves with this information, intended to help units attract large and diverse applicant pools for academic positions at the University.

Recognizing that efforts to increase faculty diversity require proactive, long-term, and sustainable plans, the intent of this document is to provide promising practices that will support UChicago's efforts. Please feel free to contact Tamara Johnson, Director of Faculty Diversity Initiatives at tamarajohnson@uchicago.edu with any questions, comments, and suggestions related to this document or for assistance with your search.

2: Applicant Pool Diversification

NETWORKING

Attracting and recruiting outstanding academics, particularly from underrepresented groups, requires extra effort to develop the applicant pool for every position. The most effective way to identify top talent is to be continually on the lookout for excellent candidates regardless of a unit's short-term hiring needs.

In many cases, information regarding job openings is shared informally via contacts and communications between colleagues. Those who are well-connected are in the best position to receive information and have an advantage if they choose to apply, based on their affiliation with current faculty. Those who are not well-connected are at a disadvantage since they must wait for positions to be formally posted, affording less time to prepare materials. Additionally, they lack "insider" information that may strengthen their applications, and without internal connections they may not have anyone to champion for their candidacy.

Given the importance of networking, departments that seek to increase their diversity must determine how to expand their access to diverse candidates. Listed below are a number of approaches departments can consider to increase their networking with diverse candidates:

1. Join the women and minority committees in your discipline and access those organizations to publicize openings.
2. Participate during national conferences:
 - a. Attend talks given by promising individuals and engage them afterwards.
 - b. Visit mixers, parties, and professional development events for women and underrepresented minorities.
 - c. Ask colleagues for recommendations of diverse faculty to connect with during the conference.
3. Determine if there are excellent women and faculty of color that have UChicago connections (e.g., alumni, past faculty appointments, postdoc experiences, etc.). These scholars can assist with providing additional ways to identify a broader set of future scholars.

4. Encourage departmental faculty to maintain relationships with their respective doctoral granting institutions. As an alumnus/alumna of a specific program, they have unique access to information about rising scholars and are in a better position to facilitate ongoing relationships with these institutions.
5. Connect with underrepresented scholars that you have worked with at other institutions, attended college with previously, and/or those that are involved in your professional associations.
6. Speak with your underrepresented junior faculty members. Since they are closer to the pipeline of doctoral graduates, they may have recommendations for promising faculty.
7. Ask your diverse graduate students about mentors and colleagues they would like to see at UChicago. Given their involvement in research and professional associations, they likely have recommendations.
8. Research the top programs in your discipline and establish relationships with departmental chairpersons. The scholars of these departments are likely great recruits.

RESEARCH

In addition to the above networking options, there are additional approaches to finding diverse candidates that involve basic research. While often this is a time-consuming process, the primary advantage is that you can complete the strategies below from your desk! Directing your efforts as follows may prove useful:

1. Research available lists that rank the institutions successful at producing women, underrepresented minorities, and/or postdocs in your field.
2. Scan peer institution departmental websites to read faculty profiles. Often faculty members have biographical information, research interests, publications, and sometimes their entire vitae available online.
3. Visit websites for national distinguished fellowships/award recipients (e.g., MacArthur Fellows).
4. Seek underrepresented distinguished fellowships/award recipients (e.g., Ford Fellows).

5. Utilize national professional associations (e.g., American Psychological Association) to find leaders and rising scholars.
6. Determine if sub-committees/divisions of national professional organizations exist (e.g., American Psychological Association's Society for the Psychological Study of Culture, Ethnicity, and Race).
7. Examine the list of applicants for the last several searches in your department to determine if they have significantly progressed in their careers since their previous application.
8. Review the editorial boards of journals to identify potential applicants.

SOLICITING RECOMMENDATIONS & NOMINATIONS

Requesting recommendations/nominations can bring to your awareness potential candidates that you may have missed. Basic steps include:

1. Solicit a broad spectrum of people and designate someone to personally follow-up with the candidates recommended.
2. Encourage colleagues to send women and underrepresented minority candidates. Without intentional solicitation, colleagues may not initially think of diverse candidates.

CONNECTING WITH POTENTIAL APPLICANTS

Remember that candidates you want to pursue are often highly sought by other institutions as well. Many current diverse faculty indicated that they were encouraged to apply by someone in their department. The personalized outreach approach is quite successful and demonstrates a sincere interest in an applicants' candidacy. Research suggests that personal outreach is the single most effective tool for building and diversifying the pool. Other ways to connect with potential applicants include:

1. Share detailed information about job opportunities and continue communications.
2. Invite promising scholars to visit campus for a job talk.
3. Collaborate with other academic units to host or co-host symposiums that invite promising graduate students, postdocs, and/or junior faculty.

4. Host a research conference focused on an area of particular interest to women and underrepresented scholars.

POSITION ANNOUNCEMENT

The content and language included in the position announcement have the potential to attract women and underrepresented minority candidates or dissuade them from applying. Position announcements typically contain three basic components: an overview of the department and institution, primary job responsibilities, and qualifications for the position. Points to consider as you develop your announcement include:

1. Scope of the Position

The more narrowly defined the field of interest, the more limited and homogeneous the pool of applicants. You are encouraged to search in the broadest subfield areas possible to increase the diversity of your pools. When discussing hiring priorities, faculty should consider which subfields, if any, are more likely to yield the broadest pool of qualified candidates and, when appropriate, enumerate in position descriptions those fields that may attract a more diverse pool. Additionally, it is important to think carefully regarding what is “required” and what is “preferred.” Detailed lists of qualifications may deter otherwise qualified applicants from applying. The search committee may only consider those candidates who meet all of the required qualifications.

2. Ethnically Sensitive Components

An ethnically sensitive position announcement includes the importance of diversity, the value placed on those that bring differing perspectives, and/or a description of a department/campus that provides ethnically diverse candidates the opportunity to thrive at the University of Chicago. For example: “We celebrate our tradition of inclusion and recognize that our success as an institution depends on its ongoing renewal. As such, the University of Chicago places a high priority on creating an academic environment that fosters the success of ethnic minorities.” Minimally, a standard statement such as: “The University of Chicago encourages applications from underrepresented groups” should be included.

3. Applicant Instructions

The position description should detail the materials and steps required to formally apply. Include information regarding uploading their curriculum vitae (and cover letter if required) onto the Academic Career Opportunities (ACO) website. Clarity regarding the instructions is essential since applicants cannot be considered if they have not submitted all required materials.

4. Applicant Materials

A jobseeker using the ACO website does not become an applicant/member of the applicant pool until the jobseeker has submitted all required application materials by the deadline. Those whom all requested materials (including reference letters) have not been received by the deadline are not officially applicants. Postings for faculty positions may remain open for no more than two years (one year for Other Academic Personnel). Applicants have the entire two years to submit application materials, unless you set an earlier deadline. Please note that it is required to include a date in your posting.

5. Application Deadlines

Setting a short deadline for application materials may constrain the size of the applicant pool. Search committees should consider at the outset whether to set a shorter deadline, or allow the applicant pool to grow after the selection process begins. Using language such as: “The screening of applications will continue until the position is filled. No applications accepted after [posting date + 1 or 2 years],” allows potential applicants to apply until there are no positions to fill, the hiring process is complete, and the posting is removed from the website. However, leaving the posting open to accept new applicants after the committee starts meeting, obligates the committee to consider and track all applicants until the posting is removed from the website.

6. Circulating the Description

It is imperative that the description is broadly disseminated. Departments should create and maintain a list of diverse publications and listservs for outreach. While promising scholars of all backgrounds may review the job listings in the major publications, advertising in publications targeting specific populations communicates an intentional interest in recruiting a diverse faculty and expands the visibility of the institution [See Appendix B]. Additionally, remember to send

personal emails to colleagues asking them to disseminate the job description via their listserves and professional networks.

DATA ANALYSIS

Data analyses are especially important in efforts to diversify your applicant pool. You can work with professional societies, the Office of the Provost, and/or administrative staff in your academic unit to:

1. Determine the demographics of the potential applicant pool for faculty positions. This data will help you understand how your applicants compare to the pool of available applicants and identify any missed opportunities with specific populations or graduate programs (e.g., who is applying to your position and who is not).
2. Assess your applicant pool in Academic Career Opportunities (ACO) before you winnow the applicant pool. Determine whether your pool reflects the estimated availability of underrepresented applicants and if not, consider taking active steps to expand the pool before moving forward with selecting candidates to interview.
3. Conduct interviews with candidates that accept offers and those that do not accept offers to understand decision factors. Listen for departmental factors that impacted candidates' decisions.

DEPARTMENTAL PRACTICES

Many departments have instituted practices that are specific to their needs and have proved useful, including:

1. Creating a standing faculty and graduate student committee to cultivate a diverse slate of potential candidates for current and future positions. Some committees are charged with maintaining information about candidates over time and contacting them when appropriate positions open.
2. Conducting periodic reviews of the recipients of major awards in your discipline as potential applicants.
3. Outreaching to postdocs to encourage they apply for faculty openings.

4. Outreaching to internal resources, including advice from faculty affiliated with the Center for the Study of Race, Politics, and Culture and the Center for the Study of Gender and Sexuality.

WEBSITE CONTENT

Websites serve as the public face of your department. Prospective applicants will view your website at some point during the process and should see content and pictures that reflect that you value diversity.

1. Review your department/school website for text and images that reflect an institutional commitment to diversity and inclusion.
2. Publicize the current diversity initiatives within your department/school (e.g., recruitment/retention efforts, community outreach projects, cultural programs, committees, workshops/trainings, scholarships, etc.).
3. Spotlight faculty that work on research in areas that related to diverse populations or graduate students that are recipients of major diversity awards (e.g., Ford Foundation Fellowship).
4. Consult with the Office of the Provost or University Communications for feedback on ways to link to other UChicago sites or further develop your department/school's site.

SPECIAL CONSIDERATIONS

At times, we overlook promising candidates for a variety of reasons that are counterproductive to successfully diversifying the faculty. For example, women and underrepresented minorities who have excelled in departments less highly ranked than UChicago might really thrive in our intellectually stimulating environment. Or, revisit program graduates who now have excellent professional experiences at other institutions. Experienced alumni have potential to be great faculty for the University.

JoAnn Moody, author of the book *Faculty Diversity*, reminds us of 13 “Cognitive Errors” – which she describes as shortcuts and biases that corrupt rational thinking, estimates of probabilities, and sound decision-making and investing.

JoAnn Moody's 13 cognitive errors are as follows:

1. First Impressions
Unfairly making conclusions about a candidate in a matter of seconds, based on some aspect not truly related to a candidates' ability to successfully assume the job responsibilities.
2. Elitism
Minimizing the candidacy of an applicant due to aspects you deem as inferior in some regard (e.g., academic pedigree, current institution, social class, ethnic background, etc.).
3. Raising the Bar: Elevating requirements for the job during the evaluation process to eliminate a candidate from being considered further.
4. Premature Ranking/Digging In: The rush to rank candidates leads evaluators to state their positions early in the process, close their minds to new evidence, and defend their stated position.
5. The Longing to Clone: Seeking candidates who resemble yourself or colleagues you perceive favorably; often leads to undervaluing or not considering those who are qualified, but not similar enough to you or the current faculty in the department.
6. Good Fit/Bad Fit: Fit is a subjective term and should be determined very carefully with the presence of abundant evidence and details, rather than opinions and personal leanings.
7. Provincialism: Undervaluing aspects that are outside of your own areas of interest, circles, or affiliations.
8. Extraneous Myths and Assumptions: Personal opinions and assertions about a candidates' potential for success in the position, sincere interest in joining the department/institution, possible geographical location preferences, etc.
9. Wishful Thinking; Rhetoric not Evidence: Holding to a notion in spite of overwhelming evidence to the contrary and allowing this notion to cloud one's cognitive processes.

10. Self-Fulfilling Prophecy: Structuring interactions so we can receive information congruent with our assumptions and avoid information incongruent with our assumptions.
11. Seizing a Pretext: Setting up superficial/false reasons to ultimately eliminate a candidate.
12. Assuming Character over Content: Negating the possibility that the circumstances of a given situation might well explain certain behaviors and instead, attributing the behaviors to the individuals' personal characteristics.
13. Momentum of the Group: The tendency to fall into group-think and simply go along with the group consensus.

3: Search Committee Operations

COMMITTEE COMPOSITION & STRUCTURE

The selection committee plays a critical role in the process of recruiting and selecting faculty. Diversity within the search committee often increases the applicant pool (by virtue of bringing new perspectives to the table) and demonstrates to applicants the University's commitment to recruiting faculty from a variety of backgrounds. Additionally, successful committee chairpersons implement many of the steps below:

1. Communicate and reinforce the importance of diversity and excellence at the initiation of the committee's work.
2. Ensure that committee members are aware of concepts such as unintentional bias and receive University policies regarding non-discrimination.
3. Assign one or two faculty members to serve as the "red team," functioning to challenge assumptions and identify oversights. Typically, a "red team strategy" implies distance from the initial decision-making process and those selected are not part of the actual search committee.
4. Identify a "diversity champion" to monitor the inclusiveness of the applicant pool and search procedures. This person often takes responsibility for: (1) ensuring that appropriate policies are followed, (2) including diversity considerations at each stage of the process, and (3) leading the research efforts to identify excellent diverse applicants/inviting them to apply.
5. Remember that if the committee includes untenured faculty, there is the potential of undue influence that senior faculty may have (purposeful or inadvertent). Untenured faculty may feel uncomfortable expressing views at odds with those of senior colleagues who will evaluate them later. Periodically, the chair should ask untenured colleagues outside of the official committee meetings if they have such concerns. If this is the case, the chair can serve as the voice that shares alternate perspectives during meetings.

SELECTION CRITERIA

Consistently, researchers emphasize the importance of creating objective selection criteria before any candidate materials have been received. Consider desired qualities of research, such as publication expectations, contribution to the intellectual community, and teaching ability. Additional suggestions include:

1. Start with broad questions, such as: “What expectations do you have for the person in this position?” Or “what characteristics are you looking for in a candidate?”
2. Develop evaluation criteria individually, allow everyone to share their lists, then proceed to develop the final evaluation criteria.
3. Identify criteria that will distinguish applicants for each stage of the selection process. Different criteria will be more or less relevant as the applicant pool is winnowed down.
4. Discuss the significance and meaning of educational background and scholarly accomplishments in applicant review, using a question such as: “What does the doctoral granting institution, number of publications, etc. tell us about their strength as a candidate?”
5. Create a grid with selection criteria for use in reviewing applicants. A grid lists the agreed upon criteria and allows search committee members to rate applicants on each criterion. A disciplined approach to evaluation helps search committees view the different strengths that applicants will inevitably have, which may be overlooked if applicants are initially evaluated relying on a sense of their relative global merit.
6. Allow for the identification of unique contributions demonstrated by candidates that were not considered at the outset of the search.

APPLICANT REVIEW & DISCUSSION

The applicant review and discussion is one of the most important aspects of the process, particularly when you have one or more diverse applicants in the pool. A disciplined approach to evaluation such as this can help search committees keep in view the different strengths that applicants inevitably will have, which may be overlooked if applicants are initially evaluated relying on a sense of their relative global merit. In efforts to conduct a more fair review process, the following recommendations are provided:

1. Determine if your applicant pool includes a proportionately appropriate number of outstanding women and underrepresented minorities before winnowing the applicant pool. If not, consider taking active steps to obtain additional applicants.
2. Review one criteria at a time for each applicant. This allows the discussion to focus on the objective criteria and helps the committee avoid premature prioritization of applicants.

	Applicant 1	Applicant 2	Applicant 3
Criterion 1			➔
Criterion 2			➔
Criterion 3			➔
Criterion 4			➔

3. Examine practices to ensure that applicant evaluation is not inadvertently screening out well-qualified applicants from minority-serving institutions.
4. Phase the development of the short list by starting with an “intermediate” list to avoid eliminating a candidate too quickly.
5. Consider creating separate short lists for each criterion and developing the short/intermediate list by taking the top candidates across different criteria.
6. Encourage individual candidate evaluation immediately after each visit. Refrain from collective candidate evaluations. Unintentionally, the first candidate can set the standard for everyone that follows and restrict the committee’s discussion.
7. Create a candidate evaluation sheet that makes sense for your search.
[See Appendix E]

SPECIAL CONSIDERATIONS

Unintended biases can enter the process at any time, leading the committee to undervalue the applications of outstanding women and underrepresented minorities. Early during the process, it is helpful to complete the following in efforts to mitigate unintended bias:

1. Interview more than one woman and/or underrepresented minority candidate during the hiring process. When there is only one woman or underrepresented minority, s/he is far less likely to succeed than when compared to a diverse pool of candidates, likely due to the heightened salience of his or her race or gender.
2. Discuss the potential for evaluation bias in the committee's process and ways to increase awareness of such biases.
3. Understand the specific ways that unconscious bias might influence the applicant review process and unintentionally narrow the field of strong applicants, in ways such as prestige (or lack thereof) of the Ph.D. granting institution and personal knowledge/direct relationships with candidate professional references.

4: On-campus Interviews

BEFORE THE INTERVIEW

Careful planning helps to ensure that all candidates have a similar, high-quality campus visit. Work to standardize schedules while also providing some flexibility.

1. Create a set of consistent questions based on job-related criteria by which the candidates will be evaluated (as mentioned in the previous section). This will allow appropriate comparative judgments to be made while ensuring that crucial, job-related information is obtained.
 - a. Avoid illegal and discriminatory questions, especially those based on assumptions about the candidates' ethnicity, sexual orientation, ability-status, or other aspects of diversity. [See Appendix C]
 - b. Include questions that allow candidates to speak to their diversity-related experience and expertise.
2. Develop a comprehensive interview schedule.
 - a. Provide the opportunity for candidates to meet and interview with underrepresented faculty, staff, and students (when possible).
 - b. Schedule a time for candidates to meet with the Deputy Provost for Research and Minority Issues, Chair of the Women's Leadership Council, and/or other senior-level women/underrepresented administrators to discuss resources and opportunities.
 - c. Determine other important people across campus that may positively influence women/underrepresented candidates (e.g., the Directors of the Center for the Study of Race, Politics, and Culture and the Center for the Study of Gender and Sexuality).
 - d. Ask candidates in advance if they would like to see particular facilities or meet specific people while on campus.
 - e. Accommodate candidates' personal visits with local family/friends after the formal interview process. Capitalizing on existing connections might increase the attractiveness of the position.

- f. Incorporate time for candidates to view the surrounding communities, housing options, cultural amenities, etc.
 - g. Allow adequate flexibility in the schedule for bathroom breaks, preparation before presentations, walking/driving to multiple destinations, etc.
3. Ensure that all faculty and students who are scheduled to meet candidates have read and understand interview procedures.
- a. Send all interviewers candidate application materials in advance of their visit and ask them to prepare specific questions focused on the responsibilities listed on the position announcement.
 - b. Provide interviewers a brief handout that includes guidelines of appropriate/ inappropriate questions. [See Appendix C]
4. Share ample information with candidates in advance.
- a. Distribute an accurate description of teaching responsibilities and other expectations of the position, beyond what is provided in the basic job posting.
 - b. Give candidates materials concerning the actual interview. Some departments offer an “Interview Information for Candidates” handout that provides a sample interview schedule, format for the job talk, and information regarding what to anticipate in terms of interactions with department faculty and meeting with the chairperson.
 - c. Send candidates campus brochures, information on affiliated research centers, a campus map, and other contents that would help candidates feel more informed about the department and University. Contact Faculty Relocation/Dual Career Services for recruitment packets that include information about UChicago, the Hyde Park/Chicago area and services, resources, and cultural amenities.
 - d. Prepare a resource sheet that lists the diverse programs and resources offered by the city of Chicago.

DURING THE INTERVIEW

Approach your interactions with each finalist as if s/he will be the successful applicant to join your department. Remember that your candidate of choice must also choose your department, so it is especially important that all candidates have as favorable of an experience as possible during their visit.

1. Treat women and underrepresented minority faculty applicants as scholars and educators, not as valuable candidates *because* of their identities as women and underrepresented minority scholars.
2. Remember that each candidate should experience a similar interview process. In other words, when interviewing candidates from majority populations, they too should receive options to visit family/friends after the interview, meet relevant people across campus, etc.
3. Give all candidates comparable time to describe their qualifications and interest in the position.
4. Prepare information related to women and underrepresented minorities, so you have materials to answer candidate questions. Data that might be helpful include:
 - a. Number/percentage of women and underrepresented faculty across campus.
 - b. Number/percentage of women and underrepresented minority students in the department, college, and University. You can obtain information related to the college and University from the Office of the Provost.
5. Plan to review the tenure and promotion criteria, especially how research, teaching, citizenship, and service activities are weighed in the process.
 - a. Discuss service and potential external commitments during the interview. Commonly, women and underrepresented faculty are actively involved on committees and assume heavier advising/mentorship loads. Since these responsibilities detract from research endeavors, articulating the parameters/culture in your unit early in the process is helpful.

- b. Inform candidates of available resources such as faculty development, research and teaching assistants, partner/spousal job search support, housing assistance, release time for research or special assignments, etc.
 - c. Share how the department will support the candidates' success and promotion, including a discussion about your departmental mentorship program.
6. Avoid casual conversation (including discussions that occur in social settings) that touch on inappropriate topics or inquiries that are illegal in an interview context, as they could be misinterpreted by the candidate.
7. Videotape job talks for faculty who are unable to attend, affording them the opportunity to view the talk. However, make sure that videotaping job talks does not dramatically affect in-person attendance.

AFTER THE INTERVIEW

Steps taken after the interview are often as important as preceding actions. Communication with candidates, faculty, and those who participated in the search process are all significant components this process.

1. Follow-up with candidates and respond to any unanswered questions.
2. Encourage faculty to complete their individual candidate evaluations immediately after each visit and refrain from quickly scheduling the collective candidate discussion. Unintentionally, the first candidate can set the standard for everyone that follows and restrict the committee's discussion.
3. Solicit written remarks from those who interviewed candidates, including students and staff that participated during the campus visit.
4. Send a follow-up email to candidates thanking them for their visit and notify them of the anticipated timeline.
5. Ask candidates to let you know if they receive an offer from another institution. This affords you the opportunity to make a counter-offer and/or request expedited processes.
6. Notify unsuccessful candidates after the open position has been filled, prior to public announcement of the appointment. It is a professional courtesy to

personally call candidates who participated in the on-campus interview who were not selected. Sometimes, the phone call is followed by a formal follow-up letter.

7. Follow the University requirements for documenting the search process. This information is available at the following link:

<https://humanresources.uchicago.edu/fpg/policies/200/p202.shtml>.

MAKING THE OFFER

Extending an offer is a great time to demonstrate your sincere interest in hiring a candidate. Providing them more than perhaps what they anticipated can help the candidate solidify their decision to choose UChicago. Candidates who experience the negotiation process as honest and fair will feel satisfied with their positions and more committed to staying at UChicago in comparison to those who feel a department deliberately withheld information, resources, or opportunities.

1. Remember that women and minority candidates may have received less mentoring at previous career stages in comparison to their counterparts, thus putting them at a disadvantage in knowing what they can legitimately request in negotiations.
2. Empower the candidate to advocate on his/her own behalf by providing a list of options for them to discuss in the course of negotiations. These might include:
 - a. Salary
 - b. Course release time
 - c. Teaching load
 - d. Release time for research
 - e. Service expectations
 - f. Tenure clock stoppage
 - g. Lab equipment, space, renovations, etc.
 - h. Research assistants/teaching assistants
 - i. Clerical/administrative support
 - j. Discretionary funds-books, journals, memberships, etc.
 - k. Travel fund
 - l. Secure parking
 - m. Summer salary
 - n. Moving expenses
 - o. Assistance with partner/spouse career options
 - p. Child/elder care
 - q. Tuition exchange/remission for dependents
3. Ensure that the proposed salary for female, ethnically diverse, or international candidates is comparable to compensation offered to majority candidates.
4. Emphasize the ways in which the department will support the career success of junior faculty members.

5. Ask the candidate if there are concerns about the department and provide honest clarification, while also highlighting the benefits associated with UChicago and the department.
6. Provide clear, detailed information about mentoring practices and discuss milestones such as annual reviews, third year reviews, tenure reviews, and post-tenure promotion reviews.

REFLECT ON THE PROCESS

A thoughtful reflection of the efficacy of your search and how it can be improved is appropriate. Asking faculty for their feedback, candidates who turned down your offer, and the candidate who is joining your department may all provide different, yet useful perspectives. As institutional memory can leave with the changing of department chairs, perhaps determine a centralized, confidential place where your reflections, feedback, and recommendations for forthcoming searches are accessible for future reference.

5: Retention Strategies

Recruiting excellent faculty is an important step and equally important is retaining your current faculty. There are a range of successful retention strategies that institutions have implemented at the departmental and/or institutional levels.

DEPARTMENTAL STRATEGIES

1. Chairperson Meetings with Junior Faculty

The department chairperson initiating check-in meetings with either small groups of junior faculty or individual one-on-one's helps with socialization/acclimation to the department and clarifying departmental expectations. This is also a proactive way to assist junior faculty with problems that arise.

2. Climate Assessments

Examining the climate within a given department provides an opportunity for the chairperson to see the variation in how faculty experience the department and work with others to make efforts toward improving areas of concern. Make sure to modify the assessment to maintain appropriate levels of confidentiality, particularly for small departments.

3. Cluster Hiring

This refers to the hiring of more than one underrepresented person during a given search. Sometimes, this can also happen in collaboration with other departments who are hiring scholars with overlapping research areas. Cluster hires help minimize feelings of isolation and allow for a stronger cohort that can work together on projects of common interest.

4. Formal Mentorship

At the departmental level, the chairperson assigns a senior faculty member to serve as a mentor. The mentor may not match the mentee in terms of demographic factors (e.g., race, ethnicity, gender, etc.), but can be invaluable in terms of helping the mentee learn the departmental culture, expectations, and success strategies.

5. Monitoring Over-commitment

Commonly, underrepresented faculty of color and women often become overcommitted with advising and service activities. The department chairperson can support junior faculty with selecting committee assignments and reasonable leadership roles.

INSTITUTIONAL STRATEGIES

1. Campus Climate Assessments

A welcoming and inclusive environment allows everyone to prosper – faculty, staff, and students. Understanding the current climate and how the different segments of the campus community experience the institution allows for the development of very intentional strategies that address perceived/real inequities, differential needs and concerns.

2. Community Building

Creating opportunities for formal and informal communal gatherings will assist faculty with establishing connections with others who may share similar experiences. In many cases, there is not a critical mass of women or faculty of color within a particular department and institutional support is needed to implement programs that bring underrepresented faculty together.

3. Diversity Awards (Individual)

These awards recognize faculty who have made significant contributions in the area of diversity. The awards are presented during prestigious receptions/dinners and help faculty feel valued and appreciated for their efforts.

4. Diversity Awards (Departmental)

Departmental Diversity Awards recognize and reward departments that have collectively achieved goals or milestones related to diversity. Given the isolation that many faculty of color experience, departments that make significant strides in their diversity efforts contribute to the institutional diversity goals, thus warranting special recognition.

5. Diversity Strategic Plans

Institutions that adopt a diversity strategic plan look holistically at the institution (faculty, students, staff, alumni, community members, etc.) and develop data-based strategies based on the identified needs and outcome assessments.

6. Cultural Competency Workshops

It is recognized that many faculty need a higher level of awareness regarding diversity. Increasing the competence of faculty can help to modify the culture that women and underrepresented faculty are operating in, thereby assisting with retention efforts of these populations.

7. Leadership Development for Department Chairpersons

Department chairs have the potential to significantly influence hiring processes and expectations, but often lack the formal, practical training that would enable them to effectively lead the department in faculty diversification efforts. The training provided is active – allowing for scenarios, discussions, and solution-focused dialogues vs. passive lectures that simply provide data/information.

8. Mentorship Programs

At the institutional level, efforts are made to connect junior faculty with senior faculty who have similar identities (e.g., gender, ethnicity, etc.) when possible. Usually the mentor is not a faculty member within the same department, but has significant institutional knowledge and can assist the mentee with many of their professional development needs.

9. Multicultural Resource Directory

This document serves multiple functions – it provides campus resources, includes a directory that lists contact information for diverse faculty/staff, and offers local community resources. This is helpful as it affords faculty (both new and current) the opportunity to make connections with colleagues they may not have otherwise known about and offers information related to services, programs, etc.

10. Specialized Orientation for Underrepresented Faculty

An orientation specifically for underrepresented faculty involves prominent senior-level faculty/administrators of color and agenda items particularly relevant to the unique needs and success of new underrepresented faculty.

11. Professional Development Grants

Financial assistance provided to support faculty in their efforts to continue developing their skills and professional competencies.

12. Publicizing Progress and Continued Efforts

Advancements in terms of faculty diversity and ongoing efforts are broadly communicated. This information can provide current faculty hope and increase their confidence that the institution is committed to diversifying faculty.

13. Professional Development Sessions for Junior Faculty

Presentations and workshops on professional development topics often include: writing and publishing, fundraising, surviving institutional/departmental politics, conflict resolution, finding a mentor, work/life balance, and successfully navigating the tenure process.

6: Appendixes

- A: Survey of Diversification Programs in Academia
- B: Resources for Identifying Diverse Applicants
- C: Interview Questions & Inquiries
- D: Building the Pool Checklist
- E: Sample Candidate Evaluation Sheet
- F: Brief Guide to Mentorship/Career Advising Models
- G: References & Resources

Appendix A: Survey of Diversification Programs in Academia

Alliance for Graduate Education and the Professoriate

A network of universities dedicated to increasing the number of underrepresented minorities obtaining graduate degrees in science, technology, engineering and mathematics. Funded by the National Science Foundation, the primary goals of the Alliance for Graduate Education and the Professoriate (AGEP) are to: (a) significantly increase the number of underrepresented minorities (i.e., African Americans, Hispanics, American Indians, Alaska Natives, and Native Hawaiians or other Pacific Islanders) obtaining graduate degrees in science, technology, engineering and mathematics (STEM), and (b) enhance the preparation of underrepresented minorities for faculty positions in academia. AGEP employs a strategy of alliances with doctoral-granting institutions to accomplish these goals.

Website: <http://www.nsfagep.org/>

Target Population(s): Undergraduate Students; Graduate Students

Alliance for Building Faculty Diversity in the Mathematical Sciences

The Alliance for Building Faculty Diversity in the Mathematical Sciences offers four NSF funded Postdoctoral Fellowships targeted at new or recent minority Ph.D.'s. The alliance is comprised of NSF Mathematical Sciences Institutes and seven major research universities with a strong record of mentoring underrepresented mathematics graduate students. A typical 3-year postdoctoral fellow will spend two years at one of the Alliance universities and up to a year at one or more national institutes if there are suitable programs. Each postdoc is matched with a research mentor at the host university. The aim is to establish and implement a mentorship model that will increase the access of underrepresented US groups to academic tenure-track positions.

Website: <http://www.math.ncsu.edu/alliance/>

Target Population(s): Postdocs

American Bar Association Summer Research Diversity Fellowships in Law and Social Science

This program is designed to introduce undergraduate students to research in law and the social sciences. Each student is assigned to an American Bar Foundation research professor who involves the student in his/her research project and mentors the student. Students work for 35 hours per week for eight weeks. Students must be American citizens or lawful permanent residents who are African American, Hispanic/Latino, Native American, or Puerto Rican, as well as other individuals who will add diversity to the field of law and social science. Applicants must be sophomores or juniors, majoring in the social sciences or humanities, and have a GPA of at least 3.0 out of 4. Students receive a stipend of \$3,600.

Website: <http://www.americanbarfoundation.org/research/Fellowshipopportunities/SummerResearchDiversityFellowshipsinLawandSocialScience.html>

Target Population(s): Undergraduate Students

American Political Science Association Ralph Bunche Summer Institute [Duke]

Each summer, the Institute gives 20 students a look at the world of graduate study with a program of two transferable credit courses, one in quantitative analysis and one in race and American politics, to introduce the intellectual demands of graduate school and political science research methods. This program targets students from racial/ethnic groups that are significantly underrepresented in science in the United States, such as African American, Latino/a, Native American, and Pacific Island students. Applicants must be United States citizens completing their junior year of undergraduate study, majoring in political science or a related discipline, and have an interest in attending graduate school in political science. Students receive full support of tuition, health insurance, transportation, room and board in a dormitory double room, books, and instructional materials.

Website: <http://polisci.duke.edu/undergraduate/opportunities/rbsi>

Target Population(s): Undergraduate Students

American Sociological Association Minority Fellowship Program

Through its Minority Fellowship Program (MFP), the American Sociological Association (ASA) supports the development and training of sociologists of color in any sub-area or specialty in the discipline. In addition to providing financial support, MFP works with its Fellows and their faculty mentors to help prepare the Fellow for a research career. Also, MFP plans workshops and paper sessions at the ASA Annual Meeting, offers travel support to scientific conferences, and fosters the development of formal and informal networks for Fellows. The annual stipend for each award (August 1- July 31) is \$18,000. In addition, arrangements for the payments of tuition are made with universities or departments. There are also limited funds available for travel to the ASA Annual Meeting each August, regional or aligned association meetings in the spring or fall, and professional development training programs and workshops.

Website: <http://www.asanet.org/funding/mfp.cfm>

Target Population(s): Graduate Students

BRAINS: Broadening the Representation of Academic Investigators in Neuro Science

A national program to accelerate and improve the career advancement of neuroscience postdoctoral researchers and assistant professors from underrepresented groups. The program, newly funded by a R25 grant from NIH's National Institute for Neurological Disorders and Stroke (NINDS), creates unique, life-transforming experiences for participants. The BRAINS program goal is to increase engagement and retention of academic early-career neuroscientists from underrepresented groups by reducing isolation, providing tips, tools, and skill development to prepare for tenure track success, and increasing career self-efficacy. The program offers a multi-day professional development symposium, facilitated peer mentoring circles and career development consultation process.

Website: <http://depts.washington.edu/brains/>

Target Population(s): Graduate Students; Postdocs

Brown University's Initiative to Maximize Student Development

The Initiative to Maximize Student Development (IMSD) program at Brown titled “Advancing the culture of Ph.D. learning and scholarship in Biology and Health Sciences” provides research training support for students in underrepresented groups to significantly increase the participation of these groups within the fields of biomedical and behavioral research. This ongoing program enhances partnerships with Minority-Serving Institutions to encourage and increase opportunities for minority students in biology and public health graduate training fields and promote graduate student development across the Brown campus. Each student receives a unique advising plan and support structure that continues throughout their graduate careers at Brown. Students participate in special training modules open to all graduate students to build expertise that will foster academic achievement and success in graduate school. These training modules focus on areas such as scientific writing, demystifying the Ph.D. experience, and graphic presentations of biological data. These modules will be open to other BioMed graduate students, as necessary, to not only enhance the training environment of the direct participants, but also impact the entire BioMed graduate community. This program seeks to build leverage to achieve success with participants reaching their full potential at the end of their graduate career.

Website: <http://biomed.brown.edu/imsd/>

Target Population(s): Undergraduate Students

Brown University's Pembroke Center for Teaching and Research on Women Postdoc Fellowships

Pembroke Center is awarding one-year residential postdoctoral fellowships to scholars from any field whose research relates to the theme of “Socialism and Post-Socialism.” Fellows are required to participate weekly in the Pembroke Seminar, teach one undergraduate course, and pursue individual research. Candidates are selected on the basis of their scholarly potential and the relevance of their work to the research theme. Recipients must have a Ph.D. and may not hold a tenured position. Fellowships are awarded to postdoctoral scholars who received their Ph.D. degrees from institutions other than Brown University. Brown University is an EEO/AA employer. The Center strongly encourages underrepresented minority and international scholars to apply.

Website:

http://www.brown.edu/Departments/Pembroke_Center/research/postdoc.html

Target Population(s): Postdocs

California Forum for Diversity in Graduate Education

The California Forum for Diversity in Graduate Education, planned by a consortium of public and private colleges and universities from throughout California, is designed to meet the needs of advanced undergraduates and master's candidates who belong to groups that are currently underrepresented in doctoral-level programs. These groups include low-income and first-generation college students, particularly African Americans, American Indians, Chicanos/Latinos, Filipinos, Pacific Islanders, Asian American women, and Asian American men in the arts, humanities, and social and behavioral sciences. Each California Forum for Diversity in Graduate Education brings together approximately 1,000 pre-selected, high-achieving undergraduate and master's students. Students explore graduate opportunities and resources by participating in numerous workshops conducted throughout the day. Universities and individual graduate programs offering academic master's and/or Ph.D. degrees are welcome to participate in the recruitment fairs that will take place concurrently with the other planned activities. Note: these events are for all disciplines except MBA programs, medicine, dentistry, optometry, chiropractic, pharmacy, veterinary science, and law, all of which have their own recruiting networks.

Website: <http://www.ucop.edu/forum-for-diversity/recruiters/>

Target Population(s): Undergraduate Students

Carolina Postdoctoral Program for Faculty Diversity

As part of a continuing commitment to building a culturally diverse intellectual community and advancing scholars from underrepresented groups in higher education, the University of North Carolina at Chapel Hill Carolina Postdoctoral Program for Faculty Diversity has 2-year postdoctoral research appointments. The purpose of the Program is to develop scholars from underrepresented groups for possible tenure track appointments at the University of North Carolina and other research universities. Postdoctoral scholars are engaged in full-time research and teach one course per fiscal year.

Website: <http://research.unc.edu/carolina-postdocs/>

Target Population(s): Postdocs

Chancellor's Postdoctoral Fellowship

The Berkeley Chancellor's Postdoctoral Fellowship offers postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California. These contributions may include public service addressing the needs of our increasingly diverse society, efforts to advance equitable access to higher education, or research focusing on underserved populations/understanding inequalities related to race, gender, disability, or sexual orientation. Fellowships are offered at: UC Berkeley/Davis/Irvine/Los Angeles/San Diego and UMichigan.

Website: <http://diversity.berkeley.edu/chancellors-postdoctoral-fellowship>

Target Population(s): Postdocs

Chicago Academic Medicine Program (CAMP) * Offered at UChicago *

CAMP is a non-residential, 6-week summer program for undergraduate students who have completed their freshman or sophomore year in college, or who are graduating from high school in the spring and have been accepted into college. A stipend is provided to assist with summer earnings. The Pritzker School of Medicine Office of Multicultural Affairs developed CAMP to help multicultural and disadvantaged students build the knowledge base and academic skills necessary for success in a premedical program.

Website: <http://pritzker.uchicago.edu/about/diversity/pipeline/camp.shtml>

Target Population(s): Undergraduate Students

Consortium for Faculty Diversity

The Consortium is committed to increasing the diversity of students, faculty members and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions. The Consortium was founded as an association of liberal arts colleges committed to strengthening the ethnic diversity of students and faculty members at liberal arts colleges. The early goals of the Consortium with regard to faculty diversity included U.S. citizens who are members of underrepresented minority groups.

Website: <http://www.gettysburg.edu/about/offices/provost/cfd/>

Target Population(s): Postdocs

Cornell University Doctoral/Postdoctoral Diversity Fellowships

Cornell diversity fellowships are designed to support the early development of scholars who show promise of distinguished research careers and who are from sectors of the population historically underrepresented on the professorial faculties of colleges and universities in the United States. Eligible applicants might be from underrepresented minority groups, have faced economic hardship, be first-generation college graduates, or work on topics related to these areas. Each department may submit up to three nominees per year to the selection committee.

Website: <http://as.cornell.edu/academics/opportunities/diversity-fellowships/>

Target Population(s): Postdocs

Diversifying Higher Education Faculty in Illinois

DFI Fellowships support underrepresented graduate students who intend to teach or become administrators in higher education in the state of Illinois following graduation. Master's students are eligible for two years of support and doctoral students are eligible for four years. The fellowship covers tuition and provides a \$10,500 stipend to awardees for their first year of the fellowship and \$15,000 for each year thereafter. To be eligible, a student must be a US citizen, a member of an underrepresented racial group, a resident of the state of Illinois, in a master's or doctoral program, able to demonstrate financial need and academic excellence. Applicants must also commit to working full-time in higher education in the state of Illinois starting upon graduation and continuing for as many years as was supported by the fellowship.

Website: <http://www.ibhe.org/DFI/default.htm>

Target Population(s): Graduate Students

Diversity in Education Faculty Symposium

These symposiums are designed to engage faculty in discussions about diversity in education and pipeline initiatives. This strategy communicates the value and rationale for diversification of faculty who are needed to support and lead pipeline initiatives.

Website: <http://med.stanford.edu/phd/diversity/symposia.html> (Stanford)

Website: <http://diversity.mit.edu/summit> (MIT)

Target Population(s): Faculty

EDGE Program

The EDGE Program, funded by the National Science Foundation and National Security Agency, is designed to strengthen the ability of women and minority students to successfully complete graduate programs in the mathematical sciences. The summer program includes two 4-week core courses, a mini-course on a selected area of mathematical research, and problem sessions aimed at preparing participants for qualifying exams.

Website: http://www.edgeforwomen.org/?page_id=3

Target Population(s): Undergraduate Students

Ford Foundation Fellowship Program

The Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Ford Foundation Fellowship awards are offered at the predoctoral, dissertation, and postdoctoral levels. Awards are made to individuals who have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are prepared to use diversity as a resource for enriching the education of all students.

Website: http://sites.nationalacademies.org/PGA/FordFellowships/PGA_048001

Target Population(s): Graduate Students; Postdocs

Harvard Medical School Dean's Postdoctoral Fellowship

The Dean's Postdoctoral Fellowship at Harvard Medical School will prepare postdoctoral scientists, particularly scientists from minority and disadvantaged backgrounds, for cutting-edge research careers. Two-year fellowships are awarded each year to two promising researchers in the fields of basic or social sciences. Fellowships will position the right candidates to make major contributions as scientific and societal leaders. Fellows will benefit from a highly innovative and creative research environment that emphasizes scientific rigor, collaboration, and the pursuit of excellence in science.

Website: <http://www.hms.harvard.edu/dcp/deanspdfellowship/index.html>

Target Population(s): Postdocs

Institute for Recruitment of Teachers (IRT)

IRT addresses the lack of diversity in the nation's teaching faculties by recruiting outstanding students of color and other scholars committed to diversity, counseling them through the graduate school application process, and advocating for sufficient funding for advanced study. Since 1990, the IRT has built a national consortium of colleges and universities that are eager to enroll IRT students to diversify their graduate student bodies and to expand the pipeline of educators to teach, counsel, and administrate in American schools, colleges, and universities. IRT urges its students to earn their advanced degrees and teaching credentials before they launch their educational careers.

Website: <http://www.andover.edu/SummerSessionOutreach/IFROTeachers/Pages/default.aspx>

Target Population(s): Undergraduate Students

Leadership Alliance * Offered at UChicago *

The Leadership Alliance is a consortium of more than 30 leading research and teaching colleges, universities, and private industry organizations. The goal of this program is to train, mentor, and inspire a diverse group of students from a wide range of cultural and academic backgrounds in preparation for competitive graduate training programs and professional research-based careers. Leadership Alliance provides summer research opportunities for undergraduates. Students are integrated into on-going research programs. Their research will culminate in an oral or poster presentation at the Alliance's national symposium.

Website: <http://www.theleadershipalliance.org/>

Target Population(s): Undergraduate Students

Louis Stokes Alliance for Minority Participation (LSAMP) & Bridge to the Doctorate

The LSAMP and LSAMP Bridge to the Doctorate program is aimed at increasing the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs, and increasing the number of students interested in, academically qualified for and matriculated into programs of graduate study. LSAMP supports sustained and comprehensive approaches that facilitate achievement of the long-term goal of increasing the number of students who earn doctorates in STEM fields, particularly those from populations underrepresented in STEM fields. The program goals are accomplished through the formation of alliances. Phase I programs place emphasis on aggregate baccalaureate production. Phase II programs augment the Phase I emphasis with attention to individual student retention and progression to baccalaureate degrees. Phase III programs augment the Phase I and Phase II with attention to aggregate student progression to graduate school entry.

Website: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13646

Target Population(s): Undergraduate Students

Mellon Mays Undergraduate Fellowship (MMUF) Program* Offered at UChicago *

Mellon Mays Undergraduate Fellowship (MMUF) Program is the centerpiece of the Andrew W. Mellon Foundation's initiatives to increase diversity in the faculty ranks of colleges and universities. The Fellowship aims to identify, support and mentor highly qualified undergraduates and to encourage these students to pursue a Ph.D. in fields where diversity has not been historically present and increase the number of faculty from underrepresented groups at colleges and universities throughout the country and abroad to bring a wider range of experiences and perspectives to teaching and scholarship.

Website: <http://mellonmays.uchicago.edu/>

Target Population(s): Undergraduate Students

Neuroscience Scholars Program

Envisioned as a multidimensional two-year training program open to underrepresented and diverse neuroscience graduate students and postdoctoral researchers, this program includes live events and webinars, a rich library of educational resources, and an online diversity affinity group of NSP mentors and alumni for seeking career connections and guidance. Students must be citizens or permanent residents of the United States, and must be from a group recognized as underrepresented in the biomedical, behavioral, clinical, and social sciences.

Website: <http://www.sfn.org/careers-and-training/diversity-programs/neuroscience-scholars-program>

Target Population(s): Graduate Students; Postdocs

Perelman School of Medicine Educational Pipeline Program

This academic year program for local high school students aims to increase the matriculation of underrepresented minorities in medical school. The Pipeline program combined forces with the Netter Center for Community Partnerships in order to form a strong and enduring relationship with Sayre High School in West Philadelphia, which is now the program's primary partner school. The curricula focus on clinical specialties, including cardiology, epidemiology, infectious disease, gastroenterology and neurology. The Perelman School of Medicine Educational Pipeline Program takes place during the spring semester and students are brought to the medical school one afternoon per week for 90-minute sessions.

Website: <http://www.med.upenn.edu/pipeline/>

Target Population(s): High School Students

Ph.D. Pre-VU Recruitment Event [Vanderbilt University]

The VU-EDGE Ph.D. Pre-VU Recruitment event will provide an opportunity for a select group of highly talented underrepresented students to learn more about the Ph.D. programs at Vanderbilt and, more importantly, the process of developing from a graduate student into an independent researcher. The event also seeks to provide Vanderbilt faculty members with an additional pool of students who in the past might not have applied for admission to a Ph.D. program at Vanderbilt due to a lack of awareness that graduate education opportunities at Vanderbilt exist.

Website: <http://www.vanderbilt.edu/edge/Pre-VU.php>

Target Population(s): Undergraduate Students

Postdoctoral Fellowships for Academic Diversity [UPenn]

This is a competitive program with the goal of increasing the diversity of the community of scholars devoted to academic research. They seek to attract promising researchers and educators from different backgrounds, races, ethnic groups, and other diverse populations whose life experience, research experience, and employment background will contribute significantly to the academic mission. Fellowships are available for postdoctoral training in all areas of study. Successful candidates will receive mentored scholarly and research training as well as courses and workshops to enhance their research success skills and prepare them for a faculty position at a major university.

Website: http://www.upenn.edu/research/postdocs_students/postdoctoral_fellowships_for_academic_diversity/

Target Population(s): Postdocs

Princeton Society of Fellows

The Princeton Society of Fellows in the Liberal Arts is comprised of recent Ph.D. recipients in the humanities and selected social and natural sciences. This program seeks to promote innovative interdisciplinary approaches to scholarship and teaching. Fellowships are awarded to candidates who are at the beginning of their academic career and have already demonstrated both outstanding scholarly achievement and excellence in teaching. Three to five postdoctoral fellows are appointed each year for three-year terms in residence to pursue research and teach half-time in their academic host department, the Program in Humanistic Studies, or in other University programs. The total number of postdoctoral fellows is between 12-15. Fellowships carry with them an appointment as Lecturer in the fellow's host department. Fellows are provided with a shared office, a personal computer, a research account and access to grants, benefits, and other resources.

Website: <http://www.princeton.edu/sf/index.xml>

Target Population(s): Postdocs

Princeton Summer Undergraduate Research Experience

An 8-week, residential summer research experience for up to 20 undergraduates who express a serious interest in pursuing a Ph.D. and following a career in college or university teaching and research. The purpose of the program is to motivate and prepare students to make competitive applications to research doctoral programs, with a view toward completing the Ph.D. and going on to teach and conduct original research. Each student accepted for the Princeton Summer Undergraduate Research Experience (PSURE) will work with a Princeton faculty member, either as a research assistant in a laboratory project (sciences and engineering) or as an advisee in editing and writing research papers appropriate to the field (humanities and social sciences).

Website:

http://www.princeton.edu/gradschool/diversity/prospective_students/summer/

Target Population(s): Undergraduate Students

Pritzker School of Medicine Experience in Research * Offered at UChicago *

The Pritzker School of Medicine Experience in Research (PSOMER) is an 8-week residential research, education, and mentoring experience at the University of Chicago. PSOMER is open to college students who are rising juniors and graduating seniors. Applicants must be US citizens or have Permanent Resident status. The program seeks high-achieving students from disadvantaged backgrounds, African American/Black, Hispanic, American Indian, Alaska Native, Native Hawaiian or other groups that are underrepresented in the health related sciences and medicine. The projects will range from basic science laboratory to clinical research projects.

Website: <http://pritzker.uchicago.edu/about/diversity/pipeline/psomer.shtml>

Target Population(s): Undergraduate Students

Provost's Career Enhancement Postdoctoral Scholarship * Offered at UChicago *

The Office of the Provost at the University of Chicago awards four two-year postdoctoral scholarships to promising junior scholars in all fields. Candidates must have completed all requirements for their doctoral degree before the scholarship start date, and must be no more than three years beyond receiving that degree. Individuals currently holding a postdoctoral or faculty position at the University of Chicago are ineligible. Successful candidates are selected on the basis of academic achievement, scholarly promise, potential to add to the diversity of the University community, and the likelihood that the individual may be a competitive candidate for a faculty position at the University of Chicago upon the completion of the Scholarship. In addition to pursuing their research, Scholars will teach one quarter-long course in their field for each year in which they hold a postdoctoral scholarship.

Website: <http://provostpostdoc.uchicago.edu/>

Target Population(s): Postdocs

Research in the Biological Sciences * Offered at UChicago *

A four-week intensive training program, Research in the Biological Sciences (RIBS) is designed to expose students to a broad range of molecular, microbiological, and cell biological techniques currently used in research laboratories. Students are immersed in the research experience, giving them a taste of “life at the bench.” As space permits, several students are invited back the following year to work in the lab of a University of Chicago research scientist.

Website: <https://summer.uchicago.edu/highschool/ribs>

Target Population(s): High School Students

St. Jude Children’s Research Hospital National Graduate Student Symposium

The St. Jude National Graduate Student Symposium (NGSS) is an all-expenses-paid event held each spring on the St. Jude campus in Memphis, Tennessee. This competitive academic and professional development event allows Ph.D.-level graduate students to present their own work, in addition to learning about the cutting-edge research and facilities at St. Jude. Neither the symposium nor the application process is advertised; thus, students can only apply if they have received an invitation from St. Jude or are nominated by a faculty advisor.

Website: <http://www.stjude.org/stjude/v/index.jsp?vgnextoid=c1747df03974a310VgnVCM100000290115acRCRD&vgnnextchannel=3a137df03974a310VgnVCM100000290115acRCRD>

Target Population(s): Graduate Students

Stanford Humanities Center External Faculty Fellowships

External fellowships are intended primarily for individuals currently teaching in or affiliated with an academic institution, but independent scholars may apply. Faculty fellowships are awarded across the spectrum of academic ranks (assistant, associate, and full professor) and a goal of the selection process is to create a diverse community of scholars. Applicants who are members of traditionally under-represented groups are encouraged to apply. Awards are made from an applicant pool of approximately 250. All applicants must have a Ph.D. and are at least three years beyond receipt of the degree at the start of the fellowship year. Junior fellowships are for scholars who are at least three and no more than ten years beyond receipt of the Ph.D. by the start of the fellowship year. Senior fellowships are for established scholars who are more than ten years beyond receipt of the Ph.D.

Website: http://shc.stanford.edu/fellowships/non-stanford-faculty/#exfac_answer_1

Target Population(s): Postdocs; Faculty

Summer Program in Neuroscience, Ethics & Survival

Summer Program in Neuroscience, Ethics, & Survival (SPINES) is an intensive one-month experience, in which students are exposed to neuroscience laboratory techniques, contemporary neuroscience research, ethics and survival skills (including grant writing, teaching, public speaking, and others). In a second optional month, students may apply to work full-time in a research laboratory at the Marine Biological Laboratory (MBL), especially those funded by the National Institute of Mental Health. The program is targeted to groups underrepresented in neuroscience to increase the probability of professional success, although applications from any qualified students interested in the SPINES curriculum are welcome. This is a full fellowship program and all costs of attending the course, including travel, housing, and meals at MBL are covered by the National Institute of Mental Health and MBL.

Website: <http://www.mbl.edu/education/special-topics-courses/summer-program-in-neuroscience-ethics-survival/>

Target Population(s): Undergraduate Students

Summer Research Experiences for Undergraduates Programs * Offered at UChicago *

Research Experiences for Undergraduate (REU) programs are supported by the National Science Foundation and offer undergraduate members of underrepresented minority groups (African Americans, Hispanics, and Native Americans) and women the opportunity to gain research experience working in the laboratory or research group of a Physics Department faculty member. Faculty and graduate students present special lectures to provide an overview of the wide-ranging research conducted in our Department. The stipend for the full ten-week program will be \$4,500. Housing is provided, and there will be modest travel expense reimbursement.

Website: <http://bscd.uchicago.edu/news/research-experiences-undergraduates-reu-fellowship-2012>

Target Population(s): Undergraduate Students

UNCF Merck Postdoctoral Science Research Fellowships

Each UNCF Merck Postdoctoral Fellow is intended to provide support to African American post-graduate students to obtain postdoctoral training and to prepare for a career in biomedical research. A scientist will mentor each fellow. Fellows are expected to maintain frequent contact with their mentor. Each Fellow is also required to visit the Merck Research Laboratories to present a progress report to the Merck research staff during the last half of the fellowship tenure.

Website: <https://scholarships.uncf.org/Program/Details/23d37902-d809-4686-8f5b-a760f83ca07e>

Target Population(s): Postdocs

University of California President's Postdoctoral Fellowship Program

Established in 1984, the purpose of this program is to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

Website: <http://ppfp.ucop.edu/info/>

Target Population(s): Postdocs

Upward Bound * Offered at UChicago *

Upward Bound provides fundamental support to participants in preparation for college entrance. Instruction in math, laboratory science, composition, literature, and foreign language are basic components of all programs. Upward Bound serves high school students from low-income families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from post-secondary education institutions.

Website: <http://osp-cp.uchicago.edu/page/about>

Target Population(s): High School Students

Appendix B: Resources for Identifying Diverse Applicants

ADVERTISING VENUES

American Indian Science & Engineering Society

The mission of the American Indian Science and Engineering Society (AISES) is to substantially increase the representation of American Indians and Alaskan Natives in engineering, science, and other related technology disciplines. AISES works to promote, initiate, and provide educational services for American Indian and Alaska Native pre-college, college and graduate students in STEM. AISES also supports early, mid, and executive level professionals in STEM through professional development, mentoring, networking, community service, and awards programs and initiatives. Includes job ads from peer institutions (MIT, Cornell).

Website: <http://www.aises.org>

Association for Women in Science

The Association for Women in Science is a leadership organization that has advocated for the interests of women in science and technology, for nearly 40 years. The Association has fought for equity and career advancement for women – from the bench to the boardroom. They are organized through a nationwide network of chapters and partnerships with aligned professional organizations. Includes job ads from peer institutions (Cornell, Harvard, Princeton, Penn).

Website: www.awis.org

Diverse Issues in Higher Education

Formerly, Blacks Issues in Higher Education, this journal's job listings include faculty jobs and teaching positions at higher education institutions. Postings include both tenured and non-tenured positions. Job seekers can browse listings for adjunct professor, associate professor, and full professor positions across a variety of disciplines – including Social Studies (Political Science, Sociology, Public Policy), Humanities (English, Literature, Classics), Fine Arts, Sciences, and Engineering. Faculty and research positions at institutions offering professional degrees, such as law schools, medical colleges, and business schools are also listed. Includes job ads from peer institutions (MIT, Northwestern, Cornell).

Website: <http://diversejobs.net/>

HBCU Connect.com Career Center

A job posting and recruitment site specifically for students and alumni of historically black colleges and universities. HBCU Connect provides a platform for networking, professional opportunities, educational opportunities, and connections. Includes job ads from peer institutions (Harvard).

Website: <http://jobs.hbcuconnect.com/>

Higher Education Recruitment Consortium

HERC is a non-profit consortium of over 600 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. The University of Chicago is a member of the Greater Chicago Midwest Regional HERC.

Website: http://www.hercjobs.org/greater_chicago_midwest/

The Hispanic Outlook in Higher Education

This magazine has been a top information news source and the sole Hispanic educational magazine for the higher education community. Includes job ads from peer institutions (Penn, Stanford, Cornell).

Website: <http://www.hispanicoutlook.com/employment-opportunities/>

JustGarciaHill Jobs

JustGarciaHill is dedicated to three outstanding minority scientists: Ernest Everett Just, 1883-1941; Fabian Garcia, 1871 – 1948; and Rosa Minoka Hill, 1875 - 1952. Our goal is to provide a supportive environment that will stimulate underrepresented minorities to pursue and strengthen scientific output in the United States and improve the health and well-being of minority and underserved communities. Includes job ads from peer institutions (Harvard, Princeton, Penn).

Website: <http://justgarciahill.newscientist.com/>

INSIGHT Into Diversity

Formerly the Affirmative Action Register, *INSIGHT Into Diversity* is a national magazine and a premier source of information for one million monthly readers seeking in-depth news, reports and commentary on issues surrounding all aspects of diversity and inclusion. Highly regarded for its extensive career opportunity listings, *INSIGHT Into Diversity* continues to successfully connect employers to the most highly qualified individuals regardless of race, color, national origin, religion, gender, age, disability, gender identity or expression, or sexual orientation. Includes job ads from peer institutions.

Website: <http://www.insightintodiversity.com/>

Minority PostDoc

MinorityPostdoc.org is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. They feature articles, resources, and events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues. The job page publishes postdoctoral and professional job/opportunity advertisements for all employment sectors: academia, industry, government, non-profit, etc. Includes job ads from peer institutions (Stanford, Yale, Cornell).

Website: <http://www.MinorityPostdoc.org/view/jobs.html>

National Society of Black Engineers

With over 29,900 members, the National Society of Black Engineers (NSBE), is one of the largest student-governed organizations in the country. Founded in 1975, NSBE now includes more than 394 college, pre-college, and professional chapters in the United States and abroad. NSBE's mission is "to increase the number of culturally responsible black engineers who excel academically, succeed professionally and positively impact the community."

Website: <http://www.nsbe.org>

Nemnet

A national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

Website: <http://www.nemnet.com>

Society of Women Engineers

The Society of Women Engineers Career Center is an online recruitment resource for leading companies in the engineering and technology fields. Includes job ads from peer institutions (Princeton, Stanford, Cornell).

Website: <http://www.swe.org>

APPLICANT SOURCES

Committee on Institutional Cooperation

The Committee on Institutional Cooperation (CIC) Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the participating universities. The Directory is designed to increase the visibility of doctoral alumni who bring diverse perspectives and experiences to higher education. The Directory is promoted among hiring committees at CIC member universities and the searchable, online database is freely available to the public.

Website: <http://www.cic.net/students/doctoral-directory/introduction>

Ford Foundation

This directory contains information on Ford Foundation Postdoctoral Fellowship recipients awarded since 1980 and for Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. The database can be sorted by award year, field of study, current institution, current state, or last name. Access to this database is free.

Website: <http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

Mellon Minority Undergraduate Fellowship Program

The fundamental objective of MMUF is to address, over time, the problem of underrepresentation in the academy at the level of college and university faculties. This goal can be achieved both by increasing the number of students from underrepresented minority groups (URM) who pursue Ph.D.'s and by supporting the pursuit of Ph.D.'s by students who may not come from traditional minority groups but have otherwise demonstrated a commitment to the goals of MMUF. They provide an online list of minority Ph.D.'s and their dissertation, book, and article titles in all fields.

Website: <http://www.mmuf.org/>

Society of Hispanic Professional Engineers

The Society of Hispanic Professional Engineers (SHPE) was founded in Los Angeles, California, in 1974 by a group of engineers employed by the city of Los Angeles. SHPE has an independent network of professional and student chapters throughout the nation.

Website: <http://national.shpe.org/>

University of California President's Postdoctoral Fellowship Program

The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. They offer a list of fellowship recipients and continuing fellows.

Website: <http://ppfp.ucop.edu/info/fellowship-recipients/>

University of Michigan President's Postdoctoral Fellowship Program

Beginning in 2011, the University of Michigan joined in a collaborative partnership with the University of California to offer postdoctoral fellowship opportunities. They offer a list of fellowship recipients.

Website: http://sitemaker.umich.edu/um-postdocs/fellowship_recipients/

Appendix C: Interview Questions & Inquiries

ILLEGAL AND / OR INAPPROPRIATE INTERVIEW QUESTIONS

- ✗ Joaquin is an interesting name. Where are you from originally?
- ✗ Are you a United States citizen?
- ✗ Are you dating or living with anyone right now?
- ✗ Are you dating, engaged, married, gay, divorced, etc.?
- ✗ Do you drink alcoholic beverages?
- ✗ Do you own or rent your home?
- ✗ How old are you?
- ✗ Sometimes the college has open houses on Sundays. Would this interfere with you attending religious services?
- ✗ The students on this campus tend to be liberal. How would you describe your political views?
- ✗ We have a great childcare center. Do you have any children?
- ✗ What church do you attend?
- ✗ What country are your parents from?
- ✗ What is your maiden name?
- ✗ What is your native language?
- ✗ What is your race?
- ✗ When did you graduate from high school?
- ✗ Will your wife need help in looking for employment as well?
- ✗ Would you like information about the quality of schools in the area?
- ✗ You don't look old enough to have a Ph.D. – how old are you? Do you think you will have a problem with students?

Listed below are the Fair Inquiry Guidelines established by the Equal Employment Opportunity Commission (EEOC) to provide specific protection from discrimination in hiring certain protected classes.

AGE

Unlawful Inquiries: Questions that tend to identify applicants that are age 40 or older.

Lawful Inquiries: “Are you 18 years of age or older?” or “If hired, can you furnish proof of your age?”

CITIZENSHIP

Unlawful Inquiries: Whether an applicant is a citizen. Requiring a birth certificate, naturalization or baptismal certificate. Any inquiry into citizenship would tend to divulge applicant’s lineage, descent, etc.

- Are your parents or spouse citizens of the US?
- What dates did you, your parents, or your spouse acquire US Citizenship?
- Are you, your parents, or your spouse naturalized or native-born US citizens?

Lawful Inquiries: Whether an applicant is prevented from being lawfully employed in this country because of visa or immigration requirements. If an applicant can provide proof of citizenship (passport), visa, or alien registration number after hiring. For example:

- If you are not a US citizen, do you have the legal right to remain permanently in the US?
- What is your visa status (if the answer is no to the previous question)?
- Are you able to provide proof of employment eligibility upon hire?

DISABILITY

Unlawful Inquiries: Questions related to whether the applicant has a physical or mental disability, addictions, or previous hospitalizations.

Lawful Inquiries: Questions related to an applicants’ ability to perform job-related functions, as long as the questions are not phrased in terms which would elicit whether the applicant has a disability.

EDUCATION

Unlawful Inquiries: Any question asking the nationality, racial, or religious affiliation of a school.

Lawful Inquiries: All questions related to academic, vocational or professional education of an applicant, including the names of the schools attended, degrees/diplomas received, dates of graduation, and course(s) of study.

FAMILY

Unlawful Inquiries: Questions concerning spouse, or spouse's employment, salary, child care, arrangements, or dependents, such as:

- How will your husband feel about the amount of time you will be traveling if you get this job?
- How many children do you have?
- What kind of childcare arrangements have you made?
- What will you do if your children get sick?

Lawful Inquiries: Whether the applicant can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirements. "Can you work overtime?" or "Is there any reason why you can't arrive for work at 7:30 am?"

MILITARY

Unlawful Inquiries: Type or condition of military discharge. Applicant experiences in non-US armed forces. Requests for discharge papers.

Lawful Inquiries: Inquiries concerning education, training, or work experience in the armed forces of the US. Note: in many areas veterans are a protected class.

NAME

Unlawful Inquiries: Any inquiries about name which would divulge marital status, lineage, ancestry, national origin, or descent. For example, “If your name has been legally changed, what was your former name?”

Lawful Inquiries: “Have you worked for this company or a competitor under any other name and if so, what name?” Name under which applicant is known to references as, if it is different from present name. For example, “What name will your references know you by?”

NATIONAL ORIGIN / ANCESTRY

Unlawful Inquiries: Any question non-related to the job requirements.

- What is your nationality?
- How did you acquire the ability to speak, read, or write a foreign language?
- How did you acquire familiarity with a foreign country?
- What language is spoken in your home?
- What is your mother tongue?

Lawful Inquiries: Only legal when the inquiry is based on a job requirement, such as: “What languages do you speak, read, or write fluently?”

ORGANIZATIONS

Unlawful Inquiries: “To what organizations, clubs, societies and lodges do you belong?”

Lawful Inquiries: Exclude affiliations that denote race, religious creed, color, national origin, or ancestry. These inquiries must only relate to the applicants job-related qualifications. For example, “To what *professional* organizations do you belong?”

PHOTOGRAPHS

Unlawful Inquiries: Requests that an applicant submit a photo at any time prior to hiring.

Lawful Inquiries: May be requested after hiring for identification purposes.

PHYSICAL HEALTH

Unlawful Inquiries: General questions, such as “Do you have any handicaps?” which tend to divulge handicaps or health conditions which do not relate reasonably to fitness of performing the job. Other inappropriate questions are:

- What caused your handicap?
- What is the prognosis of your handicap?
- Have you ever had any serious illness?
- Do you have any physical disabilities?

Lawful Inquiries: The questions must relate to the job:

- Can you lift 40 pounds?
- Do you need any special accommodations to perform the job for which you’ve applied?
- How many days did you miss from work (or school) in the past year?

PREGNANCY

Unlawful Inquiries: All questions relating to pregnancy and medical history concerning pregnancy. “Do you plan on having more children?”

Lawful Inquiries: Inquiries relative to duration of stay on a job or anticipated absences which are made to males and females alike. “Do you foresee any long-term absences in the future?”

RACE / ETHNICITY

Unlawful Inquiries: Questions that relate directly or indirectly to race or ethnicity.

Lawful Inquiries: None.

RELATIVES / MARITAL STATUS

Unlawful Inquiries: Whether the applicant is married, divorced, separated, engaged, widowed, etc. The following are unacceptable:

- What is your marital status?
- What is the name of your relative/spouse/children?
- With whom do you reside?
- How old are your children?

Lawful Inquiries: What are the names of relatives already employed by the company or a competitor?” Other than this specific question, there are no appropriate inquiries.

RELIGION

Unlawful Inquiries: Questions that directly or indirectly relate to a religion, including: “What religious holidays do you observe?” or “What is your religious affiliation?”

Lawful Inquiries: None except, “Can you work on Saturdays?” and this is only acceptable if it is relevant to the schedule required for the position.

RESIDENCE

Unlawful Inquiries: Names or relationship of persons with whom applicant resides. Whether applicant owns or rents a home. “Do you live in town?”

Lawful Inquiries: Inquiries about address to the extent needed to facilitate contacting the applicant. Please note that a post office box is a valid address. “Will you have any problems arriving to work at 9am?” is also legal.

SEX

Unlawful Inquiries: Any inquiry.

- Do you wish to be addressed as Mr., Mrs., Miss, or Ms.?
- Do you have the capacity to reproduce?
- What are your plans to have children in the future?

Lawful Inquiries: None.

SEXUAL ORIENTATION

Unlawful Inquiries: Any inquiry.

- Are you lesbian?
- Are you heterosexual?

Lawful Inquiries: None.

HEIGHT & WEIGHT

Unlawful Inquiries: Any inquiries not based on actual job requirements.

Lawful Inquiries: Inquiries about the ability to perform a certain job. Being of a certain weight or height will not be considered a job requirement, unless the employer can show that no employee with the ineligible height/weight can do the work.

Appendix D: Building the Pool Checklist

The Office of the Provost at the University of Chicago is currently facilitating a pilot program with six departments interested in increasing faculty diversity. Designated faculty representatives serve as their department's "Diversity Champion" and lead departmental recruitment efforts. Listed below are selected action items that the Champions have taken to move forward the diversity agenda within their respective department/school.

- ✓ Schedule quarterly meetings with the department chairperson/dean to discuss upcoming searches, search committee composition, candidate criteria, etc.
- ✓ Request that diversity initiatives are added to the faculty meeting agenda to discuss updates and obtain ideas and input.
- ✓ Speak with current women and/or underrepresented faculty members to hear what brought them to UChicago, perspectives about their experiences, and ideas regarding departmental efforts that might help attract diverse candidates.
- ✓ Share articles related to unintentional bias with fellow faculty members and propose a departmental discussion.
- ✓ Contact department chairs and colleagues at peer institutions to identify potential women and underrepresented minority applicants.
- ✓ Join national women/ethnic associations and affinity groups in your discipline and attend their meetings to develop relationships.
- ✓ Contact national organizations that have women and minority awards/fellowships to review lists of recipients.
- ✓ Invite promising faculty and postdocs for seminars/talks.
- ✓ Advertise openings in specialty publications that target women and underrepresented minorities.
- ✓ Ensure the language in job postings demonstrates commitment to diversity and building an inclusive environment.
- ✓ Invite a partnering department to co-sponsor a symposium or research conference.
- ✓ Create a handout that informs potential applicants about what to expect during the interview process for your department or school.

Appendix E: Sample Candidate Evaluation Sheet

Candidate name:

Evaluator name:

Please indicate which of the following are true for you (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate |
| <input type="checkbox"/> Read candidate's scholarship | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> Attended candidate's job talk | _____ |
| | _____ |
| | _____ |

Rate the candidate on the following criteria [adapt to your open position]:

	5 highest	4	3	2	1 lowest	unable to judge
Significance of research program						
Potential for (Evidence of) impact on the field						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) interdisciplinary collaboration						
Ability to make positive contribution to department/school culture						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to contribute to the intellectual life of the university community						

Please comment on the candidate's strengths/weaknesses as reflected in the job talk:

Other comments?

This document is adapted from that developed by the ADVANCE program at the University of Michigan.

See: <http://sitemaker.umich.edu/advance>.

Appendix F: Brief Guide to Mentorship/Career Advising Models

The role of a senior faculty member in offering career advice to a junior colleague may include any or all of the following: sharing knowledge of institutional culture and clarifying unit expectations for success in research and teaching; critical feedback on work in progress; alerting the junior colleague to professional opportunities and potential funding sources; providing confidential advice on life and work issues affecting career progress; and coaching on the establishment of a professional network.

Mentorship/career advising takes many forms, it may be formal or informal, involve faculty outside of the academic unit as well as within it, and/or include faculty at other institutions. The advisee and the advisor(s) have mutual responsibilities for making relationships successful. These include articulating the goals of the advising relationship; recognizing that no single advisor is likely to meet all the needs of an advisee; holding regular meetings (ideally not less than once per quarter); and being honest when an advising relationship is not working. It bears repeating that ultimately the junior faculty member must take charge of his or her own career advancement.

Following are a selection of advising models, which can be adapted to local circumstance. Whatever the model, it is essential that a program is in place within the unit, that junior candidates being recruited are informed about the program, and that an agreement is reached with newly arrived faculty regarding their career advisement. In addition, the department chair or school dean should follow-up annually with the advisee to determine if the advising relationship is functioning well or if adjustments are needed. Likewise, best practice suggests that those senior faculty providing advising within an academic unit be brought together annually to share information on their strategies and experiences with unit leadership.

One-on-One Advising

The advisor may be assigned to a newly hired faculty member by the chair or dean or selected by the junior faculty member with advice from the chair or dean. The advising pair should define their goals and maintain a regular schedule of contact. The junior faculty member may also establish informal mentoring relationships with other colleagues within or beyond the home unit. The success of the single advisor model is particularly dependent on the skill of the advisor. In addition, the advisor must be mindful of potential conflict of interest at the time of review of the advisee for renewal or tenure.

Advisor Network

Recent thinking on junior faculty advising encourages the identification of several advisors who work with their junior colleague, possibly on different aspects of his/her professional development. For instance, one might focus on the research portfolio, another provide counsel on teaching, and another assist with grant writing. This creates a team of advisors with strengths in particular areas. In this situation it is also easier to include colleagues from outside of the appointive unit or outside of the institution.

Group Advising

Departments or schools with a number of recently arrived junior faculty members may wish to set up regular, facilitated meetings where one or several senior colleagues share insights on pre-determined career topics, from how to teach a core course to preparing your promotion case. Other sessions can be devoted to presentations of work-in-progress, discussions of teaching strategies, etc.

Peer Advising

Junior faculty share many concerns, some of which are soon forgotten by their tenured colleagues, other which they would rather not discuss with senior colleagues. Those who have gone through renewal have much to tell their recently arrived colleagues about the process, their anxieties, and what they have learned about advancing their careers at UChicago. Groups of departments or schools can facilitate the creation of peer advising structures. Additional benefits of this approach are the relationships, social and research, it fosters among colleagues from different disciplines.

Combination Model

Each academic unit must decide what advising structure works best given its senior faculty composition, the expectations of untenured faculty members, and its history of success in advancing faculty to tenure. Some combination of components from the above models, together with informal counsel the junior faculty members seek out on their own, might create the right recipe for a successful career advising program.

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