

EXPANDING FACULTY DIVERSITY AT UMBC

FACULTY HIRING:

UMBC STRIDE: (Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the recruitment and hiring of underrepresented minority faculty. STRIDE also provides guidance on best practices that will maximize the likelihood that diverse candidates for faculty positions will be identified, recruited, and hired at UMBC. The Committee leads workshops for faculty and administrators involved in every stage of the hiring process. It also works directly with individual departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and hiring.

Search Committee Chair Implicit Bias Training: All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process.

Procedures for Enhancing Faculty Diversity for Active Faculty Searches: UMBC strives to be intentional and deliberate in its efforts to promote diversity in faculty recruitment. Before receiving permission to conduct a faculty search, departments are required to develop a diversity recruitment plan, which specifically outlines how departments will recruit for the opening with the primary aim of assembling a diverse applicant pool. Departments may include where they will place the job advertisement, conferences they will attend in-person to recruit for the position, and also individuals, colleagues, and programs/universities they will contact to invite to apply or publicize the opening within their networks. When creating these plans, departments often consult with the Program Coordinator for Faculty Diversity before their review by the Dean and approval by the Provost.

Each Dean monitors the diversity of the candidate pool for every position within his or her College during the course of the search. The Dean's authorization to bring finalists for campus interviews is contingent upon the robustness of the diversity of candidates in the pool in comparison to doctorates produced in the disciplines for which the search is conducted. Also, the Dean review the diversity of candidates selected for on-campus interviews and invite candidates to private meetings with representatives from the Executive Committee on URM Faculty and our community-based faculty groups.

UMBC has implemented the use of *Interfolio*, an online faculty search software, to assist in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the Dean to monitor the aggregate diversity of the pool for each active search. The Dean uses this information to determine if the diversity of the applicant pool for a faculty search is consistent with the diversity of Ph.D. holders in a specific field as defined by

the National Science Foundation's Annual Survey of Earned Doctorates. When the diversity of the candidate pool is not consistent with the report, hiring committees often are not permitted to begin reviewing applications and must continue their efforts to assemble a diverse pool of applicants for the position. Finally, in addition to monitoring the diversity of job applicant pools for faculty positions, *Interfolio's* online review and evaluation features increase transparency in the search committee's review of candidates. Before evaluating any of the job applications, hiring committees must develop the criteria/questions they will use to vet candidates. The use of clear and consistent guidelines helps ensure that all applicants are reviewed using the same criteria that help diminish implicit bias and other forms of discrimination.

INTERVENTIONS TO ATTRACT POTENTIAL FUTURE FACULTY:

We understand the importance of establishing relationships with potential future faculty early to increase the number of minority faculty who choose to come to UMBC. We also know that a long-term record of establishing deep connections with academic communities of color must be achieved well in advance of our active recruitment efforts if we are to be successful. In particular, we believe that providing the following early pathways to a faculty career at UMBC may prove to yield even greater results.

Postdoctoral Fellowships for Faculty Diversity: UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. During the two-year appointment, UMBC provides fellows with teaching and research mentors and professional development opportunities across campus. Fellowship recipients are provided with a stipend, health benefits, and additional funding for conference travel and the preparation of scholarly work, office space with a computer, library and other privileges at the university. (Profiles of our current Fellows: <http://facultydiversity.umbc.edu/postdocs/>)

The Emerging Scholars/Get to Know UMBC Program: The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. The Emerging Scholars Program seeks to (a) elevate the visibility of UMBC within networks of graduate students and junior faculty working with underrepresented communities; (b) increase the number of job applicants from underrepresented communities; (c) strengthen information sharing and candidate identification strategies for future recruitment of underrepresented faculty; and (d) enhance the exposure of UMBC students to a pedagogically and demographically diverse faculty.

Outreach Activities: These activities are designed to attract potential candidates for active faculty searches and to heighten the national visibility of UMBC's commitment to faculty diversity among emerging minority scholars for future searches.

- *UMBC Faculty Diversity Website*: This website serves as a public platform for an external and internal audience and gives visibility to UMBC's on-going diversity initiatives. The website includes links to apply for all of UMBC's faculty openings, highlights the research and accomplishments of our diverse community of scholars, showcases specific programs linked to diversity recruitment and retention, and provides information about UMBC's community-based faculty groups. (The website can be accessed at <http://facultydiversity.umbc.edu/>).
- *SREB Compact for Faculty Diversity*: The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color. UMBC also has access to the SREB doctoral scholars database that is used in our diversity recruitment activities.
- *Higher Education Recruitment Consortium*: UMBC is a founding member and advisory board member of the Mid-Atlantic Higher Education Recruitment Consortium (HERC). HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. Consortium members share a commitment to hiring the most diverse and talented faculty, staff, and executives.
- *Faculty Field Networking*: UMBC faculty attending targeted disciplinary conferences routinely take and share information related to UMBC's faculty openings and commitment to the value of diversity. Examples of targeted conferences include the Annual Biomedical Research Conference for Minority Students, the Annual Ford Foundation meeting, the Grace Hopper Celebration of Women in Computing Institute, the National Women's Studies Association Conference, and the Institute of Electrical and Electronic Engineers meeting.

FOSTERING COMMUNITY AND NETWORKS OF SUPPORT FOR FACULTY DIVERSITY

UMBC's is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning. To that end, UMBC must foster an environment in which a community of diverse faculty are supported and can thrive in their careers.

Community-Based Faculty Groups: UMBC is proud to have four faculty organized community-based groups that provide a network of support for current faculty and prospective faculty. Each group receives annual funds and supports from the Office of the Provost or the Office of the Dean for their activities. We encourage and support the formation of additional community-based faculty groups as faculty interest and need arise.

- *College of Arts, Humanities, and Social Sciences Black Faculty Committee*: This committee works to improve the recruitment, retention, and promotion of black faculty through mentoring, information sharing, policy development, and collaborative teaching and research.
- *Latino/Hispanic Faculty Association*: This association promotes recruitment, retention, and success of Latino/Hispanic faculty and stimulates UMBC's links with the surrounding Latino community.
- *LGBT Faculty/Staff Association*: This association promotes and support opportunities for Lesbian, Gay, Bisexual, and Transgender faculty and staff at UMBC and reflects LGBT visibility and diversity to the wider community.
- *Women in Science and Engineering (WISE)*: This group supports and encourages women STEM faculty through mentoring, development opportunities, policy development, advocacy, and educational programs.
- *College of Arts, Humanities and Social Sciences Women's Faculty Network*: This network supports the recruitment and advancement of diverse women faculty through peer mentoring, symposia, teaching circles, writing groups, and related activities. The network is sponsored by the Coordinating Committee of the Department of Gender and Women's Studies.

UMBC Eminent Scholar Mentoring Program: This two-year formal mentoring program establishes a mentoring relationship between newly hired assistant professors and a prominent external researcher in their field. This program was initially developed to support the professional development women faculty in STEM and minority faculty across all disciplines but now extends to all new assistant professors on campus. This mentoring relationship gives the UMBC faculty member a connection to their larger research community to enhance their success as they advance through the ranks of academia.

CRLT Players: The CRLT Players are a theater group from the University of Michigan which provides interactive performances targeting the barriers that inhibit the recruitment and advancement of a diverse faculty at institutions of higher education. The Players will be returning for their second performance at UMBC during Spring 2016 with a special focus on departmental climate and culture.

PROMISE: Maryland's AGEP: Maryland's AGEP, sponsored by the National Science Foundation, is designed to increase the numbers and diversity of graduate students and postdoctoral fellows in STEM who will pursue careers in the professoriate. The PROMISE AGEP: Maryland Transformation (AGEP-T) is a collaborative between UMBC, the University of Maryland College Park (UMCP), and the University of Maryland Baltimore (UMB), and it includes participation from all 12 institutions within the University System of Maryland. The

PROMISE AGEP has a number of programs that are designed to recruit, cultivate, retain, and train underrepresented graduate students in STEM fields. PROMISE programs such as The Dissertation House, and the Summer Success Institute (SSI) have been pivotal interventions that contribute to degree completion and a sense of community that even involves members of students' families as stakeholders.

Faculty *ADVANCE*ment Workshops: These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.

Faculty Family Support Plans: These plans enable faculty members to create individual plans, which allow them to reduce or otherwise modify their workload, especially teaching duties, to maintain a work/life balance while tending to a variety of family needs, including childbirth, adoption, elder care, and family illness.

On-Ramps to Full Professor: A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.

Dissemination Efforts: UMBC routinely attends conferences to share our efforts to diversify our faculty body and learn promising practices from other institutions of higher education. In recent years, UMBC has attended and/or presented at the Southern Regional Education Board's Institute on Teaching and Mentoring, the Annual Biomedical Research Conference for Minority Students, the National Society of Black Engineering, the Annual Black Engineer of the Year Award Conference, the STEM Women of Color Conclave, the Society for the Advancement of Chicanos and Native Americans in Science, the National Women's Studies Association Conference, the Grace Hopper Conference, the Latin American and Caribbean Consortium of Engineering Institutions, the Women in Engineering Proactive Network, the American Society for Engineering Education, and the World Engineering Education Forum.

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