RECRUIT FOR MISSION

Office of Human Resources

October 30, 2007

November 2, 2007
Recruit for Mission: The Definition

- Recruiting for mission requires our search committees to be proactive in seeking out candidates who will contribute to our distinctive mission and further enhance our academically distinguished faculty. It will enhance ethnic diversity and improve gender balance.

- The end result of recruiting for mission is to better prepare our students to live and work in a diverse society.
An Equal Opportunity Employer

It is the policy of Rose-Hulman Institute of Technology to provide equal employment opportunities without regard to race, color, religion, gender, sexual orientation, national origin, age, veteran or disabled status. This policy relates to all phases of employment, including, but not limited to: recruitment, employment, promotion, transfer, reduction of workforce, termination or rates of pay.
Mission

• The mission of Rose-Hulman Institute of Technology is to provide students with the world's best education in engineering, mathematics, and science in an environment of individual attention and support.
Vision

• “To be the best in engineering, mathematics, and science education, to make an impact upon the world in which we live, and to be a leader in every aspect in the delivery of education and the development of tomorrow’s leaders.”
Defining Characteristics

- Talented Students
- Dedicated Faculty and Staff
- Leading Edge Curriculum
- Hands-on, Project-Based Approach to Learning and Research
- Co-Curricular Activities
- Spirit of Community
Strategic Plan 2014

Rose-Hulman 2014: Excellence, Impact and Leadership

The recently unveiled strategic plan has as its center the students and educational environment we must create so they can learn, grow and thrive, including preparing our students for the global nature and diversity of the workforce they will be entering into.
Population Trends

- Ethnic groups are mixing and the general population is changing in the U.S. and in the world, although the changes vary by geographical area.

- Before the end of this century, demographers generally expect Euro-descended Americans to make up less than half of the U.S. population.
## National Population Trends

<table>
<thead>
<tr>
<th>RACE</th>
<th>1990 (248.7 million)</th>
<th>2000 (281.4 million)</th>
<th>2020 (335.8 million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>80.3%</td>
<td>75.1%</td>
<td>62.5%</td>
</tr>
<tr>
<td>African American</td>
<td>12.1%</td>
<td>12.3%</td>
<td>13.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>.8%</td>
<td>.9%</td>
<td>.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.8%</td>
<td>3.6%</td>
<td>6%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islands</td>
<td>.1%</td>
<td>.1%</td>
<td>.1%</td>
</tr>
<tr>
<td>Other</td>
<td>3.9%</td>
<td>5.5%</td>
<td>-</td>
</tr>
<tr>
<td>Two or more races</td>
<td>-</td>
<td>2.4%</td>
<td>-</td>
</tr>
<tr>
<td><strong>ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>9%</td>
<td>12.5%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>
The Need for Diversity

- Changes occurring in the United States population
- U.S. corporations are multinational in nature; not uncommon to work overseas
- To stay competitive as a nation, we must tap ALL of our human resources
- India and China are educating over 500,000 engineers per year
- The United States currently graduates approximately 60,000 engineers
The Opportunity

- We are a leader in undergraduate education
- Our education has always been broad-based
- We teach problem solvers in the broadest sense, not just technical
- We educate leaders
- Diversity will be a core of our educational mission
The Opportunity

• To be effective in this environment, colleges and universities must ensure that their curriculums provide opportunities for students to learn how to function effectively in an increasingly diverse, multi-cultural global environment.
Educational Trends

• Demand for access to some form of postsecondary education is increasing dramatically.

• The U.S. Bureau of Labor Statistics estimates that the number of college and university faculty will need to grow by 16.6 percent during this decade to meet replacement and growth demands.
Educational Trends


- Total Enrollment: 15%
- Gender:
  - Female: 18%
  - Male: 10%
- Race/Ethnicity:
  - White: 6%
  - Black: 27%
  - Asian & Pacific Islander: 28%
  - American Indian & Alaska Native: 30%
  - Non-Resident Alien: 34%
  - Hispanic: 42%

Source: US Department of Education
**Rose-Hulman Faculty**

### Rose-Hulman Instructional Faculty - Diversity Profile

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>AY 2005-06</th>
<th>AY 2006-07</th>
<th>AY 2007-08**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>160</td>
<td>160</td>
<td>164</td>
</tr>
<tr>
<td>Women</td>
<td>19.4%</td>
<td>20.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>U.S. Minorities:</td>
<td>7.5%</td>
<td>8.8%</td>
<td>11.0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>0.6%</td>
<td>1.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.9%</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pacific Islander or Asian</td>
<td>5.0%</td>
<td>5.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Foreign Nationals</td>
<td>6.9%</td>
<td>5.0%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Trends in faculty diversity as provided by the office of Institutional Research, Planning and Assessment.

*Census Data: Include all instructional faculty members, except administrators who may also be teaching in the corresponding fall quarters. **Please note that figures for AY 2007-08 are preliminary estimates.*
Rose-Hulman Students

Office of Admissions and Financial Aid show the recruitment of the Freshman Class of 2007 was historic for several reasons.

Application records were set for:

- International students (102)
- Latino/Hispanic students (108)
- Asian American students (299)
- Women (689)
Rose-Hulman Students

- Of 476 freshman enrolled in 2007 there were 51 minority students or 9.3 percent.
  - African American 13
  - Asian American 25
  - Latino/Hispanic 12
  - Native American 1

- International students enrolled - 7
Rose-Hulman Students

Graph of minority enrollments
Graph of female enrollments compared to male.
Diversity (Equity) Scorecard

• The Diversity (Equity) Scorecard is a tool developed to assist institutions of higher learning assess their performance in “providing equity of outcomes to its students of color.”

• The scorecard requires accountability for success from the institution and the students for educational outcomes.
Diversity (Equity) Scorecard

• In a project funded by the James Irvine Foundation, equity was defined as the point in which a particular ethnic group’s representation across all academic indicators such as majors, programs, honors, retention, graduation and degrees awarded were equal to the group’s representation in the student body.

• If Latino students make up 25% of the student body, they should also make up a similar percentage on the Dean’s list or in other honors programs.
## Diversity (Equity) Scorecard

### ACCESS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

### RETENTION

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

### EXCELLENCE

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>

### INSTITUTIONAL RECEPtIVITY

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Improvement Target</th>
<th>Equity</th>
</tr>
</thead>
</table>
Diversity (Equity) Scorecard

- To monitor our progress toward equity for all underrepresented students we will begin measuring their progress in these four areas: access, retention, institutional receptivity, and excellence.

- We will select our own measures (e.g., GPA, dean’s list, remediation, enrollment) to assess our performance in providing equity of outcomes to our minority students.
Diversity (Equity) Scorecard

- Access - measures access to our institution, programs, and resources that increase the likelihood of successfully completing college. Are we reaching increased numbers of minority students for enrollment? In what programs and majors are minority students enrolled? Do minority students have access to important career enhancing academic programs like internships or fellowships? What access do underrepresented students have to financial support?
Diversity (Equity) Scorecard

- Retention - measures returning to school and degrees awarded

What are the comparative retention rates for underrepresented students by program? Do underrepresented students disproportionately withdraw from “hot” programs like engineering or computer science? How successful are underrepresented students in completing basic skills courses?
Diversity (Equity) Scorecard

- **Institutional Receptivity** - includes a variety of measures of institutional support created to bring about a climate of inclusive excellence. How well is our institution serving the needs of females and minority students? Do educational outcomes for minority students in specific areas reveal an equity gap? Does the composition of the faculty enhance diversity, and correspond to the racial and ethnic composition of the student body?
Diversity (Equity) Scorecard

• **Excellence** - examines achievement and success in academic programs and opportunities

  Which majors or courses function as “gatekeepers” for some students and “gateways” for others? Are minority or female students concentrated in certain majors and if so, where? What are the comparative completion rates in highly competitive programs? What is the pool of high-achieving under-represented students eligible for graduate study?
Diversity (Equity) Scorecard

• Key Factors for Success
  – Commitment to equity and student success
  – Diversity as a campus-wide priority
  – Leadership support
  – Institutional research capacity
  – Willingness to confront difficult questions
  – Openness to organizational and systemic change
Impact of Diversity on the Institute

• Below are some of the reported impacts on students and the learning environment:

1. Campus diversity initiatives have positive effects on both minority and majority students. They improve students' relationships on campus and affect positively their satisfaction and involvement with their institutions and their academic growth.
Impact of Diversity on the Institute

2. Beyond their proven capacity to improve access and retention of underrepresented groups of students, comprehensive diversity initiatives also promote satisfaction, academic success, and cognitive development for all students.
Impact of Diversity on the Institute

3. Despite these efforts, the research clearly documents that many students—including many minority students, white women, gay and lesbian students, and disabled students—still find the campus climate unresponsive to their needs, past experiences, and educational expectations. Students often feel marginalized in existing institutional cultures.
Impact of Diversity on the Institute

4. Many students seem to anticipate and desire greater levels of intergroup contact than they actually experience on campus. In fact, opportunities for interaction between and among student groups are desired by virtually all students. When they do occur, such interactions produce clear increases in understanding, decreases in prejudicial attitudes, and positively affect academic success.
Impact of Diversity on the Institute

5. Research shows that when students perceive that there is a broad campus commitment to diversity, there is increased recruitment and retention of students from underrepresented groups and an increase in all students' satisfaction and commitments to improving racial understanding.
6. Diversity in the curriculum has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, and on overall satisfaction with the college or university. These benefits are particularly powerful for white students who have had less opportunity for such engagement.
Diversity Council

• A Diversity Council has been established and may serve as a vehicle for members of our campus community to use in promoting greater communication among all persons on campus, thereby acknowledging the many and various ways of looking at and talking about the world.
Diversity Council Mission Statement

• Rose-Hulman Institute of Technology is committed to creating a climate which recognizes diversity and the unique contributions that each individual can make to the Rose-Hulman community. We believe that the ability to understand and work cooperatively with people of different backgrounds and experiences will be essential for the future success of our students, our institution and our nation.
Discussing Diversity

Getting the conversation started:

1. From your perspective, what is diversity?
2. How does diversity bring value to Rose-Hulman Institute of Technology?
3. How are diversity and inclusiveness linked with our organizational mission, vision, values, and goals?
Discussing Diversity

4. What can you do to promote inclusiveness within your sphere of influence?

5. Has the term “diversity” been kicked around so often that it has a negative connotation?

6. Instead of focusing on how we are different, is there value in focusing on how we are alike? Or, is there value in embracing our differences?
Discussing Diversity

7. Does our environment reflect the increasing diversity of students and faculty? For example, does the artwork on the walls reflect diverse artists?

8. How do you think our leadership needs to demonstrate its commitment to developing diversity?
Defining Diversity and Inclusiveness

- Diversity is defined as: “differing from one another: unlike; composed of distinct or unlike elements or qualities.” (Merriam Webster Collegiate Dictionary 10th Edition)
- Diversity is everything you know about a person by looking at them: their color, gender, height, and other physical characteristics. It is also what you don’t know: their personalities, religion, dominant hand, values, sexual orientation, where they live, their goals, etc.
Defining Diversity and Inclusiveness

- Inclusiveness is the act or process of using the information, tools, skills, insights, and other talents that each individual has to offer, for the mutual benefit and gain of everyone, including our students.

- It also includes providing everyone with opportunities to contribute their thoughts, ideas, and concerns. Inclusiveness results in people feeling valued and respected. In addition, inclusiveness means that professional development is available and encouraged for everyone.
Defining Diversity and Inclusiveness

• Leadership is often thought to be “somebody else’s job.” In organizational life, supervisors, managers, and executives are formal leaders; however, everyone is an informal leader.

• Each person’s actions and words contribute to making the vision of inclusion become real—or not. It is important not to let external obstacles get in the way of doing what we can. Sometimes we can do more to influence a situation than we first think.
Defining Diversity and Inclusiveness

- An institution that is culturally “ready” will value and leverage differences as assets to decision making, teamwork and organizational performance, while respecting all cultures.
- There must also be a willingness to speak up and have “straight talk” where people communicate clearly and directly, making sure problems are not hidden.
Defining Diversity and Inclusiveness

- Employees are nurtured as valued assets, leveraged and recognized for their full range of individual abilities and managers are rewarded and recognized for developing their employees.

- Everyone feels a sense of belonging, where they are respected as individuals and able to fully contribute and where they are also accountable for inclusion.
Affirmative Action

• An Affirmative Action Program (AAP) is a management tool used to ensure equal employment opportunity for minorities and women; disabled veterans, Vietnam veterans and other covered veterans; and individuals with disabilities. Rose-Hulman Institute of Technology falls under the stipulations of Executive Order 11246.
Affirmative Action

• Executive Order 11246 requires that all federal contractors with 50 or more employees and at least $50,000 or more in federal government contracts during any 12-month period, develop and maintain an Affirmative Action Plan for all locations.
Affirmative Action

• It also requires affirmative action be taken to employ and advance qualified women and minorities and prohibits employment discrimination on the basis of race, color, religion, gender, and national origin.

• The Affirmative Action Plan details how all qualified applicants and employees receive an equal opportunity for recruitment, hiring and promotion.
Affirmative Action

- Groups covered by the AAP are:
  - Women and Minorities
    - Ethnicity
      - Hispanic or Latino, regardless of race
    - Race
      - American Indians or Alaska Natives
      - Asians
      - Black or African Americans
      - Native Hawaiians or Other Pacific Islanders
  - Disabled Individuals
  - Veterans
Affirmative Action

• As an Affirmative Action Employer, Rose-Hulman is required to:
  – Have a written affirmative action plan and take affirmative action to recruit, hire, and promote minorities and women
  – Maintain detailed records of our current workforce
  – Develop and maintain internal auditing and reporting systems as a means of measuring progress towards achieving a workforce that would be expected in the absence of discrimination
Affirmative Action

- Insure that the following statement appears in all recruitment advertisements, announcements, publications, web site postings, bulletins, brochures, application forms, and any other materials otherwise used in conjunction with the recruitment of faculty and staff. “Rose-Hulman Institute of Technology is an equal employment opportunity/affirmative action employer” or “EEO/AA”
Affirmative Action

- As part of the Institute’s EEO/AA policies, it is the responsibility of each supervisor to:
  - Provide equal employment opportunities
  - Take affirmative action as called for by applicable laws and Executive Orders to ensure qualified minorities, females, veterans, and qualified disabled persons are given equal employment opportunities, without regard to their race, color, religion, national origin, disability, gender, age, citizenship status, sexual orientation, or veteran status
Affirmative Action

– Meet with employees to be certain that the Institute’s policies are being followed
– Review job qualifications of all employees to ensure that minorities and women are given full opportunities for transfers and promotions
– Prevent harassment of employees by following appropriate Institute policies
– Review job descriptions annually in conjunction with the annual performance appraisal to ensure “basic qualifications” are met
Affirmative Action

• The AAP requires that Rose-Hulman increase the applicant pool for each vacant position to include as many women, minorities, veterans, and persons with disabilities as possible. Some recruitment strategies include:
  – Exploring strategies for developing diverse pools of applicants early in the recruitment process
  – Writing or revising position descriptions to attract the widest possible range of candidates
Affirmative Action

– Reviewing selection practices, including job descriptions and job advertisements, to assure they are job related so disabled veterans or covered veterans are not being screened out

– Advertising in publications, professional journals, newsletters, or ListServs of organizations that serve underrepresented groups that have a high readership of women, minorities, disabled, and/or veterans
Affirmative Action

– Using personal and professional networks as a means of reaching qualified women and minority candidates
– Using local employment service offices, such as, American’s Job Bank, Vocational Rehab., Dept. of Workforce Development and the local Veteran’s Administration
– Discuss hiring goals with HR prior to any hiring or recruiting activity. The profile of the department, and any AA goals are to be reviewed and understood by all members of any search committee
Search Committees

• Search Committees must be proactive
  – They view the search process as the first step in faculty retention
  – Committees, as well as all members of the Department, actively and continuously search for applicants
  – Committee members display active, not passive behavior
  – The Committee educates applicants about the position and the Institute
Search Committees

– They build a diverse pool of highly qualified applicants.
– Plans are implemented by the Committee to keep the search confidential.
– The Committee has open discussion on the influence of unconscious assumptions and biases on the academic search process.
– They discuss possible resistance to efforts to recruit for mission and enhance the diversity of the faculty.
Search Committees

- Position descriptions include proactive language targeted toward women, minorities, veterans and the disabled.
- Position descriptions highlight mission/identity and include information such as mentoring opportunities, campus diversity commitment, support, training grants, and access to special populations.
Search Committees

• Forming the Search Committee
  – Each committee should consist of a broad representation of the campus community bringing unique and varied perspectives for the position being filled.
  – Special effort should be made to form a committee that will reflect diversity in gender and race.
  – Include an ex officio member or members (Human Resources) of the search committee to ensure understanding of legal and regulatory compliance.
Search Committees

- The Search Committee, depending on the level of the position being filled, should be comprised of at least five (5) committee members and no more than eleven (11); an odd number simplifies voting procedures.
Search Committees

• Charge to Committee
  – The search committee should clearly understand their tasks, deadlines, and budget and the kind of candidate that the Institute wishes to attract.
  – The search committee may be asked to only rank candidates, to make a hiring recommendation or to make a hiring decision.
  – The chair and committee members should be advised to make open disclosure if during the search process they have had past or present involvement with an applicant in any way.
Search Committees

• **Search Committee Chair Duties**
  – The chairperson sets the tone for the committee, explains the responsibilities of the committee and holds members accountable
  – Ensures the charge is carried out
  – Calls and chairs meetings
  – Ensures proper records and meeting notes are kept, making certain that documentation provides rationale for Committee decisions and recommendations. Affirmative Action requires documentation be kept for two years.
Search Committees

- Acts as liaison between the committee, hiring supervisor and HR
- Manages communication with the Institution community and potential and actual applicants
- Serves as lead host for candidates on campus
- Coordinates the efforts of all committee members
- Ensures compliance with state and federal laws and Institute policy
- Mediates conflict
- Performs all duties of a regular committee member
Search Committees

- Search Committee Member Duties
  - Is available to participate fully and consistently while attending all scheduled meetings
  - Protects confidentiality of applicants and the decision-making process
  - Gives fair consideration to all applicants
  - Sets aside biases and preconceptions in order to fully consider all those who may be qualified to assume Institute roles
Search Committees

– Reviews all materials (job description, applications, vitas, cover letters, etc.)
– Helps to identify and contact potential candidates
– Participates in the interview process
– Identifies finalists and makes recommendations to hiring supervisor
– Is comfortable engaging in rigorous debate in order to effect the best outcome for Rose-Hulman
– Treats all applicants in a thoughtful and respectful manner
Search Committees

- Assists with hosting candidates
- Checks references
- Notifies the unsuccessful candidates

• Cautious use of written and email communications is recommended to protect applicant confidentiality and the integrity of the search process
QUESTIONS