RECRUIT FOR MISSION
Staff Hiring Supervisors

Office of Human Resources
March 2008
Recruit for Mission: The Definition

• Recruiting for mission requires our searches to be proactive in seeking out candidates who will contribute to our distinctive mission and further enhance our distinguished staff. 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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 Staff

### Rose-Hulman Staff - Diversity Profile

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Census Data*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY 2005-06</td>
</tr>
<tr>
<td>Headcount</td>
<td>270</td>
</tr>
<tr>
<td>Women</td>
<td>42.2%</td>
</tr>
<tr>
<td>U.S. Minorities:</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3.0%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.1%</td>
</tr>
<tr>
<td>Pacific Islander or Asian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Foreign Nationals</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

*Based on Census Data as of November 1st of the Corresponding Year.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic/Latino</th>
<th>Asian American</th>
<th>Native American</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>15</td>
<td>5</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>2004</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>8</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>
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 staff 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.
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.
Impact of Diversity on the Institute

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?
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 staff? 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
Staff Hiring Supervisors

• Rose-Hulman is committed to building a diverse workforce and expects hiring supervisors to conduct searches in a manner that will attract a diverse pool of candidates.

• As a hiring supervisor, you are expected to know, understand, and apply relevant state and federal employment laws and Institute policies necessary for conducting a fair and open search.
Staff Hiring Supervisors

- **Job Description**
  - Review/create job description in conjunction with the HR Director.
  - Develop and prioritize key competencies needed from the position and the special qualifications, traits, characteristics, and experience you seek in a candidate (this will assist you and the HR Director in writing the classified ad; posting the job online; and screening resultant resumes for potential candidate interviews.)
Staff Hiring Supervisors

- Determine whether the position requires the employee to customarily and regularly exercise discretion and independent judgment and have the authority to make important decisions. If the position is an exempt position, the answer to this question should be “yes”. The percent of total time should be at least 50%.

- Determine the salary range in conjunction with the HR Director and determine if the salary is currently within departmental budget guidelines.
Staff Hiring Supervisors

• Advertising

  – With the assistance of the HR Director, determine where to advertise the position to develop the most diverse, exhaustive candidate pool, including asking for internal referrals.

  – All vacant or new positions are advertised in the PeopleAdmin Applicant Tracking System (ATS).
Staff Hiring Supervisors

– Positions will be advertised in appropriate external publications to increase the applicant pool of women and minorities.

– HR will also send an all-employee email to notify staff that a position has been posted.

– HR will indicate on the Affirmative Action Tab, in your posting, where your position is being advertised. You may designate other sources on the lower portion of the page.
Staff Hiring Supervisors

• Posting the Position
  – The Hiring Supervisor creates the posting in the PeopleAdmin ATS located at:
    https://jobs.rose-hulman.edu/hr
  – Create your posting from the template created by HR using your job description (if you do not locate a template, please contact HR and provide them with your current job description).
  – The posting will be approved by the next level supervisor and budget or sponsored programs.
Staff Hiring Supervisors

• HR will review the posting and then post it to the HR website.

• All applicants will apply for your position online through the PeopleAdmin ATS at: https://jobs.rose-hulman.edu

• If an applicant applies directly to the Hiring Supervisor or HR, an email is to be sent to the applicant requiring them to apply online.
Staff Hiring Supervisors

– You will be able to review all candidate applications, resumes, etc. from the PeopleAdmin ATS; those assisting you can also review them (Guest User has to be activated). You may also print all of the documents.

– The Hiring Supervisor, with assistance from the next level supervisor or staff, will prescreen all resumes/applications according to the job description qualifications and responsibilities.
Staff Hiring Supervisors

– Before contacting candidates for interviews, you must change their status in PeopleAdmin ATS to Affirmative Action Pool Review. HR will review your entire candidate pool against those being interviewed and print reports for Affirmative Action reporting requirements. Once done, HR will change the status of the candidates to Approved Applicant Pool for Affirmative Action.

– HR will then coordinate interview schedules with the Hiring Supervisor; HR schedules all campus interviews.
Staff Hiring Supervisors

• Interviewing
  – Develop your interview questions ahead of time, whether conducting telephone or on campus interviews. Remember:
    • Interview questions must be job-related, not personal.
    • Ask the same questions of all interviewed candidates.
    • Record all interviewed candidate responses and score numerically.
Staff Hiring Supervisors

- The Hiring Supervisor and others who are assisting with the interview process may conduct telephone interviews to pre-screen candidates prior to on campus interviews.
- Prior to conducting the telephone interview, change the candidate’s status to *Phone Interview* in the ATS. Type your questions on the *Telephone Interview Form* and use that form to write down the candidate’s responses.

*Legal/illegal interview questions, sample behavioral interview questions, telephone and rating forms are all located in Appendix C.*
Staff Hiring Supervisors

– If no internal candidates are selected for an interview, make certain you or HR clearly communicate with the candidates that they were not selected prior to bringing external candidates to campus for interviews.

– Ask behavioral based interview questions to learn as much about the candidates as possible; past actions are a clear indicator for future behavior. Sample behavioral interview questions are in Appendix C.
Staff Hiring Supervisor

– All candidates who are interviewed must have completed their application in the PeopleAdmin ATS and at the time of the interview will complete the *Fair Credit Reporting Act Authorization and Disclosure* form (needed to conduct the background check for the selected final candidate).

– Use the *Interview Questions/Rating Form* for recording interview questions and candidate responses. After all interviewing is done, have everyone who helped interview fill out the *Overall Candidate Evaluation Form* (in Appendix C & D).
Staff Hiring Supervisor

– The Director of HR will conduct all reference checks of the final candidate(s) as indicated by the Hiring Supervisor.

– The Hiring Supervisor, in consultation with the area Vice President, will propose a salary offer amount for the selected final candidate.

– When a candidate is selected, change their status in the PeopleAdmin ATS to *Recommended for Hire* and complete the “Hiring Proposal”. Submit the “Hiring Proposal” to the next level supervisor.
Staff Hiring Supervisors

• Once the “Hiring Proposal” has been through all the required approvals, then HR will contact the candidate, extend the offer and send out the employment offer letter. Upon acceptance, HR will change the status of the candidate to *Hired*.

• If an internal candidate is selected for the position, agree on a transition timeline with the internal candidate and the internal candidate’s current supervisor.
Staff Hiring Supervisor

• Closing the Position
  – Once the offer letter has been signed by the candidate and received back in Human Resources, it will be placed in the new employee’s personnel file in Human Resources.
  – HR will let you know the offer letter has been signed and received. At that time, change the status of the remaining candidates to *Not Hired – Information Sent* (with a reason) in the PeopleAdmin ATS. This will generate e-mails to all of the Not Hired candidates.
QUESTIONS