Massachusetts Institute of Technology Faculty Search Committee Handbook
—Revised 3 January 2002—

INTRODUCTION

Department faculty members, and the search committees on which they serve, find and persuade world-class scholars to become part of the MIT community. At the same time, they stand as exemplars of all that is best about MIT. The goals of each search are:

- To recruit the finest faculty in the world

- To represent MIT to all candidates—successful and otherwise—as an attractive and welcoming community

  Prospective faculty colleagues should be viewed as prospects who we are courting. In addition to learning about their strengths and accomplishments, we also need to tell them about MIT and the values that we prize: the highest standards of scholarship and professionalism; the joy and cultural vibrancy of the campus and the Boston area; and the collegiality and warmth of the community as a whole. We should not assume that they know everything about MIT that might be important to them, and we should as well take pains to ferret out and dispel any misconceptions they may harbor about MIT.

This handbook is intended to aid you in diversifying the applicant pool when conducting searches, in making sure that all prospects emerge from the search process holding MIT in higher regard than they did before the contact was initiated, and in increasing the likelihood that the person to whom an offer is extended will accept that offer.

In recent years, our student body has become much more diverse: our undergraduate population is currently 42 percent women, 6 percent African-American, 11 percent Hispanic, and 28 percent Asian-American. The diversity of our faculty is changing much more slowly. Over 20 percent of our faculty is aged sixty and older (TABLE 1). As this group retires, over the next five to fifteen years, the faculty will be renewed through our recruiting activity.

TABLE 1: Faculty Age Distribution, as of October 2000

School	Number		Percentages		Total Number
	Under 60	60 or Over	Under 60	60 or Over	
Architecture	52	20	72%	28%	72
Engineering	278	67	81%	19%	345
HASS	124	27	82%	18%	151
Sloan	80	15	84%	16%	95
Science	193	70	73%	27%	263
Whitaker	3	2	60%	40%	5
Provost	0	1	0%	100%	1
Grand Total	**730**	**202**	**78%**	**22%**	**932**

This handbook includes seven sections:
- *Search Process*
- *MIT Policies and Procedures on Searches*
- *Guidelines for Pre-Employment Inquiries*
- *Resources for Diversity*
- *Applicant Pool Data*
- *Past Hiring Data*
- *MIT Information Packet for Interviewees*

This handbook has been developed with the assistance of similar booklets produced at the University of Washington and at Case Western Reserve University, We are grateful for the generosity of our colleagues at these institutions for sharing their resources with us.

SEARCH PROCESS

The mechanics of the search process involve:

- defining the search

- appointing the search committee

- advertising the position

- outreach

- reviewing applications

- interviewing a short list of candidates

- recommending a final candidate to the department or section head and the senior faculty of the unit

- oversight

The following sections describe appropriate search practices for each aspect of the search.

DEFINING THE SEARCH

- Develop specific hiring goals. Decide whether the search will be broad or focused. Get consensus on the areas of specialty and other specific requirements. Narrowly focused searches should be justified in the search committee report.

- Develop a clear position description.

- For assistance with writing ads that conform to federal, state, and Institute requirements, contact the Human Resource officer for your school, department, or laboratory (*http://web.mit.edu/personnel/www/perserv/pos.htm*).

- Develop a realistic timeline for recruiting applicants and interviewing candidates, working backwards from a target completion date.

- Establish a system for managing records, including nominations, applications, letters to candidates, affirmative action forms, and search committee notes.

- Document, conforming with the guidelines for searches described by the Provost's memorandum of October 3, 2001, how the committee will actively recruit women and minorities.

- Establish a process for managing rumors. Discuss confidentiality issues with committee members and faculty members in the department.

APPOINTING THE SEARCH COMMITTEE

- Include individuals with different perspectives and expertise and with a demonstrated commitment to diversity.

- Make sure the committee itself is diverse.

- Identify at least one member who will serve as an advocate for women and minorities.

  MIT's Affirmative Action Serious Search Policy (see Section 2.2, *Personnel Policy Manual*, *http://web.mit.edu/personnel/www/policy/2-2.html*) requires that "for faculty appointments, the head of the department should ensure that at least one member of the committee is assigned the specific responsibility to see that an active search for minorities and women candidates is carried out."

- Ask that your dean, department head, or section leader meet with the committee at the beginning of the process to reiterate the importance of inclusion, the advisory role of the committee and the need for confidentiality.

- Emphasize preference for all inquiries and requests to be referred to the committee chairperson.

- Determine how the committee will communicate with each other, the campus community, and with candidates. Identify departmental support staff who will be responsible for the prompt and cordial acknowledgement of all applications and nominations.

ADVERTISING

- Advertise the position for at least 30 days in an appropriate print medium.

- Include language required by law.

  The traditional summary statement found in position announcements—"MIT is an Affirmative Action/Equal Opportunity Employer"—is required by federal regulation and must appear in all advertisements. But to be more attractive to potential candidates, additional language should be considered. Proactive language conveys a level of commitment beyond that required by regulation and tells potential applicants that the Institute values diversity. It highlights for prospects the environment and values that the MIT community embraces. Examples of proactive language include the following:

◊ MIT is building a culturally diverse faculty and strongly encourages applications from female and minority candidates.

◊ Women, minorities, individuals with disabilities, and veterans are encouraged to apply.

◊ MIT is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.

◊ Candidates should describe previous activities mentoring minorities, women, or members of other underrepresented groups.

◊ Candidates should describe how multicultural issues have been or will be brought into courses.

The standard places to advertise are:

- Journals
- Conferences
- Department web pages

For print or web advertisements, determining where an ad is placed is as important as the wording of the advertisement. There are a considerable variety of specialized periodicals, directories, services, and agencies that will allow you to reach a more diverse audience (see *Resources for Diversity* on page 14).

The growth of the Internet has introduced a large number of additional venues for placing ads. Many online services offer an institutional subscription rate for placing ads. Search committees are advised to check with the Human Resources Department or Office of Affirmative Action to determine if MIT has an institutional membership or subscription before making a financial commitment to a web site or publication.

OUTREACH

Conventional advertising methods are valuable but can never be as effective as personal contact. Search committee members and department faculty should take every possible opportunity to make personal contact with potential candidates at professional meetings/conferences and with leaders in universities and industry

who may have special insight into candidates that are in the pipeline, especially women and underrepresented minorities.

Departments are encouraged to develop a database of promising potential candidates, especially women and underrepresented minorities. These could be PhD students within a year or so of graduation, postdoctoral fellows, researchers in industry or academia, or untenured faculty at other institutions.

REVIEWING APPLICATIONS

- Develop selection criteria: e.g., research ability; references; performance in seminar; pedigree; ability to interact with colleagues at MIT. Note that neither age nor personal circumstances are appropriate criteria.

- Ensure the criteria are applied consistently for all candidates.

- Guard against the "moving target" syndrome: changing the requirements as the search proceeds in order to include or exclude particular candidates.

- Obtain references before selecting the short list.

- Develop a consistent process for checking references. Although written references are strongly recommended, screening by telephone may be appropriate. For references obtained by telephone, agree on a minimum set of questions in advance, to be sure that basic information is obtained and references obtained by different committee members are comparable. This minimum set is intended to launch a larger conversation, not to constrain it.

- Include all search committee members in the evaluation process.

- Select a short list of candidates.

- Promptly notify those not selected for further consideration.

During this phase of the search, continue to communicate the search's progress with the department head and other faculty members, according to the plan established at the beginning of the search process. Be sure to acknowledge all applications and letters in writing. Upon receipt of an application, send an acknowledgement letter and enclose forms that ask the candidate to voluntarily identify himself or herself as a member of various EEO reporting groups. *By law, we are required to report this data for the entire applicant pool.*

INTERVIEWING

- As appropriate for the School, develop an interview schedule that includes time with the search committee; meetings with faculty and department or section head, a seminar presentation; and a hosted lunch and/or dinner.

- Educate faculty on fair pre-employment inquiries (see *Guidelines for Pre-Employment Inquiries* on page 11).

- Arrange the visit carefully in order to make a good impression. Indifferent or insensitive faculty should not have prominent roles in the visit.

- Minority candidates could meet with Clarence Williams, along with a member of the search committee, to discuss affirmative action issues and climate issues.

- Give candidates a departmental information packet, including brochures from department, laboratory, or related research centers.

- Give candidates MIT information packet (see *MIT Information Packet for Interviewees* on page 30).

RECOMMENDING A CANDIDATE TO THE DEPARTMENT HEAD

- Solicit written remarks from those who met with the candidate (a brief rating form can be developed for this purpose).

- Evaluate all the candidates who were interviewed before making a recommendation.

- The department head will make the final decision and extend the formal offer.

- Follow Institute requirements (*http://web.mit.edu/personnel/www/policy/2-2.html*) for documenting the search process.

- Personally call all applicants who were interviewed but not selected as soon as the candidate selected has accepted the offer. Follow up with a formal letter.

OVERSIGHT

- Narrowly defined searches should be justified in the search report.

- The search report should include a serious written discussion of the relative merits of the candidates, especially the women and minority candidates.

- Searches that do not identify women and minority candidates should be viewed skeptically by the Dean.

- Outcomes of searches will be monitored by the Council on Faculty Diversity and the Provost's Office.

MIT POLICIES AND PROCEDURES ON SEARCHES

Faculty hiring is subject to departmental, school, institute, state, and federal policies and procedures (see *APPENDIX A:* MIT Resources). For most search committees, managing the search rules is a large task. The norms and rules for searches vary considerably by school and department.

Each school has an administrator or human resources specialist who can assist committees with their processes. School or department norms may include:
- process for keeping department faculty informed about the search;
- level of involvement by the dean or department head or his/her designee;
- number of finalists invited to campus for an interview;
- process and paperwork required before candidates are invited to campus;
- format of the on-campus interview schedule and who is included;
- nature of the faculty vote on a final candidate.

Institute policy and procedures include:
- deadlines for conducting faculty searches (i.e. adherence to AAU deadline of May 1 for faculty offers);
- types of pre-employment questions that can be asked (see *Guidelines for Pre-Employment Inquiries* following);
- compliance guidelines for state and federal affirmative action laws (*see "Advertising," page 5*).

The Human Resources Department *(http://web.mit.edu/personnel/www/)* and the Office of Affirmative Action (*http://web.mit.edu/personnel/www/aa/aahomepg.htm*) serve as resources to answer questions about Institute policies and procedures related to faculty searches.

GUIDELINES FOR PRE-EMPLOYMENT INQUIRIES

The guidelines in TABLE 2 have been taken from MIT's Personnel Policy Manual, Section 2.5: Interviewing Policies and Procedures (*http://web.mit.edu/personnel/www/policy/2-5.html*). These guidelines are revised periodically, as federal and state requirements change.

TABLE 2: Allowable questions (source: MIT Personnel Policy Manual, rev. 12/01)

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Age	Are you over 18 (or 21 for certain jobs)?	How old are you? What is the date of your birth?
Gender	n/a	A preemployment inquiry as to gender on an application form.
Experience	Inquiry into work experience. Inquiry into countries applicant has visited.	n/a
National Origin	n/a	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality; nationality of parents or spouse; applicant's native language
Religion	n/a	Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any questions regarding organizations and/or affiliations that would identify religion.
Marital Status	n/a	Are you married? Where does your spouse work? What are the ages of your children, if any? What was your maiden name?
Disability	Specific questions related to job duties (e.g. Do you have a driver's license? Can you lift fifty pounds?)	Do you have a disability? Have you ever been treated for the following diseases? (listing diseases.) Has any member of your family ever had any of the following diseases?

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Name	Have you ever worked for MIT under a different name? Is any additional information relative to change of name, use of an assumed name, or nickname nacessary to enable a check on your work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. Has applicant ever worked under another name, state name, or address?
Address or Duration of Address	Applicant's place of residence	Do you rent or own your home? How long at each particular address?
Birthplace	n/a	Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
Photograph	n/a	Requirement that an applicant affix a photograph to the employment application at any time before hiring.
Education	Inquiry into the academic, vocational, or professional education of an applicant and the public and private schools he or she has attended.	n/a
Citizenship	Are you legally authorized to work in the United States?	Inquiry as to country of citizenship. Whether an applicant is a naturalized or native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether parents or spouse are naturalized or native-born citizens of the United States. The date when such parents or spouse acquired citizenship.
Language	What languages do you read fluently? Write fluently? Speak fluently?	Inquiry into how applicant acquired ability to read, write, or speak a foriegn language.
Height, Weight, Strength	Questions regarding height, weight, or strength may be asked only if the employer can prove these require-ments are necessary to do the job.	n/a
Relatives	Names of applicant's relatives already employed by MIT.	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by MIT.

TABLE 2: Allowable questions (source: MIT Personnel Policy Manual, rev. 12/01) (cont.)

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Notice of Case of Emergency	Name and address of person to be noticed in case of an accident or emergency.	n/a
Military	Have you ever been a member of the armed services of the United States or in a state militia? If so, did your military experience have any relationship to the position for which you have applied?	Inquiry into an applicant's general military experience or type of discharge.
Character	Have you ever been convicted of a felony? If so, when, where, and what was the disposition of the offense? Have you been convicted of a misdemeanor during the last five years, except for a first conviction for simple assault, disturbing the peace, drunkenness, speeding, or other minor traffic violations? Have you been convicted of a misdemeanor which occured more than five years prior to the date of application where your term of imprisonment was completed less than five years prior to the date of application?	Have you ever been arrested? (an employer's use of an individual's arrest record to deny employment would, in the absence of business necessity, constitute a violation of the human rights law.)
Organizations	Are you a member of any professional societies or organizations, etc.? (Exclude organizations, the name or character of which indicates the race, creed, color, or national origin of its members.)	Inquiry into applicant's membership in nonprofessional organizations (e.g. clubs, lodges, etc.)
References	Names of appropriate employment references.	n/a

RESOURCES FOR DIVERSITY

Many search committees report that they cannot find qualified women or people of color to apply for their open positions. Research has shown that committees succeed in hiring women and people of color when they transform the search process (see *"How to Diversify the Faculty," by Daryl G. Smith. Academe, September/ October, 2000, Volume 86, No. 5, American Association of University Professors. http://www.aaup.org/SO00Smit.htm*), are committed to diversity, and are proactive about building a diverse applicant pool.

Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest. Search committees can use the personal and professional networks of existing faculty and students, use discipline-based organizations, and take advantage of publications and web sites that specialize in the recruitment of diverse faculty members. The following tips and resources can help committees transform the search process.

- **Existing Faculty and Students**
  Use existing faculty and graduate students to market open positions. Ask faculty and students to take along copies of the job announcement when they travel to academic conferences and meetings. Further, ask that they contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups. When using faculty and students in this manner it is important to encourage them to seek candidates beyond those who are most like themselves.

  Ask women/minority faculty in the department and in related areas to help identify women/minority candidates. Contact women/minority faculty at peer institutions to assist in identifying candidates. Women/minority students may know of younger students who may be future prospects.

- **Discipline-based organizations**
  All academic disciplines have professional organizations associated with them. Many have subcommittees on women and/or people of color. In addition, most have both national and regional meetings, newsletters, email mailing lists, and web sites. These organizational resources can be key in recruiting efforts. Poll faculty members to determine which organizations are active in the discipline area related to the open faculty position. Distribute job announcements to regional contacts or committee chairs. Follow-up with phone calls to discuss the department's needs and how best to identify promising scholars in the

field. Check regularly for announcements of awards and prizes. Examples of discipline-based organizations include:

◊ American Physical Society: Committee on the Status of Women in Physics, Committee on Minorities in Physics (*http://www.aps.org*)

◊ American Political Science Association: sections on Women & Politics, and Race, Ethnicity & Politics (*http://www.apsanet.org*)

◊ Assocation for Women in Science (*http://www.awis.org*)

◊ Engineering:

• Society of Women Engineers (*http://www.swe.org*)
• Society of Hispanic Professional Engineers (*http://www.shpe.org*)
• American Indian Science & Engineering Society *(http://www.aises.org*)
• National Society of Black Engineers (*http://www.nsbe.org*)

• **Publications/Web Sites**

◊ **MIT Diversity Resource Guide**
http://web.mit.edu/personnel/www/recruit/divrsity.htm
MIT maintains a comprehensive set of:
• WWW Employment Sites
• Job Fairs
• Local Media
• National Media
• Recruiting Sources

◊ **National Science Foundation, Survey of Earned Doctorates**
http://www.nsf.gov/sbe/srs/ssed/start.htm
Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is a resource used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, and by race/ethnicity and field.

◊ **Nemnet**
http://www.nemnet.com
Nemnet is 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.

◊ **IMDiversity.com**
http://www.minorities-jb.com
Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the *Black Collegian* Magazine (see *MIT Diversity Resource Guide* above). The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and Women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

◊ **Journal of Blacks in Higher Education**
http://www.jbhe.com
The on-line version of this journal offers valuable statistics and the ability to advertise available jobs.

- **Directories of Recent Female and Minority PhDs**

◊ **Minority and Women Doctoral Directory**
http://www.mwdd.com
The directory serves as a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States. The complete two-volume directory is comprised of 60 Departmental Rosters, which are available separately, at prices ranging from $45-90.

◊ **The WISE Directories**
http://www.cic.uiuc.edu/third_level/reports_directories.html
The Committee on Institutional Cooperation (CIC) annually publishes the "WISE Directory of Ph.D. Candidates and Recipients, and Postdoctoral Appointees" and "Directory of Minority, Ph.D., M.F.A., and M.L.S. Candidates and Recipients" to increase the professional opportunities of minorities and women, and to help colleges, universities and other potential employers to recruit underrepresented minorities and women. The CIC, with headquarters in Champaign, Illinois, is the academic consortium of the Big Ten universities and the University of Chicago. Both directories can be downloaded as Adobe Acrobat (PDF) files.

◊ **Ford Foundation Fellows**
http://www4.nationalacademies.org/osep/fordfellows.nsf
This program, administered by the National Research Council (NRC) maintains an on-line directory of minority Ph.D.s in all fields. The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database does not include

Ford Fellows whose fellowships were administered by an institution or agency other than the NRC.

◊ **Mellon Minority Undergraduate Fellowship Program**
http://www.mmuf.org/ (select PhD Profiles from menu on left)
This programs provides an on-line list of minority Ph.D.s in all fields.

◊ **Search firms**
Search firms may be useful. Only a few firms specialize in academic searches. The scope of the search needs to be carefully framed.

APPLICANT POOL DATA

Data on the pool of recent women and minority PhD graduates by institution may be available through professional or educational associations. For instance, the AAES maintains a database of degrees awarded in each engineering discipline by institution. The NSF maintains a comprehensive database (*see "National Science Foundation, Survey of Earned Doctorates," page 15*).

RECENT GRADUATES (2000)

Data on PhD degrees awarded to women and minorities at the top schools in each discipline within the School of Engineering is tabulated in the following tables. These data were obtained from the American Association of Engineering Societies (AAES) Engineering Workforce Commission's database for 2000 graduates.

In these tables:

- Total PhDs=all PhDs including African-Americans, Asian-Americans, Hispanic-Americans, and foreign nationals.

  NOTE: Data for all Schools will be included in the next edition of this handbook.

TABLE 3: AER Aerospace and related

SCHOOL	Gender	African American	%	Asian American	%	Total PhDs
Cal Inst of Technology	Men					5
	Women					1
	Subtotal					6
	% Women					16.7%
Georgia Inst of Tech	Men					10
	Women					1
	Subtotal					11
	% Women					9.1%
Mass Inst of Technology	Men	1	5.6%	1	5.6%	18
	Women	0	0.0%	0	0.0%	1
	Subtotal	1	5.3%	1	5.3%	19
	% Women					5.3%
Princeton University[a] (MEC)	Men			1	6.7%	15
	Women			0	0.0%	3
	Subtotal			1	5.6%	18
	% Women					16.7%
Stanford University	Men	1	4.5%	1	4.5%	22
	Women	0	0.0%	0	0.0%	1
	Subtotal	1	4.3%	1	4.3%	23
	% Women					4.3%
	Total Men	2	2.9%	3	4.3%	70
	Total Women	0	0.0%	0	0.0%	7
	Total Subtotal	2	2.6%	3	3.9%	77
	Total % Women					9.1%

a. Princeton's department is Mechanical and Aerospace Engineering; AAES classifies this as MEC

TABLE 4: CHE Chemical Engineering

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Cal Inst of Technology	Men							7
	Women							1
	Subtotal							8
	% Women							12.5%
Mass Inst of Technology	Men	0	0.0%	2	5.9%			34
	Women	1	8.3%	0	0.0%			12
	Subtotal	1	2.2%	2	4.3%			46
	% Women							26.1%
Princeton University	Men			1	6.7%			15
	Women			2	28.6%			7
	Subtotal			3	13.6%			22
	% Women							31.8%
Stanford University	Men			2	33.3%			6
	Women			1	100.0%			1
	Subtotal			3	42.9%			7
	% Women							14.3%
U Cal-Berkeley	Men	0	0.0%	1	12.5%			8
	Women	1	33.3%	0	0.0%			3
	Subtotal	1	9.1%	1	9.1%			11
	% Women							27.3%
U Minnesota	Men					1	4.0%	25
	Women					0	0.0%	4
	Subtotal					1	3.4%	29
	% Women							13.8%
	Total Men	0	0.0%	6	6.3%	1	1.1%	95
	Total Women	2	7.1%	3	10.7%	0	0.0%	28
	Total Subtotal	2	1.6%	9	7.3%	1	0.8%	123
	Total % Women							22.8%

TABLE 5: CVL Civil/Construction (engineering)[a]

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Georgia Inst of Tech	Men	1	6.7%			1	6.7%	15
	Women	1	25.0%			0	0.0%	4
	Subtotal	2	10.5%			1	5.3%	19
	% Women							21.1%
Mass Inst of Technology	Men							8
	Women							5
	Subtotal							13
	% Women							38.5%
Stanford University	Men			1	11.1%			9
	Women			0	0.0%			3
	Subtotal			1	8.3%			12
	% Women							25.0%
U Cal-Berkeley	Men			3	13.0%			23
	Women			1	16.7%			6
	Subtotal			4	13.8%			29
	% Women							20.7%
U Illinois-Urbana Champgn	Men			1	4.3%			23
	Women			0	0.0%			0
	Subtotal			1	4.3%			23
	% Women							0.0%
U Texas-Austin	Men			1	5.0%	1	5.0%	20
	Women			0		0		0
	Subtotal			1	5.0%	1	5.0%	20
	% Women							
	Total Men	1	1.0%	6	6.1%	2	2.0%	98
	Total Women	1	5.6%	1	5.6%	0	0.0%	18
	Total Subtotal	2	1.7%	7	6.0%	2	1.7%	116
	Total % Women							15.5%

a. Cornell data not available

TABLE 6: Environmental Engineering[a]

SCHOOL	Gender	Asian American	%	Total PhDs
Cal Inst of Technology (ENV only)	Men			4
	Women			2
	Subtotal			6
	% Women			33.3%
Johns Hopkins University (CVL)	Men			2
	Women			1
	Subtotal			3
	% Women			33.3%
Mass Inst of Technology (CVL)[b]	Men			8
	Women			5
	Subtotal			13
	% Women			38.5%
Princeton University (CVL)	Men	1	12.5%	8
	Women	0	0.0%	3
	Subtotal	1	9.1%	11
	% Women			27.3%
Stanford University (CVL)[b]	Men	1	11.1%	9
	Women	0	0.0%	3
	Subtotal	1	8.3%	12
	% Women			25.0%
U Michigan-Ann Arbor (ENV only)	Men			11
	Women			3
	Subtotal			14
	% Women			21.4%
	Total Men	2	4.8%	42
	Total Women	0	0.0%	17
	Total Subtotal	2	3.4%	59
	Total % Women			28.8%

a. Cornell data not available

TABLE 7: MEC Mechanical Engineering

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Georgia Inst of Tech	Men	3	12.5%	1	4.2%	1	4.2%	24
	Women	2	25.0%	0	0.0%	0	0.0%	8
	Subtotal	5	15.6%	1	3.1%	1	3.1%	32
	% Women							25.0%
Mass Inst of Technology	Men	1	3.8%	2	7.7%			26
	Women	0		0				0
	Subtotal	1	3.8%	2	7.7%			26
	% Women							0.0%
Stanford University	Men	0	0.0%	3	12.5%			24
	Women	1	16.7%	2	33.3%			6
	Subtotal	1	3.3%	5	16.7%			30
	% Women							20.0%
U Cal-Berkeley	Men	1	2.8%	3	8.3%			36
	Women	0	0.0%	2	25.0%			8
	Subtotal	1	2.3%	5	11.4%			44
	% Women							18.2%
U Illinois-Urbana Champgn	Men	1	6.3%					16
	Women	1	50.0%					2
	Subtotal	2	11.1%					18
	% Women							11.1%
	Total Men	6	4.8%	9	7.1%	1	0.8%	126
	Total Women	4	16.7%	4	16.7%	0	0.0%	24
	Total Subtotal	10	6.7%	13	8.7%	1	0.7%	150
	Total % Women							16.0%

TABLE 8: MTL Materials/Metallurgical (engineering)

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Mass Inst of Technology	Men			3	20.0%	2	13.3%	15
	Women			3	50.0%	0	0.0%	6
	Subtotal			6	28.6%	2	9.5%	21
	% Women							28.6%
Northwestern University	Men	0	0.0%					16
	Women	1	20.0%					5
	Subtotal	1	4.8%					21
	% Women							23.8%
Stanford University	Men							10
	Women							2
	Subtotal							12
	% Women							16.7%
U Cal-Santa Barbara	Men			2	18.2%			11
	Women			1	20.0%			5
	Subtotal			3	18.8%			16
	% Women							31.3%
	Total Men	0	0.0%	5	9.6%	2	3.8%	52
	Total Women	1	5.6%	4	22.2%	0	0.0%	18
	Total Subtotal	1	1.4%	9	12.9%	2	2.9%	70
	Total % Women							25.7%

TABLE 9: ELC: Electrical/Electronic (engineering)

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Mass Inst of Technology	Men	2	3.0%	6	9.0%	2	3.0%	67
	Women	0	0.0%	4	23.5%	0	0.0%	17
	Subtotal	2	2.4%	10	11.9%	2	2.4%	84
	% Women							20.2%
Stanford University	Men			6	11.1%	1	1.9%	54
	Women			4	57.1%	0	0.0%	7
	Subtotal			10	16.4%	1	1.6%	61
	% Women							11.5%
U Cal-Berkeley	Men	1	4.2%	4	16.7%			24
	Women	0	0.0%	2	66.7%			3
	Subtotal	1	3.7%	6	22.2%			27
	% Women							11.1%
U Illinois-Urbana Champgn	Men			4	10.3%			39
	Women			0	0.0%			3
	Subtotal			4	9.5%			42
	% Women							7.1%
U Michigan-Ann Arbor	Men	1	2.1%	4	8.3%			48
	Women	1	20.0%	0	0.0%			5
	Subtotal	2	3.8%	4	7.5%			53
	% Women							9.4%
	Total Men	4	1.7%	24	10.3%	3	1.3%	232
	Total Women	1	2.9%	10	28.6%	0	0.0%	35
	Total Subtotal	5	1.9%	34	12.7%	3	1.1%	267
	Total % Women							13.1%

TABLE 10: CMP Computer

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Carnegie Mellon Univ (ELC)	Men							32
	Women							6
	Subtotal							38
	% Women							15.8%
Mass Inst of Technology[a] (ELC)	Men	2	3.0%	6	9.0%	2	3.0%	67
	Women	0	0.0%	4	23.5%	0	0.0%	17
	Subtotal	2	2.4%	10	11.9%	2	2.4%	84
	% Women							20.2%
Stanford University	Men			3	13.6%			22
	Women			0	0.0%			1
	Subtotal			3	13.0%			23
	% Women							4.3%
U Cal-Berkeley	Men			1	6.3%	1	6.3%	16
	Women			0	0.0%	0	0.0%	6
	Subtotal			1	4.5%	1	4.5%	22
	% Women							27.3%
U Illinois-Urbana Champgn	Men			4	14.3%			28
	Women			0	0.0%			3
	Subtotal			4	12.9%			31
	% Women							9.7%
	Total Men	2	1.2%	14	8.5%	3	1.8%	165
	Total Women	0	0.0%	4	12.1%	0	0.0%	33
	Total Subtotal	2	1.0%	18	9.1%	3	1.5%	198
	Total % Women							16.7%

a. These figures identical to figures used in TABLE 9

TABLE 11: NUC Nuclear

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
Mass Inst of Technology	Men							7
	Women							0
	Subtotal							7
	% Women							0.0%
Penn State University	Men							1
	Women							0
	Subtotal							1
	% Women							0.0%
Texas A&M University	Men							9
	Women							0
	Subtotal							9
	% Women							0.0%
U Cal-Berkeley	Men	1	20.0%			1	20.0%	5
	Women	0				0		0
	Subtotal	1	20.0%			1	20.0%	5
	% Women							0.0%
U Illinois-Urbana Champgn	Men							6
	Women							1
	Subtotal							7
	% Women							14.3%
U Michigan-Ann Arbor	Men					1	12.5%	8
	Women					0	0.0%	2
	Subtotal					1	10.0%	10
	% Women							20.0%
U Wisconsin-Madison	Men			1	16.7%			6
	Women			0				0
	Subtotal			1	16.7%			6
	% Women							0.0%

TABLE 11: NUC Nuclear (cont.)

SCHOOL	Gender	African American	%	Asian American	%	Hispan. American	%	Total PhDs
	Total Men	1	2.4%	1	2.4%	2	4.8%	42
	Total Women	0	0.0%	0	0.0%	0	0.0%	3
	Total Subtotal	1	2.2%	1	2.2%	2	4.4%	45
	Total % Women							6.7%

PAST HIRING DATA

In some Schools at MIT, a majority of the faculty are hired from a small number of our peer institutions. For example, in the School of Engineering, most of the faculty hired in the last 14 years did their PhDs at just three schools: MIT, Stanford and Berkeley. Sixty-four percent of the men hired in that period did their PhDs at those three schools, while only 33 percent of the women hired did. Forty-three percent of the men hired in that period did their PhDs at MIT while only 21 percent of the women did. Between 1990 and 1999, the SoE hired 2.0% of all the men— but only 1.1% of all the women—who completed their PhDs at MIT during that period. The data indicate that we are not recruiting women from top schools as successfully as men, suggesting that there is an untapped pool of highly-qualified women candidates available.

Data on past hiring in the School of Engineering also indicates that women reject our faculty offers at almost three times the rate that men do: 40 percent vs. 14 percent. The data indicate disparities in the recruitment of faculty based on gender.

MIT INFORMATION PACKET FOR INTER-VIEWEES

- Institute offices of interest (ILP, OSP, UROP, etc.)

- Resources for New Hires (orientation, teaching and learning lab, "New Faculty Handbook" (available from Janet Fischer, x3-0386, in the Office of the Provost), etc.)

- Faculty Resources web page: a one-stop centralized resource for faculty. Provides comprehensive resource links covering Advising, Calendars, Governance, Newsletter, Personal, Research, and Teaching. (*http://web.mit.edu/faculty/*)

- Institute policies (benefits, housing assistance, discrimination policy, assistance in finding employment for partner or spouse, etc.)

- For more information on any of the benefits offered by the Institute, candidates should be directed to the Benefits Office (*http://web.mit.edu/benefits/www/*).

- Family Resource Center: The Family Resource Center (FRC) offers MIT faculty, staff and students a broad range of services to assist with child care and school arrangements and with normal parenting and work/family issues. Basic services include individual consultations, seminars and workshops, discussion groups, and a lending library. (*http://web.mit.edu/personnel/www/frc/*)

- Information on the Boston area (housing, schools, map, public transportation, cultural resources, *Boston.com*, etc.)

  NOTE: *The information above will be expanded, and appropriate brochures/ websites added, in the next edition of this handbook. Clarence Williams' office might be able to help generate appropriate materials on housing and schools.*

APPENDIX A: MIT RESOURCES

- MIT Policies and Procedures: A Guide for Faculty and Staff Members
  web.mit.edu/policies
  The policies and procedures set forth in this document are those that affect faculty and staff in a way basic to the conduct of Institute affairs or that are applicable to major or critical areas of Institute activity.

- Personnel Policy Manual
  http://web.mit.edu/personnel/www/policy/

- Rules and Regulations of the Faculty
  http://web.mit.edu/afs/athena.mit.edu/org/f/faculty/rules/

- Office of Affirmative Action homepage
  http://web.mit.edu/personnel/www/aa/aahomepg.htm
  This page contains MIT's affirmative action policies, plans, and reports; links to related MIT resources (such as the Office of Disabilities Services); links to relevant federal legislation; links to other institutions; and a current events reading list.

- Faculty Resources
  http://web.mit.edu/faculty/

- MIT New Faculty Handbook
  Available from Janet Fischer, Office of the Provost. [add fuller description of contents]

  NOTE: *In the next edition of this handbook, this page will provide a complete list of all URLs cited in this handbook, organized alphabetically as well as by type of resource.*

APPENDIX B: READING LIST

Compiling this handbook involved gathering information from numerous sources. The list below includes many of the documents that served as reference material. In addition, it includes brochures or articles that may be helpful for search committees and department heads. Where applicable, information is included about how to obtain additional copies.

USEFUL ARTICLES & MONOGRAPHS

Search chairs might find it helpful to provide committee members with the following articles regarding diversity in faculty searches.

- "How to Diversify the Faculty," by Daryl G. Smith. *Academe*, September/October, 2000, Volume 86, No. 5, American Association of University Professors. *http://www.aaup.org/SO00Smit.htm*

- "More on Affirmative Action: A Letter," and "Thinking About Bias." Excerpts from *The Search Committee Handbook: A Guide to Recruiting Administrators* by Theodore Marchese and Jane Lawrence, American Association for Higher Education.

- "Getting Results: Affirmative Action Guidelines: Searches to Achieve Diversity," Penn State University, Affirmative Action Office. *http://www.psu.edu/dept/aaoffice/GettingResults/index.htm*

SEARCH-RELATED DOCUMENTS

Printed and online document about the search process can be particularly useful for search committees. A few examples from the University of Washington include:

- How To Conduct A Search and Hire a New Permanent Faculty Member, College of Arts and Sciences, 9/1999. *http://www.artsci.washington.edu/Services/Personnel/Memos/GuideNewHires.pdf*

- Search Committee Procedures, Recruiting Procedures, College of Engineering. Available from the Office of the Dean.

- "Helpful Hints for Engineering Chair Search Committees," Office of the Dean, College of Engineering, University of Washington.