

Zoom Tips

- Add your name to your Zoom (click on the 3 dots) plus gender pronouns.
- Mute self when not speaking.
- Self-care: Disable video as needed.
- Chat host privately with issues.
- Use chat for questions (send to everyone).
 - We will keep track and send-out post-resources.
- Breakout rooms - “?” to ask for help!
- For intros & share-outs use “Gallery View” to see everyone’s faces!
- Be prepared for a cold call.
- Unstable Connection?
 - Switch to phone audio - you won’t miss a thing!
- Close other windows/application



ADVANCE PROGRAM
STRIDE COMMITTEE
UNIVERSITY OF MICHIGAN

RUTGERS
UNIVERSITY | NEW BRUNSWICK

Faculty Recruitment Training for Diversity and Excellence

Strategies and Tactics to Improve
Diversity and Excellence

December 2020

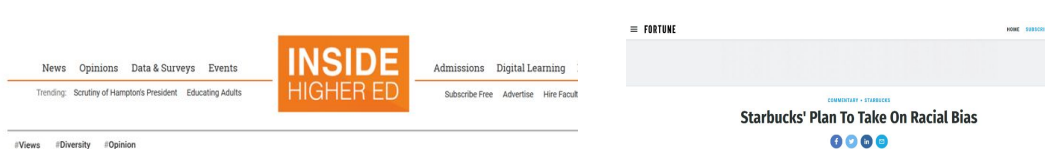
Introductions

Corinne Castro,
Ph.D., Senior Director
for Faculty Diversity
and Inclusion
(she/her)



Crystal Bedley, Ph.D.,
Director for Faculty
Diversity Education and
Outreach (she/her)

The Power of Diversity to Enhance Excellence is Recognized in Many Sectors



Creating Racially and Ethnically Diverse Faculties

| We must change hiring practices to produce racially and ethnically diverse faculties, argues Estela Mara Bensimon.

By Estela Mara Bensimon | March 26, 2018

0 COMMENTS

A screenshot of the Writers Guild of America (WGA) Diversity Department page. The header reads "ABOUT THE WRITERS GUILD OF AMERICA Diversity Department". Below the header is a photo of a group of people. The main text describes the department's mission to promote a more positive image of historically underrepresented writers and to increase awareness of the unique obstacles often faced by these writers. It also mentions the department's work with studios and networks on their individual talent access programs, which serve to discover and train culturally and ethnically diverse writers in the feature film and television arena, including the Disney Studios/ABC Entertainment Writing Fellowship Program. A sidebar on the left contains the WGA logo and the text "WIMWY 2A WIM".

A screenshot of the American Alliance of Museums Diversity Committee page. The header reads "American Alliance of Museums". The main title is "Diversity Committee". The text states: "The vision of the Diversity Professional Network (DIVCOM) is thriving museum community that reflects the dynamically diverse serve at every level and requires active commitment to inclusion excellence in museum practices, operation and reputation." Below this, it says: "The Diversity Professional Network supports the Alliance as an advocate for best practices in diversity and inclusion by:" followed by a bulleted list: "• sharing the business case for diversity and inclusion in programming and governance and" "• providing critical support for underrepresented emergent professionals." There is also a section titled "Business case for diversity training: Better decision-making, profits" with a date of February 01, 2018 9:06 AM and a byline "By Brian Boyer Social in 'Can's Diverse Business'". It includes social media icons and a "Related links" section with two links: "College business programs emphasize soft skills to make students better leaders" and "Guide to leadership programs at Michigan colleges, universities".

A screenshot of a New York Times article. The title is "Google Is Trying Too Hard (or Not Hard Enough) to Diversify". The author is "By DAISUKE WAKABAYASHI" and the date is "MARCH 9, 2018". The article text begins: "The internet giant is being sued by former employees who say the company is going too far with diversity. Other lawsuits accuse it of the opposite." There is a small image of a person's face in the top right corner.

A screenshot of The Chronicle of Higher Education website. The header reads "THE CHRONICLE OF HIGHER EDUCATION" with sub-headers "NEWS OPINION DA". Below the header is a "SECTIONS" menu and a "FEATURED:" section with two items: "A Professor's Tweet Ignites a Fury" and "Why Does the Public Distrust Higher Ed? Too Many Women". There is a "The Ticker" section with a circular icon and the text "Breaking news from all corners of academe." Below that is a "TRENDING" section with items: "For-Profit Colleges", "Students", "Legal", "Leadership", "The Profession".

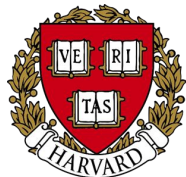
A screenshot of a Chronicle article. The title is "Study Finds More Faculty Diversity at Public Institutions Than at Private Ones". The author is "August 19, 2016 by Fernanda Zamudio-Suarez". There are social media icons for Facebook, Twitter, and Email. The article text begins: "Recent research supports that notion. In one study, a pair of 118 professors analyzed more than 4,300 Wikipedia articles and found that bigger crowds led to better performance when the crowd was more diverse. In another, economists from the Massachusetts Institute of Technology and George Washington University found that switching from a single-gender office to an evenly split environment would increase revenue as much as 41 percent."

- Socially and intellectually diverse teams make better decisions

STRIDE Approach to Recruiting for Diversity and Excellence Widely Emulated



SOCIETY for
NEUROSCIENCE



GRAND VALLEY
STATE UNIVERSITY



BROOKHAVEN
NATIONAL LABORATORY



STRIDE was launched in 2002 at the University of Michigan and continues to be recognized as a valuable faculty recruitment resource there.

STRIDE members have visited dozens of campuses worldwide to help launch local versions of this approach to recruiting.

STRIDE materials have been copied by many of our premier competitors in the search for excellent faculty.



THE OHIO STATE
UNIVERSITY

PURDUE
UNIVERSITY



UC DAVIS
UNIVERSITY OF CALIFORNIA

- We are recruiting an increasingly diverse faculty—but we have more work to do.
 - We’ve made more progress on gender diversity than on racial/ethnic diversity.
 - We are a historically white university, and many of our fields are still dominated by one gender. Where do we want to be in 10 years?

Overview

- Why diversity and excellence go hand-in-hand
- What research can tell us about improving the search process
- How to apply these strategies to stages in the search process
 1. Getting great applications from the best applicants
 2. Achieving excellence and diversity in the short list
 3. Managing the visit
 4. Choosing and attracting the candidate
- Conclusion

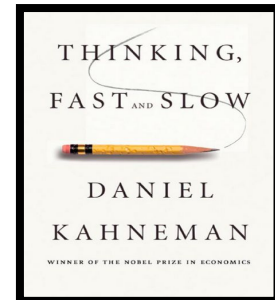
Why Do We Need to Recruit Diverse Faculty in Order to Attain Excellence?

- A diverse faculty can provide positive **role models and mentors** for our diverse student body
- Pursuing underrepresented diversity provides access to **talent** we currently lack
- Socially and intellectually diverse teams make **better decisions**
 - Racially diverse juries deliberated more thoughtfully about an African American defendant
 - Gender-diverse offices in a professional services firm generated more revenue

STRIDE Recommended Literature can be accessed via
<http://advance.umich.edu/stride-literature/>

Recruiting and Decision-making

- Selecting the right new colleagues is difficult!
 - How do we predict, on the basis of meager evidence, who will contribute the most over 20 or 30 years?
 - How do we compare candidates in very different specialties, or at different stages of their careers?
- Experts are especially subject to fallacies.
 - Illusions of validity, skill, and confidence
 - Anchoring/ Focusing effects
 - The narrative fallacy
- Recruiting matters. We should do it in a scholarly way.



Issues that Get in the Way: Schemas

Schemas (about race, gender, sexuality, ability, etc.).

- **Assumptions or expectations** about groups that influence our judgments of them; stereotypes
- **Cognitive short-cuts**: allow rapid processing of information, but are susceptible to errors
- **Ubiquitous**: We all—regardless of the social groups we belong to—perceive and treat people differently based on the social groups to which they belong

The Implicit Association Test:

Take it at: implicit.harvard.edu



Bobo, Kluegel, & Smith (1997). Dovidio & Gaertner (2000). Valian (1998).

What Increases the Use of Schemas?

- Stress from competing tasks
- Time pressure
- Ambiguity/incomplete information
- Lack of critical mass (solo status)

*Present in
faculty
searches*



...and schemas can influence decision making.

Issues that Get in the Way: Unconscious Biases

Unconscious Evaluation Bias

- Unintentionally favoring or disfavoring others based on schemas held about their group
- Resume study example: Male post-doc candidates rated as more competent and hireable than female candidates; White and Asian candidates rated as more competent and hireable than Black and Latinx candidates

Immigration
Status

Caregiver Status

Linguistics

Brief Reflection

Based on your experience, what groups are negatively affected by evaluation bias?

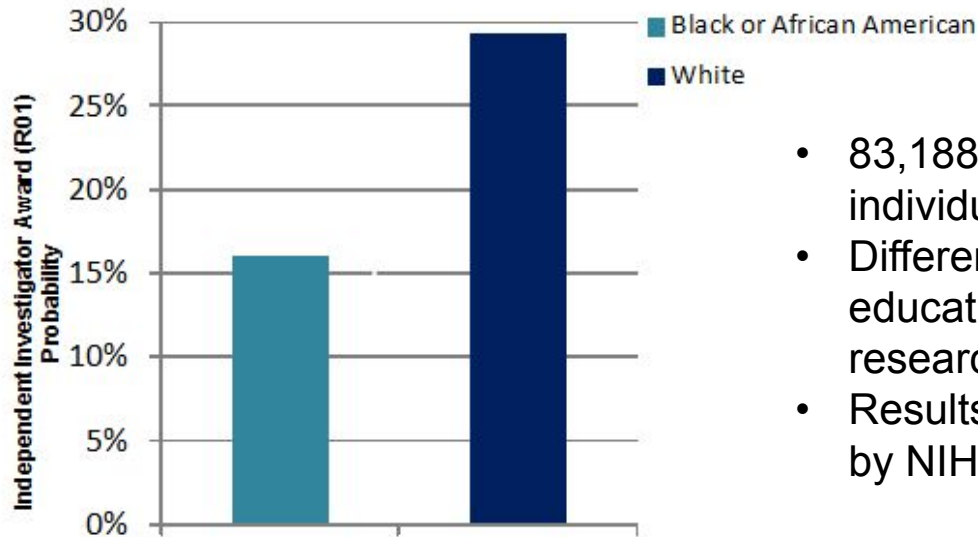
(Please use the chat box to respond)

Bias Negatively Affects Evaluations of Individuals From Many Groups

- Racial minorities
- Women
- Women parents
- LGBTQIA+ people
- Disabled people
- Immigrants
- From less prestigious institutions
- Working outside the “center” of their discipline

Why This Matters for Us: Bias Could Have Affected Past Evaluations of Candidates

Race Disparities in Grant Success

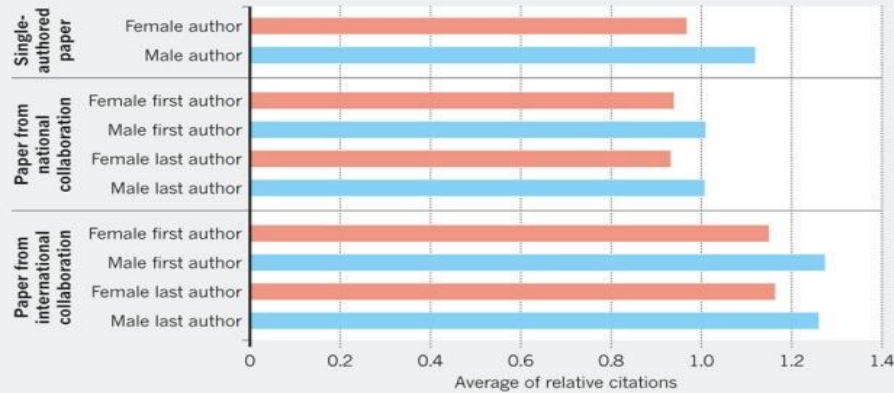


- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate remain *after* controlling for education and training, previous NIH experience, research productivity, and other relevant factors.
- Results led to major review and reform of processes by NIH.

Gender Citation Gap

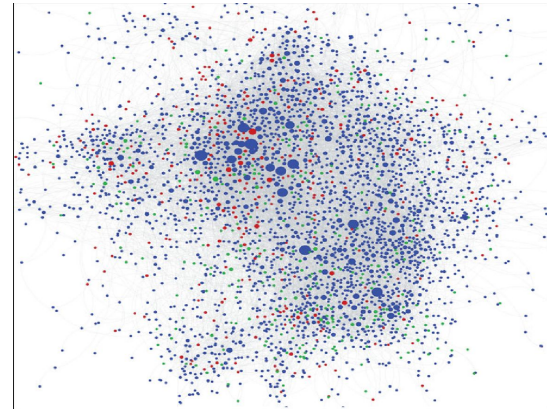
LEAD-AUTHOR GENDER AND CITATION

Papers with female authors in key positions are cited less than those with male authors in key positions, be they papers with one author, or those resulting from national or international collaborations.



Influence gap: Given the importance of citations, these differences have broader repercussions

- Citation patterns systematically favor male authors
- Papers with female authors in key positions cited less than those with male authors in key positions
- Author names inferred to be male were given higher ratings and viewed as more scientific than author names inferred to be female



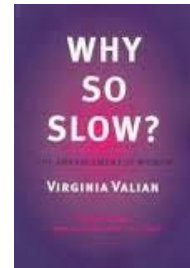
Larivière et al. (2013); Maliniak et al. (2013)

Bias Can Be Based on Area of Study

- Subfield Bias: We privilege candidates working in the “center” of the field
 - Center may be determined by method, focus, sources, etc.
 - Often more diversity outside of the center
 - What are the up-and-coming, exciting new areas?
- Scholars working outside the center:
 - May publish in specialized journals
 - May have few who can evaluate their work
 - May not see themselves in narrow job ads

Issues that Get in the Way: Accumulation of Disadvantage

- Research reveals biases in evaluation (resume studies) and outcomes (e.g. awards, leadership).
- Because small advantages and disadvantages accrue, they can have significant impacts: “Mountains are molehills piled one on top of the other” (Valian).
- Search committee members must decide how to weigh indicators that are the result of biased processes.



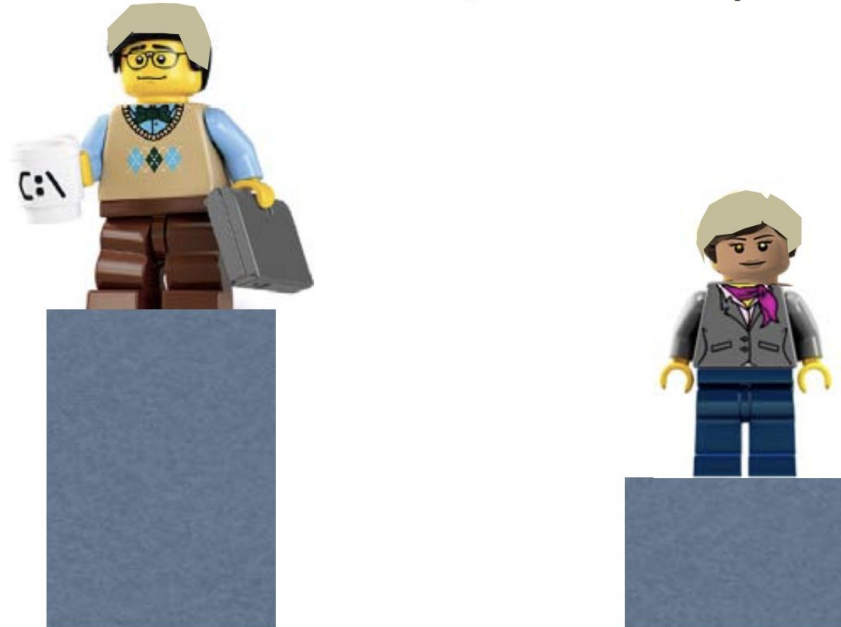
John and Yamila: Both Assistant Professors at the University of Professorial Dreams



Teaching I	Assigned to small courses in his specialty.	Assigned to introductory level and required core courses.
Teaching II	Commands automatic respect of students; teaching evaluations are great.	Contends with disrespectful students; teaching evaluations are mixed.
Scholarship	Wins award – department throws reception.	Wins award – announced via email.
Service	Appointed to departmental executive committee.	Appointed to many committees
Work-life balance	Partner is having a baby!	Having a baby(!)

Years later...

Successfully promoted to Full Professors...
they achieved equal rank, but not equal standing



“Small” differences in treatment and opportunities accumulate.

Choosing Differently

- What if we could prevent schemas from distorting our evaluation of job-relevant criteria?
- Example: Tenure Clock Extension Policies



OPT-OUT

OPT-IN

- Opting out reduces gender bias in T&P evaluations

**Stage 1: Getting Great Applications
From the Best Applicants
and**

**Stage 2: Achieving Excellence and Diversity
In the Applicant Short List**

Take Continuous Steps to Develop the Applicant Pool

- You can't hire great faculty unless great candidates apply.
- Search is a verb; make your search active.
 - Some departments do continuous searching.
 - Your unit can bring early career scholars to campus before you search, e.g. consider incorporating early career scholars in your seminar series.
- Ensure diversity: widen your pool to those thriving at other institutions.

Open Your Search – Define the Search as Broadly as Possible

Philosophy Department: Area of Specialization (AOS): Open. Area of Competence (AOC): Open. The Department is open to the possibility of interdisciplinary appointments.

Physics Department: ...considering applications in all areas of physics represented in the department...

- Avoid over-specification; include as many areas as possible.
- Under-represented candidates often work at the intersection of disciplines.
- Use a single search committee for all positions. Practices may need to be modified to handle more applications.

Assistant Professor in Plant Diversity and Evolution Life Sciences, Ecology and Evolutionary Biology

The University of California, Los Angeles in California

How to Apply

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution.... Qualified candidates must have a Ph.D. in a related field of biological sciences. **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden....

As a campus with a **continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring under-represented demographics in the sciences.** The University of California is an Equal Opportunity/Affirmative Action Employer.

There are many **opportunities for collaboration across a broad group of partners on and off campus**, including the UC NRS Stunt Ranch Reserve and White Mountains Research Center, the UCLA La Kretz Center for California Conservation Science....”

- Curriculum Vitae
- Cover Letter—**Individuals with a history of mentoring students under-represented in the sciences**

The Position

It is important to solicit a broadly trained scholar in the desired field because narrowing the language used in a job ad will not only narrow the search, but also the candidate pool, usually at the expense of women and historically underrepresented groups.

In cases when departments do need to fill a narrow departmental gap, they can still communicate a culture that seeks to include underrepresented groups by explicitly stating as much in the following sections.

The Department

Referencing both the diverse student body and an additional qualification or skill demonstrating commitment to diversity and inclusion, in this case, mentoring within the field, indicates a departmental priority to create a more welcoming workplace and campus. It also acknowledges the importance of taking student success into account in faculty hiring.

The Institution

Highlighting opportunities for interdisciplinary collaboration on campus and in the community, as does the language describing the position, is likely to attract more diverse candidates and in particular more female applicants, especially in STEM fields.

Develop Processes for Person-Specific Hiring

- Person-specific hiring: Consideration of a candidate who did not apply to a posted position. (Examples: some senior hires, dual career partners, special postdoc programs)
- In recent years at U-M, the percentages of women and URM faculty hired have increased at the assistant professor level but decreased at the senior level.
- Recommendation: maintain a consistent and sound process.
 - Employ a transparent and standard procedure developed in advance.
 - Consider using a standing committee for initial review.
 - Be sure to discuss: further vetting, visits, standard to be met.
 - Do not allow time pressure to compromise the quality of your evaluation and deliberation.

Diversity Statements

- Diversity statement: opportunity for the applicant to discuss their potential for (or record of) contributing to diversity, equity & inclusion in higher ed (e.g. teaching and mentoring students from diverse backgrounds)
- Could be a separate statement or integrated into existing components
- Feedback from some U-M units:
 - Excellent and diverse candidates with significant and broad commitments were identified and hired
 - Statements raised awareness among search committee and department of the impact of applicant's work
 - Helpful if interview questions include questions about supporting diversity

Brief Reflection

How might an applicant show their commitment to DEI in your field?

(Please use the chat box to respond)

Clearly Define and Communicate the Application Components

- Don't rely on candidates' mentors to explain the application process to them.
- Good, complete information is essential to the conduct of an effective search. Ask for what you need!
 - Provide a template or checklist with clear instructions for applicants on all elements of the application.
 - For each element of application, indicate its intended audience. (This is especially important for broad searches).
 - Let candidates know what future stages the process might have (e.g. in-person or skype interviews, requests for chapters or papers, teaching demonstration, etc.).

**Stage 1: Getting Great Applications
From the Best Applicants
and
Stage 2: Achieving Excellence and Diversity
In the Applicant Short List**

Strive to Mitigate Evaluation Biases

Every committee member should be aware of potential evaluation biases and work to counteract them.

- Discuss the research presented in this workshop.
- Discuss and define evaluation categories and criteria in advance.
- Read candidate dossiers carefully.
- Make **evidence of job-relevant qualifications** central to the candidate deliberations.
- **Avoid global evaluations** and summary rankings: acknowledge uncertainty and use systematic values at each stage.

Use Specific Job-Relevant Criteria that Value Diversity and Excellence at All Stages

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

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

Please rate the candidate on each of the following:

excellent *good* *neutral* *fair* *poor* *can't judge*

	<i>excellent</i>	<i>good</i>	<i>neutral</i>	<i>fair</i>	<i>poor</i>	<i>can't judge</i>
Potential for (evidence of) scholarly impact						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and supervise diverse graduate students						
Potential (demonstrated ability) to teach and supervise diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						
Potential (demonstrated ability) to mentor diverse students						

Consider Carefully How Letters of Recommendation Influence Your Decisions

Pros of letters of recommendation

- can point out strengths of candidate
- can identify candidate's role in shaping the direction of the project, identifying and working with collaborators, etc.
- can identify candidate accomplishments that do not easily fit on a CV (e.g. wrote key part of a successful proposal that the advisor submitted)

• Cons of letters of recommendation

- letter writer's biases color what is (or is not) written
- may spend time on information that is irrelevant to the job and potentially harmful to the candidate
- sometimes are partly written by the candidates themselves

Brief Exercise – Letters of Recommendation

Letters of recommendation are often considered a useful measure of a candidate's abilities and potential as assessed by people who know them best. Thinking about the qualities you would like to see in a candidate for an open position in your unit, identify the top 3 words/phrases that you would find most compelling/important in a letter of recommendation and drop them in the chat:

hard-working outstanding
pays attention to detail
ground-breaking
nice
conscientious
genius
good colleague

brilliant
superstar
excellent
kind
balances work and family
grit
creative perseverance

Schemas and Letters

Letters for men:

- Longer
- Repetition of standout adjectives
- (outstanding, excellent, etc.)
- More references to CV, publications, patients, colleagues



Letters for Whites:

- Standout adjectives

Letters for women:

- Shorter
- Use of “grindstone” adjectives (conscientious, meticulous, hard-working)
- More references to personal life
- More “doubt raisers” (hedges, faint praise, and irrelevancies)
“She is close to my wife”

Letters for Blacks:

- (mere) competence

U-M Examples

- Repeated standout adjectives: “He is an outstanding researcher...; outstanding teacher...; outstanding colleague.”
- Grindstone adjectives: “She is meticulous and conscientious as a mentor and scholar.”
- Hedges: “Of the three Indian ladies we have here this year, she is perhaps the best.”
- Faint Praise: “My overall impression is that when [she] is motivated she brings enormous talent and energy and is very productive.”
- Irrelevancies: “...an Afghan American and a practicing Muslim woman who wears a veil covering her head but not face.”
- Personal Life: “[She] is also a devoted wife and mother of two children who manages these responsibilities efficiently, so that she can achieve the scholarship she desires.”

Schemas and Teaching Evaluations

In one study, a male instructor gave identical guest lectures to 8 sections of a communication course.

- In half of the sections, he referred to his partner as “Jennifer” and in other half as “Jason.”
- The “straight” instructor received 22% more **positive** comments than the “gay” instructor.
- The “gay” instructor received five times as many **critical** comments as the “straight” instructor.

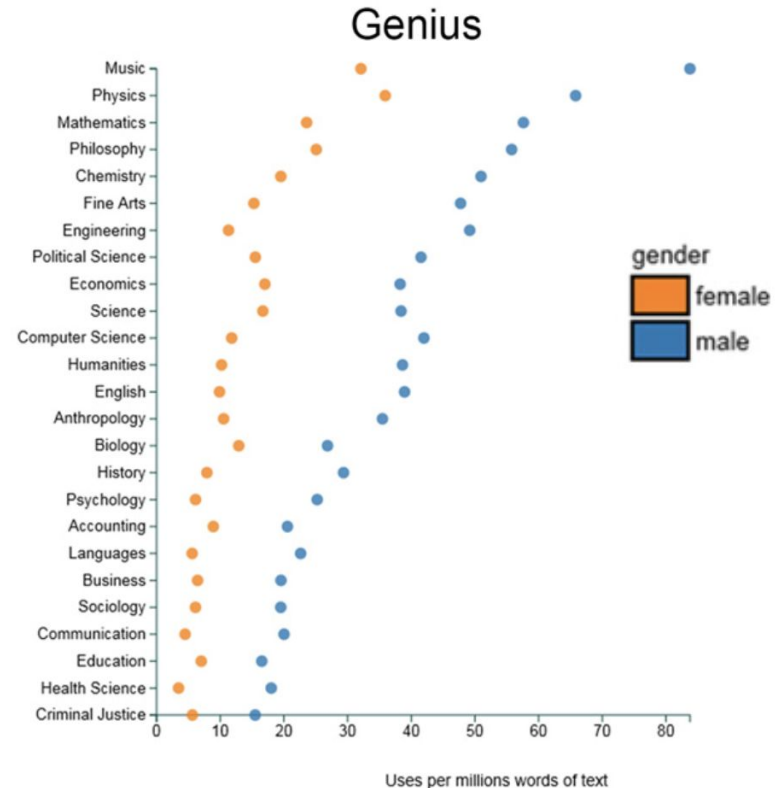


Instructors who are members of minority groups may be perceived as less credible.

Perceptions of Instructors

This data was gathered from 14 million reviews on RateMyProfessor.com

You can explore the data on your own at <http://benschmidt.org/profGender/>



Classroom Authority (U-M examples)

U-M ADVANCE study (2015) found URM faculty (especially women) reported more instances of students: expressing anger, showing disrespect, and challenging their expertise in and outside of the classroom.

“In a sense, I lack a kind of authority. There are certain students that I have to prove myself to. There are students who I think are not prepared to accept me as an authority on the subject matter, whether it’s because of my race or my politics.”

African American male professor

“The first thing is to set the tone in the first class session that you are in charge. Don’t ever let that slip, because the moment you do, because you are a person of color, you will never regain that.”

African American female professor 38

Assessing the Teaching Record

- Don't just skim!
- Track trajectories, evidence of reflection about pedagogy, curricular innovation, commitment to engage students of diverse backgrounds and a variety of levels.
- Ask: how can this candidate broaden and reinforce your unit's teaching mission?

**Stage 3: Managing the Visit
and
Stage 4: Making the Decision**

Stage 3: Managing the Visit

Campus visits provide crucial information to both the search committee and the candidate: they are part of both selection and recruiting.

1. Provide a welcoming environment.
2. Ensure that all candidates get information about family-friendly policies from the appropriate source.
3. Respect candidate privacy.

We Want to See Job Candidates Show Us Their Very Best...



World records are not set in pools full of ice cold water nor on tracks filled with potholes.

We should create an environment which elicits the best performance from **all** candidates.



Provide a Welcoming Environment

See salmon handout

- Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture, etc.
- Anticipate that the candidate may have particular needs around the visit (accessibility, diet, etc).
- Manage the visit – identify a host who can set the proper tone for each activity or event.
- Treat all applicants as valuable scholars and educators, not representatives of a social group.
- Try to avoid or mitigate the effects of solo status.

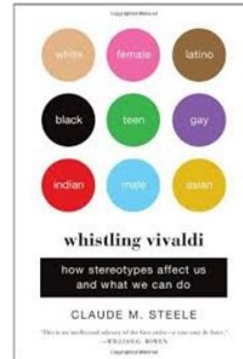
Encourage Circumstances That Will Allow You to See the Candidate at Their Best

- Ensure that all candidates meet a diverse set of people so that they are more likely to meet someone like them. Consider including graduate and undergraduate students.
- Ask the candidate whom they would like to meet.
- Provide a thoughtful introduction at the seminar, stressing candidate's expertise. Work to maximize attendance.
- Give the candidate ample time to discuss past accomplishments and future vision.
- Consider altering undesirable cues in the environment.



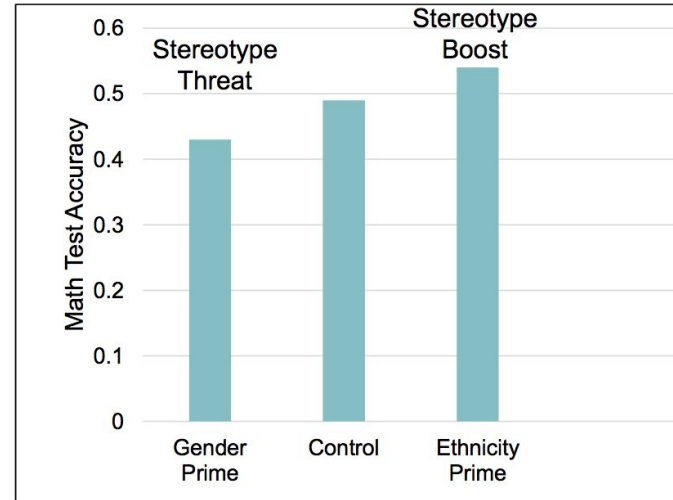
Identify and Minimize Stereotype Threat Triggers

- Stereotype threat acts when a performer is at risk of confirming negative schemas: **Worry consumes cognitive resources.**
- Many studies show that stereotype threat causes underperformance.
- Removing threat reliably reveals true ability.



Stereotype Threats are Contingent: Different Environments Elicit Different Performances

- Questionnaire given before test “primes” for a particular identity.
- Greater effect on those who care the most.



Planned contrast $t(43) = 1.86, p < .05, r = .27$

Aronson et al. (1999). Keller (2007). Shih et al. (1999).

Show off Your Department as It Is or You Would Like It to Be, Not as It Once Was



Who belongs here?



Brief Reflection

What has/will your department done/do to create a welcoming virtual or physical environment for job candidates?

(Please use the chat box to respond)

Environmental Cues in Remote Visits



Respect Candidate Privacy, and Consider Only Job-Relevant Criteria

- Interviews should aim to evaluate qualifications that are relevant to a faculty position – questions about matters that are not job-relevant (e.g., family status, sexual orientation) must not be asked by the search committee;
- Such questions are also often illegal: a chart of appropriate and inappropriate questions is available under the inclusive hiring resources online;
- Exploring non-job-relevant criteria will confound your evaluation, and is also likely to drive away the candidate.

The Unintended Consequences of Personal Questions

**Scenarios that follow are inspired by
actual situations**

The Unintended Consequences of Personal Questions

Do you have children or a husband who will be coming with you?

The university and my department are really supportive of dual careers. This is a friendly department where everyone helps one another out. U-M and Ann Arbor are so family friendly.

Faculty member

Job candidate



What the Candidate Thinks...

“I am in the process of getting divorced from my wife.”
 “I don’t have children, though I would like to, and I am not going to tell him that.”
 “A senior male asked me if I was going to have children. Just like that. I said what I was trained to say: No.”

No.

Faculty member



Job candidate

The Unintended Consequences of Personal Questions

Your analysis of racial discrimination in higher education was very interesting. It made me wonder, where are you from?

Faculty member

I want her to know that we are accepting in our department and we've made a strong commitment to diversity.

Job candidate



What the Candidate Actually Thinks...

Why is he asking me where I am from?
Does he think I am not a U.S. citizen?
I feel like I am being told I don't belong here.

I currently live in
Los Angeles.

Faculty
member



Job
candidate

**Stage 3: Managing the Visit
and
Stage 4: Making the Decision**

Gather Input Promptly

- Talks and interviews provide important evidence for making your decision.
- Without some care with process, it is easy to lose much of what you learn: details fade fast!
- We encourage prompt use of candidate evaluation tools after each visit.
- Gather and digest feedback throughout the process; use it to enrich and inform deliberations.

Postpone Global Rankings

- Do not request ranked lists.
 - This cements positions before discussion takes place (anchoring or focusing effect).
 - Ranking fulfills the narrative fallacy and discounts intrinsic uncertainty.
- Aim first for an unranked list of candidates you would be most happy to hire.
- Don't focus on 'fit', but rather on fitting the criteria you identified at the start of the search.

Manage Full Faculty Discussions

- Use a transparent process.
- Consider opening with brief presentation from search committee on all candidates.
- Summarize evaluation materials for the faculty.
- Find ways to represent junior faculty views in the discussion.
- Decision making processes vary. Consider revising to improve the outcome.

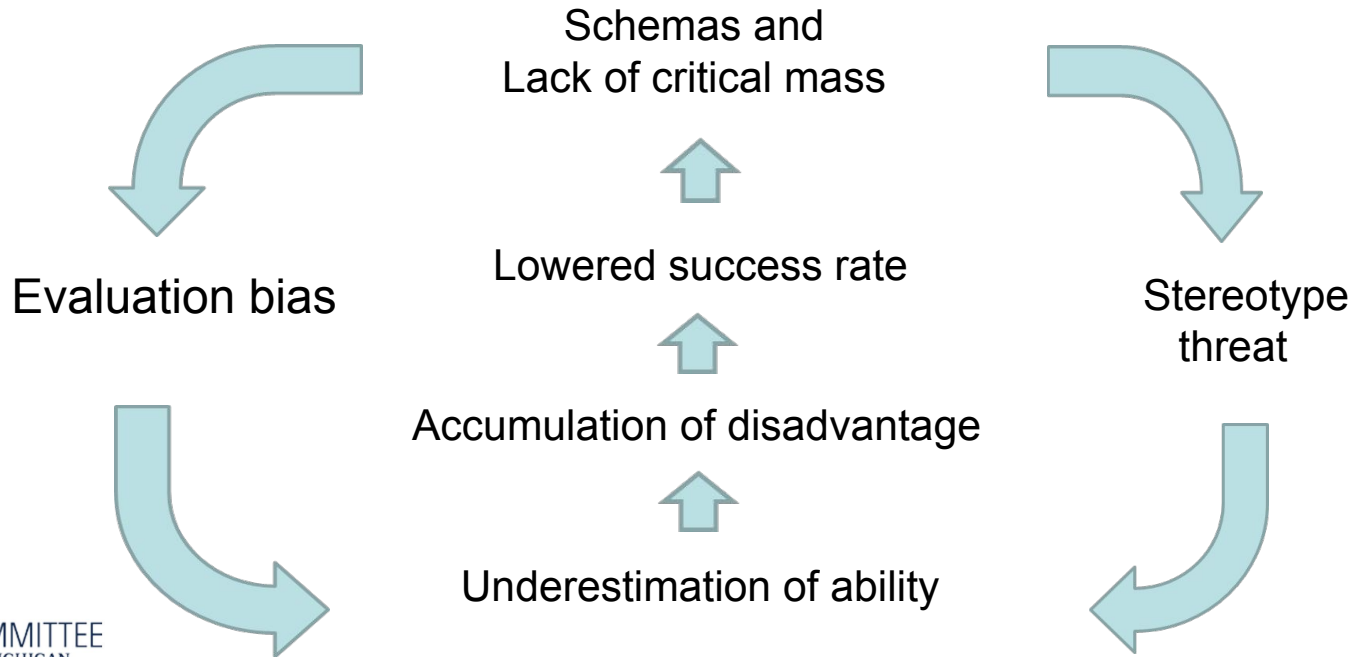


After an Offer is Made...

- After a candidate is chosen, aggressive recruiting can begin.
- Now, all factors relevant to attracting the candidate to New Brunswick and Rutgers University should be discussed.
- Don't forget the New Jersey area is more than New Brunswick.



Bottom Line: Unless We Take Action, the Cycle Reproduces Itself



A Successful Search is Just the Beginning!

see blue handout

- **What Can We Do? Review the Top Ten Best Practices**
- **Build a culture of search excellence.** Reflect on your search and provide a report suggesting improved approaches for the future.
- **Work with colleagues to create a culture in which new faculty will thrive, succeed, and choose to stay at Rutgers University – New Brunswick.**
- **Rutgers University, Division of Diversity, Inclusion, and Community Engagement** can help.

<https://nbdiversity.rutgers.edu/STRIDE>

Phone: (848)-932-4400

E-mail: crystal.bedley@rutgers.edu

RUTGERS
UNIVERSITY | NEW BRUNSWICK

Debrief

- What's one thing you plan to do differently in the search process?
- How are you feeling in terms of moving forward with the search? What are your biggest concerns? Questions?
- What's working well in your search process? Has this part of the process been documented so it can be replicated in the future?