



RUTGERS
UNIVERSITY | NEW BRUNSWICK

Faculty Recruitment Training for Diversity and Excellence

STRIDE: Strategies and Tactics for
Recruiting to Improve Diversity and
Excellence

9/7/2022



ADVANCE PROGRAM
STRIDE COMMITTEE
UNIVERSITY OF MICHIGAN

Introductions



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(she, her, hers)
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STRIDE Approach to Recruiting for Diversity and Excellence Widely Emulated

RUTGERS
UNIVERSITY | NEW BRUNSWICK



SOCIETY for
NEUROSCIENCE



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



THE OHIO STATE
UNIVERSITY



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

PURDUE
UNIVERSITY



GRAND VALLEY
STATE UNIVERSITY

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

Sandia
National
Laboratories

BROOKHAVEN
NATIONAL LABORATORY



Microsoft

UC DAVIS
UNIVERSITY OF CALIFORNIA

Overview of our STRIDE workshop

- **Why diversity and excellence go hand-in-hand**
- **What research can tell us about bias in the search process and how to reduce it**
- **How to apply best practice 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 Diversity and Excellence Go Hand-in-Hand

How do we understand diversity at Rutgers?

- Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender and gender identity, age, religion, language, disability status, sexual orientation, socioeconomic status, geographic region, and more that have led to systematic **marginalization** from the research and academic mission.
- Disrupting marginalization is essential to building an inclusive academy. It is an acknowledgement that not all people and voices have been included in the academy historically.
- Diversity contributes to excellence by creating a more robust intellectual community.

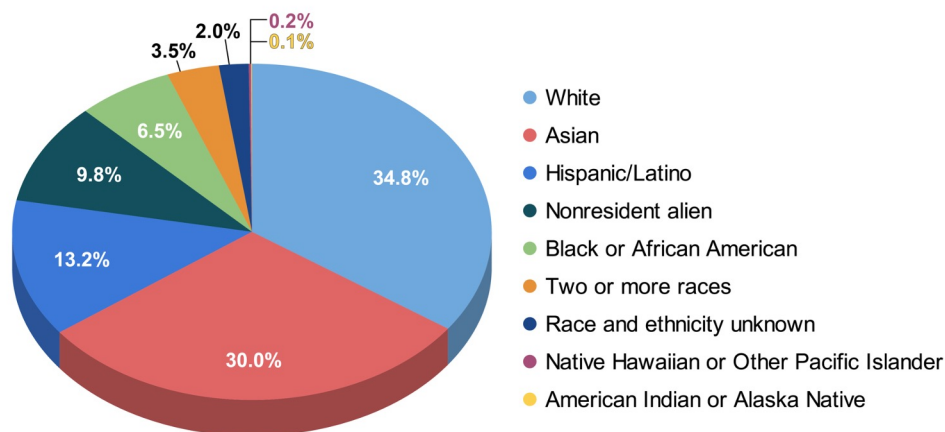
Why Do We Need to Recruit a Diverse Faculty in Order to Attain Excellence?

1. A diverse faculty can provide positive role models and mentors for our diverse student body
2. Pursuing those underrepresented on the faculty provides access to talent we currently lack or can't readily conceptualize
3. Socially and intellectually diverse teams make better decisions

The Mismatch Between Students and Faculty in New Brunswick

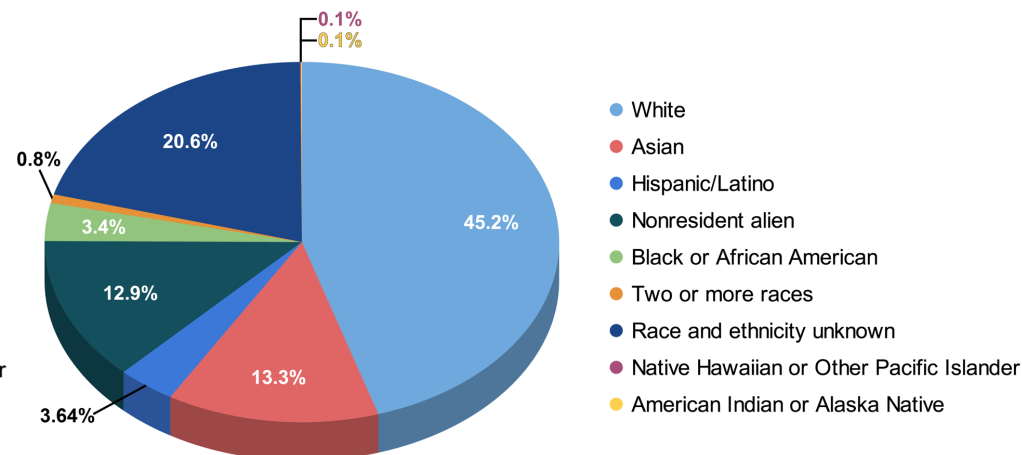
Rutgers NB student body is highly diverse: 35% White, 50% Male

Rutgers University - New Brunswick Undergraduate Racial-Ethnic Diversity Breakdown



Rutgers NB faculty body is less diverse: 45% White, 53% Male*

Rutgers University - New Brunswick Faculty Racial-Ethnic Diversity Breakdown



Data Source: nces.ed.gov/ipeds

Surveys used: Rutgers New Brunswick Fall 2020 Enrollment and Fall 2020 Human Resources

*Note large proportion of "Unknown" in Faculty Data

How often does talent go unnoticed?

**How often do significant breakthroughs start
at the margins?**

We may not know who to thank for...

Algebra

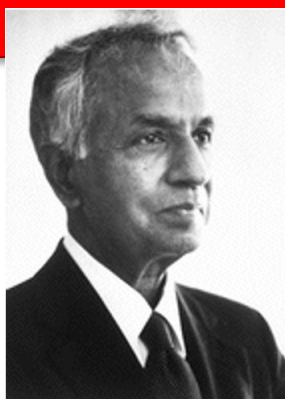
Muhammad ibn Musa al-Khwarizmi
(9th century Persian polymath: الجبر, Al
Jabr)



Bluetooth & secure communication

Hedy Kiesler Markey (Lamarr) (frequency hopping)

Who do we have to thank for...



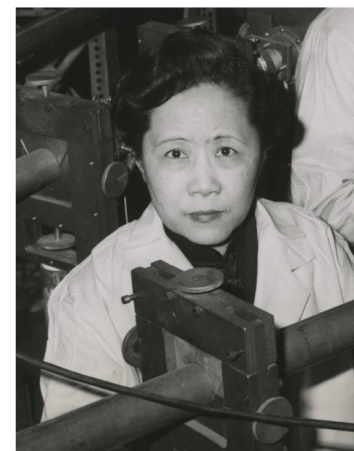
Structure and evolution of stars
Nobel Prize in Physics,
Subrahmanyan Chandrasekhar



Botany
Ynez Mexía (Discovered 500 new
species of plants, she began her
studies at age 55.)



x-ray reflection microscope
Albert Baez, co-inventor



Chien-Shung Wu
Nuclear and particle physics,
first Wolf Prize in Physics

Who do we have to thank for...

First computer program:
Ada Byron (19th century)



“The real McCoy” 57
lubrication patents for
tools & engines
Elijah McCoy



How does diversity contribute to excellence?

Diversity Leads to Better Ideas and Smarter Solutions

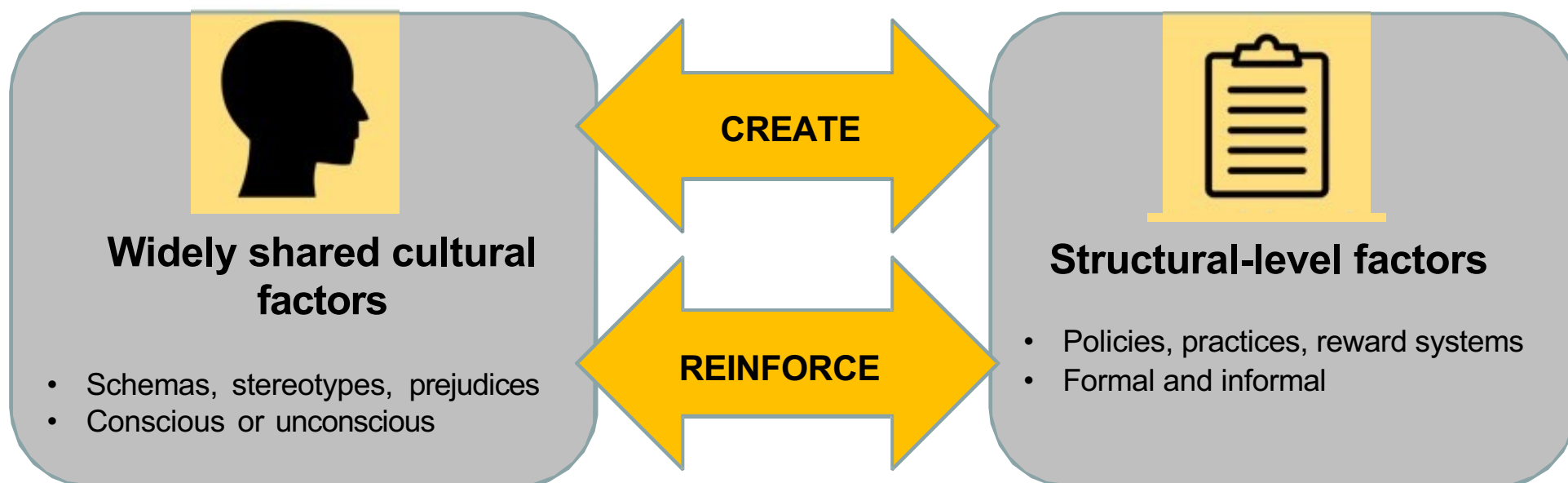
- Papers published by more diverse teams in terms of ethnicity, location, and references appeared in higher impact journals that garnered more citations (Freeman and Huang, 2015)
- Diverse teams make smarter decisions because they put more effort into it (Phillips, 2014)
- Firms with more inherent (born with) and acquired (learned from) diversity among employees were more likely to grow market share and to capture new markets (Hewlett et al., 2013)
- Greater racial heterogeneity is associated with greater macroeconomic productivity in US cities (Sparber, 2020)

Diversity in the composition of teams, organizations, and countries is associated with improved performance

- More diverse teams seek more and arrive at better solutions (Phillips, 2014)
- Organizations have more positive organizational climates, increased social responsibility and reputation, more innovation, and are better able to leverage talent (McKinsey, 2020, Diversity Wins: How Inclusion Matters)
- Companies with more gender parity are more profitable and have higher value creation (McKinsey, 2020, Diversity Wins: How Inclusion Matters)
- Countries with more gender parity have higher per capita income and could increase their GDP by as much as \$12-28 trillion (McKinsey Global Institute, 2015, The Power of Parity)

Bias Affects the Search Process

Bias Is Interactive Across Levels



Examples of How Bias Comes into Play



Formal policies: rules about how things are done



Informal practices: widely shared ideas about the “proper” way of doing things – often believed to be commonly known but can be opaque to “outsiders”

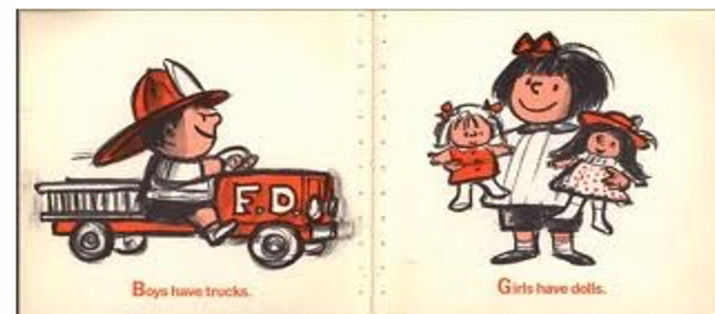


Reward systems that determine what is valued in academia (e.g., grants, publications, awards)

Schemas Affect Our Decisions

Schemas (mental images or prototypes that we cognitively construct based on what we observe around us about race, gender, sexuality, ability, etc.)

- Assumptions, expectations, or stereotypes about groups that influence our judgments of them
- Cognitive short-cuts: help us process information but are susceptible to cognitive 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



Unconscious Biases Can Affect Our Decisions

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

School
attended

Advisor's
reputation

Area of
specialization

Research on Schemas and Bias

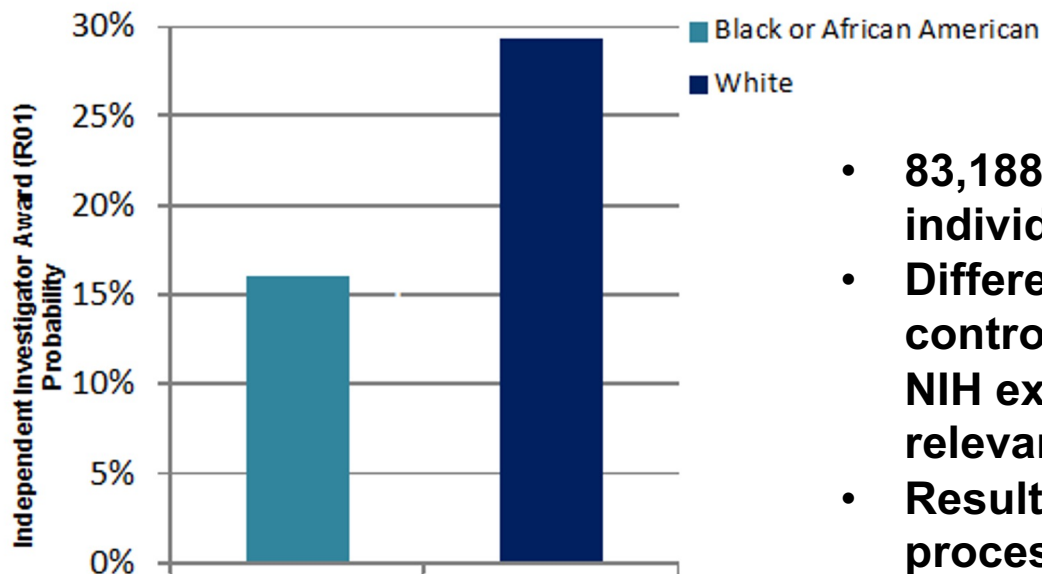
- **The Implicit Association Test (IAT)**
 - developed by some social psychologists
 - provides an indirect measure of bias (implicit.harvard.edu).
- **Status Construction Theory (SCT)**
 - developed by sociologists
 - shows similar effects of bias
- **There are decades of research**
 - that document biases & consequences;
 - **Still, controversy about the extent and import of this research**

Pro IAT: Jost, 2019; Greenwald and Banaji, 2017; Krosnick, Stark, and Scott, 2021
 Critical of IAT: Machery, 2021; Jussim, et al., 2020; Tetlock and Mitchell, 2009
 SCT: Ridgeway, 2014; Ridgeway and Nakagawa, 2017



Racial Bias Appears to Affect Evaluations of Grant Applications

Race Disparities in Grant Success



- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate remained 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.

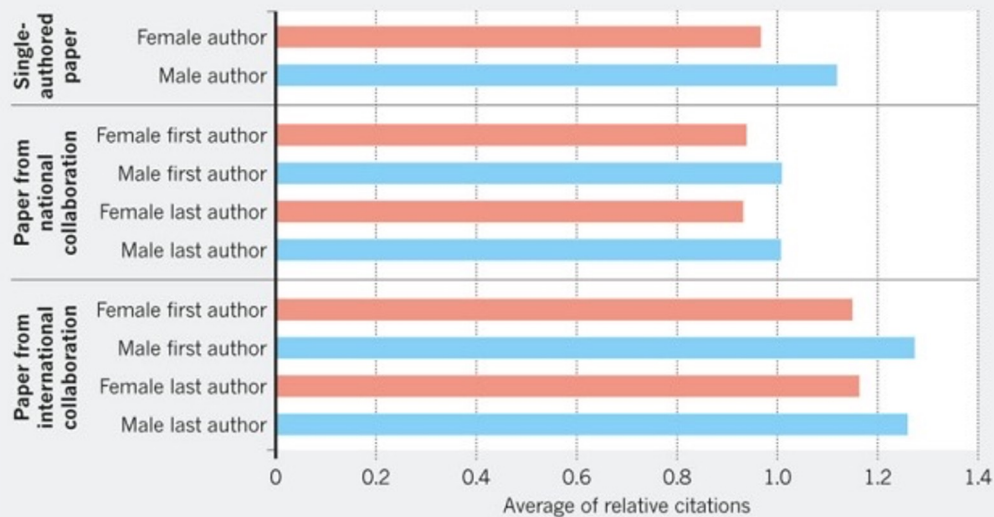
Ginther et al., (2011). *Science*, 333, 1015-1019.

Wenneras & Wold (1997). *Nature*, 387, 341-343 (classic study on gender bias in grants)

There Is a Gender Gap in Who Gets Cited— No Matter Who Led the Research

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.

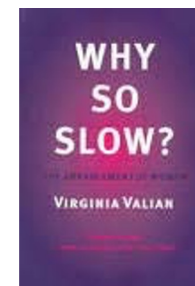


- Citation patterns favor male authors
- Female authors in key positions cited less than similarly situated male authors
- Author names inferred to be male were given higher ratings and viewed as more scientific

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

Small Differences Can Accumulate

- **Research reveals biases**
 - in evaluation (from resume, audit, and correspondence studies) and
 - outcomes (e.g., awards, leadership).
- **Small advantages and disadvantages accumulate, with compounding impact**
 - “Mountains are molehills piled one on top of the other” (Valian).
- **Solution: Search committee members must be careful of . . .**
 - indicators that are known to embed biases in evaluations.



John and Yamila

University of Professorial Dream Finalists!



Submits applications for 15 positions, gets 2 interviews. Has time to submit another paper!

Excited to receive an interview. Parents loan him travel money until reimbursed.

Most faculty look like him. They chat about their shared interest in football.

Is told his ideas are brilliant and asked about future research plans.

Is impressed with stately seminar room. Is confident he will fit in here.

Submits applications for 40 positions, gets 2 interviews.

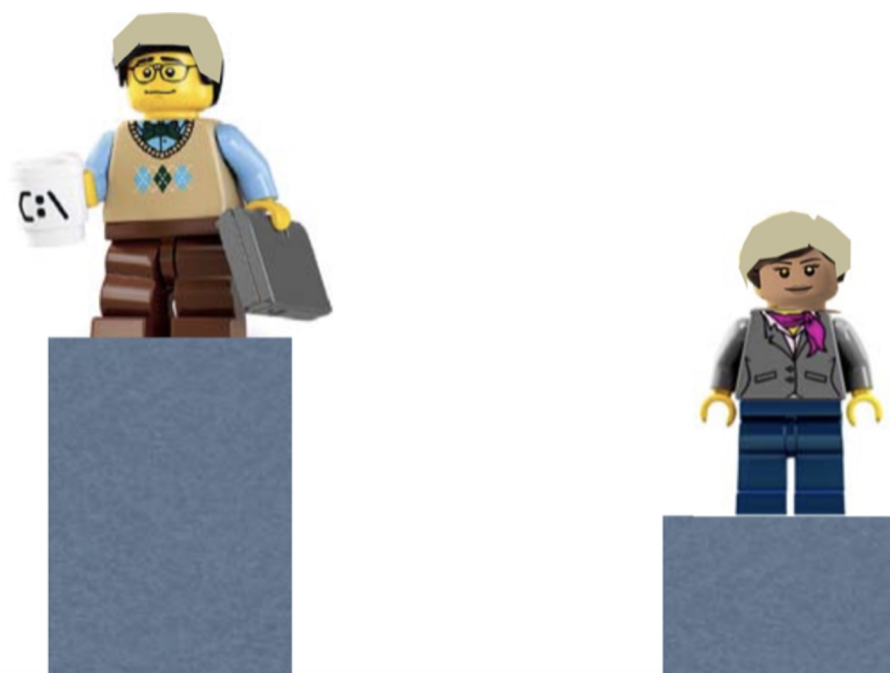
Excited to receive an interview. Has to put travel money on credit card and worries about accrual of interest.

Doesn't see any faculty of color. Wonders if she is a "token" candidate.

Praised for being articulate. Many faculty ask where she is from and whether she has kids.

Seminar room has photos of former chairs – all White men. Wonders if she will fit in here.

Years later . . . Both are promoted to Associate Professor.



“Small” differences in treatment and opportunities accumulate.

Further down the road . . .

- John is promoted to full professor in a timely manner, while Yamila who has spent considerably more time on service to colleagues, students, and the field, is held back.
- Yamila may never be promoted to full and remains stuck in rank even if her research accomplishments match those of John. Unlike tenure, support for promotion to full is much more subjective and therefore allows for schemas and biases to enter decision-making.

The “Matthew Effect” Describes Cumulative Advantages in Careers

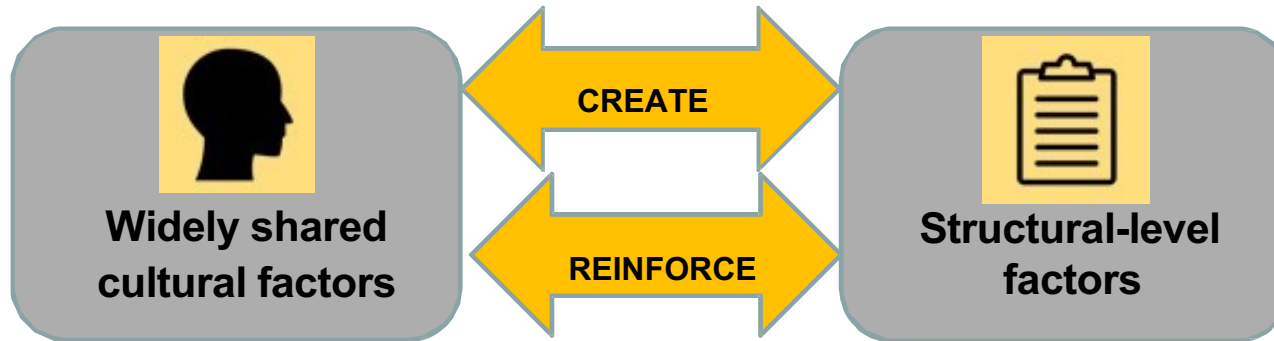
- Those who have the resources and support to demonstrate early career success often continue to get credit disproportionate to what they actually produce, i.e., they experience cumulative advantages.
- Those who get a later start (perhaps because of fewer resources and support) are often not given credit, even when they produce as much, i.e., they do not experience cumulative advantages.

Robert K. Merton, “The Matthew Effect,” *Science*, 159 (3810): 56-63, January 5, 1968

At the end of the presentation . . .

- **We propose various policy and structural changes that could positively impact diversity hiring at Rutgers.**
- **Perhaps you might think of some as we continue...**

Rutgers STRIDE Training Is About Change



Change can happen with:

- Awareness and understanding
- Resistance to status quo
- Effective strategies
- Sustained effort



Policies Affect Outcomes

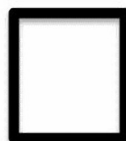
- What if we could prevent schemas from distorting our evaluation of job-relevant criteria?
- Example: Tenure Clock Extension Policies



OPT-OUT



OPT-IN

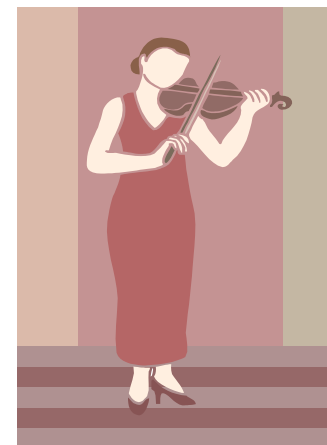
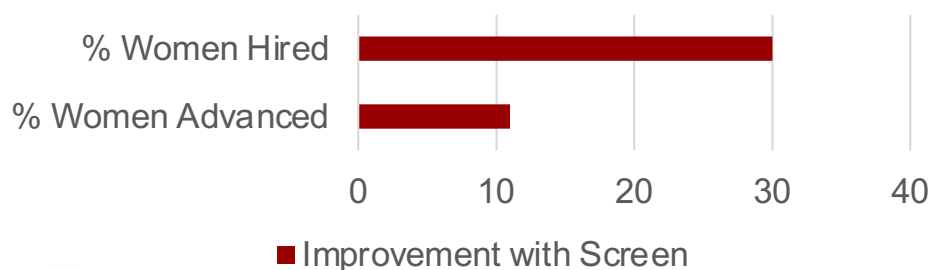


- Opting out reduces gender bias in T&P evaluations

Procedures Affect Outcomes

- Many US symphony orchestras changed their selection outcomes by using blind auditions starting in 1970s.

Effects of Blind Auditions on Women in Orchestras



- Blind auditions increased the proportion of women new hires by about 30%
- Blind auditions increased the proportion of women advanced from preliminary rounds by 11%

Center and Periphery: There Are Biases About Areas 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 that are still on the margins?
- **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

Are We Open to Work That Is New?

- What is considered the “center” in our fields and therefore important work vs. unimportant work?
- Work that is new and different is often found in the “periphery” and in the margins.
- Those developing new ideas in the periphery or on the margins often find their work rejected by mainstream journals, especially at the beginning of their work.

Example 1

W. E. B. Du Bois is widely read and highly appreciated now as a seminal figure in sociology, but 20 years ago, he was on the periphery.



Example 2

- mRNA research was on the periphery and the scholars associated with it often couldn't generate grants. Dr. Karikó whose work is very important to the development of the mRNA vaccine was dismissed and marginalized.
- She was demoted and taken off the track for promotion to full professor at the University of Pennsylvania before her work was recognized.




Reflection 1

Working in break out groups,

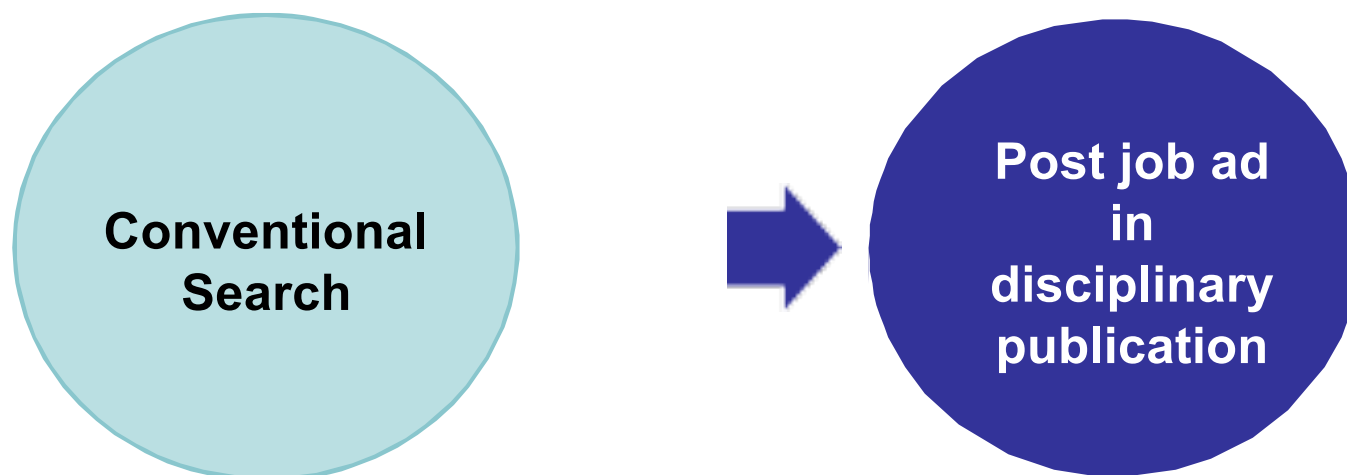
- 1. Please discuss what constitutes the “center” and the “periphery” in your field.**
- 2. To what extent does the work of historically under represented groups belong in the periphery?**

Best Practices in Faculty Searches

Best Practices for Faculty Searches

| | |
|--|--|
|  Stage 1 | Getting Great Applications from the Best Applicants |
| Stage 2 | Achieving Excellence and Diversity on the Short List |
| Stage 3 | Managing the Visit |
| Stage 4 | Making the Decision |

Conventional Method of Faculty Search



Strategies for Continuous Search



Open Your Search: Don't Let Your Search Definition Unnecessarily Exclude Candidates

- **Avoid over-specification; include as many areas as possible?**
- **--OR-- Pursue particular specializations:**
- **Remember: Under-represented candidates often work at the intersection of disciplines, which may be in the periphery or at the margins of what you may consider your core discipline**
- **Use a single search committee for all positions? Practices may need to be modified to handle more applications**

EXAMPLES

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...

A More Inclusive Job Description

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

- **Consider candidates for non-posted position. (Examples: some senior hires, dual career partners, special postdoc programs)**
- **Have ongoing conversations about such potential candidates**
- **Recommendation: maintain a consistent and sound process.**
 - **Employ a transparent and standard procedure developed in advance**
 - **Consider using a standing committee for initial review**
 - **Do not allow time pressure to compromise evaluation and deliberation**

Consider Asking for Diversity Statements

- Shows their potential for (or record of) contributing to DEI (e.g., teaching and mentoring students from diverse backgrounds)
- Separate statement or integrated into existing components
- Some experiences with use of diversity statements:
 - Excellent and diverse candidates with significant and broad commitments were identified and hired
 - Statements raised awareness among search committee and department members of the impact of applicant's work
 - It is helpful if interview questions to all include questions about supporting diversity, equity, and inclusion

Reflection

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

(Please raise your hand or put your question in the chat box to respond)

Best Practices for Faculty Searches

Stage 1

Getting Great Applications from the Best Applicants

 Stage 2

Achieving Excellence and Diversity on the Short List

Stage 3

Managing the Visit

Stage 4

Making the Decision

Conditions That Can Hinder Equitable Evaluations

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

Present in
faculty
searches



... all of which can
influence decision
making.



Clearly Define and Communicate the Application Components to All Candidates

- 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.
For candidates on your short list:
 - Provide a template or checklist.
 - Ask them for what you need if something is missing.
 - Indicate to candidates the intended audience for each part of the process.
 - Let candidates know what future stages the process might have.

Strive to Mitigate Evaluation Biases Throughout the Search Process

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

- Discuss and define evaluation categories and criteria in advance.
- Read candidate dossiers carefully.
- Make evidence of job-relevant qualifications central to candidate deliberations.
- Delay global evaluations and summary rankings:
 - acknowledge uncertainty
- Consider developing a longer short-list

Applicant Evaluation Tool and Diversity Statement Rubric

Rate each candidate on the dimensions below.

Is the evidence in each category: strong, moderate, weak, or none?

| | |
|-----------------------|---|
| Productivity | <ul style="list-style-type: none"> • Evidence of scholarly productivity commensurate with career stage and norms for subfield |
| Teaching | <ul style="list-style-type: none"> • Evidence of (potential for) teaching effectiveness |
| Collaboration | <ul style="list-style-type: none"> • Evidence of (potential for) effective collaboration with others |
| DEI Commitment | <ul style="list-style-type: none"> • Evidence of (interest in and commitment to) teaching/mentoring/training students of diverse backgrounds • Evidence of DEI activities in professional roles |
| Climate | <ul style="list-style-type: none"> • Potential for positive contributions to unit climate • Evidence of service activities that contribute to unit/institution/profession |
| Mentoring | <ul style="list-style-type: none"> • Evidence of effectively mentoring undergraduate or graduate 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 projects, 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:

Research on Schemas and Letters of Recommendation

Letters for Whites:

- Standout adjectives

Letters for men:

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



Letters for Blacks:

- “Meer” competence

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”*)

Gender Bias in Letters of Recommendation

Words used in letters for women:

- Hard working
- Someone who pays attention to detail
- Nice
- Conscientious
- Capable of balancing work and family
- Good colleague

Words used in letters for men:

- Brilliant
- Superstar
- Excellent
- Ground-breaking
- Genius

Schemas and Teaching Evaluations

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

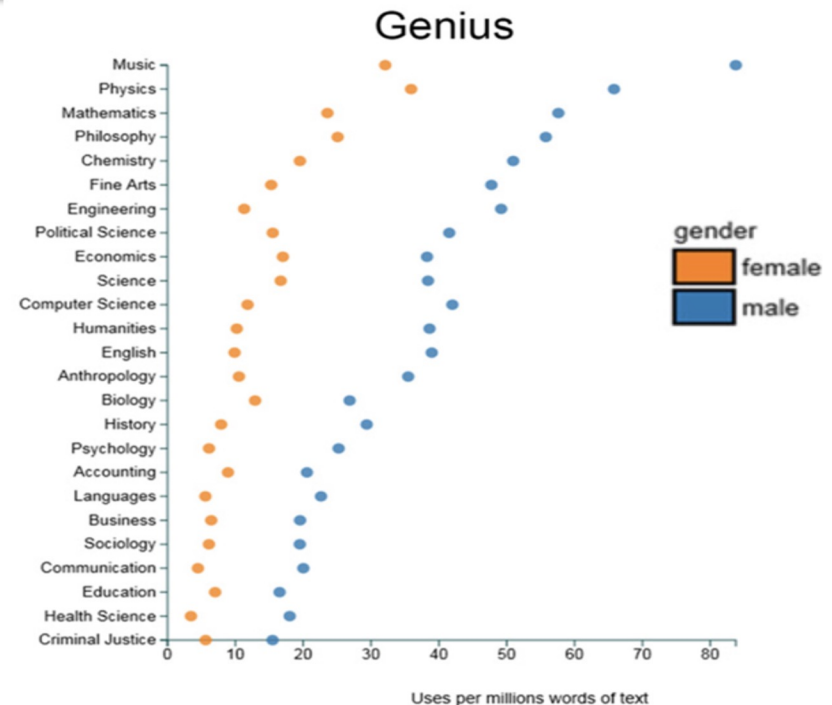


- In half of the sections, he referred to his partner as “Jennifer” and in the other half as “Jason.”
- The “straight” instructor received 22% more positive comments than the “gay” instructor.
- The “gay” instructor received five times as many critical comments as the “straight” instructor.



Perceptions of Instructors across Disciplines Often Favor Males

14 million reviews from
RateMyProfessor.com



Race/ethnic Minority and Women Faculty May Be Disadvantaged by Student Teaching Evaluations

In a recent meta-analysis of over 100 articles on student teaching evaluations, the potential for bias in evaluations against women and minority faculty is supported by the evidence.

- “Male instructors are perceived as more accurate in their teaching, have more education, are less sexist, more enthusiastic, competent, organized, professional, effective, easier to understand, prompt in providing feedback, and are less penalized for being tough graders.”
- “Faculty of color are evaluated worse than their white colleagues, especially Black and Asian professors, with Black male professors faring particularly poorly. Faculty with accents and Asian last names fare worse than their native English-speaking counterparts. People of color are also punished for not conforming to intersectional stereotypes.
- “The evidence of equity bias is strongest in the qualitative comments about the course or instructor.”
- There is a “gender affinity effect,” but “students prefer professors with masculine traits, yet penalize women for not conforming to feminine stereotypes.”

Kreitzer and Sweet-Cushman, 2022

Assessing the Teaching Record

- Don't just rely on student evaluations. They are also biased by type of class, the workload, grade distributions, and whether the faculty member brings chocolate cookies, as well as equity bias. ([Kreitzner and Sweet-Cushman, 2022](#))
- Use broader evidence of teaching competence (e.g., trajectories, curricular innovations, teaching statements).
- Ask: how can this candidate broaden and reinforce your unit's teaching mission?



Best Practices for Faculty Searches

Stage 1

Getting Great Applications from the Best Applicants

Stage 2

Achieving Excellence and Diversity on the Short List

 **Stage 3**

Managing the Visit

Stage 4

Making the Decision

Managing the Visit

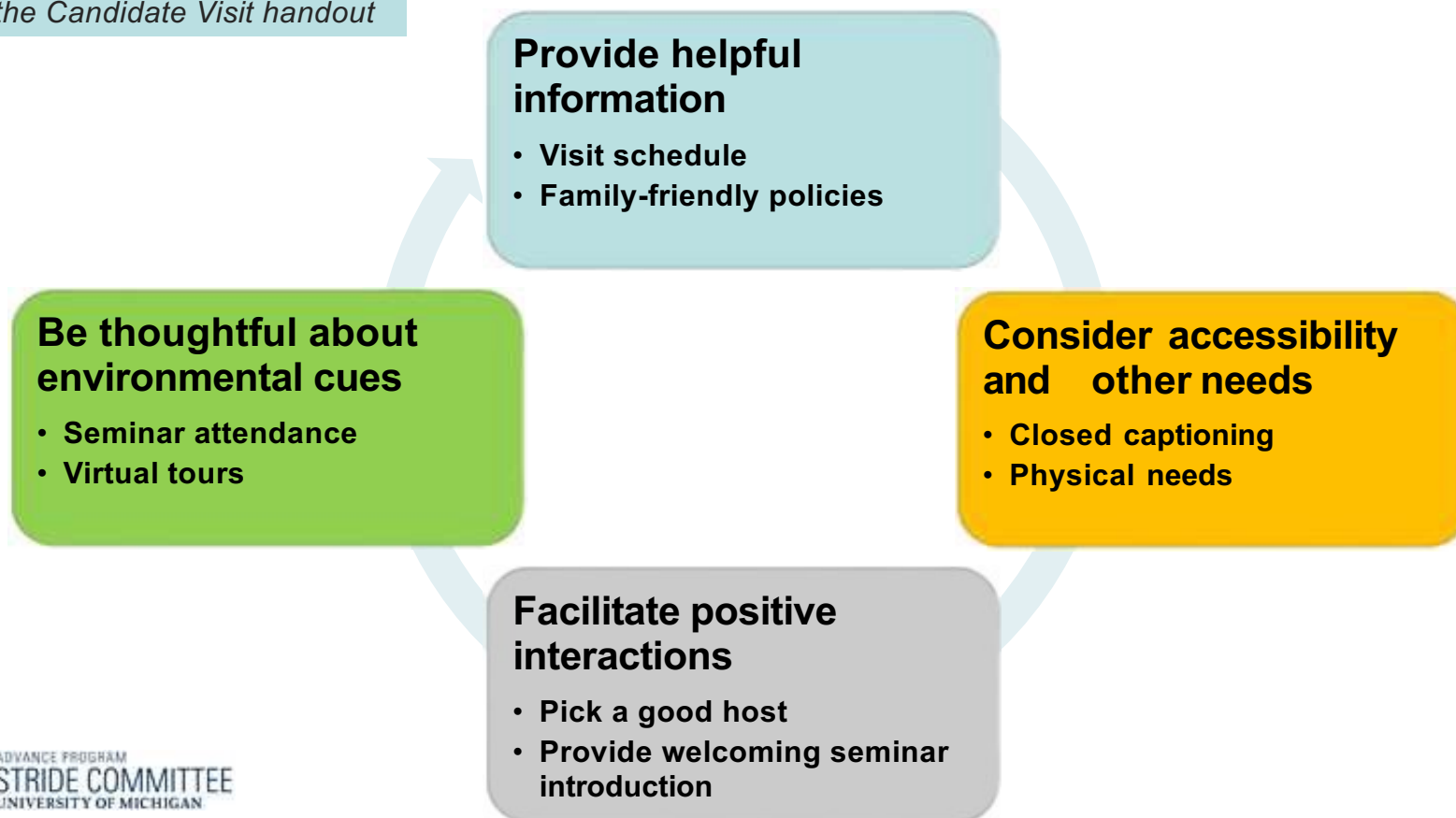
*****Campus visits provide crucial information to both the search committee and the candidate: they are part of both selection and recruiting*****

- 1. Provide a welcoming environment.**
- 2. Ensure that all candidates get information about family-friendly policies from the appropriate source.**
- 3. Respect candidate privacy.**
- 4. All faculty must be on board with the principles of your hiring.**

Managing the In-Person and Virtual Visit



Managing the Candidate Visit handout



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

- **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

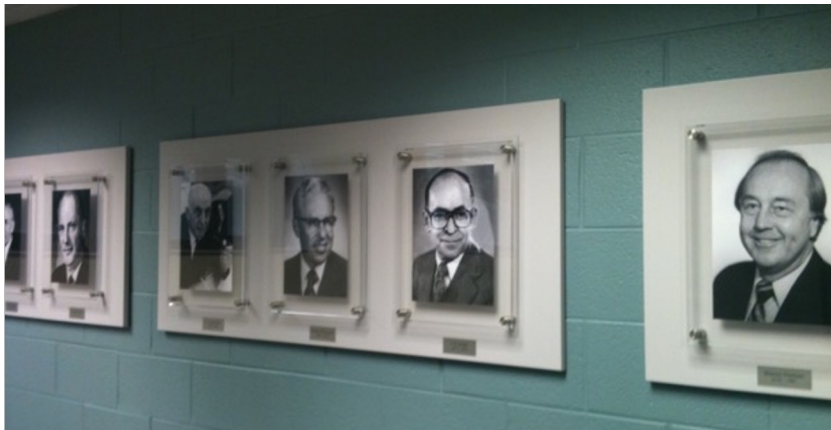
- Ensure that all candidates meet a diverse set of people.
- Ask the candidate whom they would like to meet.
- Provide a thoughtful introduction at the seminar, stressing expertise.
- Maximize attendance at presentation.
- Give candidate ample time to discuss accomplishments and vision.
- Consider altering undesirable cues, if any, in the environment.



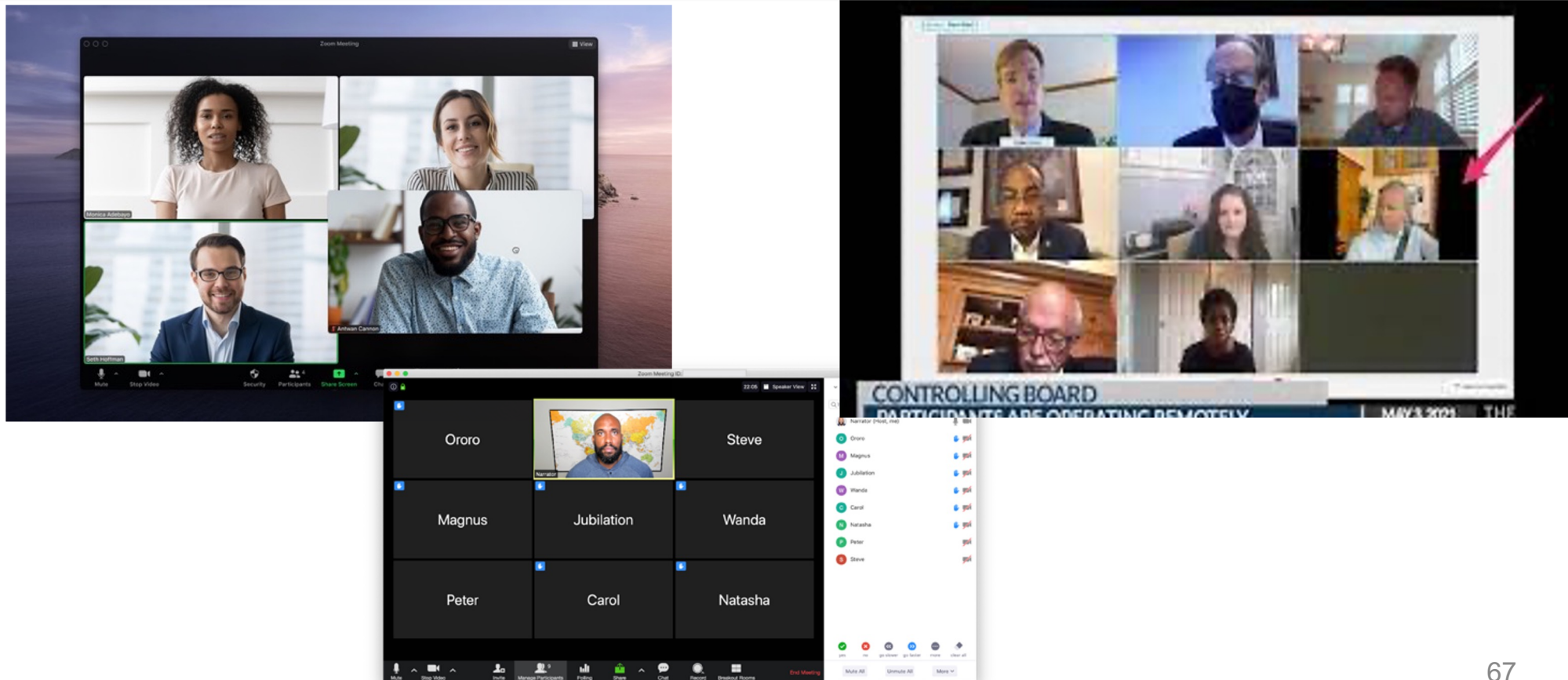
For Example: Show off Your Department as It Is or You Would Like It to Be, Not as It Once Was



Who belongs here?

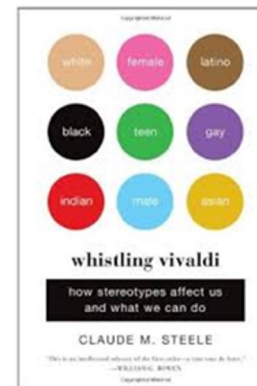


Which Cues in a Remote Visit Are Most Welcoming?



Stereotype Threat Can Undermine Performance: Identify and Minimize It in Campus Interviews

- Stereotype threat can emerge when a performer fears confirming negative schemas: Worry about confirming negative stereotypes consumes cognitive resources.
- Many studies show that stereotype threat causes underperformance.
- Removing stereotype threat allows true ability to be demonstrated.



Reflection

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

(Please raise your hand or put your questions in the chat box to respond)

Respect Candidate Privacy, and Consider Only Job-Relevant Criteria

- ❑ Interviews should aim to evaluate qualifications that are relevant
- ❑ Do not ask non-job relevant questions (e.g., family status, sexual orientation)
- ❑ Exploring non-job-relevant criteria
 - --is often illegal
 - --will confound your evaluation
 - -- is also likely to drive away the candidate.



Best Practices for Faculty Searches

Stage 1

Getting Great Applications from the Best Applicants

Stage 2

Achieving Excellence and Diversity on the Short List

Stage 3

Managing the Visit

 **Stage 4**

Making the Decision

Gather Input Promptly

- Talks and interviews provide important evidence.
- Details fade fast!
- Use candidate evaluation tools right after each visit.
- Gather and digest feedback throughout.



Postpone Global Rankings

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

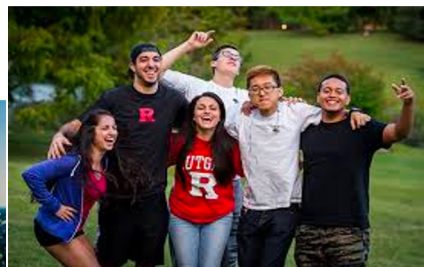
Managing a Full Faculty Discussion

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

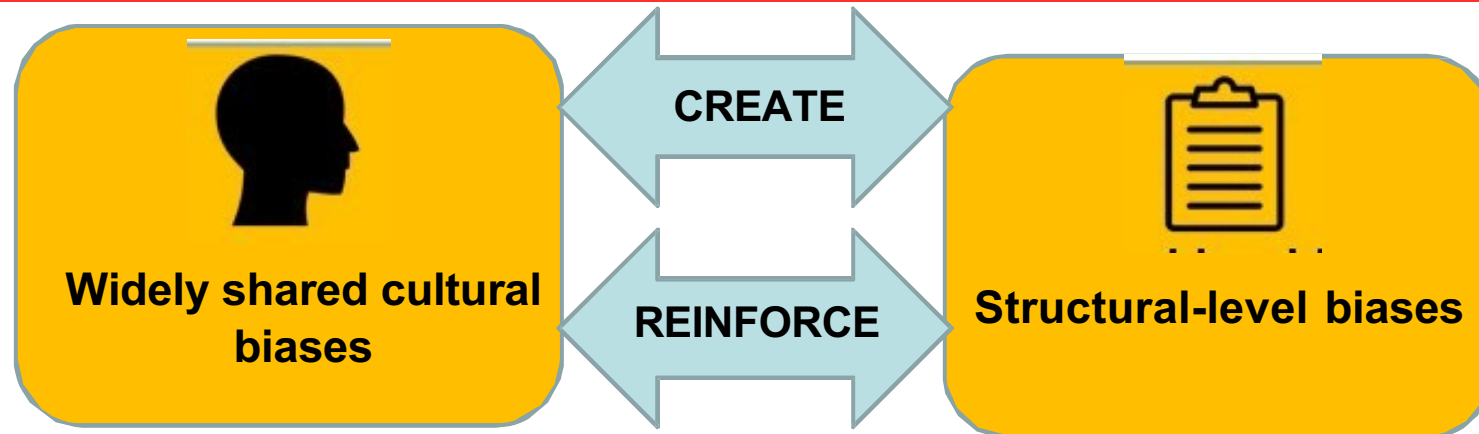


Remember the Candidate Chooses You Too!

- 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.



Rutgers STRIDE Training Is About Change



Change can happen with:

- Awareness and understanding
- Resistance to status quo
- Effective strategies
- Sustained effort



This involves both structural and cultural *change*.

Some proposed structural changes at Rutgers

- **Work to change promotion policies so that, for instance, grants are not central to tenure and promotion and that work in the periphery is recognized and rewarded.**
- **Pay inequities often begin at the point of hiring. Put newly recruited colleagues in touch with the Rutgers AAUP-AFT before they accept the job offer so that they can negotiate the appropriate salary.**
- **Encourage colleagues already here to use the existing pay equity process and work to strengthen this process.**
- **Work to create mechanisms so that retention offers are fair and equitable.**
- **Use the 10-year rule to promote historically under-represented and marginalized groups where appropriate.**

Individual and Department Changes

see blue handout

- **Build a culture of search excellence. Reflect on your search and provide a report suggesting improved approaches for the future.**
- **Work to minimize the effects of negative schemas and biases and 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>

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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 your search process been documented so it can be replicated in the future?**