



# RUTGERS

Division of Diversity, Inclusion,  
and Community Engagement

## **Strategic Plan for Inclusive Hiring**



# Making a five-year plan for inclusive hiring



1. Department Vision, Goals, and Plan



2. Undergraduate and graduate Programs



3. Faculty Hiring & Development  
*With a focus on DEI*



4. Dean-level strategic hiring plan

# Department Vision, Goals, and Plan

To be submitted to your dean on an annual basis



## SCHOLARSHIP

Have a discussion of the department's strengths and the areas of specialization. Do these areas belong in the "center" of the field, or in the "periphery?" If it is not clear what the center and periphery in your field might be, please use this [exercise](#).

What areas does the department want to strengthen? Unpack areas that are on the periphery where the possibilities of increasing diversity of faculty are most promising. Keep in mind within the center as well faculty may come from a diverse set of backgrounds (for a definition of diversity at Rutgers, please click [here](#)). You may already have a faculty person who works in an area on the periphery, or you may not. Hiring more people in a particular area of the periphery in order to strengthen it is encouraged.



## VISION

Lay out a vision statement for where the department would like to be in five years. Outline the areas of specialty that you want to strengthen or introduce that belong in the center as well as new/old areas in the periphery that have the potential to increase faculty diversity. How might you move areas that currently are in the periphery into the center of your discipline?



## FULL-TIME FACULTY DEMOGRAPHICS (BOTH TT AND NTT)

Provide a list in terms of gender, gender identity, race, ethnicity, nationality, self-identified sexual orientation, and other relevant factors. Please do this for the last 10 years so you have a record of the history of your department. This will enable you to develop a plan and assess progress.



## PLAN

What areas of diversity is the department weak in? What plans do you have to address these weaknesses? How many hires will you need to realize your objectives? Lay out a plan for how you will develop relationships with faculty you wish to recruit (such as a lecture series, one to one meetings at conferences etc.) and a timeline for hiring.



## PROGRESS

How have you fared since the last annual report?

*In the second year of compiling and updating this report (see [template here](#)) please compare your department to others at peer institutions.*



Please use this [Inclusive Hiring template](#) to prepare your report for the dean.

02

## Undergraduate Program at Rutgers–New Brunswick



Demographics of undergraduate majors by gender, race, ethnicity and nationality

*If you don't already have this data please contact and partner with UHR and OIRAP.*

Develop sensitivity to your undergraduate students. Here are some ways to do so: examine who they are, and how that may impact curricular changes in your department. Can new courses be introduced to address the need of these students? If your undergraduate major is not demographically diverse, how might changes in the curriculum attract a more diverse undergraduate student body? Re-examine each of your course syllabi to see how sensitive they are to the needs of a diverse student body.



Minors and Specializations

What minors and specializations do you have right now and what new areas you want to include based on your department's vision as well as the demographics of your undergraduate majors?



Demographics of faculty who teach undergraduates in your department

What are the demographics of the faculty who teach undergraduates in your department (TT, NTT and PTL) in terms of gender, gender identity, race, ethnicity, nationality, self-identified sexual orientation, and other relevant factors.



03

## Graduate Program at Rutgers–New Brunswick



### Graduate student body composition

*Both Master's and Ph.D. programs*

Consider program size, subfields, student progress, and breakdown by gender, race, ethnicity and nationality and self-identified sexual orientation and other factors.



### Demographics of the faculty who teach graduate students

*Both Master's and Ph.D. programs*

What are the demographics of the faculty who teach graduate students (Master's and Ph.D.) in your department in terms of gender, gender identity, race, ethnicity, nationality, self-identified sexual orientation, and other relevant factors. What conclusions can you draw from this? Develop sensitivity to your graduate students. Here are some ways to do so: examine who they are, and how that may impact curricular changes in your department. Can new courses be introduced to address the need of these students? If your graduate programs are not demographically diverse, how might changes in the curriculum attract a more diverse graduate student body? Re-examine each of your course syllabi to see how sensitive they are to the needs of a diverse student body.



### Diversity and Inclusion

Please provide an assessment of the support for diversity and inclusion in your department; describe current and future initiatives in these areas.

04

# Faculty Hiring and Development

## 1. DIVERSITY & INCLUSION IN THE DISCIPLINE



*An account of the state of diversity in the discipline, and where your department stands relative to that benchmark (are you ahead? behind? keeping up? where are the growth areas?).*

## 2. RECRUITMENT



*Describe your department's efforts to recruit members of underrepresented groups to fill faculty (both TT and NTT), graduate TA/RA and fellowship positions. How does your department work to attract and serve a more diverse undergraduate student body?*

## 3. INCLUSION



*Describe efforts to orient individual courses, curricula, and co- or extra-curricular activities (e.g., colloquia) to reflect the interests of students, and increase your department's exposure to scholars from diverse backgrounds.*

## 4. MENTORING & PROFESSIONAL DEVELOPMENT



*How has the department engaged with the various offerings of the [Faculty Diversity Collaborative](#) including the following programs that are open to all faculty members: OASIS, PECE, RCN, AEM E-Care, AEM I-lead, and inclusive mentorship development.*

*Describe your department's engagement with the Tyler Clementi Center, which offers three workshops that support inclusive departmental climates: Centering Respect, Equity Fundamentals and CLARA: A Tool for Navigating Contentious Conversations. You can read brief descriptions of each [here](#).*



Please use this [Inclusive Hiring template](#) to prepare your report for the dean.

# Role of Deans

Deans are encouraged:

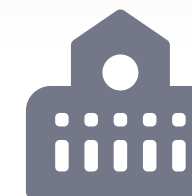
To use reports from departments to arrive at a strategic school-wide plan for inclusive hiring over a five year period



To share the full report with the Chancellor–Provost and the Senior Vice President for Equity



To share the report or a condensed version with all faculty in the school



# INDIVIDUAL AND DEPARTMENT CHANGES



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.

## CONTACT



[DIVERSITY@RUTGERS.EDU](mailto:diversity@rutgers.edu)



[NBDIVERSITY.RUTGERS.EDU/STRIDE](http://nbdiversity.rutgers.edu/stride)