

STRIDE Best Practices for Hiring Workshop 2023-2024

STRIDE COMMITTEE

Darryl Dickerson, Mechanical and Materials Engineering

Mohamed ElZomor, Construction Management

Lei Guo, Physics

Xuan Jiang, Center for Excellence in Writing

Peter Markowitz, Physics & Honors College

Anamika Prasad, Biomedical Engineering

Julia Janewa Osei-Tutu, Law

Suzanna Rose, Psychology & AWED

Stephen Secules, SUCCEED

Caroline Simpson, Physics

Arun Upadhyay, Finance

Debra VanderMeer, Information Systems

Kirsten Wood, History

Lidu Yi, Art and Art History

This handout, the STRIDE presentation, and additional materials are available at
go.fiu.edu/strideresources
or contact awed@fiu.edu

BEST PRACTICES FOR AN EFFECTIVE AND INCLUSIVE FACULTY SEARCH *

For each item, indicate (a) what steps your search committees typically take and (b) what new steps you will institute for your current search.

Usual Practice	Current Search	BEST PRACTICES
		0. Be an effective search committee
		- Require a high level of commitment
		- Attend STRIDE
		- Be aware of unconscious biases and challenges of evaluation
		1. Write an inclusive, informative job ad
		- Define your search as broadly as possible, e.g., “open” to area of specialization
		- Avoid superlatives
		- Ask for information you need from applicants
		- Provide a template or checklist with clear instructions
		- Clearly describe the audience for their application (e.g., faculty from other areas)
		2. ACTIVELY develop a diverse pool of applicants
		- Network directly with doctoral students; invite to speak
		- Connect with other institutions to identify promising candidates.
		- Actively solicit applicants from the diversity section of your professional association.
		- Actively pursue candidates that are thriving at less well-ranked institutions
		- Leverage social media, including specialty groups/hashtags
		- Recruit from subfield with diversity
		3. Make sustained and conscious efforts to counter potential evaluation bias by establishing written evaluation criteria prior to reviewing files
		- Discuss and define evaluation criteria in advance
		- Look for/rely on evidence of job-relevant qualifications

		<ul style="list-style-type: none"> - Create and use an evaluation tool/rubric that value diversity and excellence
		<ul style="list-style-type: none"> - Consider the environment in which the achievements were made
		<ul style="list-style-type: none"> - Avoid summary rankings
		4. Decide the review process prior to review to reduce potential bias
		<ul style="list-style-type: none"> - The number of reviewers/file for initial evaluations
		<ul style="list-style-type: none"> - The order of reviewing materials
		<ul style="list-style-type: none"> - The relative importance of evaluative criterion
		<ul style="list-style-type: none"> - Reduce the importance of proxies
		5. Treat candidates equitably during interviews and visits and encourage circumstances that allow candidates to be at their best
		<ul style="list-style-type: none"> - For committee interviews, use a standard set of questions
		<ul style="list-style-type: none"> - Identify an appropriate faculty 'host' for finalist visits
		<ul style="list-style-type: none"> - Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture, etc.
		<ul style="list-style-type: none"> - Eliminate undesirable clues in the environment (e.g. lack of gender/racial diversity in public materials)
		<ul style="list-style-type: none"> - Provide a good introduction at the seminar, stressing the candidate's expertise
		<ul style="list-style-type: none"> - Invite people to the job talk to maximize diversity
		<ul style="list-style-type: none"> - Ensure that all candidates meet a diverse set of people (may include students)
		<ul style="list-style-type: none"> - Try to interview more than one women/minority candidate
		<ul style="list-style-type: none"> - Treat all applicants as valuable scholars, not as representative of a social group.
		<ul style="list-style-type: none"> - Ask the candidate whom they would like to meet and honor that request

*With appreciation to the University of Michigan STRIDE committee

AN OPEN SEARCH AD FROM CARNEGIE

The Carnegie Institution invites applications for [...] staff astronomer appointments [...]. These positions may be filled at any level. Candidates in all fields of astronomy and astrophysics are encouraged to apply. The Carnegie Institution has a deep commitment to scientific excellence and diversity; we strongly encourage applications from candidates who will enrich and foster a culturally diverse and inclusive environment. [...]

Required Qualifications:

- PhD in relevant areas of physics, astronomy, or engineering.
- Evidence of innovative research contributions.
- Evidence of commitment to and support for diversity, equity and inclusion in STEM.

Preferred Qualifications:

- A commitment to mentoring future generations of world leading scientists.
- Interest in Carnegie's ongoing teaching, outreach and public programs.

OPEN SEARCH ADS FROM UNIVERSITY OF MICHIGAN

The Physics Department anticipates that a tenure track faculty position will be available with a XXX starting date. We are considering applications in all areas of physics represented in the department: High Energy Physics, Condensed Matter Physics, Atomic Molecular and Optical Physics (AMO), Astrophysics, Biophysics, and Theoretical Physics. We are particularly interested in applicants working in the areas of Theoretical Astrophysics, Condensed Matter Theory, String Theory, AMO Theory or High Energy Theory. Candidates are required to have a doctoral degree in physics.

Women and minorities are encouraged to apply. The successful candidate is expected to establish an independent research program and to contribute effectively to the Department's undergraduate and graduate teaching programs. The University is responsive to the needs of dual career couples.

The Department of Chemistry at the University of Michigan invites applications for an anticipated tenure-track position at any rank in any subdiscipline of chemistry with a proposed start date of September 1, 2011. This would be a University-year appointment (9-mos. academic salary with summer salary supported by research funds). Candidates are expected to develop an internationally recognized program of scholarly research and to excel in teaching at undergraduate and graduate levels. Detailed information regarding the electronic application process and required materials is available on-line at xxxxxxxx.

The Department of Anthropology invites applications for a tenured associate professor level appointment in sociocultural anthropology, to begin in XXX pending administrative approval. Candidates currently at the advanced assistant professor or early associate professor rank are encouraged to apply. We seek creative scholars who integrate ethnography and theoretical analysis, and who deepen our dialogue with other disciplines and debates. Successful candidates will be able to teach introductory and higher-level undergraduate courses in addition to graduate seminars, and their research and teaching interests should complement the strengths of our existing faculty (for more information consult our website at XXXXX).

Applicant Evaluation Tool

For the initial screening of applicants (see next page for tool for finalists)

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as

Candidate's name:

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

<input type="checkbox"/>	Read candidate's cover letter	<input type="checkbox"/>	Read candidate's scholarship
<input type="checkbox"/>	Read candidate's statements	<input type="checkbox"/>	Read candidate's CV

Please rate the candidate on each of the following:	strong	moderate	weak	none	Unable to judge
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					
Potential for (Evidence of) making positive contribution to department's climate					
Potential (Demonstrated ability) to attract and supervise graduate students					
Potential (Demonstrated ability) to teach and supervise undergraduates					
Potential (Demonstrated ability) to be a conscientious university community member					

Other comments?

Available at: go.fiu.edu/strideresources

For more information or additional copies of this resource, please contact the Office to Advance Women, Equity & Diversity at 305-348-3457.

Candidate Evaluation Tool

For the screening of finalists (see previous page for applicant tool)

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior

Candidate's name:

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

- | | |
|--|--|
| <input type="checkbox"/> Read candidate's research
<input type="checkbox"/> Read candidate's teaching
<input type="checkbox"/> Read candidate's cover letter (if applicable)
<input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's recommendation letters | <input type="checkbox"/> Attended candidate's job talk
<input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Other (please explain):
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 2px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 2px;"/> <hr style="border: 0; border-top: 1px solid black;"/> |
|--|--|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the lecture/job talk:

Please rate the candidate on each of the following:

	strong	moderate	weak	none	Unable to judge
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					
Potential for (Evidence of) making positive contribution to department's climate					
Potential (Demonstrated ability) to attract and supervise graduate students					
Potential (Demonstrated ability) to teach and supervise					
Potential (Demonstrated ability) to be a conscientious university community member					

Other comments?

FIU Faculty Resources

FIU is committed to helping faculty balance the needs of career and family. Policies have been established to create a supportive, equitable, and productive academic environment. More information about each of the family-friendly policies is listed below.

Family-friendly policies and resources include:

- Dual career program
- Faculty residence map
- Parental leave
- Tenure clock extensions for Tenure-Earning Faculty
- Lactation rooms
- Campus childcare
- Center for Children and Families
- Youth summer camp and school holiday care
- Tuition waiver

Dual Career Program

Requests to consider employment for a new hire's spouse/partner are considered on a case-by-case basis and should be referred to the Office of Faculty Leadership and Success.

Faculty Residence Map

<http://maps.fiu.edu/fiufacultyresidence/>

To aid new and prospective FIU faculty in making decisions about living in Miami, this interactive map shows where current faculty reside.

Parental Leave

<https://www.uff-fiu.net/wordpress/bargaining/>

Fully paid parental leave is granted to eligible FIU employees for the birth or adoption of a child for a period of up to twenty-six consecutive weeks (approximately 6 months) during Fall or Spring semesters, and at a rate of .33 FTE for Summer A or Summer B.

The twenty-six consecutive weeks of paid parental leave is granted to each eligible employee once during her or his career. However, one time during employment, the 26 consecutive weeks of parental leave may be split and allow the use of parental leave for a subsequent birth or adoption of a child.

If an employee who takes paid parental leave requests leave for a period of more than twenty-six consecutive weeks, the employee may request to use a combination of paid leave, accrued leave and leave without pay. Foster care is not covered under parental leave but is provided through FMLA provisions in accordance with this policy.

Tenure Clock Extensions for Tenure-Earning Faculty

<https://provost.fiu.edu/faculty-excellence/faculty-resources/>

Tenure-earning faculty members who have significant official parental or dependent care or medical leave during their tenure-earning years may officially request “time off the tenure clock” for such leaves during the academic year.

Faculty whose requests are granted will not to be evaluated any given semester during which the leave was for more than 20 calendar days. This policy allows tenure-earning faculty to focus on supporting their family members without negatively impacting their official productivity level.

Lactation Rooms

<https://hr.fiu.edu/employees-affiliates/assistance-wellness/>

We are pleased to provide three dedicated, permanent lactation rooms in Primera Casa (MMC Campus, PC 434A), at the Wolfe University Center (BBC Campus, WUC 148) and in the Herbert Wertheim College of Medicine’s Academic Health Center (AHC 2- 454) solely for this purpose. PC-434A has three private sections for nursing mothers to express, as well as a sink, table, chairs, and counter. The room is available to all faculty, staff, and students. The room is free from intrusion of coworkers and the public where an employee may reserve time to express breast milk. Nursing mothers will be provided a reasonable amount of time for each break and may break as frequently as needed. The frequency of breaks needed to express milk as well as the duration of each break will vary and should be requested through your department’s normal request process.

Campus Child Care

<https://studentaffairs.fiu.edu/campus-services/childrens-creative-learning-center/>

The Children’s Creative Learning Center (CCLC) at FIU is a State Educational Research Center for Children Development and a SACS Nationally Accredited Program. The Center is a self-supported university auxiliary and a department within Student Affairs. In addition, the Children’s Center often serves as a demonstration site for departments of the university and programs in the community, e.g.: observation, presentations, special programs, training and research.

FIU’s CCLC offers top-quality childcare that’s convenient and affordable for children of FIU students, staff, faculty, alumni and the neighboring community. The program serves children who have achieved bathroom independence between the ages of 2 through 5 years old, Monday through Friday. A Kindergarten and Voluntary Preschool Kindergarten program are available within the hours of the full day program. Admission is open to the public, but preference is given to FIU students, followed by FIU staff and faculty.

Summer Camps

<https://gateways.fiu.edu/>

FIU offers numerous summer camps and holiday care programs, including:

- Animation Gets Real Miami at Engineering Center
- Center for Children and Families at MMC
- FIU CASE Summer Camp at MMC
- FIU EcoAcademy at BBC

- FIU Theatre Summer Camp at MMC
- Miami PREP Summer STEM Program at Engineering Center, MMC, and Miami Beach Urban Studios
- Miami Waves Club Summer Camp at BBC
- Parent/Child Bridge Engineering Summer Camp
- Sports Camps at MMC

Center for Children and Families

<https://ccf.fiu.edu>

We are an FIU Preeminent Program and world-class clinical research center dedicated to improving the lives of children and families struggling with mental health problems.

We work closely with each child and their family to provide the highest quality care using treatments that are proven to be effective. Our center offers a wide range of individual and group services to support you. Our services are available both in-person and through telehealth.

We are currently providing clinical services for the following concerns:

- ADHD
- Anxiety & fears
- Conduct & behavioral problems
- Family stress & parenting support
- Mood problems & depression
- Problems with academic & social skills
- Trauma

Tuition Waiver

<https://www.uff-fiu.net/wordpress/bargaining/>

Full-time employees, including employees on sabbaticals or on professional development or grants-in-aid leave, their spouses and dependent children under the age of twenty-five (25) may enroll for a combined maximum of up to ten (10) credit hours of FIU instruction per term (Fall, Spring, or Summer), with employees enrolling in no more than six (6) credit hours of the total 10 (ten) credit hours per term.