

Diversity Best Practices

Faculty Members

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Theme	Types of programs and initiatives	Princeton examples
<i>Outreach and recruitment</i>	<p>Develop disciplinary ‘watch lists’ to track promising scholars, especially those with the potential to be future Princeton faculty members. Departments should be tenacious and disciplined in identifying and pursuing talent at all stages of the faculty pipeline.</p> <p>Talent can be identified in a variety of ways: those who declined offers to study or work at Princeton; first-hand knowledge of former students, postdocs, or others; suggestions from colleagues based on formal solicitations or informal conversations; exposure at conferences, meetings, and lectures; publications; and those that have received selective fellowships or awards.</p> <p>Once individuals are identified, they should be tracked and appropriately engaged through emails, conversations, meetings, invited lectures, and visiting professorships. Building relationships with these desired individuals will be most effective outside the context of a formal search and cultivation may be a multi-year process. Persistence in pursuing talent is a long-term proposition with the potential for immense rewards.</p>	
	<p>Take full advantage of the Target of Opportunity (ToO) program to hire promising faculty members that bring intellectual and demographic diversity to Princeton. This might include creating a departmental ToO committee to identify and pursue the top underrepresented scholars in a particular discipline or proposing cluster hiring through ToO to build a critical mass of scholars in a particular disciplinary or interdisciplinary area.</p>	Princeton has had a ToO program since 2001.

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<p><i>Outreach and recruitment (cont.)</i></p>	<p>Provide junior faculty members with postdoc support prior to the start of the ‘tenure clock’. This pre-tenure time allows scholars to make progress on their research/publications and acclimate to Princeton without teaching, advising, and service obligations.</p>	<p>Several Princeton departments have had success in hiring underrepresented minority assistant professors and providing them with dissertation completion support or formal postdocs prior to starting their professorships.</p>
	<p>Consult with the Office of the Dean of the Faculty on resources for search committees including training, best practices, and coordination for campus visits.</p> <p>The hiring of faculty members is one of the processes that most fundamentally shapes the academic interests and priorities of the University. Searches are complex and time-consuming projects undertaken by faculty members in addition to all of their other responsibilities.</p> <p>To ensure that Princeton is able to hire the strongest faculty from the widest possible pool of candidates, the central administration must ensure that faculty members and academic departments have the tools to best conduct these critical duties.</p> <p>Search committees can benefit from a variety of resources including: a search guide detailing the search process and listing best practices; training to ensure that search committee members are aware of and mitigate against their unconscious biases; support for enhanced and targeted pool-building efforts; Dean of Faculty review of search processes through regular checkpoints at key milestones; resources for campus visits; and additional support for faculty spouse job searches.</p>	<p>Princeton has hosted the Cornell Interactive Theatre Ensemble’s workshops on the faculty search process.</p> <p>The Dean of the Faculty, over the last two years, has increased oversight of faculty searches through more frequent review of pool development and selection.</p> <p>Several years ago Professor of Psychology Joan Girus was hired as Special Assistant to the Dean of the Faculty to focus on partner placement.</p>

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<p><i>Retention and success</i></p>	<p>Use central resources for faculty mentoring and development including incentives and training for mentors and mentees as well as resources to support junior faculty members to develop the skills necessary to achieve tenure and success in the professoriate.</p> <p>Mentoring is critical to faculty member success. The right advice, support, and sponsorship from mentors can significantly advance a career. Mentoring is particularly important for faculty members from groups historically underrepresented in academia. An ideal mentoring relationship involves a mentor who actively and assertively engages with the mentee and advances his or her opportunities for research, publication, teaching, service, and other leadership opportunities. Good mentorship can be learned and must be rewarded; it should involve incentives and training for both mentor and mentee. Mentorship is one of the most important things our tenured faculty members can do.</p> <p>Mentorship should focus on developing a strong research program, publishing in top peer-reviewed journals, attracting research funding, and improving teaching skills. Some of this programming should also ensure that faculty members have the support to develop other skills that might contribute to future success including budgeting, communications, people management, negotiation, and fundraising. These skills will be especially valuable to those in the sciences and engineering who will be managing laboratory staff and budgets.</p>	
	<p>Promote family-friendly initiatives to ensure that prospective and current faculty members have the resources they need for appropriate work/life balance and that their family members have the tools to thrive in Princeton. Departments can support work/life balance in numerous ways. For example, they can schedule important department meetings or seminars with sensitivity to daycare and school schedules.</p>	<p>Princeton has made significant progress in this area over the last ten years including the development of a the new on-campus child care center scheduled to open in 2017; a need-based child care subsidy program; a robust emergency backup care program for family members whose regular child, adult, or elder care services are disrupted; paid workload relief for those with primary responsibility for a newborn infant; paid dependent care for those attending academic conferences/workshops; and an automatic one-year extension of the tenure clock for each child.</p>