ADEA FACULTY DIVERSITY TOOLKIT

FACILITATOR'S GUIDE

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ADEA | THE VOICE OF DENTAL EDUCATION

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About ADEA

The American Dental Education Association (ADEA) is The Voice of Dental Education. Our mission is to lead and support the health professions community in preparing future-ready oral health professionals. Our members include all 78 U.S. and Canadian dental schools, more than 800 allied and advanced dental education programs, more than 50 corporations and approximately 18,000 individuals. Our activities encompass a wide range of research, advocacy, faculty development, meetings and communications, including the esteemed *Journal of Dental Education*®, as well as the dental school application services ADEA AADSAS®, ADEA PASS®, ADEA DHCAS® and ADEA CAAPID®. For more information, visit adea.org.

ADEA is incorporated as a District of Columbia nonprofit corporation and, as such, is subject to the District of Columbia Nonprofit Corporation Code. As established by its Articles of Incorporation, the purpose of the Association is to advance and support dental education, dental research and the dental health and education of the general public. ADEA is recognized by the Internal Revenue Service as a 501(c)(3) organization.

ADEA is an Equal Opportunity Employer.

The *ADEA Faculty Diversity Toolkit Facilitator's Guide* (*Facilitator's Guide*) is a comprehensive, easy-to-use manual developed to assist dental schools and allied dental education programs with assessing and reviewing their policies and practices to recruit diverse faculty. The *Facilitator's Guide* provides tools, methods and techniques to help groups understand and identify the challenges and barriers often associated with the recruitment and retention of diverse and marginalized faculty in dental education. The *Facilitator's Guide* also provides a template and information to help dental schools and allied dental education programs develop faculty recruitment and/or retention plans specific to their campuses.

The *Facilitator's Guide* draws upon best practices and guidance from the <u>*ADEA Faculty Diversity Toolkit (ADEA FDT)*</u> and offers clear, simple explanations, suggested themes for activities and directions for facilitating workshops, webinars, meetings and presentations related to improving faculty diversity. The *ADEA FDT* was created by the *ADEA Faculty Diversity Toolkit* Development Work Group, a cross-section of 41 ADEA volunteer members from ADEA Councils, ADEA Committees and U.S. and Canadian dental schools and allied dental education programs. The *ADEA FDT* is a critical resource designed to improve the recruitment and retention of diverse faculty in dental education.

The materials in the *Facilitator's Guide* are organized to support a facilitator's agenda and are focused on creating a welcoming, inclusive and purposeful workshop. Drawing from the *ADEA FDT*, the workshop materials in the *Facilitator's Guide* highlight information and best practices for dental schools and allied dental programs to consider when developing and executing strategies to recruit and retain historically underrepresented and marginalized (HURM) faculty and in developing faculty recruitment and retention plans.

The following are learning objectives of the *Facilitator's Guide.* Participants will:
- Examine why faculty diversity matters.
- Present best practices that can be used to enhance recruitment and increase retention of diverse faculty into welcoming and inclusive campuses and communities.
- Introduce tools and resources to support the development and continuation of pipeline and professional programs aimed at recruiting and retaining diverse faculty and students within campuses and communities.

Overview of the Facilitator's Guide

> *"The initial starting point is the development of an aligned mission that advances the benefits of diversity and inclusion as an important means of accomplishing core academic, clinical, research and community engagement goals."*
>
> *—from the* ADEA FDT

How Should This Guide Be Used?[1]

The *ADEA Faculty Diversity Toolkit Facilitator's Guide* (*Facilitator's Guide*) provides resources on how you, as a facilitator, can help teams clarify their diversity and inclusion initiatives, as well as plan and evaluate these initiatives. The *Facilitator's Guide* should be used in conjunction with the *ADEA FDT*. Both the *ADEA FDT* and the *Facilitator's Guide* are designed to complement one another in the planning and implementation of workshops. Facilitators can also adapt the materials in the *Facilitator's Guide* to suit the mode and length of workshop delivery.

Why Was This Guide Developed?

The *Facilitator's Guide* was developed to help facilitators lead discussions and strategic sessions within their campus communities to support the effective recruitment and retention of HURM faculty using the *ADEA FDT*. In addition, the *Facilitator's Guide* is designed to help each campus reflect, discuss and examine policies, programs, practices and organizations to better align these elements with their diversity and/or strategic plans. The *Facilitator's Guide* should also be used as a resource to promote monitoring and ongoing evaluation of faculty recruitment/retention strategies and in developing departmental- and college-level faculty recruitment/retention plans.

Who and What Is a Facilitator?

The role of facilitator is an important one. Facilitators are observers, listeners, negotiators, supporters and coaches. We might think of facilitators as people who can help stimulate workshop participants by asking more detailed questions about their ideas. Facilitators also assist participants in understanding different perspectives and ways of thinking about a challenge or a goal. Facilitators are not experts; instead, their key role is to draw out the expertise that already exists among participants.

In the context of a grant or innovation fund, facilitators may be from the managing or funding

organization. They often have a specific role in supporting capacity development, monitoring and evaluation, and helping recipients manage project funds and design. For more information and tips on being an effective facilitator, please see Appendix F: Resources.

Below is an additional list of facilitator responsibilities and challenges:

Facilitator Responsibilities
- Intervene if the discussion begins to fragment.
- Identify and interrupt dysfunctional behavior.
- Prevent dominance and include everyone.
- Summarize discussions and conversations.
- Bring closure to the meeting with an end result or action.

Facilitation Challenges
- Continually focus on and attend to the group.
- Be comfortable with ambiguity and information overload.
- Process misperceptions and emotional reactions.
- Focus exclusively on process rather than content.
- Help the group develop so they can ultimately work without facilitation.

Preparing to Facilitate a Workshop (Virtual or In-person)

The optimal workshop group size is usually 10-15 people. However, the *Facilitator's Guide* can be used to facilitate and organize webinars, presentations and larger faculty and departmental workshops. The participants should include key decision-makers and planning groups (e.g., recruitment and hiring committees, academic affairs departments, department heads, dean's cabinet, diversity and inclusion committees and strategic planning groups), especially those responsible for project implementation, evaluation and reporting. As always, the most effective way to ensure feedback and spur innovation is through inclusion of a broad range of stakeholders and different perspectives.

As a facilitator, it is important to be aware of factors such as age, gender identity, race/ethnicity, academic rank, disability, life and academic experiences, sexual orientation, administrative roles, cultural backgrounds and other differences to observe and assess how these and other factors might influence group participation. Facilitators should use group activity times to observe how groups interact. Be prepared to intervene to increase the inclusion of quieter people, perhaps by changing the group arrangement, sitting with groups while facilitating or by directly stating that all participants should have a chance to speak. Therefore, we recommend co-facilitators, rather than a single facilitator, and the use of experienced facilitators whose skill sets include management and negotiating difficult conversations.

Workshop Guidelines

At the outset of the workshop, it is crucial to establish some workshop guidelines, or "norms," that the group will agree to follow. There are two options:

1. **Activity**: Ask participants to list ideas for the group guidelines and write them on a flip chart. Some guideline suggestions:
   - Listen to and observe all that the group says and does. (Be present!)
   - Acknowledge all group participation.
   - Stay on task.
   - Disconnect from all social media and technology not associated with the workshop/ presentation.
   - Respect everyone's opinion.

2. **Facilitation**: Prior to the workshop, develop workshop guidelines. Use these guidelines to discuss some basic ground rules for the workshop and ask for any additions. Facilitators should confirm that all participants agree to the workshop guidelines and understand the ground rules

for participating in the workshop. When discussing punctuality, emphasize that the facilitators will do their best to finish on time, but that it is equally important that everyone arrives on time.

When establishing guidelines, be sure to cover how the group prefers to handle the use of mobile devices. (Remember that some people, particularly parents or supervisors, may need to leave their phones on and be able to answer calls.)

Structuring the Workshop: A Sample Schedule
See Appendix A for a sample schedule.

Preparing for the Workshop: A Checklist
Materials and Equipment Needed:
- *ADEA Faculty Diversity Toolkit* (hard copy, pdf, or online version), one copy per participant;
- *ADEA FDT Facilitator's Guide*, one copy per facilitator;
- Copies of current or previous faculty recruitment and/or retention plans;
- Outline of institutional, college or departmental strategic goals related to the faculty diversity;
- Other applicable handouts;
- Printed copies of the workshop schedule;
- Laptop or computer and projector, extension cords, and power boards;
- Internet access;
- Notebooks and pens (for participant use);
- Flip chart paper (for parking lot items);
- Sticky notes (if sticky notes are not available, use small pieces of paper);
- Markers;
- Scissors;
- Copies of any applicable workshop guidelines; and
- Copies of any applicable funding guidelines.

PowerPoint: Introducing the Workshop

The introduction presentation provides the participants with an overview of the suggested workshop format, introduces the *ADEA FDT* and provides tips on how to establish an open and trusting group dynamic.[1]

- Recommended time for this stage is 45 minutes.
- Materials needed for the activities are:
  - ◇ Notebooks,
  - ◇ Pens and pencils,
  - ◇ Flip chart paper and markers (optional) and
  - ◇ Printed copies of the workshop schedule.
- Session breakdown:
  - ◇ Presentation: Introduction of facilitator(s) (5 mins)
  - ◇ Facilitation: Introductions by participants (10 mins)
  - ◇ Activity: Icebreaker (15 mins)
  - ◇ Facilitation or activity: Workshop guidelines (5 mins)
  - ◇ Presentation: Workshop schedule (5 mins)
  - ◇ Optional activity: Expected outcomes (+5 mins)
  - ◇ Presentation: Overview of the Workshop (5 mins)
- PowerPoint slides:
  - ◇ Slide 1: Welcome to the Workshop
  - ◇ Slide 2: Workshop Guidelines
  - ◇ Slide 3: Workshop Schedule
  - ◇ Slide 4: Workshop Schedule (continued)
  - ◇ Slide 5: Icebreaker (optional)
  - ◇ Slide 6: Why Is Faculty Diversity Important?
  - ◇ Slide 7: Overview of the *ADEA Faculty Diversity Toolkit*

Customizing for Different Audiences and Contexts[2]

Workshops developed with the help of the *Facilitator's Guide* can be tailored to participants' needs and interests and will be appropriate for a wide range of professionals, including faculty, administrators and staff. In general, the modules can be customized by adjusting:

- Order of the sections;
- Time spent and emphasis placed on each section;
- Selection of examples, activities and group work time; and
- Removal of sections or activities that are not relevant to the audience.

For example, the focus of the presentation may be modified by spending more time on certain sections or slides or by removing slides that are not relevant to the audience. When planning to present the modules, think about the audience's priorities, needs and schedule. Facilitators will know their audiences best; hence, final decisions regarding customization are left to their discretion.

Although the *ADEA FDT* provides resources that explain important access, diversity, inclusion and equity terminology, in the presentation the facilitator should use language that reflects the institution, city or state's terminology preferences. In addition, if a campus uses a specific data system, the facilitator may want to draw examples from that system. When removing content from the modules, facilitators should ensure that participants have all the information necessary to understand the material in the remaining slides or modules.

Although the sequence of modules has been designed to offer a logical progression from planning through to analysis, the facilitator and the project teams can adapt the order to suit their purposes. Each module begins with a summary and a list of materials required (see the preparation checklist on page 10). There are also notes with suggested questions that you, as a facilitator, might raise with project teams at appropriate times. Icebreakers can be used any time there is a drop in energy. Suggested icebreakers are included in Appendix C.

Shortening the Workshop

Facilitators are encouraged to adjust the length and order of workshops to meet the needs of their audience. Workshops may be combined to create a day of training or may be broken into parts to create a series of shorter training sessions. Modules can be presented over time, such as during monthly faculty meetings, or by dividing the modules into one-hour, two-hour, or half-day presentations. Slides and sections of the "Introduction to the Workshop" presentation can also be deleted or shortened to accommodate the goals, focus and audience of the workshop. Be careful to order presentations so that introductory information comes first and ensure that subsequent sections will build on learned knowledge from the previous sections.

Facilitator's Guide *Modules*

MODULES	OBJECTIVES
Module 1: Introduction—Why Is Faculty Diversity Important?	Participants will: • Examine access, diversity, inclusion and equity experiences. • Explain the importance of diverse faculty. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 1</u>
Module 2: Barriers and Challenges to Recruiting and Retaining Diverse Faculty	Participants will: • Identify awareness of biases, myths and unwelcoming climates. • Review cultural competence continuum. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 2</u>
Module 3: Best Practice Highlights—Recruiting and Hiring Diverse Faculty	Participants will: • Discuss student pipeline, pre-professional and academic career programs in the advancement and recruitment of HURM groups in faculty positions. • Develop efficient roles and responsibilities of faculty search committees. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 3</u>

Facilitator's Guide *Module, continued*

MODULES	OBJECTIVES
Module 4: Best Practice Highlights—Retaining Diverse Faculty	Participants will: • Develop key strategies for mentoring and professional development opportunities for diverse faculty. • Create fair and equitable promotion and tenure standards and procedures. • Design diversity and inclusion plans that align with institutional strategic plans. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 4</u>
Module 5: SWOT—Assessing Faculty Recruitment and Retention Policies and Practices	Participants will: • Summarize thoughts on themes and key insight highlights. • Establish measurements that focus on strategic planning, impacting change and inclusive excellence. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 5</u>
Module 6: Faculty Recruitment and/or Retention Plan Development	Participants will apply key strategies and best practices to create a recruitment and/or retention plan focused on increasing representation of HURM faculty on their campus. Key Focus Review Area: <u>ADEA Faculty Diversity Toolkit Chapter 3</u>
Module 7: Ongoing Assessment and Monitoring of Faculty Diversity	Participants will analyze and assess recruitment and retention policies and practices for efficiency and effectiveness.

SWOT Analysis

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a useful planning tool for campuses. Before moving forward, it is important to understand what a SWOT analysis is, how to successfully facilitate a SWOT analysis, and how to apply the results once the analysis is complete. A SWOT analysis is a thoughtful planning method for assessing the strengths, weaknesses, opportunities and threats of an organization or project. A SWOT analysis is a straightforward process that will help your campus reach its goals successfully. See Appendix B for the SWOT Analysis Worksheet.[3]

Importance of the SWOT Analysis

Goal
To develop the skills necessary to conduct and interpret results of a SWOT analysis.

Objectives
Participants will:
- Distinguish the elements of a SWOT analysis.
- Successfully facilitate a SWOT analysis as an efficient planning strategy.
- Evaluate SWOT analysis results for application to program planning.
- Develop an action plan to move the SWOT analysis results toward a successful outcome.

The acronym SWOT stands for:
- Strengths: Internal attributes of the organization that are helpful to achieving the goal(s).
- Weaknesses: Internal attributes of the organization that are harmful to achieving the goal(s).
- Opportunities: External conditions that are helpful to achieving the goal(s).
- Threats: External conditions that could do damage to the goal(s).

SWOT Pre-workshop Activity
Ask workshop participants to engage in a pre-workshop SWOT analysis where they list the top three strengths, weakness, opportunities, and threats to recruiting and/or retaining HURM faculty in the dental school or allied dental education program. Based on your demographics and institutional data, define HURM faculty in the activity directions. Participants should bring their SWOT analysis to the workshop to discuss in small groups and/or to report out to the workshop collective. Consider using sticky notes to have individuals group the SWOT categories and stick them to the wall in the room. You may also wish to have someone take a picture of the sticky notes to create one listing with all the SWOT information for your post-workshop briefing notes or report.

Evaluating SWOT Analysis Results for Application to Program Planning

Interpreting the Meaning
Interpreting a SWOT analysis can be done as a group or by one person. Depending on the group, you can complete the process on or off site. This activity involves using the "SWOT Analysis Worksheet" to match themes. An easy way to do this is to match strengths with opportunities and match weaknesses with threats.

Pre-program Preparation/Materials
- Make copies of the "SWOT Analysis Worksheet."
- Gather scissors, pencils, pens, markers, flip chart with adhesive, sticky notes and an easel (if desired).

Activity Directions
- The facilitator should identify a person to act as recorder.
- The recorder will record the pairs of strengths/opportunities, weaknesses/opportunities and strengths/threats, weaknesses/threats on the "SWOT Analysis Worksheet" or easel paper.
- In small groups, allow participants to discuss strategies for strengths/opportunities and weaknesses/opportunities.
- In small groups, allow participants to discuss strategies for strengths/threats and weaknesses/threats.
- The facilitator should lead a discussion of common themes.
- Recorder should make notes of the discussion.

Use the following questions to facilitate the discussion:
- What do these results tell us?
- What decisions need to be made?

Specifically, you will want to ask the group the following questions:
- How can we leverage each one of our strengths?
- How can we improve each weakness?
- How can we capitalize on each opportunity?
- How can we minimize each threat?
- Are we ready to proceed?
- If yes, then what is our first step of action?
- If no, what needs to be done before we can proceed?

Reporting and Consensus-building
Ask each group to report back the results of their SWOT analysis. Seek consensus from the participants that the group has accurately covered all necessary points.

PESTLE or STEEPLE Analysis

A PESTLE (Political, Economic, Social, Technological, Environmental, Legal and Ethical) analysis, sometimes called a STEEPLE analysis, is an acronym for a strategic tool used to identify the external (macro) factors impacting an organization. Depending on the organization, the acronym can be reduced to PEST or STEEP.[4]

Certain questions need to be asked and answered to provide a foundation for the assessment:
- What is the political situation of the country and how can it affect our campus?
- What are the prevalent economic factors?
- How much importance does culture have in the market and what are its social determinants?
- What technological innovations are likely to pop up and affect the market structure?
- Are there any current legislations (legal) that regulate our campus, or can there be any change in the legislations for the campus?
- What are the environmental concerns for our campus?

There's a probability that the importance of each factor may vary across campuses, but it is imperative to any strategic plan a campus wants to develop that they conduct the PESTLE analysis in conjunction with the SWOT analysis, as the PESTLE analysis provides a more comprehensive macro view.[4]

PESTLE ANALYSIS	
Political Factors	**Economic Factors**
➢ Political stability/instability ➢ Governmental regulations ➢ Government funding	➢ Cost of education ➢ Unemployment ➢ Debt ➢ Faculty labor pool
Political Factors	**Economic Factors**
➢ Lifestyle changes ➢ Labor/social mobility ➢ Demographic shifts	➢ Changes in information technology ➢ Access to technology ➢ Rate of technology transfer
Legal Factors	**Environmental Factors**
➢ Tax policies ➢ Safety regulations ➢ Immigration	➢ Environmental regulation ➢ Climate change

It is imperative that dental education develops pipeline and pre-professional programs to support the academic readiness, matriculation and graduation of HURM students. The following provides you with information that can be used to develop and assess the needs and strength of your faculty recruitment plan. As a facilitator, it is important to walk workshop participants through the relevant best practices highlighted in this module to develop a comprehensive plan. Please review the *ADEA Faculty Diversity Toolkit* Chapters 3 and 4 for additional best practices and a detailed discussion of the outline below.

A. Developing a Diverse Faculty Pipeline
   a. Develop local partnerships with community organizations to support the dental profession pipeline.
   b. Collaborate with STEM organizations as part of outreach.
   c. Consider multiple cost-sharing funding models to develop early pipeline programs.
   d. Collaborate with professional dental associations to develop shadowing programs and mentoring programs for students from HURM communities.
   e. Review admissions criteria to make sure the process promotes a diverse student body within the confines of state and federal law.
   f. Seek grants and opportunities to partner with other health professional organizations.
   g. Develop partnerships with school systems, organizations and professional organizations to get K-12 students interested in dentistry early.
   h. Create partnerships with institutions and organizations whose primary mission is service to HURM groups to improve the diversity of the academic dentistry pipeline.
   i. Develop "Grow Your Own" academic dentistry programs.
   j. Support the ADEA Chapters and the Academic Dental Career Fellowship Programs on your campus.
   k. Work with institutional staff, such as the offices of Financial Aid, Admissions and Development, along with external organizations to fund and identify scholarships for HURM groups.

B. Recruiting and Developing a Diverse Candidate Pool
   a. Analyze national applicant pool.
   b. Partner with closely associated departments/colleges.
   c. Solicit the help of others within your college and outside the Search Committee.
   d. Identify rising stars through journal editorial boards.
   e. Use conferences and professional meetings to identify candidates.

    f. Contact senior colleagues and well-known scholars from diverse backgrounds nationally and internationally.

    g. Expand your network.

    h. Review the departmental and institutional website.

    i. Expand visiting professorships, faculty fellows, research fellows and postdoctoral student programs.

    j. Recruit candidates as they apply.

    k. Reach out to candidates not on the market.

    l. Contact potential candidates directly.

    m. Identify resources for applicants with disabilities.

C. Mentoring and Professional Development Programs

    a. Consider adopting faculty mentoring guidelines and developing formal mentoring programs.

    b. Develop a junior faculty/clinician pathway program.

    c. Develop faculty recognition programs and initiatives.

    d. Provide leadership and professional development programs to support HURM faculty.

To provide direction, Faculty Search Committees should receive copies of departmental- and college-level strategic search plans that have been reviewed and approved by the dean and/or department chair. Conduct a post-search debrief to review how the process went for the Search Committee, new hire and chair, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.

Please distribute and review Appendix E with participants and inform them that after the search has concluded, it is important to assess the search process. In addition, direct participants to the _ADEA Faculty Diversity Toolkit_ Chapter 3 for more information on faculty job search best practices.

1 Adapted from Noske-Turner J, Horst H, Tacchi J. IDEAS Facilitators' Guide. RMIT University. 2016. www.betterevaluation.org/sites/default/files/Facilitators'%20Guide%20for%20web.pdf. Accessed: April 27, 2020.

2 Adapted from National Center on Response to Intervention. Training Module *Facilitator's Guide*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention. October 2012. rti4success.org/resource/training-module-facilitators-guide. Accessed: April 29, 2020

3 Adapted from Goodman M, Ricketts KG. Using a SWOT Analysis: Taking a Look at Your Organization. Cooperative Extension Service, University of Kentucky College of Agriculture, Food and Environment. www2.ca.uky.edu/agcomm/pubs/CLD2/CLD25-FCS/CLD25-FCS.pdf. Accessed: April 30, 2020.

4 Adapted from PESTLE Analysis Contributor (2015). Difference between STEEP and STEEPLE Analysis. pestleanalysis.com/steep-and-steeple-analysis. Feb. 13, 2015. Accessed: May 4, 2020.

- *Appendix A*: Structuring the Workshop: A Sample Schedule
- *Appendix B*: SWOT Analysis Worksheet Template
- *Appendix C*: Sample Icebreaker Activities
- *Appendix D*: Facilitator's Evaluation Form
- *Appendix E*: Evaluation of the Search Process
- *Appendix F*: Resources

Appendix A | Structuring the Workshop: A Sample Schedule

Module	Time	Content	Minutes
		DAY ONE	
	9:00 a.m.	**Official start time**: Welcome people as they arrive.	10
Introduction	9:10 a.m.	**Presentation**: Introduction of facilitator(s) and announcements.	5
	9: 15 a.m.	**Facilitation**: Participant introductions, including explanation of why they are there.	15
	9:30 a.m.	**Activity**: Icebreaker.	15
	9:45 a.m.	**Facilitation**: Workshop guidelines.	10
	9:55 a.m.	**Presentation**: Overview of the workshop, covering the objectives and workshop schedule.	20
Module 1	10:15 a.m.	**Presentation**: Introduction to Module 1: *Introduction— Why Is Faculty Diversity Important?* Exploring personal understanding and experiences about access, diversity, inclusion and equity. Why does a diverse faculty matter?	15
	10:30 a.m.	**Activity**: A diversity and inclusion activity that addresses self-awareness and understanding of some aspect of access, diversity and inclusion.	25
	10:55 a.m.	**Facilitation**: Activity wrap-up.	10
	11:05 a.m.	**Break**	15
Module 2	11:20 a.m.	**Presentation**: Introduction to Module 2: *Barriers and Challenges to Recruiting and Retaining Diverse Faculty*	30
	11:50 a..m.	**Activity**: Example—What are the barriers and challenges? Discuss capacity, resources and future change.	40
	12:30 p.m.	**Facilitation**: Activity wrap-up.	15
	12:45 p.m.	**Lunch**	30

Module	Time	Content	Minutes
Module 3	1:15 p.m.	**Presentation**: Introduction to Module 3: *Best Practice Highlights—Recruiting and Hiring Diverse Faculty*. Reviewing effective recruitment strategies and best practices.	20
	1:35 p.m.	**Activity**: Example—What does it take to cultivate a diverse and inclusive workplace? Exercise on power and privilege.	25
	2:00 p.m.	**Facilitation**: Activity wrap-up.	15
Module 4	2:15 p.m.	**Presentation**: Introduction to Module 4: *Best Practice Highlights—Retaining Diverse Faculty*.	30
	2:15 p.m.	**Presentation**: Introduction to Module 4: *Best Practice Highlights—Retaining Diverse Faculty*.	30
	2:45 p.m	**Activity**: Engaging different kinds of expertise, cultures and customs. How do you create a welcoming and inclusive environment for diverse faculty?	15
	3:15 p.m.	**Facilitation**: Activity wrap-up	15
	3:30 p.m.	**Break**	30
	3:45 p.m.	**Presentation**: Introduction to Module 5: SWOT— Assessing Faculty Recruitment and Retention Policies and Practices. Reflection on the workshop and consensus building on ways to incorporate learning into practice.	30
	4:15 p.m.	**Activity**: SWOT Analysis Exercise (see Appendix B).	45
	5:00 p.m.	Conclusion of Workshop	

STRENGTHS

Strengths are attributes that give you a competitive advantage and can be used for leveraging success. When choosing strengths, they should be specific and unique to your campus. If everyone in your institution has the same strength, then it is not a strength.

Strengths might include:
- Appropriate levels of diversity among faculty, residents, fellows and students;
- Systematic and focused initiatives to attract and retain diverse faculty; and
- Strategic evaluations to improve the institutional climate of diversity.

Sample discussion questions:
- What do we do better than anyone else?
- How are we using our resources to champion inclusive excellence?
- What do our faculty and students see as our strengths and why do they choose us?

WEAKNESSES

Weaknesses are issues that reduce your viability, value and require improvement.

Weaknesses might include:
- Lack of retention and/or tenure of women and minority faculty;
- Lack of support or inequitable access to professional development opportunities; and
- Lack of diversity within institutional strategic planning.

Sample discussion questions:
- How is our campus climate contributing to diverse faculty attrition?
- What cultural elements contribute to explicit and/or implicit bias on our campus?
- What factors on our campus are contributing to cognitive errors?

OPPORTUNITIES

Opportunities are reasons why your campus is likely to thrive.

Opportunities might include:
- Developing a diverse faculty pipeline,
- Creating a faculty retention checklist and toolkit and
- Offering a HURM faculty and staff orientation.

Sample discussion questions:
- Is our Faculty Search Committee diverse in composition?
- Does our campus review the impact of tenure clock-stoppage policies and practices to ensure that they are truly gender neutral in effect?
- Are our promotion and tenure policies and practices discernibly clear?

THREATS

Threats are issues that might inhibit growth and stability.

Threats might include:
- Decrease in HURM student applications/enrollment,
- Lack of leadership support,
- Budget cuts and
- The state of the economy.

Sample discussion questions:
- What governmental regulation could impact our ability to attract HURM faculty and students?
- What changes will negatively affect revenue?
- What threats are our HURM faculty and students facing that will impact us?

Take your top three SWOT items and insert them in the appropriate box in this chart. Then, proceed to fill in the matrix.

SWOT—List Top Three			
Strengths (S)	Weakness (W)	Opportunities (O)	Threats (T)
1	1	1	1
2	2	2	2
3	3	3	3

SWOT Strategies—List Three			
S/O Strategies Use strengths to take advantage of opportunities.	W/O Strategies Overcome weakness by taking advantage of opportunities.	S/T Strategies Use strengths to avoid threats.	W/T Strategies Minimize weakness and avoid threats.
1	1	1	1
2	2	2	2
3	3	3	3

*Adapted from GroupMap Technology Pty Ltd. SWOT Analysis. 2019. www.groupmap.com/map-templates/swot-analysis. Accessed: May 3, 2020.

True, True, False—Give participants index cards or bits of paper that all look the same. Have them write down three things about themselves, two of which are true and one of which is false. Take the cards, shuffle them and everyone read someone else's card and try to decide which are true and which is false.

Things in Common—Ask participants to mingle around the room and find a partner they do not know well. Have them talk to each other to find three things they have in common. Once they have done this, ask everyone to share what they've learned.

Two-minute Drill—With a partner, participants spend two minutes discussing one key piece of information they have learned from the workshop and want to remember for the future. This is effective following new learning and prior to moving onto another module.

Parking Lot—Review "Parking Lot" questions and answer a couple with the group. (It is important to address questions in the "Parking Lot" at least once during the workshop.) The "Parking Lot" should be posted in a visible area of the room. Participants can place questions in the "Parking Lot" as needed. Sticky notes work well for the Parking Lot activity.

Snowball Fight—On a half-sheet of paper, participants jot down how they plan to participate in creating an inclusive climate on their campus. Papers are then crumpled into "snowballs" and thrown around the room. Everybody grabs a "snowball" and opens it. One at a time, each participant reads the "snowball" they have chosen. Discussion during/following is ideal. This is an effective strategy to use at the end of the workshop.

Goal Review—Review goals charted at the beginning of the session. Have any been met? (It is recommended that facilitators review goals at least once during the day.) Check off any goals that have been met.

Think – Pair – Share—How will this impact my departmental culture? First participants think about the question for 30 seconds. Next, with a partner, discuss the question for one to two minutes. Last, each pair will share with the group for three to five minutes. This activity is most effective following new learning.

Exit Ticket—This activity can be done before lunch or at end of day (or both times). In order to leave with a ticket, you must answer the question of the day. (Question should be assigned according to session focus.) The question can simply be posted somewhere in the room or added to a slide show. Participants can write their responses on index cards or sticky notes.

Other Options—Forced Choices, Dividing Line, Human Bingo, Labels, etc. Quick Google searches of these common icebreakers will yield instructions for the examples provided.

* Adapted from Icebreakers and Team Builders pdf. Maryville University. 2016. www.maryville.edu/cse/wp-content/uploads/sites/62/2016/09/Icebreakers-Team-Builders.pdf. Accessed: May 3, 2020

Appendix D | Facilitator's Evaluation Form

Workshop Evaluation Questionnaire

Multiple choice questions. Please circle your response to the items.

    1 = Strongly disagree, or the lowest, most negative impression

    2 = Disagree

    3 = Neither agree nor disagree, or an adequate impression

    4 = Agree

    5 = Strongly agree, or the highest, most positive impression

    Choose N/A if the item is not appropriate or not applicable to this workshop.

Your feedback is sincerely appreciated. Thank you.

Workshop Evaluation						
1. This workshop lived up to my expectations.	1	2	3	4	5	N/A
2. The pace of this workshop was appropriate.	1	2	3	4	5	N/A
3. The facilitator(s) were well prepared.	1	2	3	4	5	N/A
4. I will be able to apply what I learned from this workshop.	1	2	3	4	5	N/A
5. I have a great understanding of the *ADEA FDT*.	1	2	3	4	5	N/A
6. I can imagine how to apply the *ADEA FDT* in my work.	1	2	3	4	5	N/A

Short Answer Questions

7. In what ways will you be able to put things you have learned from the workshop into practice? Please give examples.

_____

_____

8. What improvements would you recommend be made to this workshop?

_____

_____

9. What is most valuable about the *ADEA FDT*?

_____

_____

10. What is least valuable about the *ADEA FDT*?

_____

_____

11. What improvements would you recommend be made to the *ADEA FDT*?

_____

_____

12. What are your next steps now that you have attended the workshop?

_____

_____

Date: _____

Department: _____ Position: _____

Search Committee Chair: _____

Search Committee Members: _____

1. Timing
   a. Did you follow the timeline established at the start of the search? _____
   b. Did you spend less/more time than what was allocated for the search? _____
   c. What issues or concerns do you have about timing in this search?

   _____

   _____

2. Advertising
   a. Did you make special efforts to increase the diversity of the pool? _____
   b. What were these special efforts? _____

   _____

   _____

3. Campus Interviews
   a. Were all candidates' visits conducted as similarly as possible? _____
   b. Were all candidates treated respectfully and asked the same questions? _____
   c. Were candidates given the opportunity to request specific visits or meetings? _____
   d. What issues or concerns do you have about the campus interviews? _____

   _____

   _____

4. Communication
   a. Did you respond in a timely manner to prospective candidates? _____
   b. Did you promptly notify candidates who were no longer under consideration? _____
   c. Did you notify the finalists who were not selected as promptly as possible? _____
   d. What issues or concerns do you have about your communication with candidates?

   _____

   _____

5. Resources

    a. What on-campus resources were most helpful to you during the search?

    _____

    _____

    b. How did you obtain these resources? From what office(s) or website(s)?

    _____

    _____

    c. What additional support was needed?

    _____

    _____

6. What were some of the strengths of the process? What went well?

_____

_____

7. What are some areas of the process that need improvement? What did not go so well?

_____

_____

8. What internal resources should be added to the search process itself?

_____

_____

ADEA Access, Diversity and Inclusion Strategic Framework 1-1

ADEA Faculty Diversity Toolkit Diversity and Inclusion Terminology

University of Michigan Handbook for Faculty Searches and Hiring

Truckee Meadows Community College: The Plan to Recruit, Hire, Mentor and Retain a Diverse, Full-time Faculty

Duke University School of Medicine Recruitment Toolkit

Emory University's Annual Faculty Recruitment Plan template

Tulane University's Recruitment Action Plan template