Managing the Campus Visits

- Use the campus visit as an opportunity for the department to communicate three messages:
  - You are seriously interested in the candidate’s scholarly credentials and work;
  - Cornell is a good place to come because it is intellectually lively;
  - Cornell is a good place to come because it has a variety of policies in place that support work balance, and family, broadly defined.

- Distribute information about potentially relevant policies (dual career, parental leave, modified duties, social opportunities) to all job candidates regardless of gender.

- Share the departmental retention plan for new hires with candidates when they visit campus, if one exists.

- Consider how the department will represent itself as a place in which women and underrepresented minority faculty can thrive. This may be difficult for departments that currently have few or no women and underrepresented minority faculty members. Some things that may make the department more attractive are:
  - Clear and public policies and procedures for evaluation and promotion
  - Mentoring resources for junior faculty in general and female and underrepresented minority faculty in particular
  - Development of some practices in evaluation and annual reporting that value mentoring of women and underrepresented minority faculty and students
  - An explicit plan to promote diversity within the department

- Give the candidate a chance to interact with the department’s faculty in multiple venues. Formal talks may not reveal every candidate’s strengths. Consider including Q + A sessions, “chalk talks,” and other less formal interactions.

- Focus on the candidate’s ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, or veteran status.

- Take positive and assertive steps to address problematic expressions related to diversity (race, sex, disability).

- Use a set of common questions with all candidates to allow comparative judgment and ensure that crucial information related to the position is obtained.

- Introduce women and minority members of the department to all candidates, not just women and minorities. Moreover, if women and minority faculty members are expected to play an especially active role in recruiting new faculty, be sure to
recognize this additional service burden in their overall service load. Should you not have women or minority faculty in your department, contact the Office of Faculty Development and Diversity (facultydevelopment.cornell.edu) for assistance in setting up meetings with faculty in related fields, should candidates be interested in such meetings.

- To ensure equity, consider providing all candidates with a complete list of things it would be possible for them to discuss in the course of negotiations. These might include:
  - Course release time
  - Lab equipment
  - Lab space
  - Renovation of lab space
  - Research assistant
  - Administrative support
  - Discretionary funds
  - Travel funds
  - Summer salary
  - Moving expenses
  - Assistance with partner / spouse position
  - Other issues of concern to the candidate

- If a candidate has a spouse or partner who will need placement help, try to help arrange interviews or other opportunities for the spouse or partner as early in the hiring process as possible. Be familiar with University resources to support these efforts.