Faculty Recruitment in an Era of Change

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Abstract

Faculty recruitment is a challenge for administration and departments, especially in an era of change in the academy. This article builds on information from an interactive conference panel session that focused on faculty recruitment best practices. The article addresses faculty recruitment strategies that focus on the optimization of search processes, guiding search committees, the role of references, ideas for hiring the top candidate, and the retention of the new faculty member.

Higher education administrators recognize that it is better for the academic and financial health of their units to have successful faculty recruitment outcomes, and institutions or systems of higher education regularly conduct surveys and publish reports on new faculty recruitment as part of an attempt to assess areas where more effort is needed (e.g., see http://www.calstate.edu/HR/FacRecSurvRep06.pdf). At present, there is real flux in faculty recruitment in an era of changing economics and expectations in the academy. In 2008–09, for example, many tenure-track faculty searches were frozen in mid-search due to budgetary shortfalls. Issues such as program reductions and eliminations, furloughs, and salary reductions are currently affecting the labor pool as well as conditions of employment. Consequently, more than ever deans need to focus on optimizing recruitment procedures and creating successful outcomes.

This article summarizes a conversation on faculty recruitment that was held at the 2008 Annual Meeting of the Council of Colleges of Arts and Sciences in Portland, Oregon. The conversation was led by an interactive panel and focused on best practices for faculty recruitment in an era of tight budgets and dwindling applicant pools. The conversation was structured around four questions:

1. With increased expectations of faculty quality and decreased recruitment resources, what are some ways to optimize the search process?
2. How does one guide search committees to conduct professional search processes?
3. What are the roles of references in faculty recruitment?
4. What strategies might a dean employ in convincing a candidate of first choice to accept the offer?

The panelists answered the four questions and a worksheet was passed out to the audience to gain their insights into each question. The well-attended panel lasted seventy-five minutes and evolved into a genuine discussion in which almost everyone participated in developing the ideas presented below. This article builds on those ideas and expands them, concluding with a section on retaining newly recruited faculty.

I. Optimization of the Search Process

The first requirement of a good search is to get an early start, so that departments have plenty of time for planning and discussion while retaining the ability to initiate the search process at the beginning of the recruitment cycle for the discipline. Many institutions have a process of filing some paperwork to initiate the search process. An official recruitment request or report form can be useful in this regard. These requests or reports should be filed with the dean or provost and might contain the following information:

1. the department
2. position control number
3. proposed rank or title
4. specialty area
5. incumbent, if applicable
6. salary estimate
7. start up estimate
8. location of office and lab, or statement of need for such space
9. indication of whether the search is new or is a continuation of a failed search from the previous year
10. identity of the search committee chair
11. space for additional comments

Some provosts or deans require some process of justification of the hire. Gary S. Krahenbuhl, in his monograph, *Building the Academic Deanship: Strategies for Success*, advocates that deans challenge departments to justify the need for new hires or to replace retirees in terms of programmatic and institutional priorities (2004).

Centralization versus Decentralization in the Search Process

The structure and resources available at an institution determine whether it is more efficient for a search to be centralized or decentralized. Institutions that run centralized searches typically have more highly developed and consistent tools and policies associated with the process. For example, some institutions have a spousal/partner accommodation policy that provides a mechanism to identify and/or provide temporary or even permanent employment opportunities for spouses or partners of new faculty hires. Centralized hiring can also be used to hire clusters of faculty with a related interdisciplinary theme, which can increase the effectiveness of recruiting while promoting a sense of community within the hiring cluster.

While centralized search processes are typically funded through an administrative unit under the provost, decentralized searches can be funded through a variety of mechanisms. Requiring departments to share in the cost (or bear the entire cost) of a search that they conduct promotes an efficient process, but department leaders and budgets must have sufficient flexibility to do so. On the other hand, when the department conducts the search but the dean or central unit bears the cost, it is important to establish clear guidelines and limitations in order to promote efficiency in the process (e.g., see Vicker 2005 and http://web.mit.edu/faculty/reports/FacultySearch.pdf). Whether the search is centralized or decentralized, deans agree on the importance of recruiting members of the search committee who are vested in a successful outcome, and who are aware of and open to the potential for interdisciplinary collaborations.

Resource Issues Play a Role in the Search Screening Process

Although there are a number of techniques and practices available to keep costs down, it is important to distinguish between efficiency and scrimping, because a failed search is a costly search. On the other hand, one cannot be afraid of a failed search because, as one panel member stated, "The only failed search is a search that ends up in a terminal contract down the line."

In many disciplines, it is standard practice to interview faculty candidates at a major research conference in the discipline. In some of these disciplines, the conference interview is considered essential; that is, candidates would look askance at those institutions that do not send people to interview at a major conference in the discipline. In other disciplines, the conference interview is an exception rather than the rule. There have been recent decreases in support for faculty attending conferences to conduct these screenings and graduate students have begun to ask about the utility of these screenings. In any case, it is wise to confer with faculty who are in the discipline before a decision is made to commit resources to screening interviews at professional conferences.

Some deans assert that phone or video interviews are more helpful than conference interviews, while others promote the use of both conference and phone or video interviews because this maximizes the number of faculty involved in the decision of whom to bring to campus. Certainly, departments should be encouraged to utilize at least one of these venues. The additional screening allows a broader range of applicants to be scrutinized more closely than is possible from simply reviewing curricula vitae, and increases the odds for a fruitful campus interview. One dean reported that a candidate who wouldn't have made the top three after reviewing the CVs ended up being the top choice for bringing to campus, and eventually hiring, after obtaining additional insights through phone interviews of the top eight candidates.

Additional Methodologies to Promote Efficiency

- *Appoint a Search Manager.* This person can be a faculty member or administrator outside the discipline that is the focus of the search, such as someone from Human Resources or a faculty volunteer. The Search Manager serves as the point of contact for search committee members and the recruitment pool, and provides an extra (non-voting) voice in the recruitment process.
- *Develop a position website.* A position website optimizes the expenditures associated with advertising a position. An effective site includes, at a minimum, a statement on the search, a description of the position, and some institutional context. Descriptions of and linkages to information about the local area are also useful. Members of the committee should also be listed, while pictures and office locations provide an inviting atmosphere to potential applicants.

- *Clarify the position before the search begins.* Outlining the expectations for the successful applicant before the search begins is an excellent way to prevent difficulties during a search process. Clear expectations add confidence to the search process, promote the sense of a well-organized process to applicants, and are conducive to more serious consideration by any candidate offered the position.
- *Emphasize the advantages of your institution.* Whether it is the research possibilities of a department, the geographical location of your institution, a generous benefits package, or other attributes, it is important to market in a direct and consistent manner the reasons why a candidate should consider the position.
- *Use the Office of Human Resources to seek a diverse applicant pool.* Most universities actively promote diversity among the faculty, and many are committed to making diversity an underlying principle in recruitment. There are many elements of diversity, including race, gender, sexual orientation, and intellectual balance. A dean should be clear in his or her charge to the search committee regarding expectations for diversity in the applicant pool. The Office of Human Resources can suggest methods and advertising venues for recruiting a more diverse pool of applicants.

II. Guidance of the Search Process

One of the most effective ways to ensure efficiency in the search process is to provide guidance to the search committee. Many of the notions brought forward during this section of the panel discussion would seem obvious, but the assembly of a search committee within the academic department is often an ad hoc affair, with little guarantee of leadership that has the experience required to avoid the looming pitfalls. A bungled search is not only a waste of time and money, it reflects poorly on the institution. In addition, severe mishandling of a search can hamper a department's recruitment efforts for years to come. Therefore, it is good practice for the dean to meet with the search committee to provide guidance and establish expectations and boundary conditions. Among the issues a dean might raise with the search committee is the importance of acting professionally and impartially, the necessity of following protocols, and the advantages of presenting a winning attitude. Guidance on professional behavior is particularly important for students who are participating on a search committee. Moreover, a conversation on the importance of impartiality is critical when an internal candidate is expected to apply for a position that is advertised externally. At the very least, a list of do's and don'ts for the search process will get the search committee off to a good start. The importance of respecting the leadership of the search chair should also be imparted to members of the search committee. Table 1 contains a summary of additional comments and ideas expressed by deans in the discussion about guiding the search committee.

Table 1. Recommendations for Guiding the Search Process

- Meet with the search committee to provide guidance, outline expectations, and answer questions.
- Provide the search committee with written guidelines, such as do's and don'ts.
- Ensure that interview questions reflect the criteria for the position.

- Ask all candidates a series of common questions, in order to normalize the process for direct comparisons.
- Provide the search committee with a list of critical questions to ask when conducting an interview.
- Avoid asking personal questions of the applicants.
- Provide the search committee with a list of illegal interview questions and possible alternatives.
- Stress to faculty the importance of casting a wide net and provide suggestions for doing so, e.g., calling their colleagues, bringing information to conferences, posting the position at reliable online venues, etc.
- Communicate the status of applications to all candidates in a timely manner, at all stages of the search process, and only through the search committee chair.
- Treat applicants with respect at all times, regardless of their behavior or qualifications.
- Promote the candidate's presentation and encourage faculty and students to attend.
- Check with the candidates before calling listed references or off-list references. Ask them if there are off-list people that they would prefer you not contact.
- Incorporate time for candidates to become familiar with the surrounding community, even if it means providing an extra night's stay.
- Schedule time for candidates to meet with faculty and staff outside the hiring department.

Makeup of the Search Committee

Although the majority of the search committee consists of tenure-track faculty members within the discipline, it is increasingly common for search committees to include members external to the department. These members can act in a variety of administrative and advisory roles. The decision to grant voting rights to external members varies among institutions.

One of most common motivations for including members external to the department is to promote interdisciplinary collaborations. One example presented by a panel member involved faculty searches in the Department of Physics. The department does not have a graduate program of its own, but collaborates closely with other departments by offering graduate courses for their students, and even serving as the major advisor for graduate students in other departments (e.g., Biological Sciences [Biophysics] and Materials Science). Involving faculty from collaborating departments serves to promote and reinforce interdepartmental alliances, while expanding the opportunities available to newly hired faculty. New members of the faculty typically are approved for affiliate status in the related department, and consequently have access to graduate students for their research.

Including a member external to the department in a faculty search can also be used to promote a specific agenda, such as gender balance or diversity. In one example, a department with an all-male faculty invited a female member of the faculty from another department to offer advice and assistance in attracting and retaining qualified candidates during a search process.

Structuring the Interview Processes

Deans stressed the importance of demonstrating professionalism during the interview process while displaying the hospitality of the institution. Consider inviting the candidate a day ahead of time so they can travel at a good pace and view the area on their own, if they so choose. Allow some choice on the pick-up at the airport, as some candidates would rather be informal when they travel—or be clear that this is not a problem. In an airport that is at high altitude, have the greeter arrive with a bottle of water to refresh the candidate. When driving to the campus or hotel, select the scenic routes to showcase the area.

Adequate communication with all applicants is essential to a professional search. Letters should be sent to acknowledge receipt of an application; this is often handled by Human Resources, even in department-run searches. Furthermore, all communication with the applicants should be orchestrated by Human Resources or the chair of the search committee, whether this comes in the form of written letters regarding the status of their application, scheduling of on-campus interviews, or handling ad hoc questions from the candidate that arise at any time during the search process. When the first cut is made, candidates should be notified as to whether they are moving to the next step; and, if so, what the next step entails, such as a phone interview, contacting references, or scheduling a campus visit. At some point, a search committee will typically sort candidates into one of three lists – an "A-list" that is definitely moving to the next stage, a "B-list" that may or may not proceed to the next stage, and a list that will not be further processed. As soon as this sorting process occurs, applicants should be notified of their standing. Although it is tempting to avoid notifying applicants that fall into the B-list until their status changes one way or the other, a delay of more than a few days should be avoided. Finally, pre-interviewing of applicants at a conference should also be somewhat formalized, with questions agreed upon ahead of time by the search committee and interviews conducted in a formal setting. A candidate should never be interviewed, for example, in a hotel bedroom.

There are several advantages to preparing a list of common questions to be asked of all candidates at each stage of the search process, including conference pre-interviews, phone interviews, and campus interviews. This practice creates a concrete foundation for comparing candidates, while focusing the search committee's task to establish an agreed-upon set of criteria for their evaluation. Establishing a series of common questions does not preclude the asking of additional questions as individual conversations unfold. On the contrary, each interview must have the flexibility to highlight an individual's strengths and weaknesses. A common set of questions is simply a starting point from which to expand the conversation while providing a certain level of normalization to the process. Deans also suggested giving thought to providing some or all of the questions to the candidates ahead of time so they can prepare their ideas.

A candidate's impression of the department and institution will be influenced by the level of interest demonstrated by attendance at the various activities scheduled during a campus interview. Therefore, a little work to promote the candidate, in order to bring in faculty and students to their presentations, can pay off handsomely. Furthermore, the additional breadth will provide for better feedback and promote interdisciplinary activity. One dean mentioned using a reception to celebrate the candidate, as a nice way to highlight a sense of community on the campus.

III. The Role of References

Viewpoints on the role of references varied among the deans. While most believed that references play a critical role in the hiring process, they showed considerable uncertainty about the best way to conduct and review references considering the trend of boilerplate encomiums, on the one hand, and the issue of legal liability for negative recommendations on the other. Nevertheless, the careful reading of reference letters, as well as speaking with references on the phone, can bring to light certain intangibles in a candidate's application. For example, references can speak to the significance of a candidate's contribution to the body of work they will be speaking about on campus. References also can speak to a candidate's collegiality, work ethic, and excitement generated among students. Sometimes what is missing from the reference letter, or even from the list of references itself, informs the review of an application. For example, it is highly irregular for a candidate's dissertation advisor, postdoctoral research director, department chair, or other immediately preceding supervisor to be missing from the reference list. Such irregularities cannot be overlooked and should be investigated.

Procedures used in the solicitation and review of references vary among disciplines. Certain disciplines, as well as certain faculty, prefer the traditional practice of requiring letters of reference in the initial application, while others are content with only a list of references. Most deans are flexible in how departments handle such procedures, but believe it is important to confer with the department to ensure a consistent and unbiased process.

Whether or not reference letters are solicited, phone calls to the references are strongly recommended. Such calls are typically done after the candidate has been interviewed on the phone, but before they are brought to campus, and ideally should involve at least two members of the search committee for each call. Most deans agree that before calling any references, even those from a list supplied by the applicant, the search committee chair should check with the applicant, especially if the references are called before the candidate has been identified as a finalist for a campus visit. Many applicants will assume this courtesy, and may deny access before reaching a certain stage of the search process.

Although details of the conversation with a reference will vary with the nature of the application, as well as the reference, a short list of specific questions should be asked during all reference checks (see Table 2), just as when interviewing applicants. While such a list may be short, it serves to normalize the process of comparing candidates, even though the answers to questions that are specific to each applicant may be more important for discussing and evaluating reference checks. One dean recommends asking all references to place the candidate into one of several categories: top 2 percent, top 10 percent, top 25 percent, top 50 percent, or bottom 50 percent. Others would argue that this does little to normalize the process, since one is not asking the same referee to evaluate all candidates in a given search. The remaining conversation with a referee can be directed toward certain aspects of an application, in order to sharpen the image of the particular applicant. For example, a candidate might have a longer than normal residency as a graduate student or in a postdoctoral position, or perhaps even a break in career. Occasionally it is necessary to call the candidate a second time in order to clarify something that came up during a reference check before deciding whether or not to bring them to campus.

Finally, the use of secondary or "off-list" references is an effective way to broaden and further objectify the evaluation process. However, it is important to obtain permission from the candidate before doing so, no matter what stage of the search process. There are a variety of legitimate reasons for an applicant's hesitation to allow "off-list" calls, particularly those to specific individuals, and the ensuing conversation over such concerns can be enlightening, with either positive or negative consequences for the applicant.

Table 2. Guidelines and Example Questions for Checking References

- If you are recording the conversation, always ask for permission to do so on the tape.
- Introduce everyone in attendance.
- Assure the reference consulted of your confidentiality.
- "How long have you known the candidate and in what capacity?"
- Describe the parameters of the position before asking the reference to describe one or two ways in which the candidate fits the description.
- "Describe the candidate's teaching style."
- "How do you believe this candidate will contribute to the program? Could you give some concrete examples?"
- "How would you rate the candidate's organizational skills and their ability to develop a course or research program, on a scale from one to ten?"
- "How would describe the candidate's communication ability in both oral and written form?"
- "Where would you rate this candidate among peers overall—in the top 2percent, top 10 percent, top 25 percent, top 50 percent, or bottom 50 percent?
- "What kinds of challenges has the candidate faced and how have they dealt with those challenges?"
- "What are the primary strengths and weaknesses of this candidate, and how are they balanced in their final performance?"

In addition to references, most institutions require a degree verification check at some stage of the process, usually before a candidate is invited to campus. This requires a formal authorization from the candidate for the verification and usually involves the Human Resources officer making sure the institution has granted the degree, or that the student is really about to be granted their degree, if they are scheduled for a dissertation defense. Some institutions are now requiring criminal background checks as well at some stage of the search process, especially if the position would require working with minors in some capacity.

IV. Strategies for Recruiting the Top Candidate: The Role of the Dean in Closing the Deal

Many factors influence a candidate's decision to accept or decline a job offer, and the relative weight of each factor varies with the candidate. Regardless of the balance of other factors, however, a candidate's interaction with the dean can be critical. Consider the typical candidate who applies to several universities in a given hiring cycle. The superior among those candidates are likely to face multiple offers, and the impression left by the dean can play a more or less critical factor as they differentiate your offer from others. Therefore, it is important to reinforce the image of a positive and high-energy environment by working to exude such energy yourself during the interview, even in the middle of a difficult day.

From the candidate's point of view, the conversation with the dean could be important for addressing any of a number of questions or concerns about the position, or none at all. One candidate may be looking to gauge your opinion of, or respect for, the department. Another may be looking for your vision of the department and/or college. Candidates are usually interested in the requirements for tenure, but may or may not ask the dean's opinion on the matter, separately from that of the department. While some candidates are looking for answers in their interview with the dean, others come prepared only to answer questions. Therefore, while you as dean have your own agenda for the interview, which may differ with each candidate and/or discipline, it helps to be somewhat flexible regarding the overall structure of the interview, as well as the detail of the topics addressed.

Deans generally agree that the interview is a time not only to learn more about a candidate's qualifications and outlook; it is also a time to sell the department and its programs, the institution, and the surrounding community. In case the candidate becomes the top choice for making an offer, part of your job is to make them want to take that offer.

Landing the best candidate is not only about who has the best academic credentials. Certainly, the right credentials are important, and there are different levels of quality in any credential, no matter how broadly or narrowly defined. Nevertheless, from the perspective of the dean, and hopefully that of the department, it is also important to find the right person with the necessary credentials. One of the more obvious but difficult considerations for both the institution and the candidate is the balance between teaching and research. For most institutions, scholarly activity is an important factor in the hiring, evaluation, and tenure of its faculty. But the level of publication and grantsmanship expected varies widely. It is important for candidates to have reflected on their desired balance between research and classroom obligations, and therefore to understand the balance reflected in teaching loads and tenure expectations at your institution, in order to maximize their chance for happiness and success should they accept your offer of employment. The dean can play a critical role in helping both the candidate and the department find a suitable match.

Every institution and its surrounding community have a unique signature, which includes strengths and weaknesses. It is important for the dean to not only understand and highlight the strengths, which will differ with the perspective of each individual candidate, but to look for elements that could jeopardize a candidate's retention should they be discovered later. That is not to say that one should hunt for shortcomings; rather one should be alert to indications of a candidate's priorities in the workplace and beyond, in order to identify and further probe into potential issues that a candidate may perceive in his or her environment, should they accept the position. While the search committee is focused on one search at a time, the dean usually has multiple searches and a richer experience of the results in terms of how the faculty hired have impacted the college. Thus, the dean can bring experience to bear in understanding the longer-term success of the recruitment issues within the college.

One strong, if subtle, selling point of an institution is its flexibility. In reviewing an applicant's vitae one should look for ways to demonstrate the institution's flexibility to the applicant. For a candidate with higher education experience, you may be able to talk about shortening the tenure clock. Some institutions have a flexible workload policy, which allows faculty to have lower teaching loads in their first year, as well as in subsequent years if should they land a large research grant, for example. Some candidates might appreciate the flexibility of allowing them to start mid-year, or even waiting an additional year before joining the faculty. The latter strategy can be particularly attractive to a candidate in a postdoctoral research position who has not yet decided whether they are going to take a position in the year ahead but are interviewing anyway. One dean related an incident where such a candidate arrived on campus eighteen months after such an offer with research grants in hand, because during the interim period they were writing grant proposals through the institution. In another story, an individual was hired as a research professor for one year, with a commitment by the institution to a tenure-track position the following year. As a research professor the individual was not on campus for the bulk of the time, but partially funded his own salary while writing grant proposals through the institution and preparing for courses that he would teach the following year. Some flexibility in salary was also made through this arrangement. Thus, he funded a larger salary as a research professor than what he would make the following year as a member of the tenure-track faculty. The following year he continued to build his research program as a member of the tenure-track faculty, while taking on the normal teaching load for such faculty. Finally, an increasing number of institutions have a spousal accommodation policy, which provides a mechanism for the spouse or partner of faculty to gain temporary or permanent employment at the institution. Such policies are typically focused on spouses that are also looking for a faculty position, although other positions might be considered. The policy should outline the sharing of costs for a specified period of time (typically 1–3 years) between the provost, the resident department/college of the primary hire, and the department/college that would benefit from employing the spouse. If the latter department has an opening within or immediately after the specified period, then the employment of the spouse would become permanent if the department so chooses. There are many ways that an institution can demonstrate flexibility to a candidate during the hiring process, and these are just a few. In general, such demonstrations are highly regarded by an astute candidate.

While the demonstration of institutional flexibility is a good recruiting tool, deans agree that one must be careful not to give too much flexibility in the amount of time that a candidate has to accept an offer of employment. Of course, there are no absolutes here, and some amount of flexibility can be prudent. It is common to ask for a decision within one or two weeks, with additional time given upon request only. In most circumstances two weeks is ample time for a candidate to make a decision, especially when given flexibility in the hire date. With too much additional time, one runs the risk of being strung along while the candidate seeks a better offer. In the meantime, the department could lose viable alternate candidates, resulting in a failed search. The proper amount of flexibility to give a candidate in making a decision of such import is a judgment decision, and a skill that deans improve upon with experience. The seasoned dean will factor in many variables, including the behavior of the top candidate, with the understanding that a high-maintenance candidate often turns into a high-maintenance faculty member.

V. Retaining New Faculty Members

Once your candidate of choice has arrived on campus, excited to begin their new career, is the dean's involvement over unless a problem arises or until it is time to decide on tenure? Certainly not! Continued investment from the dean's office can pay large dividends by enhancing the success of young faculty while increasing the likelihood that top performers will stay with the institution even as their marketability increases.

The state of the academy has been changing in terms of faculty expectations, workload, and even large-scale shifts in philosophy of purpose—such as the new push towards assessment and accountability. Yet, there never has existed a coherent philosophy of training new faculty members. In her book, *Failing the Future: A Dean Looks at Higher Education in the Twenty-first Century*, Annette Kolodny recommends that institutions consider expanding the graduate curriculum to include a course on the profession that would include the range of responsibilities as well as the variability of institutions and their expectations (1998).

While mentoring programs for new faculty can take many forms, all require some type of leadership from the dean or provost, if only organizational in nature. Most institutions provide workshops and written materials to support teaching and course development, and to guide new faculty through the maze of bureaucracy. Many institutions also pair new faculty with senior faculty who serve as mentors. Although such pairings may formally exist for only the first year or two, they often develop into much longer associations. Faculty may be guided through first and second year reviews that are detailed and result in a high-level third-year review so they have time to develop professionally in needed areas. In addition to a constructive review process, deans might consider a newsletter (see Table 3) or focused professional development workshops that explain the tenure and promotion process and realities, the broader role of liberal arts and sciences, new pedagogies, the function of evaluations, the importance of advising, planning an active research agenda, and progressive service to the campus program and broader community, among other subjects.

Table 3. Potential Topics for a Newsletter Aimed at New Faculty

- Surviving Your First Year
- Designing a Syllabus
- Academic Advising
- Tutorial Services
- Definitions of Teaching, Research/Creative Activity, and Service
- Disruptive Classroom Behavior
- Getting the Most from Student Evaluations
- Course Assessment
- Student Counseling Center
- Strategies for Active Learning
- Student Internships and Service Learning
- Collaborative Learning
- Balancing Teaching and Research
- Academic Dishonesty
- Resources for Students with Disabilities
- Tenure and Promotion
- The Faculty Senate
- Sexual Harassment and the Hostile Workplace
- Family Educational Rights and Privacy Act

Conclusion

In conclusion, the recruitment of new faculty is not just about observing a few guidelines, but rather establishing a culture that eventually results in long term, productive relationships. With focus and leadership, faculty and administrators can ensure that recruitment and retention activities are optimized for success, thereby establishing a foundation for continued institutional advancement in the future.

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