



# Faculty Recruitment Handbook

NSF at the University of Michigan

Academic Year 2004-2005

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## I. Introduction

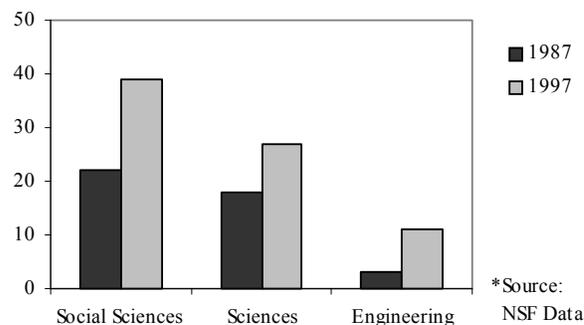
Efforts to recruit, retain, and promote women faculty in science and engineering have produced slow and uneven results. This has been the case both nationally and at the University of Michigan. Since the summer of 2002, under the auspices of the UM NSF ADVANCE grant, the Science and Technology Recruiting to Improve Diversity and Excellence Committee (STRIDE) has given presentations to science and engineering search committees and departments aimed at helping with the recruiting and retention of women and other minorities under-represented among the faculty.

The committee is composed of senior male and female science and engineering faculty who are able to advise departments on gender-equitable hiring practices through presentations, detailed and targeted advice, or focused discussions as needed.

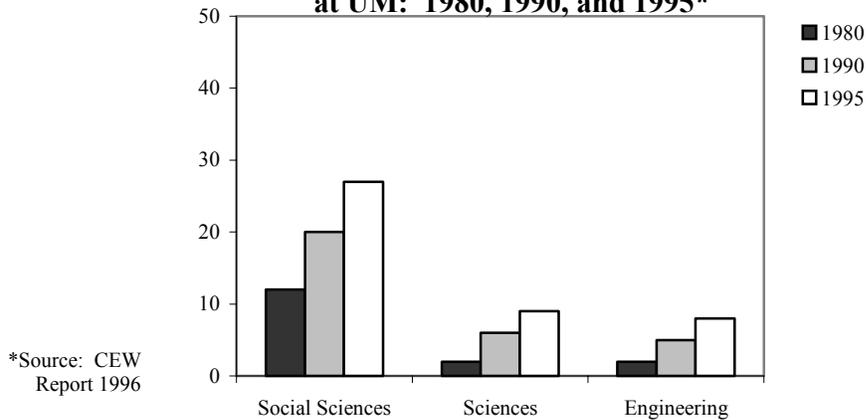
STRIDE offers a presentation “Women in Science and Engineering: We’ve Come a Long Way -- Or Have We?” which the committee developed as an interactive tool to discuss with search committees and other faculty groups. It contains data about the low numbers of women faculty in science and engineering departments, especially at the higher levels. The data indicates that, in many cases, the problem is not entirely with the pipeline and emphasizes that men and women equally have non-conscious bias in evaluating women, both as job candidates and as colleagues. Schedule a presentation by calling 647-9359 or contacting [advance@umich.edu](mailto:advance@umich.edu). The PPT is accessible at [www.umich.edu/~advproj/stridepresents\\_files/frame.htm](http://www.umich.edu/~advproj/stridepresents_files/frame.htm)

### Background on the Numbers

**Figure 1: National Percentages of Female Faculty in the Social Sciences, Sciences, and Engineering: 1987-1997\***

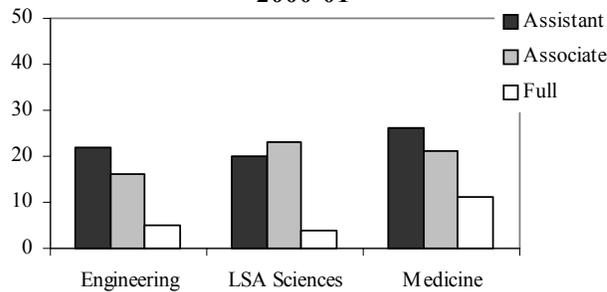


**Figure 2: Percentages of Female Faculty in the Social Sciences, Sciences and Engineering at UM: 1980, 1990, and 1995\***



Studies reveal that women in academic science, as in academe more generally, are tenured and promoted more slowly, and earn less on average than their male counterparts, even when controlling for productivity. This has been true at the University of Michigan as well.

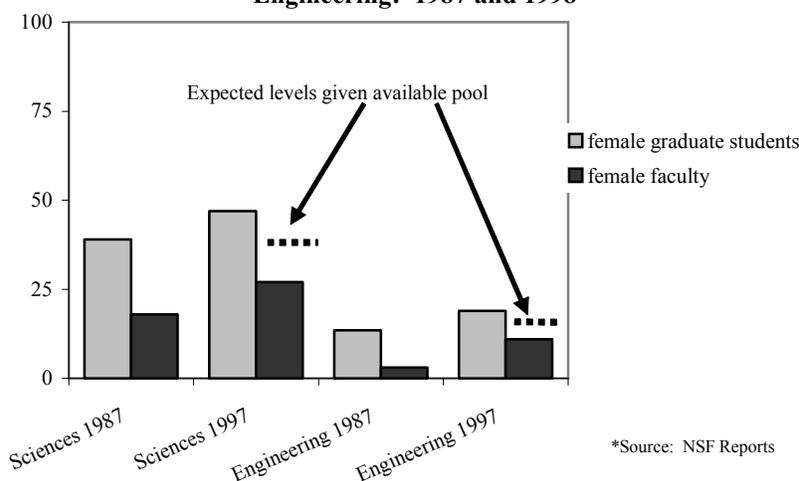
**Figure 3: Percent of Women Instructional Track Faculty in Engineering, LSA Science Departments, and Medicine by Rank, 2000-01**



In most science and engineering fields, the relative lack of women faculty cannot be understood as exclusively a “pipeline problem”—that is, a problem resulting from a lack of women qualified for the positions. In some fields there is still a serious pipeline problem: only 11% of mechanical engineering doctorates and only 13.5 % of physics doctorates completed in

2000 were earned by women, slight increases from 6.6% and 11.0 % in 1991<sup>1</sup>. However, in other fields the percentage of female Ph.D.'s is much higher. In fact, in some science fields women are receiving more doctorates than men: 57.6% of the doctorates completed in botany in 2000 went to women, as did 54.1% of those completed in developmental biology, and 50.2% in human/animal genetics, and these percentages continue to grow.<sup>2</sup> More importantly, though, women generally do not hold the number of tenure track positions in science that the numbers of doctorates they receive would lead one to expect, either in the fields where the rates are low or in those where they are high.

**Figure 4: National Percentages of Female Graduate Students and Faculty in Science and Engineering: 1987 and 1998\***



The reasons for the relatively low representation of women at the highest levels of academic science are complex and will not be solved by recruitment alone. However, different recruitment practices, such as those outlined in this handbook, are a crucial part of the solution. Indeed, increasing the number of women faculty can by itself do a great deal to change climate, making it better not only for women but for all faculty, and for graduate and undergraduate students as well, thus insuring that the best students and faculty can all thrive at the University of Michigan.

<sup>1</sup> Hill, Susan T. (2001). *Science and Engineering Doctorate Awards: 2000*. Arlington, VA: National Science Foundation.

<sup>2</sup> Ibid.

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This handbook draws on material from handbooks developed at MIT, the University of Washington, Penn State University, and the University of Minnesota. These and other useful references are listed in the final section. Further resources can be found on the ADVANCE Project web page: [www.umich.edu/~advproj](http://www.umich.edu/~advproj)

The University of Michigan's Provost's Faculty Initiative Program (PFIP) provides supplemental resources "to promote diversity in the University faculty and to respond to unique opportunities." This program can also help you recruit and retain excellent women and minority faculty. Consult the Provost's Office web page for further information: [www.provost.umich.edu/programs/pfip.html](http://www.provost.umich.edu/programs/pfip.html)

## II. Initiating The Search Process

The composition of the search committee and its charge are factors likely to have consequences for the outcome of the search. It is important that issues of composition and charge be addressed quite deliberately and early. STRIDE would be happy to meet with department chairs or other decision-makers to help think through issues associated with the composition of, and charge to, the search committee.

### **Composition of the Committee**

- Search committees should include members with different perspectives and expertise, and with demonstrated commitments to diversity.
- Search committees should include women and minorities whenever possible; consider including faculty from other departments if there are no women and/or minorities in your own.
- It is often helpful to appoint some search committee members from outside the department.

### **The Search Committee's Charge**

- The Committee should be clear about whether its charge includes particular focus on gender-equitable search practices, and the goal of identifying outstanding women candidates for the position.
- The Committee is encouraged to engage in a detailed discussion of selection criteria and position definition prior to beginning the search.
- The committee should also discuss methods for actively recruiting women and minorities prior to beginning the search.
- The Committee should consider how it can convincingly represent the school or department's commitment to hiring and advancing female faculty. This may be of particular concern for departments that have few or no women faculty. In these cases, it may be helpful to develop long-term strategies for recruiting women. For example,

the department might consider inviting targeted women faculty to give talks and then inviting them to apply for positions the following year.

- Feel free to consult STRIDE as questions arise throughout the search process. We especially encourage you to talk to us before you actually begin to search.

### **How Active Recruitment Efforts Can Backfire**

- Women and minority faculty candidates wish to be evaluated for academic positions on the basis of their scholarly credentials. They will not appreciate subtle or overt indications that they are being valued on other bases, such as their gender or race. (Women candidates and candidates of color already realize that their gender or race may be a factor in your considerations.) It is important that contacts with women and minority candidates for faculty positions focus on their scholarship, qualifications, and potential academic role in the department.

### **The Importance of Dual Career Considerations**

While it is critical that women candidates be treated first and foremost as the scholars they are, it is equally important that search committees and departments understand the importance of dual career considerations in recruiting women faculty in science and engineering.

- Female scientists are much more likely to be partnered with other scientists than male scientists are. For example, about 50% of married female physicists are married to other physicists, while only about 7% of married male physicists are married to other physicists.<sup>3</sup> This means that disadvantages that affect two-career academic couples have a disproportionate impact on women. Note, however, that female scientists are also twice as likely as male scientists to have no partner at all, and thus to have no household support system. Recognize that there is certainly variability among women scientists in their personal and household circumstances. Do not assume a single model involving a husband and children.

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<sup>3</sup> McNeil, L., and M. Sher. (1999). "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics.

- Make sure everyone on the search committee is familiar with the UM's dual career support programs. Consult the Provost's Office for further information by calling 764-0151. Information is also available online at [www.provost.umich.edu/programs/pfip.html](http://www.provost.umich.edu/programs/pfip.html). This site provides online resources for dual career partners seeking employment. In addition, the document, "University of Michigan Dual Career Program: Roles and Responsibilities & Steps in the Process," a resource for University administrators, is available by calling 764-0151 to request a copy.
- Provide them with a copy of the flier, "Dual Career Program at the University of Michigan: A Guide for Prospective and New Faculty Members," available online. [www.provost.umich.edu/programs/dual\\_career/DualCareerBrochure9201.pdf](http://www.provost.umich.edu/programs/dual_career/DualCareerBrochure9201.pdf)
- You may need to counter perceptions that Ann Arbor, as a small city, offers limited opportunities for a candidate's spouse or partner. Make sure candidates know about the diverse employment possibilities their partners might find not only at the university, but also throughout Ann Arbor and in the larger Southeast Michigan area. The Dual Career office can provide helpful information on Ann Arbor and surrounding communities. (See contact information above.)
- Consider including a sentence like the following in job postings, if your committee and your department chair are in fact willing to do their best to help place qualified spouses and partners: "The University is responsive to the needs of dual career couples."
- Let candidates know that they may ask about dual career issues or other policies that may make the University of Michigan more attractive to them. Provide them with a copy of the university's brochure on the Dual Career Program. Do not, however, ask the candidate for information about relationship or family status if they don't volunteer it. It is illegal to request personal information from job candidates. Moreover, some women candidates will fear that any focus on this issue would place them at a disadvantage in the hiring process. Instead, make sure that candidates have all available information about University of Michigan policies and resources that might help them, so that the candidates will feel comfortable about making use of them if they want to.

- It may be helpful to identify someone in the department who can offer to have a confidential conversation (one not to be conveyed to anyone else in the department) with candidates about these issues. This person should be well-informed about all programs supporting faculty members' families, and willing to describe or discuss them with candidates, without transmitting information about the candidate's personal circumstances to the department or the rest of the search committee. However, this person should not ask for personal information if the candidate does not offer it.
- If a candidate does mention having 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. Contact the Dual Career Coordinator in the Provost's office for further information and assistance. ( 764-0151)

### **Defining the Position**

- Develop broad hiring goals. Get consensus on areas of specialty and other specific requirements, while planning to cast the hiring net as widely as possible.
- Make sure that the position description does not needlessly limit the pool of applicants. Some position definitions may exclude female candidates by focusing too narrowly on subfields in which few women specialize.
- Consider, among selection criteria, the ability of the candidate to add intellectual diversity to the department, and demonstrated ability to work with diverse students and colleagues.
- If women or minority candidates are hired in areas that are not at the center of the department's focus and interest, they may be placed in an unfavorable situation. It is important to avoid this, which may require careful thought about how the department will support not only the individual, but also the development of that person's area within the department. Consider "cluster hiring," which involves hiring more than one faculty member at a time to work in the same specialization.

- Establish selection criteria and procedures for screening, interviewing candidates, and keeping records before advertising the position and before materials from applicants begin to arrive.
- Make sure that hiring criteria are directly related to the requirements of the position, clearly understood, and accepted by all members of the committee.
- Get committee consensus on how different qualifications will be weighted. Plan to create multiple short lists based on different criteria. (See “Creating the Short List,” in section IV, below.)

### **Language for Announcing Positions**

- Proactive language can be included in job descriptions to indicate a department’s commitment to diversity. This may make the position more attractive to female and minority candidates. Examples include:
  - “The college is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”
  - “The University is responsive to the needs of dual career couples.”
  - “Women, minorities, individuals with disabilities, and veterans are encouraged to apply.”

### III. Committee Activity Before the Search Begins

It is likely to be extremely useful for the search committee, and/or a larger group in the department, to engage in a relatively extended review of the national context, as well as the department's own past history of searching and hiring, before beginning a new search. The department is more likely to be able to achieve a different outcome from past outcomes if it has some understanding of factors that may have played a role in limiting past success in recruiting women.

#### **Reviewing the National Pool**

- Take steps to identify the national "pools" of qualified candidates for the field as a whole and for subfields in which you are considering hiring. Subfield pools are sometimes quite different from overall pools. ADVANCE staff are willing and able to assist you in identifying field and subfield pools; contact Cinda-Sue Davis ([csdavis@umich.edu](mailto:csdavis@umich.edu)) to request this assistance.
- Identify any institutions or individuals nationally that are especially successful at producing women doctorates and/or postdoctorates in your field or the desired subfield. Be sure to recruit actively from those sources.

#### **Reviewing Past Departmental Searches**

- Find out how many women have applied for past positions in your department, as a percentage of total applicant pool.
- Find out how many women have been brought to campus for interviews in your field in previous searches
- If women have been hired in recent searches, consider asking the search committees, the department chair, and the women themselves how they were successfully recruited.
- If women have been offered positions but have turned them down, consider finding out why they have turned them down. ADVANCE staff are willing and able to conduct confidential interviews with such candidates, if you think they might be less than candid in talking with colleagues in the same field (contact [advance@umich.edu](mailto:advance@umich.edu)). Be sure, in

any case, to collect multiple accounts; they often conflict. Listen for potential insights into departmental practices that might have been a factor in candidates' decisions. Stories that appear to be highly individual at first may reveal patterns when considered in the aggregate.

- Find out what has happened to women who were not hired in previous searches. Where are they now? Does it appear that something interfered with your assessment of their likely success?
- If no women have been offered positions in recent searches, consider redefining departmental evaluation systems in ways that might take strengths of female candidates into better account. Consider whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria in the future.

## IV. Recruiting Activities During the Search

### **Broadening the Pool**

- Be aware that the University of Michigan's Provost's Faculty Initiative Program (PFIP) provides supplemental resources "to promote diversity in the University faculty and to respond to unique opportunities." This program can help you recruit and retain women and minority faculty. Consult the Provost's Office for further information:  
[www.provost.umich.edu/programs/pfip.html](http://www.provost.umich.edu/programs/pfip.html)
- View your committee's task as including a process of generating a pool rather than merely tapping it. This may be accomplished by having committee members attend presentations at national meetings and develop a list of potential future candidates based on those. Candidates identified in this way may be in any field, not necessarily the one targeted for a particular search. In fact, the department may consider creating a committee to generate women and/or minority candidates, who can then be considered for targeted recruitment outside of subfield-defined searches. (This approach has been used successfully by the Psychology Department at UM.) In addition, the committee may consider issuing invitations to visit UM informally to present research before candidates are ready for an active search. Cultivating future candidates is an important activity for the search committee to undertake, and may require that the search have a longer time horizon than is typical.
- If your department is a significant source of qualified applicants nationally, consider setting aside the traditional constraint against "hiring our own." It may be important, if your department or related ones at UM is a significant producer of the pool, to avoid unduly constraining the search to those trained elsewhere.
- Keep in mind that some eminent universities have only recently begun actively to recruit women and minorities as students. Therefore, consider candidates from a wide range of institutions.

- Consider the possibility that women who have excelled at their research in departments less highly ranked than UM's may be under-placed and might thrive in the University of Michigan research environment.
- Make sure that the committee's system of evaluation does not inadvertently screen out well-qualified applicants from historically Black colleges and universities.
- Be careful to place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such work experience, while evaluations of women with the same kinds of experience go down.<sup>4</sup>
- Keep in mind that women candidates are more likely to be hired when more than one woman is brought in for an interview.
- Rank candidates separately on several different criteria, rather than using a single aggregate ranking list.
- Consider re-opening or intensifying the search if the pool of applicants does not include female or minority candidates who will be seriously considered by the search committee.

### **Use Active Recruiting Practices**

- Advertise the position for at least thirty days before the application deadline.
- Use electronic job-posting services targeted at diverse groups such as minority and women's caucuses in your discipline. (A list of several resources follows on the next page.)
- Make personal contacts with women and minorities at professional conferences and invite them to apply.

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<sup>4</sup> Egan, Mary Lou, Marc Bendick, and John J. Miller. (2002). "U.S. firms' evaluations of employee credentials in international business." *International Journal of Human Resource Management* 13:1. London: Routledge, Taylor and Francis Group.

- Ask faculty and graduate students to help identify women and minority candidates.
- Contact colleagues at other institutions to seek nominations of students nearing graduation or others interested in moving laterally, making sure to request inclusion of minorities and women.
- Place announcements in newspapers, journals, and publications aimed specifically at minorities and women.
- Identify suitable women and minority faculty at other institutions, particularly faculty who may currently be under placed, and send job announcements.
- Contact relevant professional organizations for rosters listing women and minorities receiving PhDs in the field.

### **Use Active Recruiting Resources**

Be aware that most fields have resources—listservs, email groups, etc.—that can help you identify or reach qualified women and minority candidates. Either seek these out on your own, or request assistance from [advance@umich.edu](mailto:advance@umich.edu) in identifying them.

- Recruitment Sources page at Rutgers lists several resources that can be helpful in recruiting women and minority candidates.  
[http://uhce.rutgers.edu/apsonline/ha\\_home.html](http://uhce.rutgers.edu/apsonline/ha_home.html)
- The WISE Directories publishes free annual listings of women and minority Ph.D. recipients, downloadable as pdf documents.  
<http://www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering/>  
<http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates/>
- The Minority and Women Doctoral Directory “is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American,

and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.” Directories are available for purchase. [www.mwdd.com/index.asp](http://www.mwdd.com/index.asp)

- National Science Foundation Survey of Earned Doctorates is published yearly. While it does not list individual doctorate recipients, it is a good resource for determining how big the pool of new women and minority scholars will be in various fields.  
[www.nsf.gov/sbe/srs/ssed/start.htm](http://www.nsf.gov/sbe/srs/ssed/start.htm)
- Society of Women Engineers maintains an online career fair.  
[www.swe.org](http://www.swe.org)
- Association for Women in Science maintains a job listings page.  
[www.awis.org](http://www.awis.org)

### **Creating the Short List**

As you begin to evaluate applicants and candidates, be aware of the kinds of evaluation biases that psychological research has identified in both women’s and men’s judgments of job candidates. You may want to view the videotaped lecture by Virginia Valian summarizing this research, and discuss it as a group. Alternatively, your committee could review some of her written work and discuss that. ADVANCE staff will be happy to help you obtain this material (contact [advance@umich.edu](mailto:advance@umich.edu)).

The most important general point about the process of creating the short list is to build in several checkpoints at which you make a considered decision about whether you are satisfied with the pool of candidates you have generated.

- Get consensus on the multiple criteria that will be used to choose candidates for interviews. Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department’s goals (e.g., experience working with diverse students might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.
- Develop a “medium” list from which to generate your short list. Are there women or minority candidates on it? If not, consider intensifying the search before moving on. Consider contacting STRIDE for advice or help.

- Consider creating separate short lists ranking people on different criteria, such as teaching, research potential, and mentoring capacity. Develop your final shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; consider whether evaluation bias may still be affecting your choices.
- Alternatively, generate a separate “medium” list that ranks the top female candidates if only one or two women show up on your first medium list. Consider whether evaluation bias (the tendency to underestimate women’s qualifications and overestimate men’s) might have played a role in the committee’s judgments by comparing the top females on the new medium list with the original medium lists. Create a new short list by drawing the top candidates from both “medium” lists.
- Plan to interview more than one woman. Interviewers evaluate women more fairly when there is more than one woman in the interview pool. When there is only one woman, she is far less likely to succeed than women who are compared to a mixed-gender pool of candidates, probably because of the heightened salience of her gender.<sup>5</sup>

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<sup>5</sup> Valian, Virginia. (1999). *Why So Slow? The ment of Women*. Cambridge, Mass.: The MIT Press. See especially chapter 7.

## V. Handling Campus Visits

The campus visit is an important opportunity for the department to communicate three messages:

1. You are seriously interested in the candidate's scholarly credentials and work;
2. Michigan is a good place to come, both because it is intellectually lively, and
3. Because it has a variety of humane, family-friendly policies in place.

How these messages get communicated can make a critical difference in recruiting women to departments in which they will be vastly outnumbered by male colleagues.

- Make it clear that you are interested in the candidate's scholarship and skills, rather than his or her demographic characteristics. It is generally not helpful to make a point with candidates that the department is eager to hire women and minorities.
- Consider how the department will represent the university as a whole as a place in which women faculty can thrive. Distribute information about potentially relevant policies (dual career, maternity leave, modified duties, etc.) to all job candidates regardless of gender.
- Consider how the department will represent itself as a place in which women faculty can thrive. This may be difficult for departments that currently have few or no women faculty members. Some things that may make the department more attractive to women are:
  - Clear and public policies and procedures for evaluation and promotion
  - Mentoring resources for junior faculty in general and female faculty in particular
  - Development of some practices in evaluation and annual reporting that value mentoring of women and minority faculty and students
  - An explicit plan to promote gender equity within the department
- Schedule interviews and events with consistency. Allow equal time for each candidate to interview and meet with the same personnel whenever possible. Treat internal candidates with the same consistency. If you often recruit from among alumni, be sure to consider the fact that non-alumni who don't have the "head start" that comes from knowing people on campus might need to spend more time here in order to receive equitable consideration.

- 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.
- Create opportunities for the candidate to meet with other faculty or community members, including members of STRIDE, who can provide relevant information to candidates who are women or members of underrepresented groups. Be sure to offer information and access to faculty who might represent opportunities for interdisciplinary collaboration.
- Avoid leaving candidates alone with faculty who may be hostile to hiring women and minorities. If a candidate is confronted with racist or sexist remarks, take positive and assertive steps to defuse the situation. Be sure there is a practice in place in the department for dealing with the expression of racist or sexist attitudes, and that the candidate is made aware of it, if the situation arises.
- Use a set of common questions with all candidates to allow comparative judgment and insure 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.

## VI. Negotiating Contracts

- The way in which contract negotiations are conducted can have huge impact not only on the immediate hiring outcome, but also on a new hire's future career. Candidates who feel that negotiations are conducted honestly and openly will feel more satisfied in their positions and more committed to staying at the UM than those who feel that a department has deliberately withheld information, resources, or opportunities from them. Initial equity in both the negotiated conditions and in the department's follow-through on the commitments it makes are likely to be very important factors in retention as well as recruitment.
- Women candidates may have received less mentoring at previous career stages than their counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. 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
  - Clerical / administrative support
  - Discretionary funds
  - Travel funds
  - Summer salary
  - Moving expenses
  - Assistance with partner / spouse position
  - Other issues of concern to the candidate
- Consider appointing an advocate or mentor to help candidates throughout the negotiation process and help him or her to secure the best possible package.
- 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. Consult the Provost's Office for further information:  
[www.provost.umich.edu/programs/dual\\_career/index.html](http://www.provost.umich.edu/programs/dual_career/index.html)  
[www.provost.umich.edu/programs/dual\\_career/DualCareerTips.pdf](http://www.provost.umich.edu/programs/dual_career/DualCareerTips.pdf)

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- Be sure to provide clear, detailed information about mentoring practices as well as all crucial review criteria and milestones such as annual reviews, third year reviews, tenure reviews, and post-tenure promotion reviews.

## VII. Evaluating the Search

- If the department hires a woman and/or minority candidate, consider the factors that may have enabled it to do so and keep a record of good practices and successful searches for future reference.
- If the applicant pool was not as large, as qualified, or as diverse as was anticipated, consider:
  - Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
  - Could the department have recruited more actively?
  - Were there criteria for this position that were consistently not met by women or candidates of color?
- If women and/or minority candidates were offered positions that they chose not to accept, what reasons did they offer? Consider as many factors as you can identify. Are there things that the department could do to make itself more attractive to such candidates in the future? Be sure that any analysis and insight is shared with departmental decision-makers and is part of the process of initiating future searches. If you would like someone outside your department to help with a confidential interview of the candidate(s), please contact ADVANCE for help ([advance@umich.edu](mailto:advance@umich.edu)).

### VIII. Candidate Evaluation Sheet

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 faculty candidates.

Candidate's Name:

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

- |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Read candidate's CV<br><input type="checkbox"/> Read candidate's scholarship<br><input type="checkbox"/> Read candidate's letters of recommendation<br><input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate<br><input type="checkbox"/> Attended lunch or dinner with candidate<br><input type="checkbox"/> Other (please explain):<br><hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	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						
Ability to make 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?

## IX. Readings on Gender and Faculty Recruitment

**Bensimon, E.M., Ward, K., & Sanders, K.** (2000). "Creating Mentoring Relationships and Fostering Collegiality." 113-137. Bolton, MA: Anker Publishing.  
Describing the department chairs' role in developing new faculty into teachers and scholars.

**Georgi, Howard.** (2000). "Is There an Unconscious Discrimination Against Women in Science?" *APS News Online*. College Park, Maryland: American Physical Society.  
An examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.

**McNeil, L., and M. Sher.** (1999). "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics.  
Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the "two-body problem" when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.

**Mickelson, R. A. and M. L. Oliver** (1991). Making the Short List: Black Faculty Candidates and the Recruitment Process. *The Racial Crisis in American Higher Education*. C. Kerr, State University of New York Press.  
Examination of issues involved in recruitment of racial minorities to faculty positions, especially issues associated with the prestige of training institutions.

**Sagaria, M. A. D.** (2002). "An Exploratory Model of Filtering In Administrative Searches: Toward Counter-Hegemonic Discourses." *The Journal of Higher Education* 73(6): 677-710.  
Describing administrator search processes at a predominately white university in order to explore whether searches may be a cause for the limited success in diversifying administrative groups.

**Smith, D.** (2000). "How to Diversify the Faculty." *Academe*, 86, no. 5. Washington, D.C.: AAUP.  
Enumeration of hiring strategies that may disadvantage minority candidates or that might level the playing field.

**Steinpreis, R.E., Anders, K.A. & Ritzke, D.** (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41, 7/8, 509-528.  
A study demonstrating the operation of gender bias in the evaluation of job applicants and tenure candidates.

**Trix, F. and C. Psenka** (2003). "Exploring the color of glass: letters of recommendation for female and male medical faculty." *Discourse & Society* 14(2): 191-220.  
Letters of recommendation for successful female and male medical faculty showed differences in terms used to describe them and in the length of letters. Letters for females were shorter than those for males; included more phrases expressing doubts; were more likely to include only minimal information; mentioned their personal life more often. Letters for males included more

repetition of standout words like “outstanding”, and included more references to research, skills and abilities and career.

**Turner, Caroline Sotello Viernes.** (2002). *Diversifying the Faculty: A Guidebook for Search Committees*. Washington, D.C.: AACU.

Informed by the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees with the primary goal of helping structure and execute successful searches for faculty of color.

**Valian, V. (1998). "Evaluating Women and Men."** (Chapter 1 and Chapter 7.) *Why So Slow? The Advancement of Women*. Cambridge, Mass.: MIT Press.

In this chapter, Valian presents research that demonstrates that men and women who do the same things are evaluated differently, with both men and women rating women’s performances lower than men’s, even when they are objectively identical.

**Wenneras, C. & Wold, A.** (1997). “Neotism and sexism in peer-review.” *Nature*, 387, 341-343.

This Swedish study found that female applicants for postdoctoral fellowships from the Swedish Medical Research Council had to be 2.5 times more productive than their male counterparts in order to receive the same “competence” ratings from reviewers.

**Wolf Wendel, L. E., S. B. Twombly, et al.** (2000). "Dual-career couples: keeping them together." *The Journal of Higher Education* 71(3): 291-321.

Addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-today needs of running a household which, in many cases, includes caring for children or elderly parents.

**Yoder, J.** (2002). “2001 Division 35 Presidential Address: Context Matters: Understanding Tokenism Processes and Their Impact on Women’s Work.” *Psychology of Women Quarterly*, 26.

Research on tokenism processes is reviewed and coalesces around gender constructs. Reducing negative tokenism outcomes, most notably unfavorable social atmosphere and disrupted collegueship, can be done effectively only by taking gender status and stereotyping into consideration. These findings have applied implications for women’s full inclusion in male-dominated occupations.

### **Background Readings on Women’s Scientific Careers**

**A Study on the Status of Women Faculty in Science at MIT.** (1999). *The MIT Faculty Newsletter*, Vol. XI, No. 4.

This is the original MIT report that has spurred so many other studies

**Hopkins, Nancy, Lotte Bailyn, Lorna Gibson, and Evelyn Hammonds.** (2002). *An Overview of Reports from the Schools of Architecture and Planning; Engineering; Humanities, Arts, and Social Sciences; and the Sloan School of Management*. Massachusetts Institute of Technology.

The overview of MIT’s more recent study of all of its schools.

**Etzkowitz, H., C. Kemelgor, and B. Uzzi.** (2000). "The 'Kula Ring' of Scientific Success." *Athena unbound: The advancement of women in science and technology*. Cambridge: Cambridge University Press.

Explores the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.

**Long, J. Scott, ed.** (2001). "Executive Summary." *From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers*. 1-8. Washington, D.C.: National Academy Press.

This excerpt provides an overview of differences in the science careers of men and women.

## X. Handbooks

In addition to the articles listed above, and several other resources, material from each the following recruitment guides was used to help develop this handbook:

"Affirmative Action Guidelines for Searches to Achieve Diversity." Penn State University. Available online:  
[www.psu.edu/dept/aaoffice/GettingResults/index.htm](http://www.psu.edu/dept/aaoffice/GettingResults/index.htm)

"Faculty Recruitment Toolkit." (2001). University of Washington. Available online:  
[www.washington.edu/admin/eoo/forms/ftk\\_01.html](http://www.washington.edu/admin/eoo/forms/ftk_01.html)

"Guidelines for Recruiting & Appointing Academic Personnel, Appendix A: Recruiting a Diverse, Qualified Pool of Applicants." University of Minnesota. Available online:  
[www1.umn.edu/ohr/ohrpolicy/Hiring/Guidelines/appendixa.htm](http://www1.umn.edu/ohr/ohrpolicy/Hiring/Guidelines/appendixa.htm)

"Massachusetts Institute of Technology Faculty Search Committee Handbook." (2002). MIT. Available online as pdf document:  
[web.mit.edu/provost/Search\\_Comm.Handbookt8.pdf](http://web.mit.edu/provost/Search_Comm.Handbookt8.pdf)

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