



# Faculty Recruitment - Best Practices: Searching for Excellence

Presenters today:

**Heather Doty** (UD Mechanical Engineering),

**Bob Opila** (UD Materials Science and Engineering),

**Pam Cook** (UD Math and Associate Dean Engineering)



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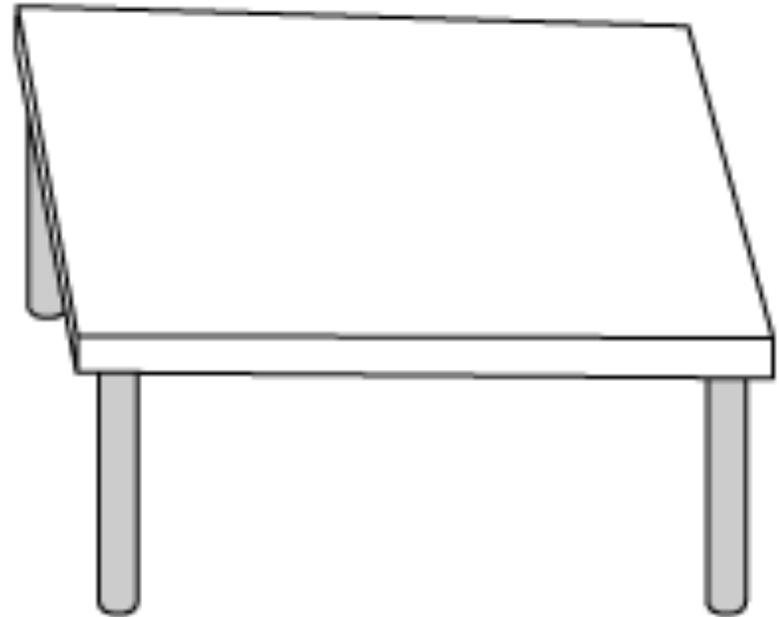
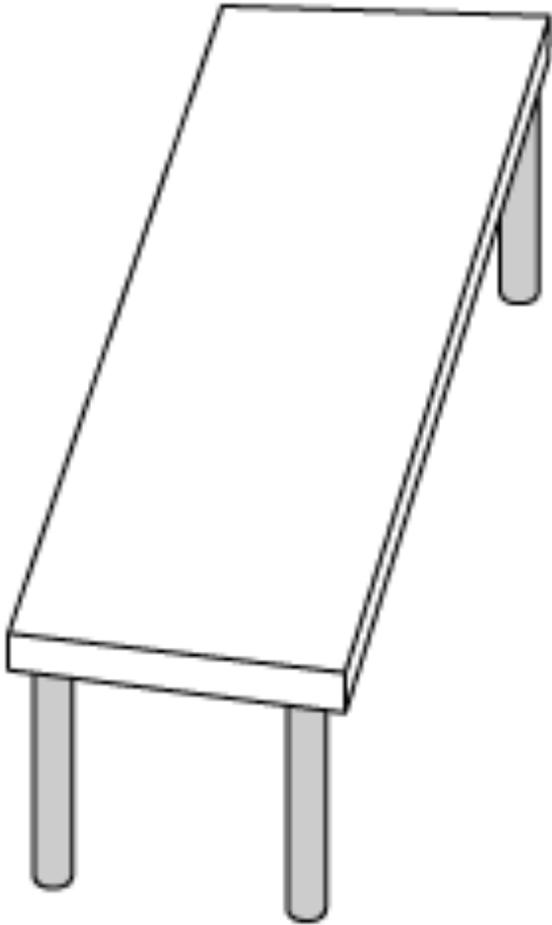


UD ADVANCE in partnership with:



W I S E L I

Women in Science & Engineering Leadership Institute  
University of Wisconsin-Madison



Which table is longer, which is wider?



# Workshop Agenda

<b>Introduction</b>	(15 minutes)
<b>I The Search Committee</b>	
Building a Candidate Pool	(25 minutes)
<b>Break</b>	(10 minutes)
<b>II Impact of cognitive shortcuts</b>	
The situation at CSU and nationally	(50 minutes)
<b>Break</b>	(5 minutes)
<b>III Ensuring optimal review</b>	
Evaluation Criteria	
Optimizing the interview process	(10 minutes)
<b>IV Closing the deal and, the future</b>	(10 minutes)



# NEGOTIATING



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NOT a one-time “thing” “to be handled”

- Permeates every day

Of course

- Easy to negotiate if you don't care, harder and more important if you do care
- Care -- means clear benefit to you (and should work out mutually)



# RECRUITING

NOT a one-time “thing” “to be handled”

- Should permeate all activities (conference attendance, on campus seminar speakers, . . .)

Of course

- Easy to do if you don't care, harder if you do care
- Care -- means clear benefit to you (the department, college, and CSU)

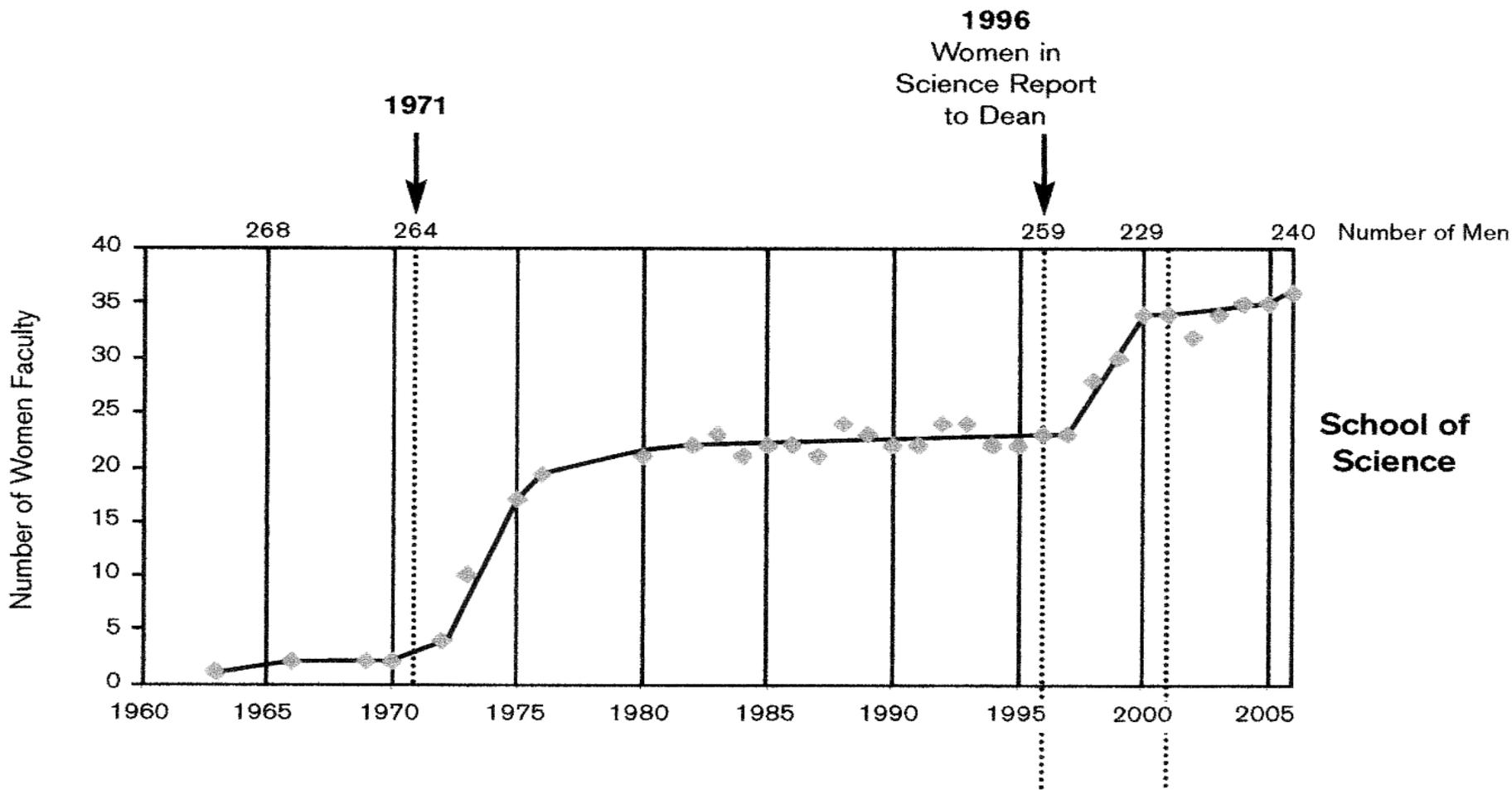


# Small Group - Introductions



# MIT Study and Search Committee Best Practices

# Number of Women Faculty in the Schools of Science (1963-2006)



Hopkins--Diversification of a University Faculty: Observations on Hiring Women Faculty in the Schools of Science and Engineering at MIT, MIT Faculty Newsletter XVIII No. 4 March/April 2006



## Lessons learned from MIT

- Percent of women faculty in School of Science
  - rose from 7% to 13% between 1996 and 2001,
  - then remained constant between 2001 and 2006  
(when Dean removed emphasis).
- Women were as accomplished as the men—no sacrifice of quality for diversity.
- Leadership is critical



How did MIT do it?

**Best Practices for Recruitment**



# Search Committee Best Practices

- Have an **agenda** for the search process as a whole.
- Have a meeting agenda for each meeting - with strict time limits.
- Set up a regular meeting time when all members can attend.
- Take careful minutes during each meeting – keep a record of decisions.
- Each meeting, assign committee member responsibilities and check on progress from the last meeting.



# Active Recruitment: Deepening the Pool

## Recruitment is a long-term, active process:

- **Invite** qualified women to apply.\*
- Contact potential candidates *even before they are actively seeking positions.*
- Contact established faculty and industry colleagues at a broad range of institutions to identify potential candidates (themselves, students, postdocs).
- Consider hiring opportunities in areas beyond those defined by the search.
- **Keep in mind candidates from previous searches.**
- Take advantage of “high profile” hiring opportunities even when not searching in their research area.

\* MIT/National Academies Report: women don't apply in the same way as men



## Network to Build a Diverse Pool

- Obtain names of attendees at specialized programs (e.g., Rice University and COACH postdoc workshops)
- Attend oral and poster sessions at conferences with the goal of identifying and meeting potential candidates
- Follow up by inviting suitable candidates to apply
- Use seminar visits to other institutions to ask about, and possibly meet, potential candidates, and report back to your department
- Contact established faculty and industry colleagues at a broad range of institutions to identify potential candidates (themselves, students, postdocs). Ask specifically about URM and women candidates.



Active recruitment should occur continuously, and by all members of the faculty!

Active recruitment/interactions with other institutions will increase the visibility of your department and CSU!



## **The first meeting—a good time to discuss ways to think “differently” about recruitment**

- Consider specific preferred characteristics for a candidate, e.g. “experience working with diverse groups of students” (as opposed to strict requirements).
- Consider searching more broadly (with respect to research area), narrowly defined searches over a narrowly defined time window will exclude some excellent candidates.



## Being the Search Committee Chair... Resistance to Change

What if...

- Not all committee members are willing to put in the necessary time and effort?
- Not all committee members feel diversity is important?
- Not all committee members are comfortable with excellence? (i.e., some department members don't want to hire someone above the "department median"?)
- Some department members think you must sacrifice quality for diversity?



Discussion

Report out



BREAK  
10 minutes





# Cognitive Shortcuts in Evaluation



# Case Study: The Search Committee Meets

Adapted from *Rising Above Cognitive Errors: Guidelines for Search Tenure Review, and Other Evaluation Committees* by JoAnn Moody (2005)



## *How Doctors Think* by Jerome Groopman, MD

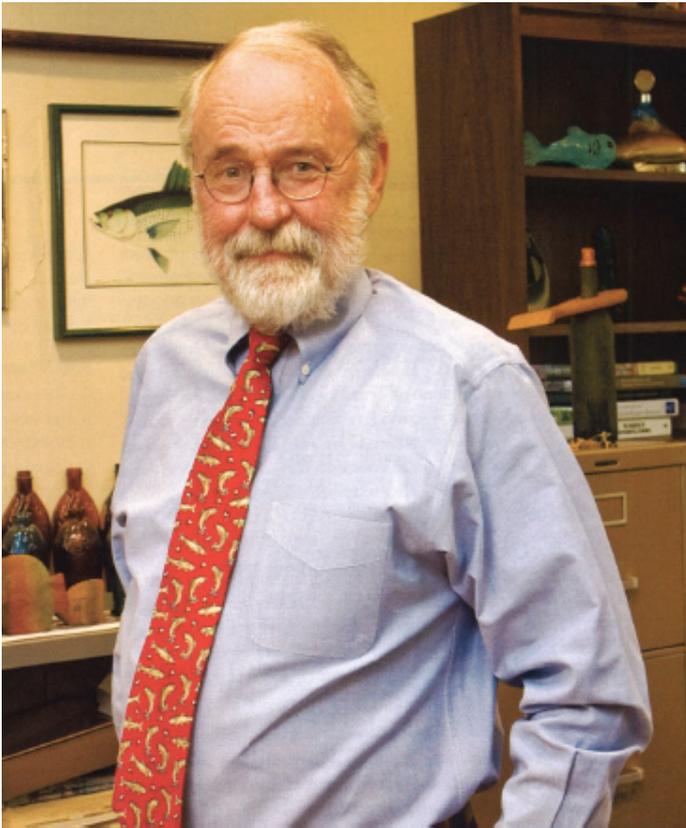
A forest ranger in his 40s arrives at the ER with chest pain. The doctor diagnoses a strained muscle and sends the patient home. The next day the ranger appears in the ER again, this time with a full-blown heart attack.

Why did the doctor misdiagnose? The patient was neither old nor overweight, two risk factors for heart disease.

Doctors base their diagnoses ***on implicit assumptions*** regularly – it is a way to sort among multiple possibilities especially when under TIME pressure.



## What colleagues and students see



Which researcher are we more likely to listen to?



## What are “implicit” assumptions?

- ***Cognitive shortcuts*** that we use to evaluate people and groups
- Stereotypes or expectations that we resort to in unfamiliar situations
- Ways of judging others

### **What do they permit us to do?**

- Process information quickly (even if inaccurately)
- Make snap judgments
- Bypass consciously held or “explicit” attitudes



# The Upside of Cognitive Shortcuts

Our brains manage their resources by using what we already know to contextualize new information. We use cues to focus our attention on what is salient:

- Facilitates learning new tasks
- Reduces decision-making time
- Enables multi-tasking
- Simplifies life



# The Downside of Cognitive Shortcuts

Can lead us astray and can have inconvenient consequences (*especially in our complex, fast-paced modern society*).



# Implicit assumptions shape how we view colleagues, students, applicants:

- Age
- Gender
- Religion
- Ethnicity
- Race
- Marital status
- Sexual orientation
- Physical ability
- Appearance
- Research Discipline





# Research shows that, regardless of our explicit beliefs, we all apply implicit assumptions

## *especially when:*

- We lack information
- We are under stress
- We experience time pressure
- We are distracted
- We see only one or two individuals from the group we are judging



# Research shows that, regardless of our explicit beliefs, we all apply implicit assumptions

- **Both** women and men hold them about gender.
- **All people** make them about race and ethnicity (even their own).



What's the evidence?



Did you know your chance of getting an award increases  
**2.5 times** if you know someone on the selection  
committee?



## Swedish Medical Research Council Postdoc:

Authors noticed:

- 46% of applicants were women (114 total).
- 20% of awardees were female.

Took the case to court, acquired access to applications. Assigned applicants “Impact Score” based upon publication record.

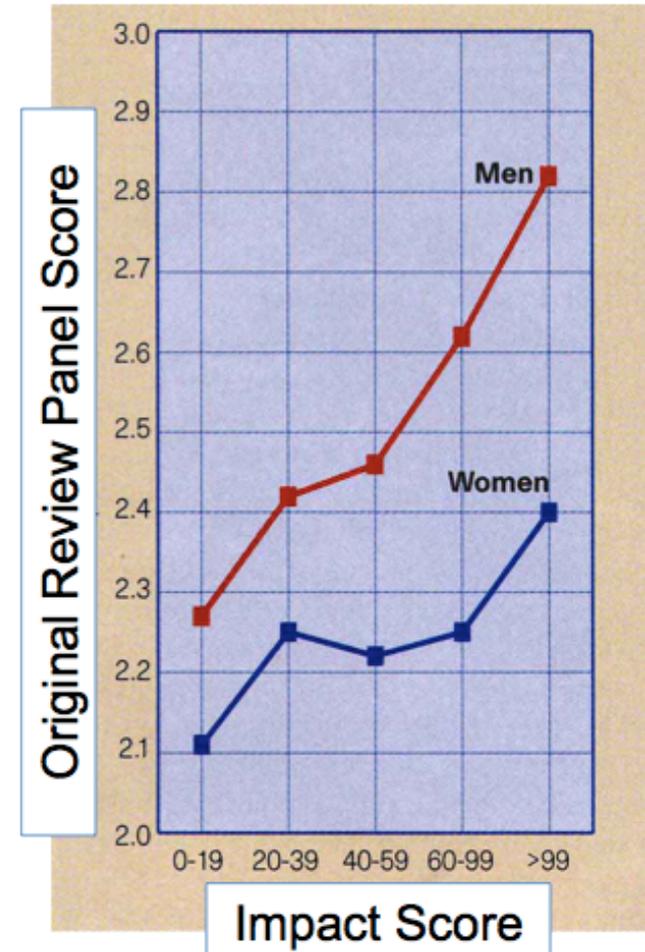
### Results

**Males: linear relationship** (suggests original review panel used objective criteria).

**Females: nonlinear relationship**, and lower original score.

### Summary

Women had to be **2.5 times** as productive as men to be ranked the same.





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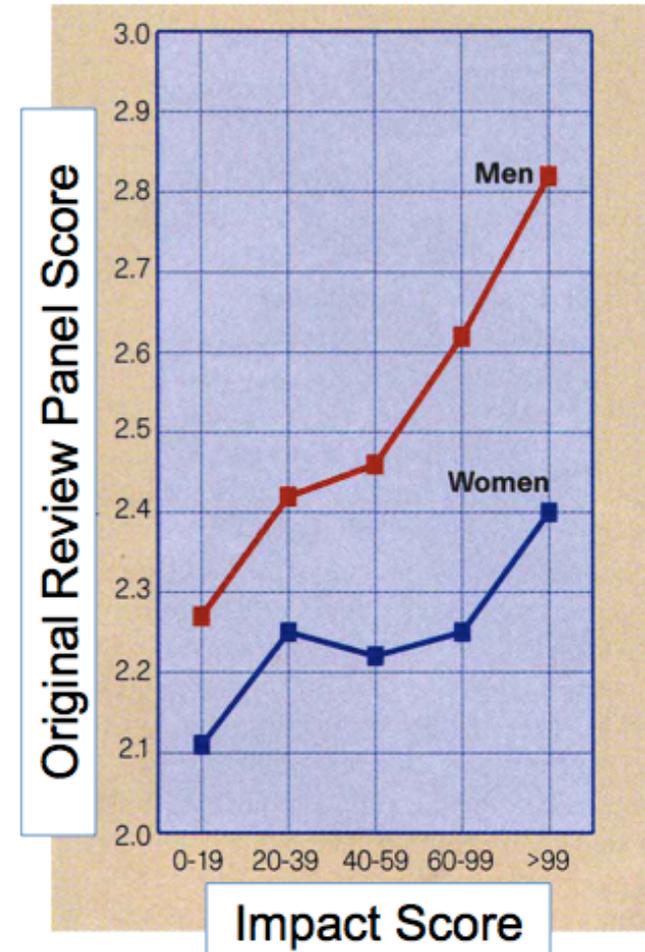
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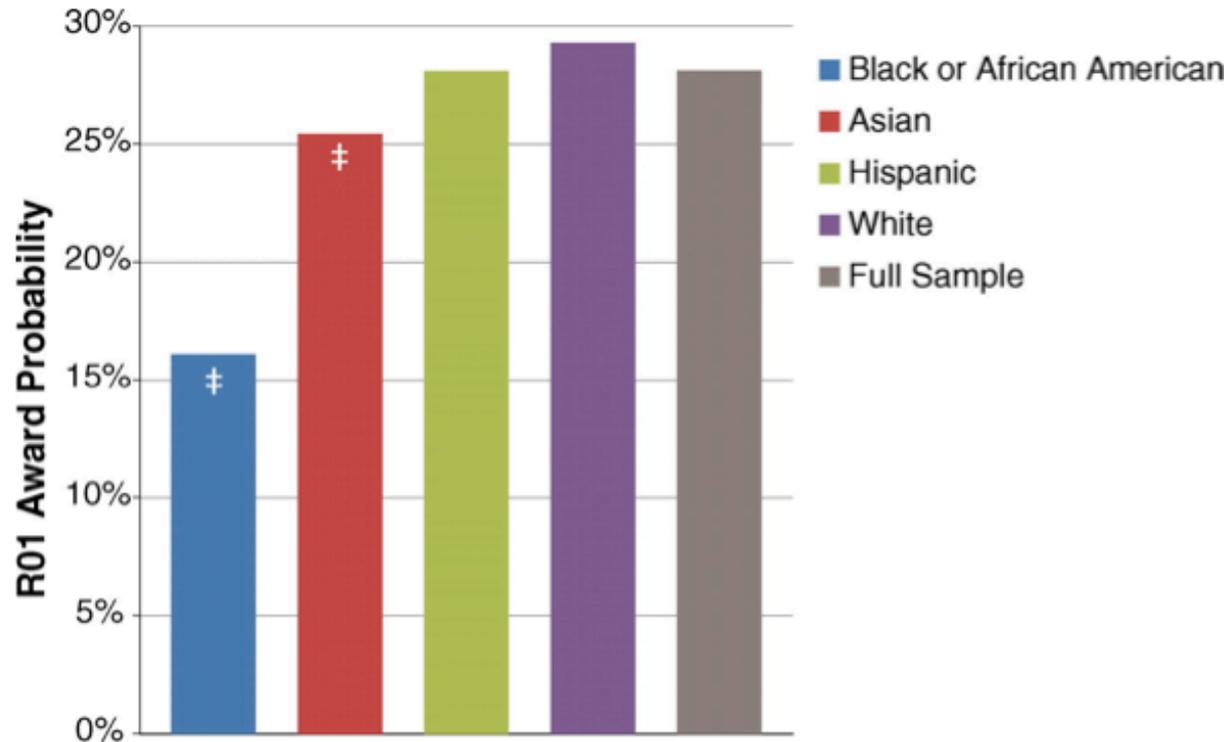
**Affiliation with a member of the review panel gave a comparable advantage.**





# NIH Awards: Race and Ethnicity

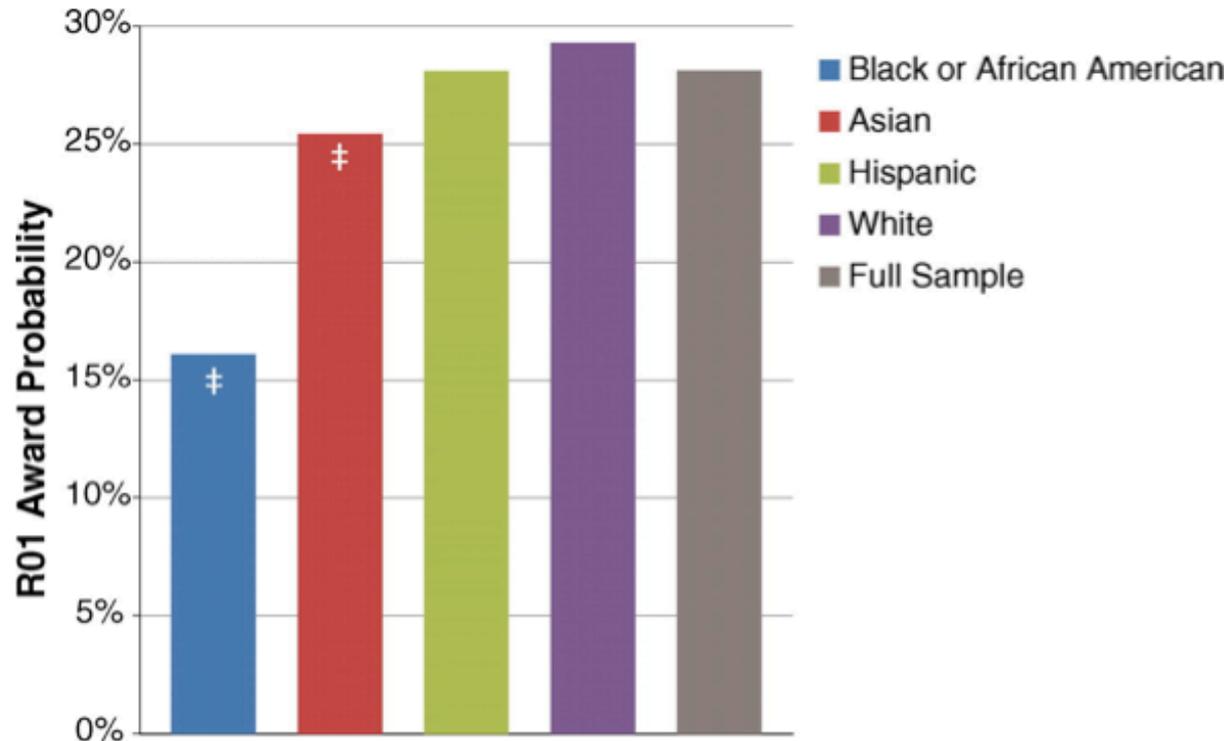
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Study controlled for:

- demographics
- education and training
- employer characteristics
- NIH experience
- research productivity



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Why do you think the award rate is 16% for Black or African American proposals when it is 29% for those proposals submitted by White PIs?



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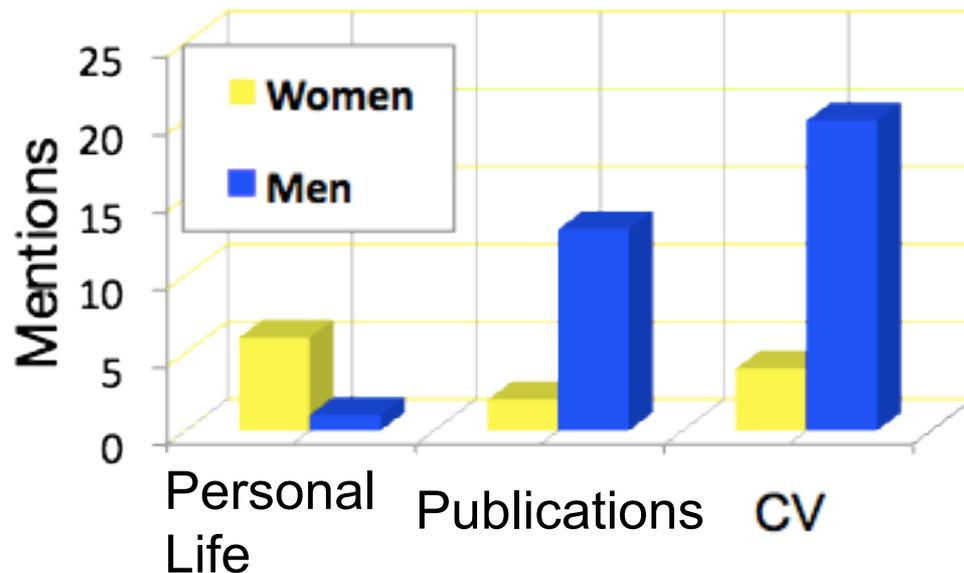
Why do you think the award rate is 16% for Black or African American proposals when it is 29% for those proposals submitted by White PIs?

Authors noticed that black faculty members were less likely than white faculty members to resubmit grant proposals after receiving a rejection, which decreased their overall success rate



# Letters of Recommendation

## Successful Medical School Faculty Applicants



Trix, F. & Psenka, C. (2003) *Discourse & Society*, 14(2); 191-220.

### Letters for women:

- Shorter
- “Mary” instead of “Dr. Smith”
- Greater focus on **teaching, personal life**
- More “doubt raisers,” such as: “It’s amazing how much she’s accomplished” and “It appears her health is stable.”

### Letters for men:

- Longer
- “Dr. Smith” instead of “Larry”
- More references to **publications and research**



## Studies: Gender Bias in Evaluation

- Psychology professors prefer 2:1 to hire “Brian” over “Karen,” even when the application packages are identical. Employers also prefer to hire “Brendan” over “Jamal.”

(Steinpreis, Anders, and Ritzke (1999) *Sex Roles*, 41, 509)

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- Double-blind review of journal articles yields 7.9% increase in proportion of papers with a female first author.

(Budden, et al., *TRENDS in Ecology and Evolution* Vol.23 No. 1)



Deeply ingrained in the culture of academic science is the assumption that merit, as revealed by the purportedly objective process of peer review, determines the distribution of status, rewards, and opportunities.

. . . Research, however, has shown that gender colors evaluation of scientific and engineering accomplishment and thus affects the opportunities and rewards that women receive. In the intense competition for academic standing, even small differences in advantage can accumulate . . . and create large differences . . .

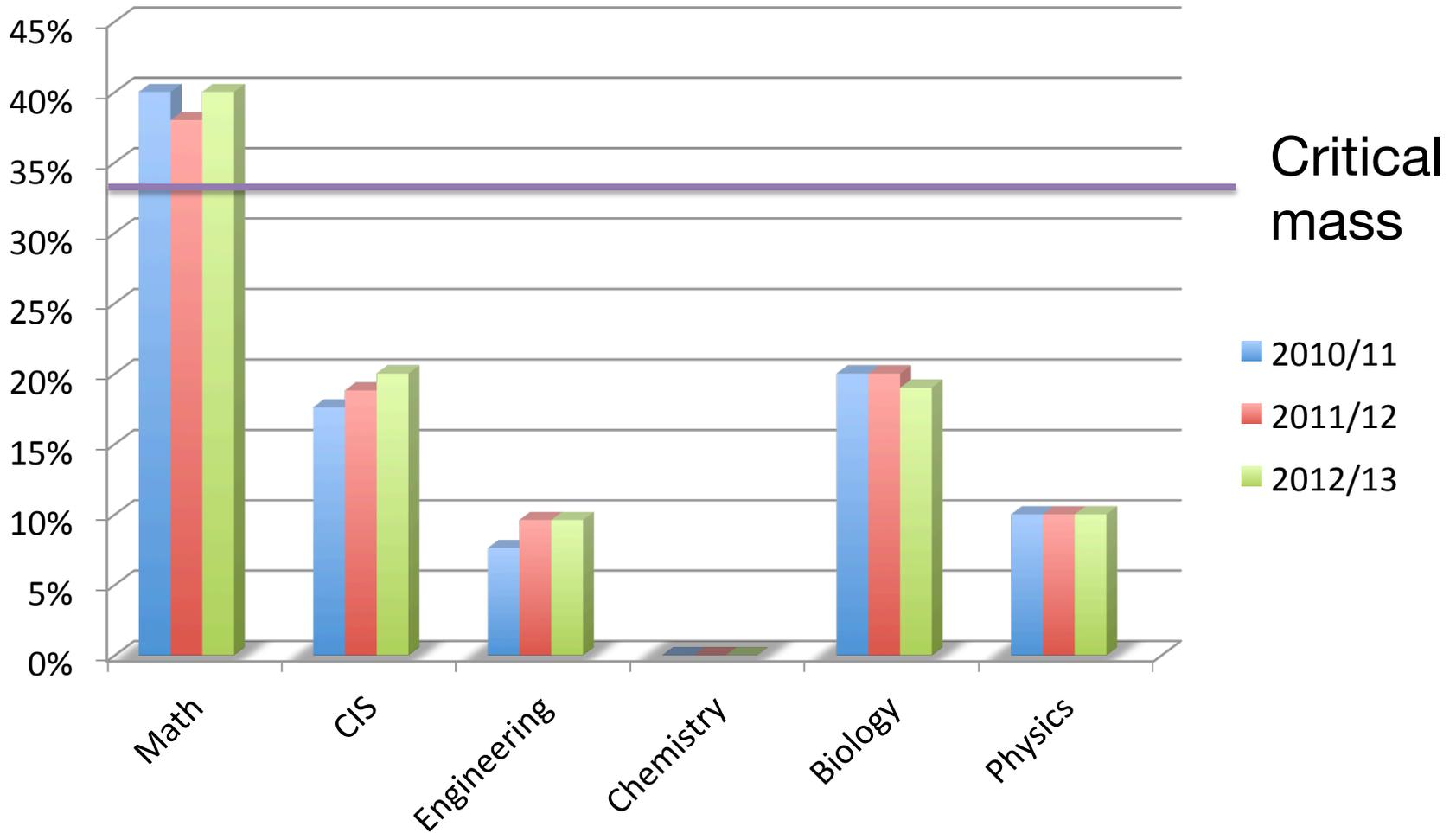
*Valian, Why so Slow: The Advancement of Women, MIT Press, 1999*



# Facts and Figures: CSU

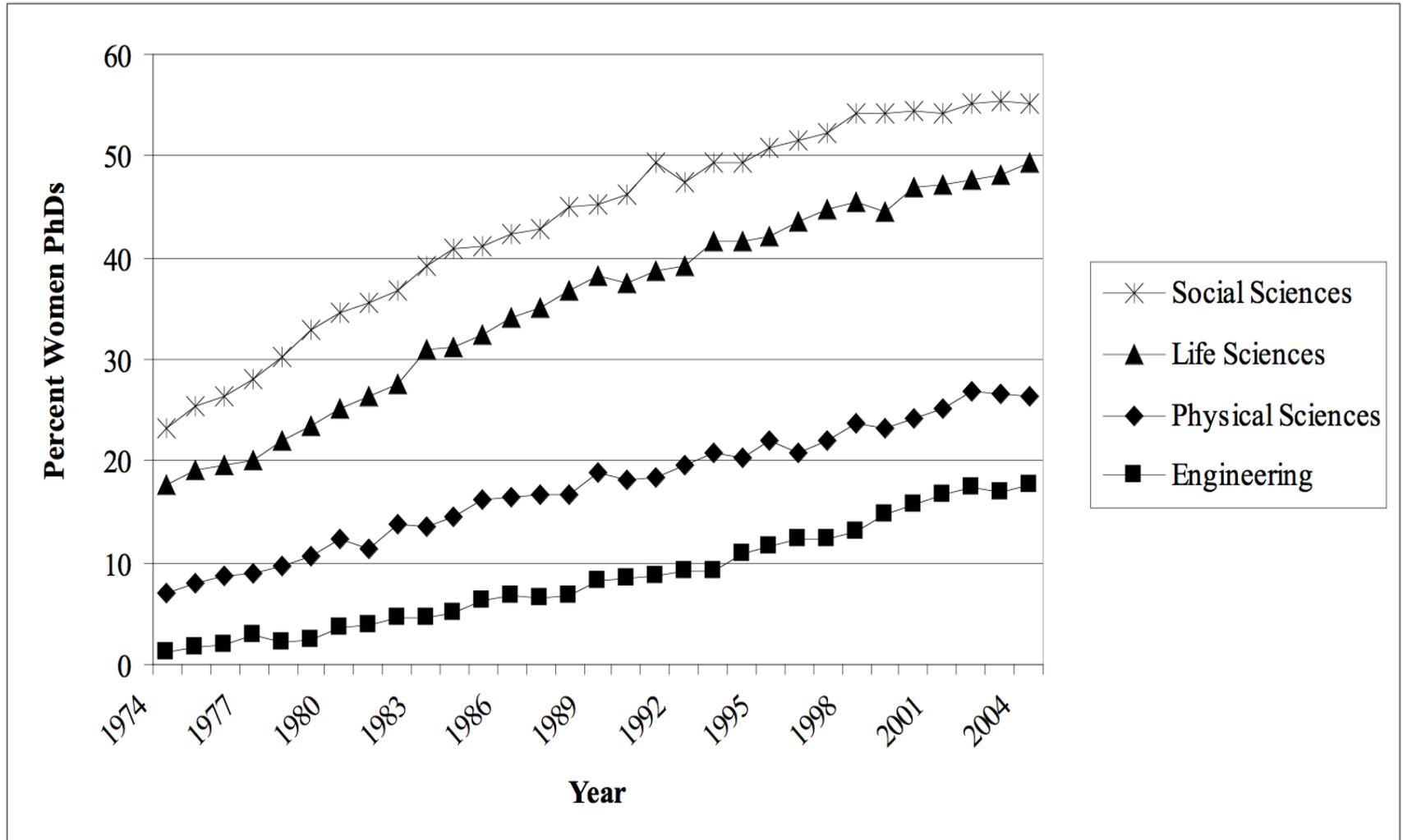


# Percent t/tt women, CSU



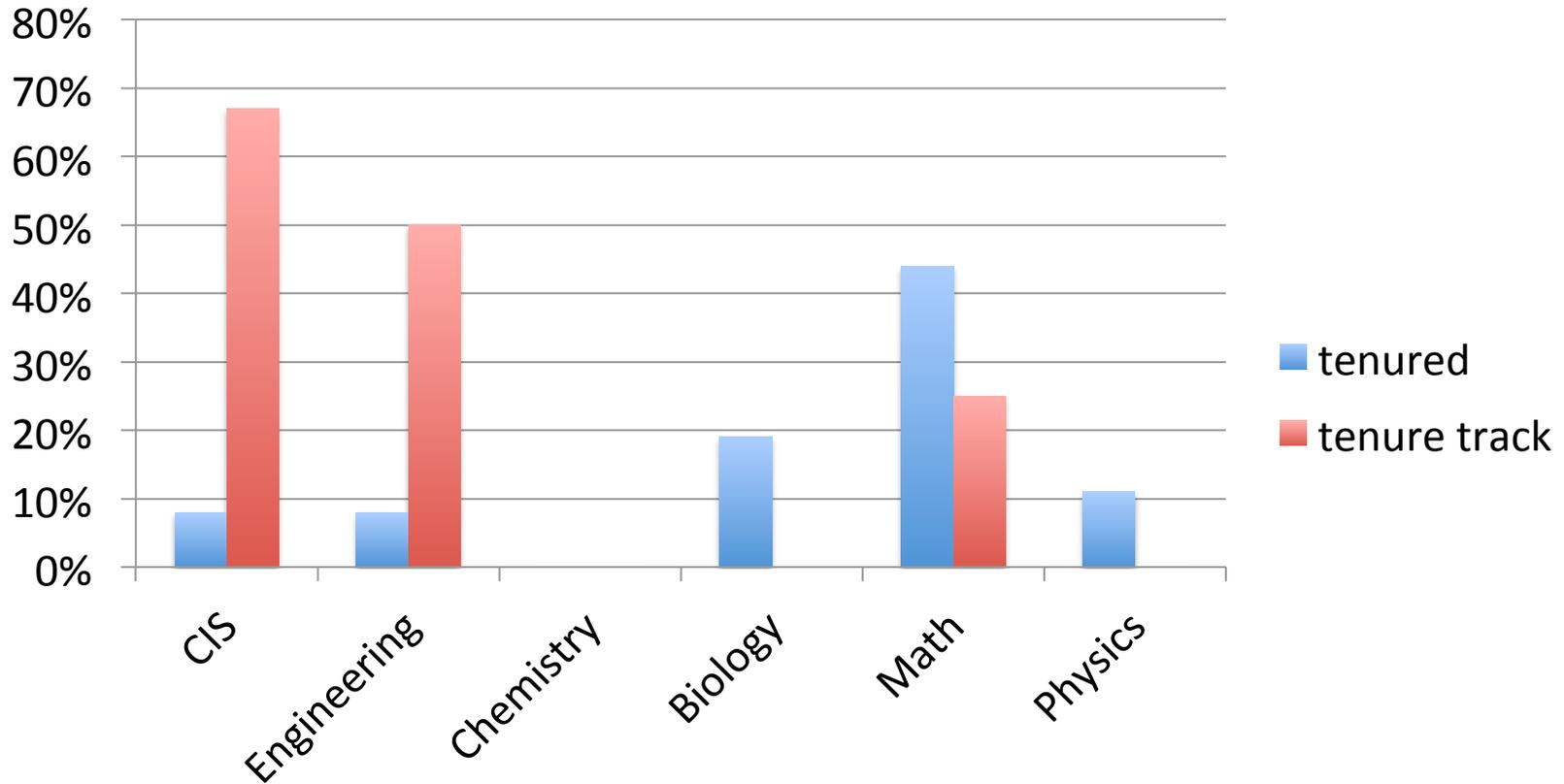


# 35 years - PhDs granted by field, nationally





# CSU % women faculty tenure track and % women tenured, 2012





# How to Minimize the Influence of Cognitive Shortcuts

- *Learn* about research on cognitive shortcuts, and promote awareness among your colleagues.  
*How and when are shortcuts likely to influence evaluations?*
- Take steps to *reduce time pressure* and *cognitive distraction* during evaluation.  
(Be especially vigilant with on-line application processing!)
- Develop explicit evaluation criteria a priori and apply the criteria consistently.
- Increase the number of women and underrepresented groups in the applicant pool.



BREAK  
5 minutes





# Evaluation Criteria



# Evaluation Criteria

- Discuss and develop criteria early (develop a rubric – back to first meeting, what attributes are to be valued?)
- Perform the evaluation in stages
  1. Develop a “long shortlist” be inclusive (if in doubt include)
  2. Develop a “short shortlist” to be brought in for interviews
  3. Does your short list represent diversity? (research shows inclusion of two woman in a finalist pool increases the probability that one may be chosen – not just in simple probability (say 2/5) but because they are no longer seen as a “separate” group.



# The Interview



*Remember:* The interview is an important part of the long-term recruitment process, how you carry out the interview, how you impress candidates, influences CSU's reputation!

## Evidence shows:

- Successful recruiting requires demonstrating an environment that is welcoming. Among other issues, partner/spouse/family issues are critical to recruitment.

## **Action:**

- Identify key faculty/representatives to meet with candidates to provide information about the university and community.
- Make available information about local key industries, recreational activities, fine arts, area schools and childcare options.



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- Faculty can meet with the candidate in groups.



## During the interview

- Have a faculty member in the candidate's discipline serve as the host
- For female candidates, schedule a private meeting with a female faculty member outside their department.
- Ask female candidates if they would like you to arrange a lunch or other meeting with women faculty inside and outside the department. Consider including female graduate and undergraduate students.



## The Department Meeting finalization of the list

Be prepared – all members of the search committee should be present and well informed



## The Department Meeting finalization of the list





## The Department Meeting finalization of the list

“I can’t tell you how many times I have reviewed searches in which the people – predominantly women and minority-group members – were not hired, because they didn’t “fit.”

A. Stacy, Prof. Chemistry, Assoc. Vice Provost for Faculty Equity, UC Berkeley



# Closing the Deal



## Closing the Deal

- *Don't lose the thread.* In turning over the recommendation to the chair/dean you are not finished. Keep updated on the progress of the offer. Keep in touch with the candidate.  
***Follow up.***
- Support candidate's negotiating for success!
- *If the search fails* - keep records and follow up on interesting candidates. If they were competitive today they may well be interested and competitive tomorrow. Things change.



## If the search succeeds, you're still not done!

New hires need *mentoring* to succeed. Faculty mentoring increases tenure rate among assistant professors—

### Example - UD Chemistry Department

- Between 1984 and 1990: 9 new hires, only three get tenure (one of them leaves for another position in 1994).
- 1990s on: Adopted a culture of mentoring, 12 of 12 assistant professors who applied for tenure (up to 2010) were successful.

Want to know more? UD ADVANCE holds workshops on faculty mentoring. Email [ud-advance@udel.edu](mailto:ud-advance@udel.edu) for details.



## If the search succeeds, you're still not done!

New hires need *mentoring* to succeed.

When completing your short list, “think” about how the candidate can be mentored to success!

Do not make a decision, then drop out and move on to other things.

Recruiting, choosing your own colleagues, choosing the faculty to represent your department is a major time commitment. It is also a privilege and an important responsibility!



# Conclusion

Thank you for your participation in our workshop.

Good luck with your searches!