

# Partnerships for Adaptation, Implementation, and Dissemination (PAID)

## *Final Report, 2007-2010*

**PI: Jennifer Sheridan**

**Co-PIs: Molly Carnes, Jo Handelsman, and Amy Wendt**

In our original proposal, the UW-Madison *Partnerships for Adaptation, Implementation, and Dissemination* (PAID) grant proposed to (1) continue and disseminate the current search committee training and department chair workshops; and (2) develop and disseminate ten evidence-based brochures and booklets addressing unconscious biases and assumptions in specific areas that impede the advancement of women in academic science and engineering. Specifically, we proposed to:

1. Continue *Searching for Excellence & Diversity* hiring workshops on the UW-Madison campus, with the ultimate goal of achieving 40% female new assistant professors in Biological and Physical sciences by 2009/the end of the grant.
2. Continue offering *Enhancing Department Climate: A Chair's Role* workshops at UW-Madison, with the goal of reaching 70% of all Biological and Physical science departments by 2009 (i.e., an additional 29 department chairs from Biological and Physical Science departments participate in a workshop in 2007-2009.)
3. Continue disseminating our *Searching for Excellence & Diversity* workshops to institutions beyond UW-Madison.
4. Create a dissemination plan for the *Enhancing Department Climate: A Chair's Role* workshops.
5. Create new publications/brochures for distribution to UW-Madison and other institutions to use for their own ADVANCE-related efforts. The specific items to be produced were:
  - a. Reviewing Applicants: Research on Bias and Assumptions (Brochure)
  - b. Guidebook for Faculty Search Committees (Booklet)
  - c. Hiring Dual-Career Couples: Promises, Pitfalls, and Best Practices (Brochure)
  - d. Benefits and Challenges of Diversity (Brochure)
  - e. Best Practices: Tips for Chairs on Improving their Departmental Climate (Brochure)
  - f. Best Practices: Tips for Faculty on Improving their Departmental Climate (Brochure)
  - g. Ensuring Success of Women and Minority Faculty Members (Brochure)
  - h. Evaluating Candidates for Tenure: Research on Bias and Assumptions (Brochure)
  - i. Achieving Tenure: A guide for women and minorities (Brochure)
  - j. Nominations for Major Awards and Honors (Brochure)
6. Disseminate the new brochures and booklets to other institutions. We committed to attend at least one annual meeting where these materials can reach a wide audience each year, and during the grant period we expected to reach 100 different universities with our materials. We also committed to upgrading our online distribution of these materials to make it easier and more user-friendly to order them (at printing cost.)

In the following sections we report our progress on these six main objectives, as well as our final financial report.

## 1. Continue *Searching for Excellence & Diversity* hiring workshops on the UW-Madison campus

WISELI offered *Searching for Excellence & Diversity* hiring workshops to the entire UW-Madison campus throughout the course of this grant. From 2007 to 2010, we served the UW-Madison community as follows:

<b><i>Searching for Excellence &amp; Diversity</i> Workshop Implementation &amp; Participation</b>					
Year	# Faculty	# Staff	# Depts/Units	% STEM Faculty*	# Workshops**
2007	97	55	55	68.0%	13
2008	39	26	41	43.6%	7
2009	31	8	26	29.0%	9
2010	41	16	36	36.6%	12
TOTAL***	204	103	99	51.5%	41

\* % STEM Faculty is the number of faculty in Biological and Physical Science Departments, divided by the Total number of faculty participants.

\*\* Includes 1-session, 2-session, and special workshops or visits to search committees. 2-session workshops are counted as 1 workshop.

\*\*\* Unique participants; no names or departments/units are double-counted.

In our proposal, we set as a goal for UW-Madison STEM departments a 40% female class of new Assistant Professor hires by 2009/the end of the grant. We fell short of this goal in all years. However, we did see a steady improvement over the grant period, almost reaching our 40% goal even in a period of limited hiring:

<b>New Assistant Professors in Biological &amp; Physical Science Departments, UW-Madison</b>			
Year	# Women	# Men	% Women
2007	10	34	22.7%
2008	12	37	24.5%
2009	16	29	35.6%
2010	12	20	37.5%

We published an article in *Academic Medicine* highlighting the important role that faculty search committee education can have on faculty diversity. See: Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. 2010. "Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center." *Academic Medicine*. 85(6):999-1007.

## 2. Continue offering *Enhancing Department Climate: A Chair's Role* workshops at UW-Madison

Our goal was to reach 70% of all physical and biological science departments with our *Enhancing Department Climate* workshops by the end of the grant period. We reached this goal in the Physical Sciences, but fell short in the Biological Science departments. The difficulties of working with the Biological Science departments were twofold:

1. We have not been able to make inroads in the School of Medicine and Public Health (SMPH), where many Biological Science departments are housed on our campus. The Clinical departments, in particular, have not had very much engagement with this initiative. However, the Department of Medicine (the largest department in the SMPH) recruited a new chair in December 2009. He did not attend a workshop, but one of his previous Division Heads did attend in the past. The new chair arranged for this Division Head to make a presentation about what was learned in the workshop to all 14 Division Heads in the department, including workshop materials. Hiring and promotion have increased in this department as a result of this new Chair's attention to climate issues: eight women (including two African American women) have been recruited to the department in one year, and three women in the department have obtained tenure.
2. We were making good progress in the College of Agricultural and Life Sciences (CALs), until a lawsuit by a CALs faculty member to obtain the survey results we produce as part of the workshop caused other department chairs in CALs to become cautious about participating until the lawsuit was resolved. Fortunately, it was resolved firmly in our favor. However, it was not enough to make up for time lost while the case was being decided.

<b>STEM Departments Served by Enhancing Department Climate workshops</b>				
<u>Division</u>	<u>School/College</u>	<u>Total # Depts</u>	<u># Participating</u>	<u>% Participating</u>
Biological Science	(ALL)	50	16	32.0%
	CALS	14	5	35.7%
	L&S	3	0	0.0%
	SMPH	26	9	34.6%
	PHARM	1	1	100.0%
	VetMed	4	1	25.0%
	EDUC	1	0	0.0%
	IES	1	0	0.0%
Physical Science	(ALL)	19	14	73.7%
	CALS	2	1	50.0%
	L&S	8	5	62.5%
	ENGR	9	8	88.9%
Bio & Phys Science	(ALL)	69	30	43.5%

### **3. Continue disseminating our *Searching for Excellence & Diversity* workshops to institutions beyond UW-Madison**

In 2005, prior to the PAID grant period, we presented our first *Implementing Workshops for Search Committees* workshop, a “train-the-trainer” version of our *Searching for Excellence & Diversity* workshop at UW-Madison. The *Implementing Workshops for Search Committees* workshop is designed to help a committed group of faculty and administrators at an institution

conduct training for faculty search committees, using our hiring workshop as a model. Over the course of our grant period, we presented our *Implementing Workshops for Search Committees* workshop at 12 outside sites, representing 16 different institutions:

<b><i>Implementing Workshops For Search Committees: Dissemination to Other Campuses</i></b>		
Host Institution	Date	Other Attendees
University of Wisconsin-Stout	February 2007	
Washington University	March 2007	
University of Wisconsin-Whitewater	September 2007	
University of Wisconsin-Eau Claire	January 2008	
Wayne State University	January 2008	
University of Alabama-Birmingham	March 2008	
Edgewood College (Madison)	June 2008	
University of Illinois-Urbana-Champaign	June 2008	
Purdue University	January 2009	
University of Delaware	February 2009	
Skidmore College	May 2009	<ul style="list-style-type: none"> <li>• Union College</li> </ul>
South Dakota School of Mines & Technology (SDSM&T)	January 2010	<ul style="list-style-type: none"> <li>• Northern State University</li> <li>• South Dakota State University</li> <li>• North Dakota State University</li> </ul>

Each site received the one-day workshop including materials, and an evaluation report after the workshop (with the exception of Purdue University, which produced their own evaluation report). We know that some of these campuses (SDSM&T, Purdue, Delaware, Washington University) have implemented some form of this training on their own campuses. Furthermore, Delaware has been considering disseminating the workshops to other institutions in their immediate area.

#### **4. Create a dissemination plan for the *Enhancing Department Climate: A Chair's Role* workshops**

In the original PAID proposal, we committed only to producing some *plan* for disseminating our *Enhancing Department Climate: A Chair's Role* workshops—perhaps in a model similar to what we do for the hiring workshops (e.g., a “train-the-trainer” style workshop.) In this area, we went beyond the grant proposal and not only created a plan for disseminating the *Enhancing Department Climate: A Chair's Role* workshops, but actually implemented that plan. On June 2, 2009, we performed a “train the facilitators” style workshop to participants from nine universities, most of them in the Big-10:

- Indiana University
- Purdue University
- University of Iowa
- North Carolina State University

- North Dakota State University
- Pennsylvania State University
- Ohio State University
- University of Minnesota
- University of California-Los Angeles

The 7.5-hour workshop was primarily presented by Dr. Jo Handelsman, the originator of the workshop concept and the original facilitator of the early workshops at UW-Madison. In addition to Dr. Handelsman's presentations, we had presentations by Jennifer Sheridan (climate findings from campus-wide surveys), Christine Pribbenow (the departmental climate survey used as part of the Chair Climate workshop, plus information about how to evaluate the effectiveness of the workshops), and Eve Fine (resources and case studies used in the workshops). A panel of previous workshop facilitators (Amy Wendt, Julia Koza, Nancy Mathews, and Jeffrey Russell) provided insights into working with department chairs and the typical reactions of chairs to the workshop content. Additionally, a panel of previous chairs who had participated in the workshop (Tom Grist, Phil O'Leary, Jeff Russell, Amy Wendt, and Bill Tracy) talked about the experience from their points of view, including concrete examples of the kinds of actions chairs take as a result of workshop participation. In total, three WISELI staff members and nine UW-Madison faculty members participated in the presentation of this workshop. One of these faculty, Jeff Russell, was subsequently invited to North Carolina State University to help that campus begin implementing these workshops on their own campus by coaching them through their first implementation of a climate workshop.

Our evaluation of the workshop indicated that the small group discussions were perhaps the most valuable part of the workshop for the participants, followed by the information provided by table facilitators (who were primarily past Climate Workshop facilitators.) Almost all respondents said that the workshop provided them with the resources to begin developing climate workshops on their own campuses, and 90% indicated that they were very likely or somewhat likely (compared to not at all likely) to implement climate workshops for department chairs at their home institutions. We were very pleased with the implementation of the workshop, the turnout, and the apparent uptake by the participating institutions.

## **5. Create new publications/brochures for distribution to UW-Madison and other institutions to use for their own ADVANCE-related efforts**

The specific items we proposed to produce are:

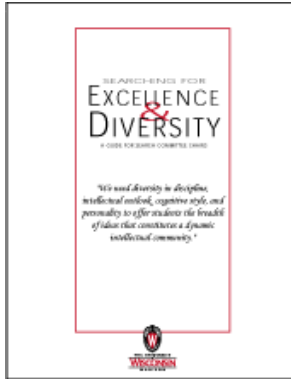
### **a. *Reviewing Applicants: Research on Bias and Assumptions* (Brochure)**



This brochure, originally produced in 2003, was substantially revised in 2007 and is available at cost on our WISELI Online Bookstore (<https://wisccharge.wisc.edu/wiseli/items.asp>), and a free PDF is available as well ([http://wiseli.engr.wisc.edu/docs/BiasBrochure\\_2ndEd.pdf](http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf)). We removed the UW-Madison logo to make the brochure more generic for use at other institutions. We replaced the stock-photo picture on the front cover with a photograph we commissioned. We chose a successful African American woman faculty member as our subject in order to provide a counter-stereotype image (Dasgupta and Greenwald, *J Pers Soc Psychol*, 2001).

This brochure is primarily targeted to members of faculty search committees, for use during a search to educate the committee members about unconscious bias and to provide tips for minimizing the influence of these biases during the search.

## b. Guidebook for Faculty Search Committees (Booklet)



The handbook *Searching for Excellence & Diversity: A Guide for Search Committees* has been revised, into two editions. For both editions, the following updates have been made:

- The title and focus of the original guide has been changed from focusing only on search committee chairs, to targeting all members of a faculty search committee.
- Recruiting suggestions have been substantially updated to include new advice and recommendations. Many of these additions have come directly from experiences reported by faculty participants in the *Searching for Excellence & Diversity* workshops.
- The recruiting resources have been substantially enhanced. We supplement the materials in the printed book with a webpage that we will maintain, containing a more comprehensive listing of recruiting resources. This will allow us to keep the recruiting resources up to date and will provide more effective access to users. This new online resource is available here:  
<http://wiseli.engr.wisc.edu/recruitingresources.php> .
- Literature on unconscious bias has been updated.
- The section on interviewing now includes suggestions of good questions to ask during the interview, in addition to the questions you should not ask. New material also includes advice regarding telephone/Skype interviewing and interviews at professional conferences. Our experiences delivering the *Implementing Workshops for Search Committees* at other institutions provide the basis for these additions.
- A new section entitled “Closing the Deal” has been added. This includes material on communicating and negotiating with the candidate selected for a job offer. It also includes advice and information on dual career hiring.

One edition of the booklet will look similar to the past version, and is intended for use at UW-Madison. Resources and advice specific to UW-Madison (due to University policies or state laws) remain in this booklet, and printing and distribution will continue as in the past via the WISELI Online Bookstore. The PDF of the Wisconsin version will be available here: [http://wiseli.engr.wisc.edu/docs/SearchBook\\_Wisc.pdf](http://wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf) .

A second version has been created for audiences outside of Wisconsin; Wisconsin-specific advice and recommendations have been removed. This resource will be

published through Lulu.com and made available to universities either through the publisher or we will purchase the items and re-sell via our website. It will also be available as a free PDF here: [http://wiseli.engr.wisc.edu/docs/SearchBook\\_US.pdf](http://wiseli.engr.wisc.edu/docs/SearchBook_US.pdf). This version is in process, and final ordering details should be available in Summer 2011.

### **c. Hiring Dual-Career Couples: Promises, Pitfalls, and Best Practices (Brochure)**

This brochure was not completed. Material that includes advice for hiring dual career couples is instead incorporated into the revision of the *Searching for Excellence & Diversity Guide for Search Committee Chairs*, see above. We rely heavily on the excellent publication by Londa Schiebinger and colleagues, *Dual-Career Couples: What Universities Need to Know* (<http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf>). Publication of this report supercedes the need for this brochure.

### **d. Benefits and Challenges of Diversity (Booklet)**



This booklet is adapted from an essay of the same name that was developed as part of our *Enhancing Department Climate* workshops for chairs. The purpose of the booklet is to provide department chairs with evidence-based arguments supporting the goal of increasing faculty diversity, while understanding the challenges associated with increased diversity of a departments' faculty. This booklet updates the literature cited in the original essay and publishes it in an easy-to-read format. Topics covered include:

- Benefits of diversity for teaching and research
- Benefits of a diverse faculty for students
- Challenges of diversity, including overload of underrepresented faculty, isolation, and unwelcoming climates
- The influence of unconscious biases and assumptions on interactions with underrepresented faculty
- Tips for reaping the benefits of diversity while minimizing the challenges

This booklet was originally developed to target department chairs, but it can also be used in more general discussions about diversity with all University faculty. We make this booklet available at cost via the WISELI Online Bookstore. A free PDF is available online at: [http://wiseli.engr.wisc.edu/docs/Benefits\\_Challenges.pdf](http://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf).



## e. Best Practices: Tips for Chairs on Improving their Departmental Climate (Brochure)

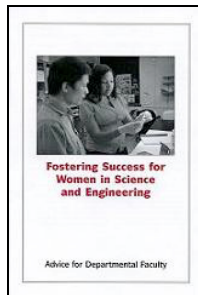


This new brochure targets department chairs, and is based on research and advice literature, survey responses, and discussions from our *Enhancing Department Climate: A Chair's Role* workshops. The brochure contains such topics as:

- What is climate?
- Common concerns revealed in campus climate surveys—and suggestions for addressing them
  - Enhance basic manners—respect, consideration, and politeness
  - Improve communication
  - Build a sense of community
  - Engage everyone in the life of the department
  - Promote professional development
  - Recognize and value the work of department members
  - Build sensitivity
  - Enhance work/life balance
  - Counter language and behaviors that are demeaning, sexualizing, condescending, and/or illegal

The brochure is available on the WISELI Online Bookstore site. A free PDF is available on our website as well (<http://wiseli.engr.wisc.edu/docs/ClimateBrochure.pdf>).

## f. Best Practices: Tips for Faculty on Improving their Departmental Climate (Booklet)



This piece is a substantially revised version of our essay “Sex and Science” that was produced in 2005 as an addendum to our “More Women in Science” piece in *Science*. The booklet targets all faculty members, male and female, and covers such topics as:

- What is the issue: the underrepresentation of women in science
- Four main factors associated with the underrepresentation:
  - Subtle bias
  - Discrimination and harassment
  - Lack of role models and encouragement
  - Work-life balance issues

For each factor, a brief description of the issue is followed by a “What to do” section that outlines specific actions faculty members can take to improve departmental climate. Actual quotations from interview and survey data are provided to illustrate the issues women faculty face.

The brochure is available on the WISELI Online Bookstore site. A free PDF is available on our website as well (<http://wiseli.engr.wisc.edu/docs/FosteringSuccessBrochure.pdf>).

## g. *Advancing Women in Science and Engineering: Advice to the Top* (Brochure)



This brochure is targeted to department chairs and other administrative leaders. The content originated from the *Enhancing Department Climate: A Chair’s Role* workshops, as well as current research and advice literature. Material is also based on the essay “Advice to the Top: Top 10 Tips for Academic Leaders to Accelerate the Advancement

of Women in Science and Engineering” previously available on the WISELI website, and written as a guide for high-level academic administrators immediate following the controversy surrounding Dr. Lawrence Summers’s remarks at a conference in 2005.

The brochure is available at cost on the WISELI Online Bookstore, and a free PDF is available also (<http://wiseli.engr.wisc.edu/docs/AdviceTopBrochure.pdf>).

#### **h. Evaluating Candidates for Tenure: Research on Bias and Assumptions (Brochure)**

This brochure was not completed. We still have plans to produce this brochure. It will be modeled on the “Reviewing Applicants” brochure, but will focus on advice relevant to members of tenure and promotion committees. Vice Provost for Faculty and Staff Steve Stern is leading a study group around the tenure process at UW-Madison (“tenure conversations.”) One recommendation of his group is to mentor “key social actors” in the process, which includes “department chairs, faculty and administrative staff responsible for tenure dossier preparation; academic associate deans... who monitor the process at the school/college level; and divisional committees.” He has agreed to include our work in whatever educational efforts he designs for these targeted groups. This provides us with a ready-made test group for the brochure.

#### **i. Achieving Tenure: A Guide for Women and Minorities *and***

#### **j. Nominations for Major Awards and Honors**

We originally proposed the creation of two brochures targeted to women and under-represented minority faculty. A version of the proposed “Nominations for Major Awards and Honors” brochure had been developed and was available on the WISELI Online Bookstore website for several years. We found that no one ever purchased that brochure, and it was never used or requested on our campus. Furthermore, after this brochure was developed, the RAISE Project developed a website with much more specific awards information than we could ever hope to convey in a short brochure.

We determined that printed brochure materials targeting individual women and/or minority faculty members may not be the best way to provide advice and information, as there is no formal workshop or other institutional effort in place to distribute the materials. The internet might be a better medium for getting this kind of information out to individuals interested in maximizing their own chances at earning awards and/or earning tenure. Therefore, for both the “Achieving Tenure” and “Awards” brochures, we have created webpages that summarize advice and link to resources of interest to under-represented junior faculty, and women faculty seeking information about awards and honors. We created a new, top-level menu item on our website “Advice” to make it easy for faculty and other website visitors to find these resource pages, and have been populating them with links and information.

The website “Advancing Your Career Through Awards and Recognitions” is available here: <http://wiseli.engr.wisc.edu/advice/awards.php> . The website “Achieving Tenure: A Guide for Women and Minority Faculty” is available here: <http://wiseli.engr.wisc.edu/advice/tenure.php> .

## **6. Disseminate the new brochures and booklets to other institutions**

In the proposal, we suggested several ways in which we would distribute the brochures we planned to develop beyond UW-Madison. By the end of the grant, our goal was to reach 100 different campuses with our materials—a goal we met and surpassed. We know of 117 individual colleges, universities, or university systems that have received one or more of our publications (hiring brochure, hiring guidebook, department chair climate brochure, etc.). Additional campuses have received our materials through distribution at meetings and conferences. Other scientific institutions (national laboratories, corporations, professional societies) have also received the materials. In 2008, we discovered an additional mode of dissemination that we had not thought to document before now—monitoring the use and inclusion of our materials into materials produced on another campus, or a link to our materials directly from another university’s website. We are including these documented instances of dissemination in our listing below, and we monitor such linkages annually.

### **(1) Distribute brochures/publications at national conferences.**

We planned to attend at least three national conferences during the course of the grant, discussing our workshops and materials available to other campuses. The four conferences we attended were:

- WEPAN Annual Conference. Orlando, FL. 2007.
- ASEE Annual Conference. Honolulu, HI. 2007.
- ASEE Annual Conference. Pittsburgh, PA. 2008.
- NSF/AWIS ADVANCE PI Meetings. Washington, DC. 2009.

In addition to these conferences, we also distributed our materials and discussed our workshops at a number of invited talks in different forums. These include:

- In collaboration with UC-Irvine, we sent 300 copies of the “Reviewing Applicants” brochure to the SET-Routes conference in Heidelberg, Germany in May 2007. All 300 brochures were distributed there to institutions from around the world.
- Molly Carnes distributed materials to attendees at the “Women’s Academic Advancement: The Influence of Language” session at the annual meetings of the American Association of Medical Colleges in November 2007, and attendees of the “National Leadership Workshop on Mentoring Women in Biomedical Careers” held at the National Institutes of Health in late November 2007. Approximately 50 brochures were distributed at these two venues to a variety of medical school faculty and administrators.

- Jennifer Sheridan distributed brochures at the University of Minnesota-Duluth, where she gave an invited talk and met with faculty, staff and administrators. (February 2008).
- Jennifer Sheridan distributed brochures at the National Institutes of Health, where she gave an invited talk at the “Women in Biomedical Research: Best Practices for Sustaining Career Success” workshop. (March 2008).
- Molly Carnes gave brochures to faculty and administrators at the University of Virginia, where she presented two invited talks. (March 2008).
- Amy Wendt provided brochures to Engineering faculty at the University of Maryland-College Park, where she was an invited speaker. (May 2008).
- Eve Fine provided copies of our brochure and guidebook when participating on a faculty hiring panel at North Carolina State University. (October 2008).
- Molly Carnes distributed brochures to attendees at the West Virginia Higher Education Policy Commission’s workshop entitled “Building Diversity in Higher Education: Strategies for Broadening Participation in the Sciences and Engineering.” (October 2008).
- Many of our materials were distributed at the “train the facilitators” workshop we held in June 2009 (see item #4 above, “Create a dissemination plan for the Enhancing Department Climate: A Chair’s Role workshops.”). Nine major research universities received our materials on departmental climate, and some also received hiring materials.
- Jennifer Sheridan distributed brochures at the University of Virginia, where she gave an invited talk (March 2009).
- Molly Carnes gave brochures to faculty and administrators at the University of Pittsburgh, where she was an invited speaker (April 2009).
- Jennifer Sheridan distributed brochures as part of an invited talk at Rutgers University (April 2009).
- Molly Carnes presented two talks at the University of Pittsburgh, where she also distributed WISELI materials (May 2009).
- Jennifer Sheridan provided brochures and guidebooks to several University of Wisconsin System schools at the 2009 UW System Women & Science Program Spring Conference, where she was the keynote speaker (May 2009).
- Eve Fine and Jennifer Sheridan distributed “Reviewing Applicants” brochures and “Searching for Excellence” guidebooks at the Greater Chicago Midwest Higher Education Recruitment Consortium (HERC) Symposium in Chicago, IL, where they were invited speakers (along with a team from the University of Illinois-Chicago. May 2010).
- Molly Carnes distributed copies of each brochure (“Reviewing Applicants”, “Advice to the Top”, “Benefits and Challenges”, and “Enhancing Department Climate”) to hosts at Stanford University Medical School, where she was an invited speaker (October 2010).
- Vicki Bier, former WISELI Leadership Team member, distributed copies of “Reviewing Applicants” to audience members at the Institute for Operations Research and the Management Sciences Annual Meeting in Austin, TX, where she was an invited panelist (November 2010).

- Jennifer Sheridan distributed “Benefits and Challenges of Diversity” and “Enhancing Department Climate” brochures to the faculty at North Dakota State University, where she gave an invited talk. (November 2010).

**(2) Update the WISELI website to include a user-friendly online ordering system for the products.**

The WISELI website is one of our primary dissemination tools, and it has a high number of visitors. Despite mostly positive feedback on the site, we had received messages indicating that it was unclear how exactly to order our brochures and guidebooks. Thus, in 2007 we developed the “WISELI Online Bookstore.” This secure website allows visitors to order our products either with a credit card or via an invoice. It is much clearer and also allows us to track with more precision exactly how many of our publications are ordered by other campuses. This work was completed in 2007. In 2009, we revamped our entire website, and the WISELI bookstore was also updated with a new logo:



and new link: <https://charge.wisc.edu/wiseli/items.asp>. This mechanism appears to work well. Over the course of the grant, via our WISELI Online Bookstore, we sold:

- 9,975 “Reviewing Applicants” brochures
- 345 “Searching for Excellence & Diversity” guidebooks
- 675 “Enhancing Department Climate” brochures
- 75 “Benefits and Challenges” brochures
- 50 “Advice to the Top” brochures

**(3) Work with the University of Michigan and the University of Washington to use the materials in their PAID-funded workshop activities.**

Both the University of Michigan and the University of Washington have received copies of the “Enhancing Department Climate” brochures completed in 2008. The University of Washington used both the department climate brochure, as well as the “Reviewing Applicants” brochure at their LEAD workshop in Fayetteville, Arkansas (June 2009).

**(4) Monitor the use of WISELI materials on websites and within materials produced by other universities.**

- 12 universities have a link to our materials from their websites, and/or cite one of our publications.
- 33 universities/organizations have taken our materials and added them directly into their own publications, websites, or presentations, and/or asked for permission to do so. We developed a formal copyright request process to ensure that our work is cited properly. Some examples of this work include:

# University of Wisconsin-Eau Claire. Adapted portions of our Search Guidebook into a brochure used on their own campus.

**ASDAC TIPS**

- Be cognizant of diversity and inclusivity when selecting the search committee and representatives to attend national recruitment events.
- Reach early consensus within the department on the value of diversity, equity, and inclusiveness.
- Search broadly and inclusively, using softing and winnowing for later.
- Discuss assumptions and biases and consciously strive to minimize their influence on your evaluation of candidates.
- Use external partners (e.g., ASDAC or AA Office) to review advertisements of all external committee communication letters, emails, advertisements, etc.
- Use WISELI materials to strengthen the search committee's resources.
- Consider placing "commitment to diversity" at the top of the evaluation criteria - remember diversity and excellence go hand in hand.
- Place position advertisement in diverse venues. What many people read the *Chronicle*, placements in more specialized venues reflects a positive attitude toward inclusiveness.

The information presented in this brochure is reproduced with permission from materials prepared and distributed by:

**WISELI**  
Wisconsin State Of Learning Leadership Institute  
University of Wisconsin-Madison  
All suitable copyright and restrictions apply. <http://wise.li/>

College of Arts & Sciences  
Diversity Advisory Committee (ASDAC)

The purpose of this sample is to provide strategies and guidelines for enhancing diversity and equity within a department in the area of personnel. For this purpose, diversity is defined as the intellectual advancement and engagement with differences—those of race, ethnicity, gender, sexual orientation, social and economic class, ability/disability, age, religion, and more. Equity is defined as the correction for bias and treatment for all regardless of how these differences depart from the dominant culture of the department. The potential will have a department to incorporate diversity and equity in thoughtful considerations in its faculty recruitment.

Contact Information  
College of Arts & Sciences  
610 ASDAC  
University of Wisconsin – Eau Claire  
Eau Claire, WI 74570

**In Search of Inclusive Excellence**  
A Brief Guide for Departmental Search Committees

**Expanding Excellence.**

**Dispense with Assumptions**

"I am in favor of diversity, but I don't want to sacrifice quality for diversity." Diversity and quality are not mutually exclusive traits. The goal is to hire the best candidate from a diverse pool of candidates.

"We have to focus on hiring the 'best.' True, but what is the best? Diverse faculty members will bring new and different perspectives, interests, and research that can enhance knowledge, understanding, and academic excellence in any field."

"Campuses are so focused on diversifying their facilities that heterosexual white males have no choices." Several studies have found no evidence of discrimination against white men by diverse recruiting practices. Indeed, white men who had some experience related to diversity had a significant advantage in the job market.

**Actively Recruit an Excellent and Diverse Pool of Candidates**

Develop a broad definition of the position and the desired education, experience, and disciplinary background.

Consider including "experience teaching diverse students" as one of your preferred criteria. Make calls and send emails or letters to a wide range of contacts asking for potential candidates. Ask specifically if they have diverse candidates to recommend. Make an effort to identify contacts who themselves have diverse backgrounds or experiences. Call potential candidates directly to encourage them to apply.

Always **remember** that at this point your goal is to **EXPAND** your pool of potential candidates. "Softing and winnowing will occur later in the process."

**Raise Awareness of Unconscious Assumptions and Their Influence on Evaluation of Candidates**

Several research studies have shown that biases and assumptions can affect the evaluation and hiring of candidates for academic positions even when the search committee is committed to equitable practices.

**Potential Influences of Unconscious Biases**

Women and minorities may be subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with a committee member.

Candidates from institutions other than the major research universities that have raised levels of care faculty may be undervalued.

The work, ideas, and findings of women or minority faculty may be undervalued or actively archaic to colleagues despite evidence to the contrary.

Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of merit, despite evidence of productivity.

Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation.

**Ensure a Fair and Thorough Review of Candidates**

Coach the review in stages, with the first stage confined to the construction of a "long short list." This should retain all potentially interesting candidates, and not just those regarded initially as the top candidates.

**Stage I: Creating a "long short list"**

Ask all the members of the committee to review all applications, even if briefly, as they come to you in one of the possibilities.

Divide the task of thoroughly evaluating the qualifications of each candidate among the search committee. Evaluators should be able to spend approximately 20 minutes on each applicant.

Evaluate your "long short list" before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions have influenced the ratings.

**Stage II: Selecting a "short list"**

Review with the committee the objectives, criteria, and procedures. Remind the committee that increasing diversity of the faculty is an important consideration.

Ensure that diversity is considered seriously by reminding the committee of possible biases and by requiring uniform application of standards in evaluating or dropping candidates.

Have all members of the search committee thoroughly review and evaluate the applications of those selected for the "long short list."

**Recognizing biases and other influences not related to quality of candidates can help reduce their impact on your search.**

# North Dakota State University. Used entire "Reviewing Applicants" content in their own booklet, created in the style of their campus.

**REVIEWING APPLICANTS**  
RESEARCH ON BIAS AND ASSUMPTIONS

○ Are assumptions about possible family responsibilities and their effect on a candidate's career path negatively influencing evaluation of a candidate's merit, despite evidence of productivity? (Research studies on the influence of gender-related assumptions)

○ Are negative assumptions about whether women or minority candidates will "fit in" to the existing environment influencing evaluation? (Research studies on choice of diversity)

**REFERENCES**

M.S. Engel et al., *Journal of Business Ethics* 98 (2012).  
M. Barnett & S. Smith, *American Economic Review* 94 (2004).  
W.T. Berry, L.R. Burns, *American Journal of Sociology* 91 (1986).  
M. Barnett et al., *Journal of Personality and Social Psychology* 69 (1995).  
M. Barnett, W. Berry, *Journal of Personality and Social Psychology* 65 (1993).  
H. Herzog, J. Ferguson, *Journal of Social Issues* 57 (2001).  
J. Decker et al., *Journal of Personality and Social Psychology* 82 (2002).  
J.J. Brankin, S.L. Gassner, *Psychological Science* 1 (2006).  
A.K. Eagly, S.L. Karau, *Psychological Review* 109 (2002).  
M. Tausch, *Social Psychology Quarterly* 59 (1996).  
C. Gable, C. Knapp, *American Economic Review* 90 (2000).  
M.E. Wellins, *Organizational Behavior and Human Performance* 26 (1985).  
M.E. Wellins et al., *Journal of Applied Psychology* 75 (2000).  
R.E. Marsh, *Journal of Applied Social Psychology* 21 (1991).  
S. Barnett et al., *Sex Roles* 1 (1986).  
F. Tho, C. Phelan, *Discourse & Society* 14 (2003).  
C.S. Carter, *Identifying the Faculty & Graduate Search Committee (Washington, DC: AACSB, 2002).*  
E.L. Williams, S.L. Carter, *Psychological Science* 15 (2004).  
V. Nelson, *Why to Start? The Adjustment of Women Candidates*, MA, MIT Press, 1993.  
C. Wessells, A. Walsh, *Women* 387 (1997).

**WISELI**  
Wisconsin State Of Learning Leadership Institute  
University of Wisconsin-Madison  
<http://wise.li/>

Preparation of this document was made possible by grants from the National Science Foundation (DUE-0802866 and DUE-0803970). Any opinions, findings, and conclusions or recommendations expressed in this document are those of the author(s) and do not necessarily reflect those of the National Science Foundation.

Copyright © 2004 by the Board of Regents of the University of Wisconsin-System.  
Reprinted with WISELI's permission by NSDU Advance (2016/16/16). Sponsored by National Science Foundation (DUE-1600482) and National Science Foundation (DUE-1600482).

# Purdue University. Used entire "Reviewing Applicants" content in their own booklet, created in the style of their campus.

**Reviewing Applicants**  
Research on Bias and Assumptions

**REFERENCES:**

M.E. Barnett et al., *Journal of Business Ethics* 91 (2001).  
M. Barnett & S. Smith, *American Economic Review* 94 (2004).  
W.T. Berry, L.R. Burns, *American Journal of Sociology* 91 (1986).  
M. Barnett et al., *Journal of Personality and Social Psychology* 69 (1995).  
M. Barnett, W. Berry, *Journal of Personality and Social Psychology* 65 (1993).  
M. Barnett, S. Karau, *Journal of Social Issues* 57 (2001).  
J. Decker et al., *Journal of Personality and Social Psychology* 82 (2002).  
J.J. Brankin, S.L. Gassner, *Psychological Science* 1 (2006).  
A.K. Eagly, S.L. Karau, *Psychological Review* 109 (2002).  
M. Tausch, *Social Psychology Quarterly* 59 (1996).  
C. Gable, C. Knapp, *American Economic Review* 90 (2000).  
M.E. Wellins, *Organizational Behavior and Human Performance* 26 (1985).  
M.E. Wellins et al., *Journal of Applied Psychology* 75 (2000).  
R.E. Marsh, *Journal of Applied Social Psychology* 21 (1991).  
S. Barnett et al., *Sex Roles* 1 (1986).  
F. Tho, C. Phelan, *Discourse & Society* 14 (2003).  
C.S. Carter, *Identifying the Faculty & Graduate Search Committee (Washington, DC: AACSB, 2002).*  
E.L. Williams, S.L. Carter, *Psychological Science* 15 (2004).  
V. Nelson, *Why to Start? The Adjustment of Women Candidates*, MA, MIT Press, 1993.  
C. Wessells, A. Walsh, *Women* 387 (1997).

**ADVANCE PURDUE**  
CENTER FOR FACULTY SUCCESS  
<http://www.purdue.edu/dpladvice>

This Purdue University Center for Faculty Success (CFS) was established in 2008 with funding from the National Science Foundation's (NSF) Graduate and Postdoctoral Research Programs. The Center is a part of the Purdue University's commitment to the success of its faculty and postdoctoral researchers.

This brochure is published and adapted with permission from WISELI, the Wisconsin State Of Learning Leadership Institute, University of Wisconsin-Madison. © 2004. WISELI is a registered trademark of the University of Wisconsin-Madison.

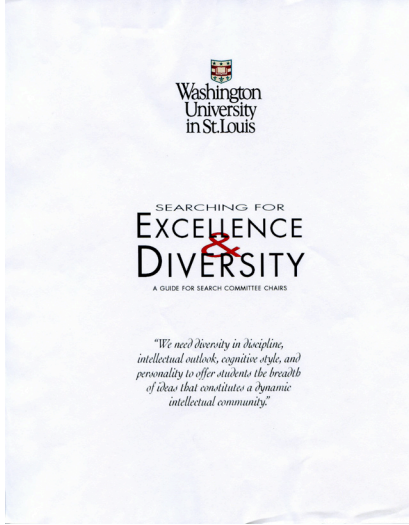
Preparation of this document was made possible by grants from the National Science Foundation (DUE-0802866 and DUE-0803970). Any opinions, findings, and conclusions or recommendations expressed in this document are those of the author(s) and do not necessarily reflect those of the National Science Foundation.

Reprinted with WISELI's permission by Advance Purdue (2016/16/16). Sponsored by National Science Foundation (DUE-1600482) and National Science Foundation (DUE-1600482).

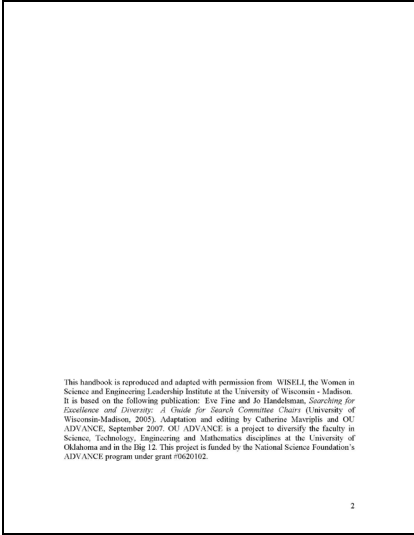
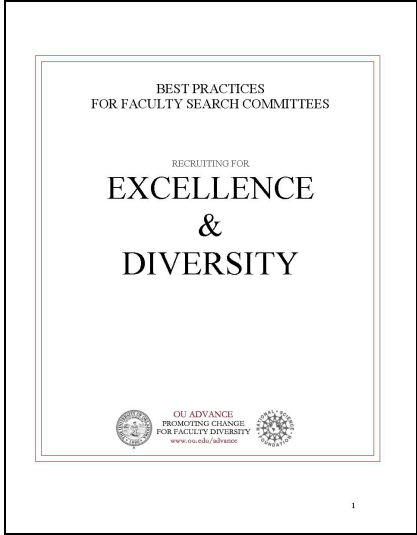
Produced by Purdue Marketing and Media (10/16/16)



**Washington University in St. Louis.** Developed their own Search Guidebook based on content from ours.



**University of Oklahoma.** Developed their own Search Guidebook based on content from ours.





**Boston University.** Developed their own online Search Guidebook (<http://www.bu.edu/apfd/recruitment/fsm/>) based on content from ours.

**BU** Associate Provost for Faculty Development

This Site SEARCH

WELCOME COMPENSATION RESOURCES PROMOTION FACULTY SEARCH CONTACT US

## Faculty Search Manual

### SEARCHING FOR EXCELLENCE & DIVERSITY

#### A GUIDE FOR FACULTY SEARCHES AT BOSTON UNIVERSITY

Boston University is committed to fostering a diverse University community within a supportive and respectful environment. We believe that faculty diversity is essential to our success as a leading research university with a global reach, and that diversity is an integral component of faculty excellence. Diversity is multidimensional and may encompass life experience, gender, sexual orientation, race, national origin, ethnicity, physical ability, spiritual beliefs, and intellectual approach. As students and faculty engage and are challenged by one another, diverse perspectives will enhance the quality of intellectual exchange and the creation of knowledge.

A university that develops and sustains a diverse community must support the diverse needs of community members so that they can participate in university life to their fullest capacities and with wholehearted commitment. Faculty, staff, and students need to feel respected and valued for who they are and the talents they bring to their work. Respect for a diverse faculty includes respect for all aspects of faculty identities including their community, family, and religious roles, as well as faculty roles and identities as scholars and teachers.

A university that fosters diversity must support the quality of life of its faculty in order to maximize their productivity and the caliber of their scholarship and intellectual contributions.

This guidebook provides advice from experienced and successful search committee chairs and from research and advice literature on academic search strategies.

It is expected that you will modify, adjust, and/or adapt these recommendations in accordance with such factors as the size of your search committee and pool of candidates, the breadth of areas encompassed in the position description, and the standards of your discipline.

*Compiled by Sheryl Grace, Gloria Waters, Julie Sandell, Neta Crawford; Edited by Lisa Tornatore*

*This document is based on Searching for Excellence & Diversity: A Guide for Search Committee Chairs, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison as part of the ADVANCE grant. Permission for use of that guide was given to Boston University on January 20, 2007.*

*WISELI version written and compiled by Eve Fine and Jo Handelsman, with contributions and suggestions from Molly Carnes, Bernice Durand, Randy Durand, Rosa Garner, Linda Greene, Steve Lund, Luis Piñero, Christine Pribbenow, Dean Pribbenow, and Jennifer Sheridan; Edited by Hilary Handelsman.*

**WELCOME**

**COMPENSATION**

**RESOURCES**

**PROMOTION**

**RECRUITMENT**

**Faculty Search Manual**

Forming the Search Committee

Running an Effective and Efficient Search Committee

Advertising For and Actively Recruiting an Excellent and Diverse Pool of Candidates

Raising Awareness of Unconscious Assumptions and Their Influence on Evaluation of Candidates

Ensuring a Fair and Thorough Review of Candidates

Developing and Implementing an Effective Interview Process

Resources

**CONTACT US**

**NEWS**

Feb 27, 2011  
**New Childbirth and Primary Caregiver Workload Reduction Policy**  
Boston University has a new policy to help professional faculty, lecturers and...

Feb 8, 2011  
**Section on Sabbaticals added**  
Please go to the Resources section of this website for information on.....

Nov 17, 2010  
**CRC Faculty Salary Data**  
The 2010-2011 average 9-month faculty salary data by school, rank and gender.....

**Edgewood College.** Developed their own Search Guidebook based on content from ours.

**RECRUITMENT & HIRING**

A Guide for Search Committee Chairs & Hiring Contacts

**EDGEWOOD COLLEGE**  
HUMAN RESOURCES SERVICES  
www.edgewood.edu • 608.863.3117

**WISELI**  
Women in Science & Engineering Leadership Institute

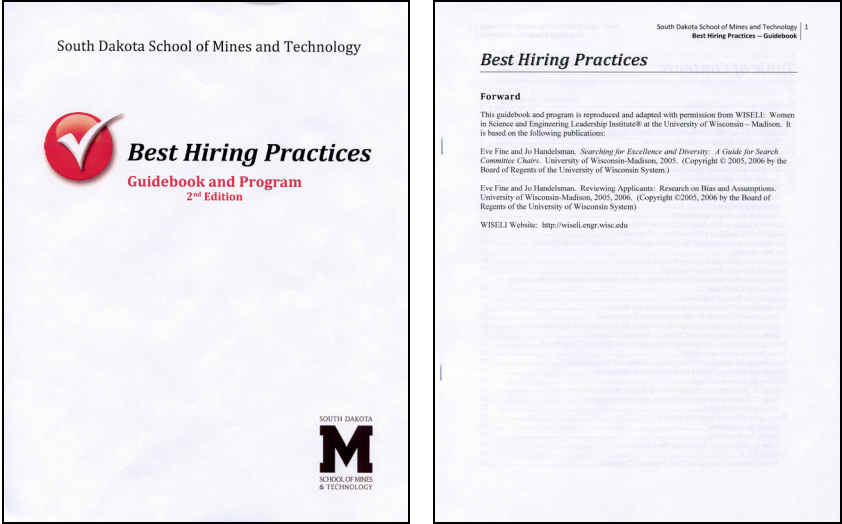
This handbook is reproduced and adapted with permission from WISELI, the Women in Science and Engineering Leadership Institute at the University of Wisconsin - Madison. It is based on the following publication: Eve Fine and Jo Handelsman, Searching for Excellence and Diversity: A Guide for Search Committee Chairs (University of Wisconsin-Madison, 2005).

Preparation of this guidebook was made possible by a grant from the National Science Foundation (NSF #0328668). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

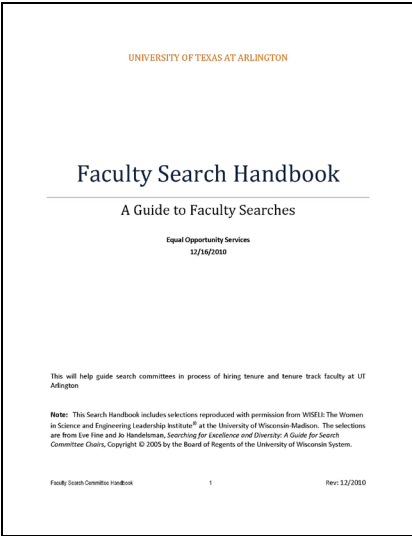
Copyright © 2005 by the Board of Regents of the University of Wisconsin System

2

**South Dakota School of Mines and Technology.** Developed their own Search Guidebook based on content from ours, and also the Recruiting Applicants brochure.



**University of Texas at Arlington.** Developed Faculty Search Handbook that incorporates portions of our Guidebook.



The list of campuses that we know have received or used at least one of these brochures/ guidebooks over the course of the grant include:

Allegheny College ('07,'08)	Michigan Technological University ('10)	University of Maryland-Baltimore County ('07)
American University ('10)	Minnesota State Colleges ('10)	University of Massachusetts-Boston ('10)
Boise State University ('09,'10)	Mississippi State University ('07)	University of Medicine and Dentistry of New Jersey ('09,'10)
Boston University ('07,'08)	North Carolina State University ('08,'09,'10)	University of Michigan ('08,'10)
Brandeis University ('10)	North Dakota State University ('09,'10)	University of Minnesota ('07,'09)
Bridgewater State University ('10)	Northeastern University ('09)	University of Minnesota-Duluth ('08)
Bristol Community College (MA) ('07)	Northwestern University ('08,'10)	University of Missouri-Columbia ('09)
Brown University ('07)	Ohio State University ('07,'09,'10)	University of Nebraska ('08,'09,'10)
California State Polytechnic University ('09)	Onondaga Community College (NY) ('07)	University of Nevada-Las Vegas ('09)
Case Western Reserve University ('08)	Oregon Health and Science University ('07)	University of North Carolina-Charlotte ('08)
Central European University ('10)	Pennsylvania State University ('07,'09)	University of Northern Colorado ('09,'10)
Columbia University ('09)	Purdue University ('07,'08,'09)	University of Notre Dame ('10)
Community College of Spokane (WA) ('07)	Rice University ('08)	University of Oklahoma ('07,'08)
Danville Area Community College (IL) ('10)	Richland Community College (IL) ('10)	University of Ottawa ('09)
Delaware County Community College (PA) ('09,'10)	Rochester Institute of Technology ('09,'10)	University of the Pacific ('08)
DePaul University ('10)	Rutgers University ('07,'09)	University of Pennsylvania ('08,'10)
Drexel University ('07)	Skidmore College ('09)	University of Pittsburgh ('09,'10)
Eastern Washington University ('08)	South Dakota School of Mines & Technology ('10)	University of South Florida ('09)
Edgewood College ('08,'10)	Southern Methodist University ('10)	University of Texas-Arlington ('10)
Florida Agricultural & Mechanical University ('09)	SUNY-Oneonta ('08)	University of Texas-El Paso ('07,'10)
Florida International University ('09)	Syracuse University ('07)	University of Texas-Southwestern ('08)

Florida State University ('09)	Texas A&M University ('09)	University of Virginia ('08, '09, '10)
Framingham State University ('09)	Tulane University ('07)	University of Washington ('08)
George Washington University ('10)	Union College ('09)	University of Wisconsin-Eau Claire ('07, '08)
Harper Community College (IL) ('07)	University of Alabama ('10)	University of Wisconsin-La Crosse ('08)
Harrisburg University of Science and Technology ('10)	University of Alabama-Birmingham ('08)	University of Wisconsin-Platteville ('09)
Harvard Medical School/ Children's Hospital Boston ('07); Dana Farber Cancer Institute ('09); Mass General Hospital ('09); Brigham & Women's Hospital ('10)	University of Arizona ('09)	University of Wisconsin-River Falls ('09)
Harvey Mudd College ('10)	University of Arkansas ('09)	University of Wisconsin-Stevens Point ('09)
Hebrew University ('08)	University at Buffalo ('08)	University of Wisconsin-Stout ('07, '08, '09, '10)
Hood College ('10)	University of California-Irvine ('10)	University of Wisconsin-Superior ('10)
Illinois Institute of Technology ('10)	University of California-Los Angeles ('07, '09)	University of Wisconsin System ('08, '10)
Indiana University ('07, '09)	University of Chicago ('07, '10)	Utah State University ('07)
Iowa State University ('08)	University of Delaware ('09, '10)	Virginia Tech ('07)
Johns Hopkins University ('10)	University of Delhi ('08)	Washington University in St. Louis ('07, '10)
Loyola Marymount University ('07, '08, '10)	University of Florida ('09)	Wayne State University ('08, '09)
Loyola University Chicago ('10)	University of Illinois-Chicago ('07, '10)	West Virginia University ('09)
Marshall University ('07)	University of Illinois-Urbana Champaign ('07, '08)	Williams College ('10)
Miami Dade College ('10)	University of Iowa ('07, '08, '09, '10)	Wright State University ('10)
Michigan State University ('07)	University of Lethbridge ('07)	Yale University ('08, '09, '10)

Additional organizations have also received our materials:

- Association of Universities for Research in Astronomy (AURA)
- Council of Colleges of Arts & Sciences
- US Department of Labor

- Space Telescope Science Institute
- Association of American Medical Colleges
- Argon National Laboratory
- Woods Hole Oceanic Institute
- RAND Corporation
- Lawrence Berkeley National Laboratory
- Dupont Corporation
- American Statistical Association
- Society for Industrial and Applied Mathematics
- American Chemical Society
- American Geological Union

## **Conclusion**

In summary, through the PAID award, WISELI has continued to have a positive impact on the participation and advancement of women in academic science and engineering—at UW-Madison and beyond. The grant has allowed us to continue conducting workshops on hiring and climate at our own campus. This experience is vital to the development and testing of the approaches and materials we offer to other institutions wishing to engage in institutional transformation, and has directly resulted in one peer-reviewed article documenting our success. Further, the grant has facilitated the dissemination of our evidence-based information to over 100 institutions of higher education in the U.S., through written materials (brochures and booklets), presentations, consultation, “train-the-trainer” style workshops, and site visits.

# PAID Financial Report

## 2007-2010 Financial Report, PAID (prepared 3/3/2011)

	Budget	Actual 2007	Actual 2008	Actual 2009	Actual 2010	Total
Income						
NSF PAID	\$499,991	\$499,991	\$0	\$0	\$0	\$499,991
Salaries and Fringes						
Directors	\$97,571	\$7,801	\$51,626	\$47,531	\$11,034	\$117,992
WISELI Staff	\$153,907	\$18,594	\$37,573	\$44,558	\$18,381	\$119,106
Fringe Benefits + Tuition	\$85,502	\$9,898	\$34,301	\$38,204	\$13,297	\$95,700
Travel	\$3,150	\$860	\$6,213	\$2,354	-\$132	\$9,295
Supplies and Equipment	\$0	\$143	\$461	\$0	-\$350	\$254
Overhead	\$159,861	\$17,530	\$60,956	\$60,415	\$18,720	\$157,621
Total Income	\$499,991	\$499,991	\$0	\$0	\$0	\$499,991
Total Expenditures	\$499,991	\$54,827	\$191,130	\$193,062	\$60,950	\$499,970