

Two Models of Faculty Search Committee Education: UI-Chicago and UW-Madison



Two Models of Faculty Search Committee Education: UIC and UW-Madison

- Design and implementation of workshops
 - WISELI – UW-Madison
 - WISEST – UIC
- Content presented in workshops
 - WISEST – UIC
 - WISELI – UW-Madison
- Evaluation
 - WISELI – UW-Madison
 - WISEST – UIC
- Q & A



Design and implementation of workshops: WISELI – UW-Madison

- Why develop a workshop for Search Committees?



Design and implementation of workshops: WISELI – UW-Madison

- Designing the workshop
 - Initial concept
 - Guiding principles
 - Input from a design team
 - Pilot sessions
 - Evaluation



Design and implementation of workshops: WISELI – UW-Madison

- Target audience
 - Discipline/department
 - Faculty, staff, and/or administrators
 - Chair vs. whole committee
- Gaining participation
 - Support of high level administrators
 - Accountability



Design and implementation of workshops: WISELI – UW-Madison

- Implementation/administration of workshops
 - Organization
 - scheduling, room reservation, registration, room setup, refreshments, etc.
 - Invitation and publicity
 - Presentation
 - Facilitation
 - Development and distribution of materials
 - Evaluation



WISEST FACULTY FOCUS
Helping women faculty *ADVANCE*

UIC
UNIVERSITY
OF ILLINOIS
AT CHICAGO

UIC IMPLEMENTATION



- Background: Claudia Morrissey, MD, fresh to UIC (i.e. outsider's views), founded principles of WISEST
- Facilitator model – STEM **research** faculty, at least one per dept, activities are faculty-driven and faculty-invested, 'grass roots'
- **SUCCEED** Committee

Supporting UIC's Commitment to a Community of Excellence, Equity & Diversity
- Differences from WISELI...

How designed? Who helped decide what content to include?	Early 2002, Facilitator concept by Claudia Morrissey, WISEST founder. SUCCEED workshop based on leadership seminars (Virginia Valian, Molly Carnes, Sue Rosser, etc.) and Michigan's STRIDE. Ever-evolving via post-facto discussions with other facilitators after every workshop. Provide national and UIC reality (department-tailored)
Our target audience	Specific: Entire faculty search committee at first meeting General: Entire college faculty or executive officers of colleges (Liberal Arts, Medicine, Engineering)
How audience recruited?	Dean announces authorized searches to SUCCEED and the chair of search committee is advised by Dept. Head to schedule a SUCCEED workshop.
Who implements? organization, invitation, presentation, facilitation, material development & distribution	Faculty. Founder Morrissey and STEM faculty who comprise the SUCCEED team and attended past workshops prepare the materials . SUCCEED makes arrangements with search committee chair, customize/update presentation, develop and distribute materials (SUCCEED Brochure and Search Toolkit)
Accompanying changes in overall processes	We are insiders! Dept. facilitator often a member of search or is a consultant: pro-active searching. Women faculty involved in campus interviews of female candidates. Search Toolkit includes many aspects of fair evaluation, as well as climate issues, e.g. life-friendly policies.

SKELETON of SUCCEED PRESENTATION:

- Who we are
- What's the issue?
- Common beliefs
- What research shows
- Concepts search committees must understand:
Lack of critical mass, gender schemas, evaluation bias (schemas in action), accumulation of disadvantage
- What can search committees do? Strategies for recruiting a diverse faculty: Lessons from SUCCEED and Search Toolkit
- Case studies: Pro-active recruiting vs. standard practice

Message: We are faculty just like you, obtain & manage research grants, run research groups; we want to hire the best candidate, just like you do.

Who We Are

- **Constantine M...**
Mechanical and
- **Sharad Laxpa**
Electrical & Co
- **Cynthia Jame**
Chemistry, Che
- **Martin Newco**
Chemistry
- **Ludwig Nitsch**
Chemical Engin
- **8 additional f**

SUCCEED's Mission

Supporting UIC's Commitment to a Community of Excellence, Equity & Diversity

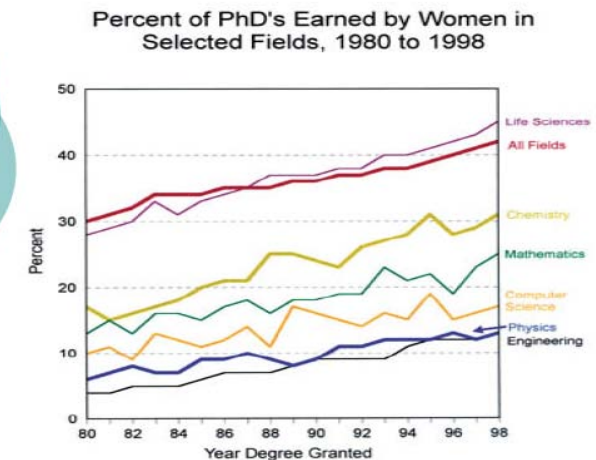
To support UIC's commitment to creating a community of excellence, by assisting **search committees identify, recruit & hire talented and diverse faculty and heads**

Message: Its not the pipeline!

What's the Issue?

- Over the last thirty years, the proportion of women PhDs in the pipeline has been increasing steadily (e.g., chemistry 1/3)
- There has not been a commensurate increase in the percentage of women in tenured/tenure track and leadership positions in US academic and engineering departments

***The underlying issues are important
committees in general to understand***



(Compiled by AIP Statistics. Source: NRC Summary Report, various years.
The data cited for physics PhDs earned are from the AIP Enrollments and Degrees Report.)

Message: Data for each discipline and the UIC reality

What is the situation for women in Economics?



Elinor Ostrom and Oliver E Williamson

that is, besides the fact that Prof. Elinor Ostrom shared the 2009 Prize in Economic Sciences in memory of Alfred Nobel

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Good news: Economics pipeline not very leaky

- The female share of 1st year students in economics Ph.D. programs went from **30.9 %** in 1996-7 to **31.45 %** in 2005-6, very close to the share of women undergrad economics majors.
- The female share of new Ph.D.'s increased from **24.55 %** to **31.9 %** in the same time periods.

Underrepresented Faculty in Economics

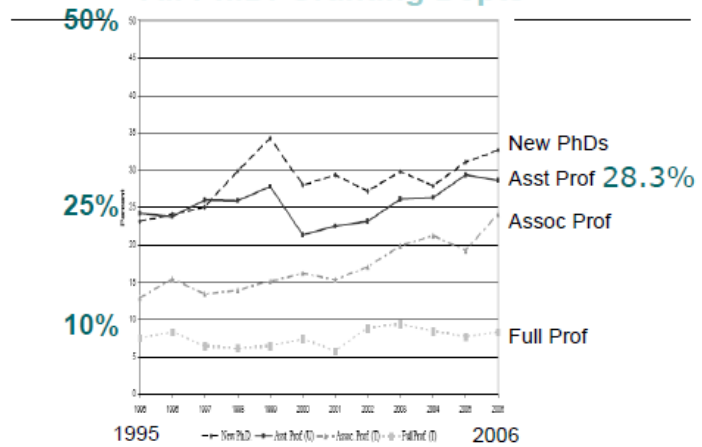
UIC T/TT Faculty*				Top 50 Econ depts Nelson report			Pipeline PhDs NSF data	
# Wom 2007	% Wom 2007	# UR Wom 2007	% UR Wom 2007	% Wom 2007	% UR Wom 2007	% URM 2007	%Wom 1996-2005	%URM 1996-2005
3	17.6 %	0	0.0 %	15.1 %	1.0 %	5.7 %	30.2 %	8.4 %

* Evelyn L. Lehrer, Prof.
Deirdre N. McCloskey, Distinguished Prof.
MoYin Tam, Prof

UIC has a distribution about the same as the top 50 Economics departments listed in Donna Nelson Report and all Ph.D. granting departments listed in CSWEP

Women in Economics Faculty

All Ph.D.-Granting Depts



Based on CSWEP survey data. Faculty includes non-tenure track

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Message: People are biased

Common Beliefs

- "We simply hire the best available faculty based on objective assessment of their accomplishments; the gender of the candidate doesn't matter"
- "If women behaved like men, they would succeed at the same rate"
- "Discrimination is only practiced by a small set of ignorant people"

Common Perceptions

- The lack of women in leadership positions will fix itself over time
- Since many of the problems encountered by female faculty are minor, recent emphasis on remedies to improve the climate is an over-reaction

Message: Research shows that people are biased

What the research shows...

- Unconscious gender-based assumptions and stereotypes are deeply embedded in the patterns of thinking of **both men and women**
- Women (and work performed by women) consistently receive lower evaluations than men (and work performed by **both men and women**)
- These cumulative disadvantages slow women's progress toward full participation in academia

Concepts that Search Committees Must Understand

- Lack of Critical Mass =>
- Gender Schemas =>
- Evaluation Bias =>
- Accumulation of Disadvantage

Message: Search committees must understand certain concepts

What are Gender Schemas?

Lack of Critical Mass

- When women make up $\geq 30\%$ of an *applicant pool*, individual women are judged more positively by evaluators

Heilman & Stopeck. (1985). *Journal of Applied Psychology*, 70, 379-388

- When women make up $\geq 30\%$ of a *work group*, their work is judged more positively by evaluators

Heilman. (1980). *Organizational Behavior and Human Performance*, 26, 386-395

- When there are fewer women (or minorities), stereotypes (schemas) have more influence in evaluation

Valian, V. (1998). *Why so Slow? The Advancement of Women*

s about sex differences that guide
d behaviors

es that define "average" members of a

ll, task-oriented, competent

g, emotional, and care about relationships

re the same schemas

mas that define the aggregate, influence
idual's capability and their work:

o Slow? *The Advancement of Women*, MIT

- Message: Research is compelling

Schemas in Action: Competency Bias

- “Blind” auditions can explain 30 to 55% of the increase in women winning orchestral jobs

Golden, C & Rouse, C. (2000). Orchestrating impartiality: The impact of “blind” auditions on female musicians. *American Economic Review* 90, 715-741

- University psychology professors prefer 2:1 to hire “Brian” over “Karen” even though the application packages are identical

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

- Letters of recommendation for **women hired** at a large academic medical center **differ systematically** from those for **men hired**. They were shorter and used gender terms & stereotypic adjectives. They had more grindstone adjectives and fewer standout adjectives

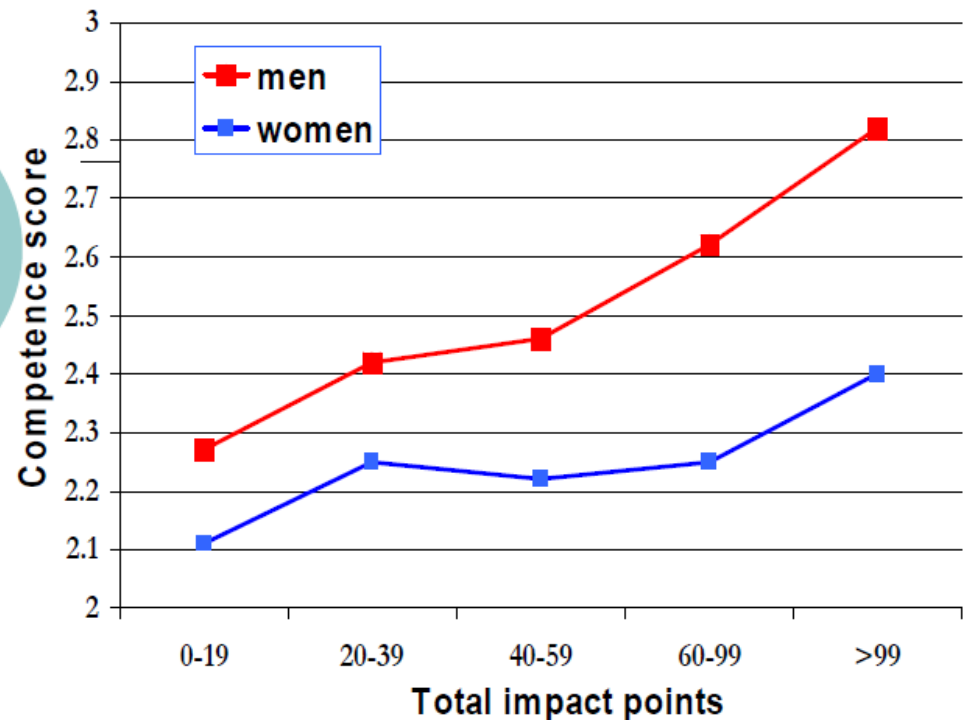
Trix and Psenka (2003). *Discourse & Soc* 14:191 2003

Message: Research is compelling, published in premier journals

Schemas in Action: Competency Bias

Swedish Postdoc study: Wenneras & Wold (1997). *Nature* 387, 341

- 114 applications for prestigious postdoc positions at the Swedish MRC (52 women; 62 men)
- 4 of 20 (20%) went to women
- Standardized metric developed to evaluate research record, research plan, etc. = 20 points



Message: If bias is inescapable, it's about the procedure!

What Can Search Committees Do?

During the Search:

- Word the position description so that it conveys the College's commitment to excellence, equity, & diversity
- Engage in **active** recruitment of individuals who are underrepresented as a Search Committee member
- "Letter-Opening"


Strategies for recruiting a diverse faculty

- Engage in pro-active recruiting
(Use **SUCCEED Rules of Engagement in WISEST Search Toolkit!**)
Department chairs, search committee members and other senior faculty in the department should personally reach out to prospective women and minority candidates and invite them to apply.

Message: If bias is inescapable, it's about the procedure!



Faculty Search Toolkit

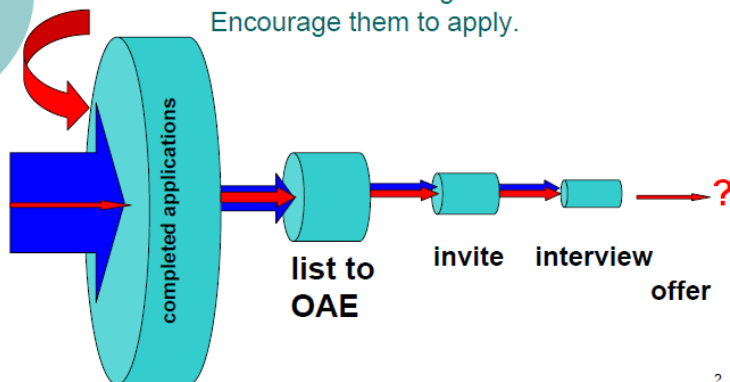
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- Suggestions for the process
 - What leaders should do to advance diversity
 - search committee tips
 - outline of search process
 - search approval sheet
 - Two templates to use
 - candidate profile template
 - candidate interview scoring sheet
 - Pro-active recruiting
 - recruitment plan to enrich applicant pool with women & underrepresented minorities
 - writing successful recruiting e-mails
 - case study: pro-active ChemE search
 - Other
 - Annotated bibliography on evaluation bias
 - diversity text for search ads
 - Life-friendly UIC policies

Message: It's about the procedure!

Emphasis on pro-active recruiting

A plan

Desired attributes are well-known.
Look for females high in those attributes.
Encourage them to apply.



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The Pro-active Way

1. Get names of leads:

- Top 40 Depts list, personal calls to colleagues, e-mails with WISEST appeal to female faculty, look in web pages for female postdocs/senior grad students
- Faculty candidate postings: CACHE, AIChE "Meet the Faculty Candidates Poster Session", COACH workshop list

2. Google the leads for CVs, publications, awards, presentations.

3. Turn leads into applicants

- Personalized e-mails, phone calls to leads
- Interviews at AIChE conference

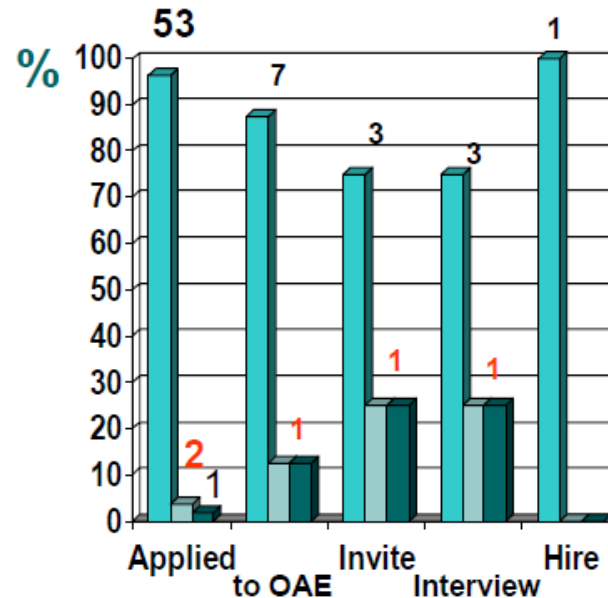
Message: Pro-active recruiting strategies have worked at UIC

Case Study

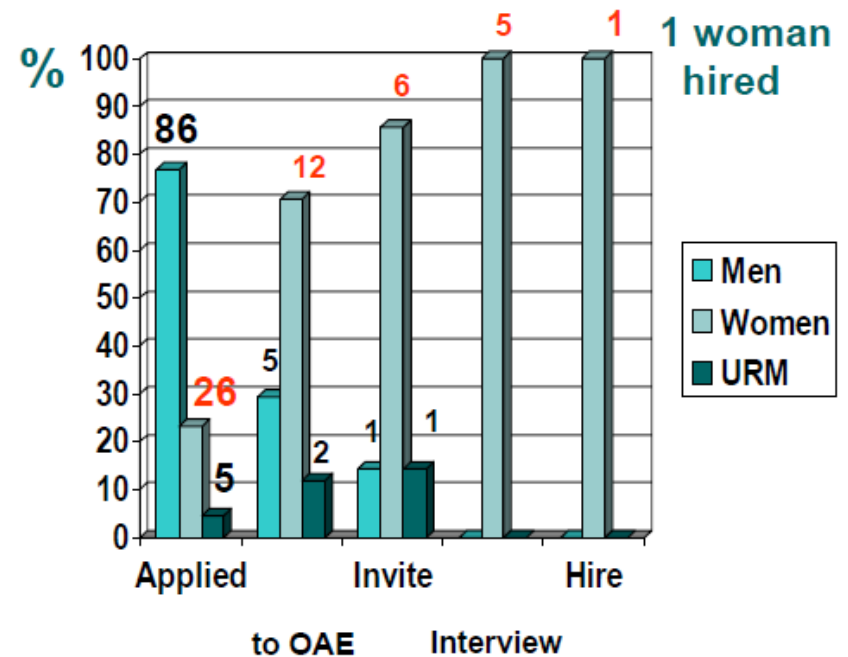
PRO-ACTIVE RECRUITING vs. Standard Practice

Department Y: 2 searches for 2 positions

Search 1: Standard Practice



Search 2: Pro-active Recruiting





W I S E L I

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



Content presented in workshops: Additions/Differences from WISELI – UW Madison

SEARCHING FOR
**EXCELLENCE
&
DIVERSITY**
A GUIDE FOR SEARCH COMMITTEE CHAIRS

*"We need diversity in discipline,
intellectual outlook, cognitive style, and
personality to offer students the breadth
of ideas that constitutes a dynamic
intellectual community."*



Essential elements:

- Run an effective and efficient committee
- Actively recruit an excellent and diverse pool of candidates
- Become aware of unconscious bias and assumptions
- Ensure a fair and thorough review
- Develop and implement an effective interview process
- Closing the deal



Content presented in workshops: Additions/Differences from WISELI – UW Madison





Content presented in workshops: Additions/Differences from WISELI – UW Madison

Evidence-based Approach: Interventions to Mitigate Bias

Intervention	Example of study
Reduced time pressure and cognitive distraction during evaluation	Martell RF. J Applied Soc Psychol, 21:1939-60, 1991
Presence of a member of the social category being evaluated	Lowery et al. J Pers Soc Psych 81:842, 2001
At least 25% women in the pool being evaluated	Heilman ME. Organ Behav Hum Perf 1980; 26: 386-395, 1980
Instruction to try to avoid prejudice in evaluation	Blair IV, Banaji MR. J Pers Soc Psychol 70:1142-1163, 1996
Counterstereotype imaging	Blair IV, Ma JE, Lenton AP. J Pers Soc Psychol 81: 828-841, 2001
Establishing the value of credentials before any applicant is seen to avoid “redefining” merit	Uhlmann and Cohen, Amer Psychol Assoc 16:474-480, 2005
Use an inclusion selection strategy rather than an exclusion strategy whenever possible	Hugenberg et al., J Pers Soc Psychol 91:1020-31, 2006



Content presented in workshops: Additions/Differences from WISELI – UW Madison

The Interview process

- Aims
- Advice
- Additional concerns: phone interviews, professional conferences



Content presented in workshops: Additions/Differences from WISELI – UW Madison

Closing the deal

- Timeliness
- Communication
- Issues of Dual Career and Timeliness
- Negotiating Start-up Packages
- Return visit from selected candidate??

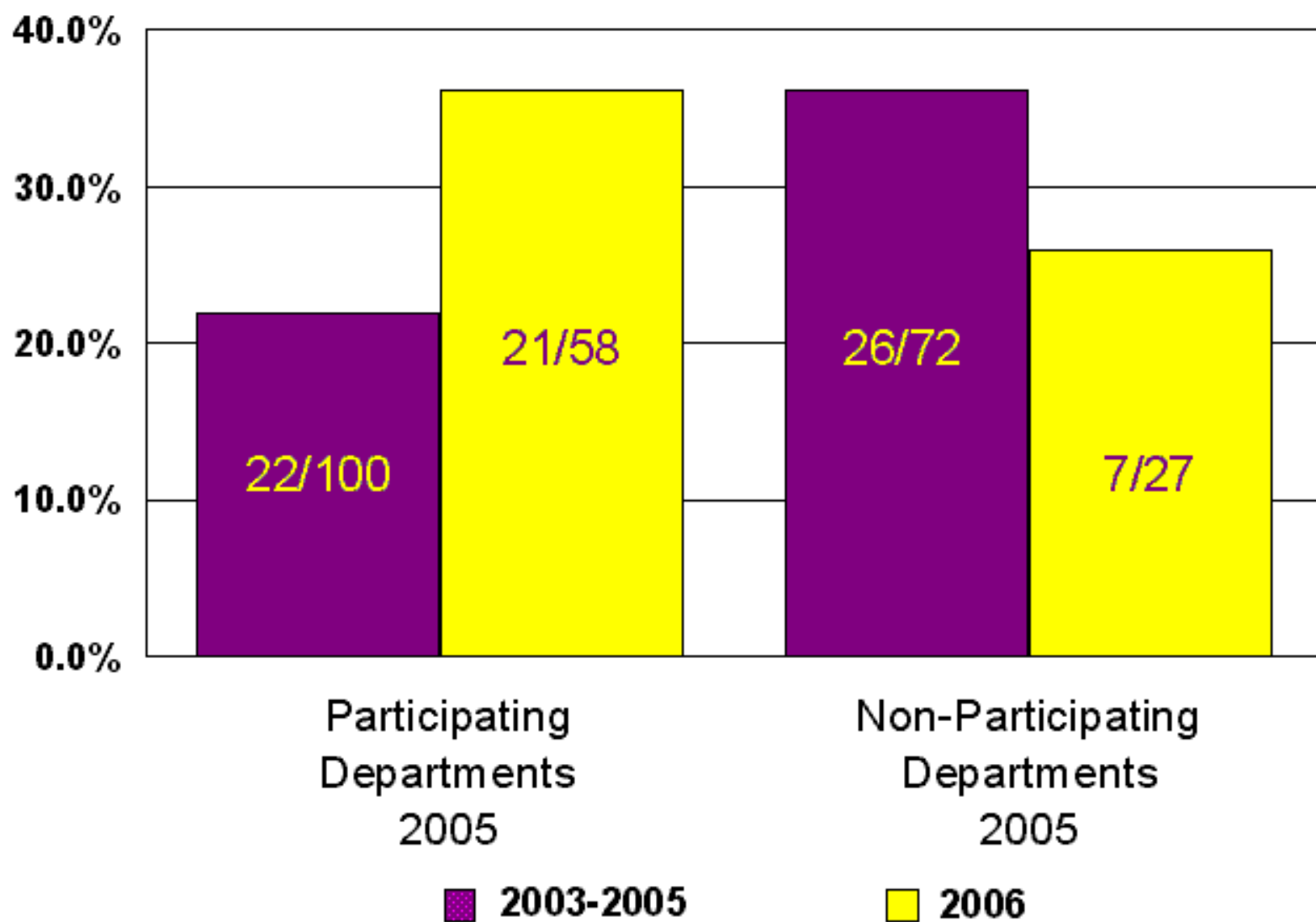


Evaluation

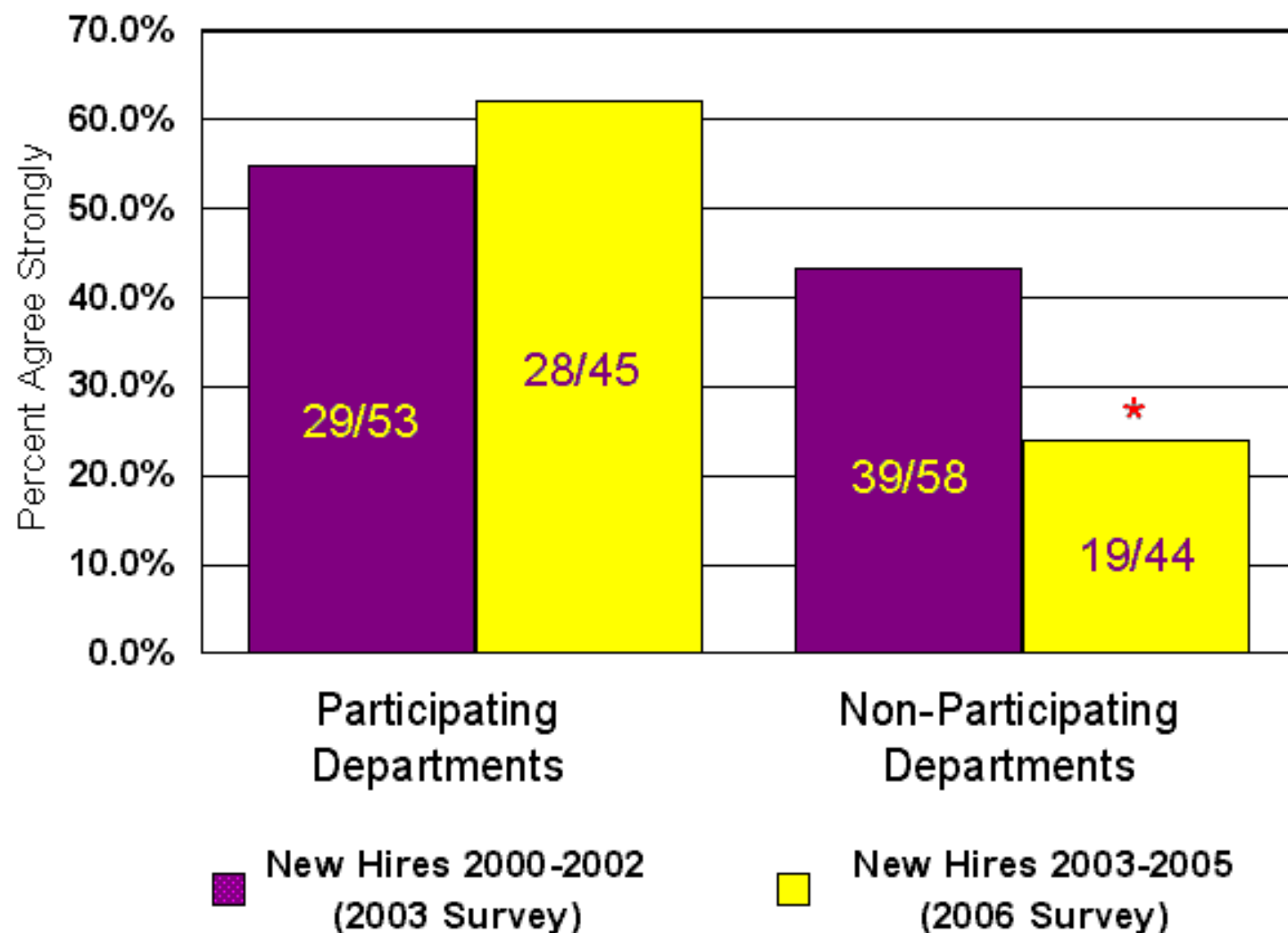
WISELI – UW-Madison

- Why evaluate?
- What to evaluate?
 - Formative: How well do participants like the training? What can be improved?
 - Summative: Is the hiring process changing in a positive way? What are the markers?
 - Increased diversity of pools, shortlists, offers, new hires
 - Changes in recruiting
 - Improved experiences of new hires
 - Other effects? (E.g., climate?)

Percent Female, Tenure-Track Faculty Offers Biological & Physical Sciences

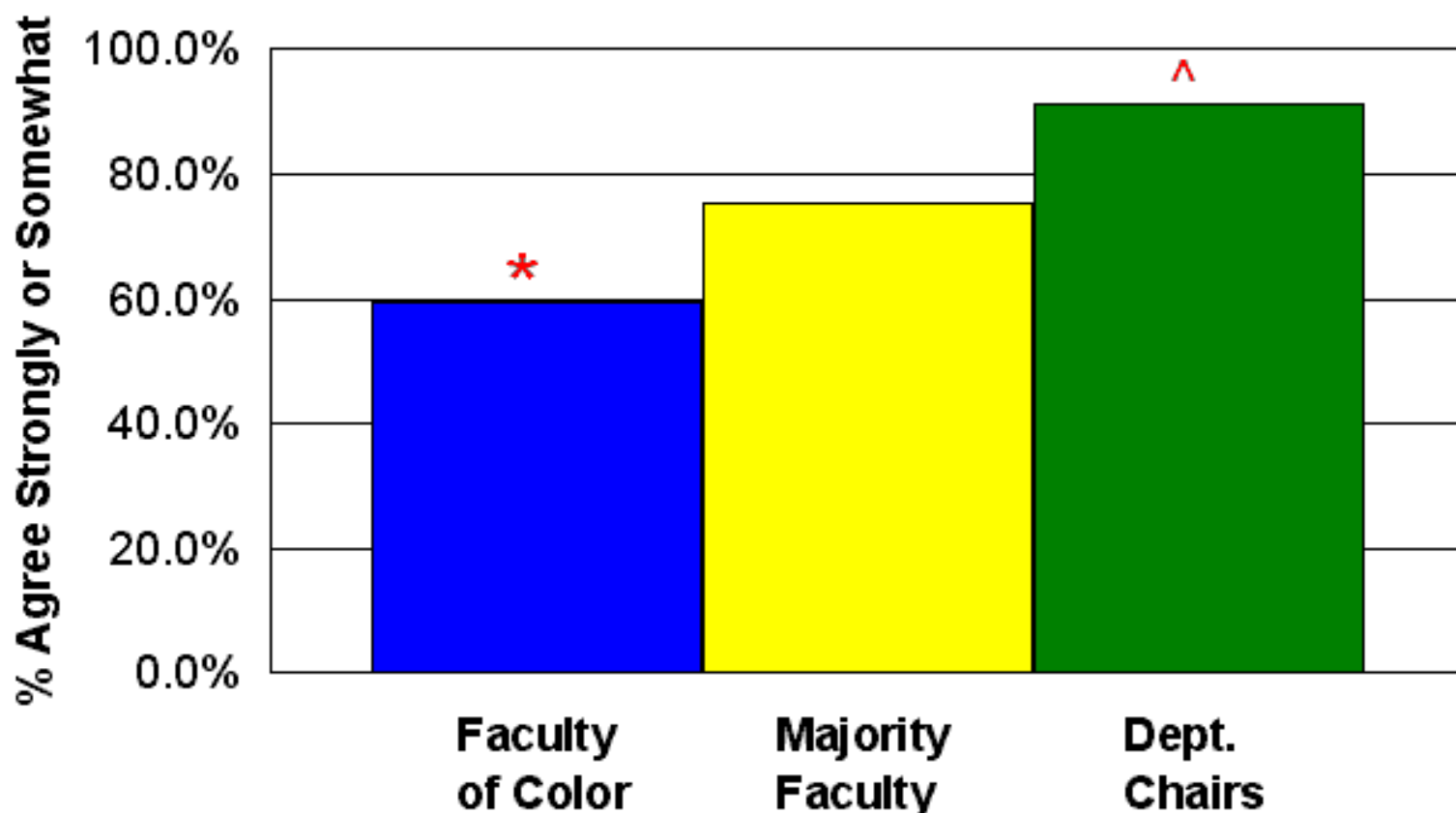


New Hires' Satisfaction* With the Hiring Process Biological & Physical Sciences



* Agree Strongly to the item "I was satisfied with the hiring process overall."

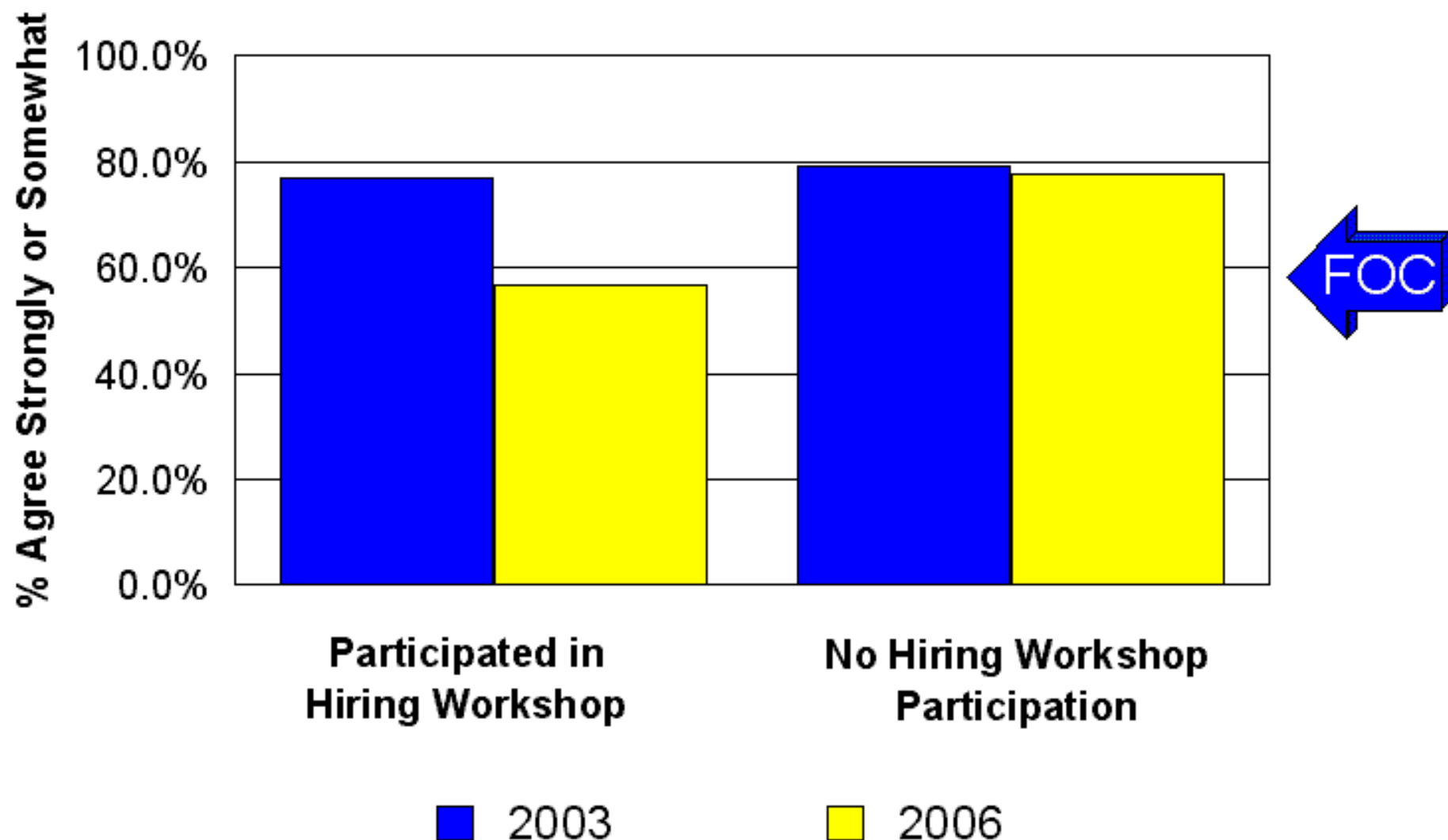
The climate for faculty of color in my department is good



* Significant t-test between minority and majority faculty at $p < .05$.

^ Significant t-test between dept. chairs and all other faculty at $p < .05$.

The climate for faculty of color in my department is good



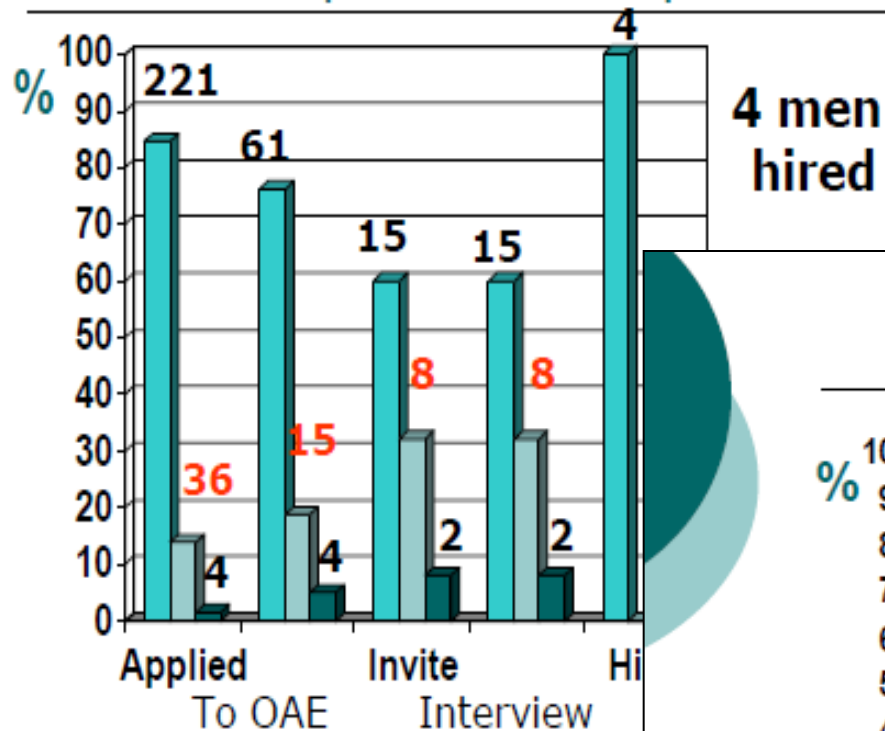
A horizontal banner featuring a cosmic background of galaxies and nebulae in shades of orange, yellow, and blue. The text is overlaid on the left side of this banner.

WISEST FACULTY FOCUS
Helping women faculty *ADVANCE*

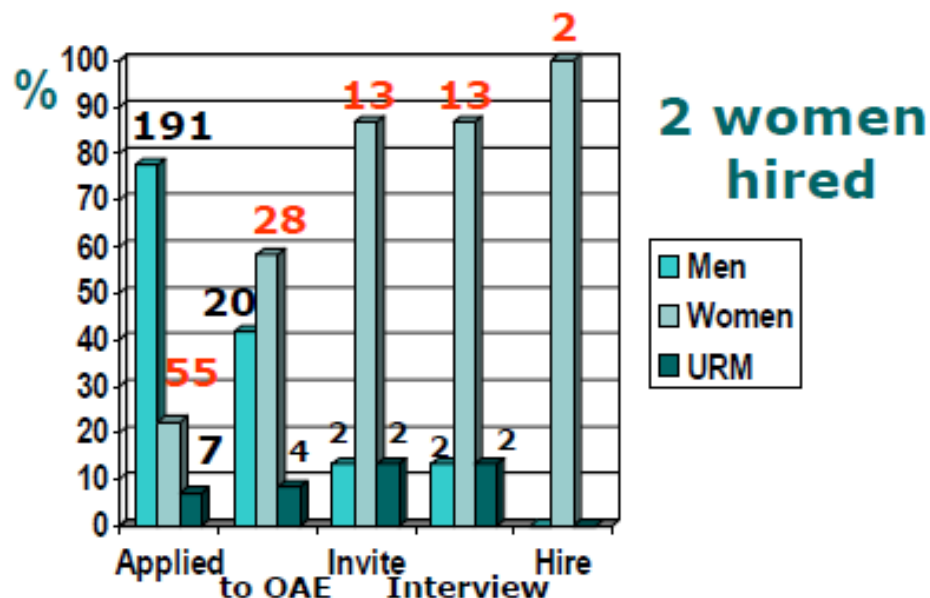
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EVALUATION: Changes in pools, interview lists, new hires

Standard Practice
5 searches 5 positions compiled



Pro-active Recruiting



Changes in pools, interview lists, new hires

Summary of 2 departments

Case	PROCESS	per position		HIRES
		POOL	INTERVIEW	
Dept Y	standard	2W / 55	1W	1M
	pro-active	26W / 112	5W	1W
Dept X	standard	7.2W/ 51.4	1.6W	4M
	pro-active	27.5W / 123	6.5W	2W

1. Increased TOTAL pool with pro-active recruiting
2. Increased probability of hiring a woman

STEM search outcomes 2006-2009

	# T/TT women Spr 06	new hires men	new hires women	# T/TT women Spr 2010
BioE	2	2	0	1 (1 NT)
ChemE	0	1	2	2
Civ Mat E	1	2	0	1
Comp Sci	4	1	1	5
Elec Comp E	3	0	2	5
Mech Ind E	2.25	0	1	3.25
BioS	11	3	2	11 (2 RET)
Chem	2	4	2	3 (1 RET)
Earth Env Sci	2	2	1	3
Math	2	13	7	8 (1RET)
Physics	2	2	2	4
Total	31.25W	30M	20W	46.25W

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Questions, Answers, and Discussion