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Recruitment and Retention Guidelines for Chairs, Heads, and Deans

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General Principles

1. Ask for suggestions from people with less power in the department or unit
 - This will often include but will not be restricted to women and underrepresented minority members
 - Listen quietly, attentively, and nondefensively; make eye contact
 - Be open to hearing things you do not want to hear or disagree with
 - Don't immediately rebut comments; instead, ask questions of clarification
 - If you end up not taking the suggestions, explain why, in person
2. Be prepared to spend more time than you would like in consultations with others and in examinations of your procedures
3. Learn about how gender influences judges' evaluations
 - Take the tutorials at <http://www.hunter.cuny.edu/gendertutorial>
 - View the 60-minute webcast at <http://mitworld.mit.edu/video/80/>
 - Review the materials at <http://www.hunter.cuny.edu/genderequity/equitymaterials.html>.
4. Experiment and refine your method
 - If you tried something that didn't work, try to figure out why
 - Keep trying

Recruitment

Maximizing the likelihood of including women and minorities in the applicant pool, the short list, and the top three candidates

Identify the areas where mistakes are most likely

- A. job description
- B. assembling candidate pool
- C. evaluation of candidate's credentials
- D. evaluation of candidate's interest
- E. treatment of candidate at interview
- F. quality of job offer

A. job description

- a. make it as broad as possible
- b. consider who benefits and who does not from the wording
- c. actively consider new areas
- d. seek out opinions of people with softer voices

B. assembling the candidate pool

- a. know the percentage of women PhDs for last 10 years
 - i. minimal standard: the assembled pool at least meets the available percentage of women
- b. lead an active, rather than passive, search
- c. extra effort is needed to attract women and minorities
 - i. make phone calls, attend conference social events for women and minorities, publicize an open house at conferences with special outreach to women and minorities, cultivate graduate students contacts
- d. be willing to search at schools with lower ratings than your own
 - i. women likely to be overrepresented at lower-ranked schools
- e. consider searching for couples (need resources)
- f. consider cluster hires (need resources)

C. evaluation of candidate's credentials

- a. read letters of recommendation with the awareness that they might overrate men and underrate women
- b. evaluate prestige of degree institution or current institution with the awareness that location creates productivity as much as (or more than) productivity creates location; identify women and minorities who are publishing more than is typical for their location
- c. read the candidate's publications
- d. overtly question whether the same criteria and evaluations are being used for men and women
 - i. joint publications; collaborations; interdisciplinary work; new areas

- e. ask whether the filters that determine whether someone moves to the next stage of consideration disproportionately include white men
 - i. figure out which filters may be inappropriate; e.g., is someone going to make a better chair because they have 10 rather than 5 years of experience?
 - ii. reevaluate *all* candidates with new set of filters
 - iii. but, beware of shifting standards

D. evaluation of candidate's interest in position

- a. sexes and ethnic groups may differ in how they express genuine interest
- b. do not assume that women or minorities cannot be moved

E. interview

- a. welcome women and minorities as much as white men
 - i. arrange for all candidates to talk to men, women, and minorities about the atmosphere on campus, the extent to which the campus and the community are welcoming, accepting of diversity, a good place to raise children, and so on
 - ii. all members of the search committee should be able to talk knowledgeably and comfortably about different groups on campus, such as women's groups, minority task forces, gay and lesbian groups, and so on
 - iii. all members of the search committee should convey to applicants the idea that the department understands that a productive professional life is more likely if faculty also have an environment that supports their personal life
- b. questions and comments
 - i. know what is legal and illegal
 - ii. never ask an illegal question or make an illegal comment
 - iii. ask everyone the same questions, insofar as that is possible
 - iv. invite candidate to say what's important to her or him; write it down
 - v. to all candidates, indicate a willingness to supply what they need to make the institution attractive to them
 - vi. by talking to *all* candidates about the institution's efforts to create a supportive environment, you maximize the chances that people will tell you what they need
- c. work to achieve rapport, understanding that it will be more difficult across demographic divides
- d. provide – to all candidates – creative examples of opportunities that have been offered or that the institution is willing to consider offering
 - i. position for partner
 - ii. development of focus or concentration in candidate's field
 - iii. attracting a particular group of students

F. quality of job offer

- a. provide good resources (salary, space, equipment, other support) to women and minorities
- b. provide attractive work loads for women and minorities
- c. be enthusiastic

Retention and Promotion

Maximizing the likelihood that women and minorities will stay and thrive

- A. help all faculty develop circle of advisors**

- B. understand faculty development**
 - a. "typical" development
 - b. variations in development
 - c. different needs at different points in cycle

- C. perform annual performance reviews**
 - a. the same factors that work to women's disadvantage in a search also work to her disadvantage in evaluating her progress as a faculty member
 - b. performance reviews should be detailed, specific, cover positive and negative points, and make clear suggestions about next steps
 - c. discuss performance reviews in person
 - d. if person is in trouble, arrange a second meeting one month later to work out plan

- D. provide a community – likelihood that white males invisibly advantaged**
 - a. intellectual
 - b. personal

- E. keep equity benchmarks**
 - a. use NSF ADVANCE guidelines for annual measures and reports (e.g., salary, space)
 - b. review visible and hidden problems to create checklist (see Valian documents)
 - c. maintain adequate data base

- F. make preemptive improvements (e.g., salary, space, teaching) to avoid outside offer pressures**

- G. compensate work on improvement of equity**
 - d. research assistance
 - e. post-doc
 - f. release time
 - g. administrative assistance
 - h. summer salary

H. educate faculty and students about how gender and race schemas work

I. educate faculty and students about importance of small advantages and disadvantages

J. ensure that women and minority faculty are respected by students

- a. conduct orientation sessions for undergraduates about how gender works: how and why they are at risk of undervaluing female and overvaluing male instructors (at every rank)
- b. convey the institution's confidence in the knowledge and competence of their instructors

K. the continuous thread

- a. diverse students will be attracted to departments and institutions with diverse faculty
- b. diverse students will be attracted to departments and institutions that demonstrate efforts to value all faculty
- c. white students will be more attractive to global companies if they have experience with diverse group of peers and are comfortable respecting diverse authority figures

L. create policies that improve balance between work life and personal life

- a. child care support
- b. adjunct funds to deal with unexpected personal responsibilities

Partial References

See <http://www.hunter.cuny.edu/genderequity/equityMaterials/annobib.pdf> for annotated bibliographies

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