

WISEST INITIATIVES / *SUCCEED*

The WISEST Faculty Search Toolkit

List of Tools

Documents 3-9 in this toolkit are written for searches for starting Assistant Professor hires and may be modified for senior hires. This Search Toolkit was prepared by Cynthia J. Jameson and Claudia Morrissey, University of Illinois at Chicago.

1. What Leaders Should Do to Advance Diversity

Outlines the contributions of the Provost, Dean, and Department Head to a successful search.

2. Search Committee Tips

Summarizes the role of faculty search committees and fundamentals of building a stellar and diverse faculty.

3. Outline of Search Process

Recommends steps to follow to enable the identification and recruitment of a highly-qualified and diverse faculty.

4. Search Approval Sheet (SAS)

Requires authorization at 6 junctures in order to continue a search.

5. Candidate Review Template

Facilitates a rational comparison of candidates' qualities based on review of their application.

6. Candidate Interview Scoring Sheet

Lists and scores desirable attributes of candidates who are interviewed.

7. Recruitment Plan to Enrich the Applicant Pool with Women and URMs

A plan for conducting a systematic search for applicants who are women and URMs

8. Writing Successful Recruiting E-mails

Suggestions on how to word exploratory and follow-up emails/letters to faculty and potential candidates.

9. Case Study: Pro-active ChemE Search

One example of a search process that was successful.

10. Annotated Bibliography on Evaluation Bias

Results from social science research on how gender expectations affect evaluations.

11. Diversity text for Search Ads

Some examples of the wording of inclusive language in academic search advertisements.

12. Life-Friendly UIC Policies

URLs for descriptions of UIC life-friendly policies for faculty.

The WISEST Faculty Search Toolkit: 1

The Critical Role of Leadership in the Search for Faculty

The National Academy of Sciences report, 2006, "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering", offers a broad range of recommendations for increasing faculty diversity, including the following:

"Trustees, university presidents, and provosts should provide clear leadership in changing the culture and structure of their institutions to recruit, retain, and promote more women -- including minority women -- into faculty and leadership positions. Specifically, university executives should require academic departments to show evidence of having conducted fair, broad, and aggressive talent searches before officials approve appointments. And departments should be held accountable for the equity of their search processes and outcomes, even if that means canceling a search or withholding a faculty position."

What can the Provost do?

1. Make clear to the faculty his/her stand on gender issues and the need to recruit, retain, and promote more women and minorities into faculty and leadership positions. It is important to communicate that diversity enhances the value of any institution by increasing creativity and problem-solving, and that increasing diversity does not mean sacrificing quality.
2. Support initiatives and institutional policies which facilitate the recruitment, retention, and promotion of more women and minorities into faculty and leadership positions, including the establishment of support policies and services.
3. Hold each dean accountable for progress toward greater faculty diversity as reported in the college's annual report. Require colleges to report annually on the gender and ethnic composition of the faculty ranks and enrolled students, including a cumulative chart of the progress in these compositions over the past 10 years.
4. Require as a condition for approval of an offer to hire, that the department provide a detailed description of the process, with quantitative evidence of having conducted fair, broad, and aggressive talent searches prior to selecting this candidate.

What can the Dean do?

1. Make clear to the faculty his/her stand on gender issues and the value of recruiting, retaining, and promoting more women and minorities into faculty and leadership positions. It is important to communicate that diversity enhances the value of any institution by increasing creativity and problem-solving, and that increasing diversity does not mean sacrificing quality.
2. Hold each department head/chair accountable for progress toward greater faculty diversity as reported in the department's annual report. Require each department to report on the gender and ethnic composition of the faculty ranks and the composition of student

enrollment each year, including a cumulative chart of the progress in these compositions over the past 10 years.

3. Require as a condition for approval of an offer to hire, that the department provide a detailed description of the search process with quantitative evidence of having conducted fair, broad, and aggressive talent searches prior to selecting this candidate.

What can the Head of a department do?

1. Review the gender and ethnic composition of the department's faculty and students each year and chart progress towards diversifying the faculty over time.
2. Require that every faculty member increase their awareness of gender equity and diversity issues, e.g., read Virginia Valian's book "Why so Slow", or attend a showing of the MIT Valian video, or participate in a SUCCEED presentation and discussion.
3. Make clear to the faculty his/her own stand on gender issues. It is important to communicate, using evidence from social science research, that:
 - diversity enhances the value of any institution by increasing creativity and problem-solving
 - increasing diversity does not mean sacrificing quality
 - society and universities need women who combine outstanding science and family life
 - unconscious biases and assumptions are universal and need to be countered in all evaluations of women and minorities
 - too few women faculty leads to feelings of isolation and marginalization
 - poor climate reduces productivity and creativity of both men and women and makes it difficult to attract and retain women faculty
 - the climate experienced by women and minorities is different from that experienced by majority males; majority males are typically poor judges of the climate experienced by these faculty
4. Understand the following issues before every search to guide the appropriate actions:
 - How to ensure that searches are broad and inclusive
 - What strategies can be used to enrich the applicant pool with women and URM applicants
 - The published research pertaining to the various ways in which the achievements of women and minorities are undervalued in comparison to majority males
5. Enable broad and inclusive searches:
 - Require that all search committee members participate in SUCCEED training
 - Give a clear charge to the committee regarding the department's commitment to gender equity and diversity
 - Outline how the search committee will be held accountable for having conducted fair, broad, and aggressive searches, requiring the use of instruments in the WISEST Faculty Search Toolkit.

Conduct a post mortem review of each completed search

The WISEST Faculty Search Toolkit: 2

Fundamentals of Building a Stellar and Diverse Faculty: The Role of Faculty Search Committees¹

Necessary Environment:

- Highly visible commitment on the part of top administration to create a diverse faculty
- Benefits of a diverse faculty regularly communicated to Deans, Department Heads, and faculty
- Institutionalized rewards and sanctions attached to the goal of increasing faculty diversity

Elements of a Successful Search:

1. Run an effective and efficient search process.
2. Raise awareness of unconscious assumptions and their influence on candidate evaluation.
3. Actively recruit an excellent and diverse pool of candidates.
4. Develop and implement an effective interview process.
5. Ensure a thorough and fair review of candidates.
6. Review and evaluate the search process when concluded.

Run an effective and efficient search process:

Preparation

- Build a diverse committee—if no women or minorities are in your dept, bring in from another dept, make sure members are committed to diversity and can be ambassadors for the institution.
- Hold the first meeting well before the application deadline.

Committee Operation

- Dean gives charge to committee.
- Discuss and develop roles and expectations of search committee members.
- Discuss and develop goals for the search.
- Raise and discuss issues of diversity, research on differential evaluation, and accumulation of disadvantage.
- Review university policies and procedures for search committees.
- Participate in a search committee orientation program offered by *UIC SUCCEED* and receive and review instruments in the form of the *WISEST Search Toolkit*.

Actively Recruit an Excellent and Diverse Pool of Candidates:

- Why diversity? Because it creates a more dynamic intellectual community, because it mirrors the reality of the world outside academe and, increasingly, the student body, and because heterogeneous groups consistently outperform homogeneous groups.
- Everyone hired at UIC should understand that they were hired because they were the best person for the job not because they are a woman or minority.
- Recruiting a diverse pool of candidates is key: expansion before selection. As Laurie McNeil, UNC, said, “Be a search committee, not a letter-opening committee.”

¹ Much of this material was adapted from the University of Wisconsin, “Searching for Excellence and Diversity” Women in Science & Engineering Leadership Institute. <http://wiseli.engr.wisc.edu/>

- Develop a broad definition of the position, desired scholarship, experience and disciplinary background of desired candidates. Be clear on what is required and what preferred; make sure it is reflected in the language of the Position Vacancy Listing (PVL) or Job Announcement.
- Very narrow searches disadvantage women and minorities and eliminate candidates who would qualify for your position but have a different profile. Don't just focus on the Pedigree; you're not running a beauty contest. Candidates from historically Black Colleges and U's, who are underplaced in less highly ranked institutions than UIC, often have non-traditional career paths (time spent outside of academia, unusual undergrad degrees or work experience).
- Consider including "experience working with/teaching diverse groups/diverse students as one of the preferred criteria.
- Use multiple channels to recruit, first listing committee member connections to professional societies—phone calls, emails, letters, postings, curbsides at professional meetings to identify potential candidates. Also contact potential candidates and encourage them to apply.
- Deal with assumptions:
 - "We shouldn't have to convince a person to apply."
 - "Viable candidates need the same credentials as the person leaving the position."
 - "People from Grp X make lousy _____."

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

- Large body of research on evaluation bias.
- Overcome bias by:
 - Being familiar with the phenomenon and research.
 - Discuss evaluation bias in the committee and commit to working against it.
 - Red flags should go up when you hear (taken from D. Rollison):
 - "Gender never even enters the picture, we just hire the best candidate"
 - "She overlaps with us too much"
 - "His overlaps will build on our strengths"
 - "Women don't work in this area"
 - "Hiring him is an opportunity we can't miss"
 - "She's good but not a star"
 - "He isn't a star but fits a critical need"
 - "She just didn't impress me"
 - "The experts think he's great"
 - "I've never heard of her"
 - "I've known him for years"
 - "A woman supported him too"
 - "I've supported a woman in the past"
 - "You're a woman and you were hired here"
 - "We can't let diversity affect quality"
 - Look for opportunities to structure initial evaluations to make them gender neutral and avoid triage via pedigree.
 - Spend sufficient time evaluating each applicant (15-20 min); research suggests that gender schemas play more of a role when consideration time is brief. Filling out the *Candidate Profile Template* in the Tool kit keeps the focus on factual information for comparison of applicants across the board.
 - Try to have more than one woman or minority on the short list; research shows that gender and ethnicity will then become less of a factor in the decision-making process.
 - Bring 5 rather than 3 candidates for interview; expand the shortlist (of course this has budget implications).

- Evaluate the entire application rather than immediately culling the pile by relying too heavily on one element—letters of recommendation, prestige of degree-granting institution or post doc program; use the Tool kit instruments.
- Be able to defend your decision to retain or reject a candidate.

Ensure a Fair and Thorough Review of Candidates:

Conduct review in stages.

1. Create a “long short list.”
 - Ensure that each candidate receives a thorough and in-depth review from at least 2 members of the committee.
 - Expect to spend between (15 to 20 minutes per application). The factual information in the *Candidate Profile Template* in the Tool kit will help to keep focus on achievements, experience, and proposed research topics.
 - Select all potentially strong candidates irrespective of personal preferences.
 - Create the long short list and evaluate. Are there qualified women and minorities included? If not, consider whether evaluation biases or assumptions may have influenced the rating.
2. Select “short list candidates” for interview.
 - Selection of “short list” conducted at a later meeting, to allow all members to review all applicants on the “long short list.”
 - Consider evaluating applicants on several different rating scales: teaching, research potential, mentoring potential, etc
 - Evaluate the short list. If no women or minorities are represented consider whether evaluation biases or assumptions may have influenced the rating.

Develop and Implement an Effective Interview Process:

- Have committee list interview goals.
- Develop a core set of questions and guidelines for interviewing; utilize the *Interview Scoring Sheet* from the Tool kit.
- Know which questions are inappropriate or illegal.
- Set up interview schedule and adhere to it.
- Provide opportunities for candidates to meet with women and minority members of the dept and with a FAAC member.
- Committee members should attend candidates’ seminars.
- Provide a sheet with UIC life-friendly policies and units.
 - Family Medical Leave Act (FMLA)
 - Part-time Tenure
 - Tenure clock extension
 - Dual career hiring
 - On-campus childcare
 - Mentoring program
 - FAAC, WISE, CCSW, OWA, CRWG, OFA, etc

Evaluate Interviewed Candidates:

- Meet as a committee as soon after the conclusion of interview as possible
- Follow the agreed-upon process for selection.
- Make plan for how to proceed if the top candidate passes.

The WISEST Faculty Search Toolkit: 3

Outline of Search Process

1. Initiating the Search:

The department head constitutes a diverse search committee that, at the first meeting, is charged by the dean or his/her designated deputy. This is followed by a SUCCEED presentation on how to conduct an equitable, merit-driven search, and an orientation to the WISEST Faculty Search Toolkit. All committee members must have participated in this SUCCEED training. By the end of this meeting the targeted search area is identified.

2. Requesting Benchmark Data:

The search committee chair looks up the most up-to-date statistics on the percentage of women and underrepresented minorities (URM) in the targeted search area applicant pool from which UIC is likely to recruit. This would typically correspond to the average percentages of PhDs awarded in the research field/subject area within the discipline in the past 5 years. Such data are usually available from the STEM professional societies. If the percentage of women or URMs in the targeted search area is significantly smaller than in the broader field of the department, the dean may require a broader search.

3. Building a Recruitment Plan:

During the second meeting, the above data is reviewed and designated as the benchmark percentages for the search. The search ad is composed and a recruitment plan to attract as diverse an applicant pool as possible is developed. The WISEST Facilitator will assist in this process. All committee members should participate actively in plan development, and agree to adhere to the search plan for the search to continue. (For an example of a plan, see *Recruitment Plan to Enrich the Applicant Pool with Women and URMs.*) The search committee chair will certify these outcomes and submit the *Search Approval Sheet* (SAS) to the dean for his/her signature* in Step 1.

4. Ensuring an appropriately diverse response:

The search committee takes steps to enrich the applicant pool with women and minority applicants. They may use “*Case Study: Pro-active ChemE Search*” and “*Writing Successful Recruiting E-mails*” as guides for doing this. They may consult the WISEST Facilitator and staff for assistance.

5. Closing the Search:

Within 7 days after the closing date of the ad, the head of the search committee must verify that the applicant pool reflects the benchmark data. If it does not, the search will continue until an agreed upon date with the search committee taking additional steps to increase the number of women and minority applicants, otherwise the dean may stop the search. If the above criteria are met, the search committee chair signs-off on Step 2 of the SAS and the search continues.

6. “Acceptable” Applicants:

After the initial culling steps, the search committee arrives at a list of applicants deemed “acceptable.” This is greater than (and may be approximately double) the number to be included in the long short list to be submitted to OAE. To facilitate the direct comparison of factual attributes of applicants in this “acceptable” pool, every member of the committee will fill out an

applicant profile table (See *Candidate Profile Template*) and use the table at search committee meetings when deciding on the long short list. The committee should note the percentage of women and URM applicants in the “acceptable” pool, which is ideally greater than or at least comparable to the benchmark values. The search committee chair must certify that the percentages of women and URM are comparable to the benchmark data by signing Step 3 of the SAS.

7. Long Short List:

The search committee uses data from the *Candidate Profile Template* to arrive at a long short list to be submitted to OAE. The search committee chair must certify that the percentages of women and URMs on the submitted list are comparable to the benchmark percentages and sign-off on Step 4 of the SAS. If the composition of the list is insufficiently diverse, the dean may stop the search.

8. Interview List:

The search committee proposes an interview list. Five is an adequate number; fewer may not permit sufficient representation of women and URMs. This list must provide the benchmark percentages in the targeted field and the percentages of women and URMs in the submitted list. The search committee chair submits the SAS to the dean for sign-off* on Step 5 of the SAS.

9. The Interviews:

The interview schedule for a candidate should include meeting with at least one woman (a URM, if URM candidate), and at least one individual not from the search committee to discuss work-life issues. Present the candidate with copies of the appendices on Benefits and Family-friendly Policies in the Faculty Handbook. As much as is possible, the WISEST Facilitator for that department attends each seminar and research proposal talk and is present at post-interview discussions for purposes of reporting at the WISEST Facilitators meeting. All members of the faculty who interview the candidate fill out a *Candidate Interview Scoring Sheet*.

10. The Offer:

The Committee’s recommendation is submitted to the dean for sign-off* in Step 6 of the SAS.

*Actual approval process may vary according to the college.

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Search Approval Sheet

Department _____ Search Committee Chair _____

The charge to the search committee (targeted field/area of specialization, rank, etc.):

**Step 1. Initiating the search:
Members of the search committee**

	Name	M/F	URM?	Date of attendance at SUCCEED training
1				
2				
3				
4				
5				
6				

Benchmark data for search area:

% URM ____ % Women ____

- (a) Position Notice for Academic Search form
- (b) Plan for recruiting benchmark percentages of women and URM into applicant pool
- (c) Certification that each member of the committee agrees to adhere to recruitment plan.

Targeted search area too narrow, choose broader area: _____

Benchmark data for broadened search area:

% URM ____ % Women ____

Okay to proceed to next stage
Dean _____

Step 2. Ensuring an appropriate response to advertising and outreach efforts:

Applicant totals within 7 days after search closing date:

URM ____ # Women ____
% URM ____ % Women ____

If applicant pool does not reflect the benchmark data, the search will continue until ____ (date).
If stats are not comparable to benchmark by the revised closing date, the search will be terminated.

Improved Stats:

URM ____ # Women ____
% URM ____ % Women ____

Okay to proceed to next stage
 Search Committee Chair _____

Step 3. Arriving at the “acceptable” pool of candidates:

“Acceptable” Pool Totals:
 # URM ____ # Women ____
 % URM ____ % Women ____

I certify that these are comparable to the benchmark percentages in the target search area
 Okay to proceed to next stage
 Search Committee Chair _____

Step 4. Proposed long short list:

	Name	M/F	URM?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

I certify that all members of the search committee have completed the *Candidate Review Template* for each of the above individuals.

Long short list totals:
 # URM ____ # Women ____
 % URM ____ % Women ____

I certify that these percentages are comparable to the benchmark data for women and URM in this field.
 Search Process Summary form attached
 Search Committee Chair _____

Dean _____

Step 5. Proposed interview list:

	Name	M/F	URM?
1			
2			
3			
4			
5			

Total:
 # URM ____ # Women ____
 % URM ____ % Women ____

Search Committee Chair _____
 Dean _____

Step 6. Recommendation for first offer:

I certify that in preparing the above recommendation, all members of the committee completed the *Candidate Interview Scoring Sheet* for each interviewed candidate prior to discussion of interview outcomes.

Search Committee Chair _____

Dean _____

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Candidate Profile template

In an article “Constructed criteria: redefining merit to justify discrimination” *Psychol. Sci.* 16, 474-80 (2005). Uhlmann and Cohen present an account of job discrimination according to which “people redefine merit in a manner congenial to the idiosyncratic credentials of individual applicants from desired groups. In three studies, participants in the study assigned male and female applicants to gender-stereotypical jobs. However, they did not view male and female applicants as having different strengths and weaknesses. Instead, they redefined the criteria for success at the job as requiring the specific credentials that a candidate of the desired gender happened to have. Commitment to hiring criteria prior to disclosure of the applicant's gender eliminated discrimination, suggesting that bias in the construction of hiring criteria plays a causal role in discrimination.”

The lesson from the cited study is that comparing candidates using the same criteria that have been established before the selection process helps to minimize unconscious bias. These criteria can be used at early and late stages of the selection process.

(a) When the same set of objective information is available for all candidates, redefining merit according to idiosyncratic credentials of individual applicants from desired groups is minimized. Using a candidate profile template, such as the 5th document in the WISEST Search Toolkit which follows, helps to focus the search committee members on objective criteria in the process of comparing candidates with each other in order to create the short list of acceptable candidates.

(b) Using an interview scoring sheet to compare candidates at the late stages, such as the 6th document in the WISEST Search Toolkit which follows also helps in using the same criteria across the board.

5 Candidate Profile Template-v10

Example

#	Name	PhD Year, institution, dept, advisor	Thesis topic	Postdoc institution, dept, advisor	Postdoc topic	# Papers, journals	Letters of Recommendation	Teaching experience, lectures, presentations	Research proposal topic
1	Anonymous B. Candidate	2005 UMass, PolymerSci Paul Polymer-guru	Surface chemistry of polymers	Princeton, ChemE, Robert ChemE-expert	Nanoparticles as drug delivery vehicles	4 JPhysChem-B, Langmuir, Polymer, Macromolec. + 6 Polymer Preprints	Paul Polymer-guru Robert ChemE-expert A. Faculty	TA Transport Lab 4 invited lectures in Process Control, TA Senior Design	multicomponent micelles, new membranes by block copolymer phase segregation, polymerization on chemically patterned surfaces

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Interview Scoring Sheet

**WISEST Faculty Search Toolkit
Candidate Interview Scoring Sheet**

Attributes (Score 0-4)*	Name	Name	Name	Name	Name
Based on 1-on-1 interview?					
Based on seminar/proposal talk?					
Based on lunch/dinner/other meeting?					
Experiences that would enhance the candidate's ability to teach, advise & relate to UIC's diverse student body?					
Evidence of ability, efficiency & effectiveness in past achievements?					
Quality of previous publications?					
Cutting-edge proposed research area?					
Proposal portion of application demonstrates ability to seek funding opportunities?					
Demonstrated interest & experience in interdisciplinary research?					
Complementary match with current faculty's research areas?					
Strengthens existing areas in department?					
Demonstrated interest & experience in outreach & service activities?					
Other, please specify:					

* 0=none, 1=minimal, 2=average, 3=above average, 4=outstanding

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Recruitment Plan to Enrich the Applicant Pool with Women and URMs

A. Carry out a systematic search for names of possible applicants.

A systematic search for applicants is particularly important when seeking a diverse applicant pool. The following steps are suggested.

1. Find a ranked list of the departments from which the search will draw highly qualified candidates. Sources for rankings:
 - (a) "Research-Doctorate Programs in the United States. Continuity and Change" This is published by the National Academy of Sciences. An electronic version, including download-able tables may be found at:
<http://gradschool.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.nap.edu%2Freadingroom%2Fbooks%2Fresearchdoc%2F>
(This is soon to be replaced with the results of the 2006-2007 NRC ranking exercise.)
 - (b) There is also the potentially useful US News and World Report rankings of graduate programs, which may be found at:
http://www.usnews.com/usnews/edu/grad/rankings/phdsci/phdsciindex_brief.php
2. From the ranked list of departments, choose the institutions to include in your search. Find the list of current faculty in each of these departments by going to the departmental web sites.
 - (a) Identify faculty who are women and URMs. These serve as targets for e-mails/letters or phone calls soliciting their help in identifying women and URM postdocs or finishing Ph.D. students in the targeted search field. Since women faculty are more likely to be acquainted with women postdocs and graduate students in the department, they serve as good sources. Ditto for URM faculty. Both groups are likely to respond positively to solicitations to help identify women and URM candidates. Suggestions for wording e-mails/letters are given in *Writing Successful Recruiting E-mails*.
 - (b) Look in the research group web site of *each faculty member in the targeted search area*. The web sites of these research groups serve as sources for a systematic search for women and URMs: look at alumni, current postdocs, and Ph.D. students close to finishing (often web sites are not very current, graduate students listed may already have completed their degree). Include those found in the list of prospective applicants.
 - (c) If the search field is broad enough to include all the areas within a department, consult the departmental directory of postdocs and graduate students to find women and URMs.
3. At the same time, members of the search committee will develop an international list of research groups from which the search will draw highly qualified candidates. This is an important source because faculty candidates often choose the research area of their postdoctoral training according to their future career plans. Members of the search committee will identify their own colleagues from these groups whom they will contact for leads.

4. Specifically ask research advisor contacts for names of women and URMs who may be possible applicants. Include any of these names in the list of prospective applicants.
5. Consult web sites which post CVs of job applicants in the targeted search field. For example, the CACHE site at U Texas Austin posts not only a list of advertised faculty positions but also CVs of grad students/postdocs who are applying for faculty positions. For Chemical Engineers there is a poster session called "Meet the Faculty Candidates" in the annual national meeting of the AIChE. There may be similar such opportunities for other professional societies. It is usually possible to identify the female names.
6. URMs can be found through web sites posting minority graduate fellowships or awards, particularly those graduate fellowships announced by various URM societies.

Examples of URM societies are:

- HENAAC (Hispanic Engineer National Achievement Awards Corporation)
- SHPE (Society for Hispanic Professional Engineers)

Some foundations list URM fellowship winners:

- Ford Foundation Dissertation Fellowships
<http://nrc58.nas.edu/FordFellowDirect/Directory/Visitor/search.asp>
- Packard Foundation Graduate Scholars
<http://ehrweb.aaas.org/packard/site/scholars/list.php?orderby=year>
- AT&T Labs Research Fellowship Program

Some universities post URM scholarship winners: GERS (Graduate Engineering Research Scholars) at UWisconsin, Goizueta Foundation Graduate Fellows at Georgia Tech.

7. At the end of this step you will have a list of names of prospective applicants who are women and URMs and their connection to a Ph.D. or post-doc institution or a faculty advisor. The connection is important because names are sometimes not unique.

B. Discover factual information about the prospective applicants.

Start with the list of names of prospective applicants who are women and URMs. For each one, Google the name (Google Images, if unsure about the gender.) and find out their contact info, publications and presentations. Copy and paste the information (including CV & photo, if found) into a Word document to create a profile of the individual. Remember that only a small amount of the individual's CV may be revealed by such a search, but this partial profile may be sufficient to ascertain whether the individual may be a viable applicant. When in doubt, do not eliminate prospective applicants too soon.

C. Communicate with the prospective applicants directly and invite them to apply.

1. The key to contact letters is that each is personalized with some particular achievement of the individual which makes her/him a desirable faculty applicant. See *Writing Successful Recruiting E-mails* for tips on how to word the letters. Do not tell the student/postdoc that you are looking for a woman or URM; we are looking for the best scientist within the most diverse pool.
2. Communicate with the research advisor. Ask the advisor to encourage the student/postdoc to send in an application package. This is an opportune time to find out expected date of graduation, student's interest in an academic career, and advisor's impressions.
3. Follow-up e-mails to prospective applicants should retain a positive connection with the individual. For example, send a note after they send in an application, or after reading one of

their publications or a press release about their work, or make a note of the title/abstract of a presentation at a conference.

4. If an occasion arises where a meeting in person is possible, take advantage of it. For example, candidates may be presenting at national meetings of professional societies or at key meetings of the search sub-field. Members of the search committee should attend the presentations and make contact with the prospective candidate. Additional possible applicants may be discovered at the meeting and encouraged to apply.

D. Monitor the completion of the application packages of the candidates.

1. If letters of reference are missing, or information is incomplete, contact the individuals so that they may remedy the situation.
2. Maintain communications with the women/URM candidates before and after their applications are received so that they know we are interested in them. Send a follow-up e-mail upon receiving the application package. Ask for additional information if the proposal was vague or incomplete.

E. Take particular care to prepare a friendly, well-managed interview.

1. Brief the applicant about the interview process soon after the invitation; what should they expect and be prepared for. Prior to the visit, send their interview schedule along with a departmental, college, or UIC brochure and City of Chicago promo materials.
2. Pre-arrange restaurant reservations, the hand-offs from one interview appointment to another; be sure IT services are on hand for setting up presentations; actively recruit audiences for each presentation. Do include a representative of WISEST and at least one woman (or URM if candidate is a URM) in the interview schedule. One-on-one interviews with faculty should be in a mode of selling UIC and the department to the candidate. Presentations should be followed by lively and friendly question and answer exchanges. The latter can be ensured by having a prepared audience (that is, one which has at least passing familiarity with the candidate's work). Do hand out (ahead of time) to each participating person one sheet with a thumbnail bio-sketch and an abstract of the talk. The end of the interview should be congenial and upbeat.
3. Send a thank you e-mail immediately following the visit. If possible, give the candidate an idea of the decision timeline (expect to hear in two weeks, one month, whatever).

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Suggestions on How to Write Recruiting E-mails (or letters)

These suggestions apply in general for recruiting junior faculty; and directed, consistent follow-up is particularly important for attracting women and URM candidates.

TO FACULTY

How to form the first exploratory e-mail:

1. Make a connection by invoking a common interest, common acquaintance/colleague, common experience—whatever personalizes the note so that it will be read rather than deleted.
2. State explicitly that you would be interested in hearing about women and underrepresented minority (URM) applicants in their own department or department alumni doing a postdoc elsewhere. *“If you can recommend any post-docs at Univ we would be very pleased to receive their applications. In particular, if there are good female postdocs who are there at this time or Univ Ph.D.s who are doing post-docs elsewhere, I hope that you will encourage them to apply for this faculty position or at least give me their names and contact info.”*
3. Provide information about the search by attaching a copy of the search ad.
4. Mention the WISEST ADVANCE grant and how it is working to enhance the academic environment for women faculty—minority and majority— at UIC. *“UIC has just received an NSF ADVANCE WISEST grant for 5 years and we are hoping that we can really make a difference in increasing the number, participation, and status of women faculty in the STEM departments at UIC.”*

How to form the follow-up e-mail:

1. When a faculty member suggests a name or recommends a student, a follow-up e-mail should thank her/him for help in identifying outstanding candidates; mention if the student did send in an application. This is an important courtesy, as you will need faculty help in future searches.

TO POSSIBLE APPLICANTS

How to form the first e-mail:

1. Do not state that you are looking especially for women and URM applicants.
2. Mention some accomplishment that you know about the possible applicant: the topic of a published paper or presentation, the prestige of an award received, the subject of a press release, the recommendation of one of their professors, etc. This is to convince the person that this is not a generic letter; it is the quality of the person’s work that prompted this initial contact.
3. Suggest that, on the basis of their past accomplishments, you think they may be good faculty material.
4. Provide information about the search by attaching a copy of the search ad.

5. Encourage the individual to apply if they are interested in a faculty career and are ready to assume a faculty position on or around a certain date. Indicate also that there is usually some flexibility about the starting date.

6. Mention the WISEST ADVANCE grant and how it is working to enhance the academic environment for women faculty, and in general for all faculty.

7. If the individual is presenting at a forthcoming national meeting, mention that your colleagues will be alerted to her presentation and would be interested in speaking to her about UIC as a good place to pursue an academic career.

How to form the follow-up e-mail:

1. Mention why you are writing; make a connection. For example, *"My colleague met you at the **** meeting and was enthusiastic about having you apply,"* or *"I saw your application and I am impressed by... (their previous work, their productivity, their thesis topic, their proposed research, their career goals, etc),"* or *"Could you clarify something on your application... (more detail on the proposed work, which specific project will your graduate students work on first, etc)?"* The idea is to keep the personal connection alive with this individual.

2. When an application is received from an applicant, a follow-up e-mail should thank the individual for sending an application; say you are looking forward to meeting her/him in person if invited to interview. This follow-up is especially important for women and URMs who were invited to apply. Mention if anything is missing or needs to be clarified. The point is to remain positively connected. Many applicants feel their application package has gone into a black hole; they never hear from the institution again. On the other hand, even a candidate who does not get an invitation to interview is happy to know that the application was at least noticed.

3. Even when terminating contact with the individual (such as when they say they are not ready to apply this year) write a last e-mail which retains a personal interest, e.g., give advice on what they can do now to get ready for next year's search, what aspects of the application are most important, what the typical interview process might be like, how important it is to have a mentor. In closing, wish the applicant luck in the pursuit of an academic career.

Bottom line, we want to leave these contacts (faculty and possible applicants) with positive feelings about UIC. Successful recruiting is all about developing and nurturing relationships over time.

The WISEST Faculty Search Toolkit: 9

Case Study: Pro-active ChemE Search 2006

The process by which we discovered and actively recruited women graduate students and postdocs to be faculty candidates:

1. CJJ found a ranked list of Chemical Engineering departments (National Research Council 1994). Contacts in each of the top 20 departments were identified and UIC ChemE faculty members closest to them volunteered to make contact.
2. ChemE faculty members phoned their friends in the top 20 departments and asked them to suggest names of outstanding candidates for the open position. This part is important: they specifically asked them about women post-docs or graduating students who may be likely faculty candidates. They in turn gave CJJ the names for follow-up.
3. CJJ looked in the latest Directory of Graduate Research (2005) published by the ACS for the top 20 Chemical Engineering departments to create a list of women faculty. To verify accuracy, CJJ looked at the web sites of each of these ChemE departments. Many faculty research group pages reveal either names of grad students and postdocs or photos; CJJ retrieved the women from names or photos. Some ChemE departments instead have a separate directory for postdocs and for graduate students; CJJ retrieved the female names from these. CJJ wrote e-mails to nearly all the women faculty identified. Some replied and some suggested names of other women candidates.
4. CJJ retrieved the CVs posted for female-sounding names coming from top twenty institutions posted on the CACHE web site at U Texas Austin, which lists faculty openings in Chemical Engineering and also CVs of grad students/postdocs who are applying for faculty positions.
5. The AIChE national meeting has a poster session called "Meet the Faculty Candidates"; CJJ retrieved the female names, checking Google Images when in doubt.
6. With the names collected from the above sources, and using Google Images, if unsure about the gender, CJJ found achievements and contact information by Googling the name and copied and pasted their publications and presentations into a Word document to create a profile of the individual. Finally, CJJ composed an e-mail personalized with some particulars about the individual, stating why we are interested in her, and attached a copy of our search ad. These constituted our female applicant "leads" that we encouraged to apply. Do not tell the student/postdoc that we are looking for a woman; that would be a huge turn-off.
7. CJJ provided each ChemE faculty member attending the AIChE meeting with the list of talks/posters (including photos) collected for the prospective female applicants (as well as males whose applications had been received who were presenting talks or posters at the meeting). The chair of the search committee distributed the responsibility to attend these talks and posters among the faculty who were attending. The latter discovered additional prospective applicants at the meeting and encouraged them to apply.

8. Follow-up e-mails were sent to those who had face time with our faculty at the meeting, encouraging them to send in application packages. Follow-up e-mails were sent upon receiving the application package. CJJ tried to maintain communications with the women candidates before and after their applications were received so that they would know we are interested in them, e.g., an e-mail was sent to an applicant whose proposal was vague asking for clarification; an e-mail was sent to an invited candidate whose original field was not ChemE with suggestions about the interview process.
9. Each of those invited was carefully briefed by the chair of the search committee on how a typical interview would be conducted. Each candidate was met at the airport (except for one coming from Northwestern U), taken to the hotel for check-in and then to the department. The candidate was ferried by faculty to and from interviews, especially with those outside the department. When available, a WISEST representative was invited to speak with the candidate to discuss the WISEST program. The tone of the one-on-one interviews with faculty was intended to sell UIC and the ChemE department to the candidate, rather than to probe the candidate's weaknesses. Seminars were followed by lively question and answer exchanges involving faculty and graduate students. Particularly for the proposal talk, the questions were intended to elicit additional information and to clarify the candidate's plans for future work.

Results

Out of altogether 31 female leads, we received 26 completed applications, only a few of which had come in unsolicited. Three women said they will wait till next year but will keep UIC in mind, two did not respond at all. The total number of completed applications was 112. The search committee members looked at all the completed applications and the chair requested letters of reference for any applicants who had not been eliminated on the basis of submitted CV, research plan and teaching statement. The completed application packages from solicited women applicants were sufficiently impressive that, at the end of three meetings, the search committee arrived at a "long short list" with 12 females and 5 males. The recommendation presented to the whole faculty was as follows: A first tier to interview (5F+1HM), a second tier (2F+2M), and a third tier (5F+2M). The long short list of 12 female and 5 male names (from which invitations to interview could be made) was sent to the Dean and Office of Access and Equity.

Summary of Search Outcomes

Total number of completed applications, male+female = 112

Number of completed applications, female = 26

Long short list sent to the Dean = 12 female, 5 males

Invited to interview = 6 females, one Hispanic male

Accepted invitation to interview = 5 females

The first offer was made to one of the 5 who interviewed, and this offer was accepted.

In addition, 1 female and 1 URM on the long short list declined interviews since they had already accepted offers from other institutions. Also, two highly-ranked females (one a URM) on this list had large numbers of invitations from top-tier East Coast institutions, their preferred location in light of needs for partner accommodation; given the unlikelihood of their selecting UIC, they were not invited to interview.

The WISEST Faculty Search Toolkit: 10

Readings to Accompany SUCCEED Orientation for Search Committees

Wenneras, C. & Wold, A. (1997). Nepotism and sexism in peer-review. *Nature*, 387, 341-343.
This study assessed gender differences in ratings applications of postdoctoral fellowships from the Swedish Medical Research Council, as well as predictors of those ratings. Overall female applicants were rated lower than male applicants, and therefore the rate of awards to females was lower than that to males. Using objective criteria of scientific productivity, the researchers found that in fact female applicants had to be 2.5 times more productive than their male counterparts in order to receive the same “competence” ratings from reviewers. Parallel findings were reported for US funding agencies in a 1994 GAO report on Peer Review: Reforms Needed to Ensure Fairness in Federal Agency Grant Selection. Related issues have been raised in the recent (2004) GAO report Gender Issues: Women’s Participation in the Sciences has increased, but Agencies Need to Do More to Ensure Compliance with Title IX.

Steinpreis, R.E., Anders, K.A. & Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41, 7/8, 509-528.
The authors of this study submitted the same c.v. for consideration by academic psychologists, sometimes with a man’s name at the top, sometimes with a woman’s. In one comparison, applicants for an entry-level faculty position were evaluated. Both men and women were more likely to hire the “male” candidate than the “female” candidate, and rated his qualifications as higher, despite identical credentials. In contrast, men and women were equally likely to recommend tenure for the “male” and “female” candidates (and rated their qualifications equally), though there were signs that they were more tentative in their conclusions about the (identical) “female” candidates for tenure.

Trix, F. and C. Psenka (2003). Exploring the color of glass: letters of recommendation for female and male medical faculty. *Discourse & Society* 14(2): 191-220.
This study compares over 300 letters of recommendation for successful candidates for medical school faculty position. Letters written for female applicants differed systematically from those written for male applicants in terms of length, in the percentages lacking basic features, in the percentages with “doubt raising” language, and in the frequency of mention of status terms. In addition, the most common possessive phrases for female and male applicants (“her teaching” and “his research”) reinforce gender schemas that emphasize women’s roles as teachers and students and men’s as researchers and professionals.

Caffrey, M. (1997, May 12). Blind auditions help women. *Princeton Weekly Bulletin*. Based on Goldin, C & Rouse, C. (2000). *Orchestrating impartiality: The impact of “blind” auditions on female musicians*. *American Economic Review*, 90, 715-741.
A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for gender bias in hiring and advancement. Using data from actual auditions for 8 orchestras over the period when screens were introduced, the authors found that auditions with screens substantially increased the probability that women were advanced (within the orchestra) and that women were hired. These results parallel those found in many studies of the impact of blind review of journal article submissions.

Bauer, C.C. & Baltes, B.B. (2002). Reducing the effects of gender stereotypes on performance evaluations. *Sex Roles*, 9/10, 465-476.
This study is one of many showing (1) that people vary in the degree to which they hold certain stereotypes and schemas (2) that having those schemas influences their evaluations of other people; and (3) that it is possible to reduce the impact of commonly-held stereotypes or schemas by relatively simple means. In this study college students with particularly negative stereotypes about women as college professors were more likely to rate accounts of specific incidents of college classroom teaching behavior

negatively, if they were described as performed by a female. In the second phase of the study students' reliance on their stereotypes was successfully reduced by providing them with time and instructions to recall the specific teaching behaviors of the instructors in detail. Thus, focusing attention on specific evidence of an individual's performance eliminated the previously-demonstrated effect of gender schemas on performance ratings.

Further Suggested Reading (from University of Michigan Stride Workshop)

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

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

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

Georgi, Howard. (2000). "Is There an Unconscious Discrimination Against Women in Science?" *APS News Online*. College Park, Maryland: American Physical Society.

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

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

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

Mickelson, R. A. and M. L. Oliver (1991). Making the Short List: Black Faculty Candidates and the Recruitment Process. *The Racial Crisis in American Higher Education*. C. Kerr, SUNY Press.

Sagaria, M. A. D. (2002). "An Exploratory Model of Filtering In Administrative Searches: Toward Counter-Hegemonic Discourses." *The Journal of Higher Education* 73(6): 677-710.

Smith, D. (2000). "How to Diversify the Faculty." *Academe*, 86, no. 5. Washington, D.C.: AAUP.

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

Trix, F. and C. Psenka (2003). "Exploring the color of glass: letters of recommendation for female and male medical faculty." *Discourse & Society* 14(2): 191-220.

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

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

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

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

The WISEST Faculty Search Toolkit: 11

Diversity Statements in Advertisements for Academic Positions

Typical language

“X University is an AA/EO employer”

Sample Diversity Text for Ads

The University of Illinois at Chicago is a public university with a strong commitment to serve its highly diverse community. As such, UIC especially welcomes applications from women, underrepresented minority group members, persons with disabilities, members of sexual minority groups and others who would enrich the University’s research, teaching, and Great Cities’ mission.

The University of Illinois at Chicago is deeply committed to a community of excellence, equity, and diversity and welcomes applicants from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives.

Illinois Public Health Institute is an equal opportunity employer that values diversity. We commit to our coworkers, applicants and community to have job opportunities open to everyone equally. It is the policy and practice of IPHI not to discriminate against any coworker or applicant on hiring decisions or career advancement because of race, color, religion national origin, age, sex, disability, sexual orientation, status as a disabled veteran, veteran of the Vietnam Era, or any other personal characteristic which is not a relevant qualification to the specific position.

Rensselaer: Candidates who will bring diverse cultural ethnic and national and international perspectives to Rensselaer’s work and campus communities are especially welcome.

University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, aboriginal persons, persons with disabilities, members of sexual minority groups and *others who may contribute to further diversification of ideas.*

IUPUI: Candidates must be sensitive to the needs of an possess an interest in working in an academic community that is diverse with regard to gender, race, ethnicity, nationality, sexual orientation, and religion.

Bowdoin College is committed to equality through AA and is an EO employer. We encourage enquiries from *candidates who will enrich and contribute to the cultural and ethnic diversity of our college.* Bowdoin College does not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in employment or in our education programs.

UT welcomes and honors people of all races creeds, cultures, and sexual orientations and values intellectual curiosity, pursuit of knowledge and academic freedom and integrity.

University of Montana is the recipient of an NSF ADVANCE Award focused on increasing the presence of women in science.

X University, an equal opportunity employer, *affirms the values and goals of diversity* and strongly encourages the applications of women and candidates from historically underrepresented groups.

The University of Nebraska is committed to a *pluralistic campus* through Affirmative Action and Equal Opportunity, and is *responsive to the needs of dual career couples*. We assure reasonable accommodation under the Americans with Disabilities Act.

University of South Florida Health is committed to increasing its diversity and will give individual consideration to qualified applicants for this position with *experience in ethnically diverse settings, who possess varied language skills, or who have a record of research that supports/benefits diverse communities or teaching a diverse student population*.

Stanford University is an Equal Opportunity Employer and is committed to increasing the diversity of its faculty. It welcomes nominations of and applications from women and members of minority groups, as well as others *who would bring additional dimensions to the University's research, teaching, and clinical mission*.

The University is committed to equal opportunities and to selection on merit. It therefore welcomes applications from all sections of society. (Queen's University Belfast)

Clemson University is an AA/EO Employer and does not discriminate against any person or group on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran's status. Women and minorities are encouraged to apply.

The Max-Planck-Society wishes to increase the proportion of female academic staff and therefore, especially welcomes applications from women. Handicapped persons with the same qualifications will be preferred. (ad for Director of Experimental Many-Body Dynamics of Atoms and Molecules in the MPI for Nuclear Physics)

The University of Washington is an Affirmative Action, Equal Opportunity Employer *dedicated to building a culturally diverse and pluralistic faculty and staff* committed to teaching and working in a *multicultural environment* and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process or needing this material in an alternate format should contact ...

Pfizer is proud to be an Equal Opportunity Employer and welcomes applications from people with different experiences, backgrounds and ethnicities.

The Department is interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students. (UC Davis, Department of Applied Science)

Kent State University is an Affirmative Action/Equal Opportunity Employer and encourages applications from candidates who would enhance the diversity of the University's faculty.

The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

Adelphi University is committed to building a diverse faculty and strongly encourages applications from minority and women candidates.

The Department specifically invites and encourages applications from women and minorities.
(Temple Univ. Department of Chemistry)

M. D. Anderson Cancer Center is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age, religion, disability or veteran status, except where such distinction is required by law.

Memorial Sloan-Kettering Cancer Center is an Equal Opportunity Employer with a strong commitment to enhancing the diversity of its faculty and staff. Women and applicants from diverse racial, ethnic, and cultural backgrounds are encouraged to apply.

Life Friendly UIC

Women in Science and Engineering System Transformation (WISEST)

The goal of the WISEST Initiative is to increase the number, participation, and leadership status of women- majority and minority- in academic science and engineering through institutional transformation at UIC.

WISEST uses the term “life-friendly” rather than “family-friendly” to acknowledge that all faculty, including those who are unpartnered or childless—by default or by choice—have the right to a career that allows time for personal endeavors. In this brochure we highlight some of these policies.

[Appendix IV](#) of the UIC Faculty Handbook provides a summary list of Life/Work-Friendly Policies and Programs with links to more detailed information.

For retirement and medical benefits information, access [Your Guide to University of Illinois Benefits](#) .

Career-enhancing support

Underrepresented Faculty Recruitment Program (UFRP)

The aim of the Under-Represented Faculty Recruitment Program (UFRP) is to help attract and retain a faculty that more closely resembles the University of Illinois at Chicago (UIC) student population. The UFRP is designed to encourage and assist colleges and departments that have selected underrepresented candidates for hire by providing funds toward salary and research. The statement of the policy is as follows: Faculty are defined as under-represented and eligible for UFRP if they meet either of two criteria:

- (1) African-American, Latino, or Native American faculty: members of these groups are automatically included as an extension of the Minority Faculty Recruitment Program (MFRP).
- (2) Asians, Native Hawaiian and Other Pacific Islander (NHOPI), women or men being recruited into disciplines in which their groups are specifically underrepresented. This is calculated using the formula $C < A < T$, where C and A respectively denote the current and available percentages of faculty members with the same racial or gender status in the discipline, and T is the desired target percentage (defined as one half of the percentage of the student population at UIC with the same race or gender). Data on eligibility is provided by Office of Access and Equity.

Partner Accommodation Program

The Provost recognizes the importance of accommodating dual-career academic couples and the key role that a formal partner accommodation policy can play in the recruitment of the highest caliber faculty. The Provost will fund 33% of the salary for 3 years, with the remaining split equally between the department with the primary hire and the department with the partner. At the end of three years, the department that hired the partner will assume 100% responsibility for the partner’s salary. This arrangement will insure that the hiring department carefully considers the long-term suitability of the partner. The limited duration of the Provostial commitment underlines that its purpose is to facilitate a valuable employment relationship that might have not otherwise been explored, not to create a permanent subsidy.

GC-HERC

UIC is a founding partner in the [Greater Chicago Higher Education Recruitment Consortium](#), a great resource for dual career couples, providing helpful tips and an extensive bibliography. Fermilab, Argonne National Lab and academic institutions large and small provide job listings in a searchable data base.

Faculty Mentoring Program

The Faculty Mentoring Program helps faculty learn how to get things done within the university and how to chart a productive research path. The Office of the Provost and the Vice Chancellor for Academic Affairs sponsors the program in order to supplement the assistance and guidance that individual departments and colleges provide to their probationary faculty members.

Mentoring across the career span provides faculty with the support they need to succeed, while helping UIC to retain more of the faculty it hires and improve morale and performance generally. Visit the Office of Academic Affairs website for more information about the [Faculty Mentoring Program](#).

New and Mid-career Faculty

Since 1997, the Office of Faculty Affairs has helped match junior faculty requesting a mentor with senior faculty mentors who offer their time and experience. Potential participants completed a short questionnaire about their research and interests, and are able to request a mentor within or outside the home department. In 2006, the Office of Faculty Affairs acted on faculty feedback that mentor-ing is needed at various stages of a faculty member's career by:

- (a) Extending the mentoring offer to include mid-career faculty, so Associate Professors can also request a mentor.

- (b) Inaugurating two series of Brown Bag Discussion Groups-one for Mid-Career and one for junior faculty. Senior faculty lead lunchtime discussions that give junior and mid-career colleagues a chance to talk informally about some of their experiences and to network with others who are learning to navigate the tenure track and the promotion process.

Underrepresented Faculty Mentoring Program

Juan-Carlos Campuzano, Distinguished Professor of Physics, is the Director of the Underrepresented Faculty Mentoring Program (UFMP). UIC's Underrepresented Faculty Mentoring Program (UFMP) is a faculty-driven initiative to address poor retention among African American tenure-track faculty. It was expanded in 2005 to include Latino/a tenure-track faculty, with funding support from the Office of the Provost. Latino/a and African American faculty from more than 28 departments have participated in the program, both as mentors and mentees, and they have described the experience as enormously helpful in both tangible and intangible ways.

While all faculty can benefit from mentoring and networking, those from underrepresented groups face unique challenges as they work to establish themselves as teachers, researchers and strong members of the university community. Such challenges have made it difficult for UIC to recruit and retain many excellent faculty members and to develop and maintain a faculty that is as diverse as the city around us. This is a loss for everyone-for students, faculty, staff and administrators, and for Chicago itself.

New Faculty Programs

See the special section of the Faculty Handbook on New Faculty and do the New Faculty checklist to get started.

Educational Leave, Sabbatical Leave, Release Time, other leaves

See the Section VII of the Faculty Handbook

Tenure Clock

Policies on Tenure Hold, Tenure Rollback, "Q" Probationary Extension have been in force for some years, and are described in the [Faculty Handbook Section VI](#). Some reluctance on the part of junior women faculty to make use of these policies may be attributed to fear that having used the policy may be used against them in promotion and tenure considerations. Therefore, UIC has made the tenure hold automatic in each event of birth or adoption. The statement of the policy on [Automatic Tenure Hold](#) for childbirth/adoption, effective Aug 16, 2008, is as follows: A one-year tenure hold will be automatic under each event for an assistant professor in the tenure probationary period who becomes the parent of a child by birth or adoption regardless of whether they take Parental Leave or Family and Medical Leave. This applies to both men and women, and includes same-sex domestic partnerships that are recognized by the University. The tenure hold will become automatic upon notification to Faculty Affairs Human Resources (FAHR) via the completion of the Tenure Hold Request Form by the assistant professor.

Family care benefits/services

The Family and Medical Leave Act

[FMLA](#) gives employees the right to a 12-week paid or unpaid leave for each consecutive 12-month period for which eligibility criteria have been met for the following events: (1) Birth or placement of a child for adoption or foster care; (2) serious health condition of an employee; or (3) serious health condition of a spouse, child or parent.

Modified Duties for Faculty Members with a New Child

On Jan 1, 2009, the [Modified Duties for Faculty Members with a New Child](#) policy becomes effective. Upon request, tenured and tenure-track faculty members at the Assistant, Associate, and Full Professor rank, who have a new child (or children) under the age of 6 in the home shall be granted a period of modified teaching duties without a reduction in effort or salary. The nature and extent of these modifications must be negotiated between the department head and the faculty member prior to the beginning of the modified duties period.

Child Care

UIC offers child care to faculty, staff, and students at the [Children's Center](#), with two on-campus sites. The Children's Center provides full-day early childhood education services to 90-96 preschool children. The children range in age from two years nine months to six years. *All children must be toilet trained.* As well as providing high quality, developmentally appropriate, full-day preschool services, the Children's Center serves as a demonstration site for the constructivist early childhood curriculum developed by former UIC professors Constance Kamii and Rheta DeVries and based upon the theory of Swiss psychologist Jean Piaget. Both Children's Center sites are accredited by the National Association for the Education of Young Children and licensed by the Illinois Department of Children and Family Services.

Child Care Resource and Referral

For publicly available referral service (information only, not a recommendation or endorsement) that has been used by UIC faculty, see [Illinois Action for Children](#) website. E-mail to referrals@actforchildren.org to reach an educational consultant who can provide information on licensed homes and centers.

Child of Employee Tuition Waiver

See Section X of Faculty Handbook

Same-Sex Domestic Partner Benefits

UIC currently provides health insurance for a same-sex domestic partner through the State of Illinois Central Management Services (CMS) Domestic Partner Group Insurance Program. This plan provides Health, Dental, and Vision insurance coverage for eligible same-sex domestic partners of benefits eligible University employees. The employee and the domestic partner must be unrelated, same-sex individuals who reside in the same household and have a financial and emotional interdependence consistent with that of a married couple for a period of not less than one year and continue to maintain such an arrangement.

Adoption Assistance

Assistance is available for employees adding to their families through adoption. All permanent full-time employees are eligible for the State of Illinois Adoption Assistance program. The program will reimburse eligible expenses up to a maximum of \$1,500 for a waiting child, and up to \$1,000 for any other child.

Women in Science and Engineering Research (WISER) Fund:

The WISER Fund was originally created to help researchers get their careers back on track after a period of intense care-giving. Since the original WISER fund was provided by the Provost, both men and women tenure track faculty have been eligible, although the funds have to benefit STEM women directly. In the NSF ADVANCE grant period, the Executive Committee has expanded the use of WISER funds to more general supplementary support of research of STEM women faculty, such as for travel for conferences or research, purchase of lab supplies or time on centralized specialized equipment or facilities, etc., in addition. The purpose is still research support, as in the title.

Upcoming Policy changes

Infant Care Initiative:

In June 2004, in a formal letter to the Provost, the 11 WISEST Facilitators noted that “our work this year has included many conversations about the ways UIC faculty are attempting to manage their caretaking and other family responsibilities. There is currently no on-campus childcare facility for infants. Faculty with children 0-3 years old are left with childcare choices that place infants many miles away, a situation that creates recurring crises especially at high traffic times. We recommend that UIC provide a new on-site facility for infants.” that infant and toddler care be available on campus to assist with balancing family-work obligations.

UIC offers child care to faculty, staff, and students at the [Children's Center](#), with two on-campus sites. The Children's Center provides full-day early childhood education services to 90-96 preschool children from 2 years 9 months to six years. But UIC does not have any facilities on campus for infants. Bright Horizons, Inc. was contracted to undertake a study to assess the interest in and the feasibility of expanding present campus childcare to include infant and toddler care. The contract was financed by the Office of Student Affairs, WISEST, and the Deans of the 16 UIC Colleges. The study included a childcare policy and program review, a childcare center market overview, a campus-wide utilization survey, a peer institution benchmarking assessment, a demographic analysis, and recommendations for program options. The [study report](#) was presented, 7/18/06, and additional information is being sought. Meanwhile the Climate Task Force is working on a UIC-funded Child Care Referral and Resource Service.

Nursing Mothers in the Workplace

The [Nursing Mothers in the Workplace](#) Act became effective on July 12, 2001. This law applies to employees who need to express breast milk during working hours for the nourishment of their infants. This law is consistent with our desire to provide an environment that recognizes and supports the work/life needs of our employees. Upon an employee's request, units should make

a reasonable effort to provide a room or location within close proximity to the employee's work area, other than a toilet stall, where the mother can express milk in privacy. Location options could include making a private office or an employee lounge area with a locked door available to the nursing mother during specified periods of time.

The Climate Task Force is studying the setting aside of specific rooms on campus to be used as Lactation Rooms.

List of URLs:

Appendix IV of the UIC Faculty Handbook:

http://www.uic.edu/depts/oaafachandbook/sections/AppendixIV_Lifework_Friendly_Policies_Programs.pdf

Your Guide to University of Illinois Benefits:

<https://nessie.uhr.uillinois.edu/pdf/benefits/benefitssummarybooklet.pdf>

UFRP:

http://www.uic.edu/depts/oaafDocs/URFP_Final3_MAAP_March2008.pdf

Partner accomodation program:

http://www.uic.edu/depts/oaafDocs/Partner_Accommodation_Policy_Final1.pdf

GC-HERC:

<http://gcherc.org/site/1684/members.cfm>

New Faculty:

http://www.uic.edu/depts/oaafachandbook/sections/Faculty_Handbook_Section_IV.pdf#A

New Faculty checklist:

<http://www.uic.edu/depts/oaafaculty/newfacchecklist.html>

Educational Leave, Sabbatical Leave, Release Time, other leaves:

http://www.uic.edu/depts/oaafachandbook/sections/Faculty_Handbook_Section_VII.pdf#A

Automatic Tenure Hold:

http://www.uic.edu/depts/oaafDocs/Tenure%20Hold_Policy-MAAPP_March%202008.pdf

Tenure Rollback :

http://www.uic.edu/depts/oaaf/tenure_rollback.pdf

Children's Center:

<http://www.uic.edu/depts/children/>

Modified Duties for Faculty Members with a New Child:

http://www.uic.edu/depts/oaafDocs/Modified%20Teaching%20Duties_MAAP_Final_Nov%202008.pdf

Infant Care Initiative Study Report:

<http://www.uic.edu/depts/oaaf/P08-00729%20Infant%20Care%20Report.pdf>

Adoption assistance:

(https://nessie.uhr.uillinois.edu/cf/benefits/index.cfm?Item_ID=2774)

Nursing mothers in the workplace :

(http://www.uic.edu/depts/oaafachandbook/sections/Faculty_Handbook_SectionX.pdf#F)

Illinois Action for Children:

<http://www.actforchildren.org/index.cfm?fuseaction=Page.viewPage>

Child of employee tuition waiver:

http://www.uic.edu/depts/oaafachandbook/sections/Faculty_Handbook_SectionX.pdf#I