



'QUALITY THROUGH DIVERSITY'

Tenure-Track Faculty Hire: Booklet II of III

Evaluating the Applicant Pool

Have you considered hiring biases and assumptions?



ADVANCE



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Faculty Recruited with PACE Assistance



Dr. Anna Klene joined the Department of Geography in the fall of 2005.



Dr. Creagh Breuner joined the Division of Biological Sciences in the fall of 2006.

I. Evaluation of the Applicant Pool

Evaluating candidates can be a tedious, daunting, and even boring process; however, careful evaluation will yield the most qualified candidates.

Some useful tips to consider...

- ☑ **RECOGNIZE** that diverse interests and experiences can contribute positively to the qualifications of a candidate.
 - ↳ Consider candidates who are “less like us.”
 - ↳ Acknowledge how the applicant will contribute to departmental and student success.

- ☑ **BECOME AWARE** of common biases and assumptions.
 - ↳ Studies show that biases and assumptions play a significant role in decision-making, especially when applicants are evaluated quickly.

- ☑ **TAKE TIME** to carefully peruse letters of recommendations and applications.
 - ↳ Evaluators are more likely to rely on underlying assumptions and biases when they do not have sufficient time to devote to evaluations.
 - ↳ Consider reviewing the PowerPoint entitled “Evaluating Job Applicants.”
 - This presentation outlines particular biases that are often found in letters of recommendations for women vs. men.
 - For additional information and PowerPoint presentations, please visit: <http://pace.dbs.umt.edu/Recruiting/Resources.htm>

Note: The PACE office can supply brochures on this topic. Of particular interest is the brochure “Reviewing Applicants – Research on Biases and Assumptions,” published by The University of Wisconsin.



More useful tips to consider...

- ☑ **DEVELOP** consistent procedures for checking references.
 - ☞ Written references are usually mandatory, but telephone screenings may also be appropriate.
 - ☞ If using telephone screening...
 - Develop a minimal set of questions in advance.
 - All interviews should be consistent, regardless of who conducts the interview.
 - Be sure to address predetermined basic information.
 - Try not to restrain the conversation with too many questions.
 - Use open-ended questions.

- ☑ **ENSURE** that each member of the search committee contributes to the evaluation of all applicants.

Quick Tips for Evaluating Applicants

- ☞ Consistently apply all criteria to all candidates
- ☞ Spend sufficient time evaluating each applicant (15-20 minutes)
- ☞ Do not depend too heavily on one element of the application (i.e. letters of recommendation or prestige of university)
- ☞ Clearly define all decisions you make for rejecting or retaining a candidate

II. Creating the Short List

The short list is a compilation of those candidates best suited for the position, typically ordered by rank.

Tips for creating a short list:

- ☑ **BUILD** in several checkpoints while collecting applications.
 - ☞ Are you satisfied with the applicant pool generated during the search process at each checkpoint?
 - ☞ It may be useful to designate a committee member to monitor the pool of incoming applicants.
 - Be prepared to revisit the recruitment phase if you are not satisfied with the number of applications received at any given time.

- ☑ **DEVELOP** multiple criteria with the committee that will be used to evaluate applicants consistently.
 - ☞ Recognize that differing criteria may result in different types of applicants.

- ☑ **USEFUL** strategies for identifying top candidates.
 - ☞ Choose criteria that are consistent with departmental goals.
 - ☞ As a committee, assign a weighting or rank-ordered system to the specific chosen criteria; discuss how the system will be used.
 - ☞ Consider developing a broad list of top candidates that will aid in creating your short list.
 - Does the list contain women and minorities?
 - Do you wish to increase the number of candidates? If so, consider intensifying your search.
 - ☞ It may be useful to develop numerous short lists that will allow you to rank individuals on a single criterion. Individual short list criteria could include teaching, research, or mentoring abilities.
 - ☞ Develop the final short list by drawing top candidates from across varying criteria/short-lists.



☑ **CONSIDER** interviewing more than one woman and/or minority.

- ↳ Research demonstrates that women are most fairly evaluated when compared to other women within the same applicant pool.
 - Specifically, a single woman in an applicant pool is far less likely to be hired or succeed than a woman who is evaluated in a mixed-gender applicant pool.¹



*Meeting of the Campus-Wide Policy Committee to discuss recruitment and hiring policy.
(Left to Right: Diana Lurie, Dean Jerry Fetz, Chris Fiore, Marilyn Seastone, and Todd Cochran).*

¹Valian, V. (1999). *Why so slow? The advancement of women.* Cambridge, MA: MIT press.

III. Considerations for Female Candidates

Several considerations can influence career decisions, and women candidates may be guarded about discussing these particular issues.

- ☑ **INFORM** the search committee about formal and informal university and department policies.

- ☑ **CONSIDER** dual-career options during recruitment.
 - ☞ First and foremost, view women and minority candidates for their scholastic merits.
 - ☞ Search committee members and/or evaluators may not ask personal information of the candidate if he/she does not volunteer it.
 - ☞ The University of Montana realizes that spousal/partner accommodation is an important issue. Project PACE and the university are actively working on these issues.

- ☑ **RECOGNIZE** assumptions regarding potential family commitments and the impact on a candidate's career.²
 - ☞ Female scientists are more likely to have a male partner who is also a scientist.
 - For example – Fifty percent of female physicists are married to other physicists, while only 7% of male physicists are married to other physicists.
 - ☞ Female scientists are two times more likely than their male counterparts to have no partner or household support system
 - ☞ Be aware that considerable variation exists in the makeup of female scientists' personal and household situations.

- ☑ **BEAR IN MIND** the tenure clock.

The University of Montana has an official family-leave policy that allows faculty members to take a medical and/or family leave (such as a leave surrounding the birth of a child). Requests for tenure-clock extensions are considered by a joint Administration/Union Committee. These policies can be found in the UM Collective Bargaining Agreement (CBA) at www.umt.edu/provost/pdf/CBA.pdf.

²From the University of Michigan NSF ADVANCE website: <http://sitemaker.umich.edu/advance>



☑ **CONSIDER** family accommodations, family-leave needs, and the biological clock.

- ↳ Career-oriented women face challenging decisions surrounding family planning.
- ↳ The absence of flexibility regarding family-leave packages may deter women applicants.
- ↳ Consider offering supportive solutions in your hiring package.
- ↳ These issues may be relevant to:
 - Women birthing children
 - Parents adopting children
 - Fathers of newly born children

President Dennison created the Task Force on Policy Development and Revision in March of 2006 to build on the work of the Campus-Wide Policy Committee, established through Project PACE. The Task Force currently studies policy issues such as tenure-clock extension, dual-career accommodation, family leave, on-site childcare, and family accommodations, and will recommend policy revisions on these issues to the president.

Note: Diana Lurie, Director of Recruitment for Project PACE, or another PACE representative is available for a confidential conversation with candidates regarding these issues. Project PACE is also available to discuss policies related to spousal/partner accommodation.

IV. How Active Recruitment Efforts Can Backfire

- ☑ **WOMEN AND MINORITY CANDIDATES** may recognize that their gender or race may be a critical factor in the decision-making process.
- ☑ **RECOGNIZE** that all candidates wish to be evaluated based solely on their scholarly credentials and personality characteristics.
- ☑ **BE AWARE OF** subtle or overt indications that may cause the applicants to feel that gender is playing a role in their evaluation as a candidate.
- ☑ **CONSCIOUSLY EVALUATE** all candidates based on scholarship, qualifications, and their potential role in your academic setting.



V. Contact Information for Faculty Recruitment: Human Resources:

Main Office 406.243.6766 www.umt.edu/hrs

Required Human Resources Forms and Useful Websites:

DURING THE RECRUITMENT PROCESS:

1. Recruitment Authorization Form
www.umt.edu/hrs/forms/RecruitmentFaculty.frm.doc

MID-PROCESS/SENT TO APPLICANTS:

2. Criminal Background Investigations Policy and Procedure
www.umt.edu/hrs/2003PPP/BackgroundInvestProcedures.doc
3. Criminal Background Investigation Instructions
www.umt.edu/hrs/forms/forms/BACKGROUND%20INVESTIGATIONS1.doc
4. Criminal Background Investigation Fax Cover Sheet
www.umt.edu/hrs/forms/forms/Background%20fax.doc
5. Authorization for Pre-Employment Criminal Background Check
www.umt.edu/hrs/forms/forms/AuthBackgrndCheckFac.doc

ONCE AN APPLICANT HAS BEEN SELECTED:

6. Hiring Authorization Form
www.umt.edu/hrs/forms/HAFProf.doc

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY:

- Director 406.243.5710 www.umt.edu/president/eo
7. AA/EOE Recruitment Checklist
www.umt.edu/hrs/forms/ProfessionalRecruitmentChecklist.doc

For more information, please visit our website at:
<http://pace.dbs.umt.edu/Recruiting/default.htm>

**Project PACE functions
as a catalyst to facilitate achievement of
faculty and administration gender
diversity goals in the sciences at
The University of Montana.**

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