

University of Nebraska-Lincoln

Best Practices

Faculty Recruitment, Development and
Retention

A Guide for Colleges and Departments

ADVANCE Faculty
Committee 2012

UNIVERSITY OF
Nebraska
Lincoln

The University of Nebraska Board of Regents Policies pertaining to Equal Opportunity/Affirmative Action Guidelines (3.1.3) prescribe that: *The University will undertake a vigorous program of affirmative recruitment for minorities and women in all job categories in which they are found to be underutilized (5.b).* Therefore, the method by which faculty positions are advertised should result in a highly qualified and diverse pool of candidates.

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INTRODUCTION

The goal of this document is to examine and enrich the work environment for all faculty members at UNL. The primary goal of ADVANCE-NE is to increase the numbers of women faculty in the science, technology, engineering and mathematics disciplines (STEM). However, in building these best practices for faculty recruitment, development and retention, we always focused on improving the work environment for every member of the faculty, present and future. Hiring and retaining a diverse faculty

- Is required by federal law
- Is consistent with university policy
- Is the right thing to do, and
- Is the best strategy for recruiting an outstanding faculty

We cannot achieve excellence by being insular or by excluding 50% of the work force. Nor can we achieve excellence in an environment that is narrow, non-collegial or that excludes persons of diverse experience, ethnicity, and cultural or educational experience. Diversity is essential to excellence; *a homogenous faculty limits diversity of experience and thought, narrows the breadth of our scholarship, and limits the role models accessible to our students.* Without diversity our university is weaker, our students less prepared to find their way in, and to contribute to, their developing world. This is not an either-or choice. Diversity produces the best science; diverse research teams can perceive more challenges and think of better solutions to science, engineering and math puzzles that currently face our nation and the world. Globalization has brought home the imperative that we must diversify, we must work well in teams, and we must be creative problem solvers that can gather and unify disparate approaches to find unique solutions to society's problems.

This document was written drawing upon UNL documents and experience as well as extensive literature searches on diversity, faculty work, faculty achievement of excellence, and practices that promote the STEM disciplines. Many individuals toiled many hours to accomplish this task and we are most grateful for their diverse experience and opinions that led to the present document.

We therefore take responsibility for the contents of these Best Practices and welcome constructive comments and feedback. We hope that dissemination of these Best Practices begins a dialogue on how best to work together – a dialog about how to move constructively forward, a dialogue that allows the suggestion that perhaps the way we've always done things isn't the only way, or sometimes, the best way. And sometimes, the usual ways are still useful ways. That should be part of the dialogue as well.

Mary Anne Holmes, Ph.D.
Director, ADVANCE-Nebraska

PART 1 - UNIVERSITY ENVIRONMENT

1. *University Culture*

- A. Faculty advancement
- B. Faculty retention
- C. Faculty participation in governance

2. *Promoting Respect and Collegiality*

- A. Creating a supportive environment for faculty
- B. Creating a supportive environment for students and staff
- C. Building meaningful practices

3. *Importance and Value of a Diverse Faculty*

- A. Advantages to recruiting women in STEM disciplines to the faculty
- B. Advantages to the student body conferred by a diverse faculty

4. *Recognize and Minimize the Affects of Implicit Bias*

- A. Barriers to diversity that must be addressed
- B. Mechanisms to limit implicit bias

1. *University Culture*

The objective of the University is to build an environment in which all faculty members, regardless of rank, find professional development opportunities and fulfillment within UNL so that they continue throughout their academic careers to advance the teaching, research and service missions at this university. Our goal is to create a culture of inclusiveness in which all (faculty, staff and students) feel valued for their individual and collective contributions. Faculty retention is essential because the faculty is the university's most critical resource, and their productivity helps build on the investment made to establish their research and teaching programs. Retention of faculty begins with the spirit of the recruitment and hiring process, but university and departmental climate influence long-term successful retention substantially, which is the atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies and practices; the demographics of its members and leaders; and the quality of personal interactions (Fine and Sheridan, 2008).

A. Faculty Advancement: Promotion of the professional goals and objectives of the faculty is important at all stages of a career and at all faculty ranks. There are generally formal mentoring/advising programs for early career faculty that are useful and should be continued after promotion from Assistant to Associate and Full Professor rank. Development programs to foster departmental and institutional leadership benefit the institution as well as the faculty member. Mechanisms listed below support maintenance of a collegial and collaborative work environment that is enticing to new faculty and promotes career satisfaction at all levels by cultivating continual growth of established UNL faculty members.

1. Offer leadership development programs in research, teaching and/or administration, available to all faculty members, with voluntary enrollment of interested faculty. For example, the Committee on Institutional Cooperation (CIC) offers an Academic Leadership Program (ALP), which is an intensive professional experience aimed at developing the leadership and managerial skills of faculty who have demonstrated exceptional ability and academic promise (see <http://www.cic.net/Home/Projects/Leadership/ALP/Introduction.aspx>).
2. Ensure that college and departmental resources are distributed equitably.
3. Encourage faculty to suggest improvements to teaching programs, departmental policies, *etc.*, that would enhance the environment for the entire academic community.
4. Provide resources to supplement departmental teaching and service voids that arise while faculty are on sabbatical.
5. Assist faculty in establishing visibility by forming a network of senior colleagues in their field who have achieved professional prominence and are committed to supporting and facilitating the advancement of others in the field. Providing funds for faculty to travel to conferences and to invite experts in their field to UNL for seminars, as well as nominating faculty for service on committees in professional societies, are ways to increase visibility.
6. Promote collegiality and practice impartiality in guiding efforts of department chairs/heads and individual faculty.
7. Reinvent the faculty club to provide opportunities for faculty members within and across departments, colleges and campuses to interact in a relaxed yet professional setting.

B. Faculty Retention: Retention of faculty members is a complex issue and involves the perception of

the environment, resources, and remuneration as competitive and attractive. University, college and departmental administration may contribute to a positive perception in many ways:

1. Identify UNL-specific barriers to retention through faculty focus groups, individual conversations, discussions with chairs/heads of departments and schools, and exit interviews; establish and promote policies to remove these barriers.
2. Maintain salaries and benefits that are competitive with national averages and within Big Ten institutions.
3. Encourage faculty to communicate their concerns to the department chair/head and/or upper level administrators.
4. Expect Department chairs to advocate for the faculty and communicate their concerns to the upper administration.
5. Utilize a variety of resources to retain faculty members (including for example: salary adjustments, increased research space and equipment, named professorships, readjusted appointment apportionment to reflect best efforts, bridge funding).

C. Faculty Participation in Governance: At UNL, governance is traditionally the shared responsibility of the faculty and administration with oversight provided by the board of regents. Within colleges and departments, individual faculty members benefit from an open environment where their ideas and concerns can be voiced in a productive and proactive manner. The following policies are recommended to foster shared governance.

1. Faculty rights and responsibility for departmental governance should be clearly stated in the department's bylaws. It is particularly important to specify in the bylaws whether or not faculty members with partial appointments and/or those with non-tenured or tenure leading lines may vote on some or all policy issues.
2. Hold regular faculty meetings at least twice a year.
3. Encourage faculty members to contribute items to the departmental meeting agenda and to voice their opinions on major policy issues. These would pertain, for example, to teaching and research, sharing of common resources and equipment, supervision and training of graduate students and fellows, departmental finances (when appropriate), and recruitment and retention of students and faculty.
4. Ensure that the meeting agenda and materials are distributed far enough in advance to allow faculty to think about them, and what they could contribute at the meeting.
5. In large departments (*i.e.* 10 or more faculty members), leadership may be jointly shared between the chair and an executive committee. The responsibilities of the executive committee might include, for example, authoring policy statements on departmental issues including curriculum, student rights, evaluation and review. Ideally, policies authored by the executive committee are then reviewed, revised and accepted or rejected by the full body of the faculty.
6. Define the department's standing committees and discuss as a faculty the procedures for rotation of membership. Reevaluate the need for each standing committee on a regular basis.
7. Leadership on various committees within the department and college may be assigned to particular faculty members by the chair or head. When this is the case, leadership should be rotated among the faculty at least every 3 years.

8. Periodically discuss the departmental distribution of teaching assignments and agree upon rubrics for course buy-out, if appropriate, to allow for time for unusually demanding faculty governance or leadership opportunities.
9. As a Chair or Head, negotiate and advocate for the faculty-defined rules and procedures when appropriate in upper administrative decision-making processes.

2. Promoting Respect and Collegiality

In higher education, collegiality refers to the cooperative relationship of professional associates, including mutual understanding, inclusiveness, courtesy, respect, trust and inclusion based upon a shared sense that it is in the common interest of all to encourage and promote the general welfare and the mission of the academic community. Collegiality should not be construed as a legal definition to deny tenure because a pre-tenure faculty member does not “fit in” (Haag, 2005), but rather it is defined as that which validates the most positive affirmation of the academic milieu. A sense of community within a department is a key component of faculty satisfaction and retention (Trower and Gallagher, 2008).

The following list of suggestions focus on developing a supportive environment and creating relevant interactions that enhance interactive, collaborative and considerate communication. It is adapted in part from Fine and Sheridan (2008), Waltman and Hollenshead (2007), and Yen (2006).

A. Employing a number of positive behavioral and community actions can enhance creating a supportive environment.

1. Fostering a welcoming environment is critical for pre-tenure and underrepresented faculty; however, all faculty benefit from friendly and affirming interactions. “Hostility and rudeness of one or more faculty within the department detract most from my satisfaction at work” (Fine and Sheridan, 2008).
2. At departmental meetings, ensure that everyone has a chance to voice opinions or concerns. Listen attentively and respond verbally only after careful consideration. Acknowledge and attribute ideas, suggestions, and comments accurately. Women and minority department members often report that their remarks are marginalized or ignored. Encourage colleagues who are reticent to participate in discussions by specifically asking them for an opinion.
3. Encourage respect for varied research methodologies, for interdisciplinary research, and for mainstream and ‘non-mainstream’ research.
4. Make an effort to include faculty members with partial or irregular appointments in making departmental decisions that are relevant to their expertise and interests.
5. Recognize and value the work of departmental members. Publically recognize and praise faculty, staff and students who perform work on behalf of the department.
6. Personally introduce new faculty and staff to department members with shared interests. Make an effort to reach out to new colleagues by visiting their offices or inviting them to informal lunch/coffee gatherings. Encourage new faculty to seek out colleagues in other departments and offer to make introductions.
7. Host regular social events and ensure that they are open to all department members when appropriate (examples include: an annual banquet; pre-seminar refreshments).
8. Create a communal space – coffee room or lounge, for informal interaction.
9. Become aware of how unconscious biases and assumptions can influence interactions between department members. It may be helpful to have departmental discussions or seminars on unconscious bias.

B. Building meaningful practices can enhance a welcoming department.

1. Create a guideline document establishing the expectation that all members of the department should treat each other with dignity and respect and that inequitable or disrespectful treatment will not be tolerated. Promote these behaviors by personal example.
2. Communicating effectively with others to establish supportive departmental relationships is key to a welcoming climate. Practicing civility enhances a harmonious work environment and promotes ethical behavior. Addressing incivility at the time it occurs rather than waiting until it “gets bad” encourages faculty to resolve differences at the lowest common denominator and prevents conflict from escalating.
3. Build an inclusive community by ensuring that departmental committees are diverse with respect to age, gender, nationality, race and ethnicity.
4. Ensure that the isolation and alienation that many women and minority faculty members experience is not mistaken or criticized as “not being collegial” or “not being a team player”, particularly when they are evaluated for tenure by departmental colleagues. Encourage cross-disciplinary informal relationships to build a sense of community among under-represented groups.
5. Ensure that women and minority faculty members are not subject to higher expectations for number and quality of publications than men and majority faculty members. Be aware that inadvertent biases and assumptions may influence the evaluation of women and minority faculty members (Yen, 2006).
6. Listen respectfully to complaints and concerns about treatment or policies in the department. If the complaint regards possible harassment or other illegal behavior, be familiar with UNL policies and procedures on unlawful discrimination, including sexual and other prohibited harassment. [See: <http://www.unl.edu/equity/dhpolicies.shtml>] Encourage the complainant to consider available informal or formal options. Be aware of the legal responsibility of the chair or administrator to act promptly in cases of harassment or discrimination.

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3. Importance and value of a diverse faculty

The academic, social and economic benefit of an inclusive and diverse campus cannot be underestimated. UNL encourages and welcomes diversity among its faculty, students and staff as an essential mechanism to maintain an intellectual learning environment that promotes excellence in scholarship and advancement in knowledge. Importantly, the faculty are the intellectual capital of the university. They are responsible for educating the future workforce of the nation, a workforce that must be prepared to compete and excel in the world markets and communities where trans-disciplinary teams will be forging new technologies and products. Thus, in the current competitive and fragile economic environment, preparation of the next generation of contributors to the STEM disciplines by a diverse faculty is essential to ensure the US will remain a leading contributor to progress and innovation.

The following sections detail the advantages afforded by a diverse faculty and describe best practices to limit bias in selecting and promoting faculty.

A. Advantages to recruiting women in STEM disciplines to the faculty

1. A diverse faculty is required to meet the needs of the student body to provide innovation in scholarship, novel approaches to learning and cutting edge research to develop new products and services.
2. Diversity is essential for developing skills and knowledge required to work in teams to bring new kinds of scholarship and pedagogy so that students can be educated on issues of growing importance to society globally and to offer pathways to varied communities connected to our institution.
3. Women are half of the potential workforce and their intellectual capabilities and unique perspectives are essential to meet the national goals in educating the future workforce in STEM disciplines.
4. Currently, the numbers of women choosing to enter STEM fields has increased and in certain fields, such as biological science fields and medicine, the numbers of women obtaining terminal degrees is equivalent or exceeds that of men [see: <http://www.nsf.gov/statistics/wmpd/>]. However, in all fields, the percentage of women in the academe remains low in all STEM disciplines. This means fewer role models for women students and a deficit in the breadth of knowledge and approaches to learning and research afforded by the female experience and perspective.
5. Additionally, parity for women faculty in the academe will only be achieved if women are selected for leadership roles and higher-level administrative positions. Women with leadership roles at the university provide role models to female students, and condition male students to viewing women as leaders. Currently, no college deanship, no center directorship, and only two department chairs are held by women in STEM at UNL (Spring 2013). Again, diversity in the administrative body will lead to innovation and excellence in programs, methods of performance, and methods of management.

B. Advantages to the student body conferred by a diverse faculty.

1. Students progress by being exposed to a greater diversity of ideas, and by receiving input from individuals like themselves, as well as from individuals that are unlike them. When students are

exposed to a diversity of opinions and outlooks, they will be better prepared to succeed in a diverse world with a global economy (Brown, 1998; Collins & Kritsonis, 2006).

2. The faculty composition should match the diversity of the student body so that all students are provided with role models, and are instilled with the knowledge that they too can succeed in their career goals. Importantly, the most accurate predictor of subsequent success for female undergraduates is the percentage of women among faculty members at their college (Trower & Chait, 2002). Male students taught and advised by female faculty members are more likely to view women as coequal colleagues.
3. Women faculty should be at the same proportion as female students in their respective fields to provide advising on career goals and to offer advice on requirements for success in a given field. In some fields, female students may favor sub-disciplines over male students. Therefore, the numbers of women faculty in a department must meet the needs of these students as well as students in other sub-disciplines.
4. The greater the diversity of the faculty, the broader the range of coverage in course offerings. Additionally, students will be exposed to different types of teaching and learning methods. Studies have shown that women use active and collaborative learning techniques more often than men (Umbach, 2006), are more committed to teaching (Fairweather, 1996), and have a greater repertoire of teaching techniques than men (Finkelstein *et al.* 1998; Pascarella *et al.* 2001; Harlow, 2003). Additional research found that women faculty interact with students more than their male counterparts, and engage students in higher order cognitive activities more frequently than men (Umbach, 2006).
5. Experience with a diverse faculty, who provide a diversity of curricula and teaching methods results in students who are: more complex thinkers, confident in handling cultural differences, and likely to seek to remedy inequities (Hurtado *et al.* 1999; Smith *et al.* 1997, Web Ref. 6). Students at the University of Michigan who experienced greater diversity had higher academic confidence, and social skills; and multiple diversity experiences appear to have synergistic effects on the development of self (Nelson Laird, 2005).

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4. Recognize and Minimize the Affects of Implicit bias

Barriers to diversity are often maintained by unacknowledged biases. All individuals no matter how well intentioned have inherent prejudices that are expressed in words, deeds and writings. Most of us have ourselves been impacted by the biases of others. If such negative experiences occur on a daily basis and become part of the departmental or university culture, these unconscious or implicit biases can be major barriers to recruiting and retaining a diverse faculty.

A. Barriers to diversity that must be addressed

1. Implicit bias is characterized by unintentional and automatic statements or deeds that limit the function or demean an individual of a different sex, race, ethnicity or with a different perspective based on experience. It arises outside of immediate awareness and may contradict conscious thought and expressed opinions and/or beliefs.
2. The consequences of implicit bias are profound. The biased perspective becomes incorporated into institutional practice where they may influence hiring decisions, evaluation processes and other work-related practices.
3. Outcomes of implicit bias include a limited range of viewpoints that can narrow fields of scholarship and research found within the university community. This may also result in the exclusive hiring of individuals who are like-minded, share ethnic and racial similarities, and are of the same gender.
4. Implicit biases engender microaggressive behaviors including veiled verbal insults, interruptions in conversation, repeated misidentification, and underappreciated or credited opinions or work. Faculty members who are the target of implicit biases often feel excluded and marginalized.
5. Faculty members who are in the minority may experience limited opportunities to participate in departmental and institutional decision-making. A common complaint of women faculty members in STEM at UNL and elsewhere is an excessive service and advising workload, and only "token" committee assignments.
6. Women may have infrequent opportunities to assume leadership positions or achieve an institutional presence since these positions are often assigned by senior leadership who, perhaps unconsciously, promote individuals more like themselves.
7. As departments begin to diversify there is often a lack of senior colleagues from the same demographic group as these individuals, so the new faculty member receives little guidance to assist success in the academic workplace or to progress toward promotion in rank and tenure.

B. Mechanisms to limit the impact of implicit bias

1. Recognizing implicit bias is often very difficult and requires objective examination of ones beliefs and practices. *Project Implicit* (Harvard University; <http://www.projectimplicit.net/>) offers a web portal for individuals to learn about implicit bias and to examine their own hidden assumptions. This site also provides references and materials to help understand and recognize bias in the work environment.
2. The best way to address implicit bias is to admit to its existence and limit its influence. With regard to faculty recruitment, this can be approached through search committee training that is offered by the UNL Office of Equity, Access and Diversity Programs (EADP). All interactions between faculty and among faculty and students, must be governed by mutual

respect and appreciation that true growth only comes from the acquisition of new knowledge and expanded experience, *i.e.* diversity.

3. Within the department, the head or chair should speak compellingly in support of diversity and should frame the issues proactively. Leadership of the department and upper levels of administration should include persons with diverse perspectives and experience. Inclusion means the active, intentional and ongoing engagement with diversity. Departmental practices must be inclusive, ensuring that all voices are heard equally, and everyone is included in or made aware of departmental committee meetings, events and opportunities.
4. All administrators should advocate for persons from underrepresented groups and should consider the opinions of persons with unique experiences that may differ from the majority perspective.
5. In any faculty governance situation and all committee meetings, individuals should promote innovative approaches and diverse opinions. Full attention should be given to each member as they express their opinions on a given topic. In summarizing and reporting committee work, acknowledge contributions and recognize strengths of each committee member including those with a minority view.

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PART 2 - FACULTY CAREER PROGRESSION

5. Accommodating Work-life balance

- A. Dual careers
- B. Family and medical leave
- C. Tenure and promotion timelines
- D. Schedules

6. Career development, advancement and retention

- A. Fostering success of early career faculty
- B. Professional development for mid- and late-career faculty
- C. Active appreciation of all faculty
- D. Team building
- E. Leadership opportunities

7. Annual, tenure, and promotion review

- A. Published policies and guidelines for each level of faculty progress through ranks
- B. Transparency
- C. Equity and consistency in review
- D. Faculty advocacy
- E. Formulate rubric for progress
- F. Evaluate team-building and team-based skills in teaching and research
- G. Guidelines for avoiding implicit bias in review
- H. Institutionalization of the annual review process

5. *Accommodating Work-Life Balance*

In the long term most individuals will experience family events that require adjustments made to their professional efforts. Support of the work-life balance of faculty is a key ingredient in both the retention and productivity of faculty. Therefore, these issues should be discussed with all employees in anticipation of need. This section contains a summary of UNL policies and recommended best practices for accommodating the balance between demands of professional work and personal life.

The University of Nebraska-Lincoln and the Federal Family and Medical Leave Act of 1993 (FMLA) provide eligible employees with up to twelve weeks of unpaid leave for certain family and medical reasons [see <http://hr.unl.edu/er/fmla/>] as listed below.

- to address maternal/paternal concerns related to the birth or adoption of a child, or the placement of a child with the employee for foster care;
- to address a serious health condition of the employee's spouse, child or parent;
- to address the employee's own serious health condition that renders the employee unable to perform essential functions of the job; or
- in association with a death in the immediate family

Additionally, a collection of some of UNL's work-life integration policies may be found at:

http://www.unl.edu/svcaa/faculty/policies/work_life_integration.shtml

A. Dual Careers

1. Faculty members often have a partner in need of a suitable career opportunity. In many cases this concern may be addressed at the time of hire. Alternatively, this situation may arise after the faculty member has worked for some time at UNL, or it may not have been handled during the recruitment process. Addressing these dual career situations can be vital to the retention of UNL faculty.
2. Wide distribution of UNL's dual career policies facilitates their implementation. Information on assistance available from the ADVANCE-Nebraska program is at <http://advance.unl.edu/dualcareer/>
Details on policies for the College of Arts & Sciences can be found at http://cas.unl.edu/adminresources/recruitment/dual_careers.html
3. Dual career situations can be an excellent retention opportunity, as the faculty may appreciate the university's efforts on their behalf. It is also important that the university not take advantage of the resolution of a dual career situation; both partners must be treated individually and equally with other faculty members, with the same care taken toward their retention and evaluation.

B. Family and Medical Leaves

1. Distribute UNL leave policies to all faculty; for details, see http://www.unl.edu/svcaa/faculty/policies/work_life_integration.shtml

These leave policies include, and are more generous than, those of the Federal Family and Medical Leave Act; for more on FMLA:

<http://hr.unl.edu/er/fmla/>

Dissemination of these policies to all faculty is essential not only for faculty who may need them, but for faculty who evaluate their colleagues who have taken such leaves. Faculty should not be penalized for taking available leaves through a lack of knowledge on their colleague's part.

2. Make extended policies known to the faculty and available to all. Many departments may offer the opportunity for further leave time, modify duties, enlist the help of graduate research assistants, provide extra travel funds, laboratory supplies, *etc.*, for a period of time after a medical/family leave has ended. These policies can make a significant difference to a faculty member's ability to resume a high level of productivity afterward.
3. Some examples of family leave best practices, for parents and adoptive parents, include offering course release in both the semester the baby is due (note that older women tend to have high-risk pregnancies) and the following semester, facilitating opportunities for the mother to continue nursing her child if she chooses, encouraging all faculty to be supportive (*e.g.* scheduling meetings to accommodate schedules - see more below), and working closely with the faculty member to determine course and committee assignments that may be more manageable during the semester of her/his return.

C. Tenure and Promotion in Rank

1. UNL policy states that any tenure-track faculty member may request a one-year extension of the probationary period in cases where an individual may be unable to meet the usual demands of the job while experiencing high demands in other aspects of life. Additional interruptions may be granted based upon individual circumstances. An individual may take as many one-year extensions as is necessary. UNL's policies also include options for modified duties and part-time tenure appointments; for these and more details, see:

http://www.unl.edu/svcaa/faculty/policies/work_life_balance.shtml

2. Provide all faculty who take a maternity, disability, or other family or medical leave with the opportunity for an extension of time before the tenure review process begins.
3. Tenured faculty who are not fully promoted may also be experiencing high demands in other aspects of life for a period of time. Provide options for interruptions of the promotion probationary period, based upon individual circumstances.
4. Educate faculty at all ranks on how to properly evaluate faculty who have taken family and/or medical leave. This includes modification of the annual evaluation, evaluation toward tenure, and evaluation toward promotion to reflect the reduced productivity caused by the leave. The extension of time required to accomplish the same goals and achieve the same level of activity as would be required without the leave should not be counted against the individual.

D. Schedules

1. Accommodation in scheduling, for example avoiding scheduling meetings, seminars, events, *etc.*, too early or late in the day (*e.g.* before 9 a.m. or after 5 p.m.), enables faculty to better mesh their work with their personal lives.
2. Childcare services (including infant care) at UNL include a new Children's Center in 2008, providing a full-time year round child care facility on campus. These services are important for many faculty on campus. More detail is found at:

<http://childcare.unl.edu/>

and the Ruth Staples Child Development Laboratory on East Campus:

<http://cehs.unl.edu/cyaf/outreach/staplesLab.shtml>

3. In addition to accommodating schedules for parental duties, it is important not to overburden other faculty with work commitments in early morning and evening times, as well.
4. Flexibility is instrumental in accommodating family and personal responsibilities.
5. Invite faculty to suggest solutions. It is also helpful for departments/academic units to share information with each other and with the faculty on accommodations they have found to be successful.

References and Resources

Links to faculty resources can be found at:

<http://www.unl.edu/svcaa/faculty/index.shtml>

Links to all UNL policies can be found at : <http://bf.unl.edu/policies/>

6. Career Development, Advancement and Retention

Every new member of the UNL faculty brings a wealth of resources due to their unique education and experience to fulfill and enhance the goals and missions of the University. The excitement and desire to serve should be nurtured and permitted to develop and expand throughout the faculty member's career. The faculty rank is one set of career hallmarks, while tenure is another. Therefore, much effort is expended toward achieving each rank. However, the day-to-day and year-to-year achievements of each faculty member should be recognized and celebrated continually. Likewise, it must be appreciated that achieving the rank of Full Professor signifies not fulfillment, but continuation, of contributions to the university's ongoing missions in teaching, research, service and extension.

The following are best practices addressing development and advancement of faculty throughout their careers at UNL as well as mechanisms to support and maintain collaborative and collegial interactions.

A. Fostering Success of Early Career Faculty.

New faculty are often challenged to find the balance among the demands of research, teaching and service that is critical to their success in an academic career at UNL. Experienced faculty members are sounding boards, resources for information, aids to navigating administrative policies, connections to the wider community, and advocates for their new colleagues. Many avenues within the colleges and departments will guide the progress of pre-tenure faculty members.

1. Define a faculty development program for each departmental unit.
 - a) A faculty development program may involve a single experienced senior faculty member as sponsor or an advising team. The model of choice may depend on the apportionment of the faculty time (*i.e.* percent effort in teaching, research, service) or other considerations. Likewise the advisor/advising team may change membership as experience of the early career faculty member changes over time.
 - b) Identify a more senior faculty sponsor for all early career faculty members within a department. This sponsor and advisor will be most effective if his/her professional guidance is applied uniformly to increase the innovation, effectiveness, and performance of each individual in teaching, research, service and/or extension.
 - c) Identify a research sponsor to provide feedback on papers and grant proposals, engage in collaborative research, give advice on mentoring undergraduate research, *etc.*
 - d) Identify a teaching sponsor to provide information on teaching methodologies, share course materials (syllabi, handouts, *etc.*), provide feedback on classroom experiences, help with teaching issues, *etc.*
 - e) Ideally, select sponsors who are not actively engaged in the process of evaluating their junior colleagues (*e.g.* on a Promotion and Tenure (P & T) committee), but rather faculty with whom the faculty member can confide without concern. This will avoid conflict of interests.
 - f) Consider a faculty advisor outside of the department, college and/or university when appropriate expertise is not available from within. This may be particularly important for women and individuals from diverse backgrounds when senior faculty members do not include individuals with a similar framework of reference.
 - g) Provide a mechanism to review and evaluate the advising relationship; make adjustments as necessary. An adversarial or ineffective plan may do more harm than having none at all.
2. Provide funding for early career faculty to attend conferences to present their research, network

with colleagues, and meet with experts in their research area outside of UNL.

3. Ensure pre-tenure faculty have a voice in the governance of the unit by having them serve on graduate, annual evaluation/salary review, and other substantive committees. Consider encouraging new faculty to speak at faculty meetings.
4. Hold teaching and/or research assistantships and/or fellowships for pre-tenure faculty. Recruiting new students to build a research program takes time.
5. Clarify the tenure and promotion process as much as possible. Faculty of under-represented groups may not be part of informal networks where this information is often subtly exchanged. Annual evaluation and feedback are essential in keeping pre-tenure faculty on track to a successful promotion (see below).
6. Devote resources for pre-tenure faculty to host colloquium speakers who may serve as external letter-writers in the tenure process.
7. Encourage faculty to take advantage of campus-wide development opportunities, including grant-writing seminars (research.unl.edu/events/grantseminar/) and grantsmanship programs (research.unl.edu/facultyresources/fellowsprogram.shtml) offered by the Office of Research and Economic Development, as well as the Peer Review of Teaching Project (available through UNL DigitalCommons).

B. Professional Development: Mid- and Later-Career Faculty.

Once promotion to associate professor with tenure has been attained, some individuals are on a rapidly rising career trajectory for which UNL might appear limiting. This may lead productive individuals (regardless of rank) to seek career opportunities elsewhere commensurate with their experience. Alternatively, other faculty members experience a "stall" in their professional careers, for some, due to events in their personal lives, for others, due to increased service or administrative responsibilities, or isolation and/or changes in their research area. Continued professional development of all faculty members can be maximized with professional support systems that continue beyond tenure, guiding faculty through advancement to full professor, and offering further professional development opportunities within UNL.

1. Consider establishing programs that are designed to aid career development at all faculty levels.
 - a. Development programs for mid-career faculty may be formatted with significant input from the faculty.
 - b. Formats for career development of more senior faculty may include regular one on one interaction with senior fully promoted faculty within or outside the departmental unit, or may consist of a small group committee that supports and advises each other collectively, or may include regular, but less formal, gatherings or discussion groups.
2. Advertise faculty development leave programs broadly. Faculty considering development leaves must prepare in advance so ongoing teaching and research obligations at UNL are maintained during the leave period.
3. Providing monetary support for faculty development programs can be of great benefit for career enhancement.
4. Provide seed money to faculty to restart and retool their research program after a "stall". These funds may be used for travel to conferences, workshops, or research collaborators, or for an "internal development leave".
5. Encourage faculty members to attend professional development workshops on team building, including managing a research group, supervising a laboratory, supervising staff, *etc.*; see more in Section E (Team Building) below.

6. Encourage faculty to attend professional development workshops on leadership and administration; see more in Section F (Leadership Opportunities) below.
7. Reevaluate teaching and service commitments of each faculty member regularly (e.g., every few years) within a department to maintain timeliness, energy and vigor, and to prevent stagnation or boredom.
8. Maintain "Swing space" for short term lab or office expansion wherever possible.

C. Active Recognition

An integral part of retaining faculty and encouraging productivity lies in making sure that each faculty member feels valued and respected by their colleagues and the university.

1. Department chairs are encouraged to actively nominate their faculty for awards and recognition, working closely with all of the faculty to identify strengths and opportunities. A department might also establish a standing committee charged with nominating colleagues for internal and external awards. That committee might develop a calendar of when department, college, university and professional society deadlines normally occur.
2. Promote visibility of every individual faculty member at the departmental, college and university levels according to their interests, talent and experience; reward and publicize faculty accomplishments in extramural as well as intramural activities.
3. Acknowledge, promote, and communicate the efforts and accomplishments of all faculty to upper administration.
4. Identify and recommend faculty members for extramural awards.
5. Nominate faculty members for monetary awards for exceptional teaching, service, and/or research (e.g., the College Distinguished Teaching awards, ORCA and OTICA, etc.); consider providing monetary support for additional awards.

D. Team Building

Faculty members do not work in isolation but in unified groups within the department, college and university to accomplish the overall objectives and fulfill the mission of the university in teaching, research, service and extension. This work can be facilitated by departments and the administration in a variety of ways.

1. Encourage interdisciplinary programs in teaching and research, including programs that are cross-college and cross-discipline.
 - a) Form research and/or teaching subgroups to encourage collaborations and networking; make the topical areas plastic to encourage innovation and varied membership.
 - b) Foster interactions among faculty who have diverse experiences and methods of teaching and research that might enrich and expand one another's work.
 - c) Create opportunities for professional and social interactions between faculties of different departments.
 - d) Aid faculty in taking advantage of internal and external funding opportunities that require collaborative approaches.
2. Foster open and non-judgmental communication among all ranks of faculty.
 - a) Encourage and embrace a diversity of ideas, skills and experience.
 - b) Promote inclusion during discussion of issues and strategic planning.

- c) Engage faculty in departmental discussions of programs, new initiatives and directions.
 - d) Encourage active listening and well-considered discussions; discourage dominance of one or a few participants in open forums
3. Establish and publicize mechanisms to resolve conflicts within the department among faculty, staff and/or students. Maintain privacy to protect those involved.
 4. Establish a process or mechanism by which senior faculty members that are most often tapped as team leaders may seek advice and guidance as needed in fulfilling that role.

E. Leadership Opportunities:

As a faculty member acquires experience, it is important to have opportunities for leadership roles within the department and college. Providing a venue within UNL for acquiring leadership and team-building skills of advancing faculty can also be an important retention issue and critical for faculty perceptions of individual value and empowerment.

1. Ensure that faculty members have the time to pursue new avenues of professional work.
 - a) Keep a log of teaching and service at the departmental level.
 - b) Annually review and discuss readjustment of teaching and service loads among faculty commensurate with appointment apportionment.
 - c) Actively encourage faculty to apply for leadership positions.
2. Position faculty for advancement and future leadership opportunities.
 - a) Publicize and reward accomplishments of faculty throughout their careers.
 - b) Encourage faculty to seek out and fill leadership roles. Programs such as the Academic Leadership Program (ALP) of the Big Ten Committee on Institutional Cooperation (CIC) are good models for developing these skills.
[\[http://www.cic.net/Home/Projects/Leadership/ALP/Introduction.aspx\]](http://www.cic.net/Home/Projects/Leadership/ALP/Introduction.aspx)
 - c) Nominate faculty members to serve on university-wide committees, including those that develop policies governing teaching and research.
 - d) Nominate faculty members to serve in various positions within the professional societies and editorial boards in the discipline.
 - e) Treat all faculty members equitably in assigning leadership positions; rotate frequently unless disadvantageous to program continuity
 - f) Annually review committee memberships and leadership composition, in order to rotate responsibilities among faculty.
3. Encourage and recognize the talents, skill sets, and experience acquired during tenure at UNL as well as externally.
4. When possible, limit the numbers of years of service for membership and leadership of university committees (e.g., 3 years), so that more faculty members can contribute their expertise toward guiding policies that govern the university and its missions in teaching and research.

References

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More materials can be found at: <https://tle.wisc.edu/resources>

7. Annual, Tenure, and Promotion Review

UNL assessment practices should be known to accommodate diversity as an integral component in the pursuit of excellence. To attract and retain excellent faculty, all evaluation, tenure and promotion policies, practices and procedures need to embrace and recommend a work-life balance that is welcoming to the best and most creative faculty. Policies and guidelines that accomplish this should include each level of faculty progress through the ranks and should be communicated clearly and openly.

A. Publish policies and guidelines for each level of faculty progress through ranks.

The Faculty should have easy access to published guidelines of each college defining evaluation and promotion criteria (e.g. <http://www.unl.edu/svcaa/faculty/policies>). Confusion arises when the implementation of these guidelines is interpreted in a unit and/or discipline-specific manner. Therefore it is essential that each department or unit publicizes additional definitions to guide faculty in documenting achievements and accomplishments.

1. Department Chairs and Heads, in collaboration with a committee comprised of faculty at each rank, should develop standardized procedures, forms and sample letters for the unit's annual evaluations, as well as promotion, tenure, and reappointment evaluation.
2. Formulate a rubric that reflects the unit's expectations for annual progress, promotion, and tenure (see below).
3. Consider developing a handbook that explains expectations for tenure track and non-tenure track faculty at each rank. Include sample templates and headings to guide faculty members in documenting their efforts in the most easily interpreted fashion.
4. Provide a sample of a complete CV and tenure package for new faculty to begin documenting their efforts from the moment they begin their appointment.
5. Emphasize to new faculty the importance of establishing relationships with critical players in their research or teaching field who will be able to serve as external evaluators for their promotion and tenure applications in the future.
6. Establish a mechanism for regularly revisiting and amending expectation criteria for reappointment, promotion, tenure and annual evaluations. Ensure that criteria are consistent with college and university-level expectations.

B. Establish an evaluation team or committee.

Accomplishments of each faculty member are annually summarized and provided to the department chair or unit head by the faculty member. In general, it is then the responsibility of the chair/unit head to evaluate the faculty member's annual performance and to provide a written summary to upper administration. In order to broaden the assessment of each faculty member's accomplishments in the context of the unit's and the university's expectations, consider employing a team of faculty evaluators.

1. The evaluation team may compose a standing departmental committee for annual evaluation, and to generate promotion & tenure recommendations
2. Discuss and establish guidelines for the choice of the committee or evaluation team and for the regular rotation of its members, whether by selection or election.
3. Emphasize diversity in the evaluation team. Consider representation by members of all faculty ranks and gender/ethnic demographics if possible. These committee members may

all be from within the department or may be composed primarily of departmental faculty, with one or members from another department. The mixed committee may be useful to departments with very few faculty members.

C. Ensure transparency.

Making the requirements and processes for assessment clear and unambiguous to both the evaluators and those being evaluated enables all faculty to work most effectively and productively by removing uncertainty and by helping to assure everyone that assessment is as objective as possible.

1. Publish and/or distribute documents, expectations and sample templates for annual evaluation documentation so they are easily accessible for all faculty.
2. Provide guidelines to the evaluators that are available to all faculty so evaluation is consistent, and faculty understand the evaluation criteria.
3. Composition of the evaluation team and/or guidelines for choice of committee members should be published in the Unit's by-laws and distributed to all faculty.
4. Regularly discuss criteria for promotion, tenure and evaluation at faculty meetings.

D. Maintain equity and consistency in review.

Each faculty member, regardless of circumstances, must be evaluated with the same procedures and expectations to preserve objectivity and ensure equal consideration.

1. All members of the faculty evaluation team or committee should review department and college guidelines on appointment, promotion and tenure before evaluating any documentation regarding promotion in rank and/or tenure.
2. Use of a rubric is encouraged, to facilitate consistent evaluation.
3. Confidentiality in written and verbal deliberations is critical. Information regarding an individual's personal circumstances, if not documented in the individual's annual accomplishments report or promotion/tenure file, must not be discussed.
4. When considering promotion and/or tenure of faculty members, external evaluation letters that reveal personal information about the faculty member being evaluated should be excluded from consideration.
5. The evaluation team/committee should discuss each faculty member in the absence of the department chair/head and should document its evaluation of each faculty member independently. This will allow two independent reviews, one at the level of the chair and one at the faculty level by the faculty evaluation team. The department should formulate a policy specifying if the two reviews should be merged by the department chair/head or forwarded to the appropriate administrators as two independent documents.
6. Faculty members who have requested extension of the tenure clock must be evaluated according to net accomplishments in teaching, research, and service irrespective of time in rank.
7. Once the written evaluation is completed, the chair of the evaluation team, should ensure that the written document accurately reflects the discussion about the file. The final version of the evaluation should then be forwarded to the respective faculty member.
8. Discussions about individual faculty promotion, tenure, or annual evaluation files should be formal, confidential, and only transpire in the presence of the full evaluation team. Email exchanges should be avoided.
9. Department heads/chairs should meet with the chair of the evaluation team to discuss each

recommendation provided by the team prior to conducting her/his annual evaluation.

E. Identify a faculty advocate for each promotion and tenure file.

1. Pre-tenure faculty are encouraged to identify, in consultation with the unit head or chair if possible, a more senior faculty advisor/advocate with whom they confer about compilation of documents for promotion and tenure.
2. The chair of the faculty evaluation team/committee may serve as a faculty advocate whether or not a senior faculty advisor is identified for the individual faculty member. The evaluation team/committee chair should confer with the candidate for promotion and/or tenure well in advance of the evaluation team meeting to ensure that the candidate has all materials needed to complete the evaluation file.
3. If an evaluation file for promotion and/or tenure is incomplete, the evaluation team/committee chair should inform the individual faculty member so they have an opportunity to provide an explanation or update the missing information.
4. It is desirable that the faculty advocate be afforded the opportunity to meet with the evaluation team/committee to answer questions in support the faculty member's application.

F. Formulate a rubric for progress at each level.

To make the best and most objective assessments, evaluators are strongly encouraged to make use of a standard rubric for assessments. Discussions at the full faculty level are ideal for establishing consensus about meeting, exceeding, or not meeting expectations of excellence. As appropriate to the percentage appointment of the individual faculty, the rubric may address the following criteria.

1. Research: published manuscripts, book chapters, and other scholarly works; internal and external grants applied for and/or received; students and/or postdoctoral fellows mentored; patents; *etc.*
2. Teaching: contribution to formal course instruction; student evaluations and/or testimonials; peer evaluated teaching; mentoring of students; *etc.* Note that this evaluation does not focus on the CIEQ or other student evaluation score, since these scores are easily manipulated and reflect many attitudes that extend beyond the successful accomplishment of the faculty member's teaching duties (Arbuckle and Williams, 2003).
3. Service: contribution to formal departmental, college, and university committees; professional service on grant review panels, manuscript reviews, and society organizational service; internal and external outreach activities; *etc.*
4. External letters of evaluation: number of letters required; content of letters; sample letter of solicitation to be sent by unit chair/head; guidelines for who can serve as an evaluator and timeline for requests.

G. Evaluate team-building and team-based skills in teaching and research when appropriate.

Evaluative processes need to include assessment of faculty leadership and participation in team and interdisciplinary research and education activities. As the nature of faculty teaching and research becomes increasingly more collaborative and team-based, assessment procedures must be clear in respect to the importance and value of leadership of, and participation in, teams that seek funding or that conduct collaborative research or education.

1. Establish guidelines and, where possible, a rubric to assess individual contributions within a team. These will vary dependent on the nature of the team, whether in teaching, research or

service activities. Assessment may be based on acquisition of collaborative funding, resources, and supervision of support personnel.

2. Each member of the team should have a clearly defined role based on his/her skills and experience. Assessment of achievements of individuals within a team will be based on his/her productivity and contribution to outcomes in terms of grants acquired, publications, patents, etc. In teaching, peer evaluation within the team or by one or more reviewers external to the team can be very valuable.
3. Provide incentives for engaging in and documenting collaborative activities, and clearly document assessment procedures for the outcomes at the initiation of the team-based endeavor.

H. Guidelines for avoiding implicit bias

Many studies have shown that all men and women have unintentional and unexamined biases and assumptions and these affect their evaluation of others. Steps that help make evaluation a carefully considered and deliberative process, not one that is rushed or unexamined, have been shown to reduce the effects of such implicit bias and assumptions. This is particularly significant in the evaluation of women and minority faculty members who are not as representative of the traditional majority academic faculty culture.

1. Evaluations of faculty that are deferred by use of UNL family leave policy should be treated the same as evaluations conducted at the normal period and should be evaluated without prejudice.
2. To make the best and most objective assessments, evaluators need to have enough time allotted for assessment and need to take their time in assessment.
3. Personal issues relating to health, family, or personal situations of any kind should not be discussed or considered in evaluation.
4. Tenure clock extensions, as mentioned above, should not be discussed or considered in evaluation.
5. Race and gender should not be discussed or considered in evaluation.
6. Student evaluations should not be a major consideration in the quality of a faculty member's teaching. Student assessment has been extensively documented to reflect implicit bias that negatively impacts specific ethnic, age and gender demographics. Furthermore, such data vary directly with course assignment.

I. Institutionalize the annual review process for all faculty.

1. As detailed above, it is a good practice, especially in departments with a large number of faculty members to establish and team/committee charged with evaluation of the faculty annually and when required for promotion and tenure decisions.
2. Conduct annual promotion and/or tenure evaluations for those faculty who are not yet tenured and those not yet fully promoted. All faculty will be better able to optimize their activities and make progress toward promotion, tenure, or increased productivity, if they have regular performance evaluations.
3. Conduct 3-year promotion and tenure reviews for tenure-leading faculty and faculty who are not yet fully promoted.
4. Provide useful and timely feedback on performance and progress to all faculty, including those post-tenure and those fully promoted.
5. Consider post-tenure reviews of fully promoted faculty every three years.

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PART 3 - RECRUITMENT AND SELECTION OF NEW FACULTY

8. Searching for New Faculty: Defining and Advertising the Position

- A. The search committee
- B. Advertising the position
- C. Posting the position

9. Searching for New Faculty: Applicant Evaluation and Selection

- A. Develop criteria for evaluation
- B. Stages of the review

10. Interviewing candidates

- A. Preparing for the interview
- B. The interview process
- C. Post-interview procedures and consideration

8. Searching for New Faculty: Defining and Advertising the Position

“The University of Nebraska-Lincoln is a public university committed to providing a quality education to a diverse student body. One aspect of this commitment is to foster a climate of inclusion and mutual support that will enhance our ability to achieve our overall goals of recruiting and retaining good faculty and staff while allowing all of us to focus our energies and talents on our important missions of education, research and service.” (from the University of Nebraska – Lincoln Non-Discrimination Statement). This policy statement is in place because diversification and heterogeneity of thought and experience in academia are essential to creativity and advancement of knowledge, each of which are imperative for the success of our institution and our nation. Therefore, every new hire is an opportunity to revitalize, expand and enhance departmental programs and skills, *i.e.* to diversify.

A. The Search Committee

The faculty search committee should be an interactive group with the primary goal of hiring the best person to meet the long-term objectives of the department and university in their field of expertise. To maintain and foster excellence, this potential faculty member should add diverse experiences that will strengthen and broaden the educational and research sphere of the department.

1. Appointment of the Committee

- a) Appoint a diverse committee – inclusive of women and minorities.
- b) Consider appointing a member from outside the department to bring a fresh perspective to discussions.
- c) Confirm that all committee members have a realistic estimate of the time involved in the search process from start to finish.
- d) All committee members are required to attend search committee training offered by the Office of Equity, Access and Diversity Programs (EADP). This training covers materials on the importance of selecting and maintaining a diverse academic community, and that aid in the identification of implicit biases and instruct on methods to minimize their impact.
- e) Encourage committee members to become familiar with ADVANCE documents on best practices for a successful search.

2. Meetings Prior to Advertising the Position

Review state and federal laws related to hiring. Review the UNL policy at www.unl.edu/equity/NonDiscrimination%20Statement%2010.pdf

- a) Acknowledge the importance of the participation of committee members
- b) Discuss the roles and responsibilities of committee members, including the importance of confidentiality
- c) Determine how members will communicate with each other and the campus community.
- e) Openly recognize implicit biases. Consider inviting representatives from the ADVANCE program to provide input on methods to prevent biases from negatively influencing professional activities.
- f) Ask the dean to meet with the committee to reiterate the importance of inclusion
- g) Maintain a rapport among committee members by establishing an atmosphere of collegiality, dedication, open-mindedness, and respect for everyone’s input
- h) Remind committee members that they are acting as representatives of the department/ university, not as representatives of their research area or their individual interests

- i) Balance the dynamics of meetings so that no one individual dominates discussions
- j) Establish the equality of committee members (rank/tenure do not enter in)
- k) Establish ground rules for attendance, duties, decision-making, treatment of candidates, *etc.*
- l) Make meetings effectual and efficient.
- m) Make clear that diversity and excellence are compatible, and should be dually considered in the course of the search.
- n) Emphasize that all inquiries/requests regarding the search and the hire should be referred to the Search Committee Chair, including those from applicants and the academic community.

3. Planning and preparation before the search begins

- a) Develop an effective recruitment plan, identifying selection criteria.
- b) Establish plans for actively recruiting women and members of other under-represented groups.
- c) Establish guidelines for the evaluation of applicants that abate implicit biases that could creep into the review process.
- d) Remind the committee members that ADVANCE-Nebraska is available for consultation on an on-going basis as questions arise during the search process.

B. Advertising a Position

A diverse pool of applicants is critical to attracting the most-qualified hires for a position. The following quote exemplifies barriers to attaining this goal.

“When it comes to actually recruiting diverse faculty members, many search committees report that they cannot find qualified women. Research, however, has shown that committees succeed in hiring women and people of color when they transform the search process, are committed to diversity and are proactive about building a diverse applicant pool. Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest.”

(<http://www.engr.washington.edu/lead/biasfilm/best-practices/>)

1. Attracting a diverse applicant pool. The broadest, most diverse pool of applicants will increase the likelihood of recruiting the most qualified candidate.
 - a) Consider that a broadened position description may increase the number of women and other underrepresented groups to apply.
 - b) Be aware that the language used to describe a position can influence the pool of individuals who submit an application, thus care should be taken in crafting the wording. The following web resource from the American Physical Society provides information to help insure that language is appropriate and not exclusionary:

<http://www.aps.org/programs/minorities/recruitment/ads.cfm>
2. Position Statement. A clear statement about the position should be crafted.
 - a) Identify what is expected in terms of teaching, research and service.
 - b) Identify the qualifications and experience sought.
 - c) Clearly state what is expected of the position, including: job title; duties of position; minimum degree requirement; % FTE appointment; required qualifications for position; closing date; start date of appointment.

- d) State whether the position will be tenured, tenure eligible, or not tenure eligible.
- e) Identify a contact person for additional information about the position.
- f) Clearly state what constitutes a complete application, *e.g.* curriculum vitae, statement of teaching qualifications and philosophy; statement of research interests and plans; name and address of individuals who may provide letters of reference.
- g) State whether letters should be sent by the closing date or will be requested by the search committee based on a list provided by the applicant.

C. Posting the Position.

To attract the best applicants, the search should be broad and the ad should target a diversity of groups. The language used (refer to B above) and the appearance of an advertisement can influence the pool of individuals who submit an application, thus care should be taken in preparing the advertisement.

1. Write the advertisement to ensure that it does not discourage applicants who are women and individuals from other underrepresented groups in STEM fields.
2. Make the ad explicit about the university being an inclusive community.
3. Advertise the position broadly. Make use of internet sites frequented by professionals, including post-docs and graduate students in relevant fields. These venues have changed in recent years, *e.g.* publication in *Science* and *Nature* may not reach a younger target audience of professionals.
4. You can find out where your last hire found out about the job ad by contacting Human Resources to access PeopleAdmin faculty job ad data. Research has shown most new STEM faculty learn about a job ad through an online ad. Most short-listed STEM women learn about the job through word of mouth, *i.e.* from a personal referral.
5. Another source of information on where to place the advertisement might be graduate students, post-docs, and your most recent hires. Determine sources they scan for new job prospects.
6. U.S. Department of Labor laws are complex and search committees should consult the International Affairs Office when considering applications from non-US citizens. Make sure the advertisement and details in PeopleAdmin conform to recent laws and guidelines.

9. Searching for New Faculty: Applicant Evaluation and Selection

This list of suggested practices for applicant evaluation and selection focuses on developing evaluation criteria and applying them to developing the “long short list” and “short list” of applicants. It is adapted in part from Fine and Handelsman (2005).

A. Develop criteria for evaluation

1. It is helpful if the search committee meets prior to the application deadline to discuss and agree upon the criteria that will be used for evaluation.
 - a) Effective criteria are those that can be applied consistently to all applicants.
 - b) EADP requires that evaluation criteria are consistent with those listed in the job advertisement and its description on PeopleAdmin.
 - c) Use a standard evaluation form, or rubric discussed in the committee meetings. Accountability has been shown to increase the accuracy and objectivity of ratings (Mero and Motowidlo, 1995). Refer to Section C for sample rubrics. See also the ADVANCE-Nebraska website: <http://advance.unl.edu>
2. Throughout the selection process, periodically re-evaluate criteria and their implementation to ensure that they are serving their intended purpose.
 - a) Are criteria being applied consistently?
 - b) Are search committee members inadvertently relying on unwritten or unrecognized criteria?
 - c) Are certain criteria or the way in which they are applied inadvertently screening out applications from members of under-represented groups?

B. Stages of the review:

1. Build a “long short list” and then, after primary review, select a “short list” of applicants to bring in for interview. The “long short list” might include only those individuals that meet the minimum qualifications of the job description in People Admin, or it may be a list of applicants that the committee wishes to look at more closely. The “short list” typically includes individuals that the committee wishes to interview. This group must be reviewed and approved by the EADP as potential hires. Once approved by EADP, all individuals on the short list must be interviewed. The selection of the “long short list” and “short list” should be carried out at separate meetings or a series of meetings, scheduled to allow committee members sufficient time to thoroughly review all applications. Throughout the process, remember that the search committee may be called upon to make a convincing case that the review was thorough and handled fairly. All committee members should keep sufficiently detailed notes so that the reasons for decisions will be clear later.
 - a) Development of the long list:
 - i. Frankly inform and educate committee members about how much time reading and evaluating applications will take. Inexperienced or busy members may otherwise put off reading the files until it is too late to do a thorough evaluation. Studies show that devoting a minimum of 15-20 minutes per application will help to minimize the effects of unconscious bias.

- ii. The use of a rubric can help to ensure that all applications are given equal treatment (example given below).
- iii. Before finalizing the “long short list,” examine it closely to see whether qualified applicants from under-represented groups are included. If not, consider whether biases or assumptions have influenced rankings.
- iv. When requesting letters of reference, request that letter writers refrain from commenting on any aspect of the applicant’s personal life that is not allowed in the normal search interview, such as marital or parental status, *etc.*
- v. Review objectives, criteria, and evaluation procedures. Remind committee members to devote at least 15-20 minutes to the evaluation of every applicant and to be prepared to defend every decision for rejecting or retaining an applicant.
- vi. Some committees find it useful to devise an evaluation rubric that considers the same range of criteria used in tenure and promotion decisions such as accomplishments and potential for future excellence in teaching, research, and service (example given below).
- vii. Evaluate the entire application; don’t depend too heavily on only one element such as letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
- viii. Beware of bias in letters of recommendation. Studies show that regardless of the gender of the letter writer, letters for women and minorities are often shorter, provide fewer references to the curriculum vitae, make more references to personal issues such as relationship status and personality, and contain more “doubt raisers” (Trix and Psenka, 2003).
- ix. Do not allow individuals to dominate the process or to push for dropping or retaining applicants without defending their reasons. Ask quieter members of the committee for their opinions.
- x. The search committee chair should strive to require uniform application of standards in retaining or dropping applicants.
- xi. After search committee members present initial evaluations, review the rankings a second time. Opinions expressed early in the process can change after many applications are considered and strengths and weaknesses of the applications become clarified.

Example of a Long List Evaluation Form

Name _____
 Current Position _____
 Current Location _____
 Highest Degree _____ Year _____ School _____
 Academic Discipline _____

I = Inadequate; A = Adequate; G = Good; E = Excellent

Qualifications	Rating				Comments
	I	A	G	E	
Education: PhD in relevant area of study					
Postdoctoral experience					
Teaching experience					
Research experience					
Grant writing experience					
Publication history					
Involvement in Extended Professional Communities					
Involvement in outreach activities					
Experience with diversity or multicultural issues					
Community involvement					
Other professional interests/skills					
Recommendation letters					

Particular strengths this candidate offers:

Concerns this candidate presents:

Overall rating (Check one in each row)

Required qualifications: _____ exceeds _____ meets _____ does not meet
 Preferred qualifications: _____ exceeds _____ meets _____ does not meet

b) Development of the short list:

- i. The short list is derived from the top candidates remaining after the long list has been reviewed as in (a). This list must be submitted to EADP for review and approval. All approved short list candidates must be interviewed.
 - Before finalizing the “short list,” examine it closely to see whether qualified applicants from under-represented groups are included. If not, consider whether biases or assumptions have influenced ratings.
 - Individual reviewers as well as the committee chair should keep sufficiently detailed notes so that the reasons for decisions will be clear later.
 - Note that the “short list” of candidates will be submitted to the Office of Equity, Access and Diversity Programs for audit to make sure University policies are adhered to.

Example of a Short List Rubric:

Category	Considerations
Research:	Publication output and quality, grants success, research potential (as indicated by feasibility of proposed research, evidence for developing collaborations, evidence for attempting to secure funding, manuscripts in review, letters of reference, <i>etc.</i>)
Teaching:	Classroom/field teaching experience, experience advising students on research projects, teaching potential (as indicated by application materials - CV, teaching statement, letters of reference)
Leadership and Teamwork:	Examine evidence of leadership and team building skills. For example, these may be indicated by leadership roles in undergraduate and graduate professional organizations. Leadership and organizational skills may be indicated within the CV as a list of professional experiences, in the proposed research plan, and in the statement of teaching philosophy.
Outreach/ Service:	Outreach experience and potential (as indicated by application material - CV, statements of teaching philosophy, letters of recommendations, <i>etc.</i>) Service experience on committees, boards, <i>etc.</i> (as indicated in application material - CV, letters of reference, <i>etc.</i>)
Programmatic Enhancement:	Evaluate whether or not the experience and expertise of the candidate would broaden current capabilities and, for example, attract a broader group of students and research funding. Discuss whether programs that might be initiated by the candidate would be within the scope of departmental research and teaching, or would provide novel enrichment and enhancement opportunities.

10. Interviewing Candidates

The interview is an essential part of the selection process for new faculty members in any department. Importantly, the quality of the interview experience impacts the profile of the university as prospective candidates reflect after leaving campus on the quality of the academic work environment. The list of suggested practices in this section focuses on developing and implementing an effective interview process. Logistical details such as short list approval, required meetings with particular administrators, and interview expense authorization are given in the College of Arts and Sciences Search and Hiring Procedures Document [http://ascweb.unl.edu/adminresources/recruitment/tenure_hiring.html] and the IANR Search Advisory Committee Handbook [<http://ianrhome.unl.edu/admin>]. The following is adapted in part from Fine and Handelsman (2005).

Throughout the planning and interview process, remember that the interview allows the department to determine if the candidate would be a good fit for UNL, but also allows the candidate to determine if UNL would be a good fit for her/him. Keep both of these goals in mind to ensure an effective interview.

A. Preparing for the Interview

1. Develop a set of questions that each candidate will be asked. These questions should be designed to expand upon and clarify information available in application documents or missing from those documents. The same information content should be acquired from each candidate to allow unbiased comparison. Examples of questions include those related to the areas of:
 - a) Educational background
 - b) Research and teaching experience and philosophy
 - c) Research interests they may pursue in the future
 - d) Potential sources of future funding
 - e) Potential courses of interest
 - f) Potential collaborative interactions with faculty and students
 - g) Mentoring philosophy
2. Educate all interviewers, department faculty, and personnel about inappropriate questions. These include questions relating to:
 - a) Age, race, ethnicity, color, national origin, gender, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religious or political affiliation, or arrest record
 - b) It is not acceptable to probe for potential dual career or other personal issues during the interview.
 - c) The interview team is responsible for projecting and promoting a positive environment. Each interviewer should encourage an open dialogue with the candidate that is both professional and non-threatening.
3. If a seminar and/or round table discussion will be led by the candidate, provide them some information about the audience, the purpose of the forum, and content areas before they arrive on campus.
4. Build the interview schedule, making sure to include breaks for the candidate. Also be sure to allow enough time to travel between buildings/campuses. The schedule should be detailed (identify interviewers by name and affiliation). Share the schedule with the candidate before she/he arrives. Consider adding a tour of the campus or of facilities in allied units and a tour of neighborhoods in Lincoln.

5. Keeping in mind the second aim of the interview process and personalize the interview for each candidate.
6. Provide candidates with opportunities to learn about UNL beyond the department/center (benefits, child-care options, grant-writing workshops, other aids offered to pre-tenure faculty [Paid trips to funding agencies? Set-aside teaching assistantships?], *etc.*).
7. Develop an information packet to share with all candidates, including information about Lincoln. ADVANCE can help with this, and a great resource is "About Lincoln" link on the UNL Human Resources site: <http://visit.unl.edu/ucomm/lincoln/>. It is legal to tell candidates about the great schools in Lincoln, but not to probe or to appear to be probing for information on parental status.
8. Remember that one purpose of the interview is to have each candidate eager to be offered the position at UNL. Present the department, the college, the university and Lincoln in a positive light and make it clear how the candidate is viewed as fitting into the department/unit.

B. The Interview Process

1. Follow the schedule!
2. Make candidates feel comfortable and welcome. Treat all candidates fairly and with respect. Remind faculty members that each candidate is a potential colleague.
3. Encourage faculty members, graduate students, undergraduates, and people from other, allied units to attend candidate talks. Remind them of inappropriate questions.
4. Allow the graduate/undergraduate students in the program a chance to interact with the candidate and ask for their input on each candidate.
5. Allow the candidate sufficient time to ask questions.

C. Post- Interview Procedures and Considerations

1. Remind faculty and other evaluators to complete their evaluations as soon as possible.
2. Decide how to proceed if your top candidate turns you down.
3. Solicit input from graduate/undergraduate students as appropriate.
4. Other post-interview activities will vary by department.

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This document was written and compiled by members of the University of Nebraska ADVANCE Faculty committee who served between 2008 and 2013 including (in alphabetical order):

Shireen Adenwalla, Department of Physics

Alexandra Basolo, School of Biological Sciences

Erin Blankenship, Department of Statistics

Andrea Cupp, Department of Animal Sciences

Concetta DiRusso (Chair), Department of Biochemistry

Tracy Frank, Department of Earth and Atmospheric Sciences

Steve Goddard, Department of Computer Science and Engineering

Susan Hermiller, Department of Mathematics

Elizabeth (Libby) Jones, Department of Civil Engineering

Merlin Lawson, Department of Earth and Atmospheric Sciences

John Meakin, Department of Mathematics

Nancy Myers, Organizational Development

Andrzej Nowak, Department of Civil Engineering

Sheila Purdhum, Department of Animal Sciences

Brian Robertson, Department of Mechanical and Materials Engineering

Melanie Simpson, Department of Biochemistry

Anuradha Subramanian, Department of Chemical and Biomolecular Engineering

Xiao Zeng, Department of Chemistry

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