“Career impediments based on gender or racial or ethnic bias deprive the nation of an important source of talented and accomplished researchers” (Beyond Bias and Barriers, 2007)

“Gains in women’s representation among bachelor’s and doctoral degree recipients have not translated into representation among college and university faculty. Four times as many men as women with science and engineering doctorates hold full-time faculty positions” (Professional Women and Minorities: A Total Human Resources Data Compendium, 2002.)
Gender Bias in Academic Recruitment

Gender bias – often unexamined, and held and acted on by people of both sexes who believe themselves unbiased – has affected many women scientists’ chances of career progress. Minority-group women face the double bind of racial and gender bias (Beyond Bias and Barriers, 2007).

- In a study of CV evaluation, identical CVs were given to search committee members labeled with both female and male names. Male candidates were rated higher in research, teaching and service than were the female candidates, by both genders of the search committee. Female candidates were also asked four times as much to demonstrate their teaching abilities and/or for proof that their external funding was garnered by their own efforts than were the men (Beyond Bias and Barriers, 2007).
- In a study of peer-reviewed post-doctoral applications for fellowships, female applicants were required to publish more than the male applicants to achieve the same rating (Wennerås and Wold, 1997).
- Letters of recommendation of female candidates are usually shorter and less focused on relevant topics than for male candidates (Trix and Psenka, 2003).

Incidents of bias against individuals not in the majority group tend to have accumulated effects. Small preferences for the majority group can accumulate and create large differences in prestige, power, and position. In academic science and engineering, the advantages have accrued to white men and have translated into larger salaries, faster promotions, and more publications and honors relative to women (Beyond Bias and Barriers, 2007).

Resources:
http://www.marshall.edu/mu-advance/resources.asp


2006-07 Application Data

Application data collected by MU-ADVANCE for the 2006/2007 year for tenure-track positions in the science, technology, engineering and mathematics (STEM) disciplines shows that half the offers were to female applicants, but fewer than half of these chose to come to Marshall.

Results:
- In the physical sciences and mathematics, 13% of the applicants were female while women represent 21% of the Ph.D.s in these fields (NSF data)
- In the life sciences, 23% of the applicants were female while women represent 49% Ph.D. in these fields (NSF data)
- 67% of male candidates who were offered positions accepted
- 46% of the female candidates who were offered positions accepted

Links to aid in the search process:

EEO/AA Recruitment Policies, Procedures and Resources
http://www.marshall.edu/eeoaa/rg1.htm
MU-ADVANCE Candidates Resources
http://www.marshall.edu/mu-advance/candidates.htm
MU-ADVANCE Search Committee Resources
http://www.marshall.edu/mu-advance/search.htm
The Search Committee

a. Involve members with diverse perspectives and areas of expertise.
b. Include both women and minorities.
c. Include an MU-ADVANCE committee member as a liaison.

Activities Prior to the Search

a. Determine whether the department should like to increase the number of women applying.
b. Consider why women have previously turned down positions.
c. Identify strategies that have been effective to recruit and hire women.
d. Consider advantageous places to advertise, including electronic job-postings.
e. Place a commitment to diversity statement in your advertisement and, if possible, incorporate language regarding ADVANCE (www.marshall.edu/mu-advance).
f. Develop hiring goals as broadly as possible.
g. Invite females to give seminars, as this also generates a list of potential candidates.
h. Make sure search committee members are aware of EEO guidelines and what is appropriate to ask a candidate. Guidelines available at the Office of Equity Programs website.
Activities During the Search

a. Begin your search as soon as possible, and anticipate future positions in advance.
b. Create a timeline for the search.
c. Contact colleagues from outside your department to identify women who might be qualified for and interested in the position.
d. Identify departments at other universities that have strong records for awarding Ph.D.'s to women.
e. Contact relevant professional organizations for rosters listing females in the pertinent fields.
f. Explore career opportunities for spouses/partners (MU-ADVANCE Candidates Resources page has links to other MU-Jobs and employment opportunities in the area).
g. Invite faculty and graduate students to help identify female candidates.
h. Send out letters of nomination to appropriate candidates that have not applied.
i. Attend professional conferences, make personal contacts, and invite applications.
j. Utilize websites, databases, listservs, and email groups to help with the search.
Creating the Short List

a. Be prepared to revisit the recruitment phase if the committee is not satisfied with the quality of the applicants or the number of applications received at any time. MU-ADVANCE can help with recruitment strategies, targeting specific organizations.
b. Develop multiple criteria with the committee that will be used to evaluate applicants consistently.
c. Choose criteria that are consistent with departmental goals.
d. Develop a broad list of top candidates.
e. Develop individual short lists that will allow you to rank candidates on specific criteria such as teaching, research, or mentoring abilities.
f. Develop the final short list by drawing top candidates from across varying criteria/short lists.
g. Consider interviewing more than one woman.

Evaluation of the Applicant Pool

a. Recognize that diverse interests and experiences can contribute positively to candidate qualifications.
b. Become aware of common biases and assumptions.
c. Spend sufficient time evaluating each applicant (15-20 minutes).
d. Take time to carefully peruse letters of recommendations.
e. Ensure that each member of the search committee contributes to the evaluation of all applicants.
f. Do not depend too heavily on one element of the application.
g. Clearly define all decisions you make for rejecting or retaining a candidate.
**Telephone Screening**

a. Develop a minimal set of questions in advance.
b. Ensure that all interviews are consistently done.
c. Be prepared to address predetermined basic information.
d. Don’t restrain the conversation with too many questions.
e. Use open-ended questions.

**Considerations for the Campus Visit**

a. First and foremost, view women for their scholastic merits.
b. Do not ask personal information of the candidate
c. Don’t assume family commitments will have a negative impact on a candidate’s career.
d. Allow the candidates the opportunity to interact with several departmental faculty in multiple settings. Do not limit interaction to only a few of the faculty.
e. Provide information to all candidates, regardless of gender, regarding university policies.
f. Provide information regarding mentoring programs. Be clear and genuine regarding your interest in scholarship and skills.
g. Schedule each candidate similarly with regard to interviews and events.
h. Make sure interview trip is well-organized and interviewers/hosts are enthusiastic and positive.
**CONTACT INFORMATION**

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**Candidate Information:**  
http://www.marshall.edu/mu-advance/candidates.htm  
• MU Job Opportunities  
• Recreation and Events  
• Huntington and the Tri-State information  
• Huntington Area Public and Private Schools  
• Employment Resources for Partners and Spouses  

**The MU-ADVANCE Office provides information to all candidates, which includes:**  
• A copy of the MU-ADVANCE resources page, which contains information on other employment opportunities for partners/spouses; social and cultural activities in the Tri-State area, and Marshall.  
• Real estate guides, both rental and buying  
• Information from the Chamber of Commerce /Tourism Office  
• Information on Marshall  
• Information on family-friendly policies at Marshall  
• Social and cultural activities at Marshall and within the community.

www.marshall.edu/mu-advance