Section 17.6
Prime the Pump
Recruitment begins before you have a position.
Cultivate your own students as their careers advance
Invite promising young scholars early and often to visit, give talks, build collaborations
Post-docs, research associations, and other similar positions

Job Description
Consider implications of the job description: search as broadly as possible.
Work with a single search committee for all positions, to allow opportunities for people with unusual backgrounds to emerge.

Sample Diversity Statement for Ad:
University of Cincinnati has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify (name, department, phone number, and TTY number) by the application deadline.
University of Cincinnati is the recipient of the National Science Foundation ADVANCE Institutional Transformation Award to increase the participation of women in academic science and engineering careers.

Put it at the beginning of ad, not at the end.

Tips for Dual Career Situations
Advertise UC’s Dual Career Hiring Program in your job ad.

Sample Addition to Job Ad:
University of Cincinnati is proud to announce a Dual Career Hiring Assistance Program. For confidential questions regarding this program, please contact Associate Provost Robin Martin, robin.martin@uc.edu.

Educate everyone on the search committee about dual career support programs. Tell candidates about diverse local job opportunities in the tri-state region.
**Active Recruiting**

*Actively* seek candidates who contribute diversity and excellence: do not just wait for applications to come in.

Ask colleagues specifically for the names of top female and minority students.

Find new colleagues to ask. The same network will give you the same answers.

Ask faculty to nominate strong candidates in the field, including women and minorities.

Invite female and minority speakers.

Widen the range of venues in which openings are advertised.

Widen the range of institutions from which you recruit.

Consider women and minorities who are thriving at less well-ranked institutions.

Consider post-docs as a potential recruiting position.

**The Interview**

Bring in more than one female and/or minority candidate: this disproportionately increases the likelihood that a woman and/or minority will be hired.

Provide information about dual career and family-friendly policies to all candidates.

Treat female and minority faculty applicants as scholars and researchers, NOT as *female or minority* scholars and researchers.

Give candidates an opportunity to talk with someone – not the search committee and preferably not even in the same department – about gender and climate issues.

**What is most important for recruitment?**

Welcoming departmental climate

Knowledge of and ability to counteract obstacles facing women and minority faculty

Family friendly policies

Ability to deal with dual career issues

**Micro-aggressions**

Women interrupted more

Others take credit for women’s ideas

Marginalized in networking events

Sexualized conversations
DEVELOPING A RECRUITING AND ADVERTISING PLAN
(Modified from
http://www.clahs.vt.edu/FacultyStaff/Search/Documents/DevelopingARecruitingAndAdvertisingPlan.pdf)

Creating a broad, diverse pool of highly qualified applicants is absolutely essential if the university is to have a faculty and administration that will help us achieve our goals and serve students and/or the institution well for decades to come. This is the search committee’s most important responsibility, and the committee must be aggressive in identifying attractive candidates, at least some of whom may not have been considering a job change or may not have previously considered University of Cincinnati. We know from experience and the literature on faculty hiring that advertisement in a single disciplinary publication, by itself, generally does not create the strong pool of candidates from diverse backgrounds that we are seeking for faculty or administrative positions. Here are some strategies to enlarge the pool of candidates:

- Advertisement in the main journal or publication for the relevant discipline may be necessary, but it is not sufficient. The committee should identify and advertise in publications and on listservs targeted to specific populations. Seeing the position announcement in more than one place, especially when it appears in a targeted publication or listserv, reinforces the message of inclusion.

- People contacts are much more effective in generating candidates than paper contacts. Call colleagues and other professionals to inform them of the vacancy and to request nominations. Follow up with a letter and a position announcement or send an e-mail that they can share with others.

- Forward the announcement, with cover letter, to the relevant professional associations serving specific populations (such as Women in Engineering or the Association of Black Psychologists). Also, consider recruiting in person at national meetings of these organizations. Many national associations also have caucuses for specific populations. Contact them as well, ask them to share the information, and ask for nominations of possible candidates. Whenever possible, use targeted listservs.

- Where applicable, send announcements with a cover letter seeking assistance to minority-serving institutions and women’s colleges. Send them to colleagues in specific departments, rather than to a president’s or vice president’s office. Again, ask for nominations. Follow up with a phone call.

- Use annual directories of recent Ph.D. recipients. Contact potential candidates by phone to inform them of the position and follow up with an announcement and cover letter. If the persons contacted are not available or interested, ask for nominations of other potential candidates. Some of these resources are available on the web site for the Office of Equal Opportunity or in hard copy in that office.
• Use the web. Particularly if you are looking for a candidate with some experience, you may find individuals of interest by perusing web sites of departments or programs at other institutions, organizations, or agencies. Many faculty members or researchers maintain information about their research and teaching interests and accomplishments on publicly available web sites. Follow up these leads to determine if the individual is interested and available, or knows of others who are. This is particularly effective in locating women or minority candidates who may not be actively searching for a position.

• Whenever you ask for nominations, be sure to follow up. The degree and timeliness of follow-up are perceived as indications of how serious you are about recruiting diverse applicants.

• Where appropriate, use campus-based networks, such as the Black Caucus, Hispanic Caucus, Women Leaders listserv and your college’s diversity committee(s).

Remember that effective searches utilize creative and aggressive strategies to identify qualified applicants. Make technology work for you – contact new people, hunt for graduate students in departments, use listservs, reach out to alumni, browse likely web sites from the relevant associations or other institutions, etc.

Monitoring the response to various ad sources is also important. Paid advertisements may not be nearly as effective as distributions to relevant listservs or posting on electronic bulletin boards. There is no requirement that the department spends substantial sums on paid advertising in any particular journal or publication. What is important is the scope of planned recruitment activities and the likelihood that these will reach and attract a strong pool of candidates from diverse backgrounds. Analysis of the effectiveness of various recruitment strategies is important information to use in the next search, so that committees build on the work and learning of previous efforts.

While the strategies above may serve for particular searches, successful recruitment is really a long-term, continual effort for a department or unit. Faculty members should be systematically observing new members in the field at their professional meetings so they can identify emerging scholars (or administrators) who can add to the department at some point. Making and maintaining contact in such a situation can ultimately result in a successful recruitment two or three years down the road. When traveling to or presenting at another university, faculty members should take the opportunity to ask about and meet Ph.D. students in the pipeline, particularly women and minorities. Promising leads can be followed up by an invitation to campus to give a talk and to develop contacts and shared interests with others in the department so that the recruitment, when it occurs, is the culmination of a longer-term relationship. Regardless of whether the particular individual joins the University of Cincinnati faculty, these efforts very often have a beneficial secondary effect when positive impressions are shared with others and their colleagues are then encouraged to apply.
JOB DESCRIPTION QUALIFICATIONS

LANGUAGE TO RECRUIT AND ATTRACT DIVERSE CANDIDATES

(modified from: http://www.clahs.vt.edu/FacultyStaff/Search/Documents/LANGUAGE%20TO%20RECRUIT%20AND%20ATTRACT%20DIVERSE%20CANDIDATES.pdf)

The following language may be used in the required or preferred qualifications for positions to attract diverse applicant pools:

• Demonstrated success in working with diverse populations

• A record of scholarship in areas related to diversity

• Experience interacting with diverse populations or students of color

• Academic experiences with culturally diverse populations

• Interest in developing and implementing curricula related to culturally diverse populations

• Experience with a variety of teaching methods

• Experience working in multicultural environments

• Desire to work with a student body that is diverse in respect to socioeconomic status, race, gender, ethnicity, sexual orientation, ability status and other dimensions

• Sensitivity to issues of diversity in the campus community

• Ability to integrate multicultural perspectives into the curriculum and pedagogy
• Distinctive record of accomplishment in areas related to the recruitment and retention of women and minority faculty, staff or students

• Distinctive record of accomplishment incorporating diverse perspectives in teaching, scholarship and/or outreach

• Demonstrated experience supervising diverse staff, faculty or students

• Experience developing and providing multicultural programs

• Ability to establish and maintain successful and effective relationships with a diverse, multicultural student and staff population, including persons with disabilities and disadvantages, to promote a culturally diverse educational environment

• Demonstrated sensitivity, knowledge, and understanding of students of differing academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds and sexual orientation

• Demonstrated sensitivity to as well as knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination
• Success integrating diversity into the major duties outlined in the job description or demonstrated equivalent transferable skills to do so

• Demonstrated success in academic or social service programs that serve students with disabilities, underrepresented populations, returning students, and students from diverse ethnic, educational, social, and economic backgrounds

• Demonstrated commitment to the principles of equity, access and affirmative action

• Demonstrated success in achieving affirmative action or diversity hiring goals

• Demonstrated success in achieving diversity recruitment goals for students

• Demonstrated ability to develop inclusive communities
Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate’s name: 

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate’s CV
☐ Met with candidate
☐ Read candidate’s scholarship
☐ Attended lunch or dinner with candidate
☐ Read candidate’s letters of recommendation
☐ Other (please explain):

☐ Attended candidate’s job talk

Please comment on the candidate’s scholarship as reflected in the job talk:

Please comment on the candidate’s teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

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<thead>
<tr>
<th></th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
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<tbody>
<tr>
<td>Potential for (Evidence of) scholarly impact</td>
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<td>Potential for (Evidence of) research productivity</td>
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<td>Potential for (Evidence of) research funding</td>
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<td>Potential for (Evidence of) collaboration</td>
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<td>Fit with department’s priorities</td>
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<td>Ability to make positive contribution to department’s climate</td>
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<td>Potential (Demonstrated ability) to attract and supervise graduate students</td>
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<td>Potential (Demonstrated ability) to teach and supervise undergraduates</td>
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<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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Other comments?
## Recruitment Links

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<th>Website</th>
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<td>Academic360</td>
<td><a href="http://www.academic360.com">www.academic360.com</a></td>
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<tr>
<td>AERA Job Postings</td>
<td><a href="http://www.aera.net/jobposts/default.asp">www.aera.net/jobposts/default.asp</a></td>
</tr>
<tr>
<td>American Association of Colleges for Teacher Education</td>
<td><a href="http://www.aacte.org/Position_Vacancies/default.htm">www.aacte.org/Position_Vacancies/default.htm</a></td>
</tr>
<tr>
<td>Black Issues in Higher Education</td>
<td><a href="http://www.blackissues.com">www.blackissues.com</a></td>
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<tr>
<td>Chronicle of Higher Education</td>
<td><a href="http://www.chronicle.com/jobs">www.chronicle.com/jobs</a></td>
</tr>
<tr>
<td>Communicator (the Council of Graduate Schools newsletter and listserve)</td>
<td><a href="http://www.cgsnet.org">www.cgsnet.org</a></td>
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<tr>
<td>Higher Education Jobs</td>
<td><a href="http://www.higheredjobs.com">www.higheredjobs.com</a></td>
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<tr>
<td>H-Net Job Guide</td>
<td><a href="http://www.matrix.msu.edu/jobs/">www.matrix.msu.edu/jobs/</a></td>
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<td>Hispanic Outlook in Higher Education Magazine</td>
<td><a href="http://www.hispanicoutlook.com">www.hispanicoutlook.com</a></td>
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<td>NationJob-Education Jobs Page</td>
<td><a href="http://www.nationjob.com/education/">www.nationjob.com/education/</a></td>
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<tr>
<td>Phi Delta Kappan Job Page</td>
<td><a href="http://www.pdkintl.org/kappan/kjob.htm">www.pdkintl.org/kappan/kjob.htm</a></td>
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<tr>
<td>Women in Higher Education</td>
<td><a href="http://www.wihe.com">www.wihe.com</a></td>
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Levels of Assistance

1. **Coaching** can be done by anyone who has the skill or knowledge that a faculty member knows he or she needs. The key here is that the person knows the help is needed. Examples of questions that a person might have that indicate a need for coaching include: (a) How do I get my class lists?; (b) Will the grants administrator submit my proposal on grants.gov?; and (c) What kinds of help can I request from the department head?

2. **Mentoring** differs from coaching in two respects. First, it focuses on choices to be made in the future, whereas coaching is about solving problems now. Second, the mentee will generally have an imperfect understanding of what his or her options are, and may even be unaware of an upcoming choice point. So whereas coaches answer questions or teach skills, mentors help frame questions about choices as well as educate the mentee and review the mentee’s options. It is generally the case that mentors offer advice about choices.

Can a department head be a mentor? When there is a reporting relationship associated with a mentoring relationship, there is reason to be careful. At the least, consider the importance of the subordinate in a reporting relationship having at least one other mentor. In the attached material, we will use the term **strategizing** for mentoring by a department head. Heads can play a valuable role here, but they can also exercise undue influence on the mentee.

3. **Sponsoring** is different still. A sponsor creates opportunity for the faculty member. A mentor might suggest that you apply for an award. A sponsor will write a recommendation. The difference is that a sponsor helps make the opportunity happen. A mentor might advise on to when to go up for promotion. A sponsor will support the action with a vote or letter. A mentor might advise you to ask for something. A sponsor will provide it or advocate for it.

4. **Referencing** is when we compare ourselves to people like us. (From Wikipedia: A reference group is “any group that individuals use as a standard for evaluating themselves and their own behavior”). It is by comparing ourselves to our reference group that we know whether we are failing or succeeding and whether we are being treated equitably. When we are without a reference group with which we strongly identify, it can be difficult to get a fix on how we should act or react. You might be the only woman in a unit. Or the only assistant professor. This makes social comparison difficult.

In addition to the above forms of assistance, people in organizations have affective needs. Affective needs relate to how you feel about the job. For most of us, the support system we rely on exists partly within the organization (i.e., colleagues who are friends) and partly outside of the organization (e.g., family and non-work friends). People benefit from having robust support systems.

Later in the workshop, you will have the opportunity to ask questions about providing assistance, and you will have the opportunity to discuss creative things that your units might consider doing in this regard. Some of UC LEAF's services can help (e.g., learning communities are a great way of helping with referencing).
What Department Heads Can Accomplish

No head should ever assume that he or she can be the sole source of coaching, mentoring (“strategizing”), or sponsoring for any faculty member. Nevertheless, there is a great deal that a head can do. The annual performance review is the ideal time to set standards, clarify expectations, and provide the kinds of coaching and strategizing that the head is uniquely positioned to provide. When necessary, the head must provide feedback when performance is not up to expectations.

The UC Chapter of AAUP has produced a great white paper on how to conduct annual performance reviews (www.aaupuc.org and then click on “annual performance reviews”).

We are providing numerous examples of how to address performance issues for faculty members at different career stages. Later in the workshop, you will have the opportunity to ask questions about doing annual performance reviews, and you will have the opportunity to discuss creative things that your units might do to improve the usefulness of the annual performance review.

Here are some examples of things you might do to enhance annual performance reviews in order to make them tools for helping women and members of under-represented groups succeed. Some of these ideas might be used for all faculty members.

1. Use the Executive Committee (if it is diverse) to help you draft the reviews you have to prepare. Or appoint a committee that is diverse, even if it is necessary to ask for help from someone the department. This group can assist the head in reviewing the draft letters that come out of the annual performance reviews for all of the faculty, not just members of under-represented groups. As head, you might learn that you have a tendency to use different words for different kinds of people, or that you set expectations differently. But even if you are as unbiased as it is possible to be, you’ll almost certainly be surprised how useful it is to have the insights of trusted colleagues.

2. Such a group can also be invaluable in alerting you beforehand to issues that you might want to bring up during the meeting.

3. Encourage members of under-represented groups before and after the annual performance review to consult with a mentor about how to raise issues of concern or how to respond to issues of concern. Ask senior colleagues that you know are mentoring someone for help in identifying or framing issues to discuss at the annual meeting. Keep all of these meetings and communications informal.

   a. (To a faculty member pre-meeting) I’d like to suggest that you send me an email prior to our annual meeting in which you identify the issues or concerns that you’d like to discuss. This will give me a chance to think about those issues.

   b. (To a faculty member receiving a draft of your review) I hope that you will feel free to share this communication with Professors X and Y, and to use their input to help you identify ways in which the final draft of the APR can be most useful to you.

   c. (To mentors) Are there things you’d recommend I attend to during the annual meeting with Professor X?

4. When it is appropriate to identify concerns, try to articulate a possible solution.
Date

TO: X

FROM: Steven Howe, Head

COPIES: Valerie Hardcastle, Dean; Personnel File

SUBJECT: ANNUAL PERFORMANCE REVIEW

We met on X to discuss your 2011 performance and to do workload planning for this year and beyond. You have just completed your first year at UC and will not be submitting your first RPT dossier until January 2013.

Teaching Assessments

Continuing Efforts to Upgrade: X
Formal Teaching Effectiveness: X
Informal Teaching Effectiveness: X
Course Variety: X
Failure to Meet or Prepare: X

Research Assessments

Appropriateness of Presentation: X
Quantity and Quality: X
Impact of Research: X
Funding: X
Research Supervision: X
Stature: X
Major Resource: X

Service Assessments
Planning for the Future

Aligning with Our Mission: X

Achieving Greater Impact: X

Teaching Next Year: X

Merit Band Assignment

X

Certification

In addition to meeting with you individually, I have sought your reactions to a draft copy of this review. If you take exception to any aspect of the review, or merely if you wish to add commentary, you should write to me and request that your memo be filed as an attachment to your review.

By signing your name below, you are acknowledging receipt of this review and confirming that you have read it.

Signed

Date
Assistant Professors – First Term Meeting (Required by Contract) or First APR

1. The department expects excellence in teaching as well as continual efforts at improvement. You might consider asking for some peer evaluations and feedback. You might also want to avail yourself of opportunities to occasionally attend programs on teaching. Be sure to keep all of your course evaluations and to document all of these ancillary activities. I am not making these suggestions because your teaching is in any way lacking. Rather, I want you to understand the importance of documenting efforts to achieve greater proficiency as a teacher, which is one of our RPT criteria. SS/CO

2. I provided you with a copy of the RPT policy and recommended that you read the article on RPT in the UC-AAUP contract (www.aaupuc.org). The first reappointment review arrives earlier than ever seems possible. You will need to have a dossier ready for the department committee to review by January 31, 2008. There will be no need for external reviewers for this first review process. It is never too early to talk with your faculty mentors – Professors X and Y – about the process of preparing for review. If you find that you have any questions at all about the process, do not hesitate to contact me. The most important questions for the initial reappointment review are (a) Do you show promise of excellent research potential?, (b) Have you gotten your research career at UC off to a good start? and (c) Is there reason to believe that you have promise as a teacher? In my judgment, you have already provided me with grounds to answer yes to all three questions. Some secondary questions to attend to in the coming year, as you continue your excellent research and teaching, include (a) Do you serve the department, the community, the University and the profession? and (b) Are you endeavoring to improve your teaching? SS/CO

3. Your biggest research challenge in coming to UC will be to get started doing research that will quickly lead to publications with the UC name on them. This will be challenging because you are leaving one of the most productive research environments in your discipline, at [University X]. Plan to invest a significant amount of time in your first quarter on relationship building, with a senior faculty mentor of your choosing, with potential research collaborators, and with potential student assistants. If there is anything I can do to assist you, whether it be advising you on IRB matters, introducing you to staff at the Office of Sponsored Research Services, or helping you make effective use of your start-up funds, please do not hesitate to ask. ST

4. You have attended several workshops, with a nice balance between teaching, research, and diversity interests. And of course the Diversity Council grant mentioned earlier means that professional development is a huge opportunity for you during the 2010-2011 academic year. You have formed a research mentoring committee (Professors X, Y, and Z). You and I have spent some time discussing how to clarify and develop the theme for your proposed program of research. ST/OT
5. This was to a member of an under-represented group who was hired into an educator track position, but with whom we shared an aspiration of developing her into a researcher. The thing that is absolutely imperative for you to do, and I think it needs to be done quickly, is to frame a statement of what your research program will be. You need to attend some grant-writing experiences, continue to build diversity-related research collaborations, and get one or two IRB protocols written. ST

6. Experiences this year included attending national and international scientific conferences and the APA ATI on dynamical systems here at UC. You did the short Stephen Russell grant-writing workshop. You plan an NSF submission for summer 2012. OT

7. I recommend that you plan to identify and regularly attend at least one national organization that can be a professional base for you, and that in time you look for opportunities to take on a service role in that organization as a means of networking. ST

Assistant Professors – Subsequent APRs

8. Your efforts to seek external research funding have been exemplary. I know that rejections are painful, but I am convinced that if you persist in trying to secure funding that you will be successful in the near future. You have a grant to NSF under review, two more NSF proposals under development for submission in March, and you plan to resubmit two proposals declined previously. You have done professional development work on grant-seeking, something that should be documented in your RPT dossier. If there is anything that the department can do to facilitate your grant-seeking, please let me know. ST/OT

9. With your case for early promotion and tenure pending, I know that it might have seemed strange to focus on the longer term future when we met. Without wanting to predict what will happen to your bid for early promotion, I can tell you that the senior faculty see you as having a bright future. We want that future to be played out here. SP/EE

10. Your course evaluations were excellent. We had a long, interesting discussion about PowerPoint, and how evil it is. What I most appreciated about the discussion and your evaluations was that you have found alternative means of accomplishing what students want from PowerPoint while avoiding all of its negatives. This sort of thinking should be incorporated into your statement of teaching philosophy a year from now when you go up for reappointment. CO

11. You articulated your concerns about the absence of grants administration support and IRB support in the department. We’re working on it. Your concerns are very reasonable. Your lab space is not suited to your needs. When I tell the dean that we have significant needs for renovation dollars, you are Exhibit A. RC

12. We have talked on more than one occasion about how it will be challenging to obtain highly prestigious research funding, given your applied and community interests. A $50,000 award from The Health Foundation of Greater Cincinnati might be as indicative of impact and success as $200,000 from NIH would be for a peer. Some of your work might involve helping community-based collaborators bring money into their organizations, and we need to have some way of crediting this. I am confident that you will succeed. I encourage you to pursue some of the ideas we discussed in an earlier conversation about getting around to places like Michigan State, DePaul, and Vanderbilt where people like X, Y, and Z have blazed the kind of path you might consider treading. I will pay up to $700 for any two of these trips. SS/SP

13. You are beginning to accumulate the citations that would be expected for promotion to associate. SS/OT

14. Continue to pursue external funding. Continue to focus on high quality publications. I see you on a steeper than normal trajectory toward promotion and tenure. SS/EE

15. I am incredibly impressed with your planned use of start-up funding to systematically sample the atmosphere at a number of professional organizations. Once you settle on one (or two) that you wish have as a professional home, be on the lookout for the opportunity to strategically choose a non-intensive service role in the organization as a way to begin developing a national network of contacts. ST/OT
16. **This was for a member of an underrepresented group interested in studying the college success trajectories of other members of that group.** You face a daunting challenge in terms of balancing research and service. Much of what you do as service would be highly inappropriate for a brand new tenure track assistant professor were it not for the fact that we are strategically trying to include you in these activities precisely so that they become your research ventures. I think you and I will need to do a lot of talking and thinking about this during 2012 so that you are not spread so thinly among multiple service initiatives that you are unable to capitalize on them as research opportunities. **ST /SP**

17. You are aggressively seeking funding and had the disheartening experience of getting scored a 9 on an NIH submission and not being funded. Worse, there is every reason to believe you were not funded because of the change in program officer. Unbelievable. You have strong plans and great ideas. They money will come. **ST /OT**

**Associate Professors Too Long in Rank**

18. **Complete lack of service was one concern.** While I appreciate the fact that you volunteered for some departmental and college service last year (i.e., volunteering to stand for election to the headship search committee and the decanal search committee), those efforts were unsuccessful. I believe that if you wish to obtain the support of your peers for elected service positions, you will need to do a better job of performing basic duties of citizenship in the Psychology Department, such as participating in RPT, coming to departmental events, and making an effort to be visible and collegial. I have upon a few occasions had to comment upon the tone you have adopted in your interactions with me. My hope is that we have more recently developed a smoother and more professional working relationship. **SS/SE**

19. In spite of your good teaching, I have serious concerns about the trajectory your career has taken. In particular, the lack of scholarly productivity raises in my mind the issue of whether you will maintain your qualifications to teach at the university level. You were hired to teach and to do research and yet your scholarly productivity over the past several years has been essentially nil. Further, we are quickly approaching the point where we cannot consider you to be a member of the graduate faculty; the external reviewers during our past program review were extremely critical of the lack of scholarly productivity of some members of the faculty. **SS/TE**

20. I know that you substantially revised your X course this year based on student formal course evaluations and informal feedback. The changes were designed to incorporate more experiential exercises outside and inside the classroom and to allow more time for clinical skills training. I would suggest that you consult with Professor X and perhaps Professor Y (who is knowledgeable about group process) regarding your handling of the course. It is a difficult course to teach; anyone would find it challenging. I would appreciate it if you stayed with it for another year or two and tried to develop it to the point where you and we are happy with it. **IE**

21. In the past, there have been some difficulties around the meeting of deadlines (e.g., a course reduction was awarded in exchange for a proposal submission but you missed the deadline). I will be looking to see that some of the disruptions associated with your time-management skills attenuate over the next year or two. **SS/IE**

22. Graduate student mentoring is an area of some concern for me. It is true that you have attracted some great students to UC, and some of your first students, since graduated and moved on, are doing quite well. But at this point in your career, the expectation is that you should have a fairly large lab (4-5 students) and they should collectively be receiving a decent-sized portion of their support from you. **SS/IE**

23. Your career trajectory has been stalled for a couple of years. You should be within a year or two of promotion to full but the funding track record is fitful, your lab lacks a high level of throughput, and there is some concern as to whether you are currently playing the role of an investigator or only the role of a collaborator. **SS/SE**

24. Your only graduate student is well advanced in her training. Of the two students that you recruited after that one, both left your lab. The problem with your graduate mentoring is not how nice you are to graduate students; you’re very generous to them. Nor is the problem how well equipped you are to lend your technical expertise to their projects. You’re very knowledgeable. The problem is that you cannot effectively supervise
graduate students who are in your lab because you are overly controlling and project your anxiety and lack of organization onto their lives and schedules. TE

25. You are farther from being ready for promotion to full than you were two years. You are highly unlikely to succeed in our department if you do not have a lab full of smart, productive graduate students. SS/TE

Associate Professors on Target for Promotion

26. I would characterize you as well-situated in terms of your trajectory towards promotion to full. The biggest positives are undoubtedly the quality of your publications and the securing of external funding. You should strive to maintain the quality of your publications, your 2006 quantity of publications, and your stream of funding support. SS/ST/OT

27. You had another outstanding year in terms of productivity. The one concern about your research that we have discussed before, and that we touched on again during our annual meeting, is the need for you to do fewer studies of higher quality. Rather than offering every UG research assistant who comes along a chance to do a study designed just for them, you should aim to incorporate your student assistants into your existing protocols and those of your graduate students. Your big challenge over the next few years, which I am entirely certain you can rise to, is to shift from a quantity mentality to a quality mentality. Your new interest in and pursuit of research funding is the perfect first step in that evolution. Please let me know if there is anything the department can do to support your pursuit of funded research. I am pleased that you are taking part in the Russell seminar this year and that you are committed to submitting a proposal for external funding no later than January 2008. SS/CO/SE

28. The provost ordinarily does not like anyone to be in rank for less than five years. I think it would be appropriate for you to plan to go up for full no later than the beginning of your fifth year in rank. SP/EE

29. You had a remarkably productive year, with multiple articles published or in press, not to mention an edited volume of conference papers, two chapters, and several conference papers and posters. You have done a significant amount of reviewing, graduate student research supervision, and research-related professional service. You are co-PI on an NSF grant. Most impressively, you have submitted (or about to submit) six funding proposals to NSF and NIH. One of them has been declined, true, but with how tight federal research dollars have become, a significant refusal rate is now part of the game. You are an integral member of a recognized team of experts here at UC who are helping us to attract national attention in the field of X. Well-played! The fact that your colleagues unanimously supported you for early promotion and tenure is a good measure of the regard in which your research is held. EE

30. At your career stage, you need to have funding more often than not and you need to be submitting proposals on a regular basis. Your plans for 2011 are consistent with these expectations but your work in 2010 was not. There is also the expectation that you will be making significant contributions to the funding of your graduate students. SS/FE

31. We have both been aware of a hiatus in your publication record associated with a redirecting of your scholarly interest, the disruptive impact of [a college event not under the control of this person], and your necessarily heavy service role. I am delighted to say that 2011 was the year in which you put these concerns to rest. In addition to seven technical reports, you published an article in an A journal, presented a paper at a competitive conference, and helped organize a symposium at the same meeting. You have an article under review, one that was invited for resubmission to an A+ journal, and at least two others in preparation. You have two active IRB protocols focused on your research. OT

32. You won the prestigious X award for having published one of the 50 most cited articles in 2007 from the entire set of 300 journals from across various disciplines used as the population from which the winners are determined. Congratulations. OT

33. We talked about the importance of your assuming more of a leading author role on some proportion of future publications. We value and support research collaborations but we also want to see faculty playing principal roles. SS/ST/IE
34. Since I see you as getting within a couple of years of the point where you will go up for promotion to full, the lack of articles this year is not concordant with your track record. However, your self-assessment clearly describes what you are trying to do and what seeds for future growth are being planted, so this is not a negative this year. **IE**

35. You are starting to accumulate appreciable numbers of citations (about 80 just last year). **OT**

36. You are well regarded by your UC colleagues as making an important contribution to the national profile we are building in the area of X. **EE**

37. Your work is beginning to make a splash, as documented by citations and by the four invited addresses during 2011, including two in Europe. **EE**

**Full Professors with Performance Issues Serious Enough that the Dean Was Involved**

38. **[Someone who had a multi-decade stranglehold on key courses and about whose teaching there were numerous complaints.]** I know you are sometimes frustrated by the task of covering all of the content that you would wish to cover in your courses. While I understand that your motives are unimpeachable, I do believe that there has been a drift among the faculty away from such heavily content-laden courses to a style of teaching that emphasizes learning-to-learn over learning content. Looking into the future, this is the year when the undergraduate curriculum committee will start discussing long-term plans for and perhaps alternatives to the X course. And the graduate curriculum committee will be discussing the core curriculum too. I mention these discussions to you so that you will understand that while everyone is in awe of your dedication to teaching, yours is not an approach that many of your colleagues choose to use themselves; nor is it universally regarded as belonging in the core curriculum or in as large of a position in the Y curriculum as it currently occupies. **BM**

39. Perhaps of greater concern is the evidence that your scholarly work over the past 25 years has produced little impact in the form of articles published in top-tier journals or articles that generated citations. When we discussed this point, you noted that [a work from the 1970's] is still generating citations. I will take that as given but I do not think it detracts from my point that your work over the past 25 years has not been heavily cited. We differ on the issue of the quality of graduate student research being done in your lab. While I certainly appreciate the complexity of the decision-making process that led you to agree to chair X’s dissertation, and the complications posed by Y’s interest in a different training program, my concern ultimately is with the product. Y’s thesis strikes me as having little chance of being published in even a B quality journal. Going through the program review process has taught me that these kinds of student projects have great potential to reflect negatively upon us for years to come. **BM**

40. I know that you are excited about your current scholarly work. However, the reality is that you have produced virtually no articles, chapters or books in the 12 years or so that we have had a workload policy, during which time your teaching load was always set at a level commensurate with that of an active researcher. You have not sought research funding during that period. There is no evidence of impact on the field of the work that you have produced in the past 25 years, either in the form of citations or in the form of articles published in good journals. You do virtually no student research supervision. It has been over 12 years since you admitted a student who successfully completed the program under your supervision. During that stretch, three other students either dropped out or changed mentors. You currently chair no student committees and participate on only one Psychology student’s committee of any kind, including MQE committees. You have no UG research assistants. **BM**

41. You are out of sync with the department and you are spending too much time on [your outside activities]. You seem to believe that because it is a non-profit corporation it is outside of the scope of UC's ability to monitor. At another time you said that because you do not [engage in outside activity] between the hours of 9-5 during the week it is not outside activity. At another time you reported that since you do not draw a salary it is not outside activity. My response is that there must be a substantial investment you are making since you have the cash flow to [X]. In addition, you give the department a mere few hours of work a week. You meet your classes. Your UG TAs have said on resumes that they make up the tests and do the grading. You are seldom
here. You complain about a lack of respect from people in the department but you make no effort to engage them. **BM**

**Other Full Professors**

42. It is important to let you know just how quickly the norm about research funding has been changing. I divided the faculty into two groups: those with and those without potential to write grants. The latter group includes teaching faculty and other full faculty who do not plan to do research because they are within sight of retirement. I learned that among the faculty in the first group, you were the only one who (a) did not have a current grant, and (b) did not have a grant proposal under review, and (c) was not within a few months of submitting a major grant. The time is rapidly approaching when we will be enforcing a policy that says having an active research program requires external funding or, minimally, grant-seeking. **SS/IE**

43. Congratulations on your having been awarded the college’s highest research honor last spring [nominated by head]. This year the college nominated you for a distinguished research professorship. While I was disappointed that you were not selected, you will be up for review again next year. As there are only a handful of these appointments at the university, we will have to be patient. The quality and amount of your research are both exceptional and are helping us to increase our national profile. **SP/EE**

44. You are overworked in this regard but your departmental service is critically important to the well-being of the X program. Your national service has been remarkably successful to getting the UC X program recognition, and provides a model for others in the department to emulate. I cannot imagine that you could do more service, or better service, than you do. **EE**

45. The expectation is a rapidly emerging that full professors need to provide full stipend support to their graduate students, and while you have certainly been better in this respect than many of our colleagues, you and several others of us have some way to go in this regard. We have discussed my expectations for new full professors and you know what my expectations are. **SS/IE**

46. You had one article published in 2010 and currently have one under review, so it has not been the most productive year for you. We have had several discussions about whether your current collaborations at the medical center are ideal, and are in agreement that the opportunities for collaboration and high-quality, self-directed research are much greater for you in Department X than in the Department Y. **ST**

47. We had a frank discussion about two areas where you could improve in order to be perceived as a stronger candidate for an executive leadership position (i.e., head, dean, etc.). **ST/SP**

48. I know citations are harder to come by in your sub-discipline than in a field like X or Y, but in thinking about whether your current output meets expectations, I looked at Scopus and found that in no year since 2005 have you been generating an annual total of even 10 citations. According to Google Scholar, no article published in the last five years has more than a handful of citations. Building your research productivity back up to where it once was is a reasonable expectation for a full professor. **SS/SE**

49. You had a stellar year. Congratulations. I will mention only the 10 refereed articles and the 8 invited addresses on three continents. **EE**

50. The fact that you are on the editorial boards of the three most important journals in your field speaks to stature. **EE**
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<td><strong>Recruit (1)</strong></td>
<td>Number of new Ph.D.’s each year nationally, broken down by gender and under-represented status</td>
<td>Goal for % of applications to be received from highly qualified women (should equal or exceed A1)</td>
<td>Specific actions unit will undertake to increase number of highly qualified women applicants</td>
<td>% applications received from qualified women</td>
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<td><strong>Hire (2)</strong></td>
<td>Percentage of women hired into comparable jobs nationally</td>
<td>Goal for % of hires who are women (should equal or exceed A2)</td>
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<td>% of hires who are women</td>
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<td>Reappointment and promotion rates in unit (5 year data)</td>
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<td>Retention rates in unit (5 year data)</td>
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Strategic Plan for Department X  
College of Y  
University of Cincinnati  
2013-2018

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<tr>
<th>Baseline Data (A)</th>
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<tr>
<td><strong>Recruit</strong> (1)</td>
<td>22% of new doctorates in X are awarded to women</td>
<td>• On-going faculty involvement in our association’s interest group of women scientists to build networks and learn best practices &lt;br&gt; • Improved language in ads, including stated goal of improved representation in terms of gender &lt;br&gt; • Include women from allied fields on search committees &lt;br&gt; • Branding strategy (see separate document)</td>
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<tr>
<td>20% of our short-list candidates will be women (note 1)</td>
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<td><strong>Hire</strong> (2)</td>
<td>15% of faculty hires nationally are women</td>
<td>• Targeted searches</td>
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<tr>
<td>25% of our hires in next five years will be women (note 2)</td>
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<td><strong>Promote</strong> (3)</td>
<td>Note 3</td>
<td>• Improved departmental processes for new faculty development (see separate document)</td>
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<td>Note 3</td>
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<td>Note 4</td>
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Notes

1. While we hope to do a better job of getting highly qualified women to apply, it would be difficult in our field to have our short-list include a higher rate of women than the rate at which women win doctorates because many women in our field pursue career opportunities in industry.

2. Our central hiring strategy will have to involve targeting highly qualified women. This doesn’t mean we will not think carefully about a wide range of additional activities, including improvements in the way we conduct campus visits and the way we manage negotiations around job talks. But it does mean that we see no way of moving from our current situation to achieving our goal of 25% of new hires being women without administrative support for targeted searches and the almost inevitable enhancements in salaries and start-up packages that targeted searches require.

3. 100% of our tenure-track assistant professors going up for promotion and tenure have been successful over the past 5 years, but only 70% of our tenure-track assistant professors are retained through their mandatory P+T review.

4. Our problem with retention is that we have a tendency to lose our most highly valued faculty to better opportunities. And at the moment, we do not have any tenured women faculty, so we are not certain what issues we will face here.