



STRIDE Workshop: Equitable Search Best Practices

Strategies and **T**actics for **R**ecruiting to **I**mprove
Diversity and **E**xcellence

STRIDE Committee Members



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STRIDE Workshop Goals

Participants will discuss and learn from each other...

1. How to improve the search process
2. Strategies to avoid implicit bias
3. Implementing best practices for equitable searches

Zoom Guidelines & Ground Rules

01

MUTUAL RESPECT

Take space. Make space.

02

CONFIDENTIALITY

What's said here, stays here.

03

KEEP CAMERA ON, IF COMFORTABLE

04

PRONOUNS

Share your name and pronouns in name box.

05

TECH SUPPORT

Having trouble?
CHAT ADVANCE Office.



Likeability bias



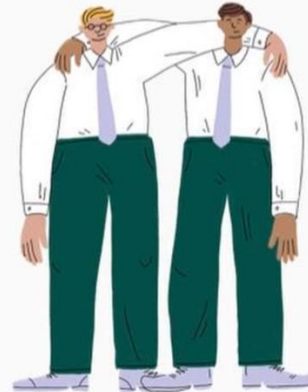
Performance bias



Maternal bias



Attribution bias



Affinity bias



Intersectionality



Five Stages of a Faculty Search

1. Define criteria and qualities
2. Actively recruit a diverse pool
3. Review and identify the long/short list
4. Conduct an effective on-campus interview
5. Recommend finalist(s) to Chair

Activity: Identify Potential Bias in Your Search

*We all make decisions based on implicit associations.
In some cases, this can result in biased behavior.*

- Identify where potential biases are likely to occur within your search process. (10 minutes in small group breakouts)
- Debrief with the larger group (5 minutes)

■ Five Stages of a Faculty Search

1. Define criteria and qualities
2. Actively recruit a diverse pool
3. Review and identify the long/short list
4. Conduct an effective on-campus interview
5. Recommend finalist(s) to Chair

Stage 2: Actively Recruit a Diverse Pool

1. Defined the criteria for the position
2. Generated an ad for the position

Where do you advertise?

Who advertises?

Stage 2: Actively Recruit a Diverse Pool

Strategy 1: Outreach Plan & Implementation

- Search committee members & faculty in the department
- Networks of colleagues, collaborators, and conferences
- Caucuses in professional societies (e.g., Black Caucus)
- HBCUs/Hispanic-Serving Institutions
- Hispanic Association of Colleges and Universities
- BIPOC advocates in your discipline, Facebook/LinkedIn groups

Strategy 2: The Search Committee

- Should be diverse too (different perspectives, opinions, diverse experiences)
- Everyone should participate in outreach efforts

Casting a wider net and increasing the probability of recruiting a more diverse pool of candidates

STRATEGIES

Stage 2: Actively Recruit a Diverse Pool

Strategy 1: Outreach Plan & Implementation

- Search committee members from different departments
- Networks of colleagues at conferences
- Caucuses in professional organizations
- HBCUs/Hispanic-Serving Institutions
- Hispanic Association of Colleges and Universities
- BIPOC advocates in your discipline, Facebook/LinkedIn groups

Strategy 2: The Search Committee

Be Intentional
diversifying the pool does not happen on its own

Casting a wider net and increasing the probability of recruiting a more diverse pool of candidates

STRATEGIES

Last year, a search committee in your department was charged with hiring a new faculty member. They posted their ad in the usual job sites. Having attended a STRIDE workshop in the past in which diversifying the pool was recommended, the committee chair asked all members to share the job ad with people they know from their previous institutions. The committee chair also posted the ad on professional networking sites that are specifically about diversity in their field but not related to academia. The direct-outreach plan didn't yield any applications. The diversity-outreach plan yielded a few applicants, but the committee considered all of them to be underqualified. The search chair recommended the department limit these forms of outreach because they are labor intensive and did not yield results.

How would you proceed if you were on a search committee the following year?

SCENARIO

1. How would you handle this situation if you were the lead in this search?
2. Have you encountered challenges like this in your own search or do you anticipate any coming up? If so, how can you improve?
3. Has anyone utilized other strategies to broaden the pool?
4. What's a suggestion you have for making this stage more effective?

QUESTIONS

Stage 3: Review and identify the long/short list

Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination

Abstract: We study race in the labor market by sending **fictitious resumes** to help-wanted ads in Boston and Chicago newspapers. **To manipulate perceived race, resumes are randomly assigned African-American- or White-sounding names.** White names receive 50 percent more callbacks for interviews. Callbacks are also more responsive to resume quality for White names than for African-American ones. The racial gap is uniform across occupation, industry, and employer size. We also find little evidence that employers are inferring social class from the names. Differential treatment by race still appears to be prominent in the U.S. labor market.

Bertrand & Mullainathan, The American Economic Review (2004)

PROBLEM

Blind Review or Not?

- Rationale and Underlying Assumptions
 - Awareness of implicit bias is not enough
 - “...the method of blind recruitment was chosen due to the lower trust in the recruitment staff ...” (Vivek, 2022, p. 58)
- Do you have the resources?
- Requires redaction
 - Decision point 1: Which documents?
 - Decision point 2: What should be redacted from each document?
 - Decision point 3: Who should do the redacting?
- What are indicators that a blind review was effective?
 - Selection of candidates for the face-to-face list that would otherwise have been eliminated

DECISION

What aspects should be redacted?

- Name of applicant (*Race, Ethnicity, National Origin*)
 - Years that reveal a candidate's age (*Age*)
 - Personal Pronouns (*Gender*)
 - Names of Institutions (*Pedigree*)
 - Names of advisors (*Pedigree*)
 - Author Names (but not how many authors)
 - different redaction symbols for the position of authorship – first, second, third. – still need to be able to assess how many first-authored/senior-authored papers)
 - Journal Names? (*Pedigree*)
 - aren't journal names an indicator of quality though? If we remove these, what will take its place to assess quality?
 - What about writing style? – cannot be redacted
-
- Schooling (including High school) (*Pedigree bias, SES*)

METHOD

Stage 3: Review and Identify the Short List

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Aligns with department's priorities						
Evidence of scholarly impact						
Evidence of research productivity						
Evidence of research funding						
Evidence of collaboration						
Ability to make positive contribution to department's climate						
Ability to attract and supervise graduate students						
Ability to teach and supervise undergraduates						
Evidence of Contributions to Diversity, Equity, and Inclusion						

Please comment on the candidate's research program:

Please comment on the candidate's expertise:

Other Comments:

Sample Evaluation Rubric

Implementing a Rubric in the Wild

A Department at R1 Dream Big University is looking to hire a new chair. The Search Committee strives to narrow down who to interview virtually prior to holding campus interviews. Following a workshop in which the use of rubrics was recommended as a best practice, the search committee chair asks everyone to independently complete a rubric for each candidate, and to submit those to the committee prior to discussion. However, not everyone on the committee submitted their rubrics. As a result, the completed rubrics were screen-shared during the deliberation. Most variations in ratings were resolved upon discussion. The item “*leadership experience*” yielded vastly different ratings, and some of the discrepancies remained unresolved despite discussion.

SCENARIO

1. Why might the committee chair ask that completed rubrics be submitted beforehand?
2. Why might some members not share their completed rubrics upfront?
3. What are some factors that might influence how different committee members assess a candidate's leadership experience?

QUESTIONS

Stage 4: Conduct an Effective On-Campus Interview

How to evaluate all candidates fairly

- Design an effective interview protocol
- Develop interview guidelines toward consensus and a persuasive recommendation
- Avoid panel-style interviews (intimidating)

Design an effective interview protocol

- Develop a common set of questions for each candidate.
- Ask the candidates the same questions in the same order
- Supplement core questions with candidate-customized queries

Ensuring the best possible campus visit

- Review interview guidelines
- Practice Inclusivity
- Learn from past experience

- Be careful in informal settings
- Provide feedback (rubric) quickly (avoid recency bias)
- Everyone attends the talk

Interview Questions in Professional Context

- Teaching
- Research
- Service
- Diversity, Equity, Inclusion, and Belonging

You are serving on a faculty search committee that has worked hard to identify as diverse a pool of qualified candidates as possible. You brought in a few candidates to interview. One of the candidates is an outstanding international woman scientist. After her impressive job talk and a long day of interviews and one-on-one meetings, you are eager to show the candidate that your department is not only “top notch” but also friendly and supportive and that everyone recognizes that “we all have a personal life too.” Over dinner, you want to welcome the candidate and convey a supportive and friendly working environment, so you ask her (with a friendly smile) the following questions:

SCENARIO

- A. “What does your partner do for a living?” “Will your partner need to find a job in the area?” “Do they have a working visa? Working visas nowadays are so hard to get!”
- B. “Do you have any children?” “How old are they?” “Do they go to public or private schools? There are SO many excellent educational options here in the Boston area.”
- C. "Are you legally permitted to work in the US?"
- D. “When you’re not doing groundbreaking research, how do you like spending your time?”
- E. “Your English is excellent; you can barely hear an accent where did you study English?”
- F. “What professional societies or organizations do you belong to?”

SCENARIO

1. What are your impressions of the questions that were asked of this candidate?
2. Did some feel appropriate? Did some feel inappropriate? Explain.
3. How might you ask questions in an effort to create a friendly rapport with the candidate?

QUESTIONS

Guidance for Conducting Interviews

Guidance for Conducting Interviews in Faculty Searches

Office of the Provost
Northeastern University

February 15, 2023

Inquiry Area	Legal Inquiry	Illegal Inquiry
Name	Whether the applicant has worked under another name for the purpose of reviewing work history.	Inquiries about the name that would seek to elicit information about the candidate's ancestry, descent or marital status.
	Have you ever worked for Northeastern under a different name? Is any additional information about change of name, use of an assumed name, or a nickname necessary to enable a check on your work record? (If yes, can elicit explanation).	What is your maiden name? Have you ever worked under another name or address?
Age	Can inquire if applicant meets minimum age requirements.	Cannot require applicant to state age or date of birth. Any question that may tend to identify applicant's age.
	Are you over 18 (or 21 for certain jobs?)	How old are you? What is the date of your birth?

[Guidelines for conducting interviews.docx \(live.com\)](#)

Activity: Takeaways

Reflect on one concrete thing (e.g., recruitment, evaluation rubric, interview strategy), that you plan to implement in your search committee as a result of this workshop.

Strategies and **T**actics for **R**ecruiting
to **I**mprove **D**iversity and **E**xcellence

Equitable Search Resources

STAGE 2

Actively Recruit a Diverse Pool

Develop a proactive, departmental strategy for year-round recruiting that goes beyond your own network.

1. Benchmark the number of women and BIPOC receiving PhDs in the discipline and measure the applicant pool against the available pool of PhDs
 - a. National Science Foundation (NSF) Survey of Earned Doctorates: <https://www.nsf.gov/statistics/srvydoctorates/>
 - b. National Center for Education Statistics: <https://nces.ed.gov/programs/digest/>
 - c. Science and Engineering Indicators: <https://www.nsf.gov/statistics/2018/nsb20181/>
2. Proactively build relationships with diverse scholars at national conferences
3. Broaden the institutions from which you recruit and seek out research collaborations
4. Curate a list of national and field-specific scholars from groups underrepresented in your field. Here is an example. Use it and add to it.
<https://northeastern.sharepoint.com/:w:/s/STRIDECommittee/ERJdIYACURxJlDuMP9fzlisBi2Usrnu6wTwd0PqGhwh5AA?e=6dqr16>
5. Searching for Excellence and Diversity: A Guide for Search Committees (University of Wisconsin-Madison):
Pages 25-42 detail best practices for actively recruiting an excellent and diverse pool of applicants. <https://bit.ly/wiscstride>


Strategies and Tactics for Recruiting
to Improve Diversity and Excellence

Equitable Search Resources

STAGE 3

Review and Identify the Long / Short List

Take care not to eliminate candidates based on bias.


- Agree on objective criteria and apply consistently across all applicants. See sample rubrics
<https://faculty.northeastern.edu/app/uploads/sites/5/2022/08/Sample-Rubrics.pdf>
 - Completely review all applications, not just those from top ranked universities
 - See Letter Reader Bias Resource
<https://faculty.northeastern.edu/app/uploads/sites/5/2022/08/Things-to-Remember-When-Reviewing-Writing-Letters-of-Recommendation.pdf>
 - Be attentive to name biases and spend time reevaluating diverse applicants
 - Give everyone or no one the benefit of the doubt
 - If you waive objective requirements, do so consistently and be able to explain why
 - Do not make assumptions about mothers / fathers and their ability to do the job
 - Ensure the short list is diverse with more than one diverse candidate
 - Ask and ensure that everyone has been judged equally on their promise
 - Provide candidate tips for online screening interviewing
<https://faculty.northeastern.edu/app/uploads/sites/5/2020/07/Job-Candidate-Virtual-Interview-Checklist.pdf>
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Strategies and Tactics for Recruiting
to Improve Diversity and Excellence

Equitable Search Resources

STAGE 4

Conduct an Effective On-Campus Interview

- Ask if there are individuals or groups with whom the candidate wants to meet
 - Value each candidate as a scholar, not as a token of their gender, race, etc.
 - Aim for diverse and welcoming audiences when scheduling meetings
 - Create a list of questions, asked of every candidate, to allow for comparison on common factors
<https://faculty.northeastern.edu/app/uploads/sites/5/2022/08/Best-Practices-for-Faculty-Interviews.pdf>
 - Federal/state laws protect certain classes
 - See Northeastern Provost's Guide for Conducting Interviews on the Provost's website:
<https://provost.northeastern.edu/resources/faculty/>
 - Inform all candidates of Northeastern resources and benefits such as dual career support, family leave, child care center, etc.
 - Do not ask inappropriate questions about protected classes:
 - family status, race, religion, gender, age, arrests, citizenship/nationality, disability, sexual orientation, and/or pregnancy, even if you have good intentions
 - Even if you know protected information, it is illegal to use it when making a hiring offer/decision
 - Read the candidate CV before meeting with each candidate
 - Provost's Office Resources on Faculty Hiring:
<https://provost.northeastern.edu/resources/faculty/>
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What happens next?



Evaluation

Please take 5 minutes and complete the STRIDE Workshop evaluation survey.

