Faculty Recruitment for Diversity and Excellence

ADVANCE Office of Faculty Development
Strategies and Tactics for Recruiting to Improve Diversity and Excellence
Zoom Guidelines & Ground Rules

MUTUAL RESPECT
Include everyone in the conversation, and be respectful when speaking and listening.

KEEP CAMERA ON, IF COMFORTABLE
Consider turning off self-view if you become self-conscious with camera on.

PRONOUNS
Share your name and pronouns by clicking rename on your video box.

CONFIDENTIALITY
Everything shared within groups here must remain between group members.

TECH SUPPORT
Having trouble with Zoom or want to change breakout rooms? CHAT Dorie Campbell.
Committee Members

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Introductions
STRIDE Workshop Goals

Participants will discuss and learn from each other…

- How to improve the search process
- Strategies to avoid implicit bias
- Good practices for search committees
Agenda

• Introduction
• Activity: Highest risk for bias
• Research on implicit bias
• Activity: Effective practices
• Neutralizing implicit bias
• Activity: Take away
• Evaluation
Word Recall

bed, rest, awake, tired, dream, wake, snooze, blanket, doze, slumber, snore, nap, peace, yawn, drowsy, thread, pin, eye, sewing, sharp, point, prick, thimble, haystack, thorn, hurt, injection, syringe, cloth, knitting, nurse, sick, lawyer, medicine, health, hospital, dentist, physician, ill, patient, office, stethoscope, surgeon, clinic, cure
Unconscious bias can result from...

- Automatic patterns of thoughts that organize our social information and assumptions (schemas)
  - Reduce the amount of info to process
  - Reduce ambiguity
  - Allow people to act without effort
  - Make decisions faster, easier

  \{ We keep using them \}

- Difficult to change even in light of new information.

- Research shows that we all perceive and treat people based on our *schemas* about their social groups (race/ethnicity, economic and social status, gender, sexual orientation, disability, culture, academic institution, etc.).
Five Stages of a Faculty Search

A. Define criteria and qualities
B. Actively recruit a diverse pool
C. Review and identify the long/short list
D. Conduct an effective on-campus interview
E. Recommend finalist(s) to Chair
Activity 2: Identify Challenges

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

- Decide what stage your group believes is most “at risk” for biased interactions or outcomes (5 minutes)
- Debrief with the larger group (10 minutes)
Five Stages of a Faculty Search

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Research on Implicit Bias
Bias in Evaluation of CVs

When evaluating applications for a lab manager...
…male and female science faculty rated men applicants as
• more competent, more hire-able and
• offered higher salaries to the men

A meta analysis of 111 studies showed...
• Men were rated more favorably than women for male- dominated jobs
• No strong preference for either gender for female-dominated and integrated jobs
• But, gender bias was reduced when information clearly indicated high competence during evaluation
Bias in Evaluation of CVs

MIT study…
Applicants with African-American-sounding names received 50% fewer call-backs than applicants with white-sounding names.

Harvard study…
When assessing economic faculty for tenure, potential to overrate men’s competence and underrate women’s unless the women’s performance is extraordinary,

– Example: Economics co-authorship and tenure
Recommendation Letters for Faculty Applicants

• Letters for Men:
  • More agentic/independent descriptors – ambitious, dominant, self-confident
  • More references to...
    • CV
    • Publications
    • Colleagues

• Letters for women:
  • More communicative/expressive descriptors – affectionate, warm, nurturing
  • More references to personal life
  • May reveal protected status i.e. marital status, children, etc.
    • “She has overcome so much as a single mother with two kids.”
  • More comments that raise doubts:
    • “It’s amazing how much she has accomplished.”
    • “It appears her health is stable.”
    • “She is close to my wife.”

Communal characteristics have a negative relationship with hiring decisions in academia
Bias in Teaching Evaluations

• Students comments are gendered:
  – Comment on women’s appearance and personality far more than men’s
  – Women are referred to as ‘teacher’ instead of ‘professor’

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Professor</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Appearance/personality</td>
<td>4%</td>
<td>16%</td>
</tr>
</tbody>
</table>

• Even in online courses, students rate men higher than women even though they never saw them
Impact of Implicit Bias about Mothers

- Equally qualified men and women evaluated…
  - Mothers rated less competent
  - Mothers received half as many call backs as men
  - Fathers advantaged over childless men
- In a study examining the “motherhood penalty”, the recommended salary for female job applicants was 7.4% lower for mothers vs. childless women
- However, women academics who marry and have families publish as many articles per year as single women
Ethnicity is a Significant Factor in Grant Evaluations

• Analysis of 80,000 NIH grant applications found that black applicants were 10% less likely to be awarded NIH research grants compared to white applicants.

• The study controlled for education, citizenship, country of origin, training, employer characteristics, prior research awards and publication record.

• Possible factors causing different award rates include:
  • Quality of educational and mentoring experiences
  • Bias in peer-review process
  • Low number of non-white applicants
Activity 3: Brainstorm Strategies

- Brainstorm effective practices for avoiding implicit bias for a search stage (10 minutes)

- Debrief with the larger group (15 minutes)
  - What are two things you will do during your next faculty search?
Five Stages of a Faculty Search

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What Can We Do?
Five Stages of a Faculty Search

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Stage A: Define Criteria and Qualities Required for the Position

- Define attributes such as ‘fit’, ‘excellence’, ‘quality’
- Develop a rubric for initial review and final ranking – don’t use your ‘gut’
- Discuss diversity and its meaning to the dept.
- Write the ad using broad research area
Sample of Evaluation Rubric

Please rate the candidate on each of the following:

<table>
<thead>
<tr>
<th>Category</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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<tr>
<td>Aligns with department's priorities</td>
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<tr>
<td>Evidence of scholarly impact</td>
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<tr>
<td>Evidence of research productivity</td>
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<td>Evidence of research funding</td>
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<tr>
<td>Evidence of collaboration</td>
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<td>Ability to make positive contribution to department's climate</td>
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<td>Ability to attract and supervise graduate students</td>
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<td>Ability to teach and supervise undergraduates</td>
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<td>Evidence of Contributions to Diversity, Equity, and Inclusion</td>
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Consider the impact of COVID-19:

Please comment on the candidate's research program:

Please comment on the candidate’s expertise:

Other Comments:
Stage B: Actively Recruit a Diverse Pool...

- Develop a departmental strategy for year-round strategic recruiting
  - Know the number of women and minorities receiving PhDs
  - Build relationships with diverse scholars at national conferences
  - Broaden institutions from which you recruit and collaborate
  - Search prestigious fellowship holders including minority fellowships
  - Go beyond your own network – beyond the people you know

- Send the ad to national women and minority organizations, committees, and caucuses in your discipline
- Don’t assume people are not moveable
Stage C: Review and Identify the Short List

- Use objective criteria contained in the evaluation rubric
- Completely review all applications
  - Consider PhD/postdocs from schools other than the top

- Be aware of implicit biases:
  - gender (women rated lower than men)
  - ethnic names receive fewer call backs
  - letter writer and reader biases
    - Tom Forth's online Gender Bias calculator
  - women with children
Stage C: Avoid Ranking Applicants

• Ranking applicants can inadvertently influence your interactions with them – try bucket approach

• Everyone who has reached the interview list is qualified

• Wait until the on-campus interviews to evaluate/rank candidates
Stage D. Planning for an Effective On-Campus Interview

• Value each candidate as an individual, not as a token
• Ask if there are individuals/groups the candidate wants to meet
• Create a list of questions to allow comparison of common factors for each candidate
• Aim for diverse and welcoming audiences when scheduling meetings – for all candidates
• Send candidate’s CV to colleagues before interview
Stage D. On-Campus... Do Not Ask Discriminatory Questions

Federal / state laws and regulations prohibit questions about these classes to protect them:

- Family status
- Race
- Religion
- Gender
- Age
- Arrests
- Citizenship or nationality
- Disability
- Sexual Orientation
- Pregnancy

Northeastern Provost’s Guide for Conducting Interviews:
Stage D. On-Campus... Questions that Could Lead to Bias

Appropriate

- How can we best accommodate you?
- We offer all candidates information on our childcare center – there is a website.
- We offer all candidates information on benefits – you can reach out to an HR representative for questions confidentially.

Inappropriate: Reflects poorly on the University...

- Are you married?
- Are you planning to start a family?
- What is your spouse's name?
- What is your maiden name?
- Do you have any children?
- Are you pregnant?
- What are your childcare arrangements?

Candidates should be assessed on their ability to perform the job
Stage E. Recommend Finalist(s) to Chair

- Encourage faculty to complete evaluation rubric for each candidate within 24 hours

- Use consistent objective criteria in evaluation of every candidate
Faculty Search Resources

- SVPAA Resources – Faculty Hiring
  https://provost.northeastern.edu/resources/faculty/
  - University Search Guide
  - Guidance for Conducting Interviews – including what not to ask
  - Candidate Visit Information
- ADVANCE Resources - NU and External
  https://faculty.northeastern.edu/advance/resources/
  - Virtual Interviewing Guides for Search Committees and Candidates
  - Sample Faculty Candidate Review Matrix
  - Links to find Ph.D degrees granted by discipline
  - Candidate institutional information
  - Partner placement information
- Tom Forth’s Gender Bias Letter Calculator
  https://www.tomforth.co.uk/genderbias/
Activity 4: Take-aways and Evaluation

Reflect on one concrete thing you plan to implement in your search committee as a result of this workshop.

Please take 5 minutes and complete the STRIDE Workshop Evaluation in your packet.
Thank You!
References (1)

Slide 8:

Slide 13:

Slide 14:

Slide 15:
References (2)

Slide 15:

Slide 16:


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