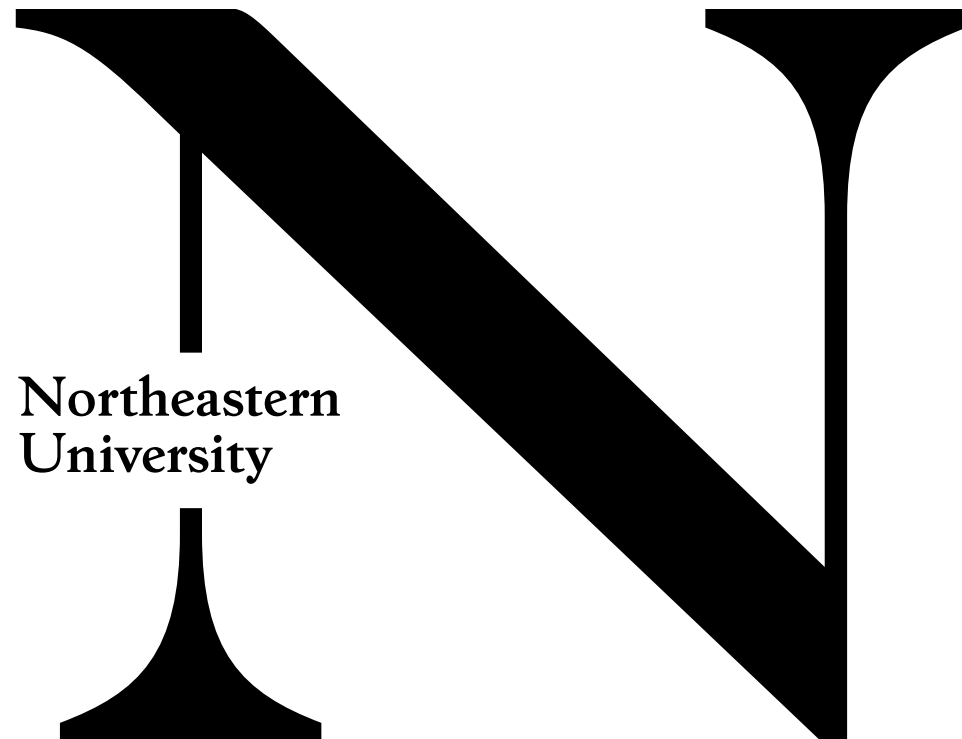# STRIDE Workshop: Implementing Equitable Search Best Practices

ADVANCE Office of Faculty Development

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

Northeastern University

STRIDE Committee Members

Jackie Isaacs, *Professor of Mechanical and Industrial Engineering, Chair*
Stine Grodal, *Distinguished Professor of Entrepreneurship and Innovation*
Sean O'Connell, *Associate Teaching Professor – Foundation Year*

Rebeca Rosengaus, *Professor of Marine and Environmental Sciences*
Ralf Schlosser, *Professor of Communication Sciences and Disorders*
Laney Strange, *Associate Teaching Professor of Computer Science*

Previous STRIDE members: George Adams, Mechanical & Industrial Engr.; **Dana Brooks** , Electrical & Computer Engr.; **Agnes Chan**, Computer and Information Sciences; **Barry Chung**, Counseling and Applied Educational Psychology; **Max Diem** , Chemistry and Chemical Biology; **Luis Falcon**, Sociology and Anthropology; **Craig Ferris**, Professor Psychology; **Miriam Leeser,** Professor Electrical and Computer Engineering; **Ineke Marshall**, Sociology and Anthropology, Criminal Justice; **Ramiro Martinez,** Professor Criminology and Criminal Justice; **Carla Mattos,** Professor of Chemistry and Chemical Biology; **Sanjeev Mukerjee**, Chemistry and Chemical Biology; **Rajmohan Rajaraman,** Professor Computer and Information Sciences**; Mark Williams,** Professor of Physics; **Judith Hall**, University Distinguished Professor of Psychology, **Marjorie Platt**, Professor of Accounting, **Darien Wood**, Professor of Physics, **Kathrin Zippel**, Professor of Sociology, **Jack Dennerlein**, Professor of Physical Therapy, *Dan Danielsen, Professor of Law*

STRIDE
at Northeastern

ADVANCE Office of Faculty Development

Diedra Wrighting, Executive Director

Sarah Banning, Assistant Director

Dekel Luban, Program Coordinator

Sam Stokoe, Program Manger

Contact us:
northeasternadvance@northeastern.edu
https://faculty.northeastern.edu/advance/

Northeastern University
**ADVANCE Office of
Faculty Development**

Introductions

Change your name in Zoom: Include
First Name | College | Pronouns

STRIDE Workshop Goals

Participants will discuss and learn from each other…

- How to improve the search process
- Strategies to avoid implicit bias
- Implementing best practices for equitable searches

STRIDE
at Northeastern

Northeastern University
**ADVANCE Office of
Faculty Development**

Zoom Guidelines & Ground Rules

01

MUTUAL RESPECT

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

02

CONFIDENTIALITY

Everything shared within groups here must remain between group members.

03

KEEP CAMERA ON, IF COMFORTABLE

Consider turning off self-view if you become self-conscious with camera on.

04

PRONOUNS

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

05

TECH SUPPORT

Having trouble with Zoom or want to change breakout rooms? CHAT ADVANCE Office.

STRIDE
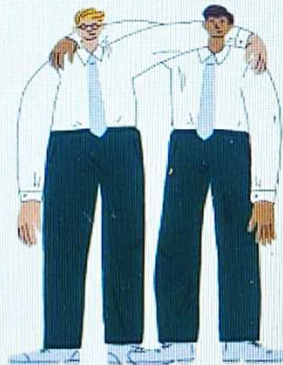*at Northeastern*

N Northeastern University
ADVANCE Office of Faculty Development

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

STRiDE
at Northeastern

Northeastern University
**ADVANCE Office of
Faculty Development**

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)

STRiDE
at Northeastern

Northeastern University
ADVANCE Office of
Faculty Development

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

Zoom in
- Overview
- Suggestions on best practices
- Scenario (recognize potential biases)

We will provide you again with the scenarios and questions to ponder before we send you off to breakout rooms

STRIDE
at Northeastern

Northeastern University
ADVANCE Office of Faculty Development

Stage 2: Recruiting a Diverse Pool

Defined the criteria for the position
Generated an ad for the position

Strategies for Stage 2: Recruiting a Diverse Pool

- ## Outreach Plan & Implementation
  - ✓ Search committee members & faculty in the department
  - ✓ Outreach to our own networks, colleagues, national/international collaborators, conferences, professional societies
  - ✓ Historically Black Colleges and Universities
  - ✓ Hispanic Association of Colleges and Universities, Hispanic-Serving Institutions

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

- ## The Search Committee
  - ✓ Should be diverse too (different perspectives, opinions, diverse experiences)
  - ✓ Everyone should participate in outreach efforts

STRiDE
at Northeastern

Intentional
(diversifying the pool does not happen on its own!)

N Northeastern University
ADVANCE Office of Faculty Development

Scenario for Stage 2: Recruiting a Diverse Pool

A search committee is looking to hire a new faculty member. They post 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 next year, they abandon this strategy.

How would you proceed if you found yourself in this situation?

Questions for Stage 2: Recruiting a Diverse Pool

- How would you handle this situation if you were the lead in this search?

- Have you encountered challenges like this in your own search or do you anticipate any coming up? If so, how can you improve?

- Has anyone utilized other strategies to broaden the pool?

- What's a suggestion you have for making this stage more effective?

Stage 3: Review and identify the long/short list

Stage 3: Review and Identify the Short List

Sample Evaluation Rubric

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:

STRiDE
at Northeastern

Northeastern University
**ADVANCE Office of
Faculty Development**

Stage 3: Review and Identify the Short List

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 *"peer-reviewed publication record"* yielded vastly different ratings, and some of the discrepancies remained unresolved despite discussion.

STRiDE
at Northeastern

Northeastern University
**ADVANCE Office of
Faculty Development**

Questions for Stage 3: Review and Identify the Short List

- Why did the chair ask that the completed rubrics be submitted beforehand?

- Why did some members not share their completed rubrics upfront?

- How can one prevent or minimize vast discrepancies in ratings?

Stage 4: Conduct an Effective On-Campus Interview

Stage 4: 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)

STRiDE
at Northeastern

Northeastern University
**ADVANCE Office of
Faculty Development**

Stage 4: 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

Stage 4: Ensuring the best possible campus visit

- Learn from past experience

- Review interview guidelines

- Practice Inclusivity

- Everyone attends the talk

- Be careful in informal settings

- Provide feedback (rubric) quickly (avoid recency bias)

N Northeastern University
ADVANCE Office of Faculty Development

Stage 4: Interview Questions in <u>Professional</u> Context

- Teaching

- Research

- Service

- Diversity, Equity, Inclusion, and Belonging

Stage 4: Scenario

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 female scientist. You are eager to show the candidate that your department is not only "top notch" but also supportive and friendly and that everyone recognizes that "we all have a personal life too". To convey to the candidate such supportive and friendly working environment and for her to feel welcomed, you ask the candidate (with a friendly smile) the following questions:

A. "What does your husband (or partner) do for a living?" "Will your husband/partner need to find a job in the area?" "Does he have a working visa?" "Working visas nowadays are so hard to get."
B. "Do you have any children?" "How old are they?" "Are you sending them to public school?" "Public school in this area is great!"
C. "Are you legally authorized to work in the United States?"
D. "Your English is excellent; you can barely hear an accent …. where did you study English?"
E. "Are you a member of any professional societies or organizations?"

Questions to Ponder

What are your impressions of the questions that were asked of this candidate?

Did some feel appropriate? Did some feel inappropriate? Explain.

How might you ask questions in an effort to create a friendly rapport with the candidate?

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)

STRiDE at Northeastern

Northeastern University
ADVANCE Office of Faculty Development

STRiDE
at Northeastern

Northeastern University
ADVANCE Office of
Faculty Development

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 in groups underrepresented in your field. Here is an example. Edit and add to it.
https://northeastern.sharepoint.com/:w:/s/STRIDECommittee/ERJdJYACURxJlDuMP9fz1isBi2Usrnu6wTwd0PqGhwh5AA?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

STRIDE
at Northeastern

Northeastern University
ADVANCE Office of
Faculty Development

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

Equitable Search Resources

STAGE 3

Review and Identify the Long / Short List
Take care not to eliminate candidates

- Agree on objective criteria and apply consist 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

STRiDE
at Northeastern

Northeastern University
ADVANCE Office of
Faculty Development

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

Equitable Search Resources

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/

Activity: Take-aways

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.

STRiDE
at Northeastern

Northeastern University
ADVANCE Office of Faculty Development

Caution: "Moral License"