Workshop on Faculty Recruitment for Diversity and Excellence

ADVANCE Office of Faculty Development
Strategies and Tactics for Recruiting to Improve Diversity and Excellence
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The ongoing national conversation about diversity, implicit, equity, and free speech, continues... Today, we are here to discuss the faculty search process and how implicit bias can influence the evaluation and selection of new faculty.
The Goal of today’s STRIDE Workshop

Participants will learn…

• Good practices for search committees
• How diversity provides excellence in our community
• Search committee members, like all people, have implicit associations that may lead to biased actions
Overview of Presentation

• Introduction (why and how) – 15 minutes
• *Activity*: Highest risk for bias – 20 minutes
• Research on implicit bias – 15 minutes
• *Activity*: Effective practices – 20 minutes
• Neutralizing implicit bias – 10 minutes
• Evaluation – 5 minutes
Diversity Brings Excellence to Our Campus

- Diversity benefits everyone: more points of view & diverse approaches to research and teaching
- Diversity brings different experiences, skills, knowledge, topics
- Seeking diversity allows us to identify candidates that we would not otherwise find

Broaden the candidate pool to find the best candidate
Examples that Diversity Brings Excellence

• Stanford study showed diverse small groups outperform groups with no racial diversity. Being with similar others leads us to think we all hold the same information and share the same perspectives.

• Organizations with greater racial diversity were associated with greater sales revenue, a larger number of customers, greater market share, and greater profits.

• Diverse juries were better at considering case facts, made fewer errors recalling relevant information and displayed a greater openness to discuss the role of race in cases. In the presence of diversity, jurors were more diligent and open-minded.
Is It Reverse Discrimination to Recruit for Diversity?

• It is not unlawful to seek to ensure that the applicant pool for faculty positions reflects the diversity in our society.

• By increasing the diversity of the pool of qualified applicants for faculty positions, we can increase the diversity of the faculty we hire and the faculty as a whole.

• Northeastern's faculty hiring practices are fully compliant with applicable law.
Schemas and Faculty Searches
Schemas are…

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

• 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.).*
Unintended Consequences of Schemas

- Applied more under circumstances of:
  - Ambiguity (including lack of information)
  - Stress from competing tasks
  - Time pressure
  - Lack of critical mass

- It is tempting to believe that discrimination of some groups is a thing of the past, but subconscious application of schemas may result in bias
Testing for Subconscious Associations

“Your data suggest a moderate association of Male with Science and Female with Liberal Arts compared to Female with Science and Male with Liberal Arts.”

Thank you for your participation. Just below is a breakdown of the scores generated by others. Most respondents find it easier to associate Male with Science and Female with Liberal Arts compared to the reverse.

Many of the questions that you answered on the previous page have been addressed in research over the last 10 years. For example, the order that you performed the response pairing is influential, but procedural corrections largely eliminate that influence (see FAQ #1). Each visitor to the site completes the task in a randomized order. If you would like to learn more

Percent of web respondents with each score

- Strong automatic association of Male with Science and Female with Liberal Arts: 26%
- Moderate automatic association of Male with Science and Female with Liberal Arts: 28%
- Slight automatic association of Male with Science and Female with Liberal Arts: 18%
- Little to no automatic preference between gender and academic domains: 18%
- Slight automatic association of Male with Liberal Arts and Female with Science: 6%
- Moderate automatic association of Male with Liberal Arts and Female with Science: 3%
- Strong automatic association of Male with Liberal Arts and Female with Science: 1%

Implicit Association Test: https://implicit.harvard.edu/implicit/
Five Stages of a Faculty Search

A. Define criteria and qualities required for position
B. Actively recruit a diverse pool and develop strategies about senior faculty hiring
C. Review and identify the long/short list
D. Conduct an effective on campus interview
E. Recommend finalist(s) to Chair
Exercise 1: Identify Challenges

*We all use schemas, which lead to 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 more competent and hire-able than identical female applicants 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
Gender bias was reduced when information clearly indicated high competence during evaluation

A MIT study...

Applicants with African-American-sounding names received 50% fewer call-backs than applicants with white-sounding names
Recommendation Letters for Faculty Applicants

Letters for men:
- More agentic descriptors – ambitious, dominant, self-confident
- More references to...
  - CV
  - Publications
  - Colleagues

Letters for women:
- More communal descriptors – affectionate, warm, kind, nurturing
- More references to personal life
- More comments that raise doubts:
  - “It’s amazing how much she’s accomplished.”
  - “It appears her health is stable.”
  - “She is close to my wife.”
- May reveal protected status, ie. marital status, children, etc.
  - “She has overcome so much as a single mother with 2 kids.”

Communal characteristics have a negative relationship with hiring decisions in academia
Impact of Schemas 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 2007 study, 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, 2011

• Analysis of 80,000 NIH grant applications (2000-06) found that 16% submitted by black applicants were approved, compared to 29% for white applicants

• When all other factors were held constant, black applicants were significantly less likely to get funding due to their race

• Factors for the significant differences include:
  • Bias in peer-review process
  • Black scientists lack professional networks and mentoring

• Results point to subtle and unintentional yet systematic forms of discrimination
Blind Auditions

When musicians auditioned behind a blind screen...

…the proportion of females hired for orchestral jobs increased significantly

Double-blind review of journal papers significantly increases female publications
Expectancies Can Undermine Performance

One person’s stereotypes or assumptions—expectancies—about another person can be accidentally conveyed

- To the candidate
- To other faculty members or staff

Expectancies can pertain to the candidate’s abilities, motivation, and attitudes

Unconscious communication of expectancies can influence outcomes unintentionally
Exercise 2: 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?
Stage A: Define Criteria and Qualities Required for the Position

• Within the search committee discuss words such as ‘fit’, ‘excellence’, ‘quality’
• Write the ad using broad research area
• Discuss diversity and its meaning to the dept.
• Develop a matrix for initial review and final ranking
• Have a meeting to discuss how your committee will evaluate the applicants – don’t use your ‘gut’
# Sample of Pre-campus Evaluation Tool

Please rate the candidate on each of the following:

<table>
<thead>
<tr>
<th>Fit with department’s priorities</th>
<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of scholarly impact</td>
<td></td>
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<td></td>
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<tr>
<td>Evidence of research productivity</td>
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<td>Evidence of research productivity</td>
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<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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<tr>
<td>Ability to teach and supervise undergraduates</td>
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</tr>
</tbody>
</table>

Please comment on the candidate’s research program:

Please comment on the candidate’s expertise:

Other Comments:

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*Matrix adapted from work by Changiz Mohiyyeddini, Northeastern Associate Professor of Counseling and Applied Psychology*
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
- Send the ad to national women and minority organizations, committees, and caucuses in your discipline
- Search prestigious fellowship holders including minority fellowships
- Go beyond your own network – beyond the people you know
- Don’t assume people are not moveable

ADVANCE can help your search committee with these items and relevant data [www.northeastern.edu/advance](http://www.northeastern.edu/advance)
Stage B. …and Develop Strategies for Recruiting of Senior Faculty

- Go beyond your own network – beyond the people you know
- Don’t assume people are not moveable
- Ask ADVANCE if they have resources for your discipline
- Explore databases of funded awards for diverse candidates
  - Web of Science database (available on the library website)
  - Resource Guide ([northeastern.edu/advance/recruitment/](http://northeastern.edu/advance/recruitment/))
  - National Academies directories
- Look at who held leadership positions in national organizations
Stage C: Review and Identify the Short List

- Agree on objective criteria and apply consistently, use evaluation matrix
- Completely review all applications
- Remember gender schemas (women rated lower than men)
- Remember ethnic names receive fewer call backs
- Consider letter writer and reader biases
  - Tom Forth's online Gender Bias calculator
- Avoid bias for women with children
- Consider PhD/postdocs from schools other than the top
Stage D: Conduct an Effective On-Campus Interview

- Value each candidate as a unique individual, not as a token
- Aim for diverse and welcoming audiences when scheduling meetings – for all candidates
- Ask if there are individuals or groups the candidate wants to meet while on campus
- Create a list of questions to allow comparison of common factors for each candidate
- Read candidate CV before you meet with them
- Do not ask illegal/inappropriate questions or use this information in committee deliberations
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

Because organizations have made hiring decisions based on these criteria instead of hiring the ‘best’ candidate

Northeastern Provost’s Guide for Conducting Interviews:
http://www.northeastern.edu/provost/resources/faculty/
Stage D: On-Campus…
Questions That Could Lead to Bias

**Inappropriate**
- 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?

Asking any of these questions… reflected poorly on the university and candidates might resent questions.

*Candidates are assessed on their ability to perform the job*

**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.
Stage E: Recommend Finalist(s) to Chair

• Complete evaluation matrix for each candidate within 24 hours
• Use consistent objective criteria in evaluation of every candidate
• Remember letter writer and reader biases
• Do not use protected class information in any discussion about ranking or hiring
• Be mindful of committee group dynamics
Faculty Search Resources

- STRIDE slides [http://www.northeastern.edu/advance/recruitment/stride-faculty-search-committee-workshop/](http://www.northeastern.edu/advance/recruitment/stride-faculty-search-committee-workshop/)
- VPAA Resources – Faculty Hiring [http://www.northeastern.edu/provost/resources/faculty/](http://www.northeastern.edu/provost/resources/faculty/)
  - University Search Guide
  - Guidance for Conducting Interviews – including what not to ask
  - Candidate Visit Information
- ADVANCE Resources - NU and External [http://www.northeastern.edu/advance/resources/](http://www.northeastern.edu/advance/resources/)
  - Sample Faculty Candidate Review Matrix
  - Links to find Ph.D degrees granted by discipline
  - Candidate institutional information
  - Partner placement information
Thank you!

**GOAL:** Raise awareness and educate the university community about concerns and best practices for diversity and excellence in hiring and evaluation processes.

What questions and comments do you have?

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

Slide 7:


Slide 1:

Slide 12:


References (2)

Slide 18:
Moss-Racusin, C.S., Dovidio, J.F. et. al. (2012). Science Faculty’s Subtle Gender Bias Favor Male Students. PNAS, 109, 41.


Slide 19:

Slide 19:


References (3)

Slide 21:
Stein, R. (2011). Blacks less likely than whites to get NIH grants, NIH study

Slide 22:


Slide 23:

