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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Northeastern University
ADVANCE Office of Faculty Development
Raise awareness and educate the university community about concerns and best practices for diversity and excellence in hiring and evaluation processes.
Overview of Presentation

• Introduction (10 min.)
  – Why recruit for diversity and excellence?
  – Stages of a faculty search
• Activity: Highest risk for bias (10 min.)
• Debrief (10 min.)
• What are schemas/implicit bias?
• Activity: Effective practices (15 min.)
• Debrief (15 min.)
• Neutralizing schemas (10 min.)
• Evaluation (5 min.)
Diversity Brings Excellence to Our Campus

- Diversity benefits everyone: more points of view & diverse approaches to research and teaching
- Brings a greater number of valuable and talented candidates to campus (broadens the candidate pool)
- Broadens range of contacts, information sources, creativity and innovation
- More diverse committees make more informed decisions
- Ensures diverse faculty to educate a more diverse group of students, including women and minority role models
- Valuable part of the Northeastern’s mission: Long Range Plan

Carrell, Page, & West (2009). Sex and Science: How Professor Gender Perpetuates the Gender Gap.
Is It Reverse Discrimination to Recruit for Diversity?

• It is legal to expand applicant pool by adding diverse candidates

• Goal is to increase diversity of faculty by increasing diversity of highly qualified pool

• Northeastern fully complies with federal and state laws: Law prohibits discrimination on the basis of race, ethnicity, national origin, gender, age (>40), sexual orientation, religion, genetic information
Schemas and Faculty Searches
“Discrimination” vs. Differential Perceptions

- It is tempting to believe that discrimination of some groups is a thing of the past.
- Research shows that we all – regardless of the social groups we belong to – perceive and treat people based on our schemas about their social groups (race/ethnicity, economic and social status, gender, sexual orientation, disability, etc.).
- Schemas are automized patterns of thoughts that organize our social information and assumptions.
- Schemas are held by both women and men.

Greenwald and Pettigrew. (05/19/2014). Favoritism, not hostility, causes most discrimination. Medical Xpress.
Why Do We Follow Schemas?

Schemas: organized patterns of thought or behavior to categorize information

Theory 1: Information Processing
Theories in social psychology that suggest schemas...
• Reduce the amount of info to process
• Reduce ambiguity
• Allow people to act without effort

**Consequence:** Schemas make decisions faster, easier → We keep using them

Theory 2: Belief in a “Just World”
• We tend to believe that the world is “just”
• Main schema: “People get what they deserve, people deserve what they get”

**Consequence:** We reinterpret the outcome or the situation to make it look fair. We believe we hired the “best” candidate. The underrepresented candidates didn’t measure up.


Schemas are…

- **Widely culturally shared**
  - Both men and women hold them about gender
  - Both whites and people of color hold them about race/ethnicity
  - People are often not aware of them

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

Testing for Unconscious Biases Against Women in Science

“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

- Decide what stage your group believes is most “at risk” of schemas that would negatively impact the outcome of the search (10 minutes)

- Debrief with the larger group (10 minutes)
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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

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, i.e. martial status, children, etc.

A Northeastern search in 2013-14 had a recommendation letter saying:
“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

Cole and Zuckerman (1987) *Scientific American* 256 (2), (pp. 119-125).
Race 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

Exercise 2: Brainstorm Strategies

- Brainstorm effective practices for avoiding implicit bias for a search stage (15 minutes)

- Debrief with the larger group (15 minutes)
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:

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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>
</tr>
</thead>
<tbody>
<tr>
<td>Fit with department’s priorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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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</tbody>
</table>

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 in your discipline
- 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
- Recruit a Future Faculty Fellow
- *Host a Future Faculty Workshop with a conference

*ADVANCE can help your search committee with these items

[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
  – NSF Awards Search (http://nsf.gov/awardsearch/)
  – Web of Science database (available on the library website)
  – Resource Guide (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
- 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
- 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 questions or use this information in committee deliberations
Stage D: On-Campus…
Do Not Ask Illegal /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…

Examples of Illegal Questions: Family Status

Illegal Questions:
- 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 is:
Illegal and counter-productive (reflects poorly on the university and candidates might resent questions)

Even it you know some of this protected information, do not discuss it in search committee deliberations – your goal is to hire the BEST candidate based on the job description
Stage D: On-Campus…
Unique Challenges for Recruiting LGBTQ Faculty

- Same-sex marriage is legal and Massachusetts includes adoption rights; Northeastern provides health care coverage for all married couples as well as same sex spousal equivalents.

- LGBTQ individuals may sponsor their partners for immigration purposes if they are legally married, meaning they were married lawfully in a jurisdiction that recognizes their marriage. Same-sex couples married in Massachusetts will meet this standard.
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!