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
Your introductions
Participants will discuss and learn from each other…

• How to improve the search process
• Strategies to avoid implicit bias
• Good practices for search committees
Overview of Presentation

- **Activity**: Headscarf and unconscious (implicit) bias
- Stages of a Search
- **Activity**: Highest risk for bias
- Research on implicit bias
- **Activity**: Effective practices
- Neutralizing implicit bias
- **Activity**: Take away
- Evaluation
What does my headscarf mean to you?
Activity 1: TED talk reflections

• Assuming you have encountered the notion of “implicit bias” in other contexts, can you identify at least one new aspect of implicit bias or its implications that you took away from the video?

• Describe an experience or a time you have observed unconscious bias either in the workplace or personally.
“Bias is something that has to be identified, acknowledged and mitigated against.”

Yassmin Abdel-Magied
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

• 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.).

We keep using them
## Northeastern Current State: Motivation for Faculty Searches

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<th>2012-13</th>
<th>2017-18</th>
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<tr>
<td>Number of T&amp;TT faculty</td>
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<td>722</td>
<td>785</td>
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<td>% of women in the T&amp;TT faculty</td>
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<td>32% (234)</td>
<td>34% (268)</td>
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<td>% of T&amp;TT URM faculty</td>
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<td>8% (56)</td>
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### % Female Hires for T&TT

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<tr>
<td>43%</td>
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Five Stages of a Faculty Search

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

| Fit 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 |

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
- 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

• Look at who held leadership positions in national organizations
• Explore databases of funded awards for diverse candidates
  – Web of Science database (available on the library website)
  – National Academies directories
  – National Endowment for the Humanities awards
  – ACLS Fellowships
  – Guggenheim Fellowships
• Ask ADVANCE for help with these items and relevant data [www.northeastern.edu/advance](http://www.northeastern.edu/advance)
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 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

Good Practices for Interviews Handout
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:
http://www.northeastern.edu/provost/resources/faculty/
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

• STRIDE slides  http://www.northeastern.edu/advance/recruitment/stride-faculty-search-committee-workshop/

• VPAA Resources – Faculty Hiring
  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/
  – Sample Faculty Candidate Review Matrix
  – Links to find Ph.D degrees granted by discipline
  – Candidate institutional information
  – Partner placement information
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.

Please comment on the TED talk and IAT if you accessed either resource before the workshop.
THANK YOU!
Slide 7:


Slide 1:

Slide 12:


References (2)

Slide 18:


Slide 19:

Slide 19:


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

Slide 22:


Slide 23:

