Workshop on Faculty Recruitment for Diversity and Excellence

ADVANCE Office of Faculty Development
Strategies and Tactics for Recruiting to Improve Diversity and Excellence
Strategies and Tactics for Recruiting to Improve Diversity and Excellence

Jackie Isaacs, Professor of Mechanical and Industrial Engineering, Chair
Dan Danielsen, Professor of Law
Jack Dennerlelin, Professor of Physical Therapy
Judith Hall, University Distinguished Professor of Psychology
Marjorie Platt, Professor of Accounting
Kathrin Zippel, Professor of Sociology

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
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
What did you think?
“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

  } 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)
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.
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

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

Northeastern University
ADVANCE Office of Faculty Development
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 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
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

Letter writer handout
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/](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
- Tom Forth’s Gender Bias Letter Calculator [https://www.tomforth.co.uk/genderbias/](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 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:


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.
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
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/
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.
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