Workshop on Faculty Recruitment for Diversity and Excellence
Strategies and Tactics for Recruiting to Improve Diversity and Excellence

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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
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

• 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.).

Northeastern University
ADVANCE Office of Faculty Development
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.
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

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:

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<th>excellent</th>
<th>good</th>
<th>neutral</th>
<th>fair</th>
<th>poor</th>
<th>unable to judge</th>
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<td>Fit with department’s priorities</td>
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<td>Evidence of scholarly impact</td>
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<td>Evidence of research productivity</td>
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<td>Evidence of research funding</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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<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
  - 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

Data handout
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
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

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**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!
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:


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

Slide 22:


Slide 23:

