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Workshop on Faculty Recruitment for Diversity and Excellence

ADVANCE Program at the Northeastern University
Strategies and **T**actics for **R**ecruiting to **I**mprove **D**iversity and **E**xcellence

NSF ADVANCE Grant #0811170, 2008 – Present
Sara Wadia-Fascetti, Jacqueline Isaacs, and Graham Jones

ADVANCE Program at Northeastern University

- Increase the representation of women and minorities in STEM and social science careers
- Advance women and minorities in interdisciplinary and international networks
- Engage the community to promote the use of best-practices for diversity and excellence
 1. Recruitment
 2. Networking and Collaboration
 3. Leadership Engagement

Strategies and Tactics for Recruiting to Improve Diversity and Excellence

George Adams, Mechanical and Industrial Engineering

Dana Brooks, Electrical and Computer Engineering

Agnes Chan, Computer & Information Science

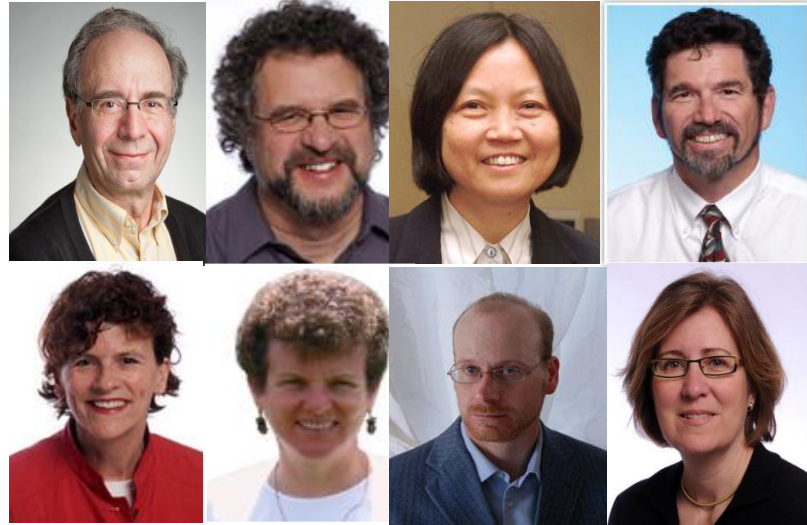
Craig Ferris, Center for Translational Imaging

Miriam Leeser, Electrical and Computer Engineering

Ineke Marshall, Sociology, Anthropology & Criminal Justice

Mark Williams, Physics

Jackie Isaacs, Mechanical and Industrial Engineering, Co-PI ADVANCE



The Goal of STRIDE

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

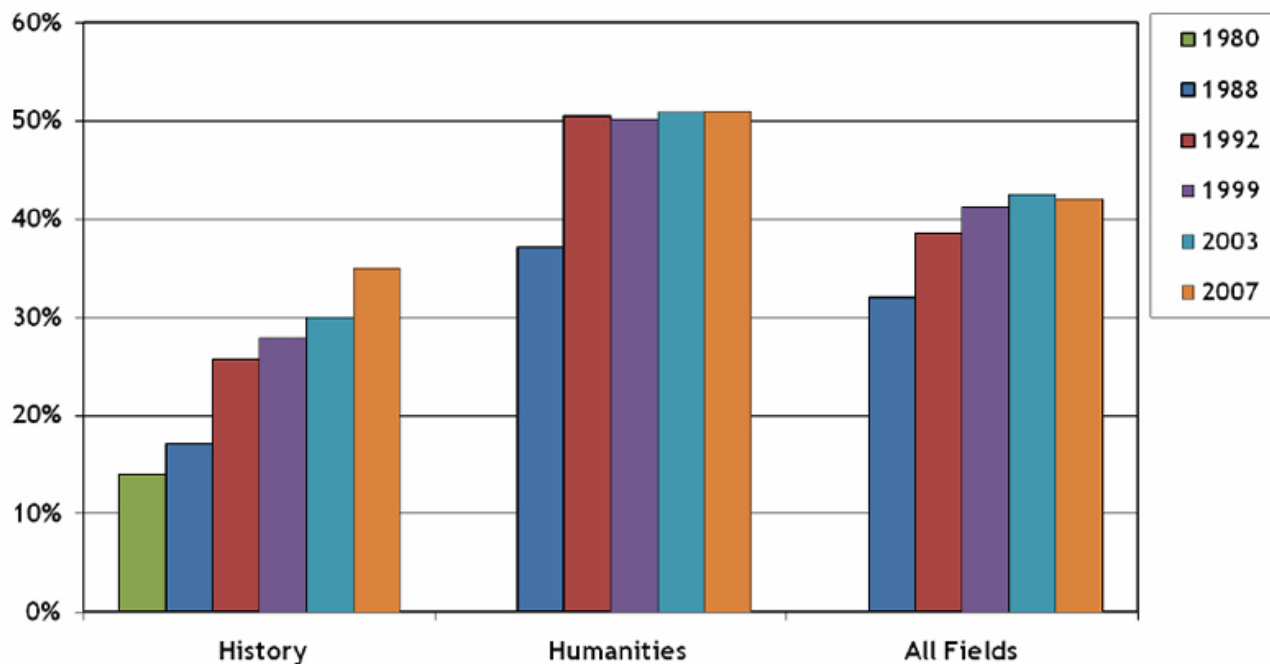
Gender Differences in Hiring (STEM), 2004 Data

	Doctoral Pool	Pools for Tenure-Track Positions		
	% women Ph.D.s (1999-2003)	Mean % of applicants who are women	Mean % of applicants invited to interview who are women	Mean % of offers that go to women
Biology	45	26	28	34
Chemistry	32	18	25	29
Civil Engineering	18	16	30	32
Electrical Engineering	12	11	19	32
Mathematics	25	20	28	32
Physics	14	12	19	20

SOURCE: National Research Council Survey of 89 Research 1 Universities (2009); NSF

Gender Differences in the Humanities

Trend in Proportion of Female Faculty in Disciplines,
1980 to 2007



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Source: What the Data Tells Us about Women
Historians (2010)

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Overview of Presentation

- Why do we recruit faculty for diversity and excellence?
- What are the obstacles to achieving diversity in the faculty?
- What can we do?

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
- 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

Herring, Cedric (2009) Does Diversity Pay? *American Sociological Review*.

Carrell, Page, & West (2008). Sex and Science: How Professor Gender Perpetuates the Gender Gap.

Ely & Thomas (2001). *Administrative Quarterly* 46 (2), 229-273.

Page, S. (2007). The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies: Princeton University Press.

Temm (2008). In L. Schiebinger (Ed.), *Gendered Innovation in Science and Engineering* (pp. 131-149).

NEU (2010) The Long Range Plan 2010–2015 Putting The Academic Plan into Action

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 Evaluation

Why Is It Difficult to Recruit for Diversity and Excellence?

Is the available pool of candidates too homogeneous?

- Partly yes, but it does not fully account for outcomes for either race/ethnicity or gender
- The situation differs across fields and departments
- The impact of a reduced pool of candidates is greater for race/ethnicity than for gender
- Under-representation cannot be readily assessed for sexual orientation or disability

“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 unconscious patterns of thoughts that organize our social information and assumptions.

Testing for Unconscious Biases Against Women in Science



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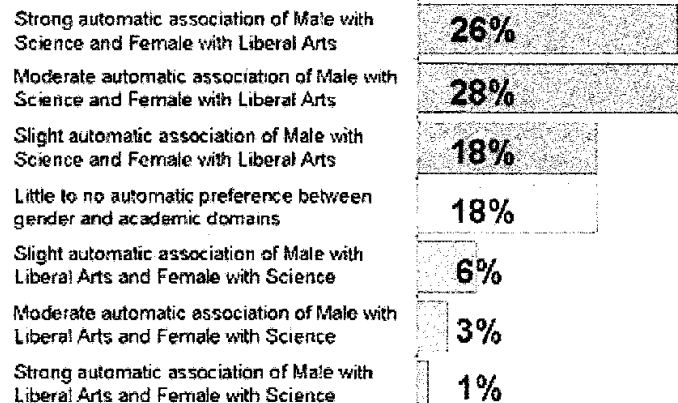
You have completed the Gender - Science IAT.

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



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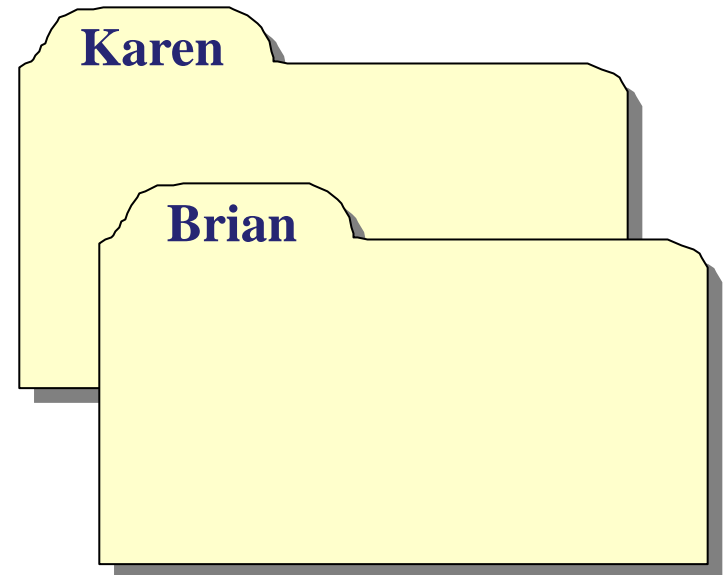
Implicit Association Test:
<https://implicit.harvard.edu/implicit/>

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Evaluation of Identical CVs

When evaluating identical application packages...

...male and female university psychology professors preferred 2:1 to hire Brian over Karen for assistant professor position



- The evaluation bias also exists for race, sexual orientation and parents.
- Racial minorities, sexual minorities and mothers all receive lower evaluations, despite identical CVs.



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Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.

Adam (1981) *The Canadian Review of Sociology and Anthropology*, 18(2): 216-241.

Bertrand & Mullainathan (2004) *American Economic Review*, 94 (4), 991-1013.

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Blind Auditions

When musicians auditioned
behind a blind screen...

...the proportion of females
hired for orchestral jobs
increased significantly



Recommendation Letters for Medical School Faculty Applicants

Differences

Letters for men:

- Significantly Longer
- More references to...
 - CV
 - Publications
 - Patients
 - Colleagues



Letters for women :

- Shorter
- 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."

Impact of Schemas about Mothers

Assumptions about the implications of motherhood for women's career commitment have consequences, despite recent data showing that:

- **Women academics who marry and have families publish as many articles per year as single women**

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

The Story of Minority Faculty in Higher Education

- In two recent studies (2006, 2009) at large public universities, minority faculty were asked about positive/negative aspects of careers at the university
- Despite many positive qualities, **respondents cited significant negative aspects:**
 - Sense of isolation or marginalization
 - Exclusion from decision-making and from networks
 - Disproportionate service expectations leading to stress
 - Disrespect from students
 - Heightened visibility
 - Lack of mentoring

Critical Mass Affects the Use of Schemas

When a group lacks critical mass, reliance on schemas is greater.

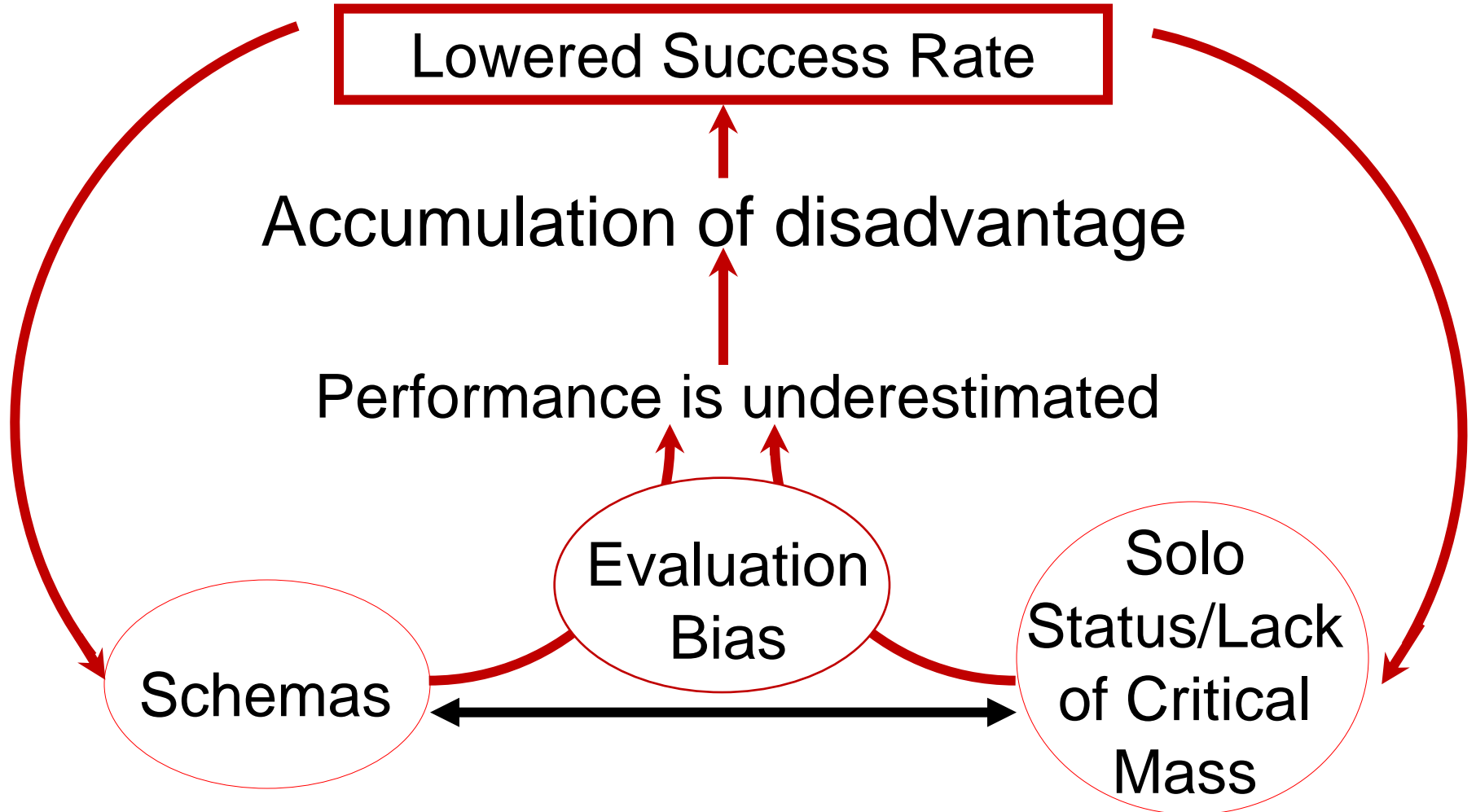
When there are many individuals, we differentiate among them and cannot rely on group-based schemas.

If there are very few racial/ethnic minorities, women and sexual minorities in the faculty, schemas are more likely to be invoked.

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

Self-Reinforcing Cycle



What Can We Do?

Strategies for Breaking the Cycle

- Increase conscious awareness of bias and how bias can affect evaluation
- Develop innovative strategies for recruiting candidates
- Adopt systematic, objective evaluation policies
- Improve departmental policies and practices

Prime the Pump – Improve the Pipeline

Particularly for underrepresented minorities,
recruitment begins before position posting

- Cultivate your own students
- Scan the field at meetings, journals, *etc*
- Invite young scholars early to visit, give talks, build collaborations
- Invite female and minority speakers
- Contact ADVANCE to potentially host **Future Faculty Workshops** to attract talented young graduate students and postdocs to campus

Search Committee Composition

- Work with department chair to ensure a search committee dedicated to diversity and excellence
- Include women and minorities
 - But remember their added service load in other assignments
 - Additional impact of multiple minority status
 - Women chairs and women on recruiting committees positively impact women to apply
 - Consider group dynamics when forming a search committee



Job Descriptions and Advertising Can Increase Diversity of Pool

- Broadening the job description results in more diverse pool
 - Consider if narrow criteria are essential to department success compared to importance of increased diversity
 - Convey message of interest and welcome in the ad
- Where to place the advertisement?
 - Go beyond the “usual” print, electronic and organization venues
 - Ensure message gets to targeted audiences

Active Recruiting

- It's not enough to place ad in multiple places – we need to take an active role:
 - Widen the range of institutions from which you recruit
 - Identify and solicit from institutions/ mentors with track record of diverse and excellent PhDs/postdocs
- Consider candidates thriving at less well- ranked institutions who may be there because of:
 - Early career decisions based on other factors
 - Discrimination based on schemas
 - Candidate's own internalization of schemas
- ADVANCE is creating a database of applicants for use by STEM and SS departments

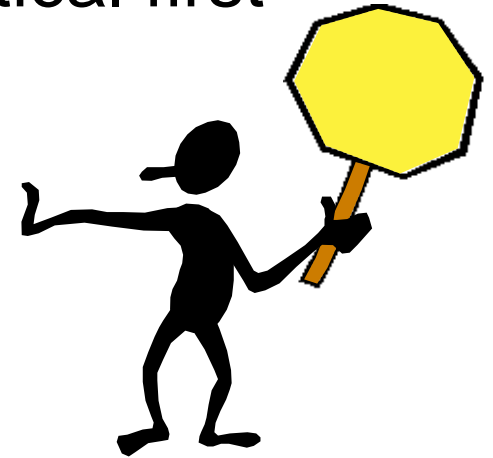
Active Recruiting of Senior Faculty

- Explore databases of funded awards for diverse candidates
 - NIH Research Portfolio Online Reporting Tool (<http://RePORT.nih.gov>) formerly known as CRISP
 - NSF Awards Search (<http://nsf.gov/awardsearch/>)
- Specialized databases and networks
 - Web of Science database (available on the library website)
 - Resource Guide (in folder and available online at the Provost's website)
- Attract candidates with benefits of a Northeastern career
 - Opportunity to develop vision of academic excellence within growing university
 - Collaboration opportunities in the city (many prestigious schools in area)
 - Dual academic career opportunities
 - Over 65 HERC partnerships in New England:
http://www.newenglandherc.org/home/index.cfm?site_id=660



Awareness of Evaluation Bias is Critical Throughout the Search Process and After

- Awareness of evaluation bias is a critical first step. Remember the lessons of:
 - Blind Auditions
 - CVs and Resumes
 - Letters of Recommendation
- Evaluation bias can occur:
 - When creating the short list
 - When selecting the final candidate for job offer
 - During negotiation
 - After hiring (promotion, tenure)
- Evaluation bias can be counteracted!



Focus on Multiple Specific Criteria During CV Evaluation

Best practices from peer institutions

- Examine **all materials** of candidates
- Avoid “global” evaluations: specify evaluation of
 - scholarly productivity
 - research funding
 - teaching ability
 - conscientious departmental/university member
 - fit with department priorities
 - potential for collaboration

❖ If necessary, divide the work among search committee members!

During CV Evaluation...

- Ensure criteria applied consistently across candidates
- Consider diversity contributions as excellence criteria
- Beware of possible biases in support letters
- NU ADVANCE website has evaluation forms that can be downloaded and modified as needed

Candidate Preliminary Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates' application materials, prior to on campus interviews. It is meant to be a template for departments that they can modify for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

<input type="checkbox"/>	Read candidate's CV	<input type="checkbox"/>	Participated in phone interview
<input type="checkbox"/>	Read candidate's research and teaching statements	<input type="checkbox"/>	Read candidate's letters of recommendation
<input type="checkbox"/>	Read sample of scholarly work		Other (please explain):

Please note if you have any professional or personal connection to the candidate:

Please comment on the candidate's scholarship as reflected in these materials, with specific reference to accomplishments and any perceived weaknesses:

Please comment on the candidate's teaching experience as reflected in these materials:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Evidence of) contribution to diversity enhancement efforts						
Contribution to the diversity of the unit						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

For more information or additional copies of this resource, please contact the
ADVANCE Program at (617) 373-3518 or visit the ADVANCE Program's Web site at <http://www.northeastern.edu/advance>

Diversity in the “Short List”

- Use phone interviews to create short list
- Be flexible in the number of finalists in pool
 - “Three” is not the magic number.
- If only one underrepresented candidate, may be seen as a “token”
- Do not select finalists based only on minority status

Best Practices for On-campus Interviews

- Value female and minority faculty applicants as scholars and educators
- Aim for balanced and welcoming audience in scheduling meetings
- Arrange for candidates to meet faculty and students who share similar cultural backgrounds
- Ask a candidate whether they want to meet with certain interest groups (i.e. women faculty)

Do Not Ask Illegal and Discriminatory Questions

Federal / state laws and regulations prohibit questions about:

- Family status
- Race
- Religion
- Gender
- Age
- Arrests
- Citizenship or nationality
- Disability
- Sexual Orientation
- Pregnancy

NU Provost Guidance for Conducting Interviews:

<http://www.northeastern.edu/provost/faculty/recruiting.html>

Example 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
- Counter-productive (reflects poorly on the university and candidates might resent questions)

Unique Challenges for Recruiting LGBTQ Faculty

- Although federal law does not protect LGBTQ individuals, Massachusetts laws do protect them
- Same-sex marriage is legal in Massachusetts and includes adoption rights; Northeastern provides health care coverage for married same sex partners
- U.S. immigration policy prohibits LGBTQ individuals from sponsoring their partners for immigration purposes, even when legally married in U.S. or other countries
- LGBTQ candidates may hesitate in requesting Northeastern University dual career assistance for partner

Positive Approaches to Role of Personal Life

- At Northeastern, “family” is defined broadly and candidates may not expect that.
- Female faculty are more likely to have a partner who is employed fulltime.
- Family friendly policies provide resources to help **both** male and female faculty manage households.
- Process should begin early:
 - Distribute family friendly policy information to **all candidates** during first visit
 - Address family issues raised by candidate expeditiously



Post-interview Evaluation

- Apply same best practice procedures as for selecting short list candidates
 - Emphasis on consistent objective criteria
- NU ADVANCE site has forms that can be downloaded and modified as needed
- Goal: complete evaluation forms within 24 hours of interview

Candidate Post-Interview Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates' application materials, prior to on campus interviews. It is meant to be a template for departments that they can modify for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

<input type="checkbox"/> Attended candidate's job talk	<input type="checkbox"/> Had dinner with candidate
<input type="checkbox"/> Meet one-on-one with candidate	<input type="checkbox"/> Read sample of scholarly work
<input type="checkbox"/> Read CV	<input type="checkbox"/> Read letters of recommendation
<input type="checkbox"/> Other (please explain):	

Please note if you have any professional or personal connection to the candidate:

Please comment on the candidate's scholarship as reflected in these materials, with specific reference to accomplishments and any perceived weaknesses:

Please comment on the candidate's teaching experience as reflected in these materials:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
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Potential (Evidence of) contribution to diversity enhancement efforts						
Contribution to the diversity of the unit						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments (very much encouraged)? Please use back of form for additional comments.

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Search Committee Group Dynamics

- Be aware of how committee dynamics influence hiring decisions:
 - Rank or Differential power/status
 - Gender or Racial/ethnic background
 - Critical mass and token status
 - Personal relationship with candidate
 - Influential or dominant personalities
- Good practices:
 - Ensure that all committee members can express their opinions
 - Be sensitive as to how power/status shape group discussions
 - Encourage awareness of “microaggression” or the small acts, conscious or unconscious, based on group membership that stereotype and are hurtful

Negotiations

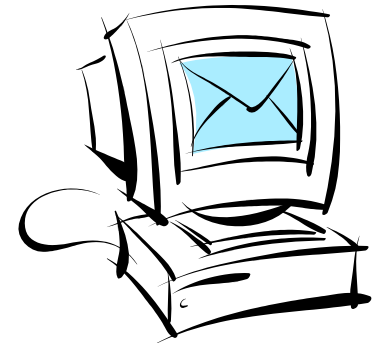
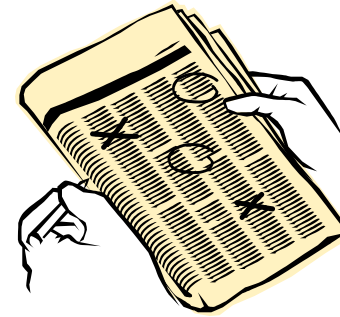
- Interview and negotiation processes should convey to candidates...

...that the goal in making and deciding the terms of an offer is to create conditions for success

- Provide all candidates with list of items they may want to discuss in the course of negotiations
- List will vary by field, and should include the items that will maximize likelihood of candidate success in that field

Recruiting Strategies for Diversity and Excellence

- Prepare
 - Prime the pump
 - Search committee composition
- Active Recruiting
 - Job description
 - Advertising
 - Networking
- Creating a short list of interviewees
- Interviewing candidate while on campus
- Recommending final candidate for job offer
- Following through: continue active approach after candidate joins department



Recruitment is Just the Beginning!

- During Fall 2012, STRIDE will begin workshops focused on retention and climate, focused on:
 - Proactive, effective mentoring
 - Offer information about access to resources
 - Networking
 - Collaborate on proposals and research
 - Check that new faculty are being treated equitably
 - Monitor service and work load balance
 - Tenure and Promotion
 - Policies and procedures
 - Access to information
 - Institutional and Departmental Climate
- Each poses special issues for women and minorities

Participation in Group Exercise

- Read the scenario on the following slide
- Participate in a group role-play, simulating a faculty search committee meeting to discuss the situation
- In your participation, keep in mind what you have learned from this workshop

Let's put paper to practice!

Consider This....

After reviewing 73 applications for your department's one open position, your committee now has a list of top 10 candidates. There are no female or minority candidates in this list. You were planning to revisit the applications, but an influential committee member feels very strongly that the top 10 list is adequate and the process should move forward.

- What would you do to achieve the goal of recruitment to improve diversity and excellence?
- How would you engage members of the search committee to address this issue?

Thank you!

Please feel free to ask questions
and share your comments...