

Northeastern University

ADVANCE Office of Faculty Development

STRIDE Faculty Search Resources:

Conducting an Equitable Faculty Search

I. Why Diversity?

Diversity benefits everyone, because there are more points of view and diverse approaches to research and teaching, and is a strong tenant of Northeastern University's Long Range Plan. Diversity broadens creativity, innovation, and a range of information sources. Diverse committees and teams make more informed decisions.

II. What are Schemas?

- Schemas are automatized patterns of thought that organize social information and assumptions. Research shows that the brain employs schemas to make sense of complex situations.
- Research reveals that we all —regardless of the social groups we belong to— perceive and treat people based on our schemas about social groups (e.g., race/ethnicity, economic and social status, gender, sexual orientation, disability, etc.).

III. Research on Schemas in Evaluation

- Both men and women are more likely to hire a male applicant over a female applicant with an identical record¹
- "White sounding" names are much more likely to receive calls about an application²
- Letters of recommendation for women include more 'doubt raisers', whereas letters for men contain more 'stand-out' adjectives³
- Equally qualified men and women who are parents are evaluated differently:
 - o Mothers rated as less competent
 - o Mothers received half as many call-backs as men
 - o Fathers advantaged over childless men⁴

IV. How to Neutralize the Effects of Schemas / Implicit Bias?

SEARCH STAGE A – Define Criteria and Qualities Required for the Position

Discuss the meaning of words like 'fit' 'excellence' and 'quality'

- o Write the ad using broad research area.
- o Discuss diversity and its meaning to the department within the search committee.
- o Develop a 'qualities' matrix for initial reviews and final rankings.

SEARCH STAGE B – Actively Recruit a Diverse Pool

Develop a departmental proactive strategy for year-round recruiting

- o Benchmark the number of women and minorities receiving PhDs in the discipline and measure the applicant pool against the available pool
- o Proactively:
 - Build relations with diversity scholars at national conferences.
 - Broaden the institutions from which you recruit and seek out research collaborations.

Learn more at <http://www.northeastern.edu/advance/recruitment/stride-resources/>

- Send the ad to national women and minority organizations, committees, and caucuses.
- Search for prestigious fellowship holders, including minority fellowships.
- Partner with ADVANCE on a Future Faculty Workshop.

SEARCH STAGE B – Strategize about Senior Faculty Hiring

Go beyond your own network – beyond the people you know

- Do not assume people are not moveable.
- Explore databases of funded awards for diverse candidates: NIH Research Portfolio Reporting Tool, NSF Awards Search, NEH Awards Search, Web of Science database (available on the NU library website).
- Explore the National Academies Directory database in your discipline and invite women and minority members to apply.
- Explore names of those who hold leadership positions in national organizations.
- Ask ADVANCE if they have additional recruiting resources for your discipline.

SEARCH STAGE C – Review and Identify the Long / Short List

Agree on objective criteria and apply consistently across all applicants

- Completely review all applications, not just those from top ranked universities.
- Consider letter writer and reader biases.

SEARCH STAGE D – Conduct an Effective On-Campus Interview

Ask if there are individuals or groups with whom the candidate wants to meet

- Value each candidate as a scholar, not as a token of their gender, race, etc.
- Aim for diverse and welcoming audiences when scheduling meetings.
- Federal/state laws protect certain classes – you cannot ask questions about these protected classes: family status, race, religion, gender, age, arrests, citizenship/nationality, disability, sexual orientation, and / or pregnancy.
- Even if you know protected information, it is illegal to discuss it within the search committee.
- See Northeastern Provost Guide for Conducting Interviews on the VPAA site (see below).

SEARCH STAGE E – Recommend Finalist(s) to the Chair

Use consistent objective criteria in evaluation of every candidate

- Request completion of evaluation matrix for each NU person who interacted with each candidate, and ask to receive their responses within 24 hours of the candidate's visit.

V. Northeastern Resources

VPAA Faculty Resources on Faculty Hiring: <http://www.northeastern.edu/provost/resources/faculty/>

ADVANCE Faculty Search Resources: <http://www.northeastern.edu/advance/recruitment/stride-resources/>

Bibliography

1. AJ Koch, SD D'Mello, and PR Sackett, (2015). "A meta-analysis of gender stereotypes and bias in experimental simulations of employment decision making." *Journal of Applied Psychology*, 100(1)(Jan.), 128-161.
2. M Bertrand and S Mullainathan, (2004). "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination," *American Economic Review*, 94(4,Sep), 991-1013.
3. JM Madera, MR Hebl, and RC Martin (2009). "Gender and letters of recommendation for academia: agentic and communal differences." *Journal of Applied Psychology*. 94(6)(Nov),1591-1599.
4. SJ Correll, S. Benard, and I Paik, (2007). "Is There a Motherhood Penalty?" *American Journal of Sociology*, 112(5)(March), 1297-1339.

Learn more at <http://www.northeastern.edu/advance/recruitment/stride-resources/>

Good Practices for Faculty On-Campus Visits and Interviews

Overall Statement of Purpose

Northeastern strives to ensure that all faculty candidates seek to join Northeastern after their on-campus interviews whether they receive an offer or not.

Before the On-Campus Interview

- Identify faculty candidates that you would like to see in the applicant pool.
- Invite a diverse set of scholars to apply for open faculty positions.
- Advertise broadly including disciplinary diversity professional associations.
- Counteract unintended bias by re-examining the CVs of women and underrepresented candidates who are considered strong candidates. Research shows that women's applications are often more critically reviewed.
- Assign a designated "faculty host" to each incoming candidate who is responsible for the schedule and serves as the candidate's primary contact.
- To avoid tokenism, try to interview at least 2 women and/or underrepresented candidates.

Develop an Interview Schedule

- Ask each candidate if there is any person/group (including any potential collaborators outside the department) with whom they would want to meet.
- Include possible future collaborators from outside your department on the schedule. This sends a strong message that you are interested in making the candidate successful.
- Include faculty from other departments on the schedules for interdisciplinary hires.
- Ensure a diverse set of faculty on the interview schedule.
- Include graduate students on the interview schedule.
- Schedule visit to labs with which the candidate might share equipment.
- Ask whether they need any type of special accommodation.
- Allow a small block of time for the candidate to prepare before their seminar.
- Send the schedule 4-5 days before the visit with clear expectations regarding presentation(s).
- Distribute information about potentially relevant policies (dual career, maternity leave, modified duties, etc.), faculty development/mentoring opportunities, department/college/university, living in Boston to all job candidates. Visit the *Resources* page on the ADVANCE website northeastern.edu/advance for suggestions and links.

During the On-Campus Interview

- Provide all faculty members on the interview list with the candidate's schedule, application materials, and an evaluation form.
- Ensure that interactions are positive and friendly.
- Provide interviewers with guidelines about what questions are unlawful to ask: visit the *Resources* page on the ADVANCE website northeastern.edu/advance.
- Connect candidates with a human resources staff member in the college or the university. This can be a great resource for candidates who want to learn about benefits and resources (e.g., partner benefits, maternity leave, family leave) that are available for support.
- Ensure that the seminar is well attended and the discussion is engaging but not aggressive.

- If the candidate discloses a need for his or her partner to find a faculty or staff position in the same location, direct the candidate to the department chair and/or dean.
- End the campus visit on a positive note. Ensure that the candidate's last interactions are with those who are enthusiastic about Northeastern. Don't make a premature offer, but inform the candidate of a general timeline for the next steps in the hiring process.
- Reimburse the candidate for expenses soon after the end of the on-campus visit.
- Avoid leaving candidates alone with faculty who may be hostile to hiring women and minorities.

Paraphrase:

One faculty member was very negative and aggressive during my seminar. The other faculty said, 'they are a little crazy, just ignore them.' But what it said to me was the department allows bad behavior. I almost didn't come to NU because of this.

After the On-Campus Interview

- Ask faculty to provide feedback for each candidate immediately after their visit using some version of an evaluation tool.
- Establish a process for discussing and voting on candidates that will contribute to unbiased decision-making to reflect the opinions of all members.
- The transparency and fairness with which Northeastern goes about negotiating the offer will build trust in the institution among new hires, result in successful recruitments, and have a positive impact on long-term retention. Since research demonstrates that women are less likely to advocate for themselves than men, consider mentioning to all candidates, particularly junior faculty, that negotiations are standard and expected.
- Personally call or email all finalists not selected as soon as the candidate selected has accepted the position offer. Follow-up with a formal letter.

"Better understanding of what to negotiate for would have helped make me more successful with my research program."

Sources:

- Focus group discussions with recently-hired Northeastern junior faculty
- Columbia University Office of the Vice Provost for Faculty Diversity and Inclusion – Best Practices in Faculty Search and Hiring. http://facultydiversity.columbia.edu/files/viceprovost/content/after_the_search.pdf
- Cornell University Office of Faculty Development and Diversity. <http://facultydevelopment.cornell.edu/recruitment/>
- University of California Recruitment and Retention of Faculty Handbook http://www.ucop.edu/academic-personnel/_files/documents/affirmative.pdf
- University of Michigan <http://www.umich.edu/~advproj/handbook.pdf>
- University of New Hampshire ADVANCE Program www.unh.edu/advance