

Information on Recruitment and Assignment of Tasks

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This document and the enclosed spreadsheet are intended to provide details and further context to the operation of my research lab based on an OEO inquiry.

The letter from OEO dated April 11, 2019 stated "...you targeted lab recruitment efforts towards female 38 students"

I have not and do not target students for any demographic reasons. I 'target' good students for recruitment when I have an immediate need for new research assistants. In such cases, I recruit from my 38 class (see below). However, I have typically not sought or recruited research assistants over the last 2-3 years. Instead, I typically am approached by interested students about joining my research lab. (Of note, I have not recruited any students from my 38 38 course in the two times that I have taught it (Spring 2018, Spring 2019) because nearly all students in that course are 38. In addition, I have not had an immediate need for additional research assistants during that time and/or was concerned about class performance of 38-38 students).

Factors involved in recruitment/invitation to join my research team (in relative order of importance):

- 1) **Timing** (i.e., is there a need for additional assistance on any ongoing or upcoming lab project? Will the student be here for at least one more semester after the current semester, but preferably longer, to provide a meaningful contribution? Is there anticipated turnover due to graduation or other factors (most typically in May of each year)?).
- 2) **Class/academic performance** (i.e., if the student is enrolled in one of my classes, are they performing well with good attendance? if the student is not enrolled in one of my classes, is their self-reported academic performance at least a 3.0 GPA or higher?).
- 3) **Motivation/initiative** (i.e., when I offer a meeting to discuss potential research interests, even if there is not an immediate need for research assistants, do they follow-up? what are their reasons for pursuing research experience—grad school, med school, etc.?).
- 4) **Areas of Interest** (i.e., does the student have a genuine interest/curiosity about the issues that we study? if a student is interested in developing an independent project, is it related to my areas of expertise? If not, they may be better-served by other faculty mentors).
- 5) **Previous Lab Experience**: students with previous lab experience may already have skills on data cleaning, data management, literature searches, etc. that could assist with project needs. If a student will have concurrent research expectation with a different research team, we discuss how that will be balanced and navigated early on, but I do not expect any student to put my lab duties above another lab (unless they are earning 38 credit, described below).

When I arrived at WSU in Fall 2015, I had zero (0) [REDACTED] research assistants. That semester, I taught [REDACTED] and approached the top-performing students early in the semester about joining my research team. Almost all of those students happened to be female. Six (6) female [REDACTED] students joined my research team. I also spoke with one male student based on his early performance, but he expressed an interest in school [REDACTED] (not my area of expertise) and was already gaining some relevant experience at that time. I spoke with two additional female students at that time who were interested in research with younger children and other areas that I do not research, so I referred both of them to another lab.

In short, I needed to recruit [REDACTED] research assistants at that time, and the most objective, fair, and relevant approach was, in my view, early class performance (as of September 2015). Moreover, it was more efficient to approach students in my class who were typically [REDACTED] or [REDACTED] [REDACTED] majors rather than to put out a broad announcement in my department. In Fall 2016, almost all of the top-performing students in my class happened to be female (see table below). One (1) male (out of 5 males enrolled in the class) earned an A or A- (specifically, he earned an A-), and he began working on my research team at my invitation based on class performance/engagement and, most importantly, on need at the time for an additional research assistant. He is still helping one of my [REDACTED] students with a project that has taken a number of years to near completion. Many of the students from the Fall 2016 course who were eventual research assistants approached me about becoming involved and filled an immediate need on delayed or upcoming projects. That is, I did not recruit most of them, but instead, they requested to join my research team.

Further, as noted above, in the nearly three years since, the vast majority of my research assistants have approached me about joining my lab rather than through any recruitment efforts on my part. Most of them have been female, but I apply the above criteria in determining whether there is simply a need for an additional research assistant. Again, timing is critical in that decision depending on turnover (graduation, etc.), upcoming projects that have more intensive data collection and data management needs, and older projects that have been stalled by overextension or turnover of research assistants.

To provide further context as to the types of students who may have a fit with, or interest in, my research, below is the current composition of my on-site [REDACTED] and [REDACTED] RA team, the sum of those who are on-site and wrapping up work on projects from off-site (i.e., [REDACTED] from WSU), and enrollments in my sections of [REDACTED], including for the upcoming Fall semester.

The 2nd table illustrates the proportion of male and female students in those [REDACTED] courses who earned a grade of A or A-. Most of the top performing students in those were females.

I believe that the compositions represented in both tables are consistent with trends across [REDACTED] courses at WSU, and based on the information of which I am aware, the RA composition is consistent with, or more gender-balanced than, the labs of my colleagues in the [REDACTED] Department.

RA's and Course Enrollment in █ 38 █

	Current On-Site █ 38 █ and █ 38 █ RAs	Current On-site + Off-site (█ 38 █ █ 38 █ RAs	Fall 2015 Enrollment █ 38 █	Fall 2016 Enrollment █ 38 █	Fall 2017 Enrollment █ 38 █	Fall 2018 Enrollment █ 38 █	Fall 2019 █ 38 █ Enrollment (as of 4/20/19)
Male	3 (30%)	4 (18.18%)	11 (24%)	5 (11.11%)	6 (12.24%)	9 (18.37%)	5 (17.86%)
Female	7 (70%)	18 (81.82%)	3 (76%)	40 (88.89%)	43 (87.76%)	40 (81.63%)	23 (82.14%)

Students Who Earned an A or A- in █ 38 █

	Fall 2015 █ 38 █	Fall 2016 █ 38 █	Fall 2017 █ 38 █	Fall 2018 █ 38 █
Male	3 (21.43%)	1 (7.7%)	3 (21.43%)	1 (5%)
Female	11 (78.57%)	12 (92.3%)	11 (78.57%)	19 (95%)

To provide additional context, the last 3 Outstanding █ 38 █ in █ 38 █ (2017-2019) have been research assistants in my lab. The Outstanding █ 38 █ in █ 38 █ in 2018 was also an █ 38 █ research assistant on my team. That student was also one of WSU's Top █ 38 █ in 2018. An additional research assistant was awarded an █ 38 █ in 2017 for her own independent project which also led to a presentation for which she was awarded the █ 38 █ █ 38 █ award at our department's █ 38 █ research symposium in 2018. Several research assistants in my lab have gone on to █ 38 █ programs in █ 38 █ and allied fields, with one student attending a █ 38 █ program in █ 38 █ this fall, and another currently completing her first year of █ 38 █. All of that is to say that other professionals at WSU and beyond clearly recognize these individuals as outstanding students and scholars, independent of gender. Some of these students were recruited to my lab by me, and some approached me about joining my lab. The common thread is that they are good students, who fulfilled a role on one or more of my projects with great initiative and competence. They were not outstanding students because they were female. They were females who happened to be outstanding students.

38 Credit

I offer the possibility of 38 credit to all 38 research assistants in my lab, if they have prior, current, and planned contributions to our work. In my experience, some students choose to sign up for such credits, whereas others do not because they do not have sufficient room in their schedules in terms of credits, they are earning 38 credits in a different lab, or some other reason (e.g., expecting to devote limited time to research in a given semester). I have declined 38 credit for students who want to both join my lab and earn research credit in a following semester (i.e., I want at least a little time to observe their work and ensure that there will be enough work for them to do to earn credit).

Where WSU differs from my earlier experiences is that 38 credit can be added mid-semester, and I have allowed that for a couple of research assistants based on the contributions they had already made in the semester, and they are held to those standards for the remainder of the semester.

Because my lab at WSU has limited data management and data collection requirements (most data collection is on-line), most 38 research assistant work is with assisting on project development and manuscript preparation. However, some of our studies involve direct coding, which is time-intensive. In addition, there may be data cleaning or management left over from previous semesters' projects that may need to be done. Any of these activities could warrant 38 credit, and I assign 38 credit-earning students general data management or other lab tasks before I would assign those to a volunteer (noncredit-earning) research assistant.

None of my previous/current male research assistants have opted for 38 credit, even though it has been offered, and some (but not all) female 38 research assistants have. One current male 38 research assistant has requested 38 credit for Fall 2019, but no other male or female 38 research assistants have done so as of yet.

When a Student Expresses an Interest in Joining My Lab (sample e-mail response):

On 11/5/18, a female student wrote to inquire about joining my research team.

My verbatim response:

Hi, 38

Thanks for getting in touch. I don't have an immediate need for another research assistant, and it's a little hard to anticipate what I may need in the Spring. If you want to meet to discuss your interests further, let me know, and we can set something up. Either way, I look forward to having you in class next semester!

On 11/27/18, a male student wrote to inquire about joining my research team.

My verbatim response:

Hello, [REDACTED]

Thank you for your interest in my research. Unfortunately, I do not have an immediate need for another research assistant hand have gotten several other inquiries in the last couple of weeks. If you would still like to meet, we can try to set up a time.

[REDACTED]

Both students followed-up with a meeting request, and I met with each individually. The female student is a May [REDACTED] graduate, whereas the male student is a May [REDACTED] graduate. The female student expressed an interest in a project that was being planned but had not yet started. The male student showed a great deal of motivation and was agreeable to being an additional helping hand for a project that was set to begin at a [REDACTED] style intervention program. He has a [REDACTED] background and thus was a good fit for that project (based on his experiences and interests). In these cases, [REDACTED] was not invited to join the lab, and [REDACTED] was. Both, based on their self-report records and my observations (i.e., my observation of the female student in my [REDACTED] class this semester and the male student in my lab this semester) are strong students. The key deciding factors were timing (project needs and graduation plans) and fit with current research interests. The deciding factor was not gender in any capacity.

I receive several requests to join my research team, particularly during registration periods for the following semester, and I apply the above criteria in each decision. Students may have the best luck in their requests during late spring/summer, as that is often a time of turnover. Last summer, one male and one female [REDACTED] research assistant joined my team to assist with a [REDACTED] student's [REDACTED] that was originally planned to begin in July 2018 but did not begin data collection until January 2019. The female student was let go in October for not completing assigned tasks. The male student has since been asked to join an additional project based on his dependability on all tasks. These outcomes are unrelated to gender.

Research Opportunities within the Lab

The OEO letter from 4/11/19 also stated that I "directed preferential treatment towards female [REDACTED] students." A conversation with OEO and HR representatives on 4/12/19 clarified that this accusation meant relative to male [REDACTED] students in my lab.

The attached spreadsheet, which I created in June 2018, is a guide that I use and update frequently so as to track and balance the projects that each student ([REDACTED]) is working on at a given time. I created this document in June 2018 because 7 of my research assistants graduated in May [REDACTED] and I had three large projects coming up. It has been a mechanism for me to track all of the projects, student progress, and opportunities for increased (or decreased, if overextended) involvement.

To guide interpretation of this document, Green = lead student on a project; Blue = actively assisting but not the primary assistant; Red = substantive work was done on the project but no further effort is needed/expected.

On the right side, there are some notes as to whether I recruited or was approached by the student and whether I had them in class.

The biggest factor in the number of projects in which current on-site students are involved is the duration of a student's involvement in the lab (i.e., the longer they have been part of the lab, the more projects on which they are likely working). Meanwhile, off-site students are being phased out, as the publication process is completed or nearing completion for their projects. The specific projects on which they work are almost entirely determined by timing of their joining the lab. That is, I agree to take on new research assistants if there is a need on a particular project and accordingly assign them to that project.

Two of my current male [38] research assistants, as well as one female [38] and my other [38] students, are involved in one of my [38] student's [38] projects. This project has extensive, multiple informant, multiple time-point data collection off-site in Pierce, Idaho. Both male [38] research assistants have been invaluable in that work, and as a result, I have invited them to become engaged in additional projects, including working directly with me, while also being mindful that my [38] student is counting on their assistance. An additional male research assistant is working on one project directly with me. It was a project that was left over from last year and was still at the data cleaning stage. Beginning this semester, he has worked directly with me in getting the data cleaning completed, doing some literature searches, and preparing for data analysis. He first inquired about joining the lab in late October, but I was not ready to re-initiate this project given the amount of work left to do. Instead, I agreed to let him starting working on it in January.

In short, I constantly monitor the progress and workload of my research assistants with a close eye toward being fair in how tasks are assigned. I have done so throughout my time as a faculty member but especially in the last year, as the number and complexity of projects have increased.

I aim to offer authorship opportunities on conference presentations and publication submissions to all [38] research assistants. How quickly those opportunities surface depend entirely on the students' contributions and how quickly the projects are completed. Because many/most journals now require a statement of Author Contributions, I also try to spell out work (e.g., data cleaning, data management) that would not necessarily warrant authorship without further substantive contributions (writing/providing literature summaries for the manuscript, coding/data collection, assisting in development of methodology, etc.).

The critical components for relative workload and opportunity are students' timing of joining the research lab and the timing of turnover of research assistants. The subsequent consideration is their track record in completing assigned tasks and their openness to additional tasks. I am happy to provide details on each and every research assistant's tasks and performance if needed.

Lastly, at every single research team meeting, I urge them to "let me know if you need (or would like) more to do" and "let me know if you need anything on your current projects." From there, given my substantial workload across research, teaching, and University service, I allow their initiative and motivation to take over and then attempt to devote my time and effort to them equitably.

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Students off site

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a = recruited c = class; c x 2 = student in 2 classes
b = inquired about joining

a	c
b	c x 2
b	
b	c
b	c x 2
b	n/a
b	c
b	
b	
b	

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b	
a	c
a	c
a	c
b	c x 2
b	
a	c
b	c
b	
b	c
b	c
a	c