

Professors Need Not Be Just a Pretty Face: How Faculty Directories Can Decrease the Opportunity for Bias and Better Support Users by Directly Providing Semantic Information

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Abstract

Websites for university units provide lists of faculty (teaching staff) to support a variety of users' tasks including creating collaborations and student choice for projects and courses. However, these lists often only provide shallow features about the faculty such as pictures and names and not the semantic attributes of expertise, interest, or accomplishments. Prospective students, faculty, parents, donors, and those in the community often cannot directly access these semantic attributes and sometimes not without extensive search. Not having the relevant expertise information directly on a page leaves the selection process more open for implicit and explicit biases to be applied when searching for areas of expertise—if only pictures and names are provided, users can only choose (or choose who to explore further) based solely on name and physical appearance, thus including race, clothing, and attractiveness. This paper argues for ease of access to the right information and self-authorship of the public-facing information. We document that this problem is pervasive at universities across the world (N=275). We suggest good practices for decreasing the prominence of less relevant information to summarize faculty. This is accomplished by increasing the prominence and accessibility of more relevant information, including self-reported research interests and accomplishments. We provide example templates to support more semantic choices that would be applicable to similar organizational lists. This approach could be applied to other sets of professionals, such as doctors and lawyers.

Keywords:

Computing/technology policy
Interaction design theory, concepts, and paradigms
User interface design
User centered design
Web-based interaction
Bias in design

Research Highlights

- University unit websites often only provide pictures and names of faculty leading to biased searches.
- Templates are provided to support less biased searches.
- A list of faculty semantics to include on web sites is provided, including expertise and field, contact details

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1 Introduction

What defines a faculty member? (We will use the US term: “faculty” instead of the UK term, “teaching staff”, throughout this paper.) We suggest that what defines a faculty member is primarily what they have done and will do, although there are situations where their appearance and cultural identity and their name will have value to students. Websites for university units (schools, colleges, departments, center, institute, etc.) list faculty for a variety of reasons, including to support choosing collaborators and advisors (Pierce, 2005; Ritter, Freed, & Haskett, 2005). Users may also be looking for potential instructor options or office hours, or to understand an institution's expertise, values, and goals (Saichaie & Morpew, 2014). Table 1 notes several types of university website users and tasks they might perform with a university website related to faculty. Not all user tasks are looking at faculty's research expertise, but many significant ones are.

Similarly, searches by journal and conference editors for paper reviewers requires not names, but areas of expertise. In addition, other listings of professionals such as hospitals, law firms, and accounting agencies may suffer from this same problem of providing pictures and not semantics.

For example, Ritter was recently looking for collaborators for two different projects: a Foley artist (Ament, 2014), that is, someone who works with sound in movies, and another who teaches disaster management (e.g., Owens, Buffington, Frost, & Waldner, 2017). These folks were hard to find because many university websites only listed faculty names and not research interests.

Table 1. Example users and their tasks for a university department website related to lists of faculty. A more complete list of users and tasks can be found in Ritter, Freed, and Haskett (2005).

Students	Faculty	Donors/Funders/ Outside Users
Research collaboration	Research collaboration	Interesting research to fund
Advisors in current field	Potential teaching partners	Learn about who is using existing funding
Find office hours	Department research at a different department or institution	Research experience in a particular area for collaboration or reviewing
Learn about potential instructors	Contact information for a faculty member	Research areas at a different department
Contact information for a faculty member		Contact information for a faculty member

The primary listing of faculty often provides only shallow features such as photos and names. This appears to be a widespread problem for university websites. When users look for faculty, they are too often provided with only these shallow features and not areas of expertise or interest. Figure 1 shows an example directory showing only pictures and names (and office location). In contrast, Figure 2 shows a better design with the faculty's picture, name, but, most importantly, their research area and accomplishments. In Figure 1, students or others looking for faculty to collaborate with have to choose (or start to choose) who to click on based solely on the appearance and name and will have to dig for semantic information.

There may be listings with research interests elsewhere on a website, but this first type of listing including just a picture directly supports both implicit and explicitly biased choices. For example, biases may include race (e.g., Reid, 2010), young people and men (e.g., Petrie, 2018), attractiveness (e.g., Hamermesh & Parker, 2005; Riniolo, Johnson, Sherman, & Misso, 2006; Shevlin, Banyard, Davies, & Griffiths, 2000) and foreign or minority names (e.g., Bertrand & Mullainathan, 2004; Paludi & Bauer, 1983) that can be related to those without accents (Hamermesh & Parker, 2005).

We argue that universities should recognize and advertise their faculty from an academic standpoint, by their activities and achievements, and not their appearance. If directories provide only pictures, universities unintentionally promote the choice of faculty members by appearance instead of their accomplishments and talents.

Users may be offered additional links to click on, and there may be lists of faculty interests elsewhere on the website that can be found with varying amounts of effort. However, users often cannot directly scroll through faculty and their interests in an immediate way like they can for the list of their pictures. For example, if you are looking for a collaborator, you might want to know who in a relevant department works in that subarea. In Figure 2, students can directly scroll through the faculty list and get a sense of their individual and joint interests. For example, to get a similar list for the department in Figure 1, it can take three additional clicks and two mouse moves per faculty, one to select the person, the second to select their tab, and the third click to get to their website. In addition, the information is scattered over numerous tabs and in different formats. It would be useful if colleagues and potential colleagues and collaborators can more directly get a sense of what a department has expertise in. Earlier commentators on this paper have compared this problem to the famous XKCD comic in Figure 3 showing that what university department websites include (mostly irrelevant information) and do not include the information users are looking for.

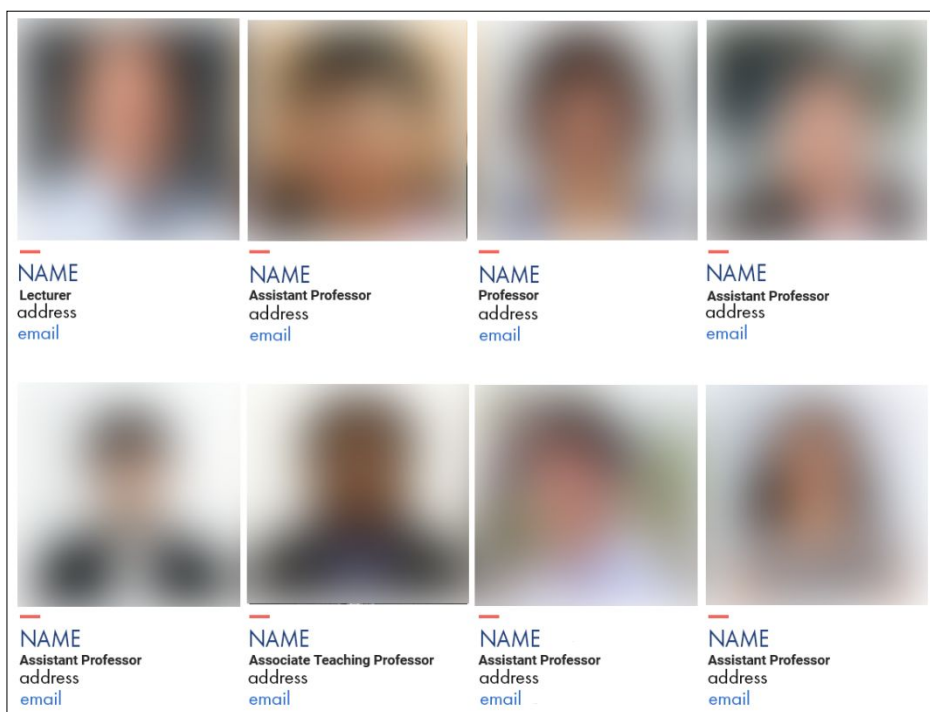


Figure 1. A typical department website noting faculty pictures, names, titles, addresses, and emails. (Pictures intentionally blurred and anonymized). Editor: We Suggest putting a box to make it look like a screenshot.

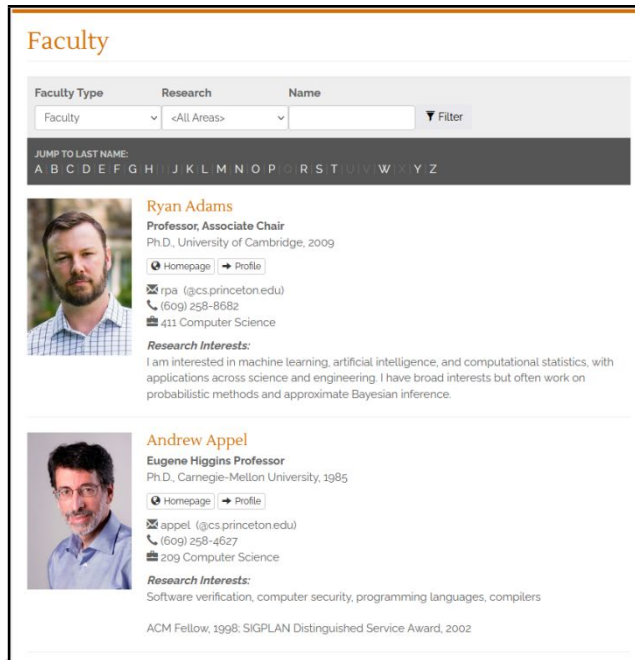


Figure 2. A department website noting faculty names, pictures, areas of interest, and accomplishments. (used with permission).
 Editor: We Suggest putting a box to make it look like a screenshot.

<https://www.cs.princeton.edu/people/faculty>

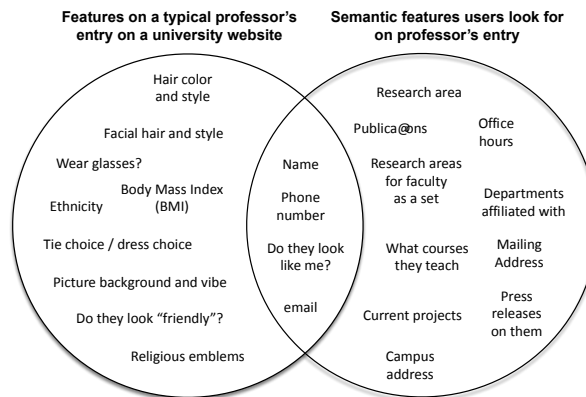


Figure 3. Example of what websites show and what users are interested in. (Based on <https://xkcd.com/773/> and Ritter, Baxter, & Churchill, 2014, Fig. 11.1)

To analyze this problem, we created a sample of convenience of 275 websites listing faculty and researchers at a variety of universities and university units. We then analyzed them for common features and found some insights. We focus on the semantics, and the information content of the websites, rather than low-level usability concerns. These semantics will apply across many designs.

By examining a large sample of convenience, we document that while this problem is not universal, it is at least quite common and perhaps even pervasive. Based on the survey we suggest good practices for decreasing the provision of less relevant information to summarize faculty in university units, by including research interests, areas, and accomplishments. Providing relevant information on faculty is not complicated. Even beyond universities, such as government sites or healthcare providers, all contact pages for individuals should contain basic semantic and contact information. We provide an example template showing potential options and a list of relevant information in the conclusion.

2 Method

2.1 Selection criteria and sites found

We looked for websites at US universities for units associated with the fields in Table 2. Because searches led us in new directions trying to find these units, we included other fields. We looked for units that appeared to recruit students for student projects and for universities that have students working with faculty. These units (N=135) are diverse and represent a wide range of fields, institutions, and types of units. This generated a sample of convenience rather than a formal survey and were chosen before seeing their websites.

We also looked at websites across a range of international universities in Africa (20), Canada (20), China (20), Germany (20), Latin America (20), and the UK (20). These are taken from ones we knew or could find on lists of prominent universities in their area. These units (N=140) are a sample of convenience and were chosen before seeing their websites. We attempted to choose a department of computer science and a department of psychology for each university; where these were not available, we used two related units.

We attempted to find the main directory of faculty from the unit's main site. We excluded sites for subgroups and areas within a department from our analysis (e.g., a cognitive psychology area in a psychology department), which can be an unknown resource for users until they click on them. Often these secondary types of pages were incomplete, vague, or out of date. Thus, we did not attempt to find and did not include links to "research areas of interests" from the main unit site. These pages appeared to vary much more in content, ease of use, and ease of finding them.

We excluded websites that were individual professor's or groups of professors' labs, which while useful for some user's tasks still require effort to search through a set of professors. We did not include individual professors' personal websites, and we did not examine graduate student listings. Sites for subprograms and sub-degrees were not included. We also did not look for university-wide faculty directories.

Table 2. Initial types of units searched for.

accounting, adult education, aeronautical engineering, architectural engineering, biology, chemical engineering, chemistry, computer science, electrical engineering, health and human development, history, industrial engineering, information science(s), kinesiology, math, medicine, mechanical engineering, MIS in business, nuclear engineering, nursing, physics, philosophy, psychology, sociology

2.2 Codes

The websites were coded by two coders for three features. (a) Websites were coded by type, that is, as being for a college or school, department, or a center or institute. Colleges or schools are large and may contain self-governing units. Departments are part of a larger unit but have some self-governing aspects. Centers and institutes tend to draw faculty together from different units for a specific purpose.

(b) If the website had research interests noted for faculty, they were coded as “interests”. We also found that some websites noted only the area of interest, such as medieval history in a history department, which provides some useful information. These were coded as “area”. If there were missing some entries, for example, a few faculty members did not provide interests, but most did, we counted the site still as supporting the display of interests.

(c) We noted if pictures were included for most people. When the two coders disagreed, they discussed until there was agreement.

3 Results

We stopped collecting websites when we found 135 American sites and 140 international sites for a total of 275 websites. Of the observed sites from the United States, they represent 48 universities, and 205 of these sites were directories for departments, 27 were colleges, 21 were schools, and 22 were centers or institutes. The 140 international sites represent 70 universities with two departments per university. These sites and their codes are listed in the Appendix.

[NOTE TO EDITOR: or made available to the journal’s website].

Figure 4 shows that of the 135 US universities examined, 66 (49%) do not note any research interests, 10 (7%) note research areas, and 57 (42%) note research interests. The directory of faculty of one site was blocked by login. Another site only showed interests for affiliated faculty and researchers, but not the main faculty, external faculty, or PhD and Post-Doc students. We do not wish to make much of these two anomalies except to note that some webmasters might not be routinely checking how others see their sites.

Overall, 49% of the US directories do not provide information on the research being done by faculty members. On the other hand, 86% (119 out of 135) of the American sites provide pictures of the faculty on their directory page.

Figure 4 also shows that of the 140 international university units examined, 95 (70%) do not note any research interests, 27 (20%) show research areas, and 18 (13%) note research interests. Overall, 70% of the international university directories do not provide information on the research being done by faculty members. On the other hand, 54% (72 out of 140) international sites provide pictures of the faculty on their directory page.

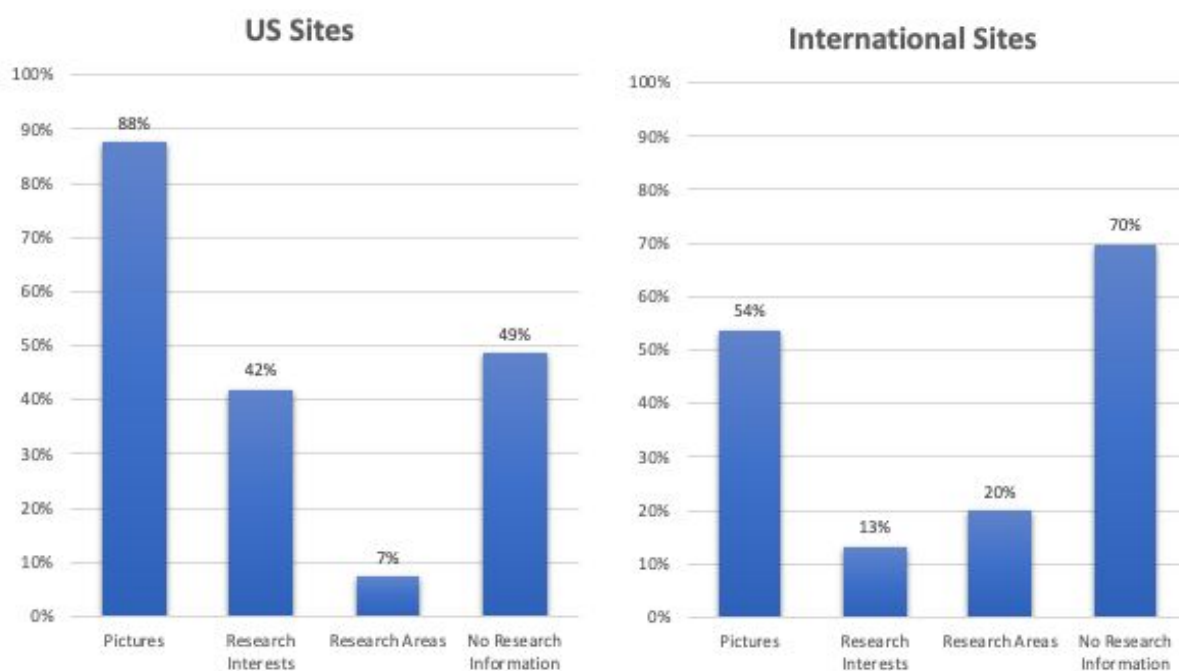


Figure 4. Distribution of information on the US faculty sites surveyed (N=135) and the non-US faculty sites surveyed (N=140). Numbers do not add up to 100% because the categories are not exclusive.

4 Discussion and Conclusion

This analysis did not focus on low-level usability concerns, a common focus in usability analysis of websites, but rather on semantics, the information content conveyed by websites (which will presumably persist across different choices about web design) and across different types of sites. We examined a sample of over two hundred university faculty directories. Overall, the preponderance of faculty sites provide pictures and names, while only about half provide any information about what areas the faculty work in. Some sites may also allow faculty members the option to include photos of themselves, which may impact the photos shown if a certain

group is more reluctant to provide them. It appears that most website design better supports users seeing what the faculty look like (perhaps to recognize them in person) rather than their academic accomplishments and interests (how to collaborate with them).

Some applicants may also want to look for departments where there are faculty like them, to know that they are welcome. Thus, it would be useful to consider several types of applicants as stakeholders and a wider range of tasks to support in the design of these sites. This is a common problem, in that stakeholder consultations are often left out of university system design (Ritter, in press), not all tasks are supported (Ritter, Freed, & Haskett, 2005), and students interact with different styles (Hall, Jensen, & McLean, 2008).

It is not always the case that research interests cannot be found for faculty. Search either by hand through a website or with a search engine can often find a list of research interests for faculty in a unit. But, these lists of interests are not upfront and often not available without modest to great effort, perhaps using a search engine, and doing the search one by one by a person or by unit. But even here, where to start to look and who to look at would be influenced by the surface features of the faculty when doing this search by hand.

4.1 Suggestions for better pages

The results of this survey generate several suggestions for better practice. The most straightforward suggestion is to include the research interests of faculty and downplay pictures, if you care about biases that such information can lead to.

The survey also makes suggestions for individual faculty summaries. These should not repeat information (e.g., the person's job title if it appears in other places). They can avoid filler, for example, "In general, my research includes, among other things...". Also encourage the use of common abbreviations for units, for example, UI/UC, or U. of Illinois/UC instead of The University of Illinois at Urbana/Champaign, versus a too wordy real example of a real title:

"Professor of XXXXXXXXXXXX YYYYYYYYYY and ZZZZZZZZZZ in the CCCCCC of XXXXXXXXXXXX YYYYYYYYYY and ZZZZZZZZZZ at the XXXXXXXXXXXXXXXX XXXXX XXXXXXXXXXXX XX XXXXXXXXXXXX XXXX."

We found several sites that provide menu-based search, where you can search faculty based on keywords. But who will know to search for "hybrid cognitive architectures" or trust the sites to provide this level of detail, and will this search method work across multiple departments? The person who designed it will; the person using it will not (Baxter, Churchill, & Ritter, 2014). However, search can be an additional way to fix poorly organized sites (Ritter et al., 2005), and a search tool might provide a way to index the whole site and a link to lists of faculty papers. We would encourage this.

We suggest including accomplishments if your faculty have accomplishments. Initially, we thought there might be a formal list of accomplishments that could be used, but this will vary quite widely by field and creating a canonical list might be a useless exercise. The faculty will know what major accomplishments are; and good faculty will find and acquire new ones. A photographer award might be relevant to someone analyzing pictures automatically and being a FIFA (soccer) referee might be an accomplishment for someone studying social or asocial behavior or organizing groups. Making a complete list of all of these is a silly and endless task, similar to creating a complete list of tutoring systems (Ritter, Qin, MacDougall, & Chae, in press). The discussions leading to this list, however, might provide useful insights particularly to younger faculty.

Table 3 provides a list of suggestions for directory information. We did not find a directory that had all these features, but those with more of these looked better and were more helpful. Including pictures, for example, is not uniform across cultures. Excluding it would remove the ability to discriminate against many features, such as age, ethnicity, and race, acknowledging that some students may feel they need to know there is support for people like them and that they are welcome. Some departments, particularly in England, historically have used only initials, which removes further discriminatory cues. Similar tables could be created for sets of other professionals, such as doctors, lawyers, and other consultants.

Table 3. Suggested directory information.

- a) Name, might be combined with title, might be initials only (e.g., FE Ritter), to identify them and to know how to address them.
- b) Title and admin roles, to know their responsibilities for tasks you may be trying to perform, such as graduate admissions, grade mediation, contact to the department.
- c) Research and teaching interests, to know what they know.
- d) Link to further information on publications or research, such as third-party online repositories or CV, to find more information, to show more details on competencies.
- e) Contact details (may vary, e.g., phone, email, video conference room, social media), to contact them via multiple media.
- f) Physical address, to mail them materials, to meet them at their office (may be different), and security issues may complicate including this item.
- g) Office hours, to find them at a convenient time.
- h) Courses taught, in general, this semester, or both, to take a course from them.

- i) Admin support person (when available), to contact them indirectly or receive other types of help from the support person.
- j) Major Accomplishments (e.g., National Academy, Fellow, optional), to know their accomplishments and depth of knowledge.
- k) Picture (optional), to identify them in hall, to know ethnic origins, to know if they are attractive, to know their expressed gender.
- l) Degrees and certifications (optional), to know their background and types of knowledge.
- m) Printing web pages maintains complete information.

There are items in Table 3, such as interests, accomplishments, and office hours, that change from time to time. This means that this information must be editable by the faculty member and editable by administrators. If these changes cannot be done directly and easily by the user, Ritter et al. (2005) suggest that these changes will not be performed, and we have found that to be generally true. These changes do not have to be treated as anonymous posts to be protected against, because they are not anonymous. The risk of faculty, who are otherwise trusted with many things, changing their title to “Lord Screaming Such, Endowed Chair of Parties” is most likely lower than the risk of having outdated information that will hurt students and potential collaborators who cannot find this information.

There are many designs that support more useful faculty pages. Figure 2 and Figure 5 show two good examples. These pages show identification features along with a research focus and credentials to allow choices based on achievement and research interests.

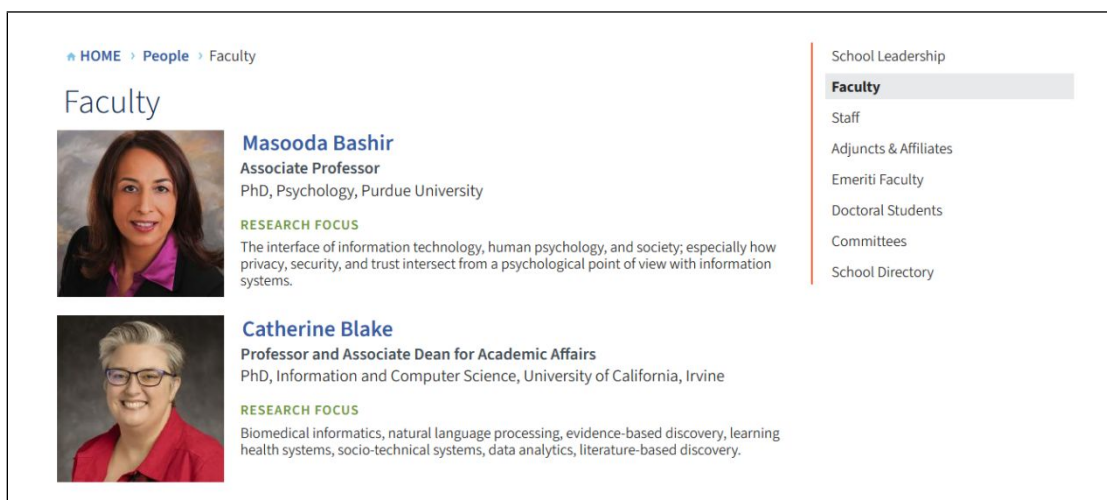


Figure 5. An example of a design that supports discrimination based on areas of interest and accomplishments rather than appearance. (used with permission)

Editor: We Suggest putting a box around Figure 5 to make it look like a screenshot.

4.2 Limitations

There are several limitations of this research. The most important is that we do not fully know how students find advisors and projects and how related tasks are performed. Websites are likely only one way this is done. But, we would argue that websites are an important aspect, and nearly all website design documents suggest supporting the users' tasks and putting information that users need upfront (Nielsen, 1997; Ritter et al., 2005).

We did not analyze how far users had to click to get to semantic information. This varied widely as well, including popups, separate listings not easily visible, and direct links on the directory page. Some of these solutions may be useful. The results would also vary by search technique and search engine optimization techniques used. But, traditionally the best representation of faculty is through the department materials rather than a search engine that has its own filters and lenses (Noble, 2018; Silva & Kenney, 2018)¹.

There is a limitation of this survey in that it used a sample of convenience. We did not extensively sample bachelor's and master's degree-granting colleges and universities. However, the limited examples that we examined do not suggest that this problem is missing at these institutions. We do not believe, however, that a formal survey of university department websites would have substantially different findings; these are not atypical departments or universities; and making the survey more formal could be hard to define.

4.3 Concluding comment

Most university units could improve the design of the websites listing their faculty to help avoid biases and improve usability. It is not complicated. Websites could be redesigned to increase the ease of access of relevant information and reduce the prominence of less relevant information. The proper steps will vary website to website and university to university, but is an obvious way to reduce certain types of bias.

Websites should support as best they can the breadth of a faculty member's identity. Too often the information about what they have done and will do is missing or has less prominence than what they look like or what their name looks like. This advice would apply to other organizations that use similar lists of professionals, such as hospitals, law firms, and accounting agencies.

¹ Silva and Kenney (2018) was found first by using Google Scholar. The Noble (2018) reference was found second from discussion with a colleague. The Noble paper has 10 times the citations but appears lower (more than 15 pages vs. first page) in Google Scholar when searching for "search engine bias". It is thus, itself, an example of search engine bias.

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Appendix: The websites analyzed

Note to editor: in international section, psychology or equivalent is indented by one space, Carlton order is deliberate

N	University	Unit	Type	Inte rests	Pics	URL
1	US ASU	education	college	yes	1	https://education.asu.edu/about/people/faculty?dept=192466&id=1
2	US ASU	nursing	college	yes	1	https://nursingandhealth.asu.edu/about/directory
3	US Bradley	industrial engineering	dept	no	1	https://www.bradley.edu/academic/departments/imet/faculty/
4	US Bradley	physics	dept	no	1	https://www.bradley.edu/academic/departments/phy/faculty/
5	US Brown	anthropology	dept	yes	1	https://anthropology.brown.edu/who-we-are/people
6	US Brown	earth, environmental, and planetary studies	dept	yes	1	https://www.brown.edu/academics/earth-environmental-planetary-sciences/about
7	US Brown	engineering	college	no	1	https://engineering.brown.edu/people/faculty
8	US Brown	history	dept	area	1	https://www.brown.edu/academics/history/faculty
9	US Brown	molecular and cell biology, biochemistry	dept	yes	1	https://www.brown.edu/academics/biomed/molecular-cell-biochemistry/research
10	US Brown	sociology	dept	yes	1	https://www.brown.edu/academics/sociology/people/faculty
11	US Brown	survey research center	center	yes	1	https://www.brown.edu/academics/public-health/survey-research-center/people
12	US Bucknell	accounting	dept	no	1	https://www.bucknell.edu/academics/freeman-college-management/majors-dep
13	US Bucknell	computer science	dept	no	1	https://www.bucknell.edu/academics/college-engineering/majors-departments/c
14	US CalPoly	electrical Engineering	dept	no	0	https://ee.calpoly.edu/department-directory
15	US Chicago	history	dept	yes	1	https://history.uchicago.edu/directories/full/current-faculty
16	US Chicago	psychology	dept	yes	1	https://psychology.uchicago.edu/directories/full/faculty
17	US Chicago	sociology	dept	yes	1	https://sociology.uchicago.edu/directories/full/sociology-faculty
18	US CMU	HCI	dept	area	1	https://www.hcii.cmu.edu/people/faculty
19	US CMU	psychology	dept	no	1	https://www.cmu.edu/dietrich/psychology/people/index.html
20	US Columbia	data science	center	no	1	https://datascience.columbia.edu/people/
21	US Columbia	quantum initiative	center	area	1	https://quantum.columbia.edu/
22	US Cornell	American Indian indigenous studies	dept	no	1	https://cals.cornell.edu/american-indian-indigenous-studies/about/people/faculty
23	US Cornell	aquatic animal program	college	no	0	https://www.vet.cornell.edu/departments/microbiology-and-immunology/resear
24	US Cornell	biology	dept	yes	1	https://biology.cornell.edu/research/faculty/
25	US Cornell	Cornell population	center	yes	1	https://cpc.cornell.edu/about/cpc-leadership/
26	US Cornell	molecular biology and genetics	dept	yes	1	https://mbg.cornell.edu/people/faculty/
27	US Cornell	policy analysis and management	dept	no	1	https://www.human.cornell.edu/pam/about/people
28	US Cornell	psychology	dept	area	1	https://psychology.cornell.edu/faculty
29	US Dartmouth	engineering	college	no	1	https://engineering.dartmouth.edu/community/faculty#core/
30	US Dartmouth	math	dept	yes	1	https://math.dartmouth.edu/people/people-select.php?list=permanent
31	US Emory	African studies	center	yes	0	http://www.ias.emory.edu/home/people/index.html
32	US Emory	cell biology	dept	no	1	https://med.emory.edu/departments/cell-biology/people/index.html
33	US Emory	environmental sciences	dept	no	1	http://envs.emory.edu/home/people/faculty.html
34	US Emory	medicine	college	no	0	https://med.emory.edu/directory/faculty-profiles/index.html#
35	US Emory	political science	dept	no	1	http://polisci.emory.edu/home/people/faculty/index.html
36	US Georgetown	biology	dept	yes	1	https://biology.georgetown.edu/people/faculty/#
37	US Georgetown	biostatistics	dept	yes	1	https://biostatistics.georgetown.edu/faculty/#
38	US Georgetown	economics	dept	yes	1	https://econ.georgetown.edu/people/faculty/#
39	US Georgetown	history	dept	yes	0	https://history.georgetown.edu/people/faculty/#
40	US Georgetown	sociology	dept	yes	1	https://sociology.georgetown.edu/people/faculty-2/#
41	US Harvard	computer science	dept	no	1	https://www.seas.harvard.edu/computer-science/people
42	US Harvard	history	dept	no	1	https://history.fas.harvard.edu/people
43	US Harvard	psychology	dept	yes	1	https://psychology.fas.harvard.edu/faculty
44	US Harvard	public health	school	area	1	https://www.hsph.harvard.edu/profiles/
45	US Harvey-Mudd	humanities, social sciences, and the arts	dept	yes	1	https://www.hmc.edu/hsa/faculty-staff/
46	US Johns Hopkins	biology	dept	yes	1	https://bio.jhu.edu/people/
47	US Johns Hopkins	biomedical engineering	dept	yes	1	https://www.bme.jhu.edu/people/faculty/

N	University	Unit	Type	Inte rests	Pics	URL	
48	US	Johns hopkins	enviro health and engineering	college	yes	0	https://publichealth.jhu.edu/departments/environmental-health-and-engineering/
49	US	Johns Hopkins	history	dept	yes	1	https://history.jhu.edu/people/
50	US	Johns Hopkins	history of science and technology	dept	yes	1	https://host.jhu.edu/people/
51	US	Johns Hopkins	math	dept	yes	1	https://mathematics.jhu.edu/people/
52	US	Lock Haven	psychology	dept	no	0	https://www.lockhaven.edu/psychologydep/faculty/
53	US	MCLA	computer science	dept	no	0	https://www.mcla.edu/about-mcla/faculty/index.php?department=computer_sci
54	US	MCLA	philosophy	dept	no	0	https://www.mcla.edu/about-mcla/faculty/index.php?department=computer_sci
55	US	Memphis	computer science	dept	yes	1	https://www.memphis.edu/cs/people/
56	US	Michigan	computer science and engineering	dept	yes	1	https://cse.engin.umich.edu/people/faculty/
57	US	Michigan	iSchool	school	no	1	https://www.si.umich.edu/people/directory/faculty?page=4
58	US	Michigan	mechanical engineering	dept	yes	1	https://me.engin.umich.edu/people/faculty/
59	US	Michigan	molecular & integrative physiology	dept	no	0	https://medicine.umich.edu/dept/molecular-integrative-physiology/faculty/facul
60	US	State	higher and adult education	center	no	1	http://chae.msu.edu/people/faculty
61	US	MIT	CEPR research	center	no	1	http://ceepr.mit.edu/about/people#leadership
62	US	MIT	computational science and engineering	center	no	1	https://cse.mit.edu/people
63	US	Nebraska	architectural engineering	dept	no	1	https://engineering.unl.edu/durhamschool/architectural-engineering-faculty/
64	US	Northwestern	cell and molecular biology	dept	yes	1	https://ibis.northwestern.edu/research/cell-molecular-biology.html
65	US	Northwestern	education and social policy	college	yes	1	https://www.sesp.northwestern.edu/people/faculty/all-faculty.html
66	US	Notre Dame	anthropology	dept	area	1	https://anthropology.nd.edu/faculty-and-staff/
67	US	Notre Dame	chemistry & biochemistry	dept	area	1	https://chemistry.nd.edu/faculty-research/
68	US	Notre Dame	study of religion and society	center	yes	1	https://csrs.nd.edu/people/
69	US	Oregon State	architectural engineering	dept	no	1	https://cce.oregonstate.edu/people/architectural-engineering
70	US	Pitt	information systems and technology management	dept	no	1	https://business.pitt.edu/connect/faculty/faculty-information-systems-and-techno
71	US	Princeton	computer science	dept	yes	1	https://www.cs.princeton.edu/people/faculty
72	US	Princeton	IT policy	center	no	1	https://citp.princeton.edu/people/filters/#associated-faculty
73	US	Princeton	mechanical and aerospace	dept	no	1	https://mae.princeton.edu/people/researchers
74	US	PSU	accounting	dept	no	1	https://www.smeal.psu.edu/accounting/acctg/people/faculty/
75	US	PSU	aerospace engineering	dept	no	1	https://www.aero.psu.edu/department/faculty-list.aspx
76	US	PSU	biobehavioral health	dept	yes	1	https://hhd.psu.edu/bbh/contact/faculty-staff
77	US	PSU	chemical engineering	dept	no	1	https://www.che.psu.edu/department/faculty-list.aspx
78	US	PSU	health and human development	dept	yes	1	https://hhd.psu.edu/hdfs/contact/faculty-staff
79	US	PSU	industrial engineering	dept	no	1	https://www.ime.psu.edu/department/faculty-list.aspx
80	US	PSU	IST	college	no	1	https://ist.psu.edu/directory
81	US	PSU	lifelong learning and adult education	center	yes	1	https://ed.psu.edu/academics/departments/department-learning-and-performance
82	US	PSU	nuclear engineering	dept	no	1	https://www.nuce.psu.edu/department/faculty-list.aspx
83	US	PSU	nursing	dept	no	1	https://www.nursing.psu.edu/directory/
84	US	PSU	physics	dept	yes	1	https://science.psu.edu/people?person_type=47&department=16&unit=All&iter
85	US	PSU	political science	dept	yes	1	https://polisci.la.psu.edu/people/faculty
86	US	PSU	psychology	dept	no	0	https://psych.la.psu.edu/directory/faculty
87	US	Purdue	business management	college	area	1	https://krannert.purdue.edu/directory/view.php?LastName=&FirstName=&search
88	US	Rice	anthropology	dept	no	1	https://anthropology.rice.edu/faculty
89	US	Rice	psychology faculty	dept	no	1	https://psychology.rice.edu/faculty
90	US	Scranton	biology	dept	yes	1	https://www.scranton.edu/academics/cas/biology/staff.shtml
91	US	Scranton	chemistry	dept	no	1	https://www.scranton.edu/academics/cas/chemistry/faculty.shtml
92	US	Shippensburg	management information systems	dept	no	0	https://www.ship.edu/academics/colleges/business/undergraduate_degrees_and
93	US	Stanford	anthropology	dept	yes	1	https://anthropology.stanford.edu/people/faculty
94	US	Stanford	HCI	center	affiliated	1	https://hci.stanford.edu/people/
95	US	Stanford	mechanical engineering	dept	no	1	https://me.stanford.edu/people/faculty

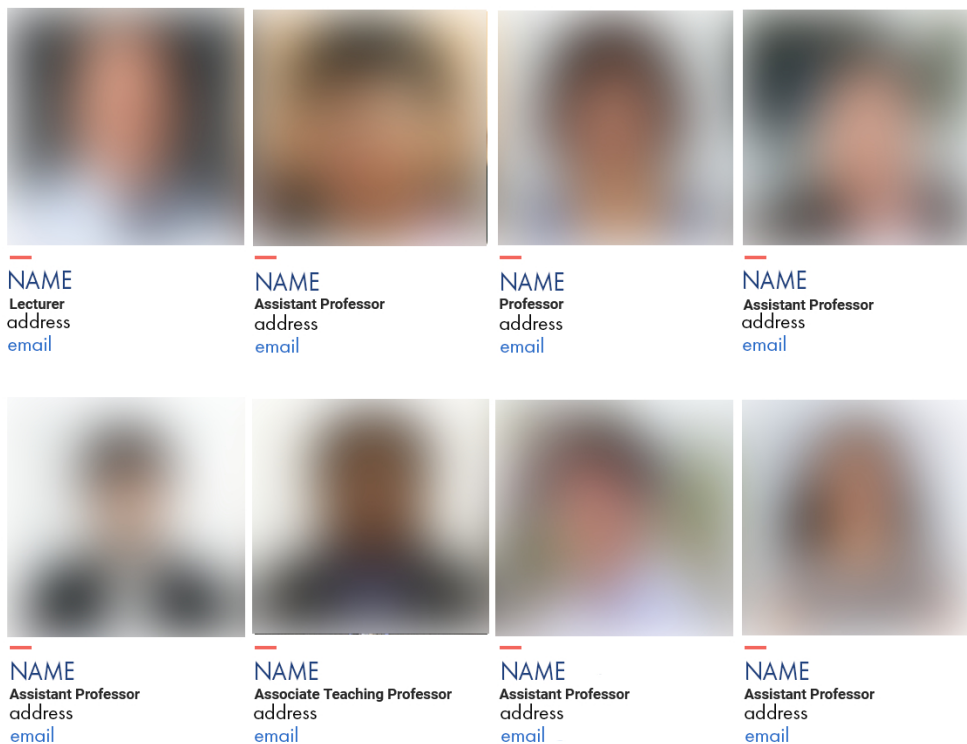
N	University	Unit	Type	Inte rests	Pics	URL
96	US	Stanford	philosophy	dept	yes	1 https://philosophy.stanford.edu/people/faculty
97	US	Temple	kinesiology	dept	no	1 https://cph.temple.edu/departments-research/departments/kinesiology/kinesiology
98	US	U Conn	human development and family sciences	dept	no	1 https://hdfs.uconn.edu/faculty/
99	US	U Mass	linguistics	dept	no	1 https://www.umass.edu/linguistics/faculty
100	US	U Penn	biochemistry and biophysics	dept	no	1 https://www.med.upenn.edu/biocbiop/primary-faculty.html
101	US	U Penn	cell and developmental biology	dept	yes	1 https://www.bio.upenn.edu/research/cell-and-developmental-biology
102	US	U Penn	center for undergraduate research and fellowships	center	logi n	0 https://www.curf.upenn.edu/research-directory
103	US	U Penn	nursing	college	yes	1 https://www.nursing.upenn.edu/research/faculty-research-interests/
104	US	U Penn	psychology	dept	no	1 https://psychology.sas.upenn.edu/people
105	US	U Sciences	kinesiology	dept	yes	1 https://faculty.usciences.edu/faculty/departments/Kinesiology
106	US	UC Berkeley	economics	dept	yes	1 https://www.econ.berkeley.edu/faculty/list
107	US	UC Berkeley	electrical engineering and computer sciences	dept	area	1 https://www2.eecs.berkeley.edu/Faculty/Lists/faculty.html
108	US	UC Berkeley	integrative biology	dept	no	0 https://ib.berkeley.edu/people/faculty
109	US	UC Berkeley	philosophy	dept	yes	1 https://philosophy.berkeley.edu/people
110	US	UC Berkeley	studies in higher education	center	area	0 https://cshe.berkeley.edu/about/people?page=1
111	US	UC Boulder	ATLAS	center	yes	1 https://www.colorado.edu/atlas/faculty
112	US	UC Boulder	behavioral science	center	no	1 https://ibs.colorado.edu/people/
113	US	UC Boulder	cognitive science	center	no	1 https://www.colorado.edu/ics/people/ics-faculty
114	US	UC Boulder	psychology	dept	no	1 https://www.colorado.edu/psych-neuro/people/research-and-teaching-faculty
115	US	UC Boulder	renewable & sustainable energy	center	yes	1 https://www.colorado.edu/rasei/about-us/rasei-faculty
116	US	UCLA	accounting	dept	no	1 https://www.anderson.ucla.edu/faculty-and-research/faculty-directory
117	US	UCLA	humanities, arts, and social sciences	center	yes	1 http://hass.ugresearch.ucla.edu/people/
118	US	UCLA	linguistics	dept	yes	1 https://linguistics.ucla.edu/faculty/
119	US	UCLA	nursing	college	yes	1 https://www.nursing.ucla.edu/research/faculty-research-interests
120	US	UIUC	chemical engineering	dept	no	1 https://chbe.illinois.edu/directory/faculty
121	US	UIUC	computer science	dept	no	1 https://cs.illinois.edu/about/people/all-faculty
122	US	UIUC	electrical engineering	dept	no	1 https://ece.illinois.edu/about/directory/faculty
123	US	UIUC	information sciences	college	yes	1 https://ischool.illinois.edu/people/faculty
124	US	UIUC	nuclear engineering	dept	no	1 https://npree.illinois.edu/people/faculty
125	US	UIUC	psychology	dept	no	1 https://psychology.illinois.edu/directory/faculty
126	US	Vanderbilt	education	college	no	1 https://peabody.vanderbilt.edu/people/listing.php?group=faculty
127	US	Vanderbilt	medschool	dept	no	1 https://medschool.vanderbilt.edu/pharmacology/all-faculty/
128	US	Vassar	cognitive science	dept	yes	1 https://www.vassar.edu/faculty/departments/cognitive-science
129	US	WUSTL	cardiology	dept	no	1 https://cardiology.wustl.edu/faculty/
130	US	WUSTL	developmental biology	dept	yes	1 https://developmentalbiology.wustl.edu/people-page/faculty/
131	US	WUSTL	ophthamology	dept	no	1 https://ophthalmology.wustl.edu/about-us/faculty-directory/
132	US	WUSTL	psychiatry	dept	no	1 https://ophthalmology.wustl.edu/about-us/faculty-directory/
133	US	Yale	biomedical data science	center	yes	1 https://medicine.yale.edu/cbds/members/
134	US	Yale	internal medicine	dept	no	0 https://medicine.yale.edu/intmed/people/specialtypepeople/
135	US	Yale	research computing	center	no	1 https://research.computing.yale.edu/about/staff
136	Afr	American in Cairo	computer science and Engineering	dept	no	1 https://sse.aucegypt.edu/people/faculty
137	Afr	American in Cairo	psychology	dept	no	1 https://huss.aucegypt.edu/about/people/faculty
138	Afr	Botswana	electrical engineering	dept	no	0 https://www.ub.bw/discover/faculties/engineering-and-technology/electrical-eng
139	Afr	Botswana	psychology	dept	no	0 https://www.ub.bw/discover/faculties/social-sciences/psychology
140	Afr	Cadi Ayyad University	management	dept	no	0 https://www.uca.ma/encg/fr/department/department-management
141	Afr	Cadi Ayyad University	sociology	dept	no	0 http://www.flm.uca.ma/?page_id=252
142	Afr	Cape Town	computer science	dept	no	1 http://www.sit.uct.ac.za/sit/staff
143	Afr	Cape Town	psychology	dept	no	0 http://www.psychology.uct.ac.za/psy/staff/professors/florettaboonzaier
144	Afr	Johannesburg	computer science	dept	no	0 https://www.uj.ac.za/faculties/science/departments-2/academy-of-computer-sci
145	Afr	Johannesburg	psychology	dept	no	0 https://www.uj.ac.za/faculties/humanities/departments-2/psychology/staff/

N	University	Unit	Type	Inte rests	Pics	URL
146	Afr	Makerere	computer science	dept	yes	0 https://cs.mak.ac.ug/people/faculty
147	Afr	Makerere	psychology	dept	area	0 https://psyc.mak.ac.ug/staff-profies
148	Afr	Nairobi	psychology	dept	no	0 https://psychology.uonbi.ac.ke/staff
149	Afr	Nairobi Nelson	computer science	dept	no	1 https://computerscience.uonbi.ac.ke/sci_faculty
150	Afr	Mandela Nelson	computer science	dept	no	1 https://cs.mandela.ac.za/Staff
151	Afr	Mandela	psychology	dept	yes	1 https://psychology.mandela.ac.za/Staff
152	Afr	Pretoria	computer science	dept	no	1 https://www.up.ac.za/computer-science/staffprofiles
153	Afr	Pretoria	psychology	dept	no	1 https://www.up.ac.za/psychology/article/1820505/academic-staff
154	Afr	The Witwatersrand	computer science and applied mathematics	school	yes	0 https://www.wits.ac.za/csam/staff/
155	Afr	The Witwatersrand	psychology	dept	no	0 https://www.wits.ac.za/shcd/psychology/academic-staff/
156	Aus	Adelaide	computer Science	dept	no	0 https://www.adelaide.edu.au/directory/org/School%20of%20Computer%20Science
157	Aus	Adelaide	psychology	dept	no	0 https://www.adelaide.edu.au/directory/org/School%20of%20Psychology.html
158	Aus	ANU	computing	college	no	0 https://cecs.anu.edu.au/people?machine_name=cs&field_acton_person_institute
159	Aus	ANU	research school of psychology	school	no	0 https://psychology.anu.edu.au/people/all-people
160	Aus	Melbourne	computing and information systems	school	no	0 https://cis.unimelb.edu.au/research/computer-science#people
161	Aus	Melbourne	psychological Sciences	school	no	1 https://psychologicalsciences.unimelb.edu.au/people/academic
162	Aus	Monash	human centred computing psychology and cognitive sciences	depart ment	no	0 https://research.monash.edu/en/organisations/department-of-human-centred-computing
163	Aus	Monash	psychology	dept	area	1 https://www.monash.edu/medicine/research/find-a-researcher
164	Aus	NSW	computer science	school	yes	1 https://www.unsw.edu.au/engineering/about-us/our-people#search=&filters=f.S
165	Aus	NSW	psychology	school	no	1 https://www.unsw.edu.au/science/our-schools/psychology/about-us/our-people/
166	Aus	Queensland	information technology and electrical engineering	school	no	1 https://itee.uq.edu.au/about/our-people
167	Aus	Queensland	psychology	dept	no	1 https://psychology.uq.edu.au/our-people
168	Aus	RMIT	data science	school	no	0 https://www.rmit.edu.au/about/schools-colleges/computing-technologies/contact
169	Aus	RMIT	psychology	school	no	0 https://www.rmit.edu.au/about/schools-colleges/health-and-biomedical-sciences
170	Aus	Swinburne	computer science	dept	yes	1 https://www.swinburne.edu.au/search?collection=swinburne-researcher-web&q
171	Aus	Swinburne	psychology	dept	yes	1 https://www.swinburne.edu.au/search?collection=swinburne-researcher-web&q
172	Aus	Sydney	computer science	college	no	0 https://www.sydney.edu.au/engineering/schools/school-of-computer-science/academic-staff
173	Aus	Sydney	psychology	college	no	0 https://www.sydney.edu.au/science/schools/school-of-psychology/academic-staff
174	Aus	Western Australia Western	computer science and software engineering	dept	area	0 https://www.uwa.edu.au/schools/Physics-Mathematics-Computing/Department-
175	Aus	Australia	psychological science	dept	no	0 https://www.uwa.edu.au/search?tab=people&query=psychology
186	Can	Athabasca	science and technology	College	no	1 https://www.athabascau.ca/science-and-technology/our-people/index.html
187	Can	Athabasca	psychology	College	no	1 https://www.athabascau.ca/humanities-and-social-sciences/our-people/index.htm
182	Can	Carlton	computer science	school	no	1 https://carleton.ca/scs/our-people/school-of-computer-science-faculty/faculty/
183	Can	Carlton	cognitive science	depart ment	no	1 https://carleton.ca/cognitivescience/staff-and-faculty/faculty/
178	Can	Laval	informatique et génie logiciel	dept	no	1 https://www.ift.ulaval.ca/departement-et-professeurs/professeurs-et-personnel/p
179	Can	Laval	psychology	dept	yes	1 https://www.fss.ulaval.ca/psychologie/notre-ecole/repertoire-corps-professoral
194	Can	McGill	computer science	school	area	1 https://www.cs.mcgill.ca/people/faculty/
195	Can	McGill	psychology	school	area	1 https://www.mcgill.ca/psychology/people-0/faculty-0
188	Can	Memorial	computer science	dept	no	1 https://www.mun.ca/computerscience/our-people/
189	Can	Memorial	psychology	dept	area	1 https://www.mun.ca/psychology/our-people/faculty/
192	Can	Simon Frazier	computing science	dept	area	1 https://www.sfu.ca/computing/people/faculty.html
193	Can	Simon Frazier	psychology	dept	no	1 https://www.sfu.ca/psychology/about/people/current-faculty.html
184	Can	Toronto	electrical & computer engineering	dept	area	1 https://www.ece.utoronto.ca/faculty/faculty-directory/
185	Can	Toronto	psychology	dept	area	0 https://www.psych.utoronto.ca/people/directories/all-faculty?sort_by=ppl_last_n
180	Can	UBC	computer science	dept	area	1 https://www.cs.ubc.ca/people/faculty
181	Can	UBC	psychology	dept	yes	1 https://psych.ubc.ca/people/
176	Can	Victoria	computer science	dept	yes	0 https://www.uvic.ca/ecs/computerscience/people/faculty/index.php

N	University	Unit	Type	Interests	Pics	URL	
177	Can	Victoria	psychology	dept	area	0	https://www.uvic.ca/socialsciences/psychology/people/faculty-directory/index.p
190	Can	Waterloo	computer science	dept	no	0	https://cs.uwaterloo.ca/about/people/group/49
191	Can	Waterloo	psychology	dept	no	0	https://uwaterloo.ca/psychology/about/people/group/25
196	C	HK Baptist	computer science	dept	no	1	https://www.comp.hkbu.edu.hk/v1/?page=faculty
197	C	HK Baptist	education studies	dept	no	0	https://educ.hkbu.edu.hk/?page_id=35
198	C	HK Polytechnic	computer science	dept	no	1	https://www.polyu.edu.hk/comp/people/academic-staff/
199	C	HK Polytechnic	applied social sciences	dept	no	1	https://www.polyu.edu.hk/apss/people/academic-staff/
200	C	National	computer science & information engineering	dept	yes	1	https://www.csie.ntu.edu.tw/members/teacher.php?mclass1=110
201	C	National	psychology	dept	area	1	http://www.psy.ntu.edu.tw/index.php/people/faculty/fulltime-faculty
202	C	National Tsinghua (T)	computer science	college	no	1	https://eecs-en.site.nthu.edu.tw/p/412-1015-923.php?Lang=en
203	C	National Tsinghua (T)	ed psych and counseling	dept	yes	1	https://psy.site.nthu.edu.tw/p/412-1135-13411.php?Lang=en
204	C	NUS, Sing.	computer science	dept	no	1	https://www.comp.nus.edu.sg/cs/people/
205	C	NUS, Sing.	psychology	dept	area	1	https://fass.nus.edu.sg/psy/faculty/
206	C	Peking	Wangxuan Institute of Computer Technology	institute	yes	0	https://www.icst.pku.edu.cn/english/people/index.htm
207	C	Peking	psychological and cognitive sciences	dept	no	1	https://www.psy.pku.edu.cn/english/people/faculty/index.htm
208	C	Sichuan University	history & culture (tourism)	college	no	0	http://historytourism.scu.edu.cn/en/people/professor
209	C	Sichuan University	Sichuan University - Pittsburgh Institute	dept	no	1	https://scupi.scu.edu.cn/en/faculty-staff-en/faculty-en
210	C	Tamkang (T)	computer science & information engineering	dept	yes	1	http://www.iit.tku.edu.tw/en/Members/Faculty
211	C	Tamkang (T)	grad institute of ed psych and counseling	dept	no	1	http://www.edpsy.tku.edu.tw/members/teacher.php
212	C	Tsinghua University	computer science	dept	no	1	https://www.cs.tsinghua.edu.cn/csen/Faculty/Assistant_Professor/ALL.htm
213	C	Tsinghua University	psychology	dept	no	0	https://www.sss.tsinghua.edu.cn/sssen/info/1011/1009.htm
214	C	Wuhan University	sociology	college	no	0	http://shxx.whu.edu.cn/English/Faculty/Full_Time_Faculty_Members.htm
215	C	Wuhan University	printing and Packaging	dept	no	0	http://pps.whu.edu.cn/English/Faculty.htm
216	D	Bamberg	computer science	college	area	0	https://www.uni-bamberg.de/en/informatik/
217	D	Bamberg	general psychology and methodology	dept	no	0	https://www.uni-bamberg.de/en/allpsych/
218	D	Freiburg	computer science	dept	area	0	https://www.informatik.uni-freiburg.de/Personen-en
219	D	Freiburg	psychology	dept	no	1	https://www.unifr.ch/psycho/en/department/staff/professors-leaders.html
220	D	Heidelberg	computer science & mathematics	dept	no	1	https://www.heidelberg.edu/directory?title=&field_organization_target_id=441
221	D	Heidelberg	psychology and criminology	dept	no	1	https://www.heidelberg.edu/directory?title=&field_organization_target_id=555
222	D	Humboldt	informatiks	college	no	0	https://www.informatik.hu-berlin.de/institut/mitarbeiter/
223	D	Humboldt	psychology	dept	area	0	https://www.psychology.hu-berlin.de/en/profship
224	D	TU/Berlin	electrical engineering and computer science	dept	area	1	https://www.eecs.tu-berlin.de/menue/faculty_institutions/professorships/profess
225	D	TU/Berlin	humanities and educational sciences	college	area	0	https://www.tu-berlin.de/fakultaet_i/menue/einrichtungen/professorinnen/param
226	D	TU/Chemnitz	computer science	dept	area	0	https://www.tu-chemnitz.de/informatik/fakultaet/index.php.en
227	D	TU/Chemnitz	psychology	dept	area	0	https://www.tu-chemnitz.de/hsw/psychologie/profs/index.php.en
228	D	TU/Dresden	computer science	college	yes	0	https://tu-dresden.de/ing/informatik/die-fakultaet/institute-und-professuren-1
229	D	TU/Dresden	psychology	dept	no	0	https://psyweb.psych.tu-dresden.de/cms2/telefon/ma.html
230	D	TU/Munich	informatiks	school	area	0	https://www.in.tum.de/en/in/the-department/people-chairs/chairs-and-professors
231	D	TU/Munich	psychology in business	dept	area	0	https://www.msl.mgt.tum.de/en/psy/team/
232	D	U of Regensburg	information science	dept	no	1	https://www.uni-regensburg.de/sprache-literatur-kultur/informationwissenschaft

N	University	Unit	Type	Inte rests	Pics	URL
233	D U of Regensburg	clinical psychology	dept	no	1	https://www.uni-regensburg.de/human-sciences/psychology-muehlberger/home
234	D U of Ulm	engineering, computer science and psychology	dept	no	1	https://www.uni-ulm.de/en/in/fakultaet/fakultaet/fakultaet-organisation/
235	D U of Ulm	psychology and education	dept	area	0	https://www.uni-ulm.de/en/in/psy-paed/
236	LA Campinas (B)	computer science	dept	area	1	https://ic.unicamp.br/en/docentes/
237	LA Campinas (B)	sociologia	dept	no	1	https://www.ifch.unicamp.br/ifch/sociologia/corpo-docente
238	LA Costa Rica Institute of Technology	ingenieria computacion	dept	no	0	https://www.tec.ac.cr/escuelas/escuela-ingenieria-computacion
239	LA Costa Rica Institute of Technology	ciencias sociales	dept	no	0	https://www.tec.ac.cr/escuelas/escuela-ciencias-sociales
240	LA Monterrey Institute of Technology (M)	engineering and science	school	no	0	https://tec.mx/en/our-faculty/eic
241	LA Monterrey Institute of Technology (M)	social sciences and government	school	no	0	https://tec.mx/en/our-faculty/ecsg
242	LA National Autonomous (Mex)	inginiara mecanicicia y industrial	school	no	0	https://www.ingenieria.unam.mx/industriales/profesores_carrera.php
243	LA National Autonomous (Mex)	psychology, Iztacala	dept	area	0	https://psicologia.iztacala.unam.mx/psi_docentes.php
244	LA Pontifical Catholic of Chile	computer science	dept	no	1	https://dcc.uc.cl/people
245	LA Pontifical Catholic of Chile	psicologia	dept	no	1	https://www.psicologia.uc.cl/escuela/academicos/planta-ordinaria/
246	LA Puerto Rico/Mayaguez	computer science	dept	no	1	https://www.uprm.edu/cse/faculty/
247	LA Puerto Rico/Mayaguez	psicología	dept	yes	1	https://www.uprm.edu/psicologia/facultad/
248	LA São Paulo (B)	computer science	dept	no	1	https://www.ime.usp.br/en/computer-science-department/faculty/
249	LA São Paulo (B)	psychology	dept	no	1	https://www.ip.usp.br/site/docentes-ab/
250	LA University of Palermo (Argentina)	ingenieria	dept	no	0	https://www.palermo.edu/ingenieria/sobre-la-facultad/autoridades-profesores.ht
251	LA University of Palermo (Argentina)	psicologica	dept	no	0	https://www.palermo.edu/cienciassociales/profesores/psicologia.html
252	LA Universidad del Valle (Colmb)	ingeniería de sistemas y computación	dept	no	0	https://psicologia.univalle.edu.co/2015-09-07-15-08-21-3
253	LA Universidad del Valle (Colmb)	psicologia	dept	no	0	https://psicologia.univalle.edu.co/2015-09-07-15-08-21-3
254	LA UT de Panamá	sistemas computaciones	dept	no	1	https://docentes.utp.ac.pa/search?unidad=FACULTAD+DE+ING.+DE+SISTEM
255	LA UT de Panamá	industrial engineering	dept	no	1	https://docentes.utp.ac.pa/search?unidad=FACULTAD+DE+INGENIERIA+IN
256	UK Birmingham	computer science	dept	no	1	https://www.birmingham.ac.uk/schools/computer-science/people/index.aspx
257	UK Birmingham	psychology	dept	yes	1	https://www.birmingham.ac.uk/schools/psychology/people/index.aspx
258	UK Cardiff	computer science	dept	no	1	https://www.cardiff.ac.uk/computer-science/people/academic-and-research-staff
259	UK Cardiff	psychology	dept	no	1	https://www.cardiff.ac.uk/psychology/people/academic-staff
260	UK Derby	computer science	school	yes	0	https://www.derby.ac.uk/staff/?f.department%7Cdepartment=School+of+Comp
261	UK Derby	psychology	school	yes	0	https://www.derby.ac.uk/staff/?f.department%7Cdepartment=School+of+Psych
262	UK Edinburgh	computer science	school	no	0	https://www.ed.ac.uk/informatics/people/academic
263	UK Edinburgh	psychology	dept	no	0	https://www.ed.ac.uk/ppls/psychology/people/academic-staff

N	University	Unit	Type	Inte rests	Pics	URL	
264	UK	Hertfordshire	computer science	college	no	1	https://www.herts.ac.uk/study/schools-of-study/physics-engineering-and-compu
265	UK	Hertfordshire	psychology, sport and geography	dept	no	0	https://www.herts.ac.uk/study/schools-of-study/life-and-medical-sciences/Staff-
266	UK	Huddersfield	computer science	dept	no	0	https://www.hud.ac.uk/computer-science/
267	UK	Huddersfield	psychology	dept	no	0	https://www.hud.ac.uk/psychology/
268	UK	Nottingham	computer science	dept	no	0	https://www.nottingham.ac.uk/computerscience/people/index.aspx
269	UK	Nottingham	psychology	dept	no	0	https://www.nottingham.ac.uk/psychology/people/index.aspx
270	UK	Portsmouth	computing	dept	no	1	https://www.port.ac.uk/about-us/structure-and-governance/our-people/our-staff
271	UK	Portsmouth	psychology	dept	no	1	https://www.port.ac.uk/about-us/structure-and-governance/our-people/our-staff
272	UK	UCL	computer science	dept	area	0	https://www.ucl.ac.uk/computer-science/people/computer-science-academic-sta
273	UK	UCL	human-computer interaction	dept	no	1	https://uclic.ucl.ac.uk/people
274	UK	York	computer science	dept	no	1	https://www.cs.york.ac.uk/people/
275	UK	York	psychology	dept	area	1	https://www.york.ac.uk/psychology/staff/academicstaff/




A typical department website noting faculty pictures, names, titles, addresses, and emails. (Pictures intentionally blurred and anonymized).

403x305mm (72 x 72 DPI)

Faculty

Faculty Type	Research	Name	
Faculty	<All Areas>		Filter

JUMP TO LAST NAME:
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z




Ryan Adams
Professor, Associate Chair
Ph.D., University of Cambridge, 2009

[Homepage](#)
[Profile](#)

✉ rpa (@cs.princeton.edu)
☎ (609) 258-8682
📍 411 Computer Science

Research Interests:
I am interested in machine learning, artificial intelligence, and computational statistics, with applications across science and engineering. I have broad interests but often work on probabilistic methods and approximate Bayesian inference.



Andrew Appel
Eugene Higgins Professor
Ph.D., Carnegie-Mellon University, 1985

[Homepage](#)
[Profile](#)

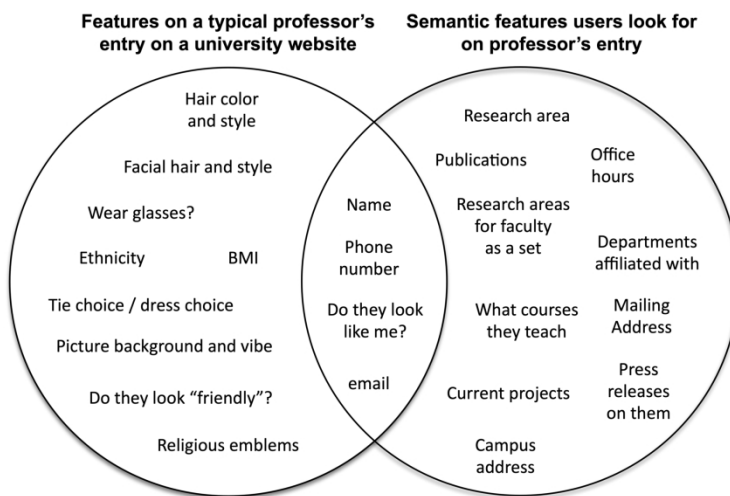
✉ appel (@cs.princeton.edu)
☎ (609) 258-4627
📍 209 Computer Science

Research Interests:
Software verification, computer security, programming languages, compilers

ACM Fellow, 1998; SIGPLAN Distinguished Service Award, 2002

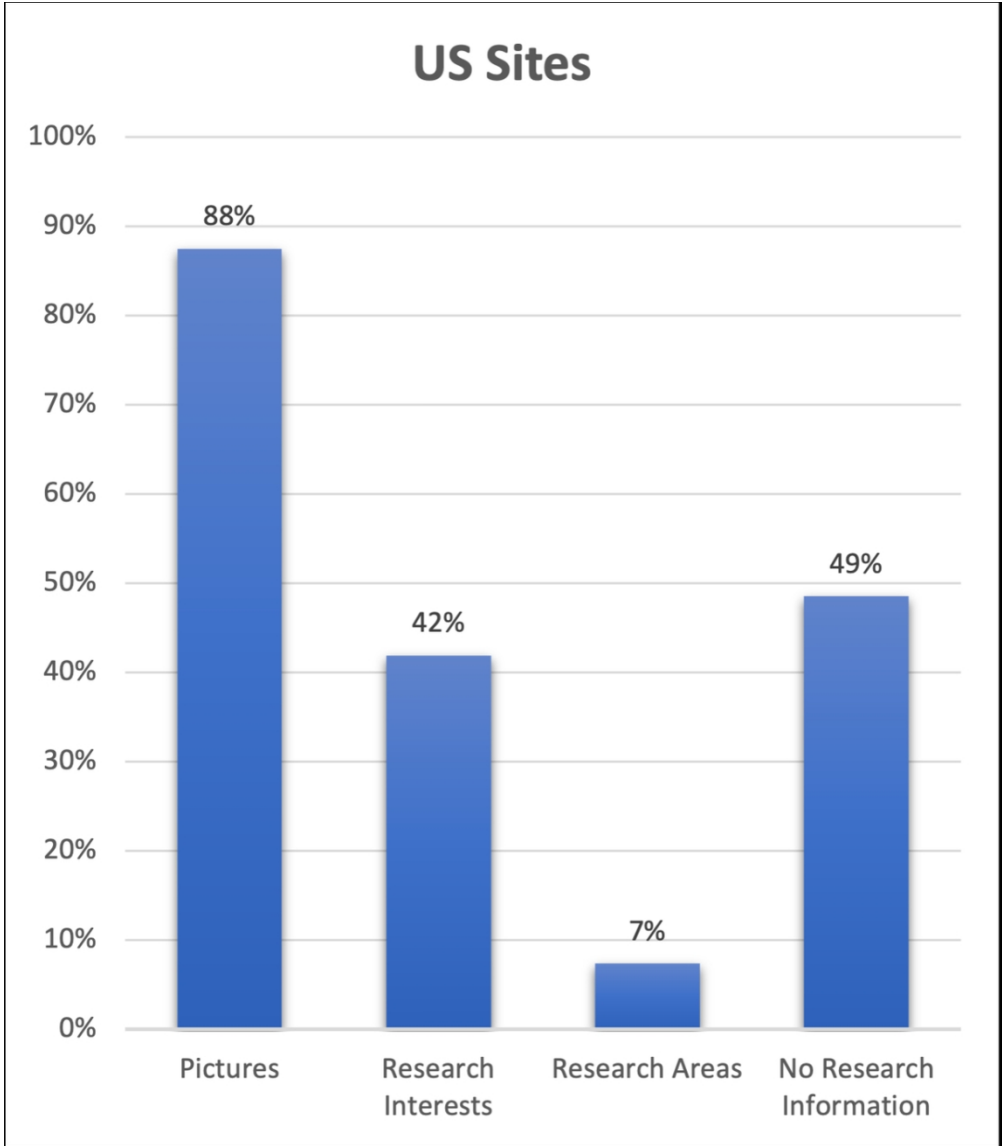
A department website noting faculty names, pictures, areas of interest, and accomplishments. (used with permission).

570x585mm (38 x 38 DPI)



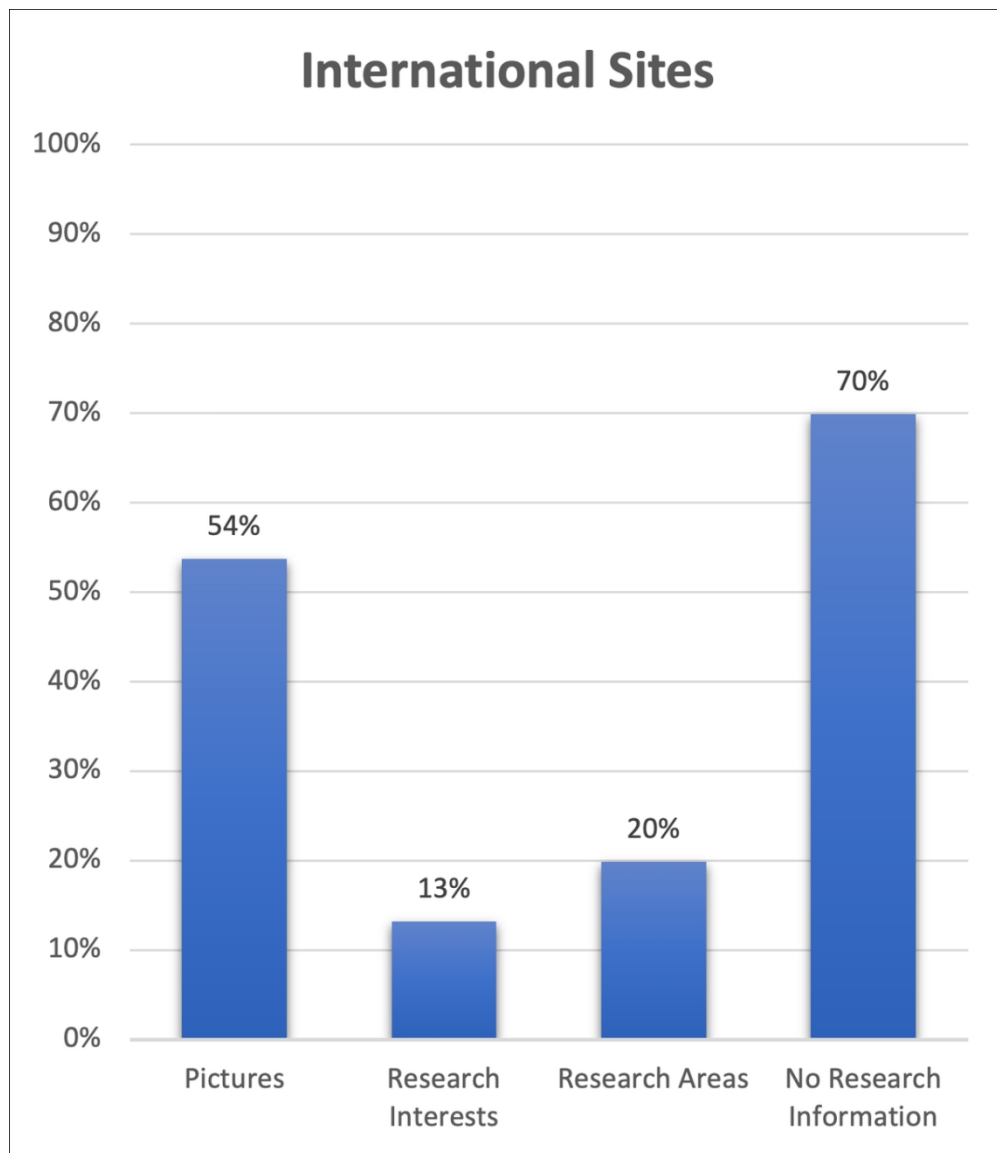
Example of what websites show and what users are interested in.
 (Based on <https://xkcd.com/773/> and Ritter, Baxter, & Churchill, 2014, Fig. 11.1)

207x270mm (300 x 300 DPI)



Distribution of information on the US faculty sites surveyed (N=135) and the non-US faculty sites surveyed (N=140). Numbers do not add up to 100% because the categories are not exclusive.

103x118mm (300 x 300 DPI)




Distribution of information on the US faculty sites surveyed (N=135) and the non-US faculty sites surveyed (N=140). Numbers do not add up to 100% because the categories are not exclusive.

103x118mm (300 x 300 DPI)


[HOME](#) › [People](#) › Faculty

Faculty



Masooda Bashir
Associate Professor
PhD, Psychology, Purdue University

RESEARCH FOCUS
The interface of information technology, human psychology, and society; especially how privacy, security, and trust intersect from a psychological point of view with information systems.



Catherine Blake
Professor and Associate Dean for Academic Affairs
PhD, Information and Computer Science, University of California, Irvine

RESEARCH FOCUS
Biomedical informatics, natural language processing, evidence-based discovery, learning health systems, socio-technical systems, data analytics, literature-based discovery.

- School Leadership
- Faculty**
- Staff
- Adjuncts & Affiliates
- Emeriti Faculty
- Doctoral Students
- Committees
- School Directory

Figure 5. An example of a design that supports discrimination based on areas of interest and accomplishments rather than appearance. (used with permission)

866x383mm (38 x 38 DPI)