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 automated 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 record.
- “White sounding” names are much more likely to receive calls about an application.
- Letters of recommendation for women include more ‘doubt raisers’, whereas letters for men contain more ‘stand-out’ adjectives.
- Equally qualified men and women who are parents are evaluated differently:
  o Mothers rated as less competent
  o Mothers received half as many callbacks as men
  o Fathers advantaged over childless men

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’

- Write the ad using broad research area.
- Discuss diversity and its meaning to the department within the search committee.
- 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

- Benchmark the number of women and minorities receiving PhDs in the discipline and measure the applicant pool against the available pool
- 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/](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/](http://www.northeastern.edu/provost/resources/faculty/)
ADVANCE Faculty Search Resources: [http://www.northeastern.edu/advance/recruitment/stride-resources/](http://www.northeastern.edu/advance/recruitment/stride-resources/)

**Bibliography**

Learn more at [http://www.northeastern.edu/advance/recruitment/stride-resources/](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