Guide to Best Practices for Standing Faculty Searches

in the School of Arts and Sciences
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Penn
Arts & Sciences

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Acknowledgements

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I. Introduction and Purpose

The School of Arts and Sciences is committed to recruiting faculty members at the forefront of their respective fields through realizing our core values of excellence and inclusion. Each search provides a chance to attract the broadest talent pool, as well as a strategic opportunity to reshape the faculty.

The *Guide to Best Practices for Standing Faculty Searches in the School of Arts and Sciences* provides assistance and suggestions to guide faculty in conducting fair and thorough searches. It presents ideas for attracting a distinguished and diverse candidate pool and successfully recruiting candidates. This guide does not replace existing University policies and procedures or departmental bylaws, but rather serves as a framework and supplemental resource. It provides an overview for faculty new to search committees and a reference for those who have conducted many searches. Although this guide makes frequent reference to "women and underrepresented minorities," it is important to note that the School affirms a very broad definition of diversity, including gender expression and sexual orientation, disability status, veteran status, and members of other underrepresented groups. Bear in mind that there is no single definition of diversity. It is important that each department engage in discussions about what it means to diversify its particular discipline, as different fields may have very different needs.

I.A Overview of the SAS and University Standing Faculty Appointment Processes

The University requires a national search for Standing and Research Faculty positions. All searches must be conducted according to University Affirmative Action Guidelines.[1]

In the School of Arts and Sciences, all new appointments to the Standing Faculty and to the Research Faculty other than the exceptional Target of Opportunity cases require a formal search. The Department Chair must obtain prior approval from the Dean before a search is undertaken. Typically, the process of hiring new faculty members begins with discussions in department faculty meetings to identify the long-term and immediate hiring needs of the department. In setting its hiring priorities, the department should consider not only its immediate needs, but also the evolving shape of the discipline, and the potential contributions of the proposed recruitment to the School and the University more generally. The hiring request should make the case in these terms, and, ultimately, recommendations to hire a particular candidate should also elaborate the longer term and broad-scale importance of the

[1] https://provost.upenn.edu/affirmative-action-guidelines

recruitment. The Department brings its recommendations to the Dean in the form of a written hiring request within the annual department report submitted at the end of May.

I.B Ethics and Confidentiality in the Search Process

A critical aspect of the search process is ensuring confidentiality of applicants. Breaches involving personal or professional information can ruin faculty careers, especially in instances where a candidate seeks to leave a current employer for another job opportunity. Search chairs should establish clear guidelines at the outset:

- All discussions and deliberations among search committee members are confidential.

- It is inappropriate to engage in any off-the-record reference checks of candidates. For instance, a committee member may be tempted to discuss a candidate with someone who is not on the candidate's list of references. However, discussing confidential information with those who have no reason to know takes the statements of such "unofficial referees" outside the protections of qualified privilege.[2] Never broaden your outreach before obtaining the candidate's permission first.

- Specific candidates and applicant materials should not be discussed in email, text, or instant messages, listservs, blogs, or on department webpages or social media. Using a secure platform such as Canvas or the Interfolio job application system, however, can be helpful in promoting evidence-based discussion, bearing in mind that all electronic communications are viewed as part of the official record of the search, and committees should choose what they write accordingly[3].

- If application materials are downloaded from Interfolio, they should be kept secure and accessible only to individuals who are involved in some level of the administrative, evaluative, or decision-making phases of the search. These individuals should be informed of the expectation that they not share the application materials with others. The University requires that records related to the recruitment and selection process be retained for three years from the date the position is filled,[4] following which these materials should be securely destroyed.

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[2] Qualified privilege refers to an exchange of information between employers who have a common interest in hiring qualified applicants regarding the previous work history of an employee. The employer providing the information is protected from suits for defamation if the statements regarding an applicant's previous work history are made in good faith to persons having a legitimate need to know.

[3] see User's Guide to Interfolio Faculty Search for Search Committees for information on reviewing and annotating application materials.

[4] University policy requires that records related to the recruitment and selection process be retained for three years from the date the position is filled. The requirement is met by the Interfolio system, through which the following documents are to be retained:

i. Job description

ii. Position posting and copies of any additional advertisements placed for the position.

iii. Applications, resumes, and any cover letters received from applicants.

iv. Names of the members of the search committee and search chair.

- Campus visit announcements, job talk advertisements, candidate video/audio recordings, and other items that identify an applicant should not be posted on unsecure or publicly accessible websites without the candidate's written consent.

At the same time, communication between the search committee and other members of the department is essential. The search committee chair should report back as appropriate to keep department colleagues informed about the progress of the search (email IS allowable for this purpose, though it may be requested as part of the official record of the search.) The same rules about confidentiality are then extended to the rest of the department faculty.

II. Search Participants[5]

II.A Department Chair

The Department Chair is responsible for oversight of the search as outlined in Section **II.D** of the *SAS Policies and Procedures for Appointments and Promotions*[6]. If a search is approved, the Department Chair constitutes a diverse search committee following departmental practice and with the approval of an Associate Dean (see **II.B.1**, *Committee Composition*, below), ensures that the job announcement is prepared and disseminated appropriately, informs the search committee of departmental and School guidelines and deadlines, typically attends the first search committee meeting, oversees the decision process in identifying candidates for interview, and assists with arrangements for candidate visits. The Chair meets with each candidate (if possible) and arranges for meetings with the Associate Dean as appropriate. The Department Chair oversees the process through which the search committee's report and recommendations are discussed and the hiring decision is voted on by the faculty. S/he is responsible for understanding the University's EOC requirements for faculty searches (see Section **VII.A**, Final Documentation) and communicating these requirements to the search chair, who is in turn responsible for ensuring that all advertisements, recruiting efforts, and evaluations of interviewed candidates are properly documented[7]. The Chair also drafts the offer letter for review by the Associate Dean, and oversees dossier compilation and submission. If the hire also requires a tenure decision, the Chair oversees the required processes (e.g., requesting external letters).

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v. Names of candidates selected for interviews, notes taken regarding interviews (including 3-5 questions asked of all interviewees, and their responses), rating or evaluation sheets and any writing samples provided or tests administered.

vi. A short evaluation of the candidates interviewed: something that summarizes the general strengths and weaknesses of each person interviewed, and clearly states why the final candidate was chosen over the others. (in the event an offer is declined, please note that for the relevant candidate and indicate whether another candidate in the pool was offered the position, or if the position was reposted or withdrawn), and notes from reference checks.

[5] Note that the terms used for various roles in this document differ from those used in the University's job search system, Interfolio. For example, search committee members are known as "evaluators" and search chairs are known as "committee managers" in Interfolio.

[6] https://www.sas.upenn.edu/academics/resources-faculty/sas-policies-and-procedures-appointments-and-promotions

[7] As documented on pp. 3-4 of the Guide to End of Search Procedures for Administrators.

II.B Search Committee

II.B.1 Committee Composition

Research shows that committees of people with different backgrounds make better decisions (see Appendix **2**: *Articles on Diversity and Searches*). When assembling the group, be mindful of how professional, mentoring, or personal relationships within the search committee can affect the power dynamics. The Department Chair should create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. At the same time, be aware that women and minority faculty often have greater administrative and mentoring commitments. Individuals selected for search committee service should have an active commitment to good judgement, diversity, and equity. They should represent different perspectives, career stages, and areas of expertise, as well as a deep understanding of department priorities and the School's mission. An Associate Dean must approve the committee composition.

- **CONSIDER**: *Where appropriate, consider inviting faculty from other departments to serve on tenure-level search committees. This can be a great strategy for engaging with colleagues outside your department over important topics of common interest.*

  Many departments also include a non-voting graduate student representative in the committee's review of the applicants to ensure that feedback from the graduate student body is taken into consideration. Tasks of a graduate student representative may include organizing meetings with the candidate, soliciting feedback from the graduate student body as a whole, and reporting back at the final search committee meeting. Graduate students are not, however, committee members, and are not allowed access to reference letters.

II.B.2 Committee Chair

The Search Committee Chair works closely with the Department Chair to guide the committee to select a candidate using comprehensive, fair, and consistently applied criteria. Her/his role is to:

- Set the ground rules regarding confidentiality and participation (see Section **I.D***, Ethics and Confidentiality,* and **II.B.3**, *Committee Members*).

- Establish criteria for candidate assessment (see Section **III.D**, *The First Search Committee Meeting*) and encourage an open airing of ideas and opinions by all committee members on the topic of excellence and diversity.

- Keep meetings productive.
  - To avoid time pressure and allow the committee to discuss issues in the search, roles, responsibilities, and ground rules, it is advisable to hold the first meeting at least one month prior to the application review start date indicated in the job ad.
  - Offer clear agendas for each meeting and help the committee stick to them.

    - Establish assignments to be done before the next meeting. When sending out the email reminder of the next meeting, include the items to be done and ask them to let you know in advance if they've run into problems.

- Pay attention to group dynamics and intervene when necessary. Inequities among committee members can silence some members while allowing for others to control too much of the search process. Without intending to, senior faculty may intimidate untenured faculty on the committee. Untenured faculty may feel uncomfortable disagreeing with their senior colleagues who later will be evaluating them. Periodically, the search chair should ask untenured colleagues outside official committee meetings if they have such concerns. If so, the search chair can serve as the "official source" of their alternative points of view during committee meetings.

- Understand the EOC requirements for faculty searches, and, together with the Department Administrator, ensure that all advertisements, recruiting efforts, and evaluations of interviewed candidates are properly documented (see Section **VII.A**, Final Documentation.)

II.B.3 Committee Members

All committee members share responsibility for everyone's full engagement in the search. It is important that each member commit to participating fully in every stage of the search process in order to ensure a fair and equitable process. It is helpful when other committee members draw colleagues into the discussion since it is the committee, not a single individual, which is making all decisions.

II.B.4 Diversity Search Liaison

Each search committee must designate one member as a Diversity Search Liaison (DSL) who is responsible for paying attention to diversity at every stage of the process, and to work with the DSA (see Section **II.D.** below) as a liaison. Committees are encouraged *not* to choose the sole minority or woman member on the committee for this role, as serving as the DSL is an opportunity for another faculty member who may not previously have considered these issues to learn about implicit bias and diversity goals and resources.

Once selected, the DSL is tasked with:

- Taking a second look at every diverse applicant. S/he should work closely with the DSA on this task. The DSA can provide individual-level, self-reporting data on gender and URM status of applicants. This information is ONLY to the Diversity Search Liaison and the Department Chair, while aggregate-level data is available to the rest of the search committee.
- Reporting back to the committee with details about those applicants.
- Standardizing the interview process to reduce bias, and, when necessary, educating their committee/faculty about the need to do so (see Sections **V and VII.A** for information about a federal requirement to document a list of common questions, and Appendix **4**).

The DSL should consult with the DSA as their search process unfolds, particularly regarding issues such as the recruitment and advertising process, the construction of the long list, and the campus interview process.

II.C Department Administrator

The Department Administrator works with the Department Chair, Search Committee Chair, committee, and staff in the Dean's Office over the course of the search. For instance, the Department Administrator works closely with the Search Committee Chair to ensure that all job advertisements, recruiting efforts, and evaluations of interviewed candidates are properly vetted and documented for Equal Opportunity Compliance (see Section **VII.A**, Final Documentation.) Other tasks include posting the final version of the job ad in the approved publication venues, ensuring that the search committee members have access to applications in the system, requesting letters of recommendation for Assistant Professor searches, moving applicants through the system at the appropriate time, arranging video interviews and campus visits, assisting the Department Chair with compilation of consultant lists for tenured searches, and collecting the EOC materials and preparing the appointment dossier for the selected candidate at the conclusion of the search.

II.D SAS Diversity Search Advisor

There are three School-level Diversity Search Advisors (DSAs), one each for the humanities, social sciences, and natural sciences. The appointment of school-level DSAs is required by the University. The key objectives of the role are to expand the candidate pool and ensure that all candidates receive fair consideration. The DSA aids in the search process, providing guidance on:

- the constitution and work of the search committee;
- the ad and its placement;
- the list of institutions to be contacted directly about the position, and the wording of the message(s) to them (the DSAs will be looking for geographic and institutional diversity, for instance);
- the "long list" of first-round interviews;
- the short list of those invited for a campus interview; and
- Equal Opportunity Compliance.

Both the DSA and the Associate Dean must approve the long and short lists.

II.E Associate Dean

The role of the Associate Dean is to oversee faculty searches and ensure that they are conducted in an equitable manner in accordance with School and University guidelines. The Associate Dean approves the search committee membership and works with the DSA to approve the ad text and list of publication venues, the short list of candidates, and the final candidates to whom an offer will be made. S/he often meets with the top candidates for senior searches, and works with the Department Chair to craft an offer to the final candidate.

III. Building the Candidate Pool: Advertising and Outreach

Building a broad candidate pool requires a variety of strategies and forms of outreach.

III.A Faculty Job Advertisements

The Position Description: Ad text is drafted in the department and reviewed by Faculty Affairs staff in the Dean's Office, the Diversity Search Advisor (DSA), and the Associate Dean. Develop a clear position description that includes essential qualifications and experience but do not make it so specific that it inadvertently deters highly qualified applicants[8].

- The position description should be as broad as possible, while obviously noting the desired area(s) of scholarship, experience, and disciplinary background. In identifying areas, distinguish between teaching needs and research needs to enhance your ability to attract candidates, particularly highly qualified women and minorities, who may come from different backgrounds but who nevertheless are fully qualified.

- Think carefully about the qualifications you list. What is required and what is simply preferred? Detailed descriptions may deter otherwise qualified candidates. The search committee should consider only those candidates who meet all "required" qualifications.

- Careful consideration should be given to the materials applicants are asked to provide; specific enough to be clear and consistent across all applications, but not so precise that they inhibit applicants from applying. If a letter from a dissertation advisor is required, please state that.

- Make the advertisement welcoming to all candidates. Barriers to entry, both perceived and real, may deter some of the best candidates from applying. Avoid superlatives such as "exceptional" or "distinguished," which may deter very qualified individuals from applying (because they assume—incorrectly—that they must have already achieved great acclaim). Instead use language that encourages all candidates with strong records and promise to apply.

- In addition to other application materials, many universities ask prospective job candidates to provide a diversity, equity, and inclusion (DEI) statement. There are benefits to DEI statements and challenges as well. 5-10 years ago, asking for a diversity statement signaled to candidates that DEI was important to the institution. Today there are more resources, departmental efforts, or department DEI statements, as well as offices that signal departmental and institutional commitment to DEI. DEI statements on applications require that candidates give deliberate thought to their approach to DEI which can be very helpful. If a candidate has a bad statement it may be telling, if they are from a US context. However, if they are an international scholar, it may be more challenging for a candidate to write what is considered a strong statement because conceptions of diversity are different in other countries.

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[8]Adapted from Best Practices for Conducting Faculty Searches Version 1.2, Harvard University Office of the Senior Vice Provost, Faculty Development & Diversity: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf, p 3.

If a DEI statement is requested or required in a job posting it must be considered within the entire context of the candidate's application. Look to see if this the only place they discuss DEI or if it woven throughout their application materials. A candidate's approach, commitment, or perspective on DEI should be considered not just by the DEI statement but by the entire application.

- In addition to information about the particular position, ad text should include expectations regarding undergraduate and graduate teaching, a list of materials to be submitted with the application, and, for Assistant Professor positions, contact information for reference letter writers (see Appendix **1**, *Faculty Job Ad Checklist*).

A national search is required for positions in the Standing and Research Faculty categories[9]. National search posting requirements include placing an ad in at least two locations likely to reach a national audience. An ad on Penn's faculty recruitment web site does <u>not</u> count as one of the ads. In addition, efforts to attract candidates that contribute to diversity among the faculty should be demonstrated and documented. The required duration of the posting is at least 30 days[10].

The Department Administrator should send the following to the Deputy Director in SAS Faculty Affairs for their division[11]:

- The ad text (See above, and also Appendix **1,** *Faculty Job Ad Checklist*).
- The name of the search committee chair.
- The names of the search committee members. Please identify which member will serve as the Diversity Search Liaison.
- The names of journals, publications, websites, organizations where the ad will be posted.
    - Please note that, while the department pays for the postings initially, it is reimbursed for these expenses by the School.
    - Please see Appendix **3** for a list of outlets and contacts for targeting diverse applicants, many of whom offer Penn a reduced rate for posting, recommended by the Office of the Vice Provost for Faculty.
- Information about any additional outreach, such as a list of departments to be contacted and the wording of the outreach.

The Deputy Director of Faculty Affairs will edit the ad text and send it to the DSA and the Associate Dean for review before returning the approved ad text to the Department Administrator for posting in Interfolio and other venues. It is critical that the Departments wait for the final version from the Deputy Director *before* they advertise.

[9] Though the requirement is only at the national level, many searches are now international.
[10] Affirmative Action Guidelines, Office of the Provost: https://provost.upenn.edu/affirmative-action-guidelines
[11] Department in the humanities should contact Janel Baselice, (janelm@sas.upenn.edu); those in the natural sciences should contact Jody Chavez (jchavez@sas.upenn.edu), and those in the social sciences should contact Cathy Von Elm (cvonelm@sas.upenn.edu.)

III.B Active Recruiting

Getting the word out about the position is a crucial opportunity to expand the applicant pool. This is done through:

- Personal outreach: Reaching potential candidates and encouraging them to apply requires proactive outreach. As appropriate based on the rank of the open position[12], the Search Committee Chair, committee members, and the Department Chair should engage in, and document, proactive outreach to encourage as many candidates to apply as possible, using phone calls, professional networks, national meetings, etc., to identify applicants for the position. Exceptional candidates will often need to be invited to apply by a member of the search committee. Consult with colleagues from diverse backgrounds, who are often well-positioned to help you reach highly qualified female and minority candidates. Recent graduates from your department or related programs are often good sources of information about promising candidates, as are individuals who have declined an invitation to apply for the position. Reviewing journal editorial boards and award winners in relevant professional societies can help identify rising stars. As applications come in, committee members should informally assess who might be missing and follow up with exceptional nominees. Avoid making assumptions about candidates' movability, as circumstances change along with people's responses.

- Advertising in the discipline's regular collection of professional outlets for faculty job advertisements, and also those targeting applicants from underrepresented groups (for a list of additional advertising venues, see Appendix **3**).

- Contacting other universities, schools, and departments about the position. The letter should encourage colleagues at other colleges and universities to submit the names of women and minority potential candidates. Prior to sending, the DSA will review and approve *both* the list and the letter used to make these contacts.

  - ***TIP:*** *Often, the DSA will be looking to make sure the list reaches beyond the schools from which Penn traditionally draws hires: Ivies, Oxbridge, etc., and to make sure that it reaches all areas of the country (the south is often underrepresented). Departments are asked to make sure that they are contacting ALL doctoral programs in their field, even if they do not have direct experience of faculty and students from said programs. Professional organizations are a good source to find the full list of programs. Internal lists should be reviewed regularly for accuracy and currency.*

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[12] Direct outreach is generally considered to be necessary (and expected) for senior positions. Although there may be a degree of discomfort with this kind of outreach directly to candidates for assistant professor positions—concerns about giving the impression that the candidate has an inside track, will get an interview, etc. – direct outreach can also be very effective in recruiting highly qualified candidates for junior positions, particularly applicants from underrepresented groups.

III.C Ensuring a Fair Shot for All Candidates

To minimize bias and ensure an equitable search, consider incorporating the following evidence-based strategies[13]:

- *Educate committee members on latent bias*. At an early stage in the search, it may be useful for the committee to discuss explicitly what the latent biases of the committee / department / program might be, and then find ways to counteract these tendencies. Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly. Since 2017, the Office of the Provost has required that all faculty involved in searches should be educated on latent bias. The requirement may be fulfilled either through attending a) a Provost-sponsored training or b) presentations made by the DSA at the first search committee meeting. The Provost-sponsored training is strongly recommended. The Office of the Vice Provost for Faculty hosts in-person and training sessions each fall, and an online asynchronous training is also planned for fall 2022. These are open to all interested faculty members, specifically faculty search committee members and new Diversity Search Advisors.

- Departments may also be interested in additional trainings. For more information, contact the Office of the Vice Provost for Faculty: provost-fac@upenn.edu. Sessions are normally held 2-3 times annually in the fall (see Section **VIII**: *Tools & Resources*).

- *Establish evaluation criteria*. Deciding in advance of reviewing applications which criteria will be used (see Section **III.D,** *The First Search Committee Meeting*) and how they will be weighted will help evaluators avoid common cognitive errors such as:

    - **elitism—**assuming that individuals from prestigious institutions are the best candidates without considering each application as a whole
    - **shifting standards—**holding different candidates to different standards based on stereotypes
    - **seizing a pretext—**using a minor reason to disqualify a candidate without properly considering all other criteria
    - **ranking prematurely—**designating some candidates as more promising than others without fully considering strengths and weaknesses of all applicants
    - **rushing to judgment—**having strong group members, particularly those with seniority, reach and express consensus without sufficient discussion, which may make it difficult for others to challenge those conclusions.

- *Articulate qualifications.* Discuss how "the best" is defined (the best scholar, the best department, the best publication venues, the best colleague, the best teacher, etc.) and ask whether the definition(s) create barriers to the viability of potentially desirable candidates. Reflect actively on how the tendency of departments to reproduce themselves rather than expand their diversity might manifest itself in the present context.

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[13] Adapted from Guide to Best Practices in Faculty Search and Hiring, Columbia University Office of the Provost, https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf, pp. 10-11.

- *Spend sufficient time reviewing applications*. To decrease the likelihood of arriving at biased judgments of applicants, search committee members should allow adequate time to evaluate applications and ensure that equivalent information is available about all candidates. The Interfolio system allows committee members to tag and rate applications, which may be helpful, but these should be treated with caution. Committees should agree on how they will be used, if at all, prior to reviewing applications. Also, tags can be seen by anyone with access to applications.[14] The Diversity Search Liaison should make sure that if there is uncertainty about candidate from an underrepresented group (e.g., a missing document) further information is sought out so that ambiguity is reduced and all candidates are compared with complete dossiers.

- *Interview more than one woman and/or underrepresented minority candidate*. Women and underrepresented minority candidates are more likely to be evaluated fairly when they are not the only candidate of their gender, race or ethnicity under consideration.

III.D The First Search Committee Meeting

At the first search committee meeting, the search chair should lead a discussion of ground rules[15], including:

- *Criteria*. Discuss how criteria listed in the job ad will be weighed and valued. Without explicit criteria established from the outset, evaluators tend to "back into" criteria that support their favored applicants. Defining broad yet clear criteria around the following qualifications will be helpful:

    - Scholarly impact
    - Research productivity and funding
    - Ability to teach and mentor graduate and undergraduate students
    - Ability to attract, work with, and teach diverse students
    - Commitment to collaboration with colleagues
    - Relationship to department priorities

  In each category, consider both past accomplishment and future trajectory. Discuss how to weigh the various criteria. Discuss adhering to the established criteria as much as possible to ensure an equitable review across candidates (see Section **III.C**, *Ensuring a Fair Shot for All Candidates*).

  Discourage use of internet and social media search to obtain information on candidates, and remind the committee that such searches must be judicious and job-related. For example, candidates' online presence might help assess how active they are in their disciplines. But searches should not be done to elicit information that could not be appropriately obtained

[14] For more information, see page 3 of the User's Guide to Interfolio Faculty Search for Search Committees.

[15] Adapted from Best Practices for Conducting Faculty Searches Version 1.2, Harvard University Office of the Senior Vice Provost, Faculty Development & Diversity: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf, pp 4-5.

directly from a candidate (See Appendix **4:** *Guide to Legally Permissible Interview Questions*). And remember that information found through online searches is not always accurate.

- *Consensus or Votes*. The committee should decide how decisions will be made, either by consensus or by voting. If the latter, then the committee should also decide if absentee votes will be allowed, if the votes will be open or confidential, and what the voting procedure will be (including how the votes will be aggregated). If the committee choses to work by consensus, discuss what will happen if consensus cannot be reached.

- *Confidentiality.* All search committee members must be sure that they can confidentially share their views with colleagues. Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Deliberations about candidates should be done in person or via a secure platform such as Canvas.

- *Recordkeeping.* The Department Administrator must keep complete records, including all job advertisements, lists of nominators and nominees, candidate documents, rating sheets, long and short lists, and interview notes (see Section **I.D**, *Ethics and Confidentiality*, footnote 3). The documentation must demonstrate that your department has made good faith outreach efforts towards female and minority candidates.

The DSA, who serves in an advisory role, should attend the first search committee meeting to review and discuss outreach strategies to diversify the applicant pool and explain the DSA goals, the committee's required tasks regarding search procedures and E.O.C. compliance, and outline the resources available to the committee.

IV. Long and Short lists of Final Candidates

IV.A Developing Long and Short Lists

Identifying the "Long List" of Candidates

The process for developing the "long list" of candidates is critical. It is an especially important moment to consider diversity and inclusion, and to discuss again the criteria of evaluation. Adding one or more candidates from underrepresented minorities or who in other ways diversify the pool is a low-cost decision at this stage: an additional interview or application does not add substantially to the work of the search committee, yet may yield a possibly overlooked but excellent candidate for a campus visit.

The DSA and Associate Dean will look for applicants from underrepresented groups on the list, and the search chair must be prepared to explain why diverse candidates with similar qualifications were not considered. Hold a committee meeting to discuss committee members' assessments of all applicants with the goal of generating the long list[16]:

[16]Adapted from Best Practices for Conducting Faculty Searches Version 1.2, Harvard University Office of the Senior Vice Provost, Faculty Development & Diversity: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf, pp 13-14.

- As the committee develops the "long list," the chair, as well as the Diversity Search Liaison, should continually monitor its composition[17]. How diverse is it? Does its representation of applicants from underrepresented groups reflect the applicant pool? The chair and other committee members should periodically ask whether implicit biases may have inadvertently influenced ratings.

- The Chair should bring forward female or minority applicants who might deserve a "second look." The Diversity Search Liaison is responsible for paying special attention to individuals just below the "long list" cutoff. Also look out for applicants who excel on one or two criteria, but not necessarily all.

- Pause and have a second meeting before moving to the "short list" so that all committee members can read—and re-read—all long-listed candidates' application dossiers.

- Ask departmental colleagues to review the "long list" to see whether known strong candidates are missing. This is an ideal time to reach out to potential candidates who may not have yet applied and ask if they would submit an application.

Assessment of "Long List" Candidates

Search committees use the "long list" of candidates in different ways. Many departments interview those candidates at professional meetings or via video conference; others may ask candidates only for additional materials. Whichever procedure the search committee adopts, all candidates on the long list should be treated the same way, e.g., similar questions asked, in the same amount of time, if interviewing by video conference or at a conference (see Section **V**, *Candidate Interviews*), and it is recommended that all candidates be sent the interview questions in advance. Search committee members should be especially careful in judging applicants they know versus those they do not.

Identifying the "Short List" of Candidates to be Interviewed[18]

Schedule a distinct committee meeting (i.e., separate from the meeting to select the "long list") to select the "short list" of candidates to come to campus for a visit.

[17] The DSA can provide aggregate data on gender and URM status of applicants to the entire search committee, but can provide individual-level, self-reporting data ONLY to the Diversity Search Liaison and the Department Chair (not the Search Committee Chair).
[18] Adapted from Best Practices for Conducting Faculty Searches Version 1.2, Harvard University Office of the Senior Vice Provost, Faculty Development & Diversity: https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf, pp 14-15

- To ensure a thorough and objective review, the chair should restate the criteria for evaluating candidates, reminding committee members to apply previously agreed to standards in choosing people.

- Review and read the complete dossiers. Resist the temptation to sort them by salient but single features, like the prestige of the candidate's educational institutions or the awards the candidate has won.

- The chair should attend to all applicants from underrepresented groups on the long list. Once again ask if implicit bias is impacting the decisions being made.

IV.B DSA and Associate Dean Approval

Both the long and short lists of candidates must be approved by the DSA and the Associate Dean before any candidates are invited to interview. If the committee is unable to find any competitive candidates from underrepresented groups, the search chair must provide an explanation in writing to the DSA and the Associate Dean of what steps were taken to identify such candidates and why the committee was unsuccessful.

V. Candidate Interviews

V.A Developing a Well-rounded Campus Visit

Once the candidate short list has been approved by the Associate Dean and the DSA, the search committee would normally to invite candidates to visit Penn and the department. In the current academic year, it is likely that some candidate interviews will be virtual. Whatever format is chosen, departments are strongly encouraged to conduct each stage of the interview process in the same format, i.e., all virtually or all in-person, and using the same set of questions. In non-standardized interviews, there may be a set of questions guiding the conversation but there is little consistency across the experience for candidates. Often this is where unconscious bias can occur and candidates don't have the same opportunity to effectively tell their story and showcase their fit for a role.

Well in advance of the interview stage, the department chair or search committee chair should communicate clearly with each candidate how the on interview will be structured. Communicate the department's expectation for the length and content of the main job talk, the format of a job talk (if applicable), and the topics that will be covered in the meeting with the department chair. If the interview will be virtual, ensure that candidate know what technologies they need (BlueJeans, Skype, Zoom, etc.) so they can prepare well in advance. Share the search chair's phone number to facilitate the logistics and/or if the technology fails and they need to be put on speaker phone.

Share the schedule in advance, and make sure the candidate knows what each activity entails. Will they be meeting with each professor? Will they meet students? Make sure there are breaks for lunch and bathroom visits.

When preparing the agenda, ensure that there are different ways in which candidates may interact with faculty and students[19]. Consider providing candidates with opportunities to reveal their strengths through less formal events, such as question and answer sessions and "job talks," in addition to the traditional research presentation. Candidates may appreciate opportunities to interact with students with limited faculty involvement. Candidates should be given clear and full explanations about any "job talks," and such talks should have evaluation rubrics because such informal situations can be breeding grounds for unconscious bias.

The committee must decide on a list of questions to be asked of each candidate in the formal job interview. Doing so allows the committee to collect comparable information from all candidates. (See Section **VII** for information about a federal requirement to document a list of common questions.)

V.B Interview Preparation

All candidates wish to be evaluated for academic positions on the basis of their scholarly credentials. Active recruitment efforts can go awry when women and minority candidates sense that they are not being judged on their scholarly credentials. It is important that contacts with all candidates focus on their skills and credentials as stated in the job advertisement.

During the interview, candidates should be allowed to do most of the talking so that sufficient information can be gathered about each applicant.

All settings where you have contact with candidates are considered part of the interview, including informal gatherings with graduate students or other members of the Penn community. Everyone who will have contact with candidates should understand which topics are appropriate for questioning and discussion (See Appendix **4:** *Guide to Legally Permissible Interview Questions*). Following up with written and/or checkbox evaluation among faculty after candidate visits is often useful. Search committees can define their own criteria. The Provost's Office has examples available, and a sample is appended (See Appendix **6**: *Sample Post-Campus Visit Survey*).

VI. Selecting the Candidate and Making the Offer

Once all candidates have been thoroughly evaluated using the established criteria (see Section ***III.C,*** *Ensuring a Fair Shot for All Candidates)*, the search committee should prepare its recommendations. In selecting the final candidate, departments are strongly encouraged to take as wide as possible a view of the suitable qualifications for a chosen candidate. At this late stage, diverse candidates are sometimes not selected because of the perception that they do not fit into a very narrowly conceived set of criteria for a given job. Search committees should consider requesting final candidates to provide a statement on their contribution to diversity and inclusion, and explicitly factoring this statement into the hiring decision.

[19] Adapted from Guide to Best Practices in Faculty Search and Hiring, Columbia University Office of the Provost, https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf p. 19.

Philadelphia has enacted a Wage Equity Ordinance as September 1, 2020. As an effort to bridge the pay equity gap, the ordinance prohibits employers in Philadelphia from asking job applicant for salary history. Applicants may choose to disclose their wage history voluntarily, but an employer cannot use that information in setting initial wages. Philadelphia employers may not retaliate against applicants who refuse to disclose their wage history in accordance with the Ordinance.[20]

Upon identification of the chosen candidate and a departmental vote on the search committee's recommendation, the Department Chair will inform the DSA and Associate Dean, and request approval of the candidate. An offer may only be made upon authorization of the Associate Dean. For offer letter guidelines, the Department Chair should consult the *SAS Guidelines for Standing Faculty Offer Letters.*[21]

During the recruiting stage, the Associate Dean can advise on a number of resources to help departments attract candidates, including information about support for dual career couples, relocation assistance, child care, and so on.

VII. After the Search

VII.A Final Documentation

The Department Chair and the Search Chair should be mindful of the need to notify with unsuccessful applicants in a timely way. Dean's Office staff will contact the Department Administrator when it is time to close the ad and move applicants through the job search system.

Equal Opportunity Compliance: Once the final candidate has accepted the offer, and her/his dossier has been approved by the Personnel Committee, documentation of equal opportunity compliance (EOC) must be submitted.[22]

To help ensure that the EOC process goes smoothly at the end of the search, the Search Committee Chair and the Department Administrator should communicate early in the process about the need to document all advertisement and recruiting efforts. Online postings of the ad, for instance, must be printed while they are still live, because the posts will no longer be available at the end of the year when it is time to complete the EOC process. Search committees are also advised to keep copies of the contacts to which the department chair or search committee chair has sent letters about the position—they will also be asked to submit this information later. It is also helpful if committees include notes for any rationale for contacting particular recipients for diversity reasons.

[20] https://www.jdsupra.com/legalnews/philadelphia-s-salary-history-ban-will-61955/
[21] Available on the Resources for Department Chairs website (Pennkey-protected).
[22] Please refer to the Guide to End of Search Procedures for Administrators.

Evaluation of Interviewed Candidates: A Penn reconciliation agreement with the Department of Labor stipulates that, among other requirements, a document summarizing the evaluation of interviewed candidates be submitted as part of the EOC information and kept on record for a period of three years. This requirement applies to all hiring of standing and non-standing faculty where there was an open search.

This document may be written by the search committee chair or the department chair. It does not need to be lengthy or highly detailed, but it must include the following information:

1. A list of questions asked of all candidates in the interviews. This can be as little as 3-5 broad questions, such as "What is the trajectory of your research?" or "What is your teaching philosophy?"

2. A short evaluation of the candidates interviewed: something that summarizes the general strengths and weaknesses of each person interviewed, and clearly states why the final candidate was chosen over the others.

VII.B. Evaluating the Search

Consider conducting a post-search debrief to review the search process, including a discussion of candidates who turned down offers and what might have been done to make their recruitment successful.

The following questions can help guide the committee's evaluation of the search. This list is not exhaustive; the committee should include any other questions it considers are pertinent to evaluating the search.

- What parts of the search process worked well?
- What parts didn't work well? How could they be improved?
- How diverse was the applicant pool, and to what extent did it include women and underrepresented minorities?
- Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
- Could the department have recruited more actively?
- Were any promising candidates discovered during this search? If so, it is helpful to keep these individuals on file for future searches.
- How did finalists perceive the recruitment process?
- Did candidates, especially those who were women and/or underrepresented minority candidates, refuse an offer? If so, why? Consider interviewing these candidates and asking them their reasons for refusal. Interviews with members of this shortlist can yield valuable feedback.
- Are there ways that the department can become more attractive to women and underrepresented minorities?

Once the search committee has considered these questions and documented its analysis of the search process, its findings may be shared with the Department Chair and the Associate Dean if desired, and used to update this document and inform future searches.

VIII. Tools and Resources

- The Office of the Vice-Provost for Faculty is a key resource for search committees, offering the following services:
    - Search Committee best practices
    - Guidance on reducing latent bias
    - In-person and asynchronous Latent Bias training. For more information, and to register, contact the Office of the Vice Provost for Faculty: provost-fac@upenn.edu.
- Interfolio EOC Reports containing gender and ethnic data about the candidate pool are available to the DSA. The DSA can provide aggregate data on gender and URM status of applicants to the entire search committee, but it can provide individual-level, self-reporting data ONLY to the Diversity Search Liaison and the Department Chair (not the search chair).

Appendix 1: Faculty Ad Checklist

- ☐ Review description to ensure ad is not too narrow and is not written to fit a particular candidate or a limited pool of candidates.

    - This is extremely important, because minority candidates are occasionally left out of the running because their work does not fit a narrowly construed definition of the area of expertise desired by the department. For example, descriptions that match former colleagues that a department hopes to replace.

- ☐ Are the duties and responsibilities of the position, including undergraduate and graduate teaching, clearly defined so that applicants would understand what the job entails?

- ☐ Are the qualification requirements of the position clearly described?

- ☐ Departments can now choose whether to solicit letters of reference from all applicants, or from a smaller selection (such as the long list of candidates). Does the ad include the appropriate instructions for applicants regarding letters of reference?

- ☐ Does the ad include the hiring timeline? (Please do not state a hard deadline)?
    - Suggested wording "Review of applications will begin in November, 2022 and continue until the position is filled. The expected start date is July 1, 2023."

- ☐ Does the ad contain the following paragraph affirming our commitment to diversity – please use verbatim:

    > "The Department of (Name) is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence (see http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html) and to building an intellectually vibrant community of scholars, students, and staff that reflects the diversity of the world we live in. We seek to create working and learning environments that are affirming, equitable, and inclusive. We welcome applications from scholars of diverse backgrounds and those historically under-represented in the academy. The University of Pennsylvania is an equal opportunity employer. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply."

Appendix 2: Diversity Resources for Search Committees

Articles on Diversity and Searches

The DSAs recommend the following articles to search committees and Diversity Search Liaisons as they carry out faculty searches. These are scholarly studies or short pieces based on research that the DSAs have found helpful in thinking about the impact of diverse groups in higher education and ways to ensure fair and inclusive searches. The articles are in a Box Folder, which will be made available to search committee members by contacting Jody Chavez (jchavez@sas.upenn.edu).

Quick reads:

- Rock, D., Grant, H., "Why Diverse Teams Are Smarter," *Harvard Business Review* (November 4, 2016).

- Levine, S., Stark, D., "Diversity Makes You Brighter," *New York Times* (December 9, 2015). https://www.nytimes.com/2015/12/09/opinion/diversity-makes-you-brighter.html (see full article below)

- Benderly, B.L., "How Prestige Shapes the Professoriate," *Science* (March 2, 2016).
- http://www.sciencemag.org/careers/2016/03/how-prestige-shapes-professoriate (see Clauset below)

Search committees and diversity recruitment:

- Gasman, M., Kim, J., & Nguyen, T.-H. (2011). Effectively recruiting faculty of color at highly selective institutions: A school of education case study. *Journal of Diversity in Higher Education, 4*(4), 212-222. doi:10.1037/a0025130.
- http://psycnet.apa.org/fulltext/2011-20029-001.pdf

- Rivera, L. A. (2017). When Two Bodies Are (Not) a Problem: Gender and Relationship Status Discrimination in Academic Hiring. *American Sociological Review, 82*(6), 1111-1138. doi:10.1177/0003122417739294. https://doi.org/10.1177/0003122417739294

Why it matters:

- Levine, S. S., Apfelbaum, E. P., Bernard, M., Bartelt, V. L., Zajac, E. J., & Stark, D. (2014). Ethnic diversity deflates price bubbles. *Proceedings of the National Academy of Sciences, 111*(52), 18524-18529. doi:10.1073/pnas.1407301111.

https://doi.org/10.1073/pnas.1407301111 (Abstract),
http://www.pnas.org/content/pnas/111/52/18524.full.pdf (Full article)

- Phillips, K. W., Liljenquist, K. A., & Neale, M. A. (2008). Is the Pain Worth the Gain? The Advantages and Liabilities of Agreeing With Socially Distinct Newcomers. *Personality and Social Psychology Bulletin, 35*(3), 336-350. doi:10.1177/0146167208328062. http://journals.sagepub.com/doi/10.1177/0146167208328062 (Abstract), http://journals.sagepub.com/doi/pdf/10.1177/0146167208328062 (Full article)

- Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and Higher Education: Theory and Impact on Educational Outcomes. *Harvard Educational Review, 72*(3), 330-367. doi:10.17763/haer.72.3.01151786u134n051.
- https://doi.org/10.17763/haer.72.3.01151786u134n051 (Abstract)

- Carnes, M., Devine, P. G., Manwell, L. B., et al. (2015). The Effect of an Intervention to Break the Gender Bias Habit for Faculty at One Institution. *Academic Medicine, 90*(2), 221-230. doi:10.1097/acm.0000000000000552. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4310758/ (Abstract)

- Clauset, A., Arbesman, S., and Larremore, D.B. (2015). Systematic Inequality and Hierarchy in Faculty Hiring Networks. *Science Advances,1*(1), 1-6. doi: 10.1126/sciadv.1400005 http://advances.sciencemag.org/content/1/1/e1400005 (full article, links to supplementary data)

Additional reading on diversity in hiring which may be useful to search committees:

- WISELI - Benefits_Challenges of Diversity-pamphlet.pdf: https://wiseli.engr.wisc.edu/docs/Benefits_Challenges.pdf
- WISELI - Book: Searching for Excellence and Diversity: A Guide for Search Committees: https://wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf
- WISELI - Reviewing Applicants: Research on Bias and Assumptions: https://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf

- URL - NPR segment on *Blindspot* (book) http://www.npr.org/2016/10/17/498219482/how-the-concept-of-implicit-bias-came-into-being
- Adam Grant and Sheryl Sandberg on Discrimination at Work - NYTimes.com120614_cl.pdf: https://www.nytimes.com/2014/12/07/opinion/sunday/adam-grant-and-sheryl-sandberg-on-discrimination-at-work.html
- URL - Brian Welle - Google: People Analytics - Unconscious bias: https://www.youtube.com/watch?v=nLjFTHTgEVU

Appendix 3: List of Advertising Venues Targeting Diverse Candidates

From: FACULTY AFFAIRS <FACULTY_AFFAIRS@LISTS.UPENN.EDU> **On Behalf Of** Orts, Julie
Sent: Wednesday, August 24, 2022 2:57 PM
To: FACULTY_AFFAIRS@LISTS.UPENN.EDU
Subject: FW: University of Pennsylvania Recruitment Advertising Options

Hi All – You likely received the email below from Job Elephant but I thought I'd forward it to be sure you are aware of the new job boards that have been funded by the Office of the Vice Provost for Faculty and the availability of Andy Boom to provide advice about additional outlets for your positions.

Julie Orts

Senior Business Systems Analyst

Office of the Provost – Administrative Affairs

University of Pennsylvania

3401 Walnut Street, Suite 353B, Office 353

Email: julp@upenn.edu

Cell: (610) 721-1220

From: JobElephant.com <christian@jobelephant.com>
Sent: Wednesday, August 24, 2022 2:24 PM
To: Orts, Julie <julp@upenn.edu>
Subject: University of Pennsylvania Recruitment Bulk Advertising Options

Recruitment Advertising. Solved.

Penn
UNIVERSITY of PENNSYLVANIA

Recruitment Advertising

Hello University of Pennsylvania Hiring Managers and Faculty Search Administrators

After another year of job ad posting and data collection, UPenn leadership and JobElephant are pleased to announce some changes to the bulk advertising options previously in place. These adjustments are based on the analytics (tracking data) from the thousands of job ads placed for UPenn over the past year. Publications that showed less than favorable tracking are being replaced. The new options that should provide improved tracking results, as well as a cost saving to the University. These new additions will be in place for one year when the data will be evaluated to determine if renewal is warranted.

Effective immediately, any position posted through Workday or Interfolio will automatically be listed on the following sites:

[Academic Careers*]
[Asians in Higher Ed*]
[Blacks in Higher Ed*]
[The Chronicle of Higher Education*]
[Disabled in Higher Ed*]
[Diverse Jobs]
[Higher Ed Jobs]
[Hispanics in Higher Ed]
[Inside Higher Ed Jobs]
[LGBT in Higher Ed*]
[Native Americans in Higher Ed*]
[The HBCU Career Center]
[Veterans in Higher Ed*]
[Women and Higher Ed]

*New for this academic year

How to request additional publications to your job posting campaign:

1) Send JobElephant **andy@jobelephant.com** an email including a link to the Workday job page (staff positions) or Interfolio landing page (faculty positions) and the list of publications you would like to advertise the job opening. If you are unsure about where to advertise or need more ideas, just let us know and we can make recommendations. Learn more about our recommendation engine **Horton** here.

2) We will reply the same day with a prepared ad proof along with our quote sheet with prices, run times and any additional information pertinent to the request. We never price any publication above the price you currently receive.

3) Upon your emailed approval, we will submit all the ads to the publication vendors within hours for processing.

4) We will email an invoice to you unless you specify a different billing contact. Every person will automatically receive a login and password to access our cPortal to access tear sheets (proof of publication) online.

Account Manager

The account manager for The University of Pennsylvania is Andy Boom; **andy@jobelephant.com**

JobElephant headquarters are located in San Diego, CA. With office hours of M-F 6:00am - 6:00pm PST.

Recruitment Advertising. Solved®

JobElephant®

Appendix 4: Guide to Legally Permissible Interview Questions Regarding Protected Classes*[1]

It is essential for all members of a search committee to be aware of these guidelines regarding posing questions about a candidate that are potentially legally protected from employment discrimination. This information about an applicant should never be discussed with regard to their candidacy for a position.

Subjects That Can Be Discussed in An Interview:

Subject	What May Be Asked	What May NOT Be Asked
Name	Whether the applicant has worked for the University under another name. Whether any other information, such as a nickname or initials, is needed to check the candidate's work and educational record.	Maiden name of a married person. Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent.
Age	Discussion should be kept to questions about the applicant's career stage.	Inquiry into the date of birth or age of an applicant.
Language	What languages do you read fluently? Write fluently? Speak fluently?	Inquiries into how applicant acquired the ability to read, write, or speak another language.
Experience	Inquiry into work experience. Inquiry into countries the applicant has visited. Inquiry into references.	Inquiry into organizations of which the applicant for employment is a member, the nature, name or character of which would likely disclose the applicant's protected class status.

Subjects That are <u>NOT</u> Appropriate for an Interview Setting:

Applicants are vetted for workplace eligibility prior to their first interview with the Committee. Search Committees should then avoid the following subjects in their interviews and interactions with candidates.

Subject	What May Be Asked	What May NOT Be Asked
Birthplace	No questions.	Birthplace of applicant. Birthplace of applicant's parents, spouse, partner, or other close relatives.

[1] Federally protected classes include, but are not limited to: race, ethnicity, religion, country of national origin, citizenship, sex, gender, pregnancy, sexual orientation, gender identity, age, physical or mental disability, veteran status.

Subjects That are NOT Appropriate for an Interview Setting (continued):

Subject	What May Be Asked	What May NOT Be Asked
Relatives	Names of applicant's relatives already employed by the University.	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by the University.
National	An employer may require an employee to produce documentation that evidences his or her identity and employment eligibility under federal immigration laws.	Inquiry into the applicant's lineage, ancestry, national origin, descent, parentage, or nationality; nationality of parents or spouse; applicant's native language.
Citizenship	Are you legally authorized to work in the United States?	Inquiries about citizenship or whether the applicant intends to become a U.S. citizen.
Education	Inquiry into the academic, vocational, or professional education of an applicant for employment.	Questions about education designed to determine how old the applicant is.
Gender	No questions.	Inquiry into an applicant's maiden name or any question that pertains to only one sex or gender identity.
Sexual Orientation	No questions.	Inquiry into applicant's sexuality.
Religion	No questions. In narrow circumstances where religious beliefs and practices could be a bona fide occupational qualification for a position, with the employer bearing a heavy burden to show that this is so.	Inquiry into an applicant's religious denomination, denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any questions regarding organizations and/or affiliations that would identify religion.

Appendix 5: Sample Questions for a Search Committee Joint Interview (From Greg Guild, Professor Emeritus of Biology and former DSA for the Natural Sciences)

Greg Guild provides the following sample questions for a search committee to conduct a joint interview, a model that can help level the playing field. This joint interview idea was developed by three search committees in the Biology Department, operating sequentially over three years.

In Biology, all candidates were scheduled for an individual ~30 min. joint meeting with all members of the committee. At this committee meeting, the candidates were all asked the same set of questions that were decided on ahead of time.

a. What attracted you to Penn and to the Biology Department?
b. How do you see your research fitting into the Biology Department's current research portfolio?
c. What kinds of interdisciplinary research do you anticipate incorporating into your research program and do you have specific example?
d. What do you need to do to establish an independent lab and how will you establish intellectual independence? There were follow up questions that assessed whether the candidate had the technical knowledge to setup a lab and whether the candidate had explicit discussions with mentors about what they will do independently.
e. What kind of funding context (e.g., NIH, NSF, specific programs) have you thought about to externally support your research?
f. What kind of teaching experience have you had, what is your teaching philosophy, and have you explicitly thought about a course you might teach?
g. What do you think is the most exciting development in your field?

At the committee meeting, candidates were also directly asked to discuss perceived weakness in their file (e.g., irregular productivity).

After interviewing the candidates as a committee, the committee met in private to discuss each candidate. Each member was first asked to give an enthusiasm score for the candidate (1 = best, 10 = worst). Then a general discussion followed about pros and cons. The candidates were scored again after the discussion and then tentatively ranked (in comparison to all the candidates seen so far). All the discussions and scores were recorded in a written document that was distributed to the committee for additional comments. This was very useful for final decisions and helped prevent loss of enthusiasm due to time elapsed from visit.

(Note that each search committee member had four chances to evaluate the candidates: personal meeting, seminar, job talk, and committee meeting. Of these, job talk was probably most helpful for evaluations.)

Appendix 6: Sample Post-Campus Visit Survey

This is an example of a department which is experimenting with evaluation methods for search committees. Some search committees routinely poll all faculty who interact with visiting candidates by asking a standard set of questions. The questions remain constant for all candidates within a single search but evolve from search to search. These surveys must be confidential (Penn's Qualtrics functionality allows this). It is important to remind the faculty that the survey is part of the official record so that the language used in the comments should be appropriate.

A. Please select all that applies for your interaction with the candidate:
   - Read candidate's file (CV, research and teaching statement, letters)
   - Met with the candidate
   - Attended the job seminar
   - Attended the job interview

B. For each question below indicate your **Score** (Excellent / Very Good / Good / Below average / Poor) and add **Comments** as needed.

   Original question set:

   - Potential for scholarly impact and productivity
   - Potential for collaboration at Penn
   - Fit with the Department's priorities
   - Potential to be a conscientious community member
   - Potential to attract and supervise graduate students
   - Potential to teach and supervise undergraduate students
   - Rate your overall enthusiasm for candidate

   Revised question set:

   - Rate the research portfolio of the candidate
   - Rate the candidate as a scientist/scholar and potential colleague
   - Rate your OVERALL ENTHUSIASM for the candidate using NIH scale (1 = perfect, 10 = never)

The Provost's office also provides this sample Candidate Evaluation Sheet: https://provost.upenn.edu/sites/default/files/users/user130/Candidate%20Evaluation%20Sheet.pdf