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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Appendices:

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.

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 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.

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

- 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.

- 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.

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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.

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.

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).

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

[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.

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 Cathy Von Elm 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

[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.

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.

- Many universities ask prospective job candidates to describe "experience working with and teaching diverse students" or express a preference for candidates who can mentor African-American, Hispanic, and Native American students. Doing so provides useful information and signals the committee's interest in recruiting a diverse pool of applicants.

- 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 Cathy Von Elm (cvonelm@sas.upenn.edu) in SAS Faculty Affairs:

- 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.

[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

- 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.

Cathy Von Elm 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 Cathy Von Elm *before* they advertise.

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[11], 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**).

- Letters/emails to other universities, schools, and departments about the position. The letter should encourage colleagues at other colleges and universities to submit the

[11] 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.

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.*

III.C Ensuring a Fair Shot for All Candidates

To minimize bias and ensure an equitable search, consider incorporating the following evidence-based strategies[12]:

- *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. The Office of the Provost requires 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. These sessions, which are offered by the Perception Institute[13], feature a research-based approach, and training sessions are led by individuals with academic expertise. 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

[12] 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.

[13] https://perception.org/

- **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.

- *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

[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.

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 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]:

- 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.

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[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.

[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).

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.

- 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 chalk 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

[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

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 "chalk 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 "chalk 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

[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.

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.

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]

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[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.

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.

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 implicit bias
    - Latent bias training provided by the Perception Institute (https://perception.org/) will be offered in the fall 2021 semester on the following dates:

        - Tuesday, September 28th, 10 – 11:30 AM (Amado Recital)
        - Wednesday, October 6th, 10:30 AM – 12 PM (Amado Recital)
        - Thursday, October 7th, 11 AM – 12:30 PM (virtual)

    For more information, and to register, contact Colleen McEntee, Assistant Director of Faculty Affairs (cmcentee@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, 2021 and continue until the position is filled. The expected start date is July 1, 2022."

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

    "The Department of [Department Name] is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html). The University of Pennsylvania is an Equal Opportunity Employer. Minorities, women, individuals with disabilities and protected veterans are encouraged to apply."

  In addition to the above, consider including a statement that emphasizes your interest in diversifying your faculty. Some examples are:

    "The Department is keenly interested in diversifying its faculty and encourages applications from diverse candidates, including from women and minorities."

    "The Department values interdisciplinary research, collaboration, and collegiality; is committed to promoting a culturally diverse intellectual community; and strongly encourages applications from women, minorities, and under-represented communities in biological sciences."

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

The information below is provided by the Office of the Vice Provost for Faculty: https://provost.upenn.edu/sites/default/files/users/user130/Faculty%20Search%20Resources%208%2031%202020.pdf

As you plan your searches for faculty appointments, you should consider using the following resources for publicizing available openings at Penn. For some time now, the University has purchased access to unlimited postings on the following sites on behalf of Penn departments and Schools:

Faculty Positions published in Interfolio Faculty Search are automatically posted to Penn's Faculty Job Board. In addition, the University has partnered with JobElephant to expedite recruitment advertising. JobElephant has automation in place to pull all newly posted jobs in Interfolio and Workday and post them to *Inside Higher Ed* ("IHE"), *Diverse Issues in Higher Education,* and *Indeed.com (free/organic)*.

JobElephant is also administering Penn's subscriptions with the following publications:

The Hispanic Outlook in Higher Education

The Journal of Blacks in Higher Education
Women in Academia Report
Association of Women in Science

Please note that for these resources, the Penn account will only cover posting the ad for the "standard" length of time, which varies from site to site. Departments may purchase a longer ad posting, or a re-posting, at their own expense.

A webpage has been created with instructions on how to work with JobElephant to leverage their automation in order to advertise your position on one of these sites or other discipline specific sites. In addition to one stop shopping for your advertising needs, JobElephant can provide recommendations for additional outlets and analytics to help you evaluate the effectiveness of your advertising.

In addition to these resources, jobs can be advertised through the Ford Foundation Fellowship office by sending position announcements to Yvette Huet at ymhuet@uncc.edu. (There is no charge for this posting.) Information about the Ford Foundation Fellowships program is available at: http://sites.nationalacademies.org/pga/fordfellowships/index.htm

Appendix 4: Guide to Legally Permissible Interview Questions

This document is adapted from a guide created by Harvard University: http://hr.fas.harvard.edu/files/fas-hr/files/appendix_e_guide_to_legally_permissible_interview_questions_and_discussions.pdf.

The chart on the following pages offers some guidelines as to specific questions you may and may not ask. As a precaution, check with SAS Human Resources if you are unsure about whether or not certain types of questions would be appropriate to ask.

Important: all settings where you interact with job candidates, including informal gatherings with any members of the Penn community, are considered to be part of the interview. Everyone who will have contact with candidates should understand which areas are appropriate for questioning.

Topic	Cannot Ask	Can Ask
Address/Length of Residence	• About foreign addresses that would indicate national origin (such as birthplace) • Names or relationships of people with whom applicant lives • Whether applicant owns or rents	• How long have you lived in (city, town)? • Phone number and other contact information for the purpose of communication about the job.
Age	• Age or date of birth • Questions that would tend to identify persons who are 40 and older ("Do you remember being at work before e-mail was introduced?")	• If a minor, require proof of age in the form of a work permit or a certificate of age • If age is a legal requirement, can ask, "If hired, will you be able to furnish a proof of age?"
Arrest and Conviction	• Have you ever been arrested?	• If you wish to ask about someone's criminal record, consult your HR Consultant
Attendance, Reliability	• Number and/or ages of children? • Who is going to baby-sit? • What is your religion? • Do you have pre-school age children at home? • Do you have a car?	• What hours and days can you work? • Are there specific times that you cannot work? • Do you have any responsibilities that will interfere with specific job requirements such as traveling?
Citizenship/ National Origin	• What is your national origin? • Are you native-born or a naturalized citizen? • Where are your parents from? • What is your maiden name?	• Are you authorized to work in the United States? • Have you ever worked under a different name? • Will you now or in the future require sponsorship for employment Visa status?
Credit Record	• Do you own your home? • Have your wages ever been garnished? • Have you ever declared bankruptcy?	• No questions.
Disabilities, Handicaps, Illness	• Do you have any (job) disabilities? May not ask: • About the nature of or severity of a disability/handicap; • What happened to you? • How will you get to work? • What sort of treatment do you need? • Have you ever been addicted to illegal drugs or treated for drug or alcohol abuse, ever received workers compensation, or been hospitalized/ treated for physical or mental health conditions, or ever been absent from work due to illness? • Will you need accommodations? • What Kind of accommodations will you need?	• Can you perform the duties of the job you are applying for (describe duties to candidate)? How would you perform this particular task? • State the attendance requirements and ask if the applicant can meet them. Can you meet the attendance requirements? • What was your attendance record at your prior job? • Wait until the candidate requests or mentions an accommodation before discussing the topic of accommodations (it's the candidate's responsibility to make a request for accommodation).
Worker's Compensation	• Have you ever filed for worker's compensation? • Have you had any prior work injuries?	• No questions.

Topic	Cannot Ask	Can Ask
Education	• When did you graduate from high school / college / graduate school?	• Do you have a university or college degree(s)? • What academic, professional, vocational schools did you attend? • Can you provide us with an official transcript?
Gender	• Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.? • What is your maiden/birth name?	• Generally, no questions may be asked about gender unless gender is a bona fide occupational qualification (e.g. locker room attendant).
Language	• What is your native language? • Inquiry into how candidate acquired ability to read or write or speak a foreign language.	• What languages do you speak and write fluently? (If the job requires additional languages.)
Military Record	• What type of discharge did you receive?	• What type of education, training, work experience did you receive while in the military?
Organizations	• List all clubs, societies and lodges to which you belong.	• Inquiry into candidate's membership in organizations which the candidate considers relevant to his or her ability to perform job.
Parental Status	• Inquiry into whether candidate has children, plans to have children, or has child care arrangements.	• May ask if candidate can meet specified work schedules or has activities, commitments, or responsibilities that may prevent him or her from meeting work attendance requirements. If such questions are asked, they must be asked of both sexes.
Physical Features	• It is illegal to ask about weight, height, impairment or other non-specified job-related physical data.	• No questions.
Race or Color	• Complexion or color of skin.	• No questions.
Reference Checking	• What is your father's surname? • What are the names of your relatives?	• By whom were you referred for this position? • Names of people willing to provide references.
Religion or Creed	• Inquiry into candidate's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed. • Willingness to work any particular religious holiday.	• Can advise candidate about normal hours and days of work required by the job to avoid possible conflict with religious or other observances.
Sexual Orientation	• No questions.	• No questions.

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, chalk talk, and committee meeting. Of these, chalk 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