

Recruiting an Excellent and Diverse Faculty

Evidence-Based Practices for Faculty Search Committees:
Procedures, Recruitment, Interviews, Hiring

September 2021

Developed and Supported by:

Office of Diversity Equity and Inclusion

Office of the Provost

Deputy Provost for Faculty Affairs

ADVANCE Center for STEM Women Faculty

advance | ADVANCING WOMEN IN
SCIENCE & ENGINEERING
AT LEHIGH UNIVERSITY

Recruitment Orientation Agenda

- **Welcome, Purpose of Meeting, Expectations of Recruitment,**
Deputy Provost Krasas
- **Data: Demographics, Hiring Trends, Institutional Goals**
- **Resources, Research, and Best Practices**
 - **Search Committee Forming and Dynamics**
 - **Preparing to Search**
 - **Learn about Bias in Hiring**
 - **Writing the Ad, Launching the Search**
 - Building the Pool, Henry Odi
 - International Hiring, Amanda Connelly
 - **Evaluation: Recommendations and Tools**
 - Googling Candidates, Jackie Krasas
 - Criteria, Rubrics
 - **Final interview**
 - Screening for Sexual Harassment and Other Misconduct
 - Reference Checks
 - 30 min meeting University Resources, etc.
- **Case Study**
- **Final Reflection**

FIGURE 4

Representation of women among full-time tenure-line faculty members decreases with progression in rank.



Women (%)

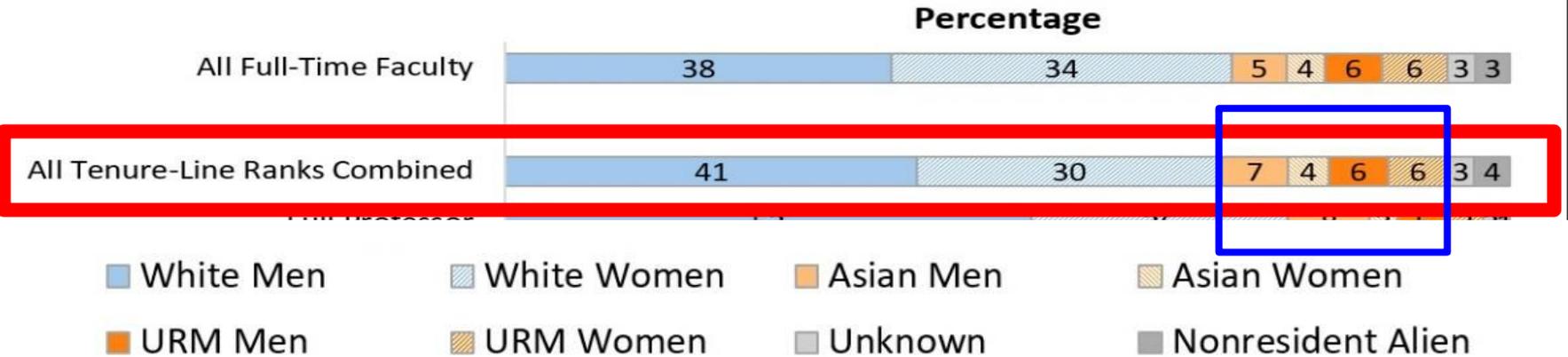


Note: This figure represents non-profit, degree-granting postsecondary institutions only ($N = 1,903$). The rank “Other Tenure-Line Faculty” includes some tenure-line faculty with the titles “Lecturer” or “Instructor,” although most faculty members with these titles are non-tenure-track.

Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

FIGURE 9

Representation of women among full-time faculty members generally decreases with progression in rank across race and ethnicity categories.



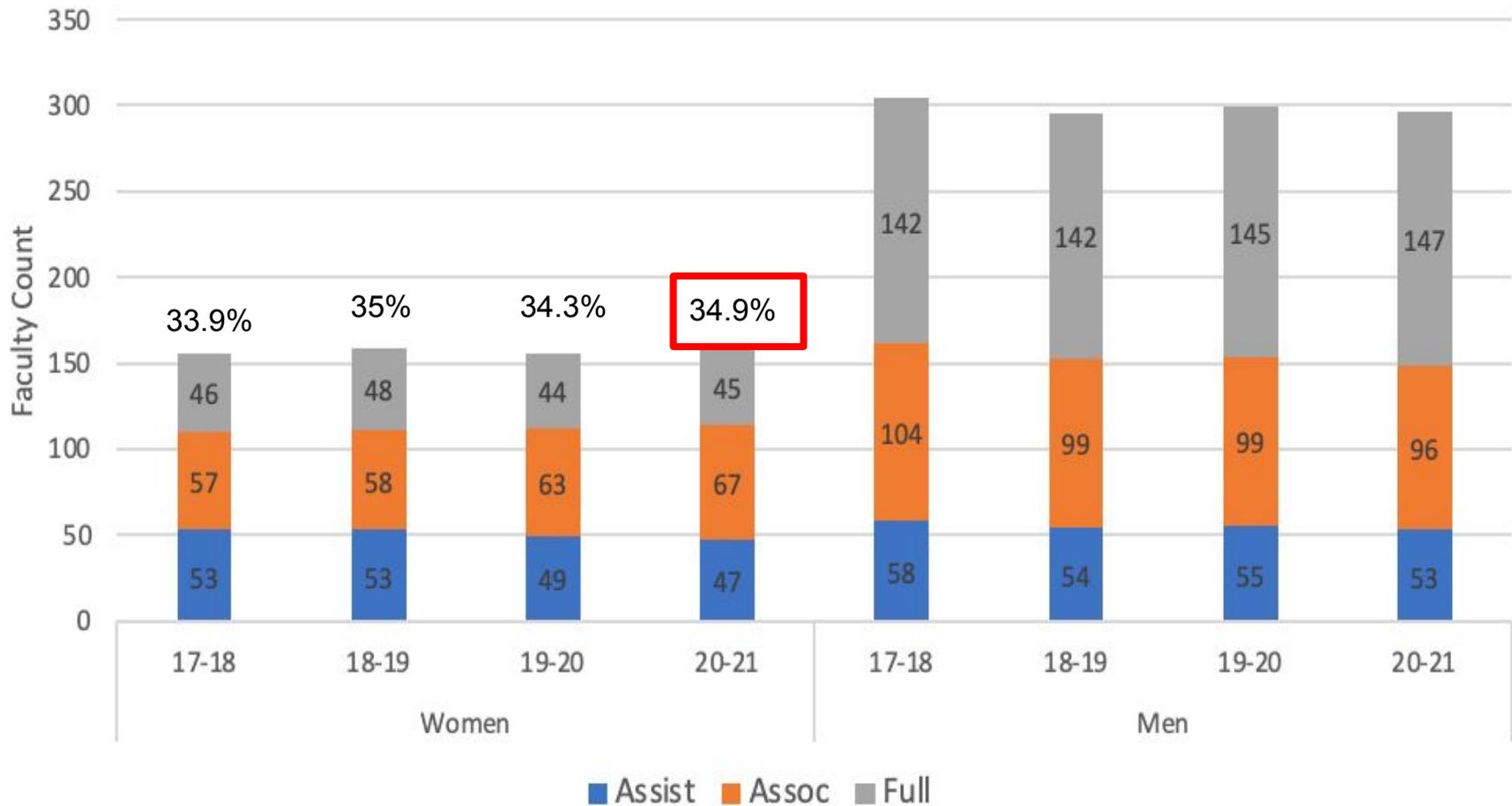
Note: This figure represents non-profit, degree-granting postsecondary institutions only ($N = 2,774$). The term *underrepresented minority* (URM) is used here in accordance with prior research and encompasses the IPEDS categories of Black, Hispanic, Pacific Islander, American Indian/Alaska Native, and Two or More Races. The rank “Other Tenure-Line Faculty” includes some tenure-line faculty with the titles “Lecturer” or “Instructor,” although most faculty members with these titles are non-tenure-track.

Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

Nationally, Women are 42.5% **URM are 12% of Tenure Ranks;**
URM + Asian = 23% Tenure Ranks

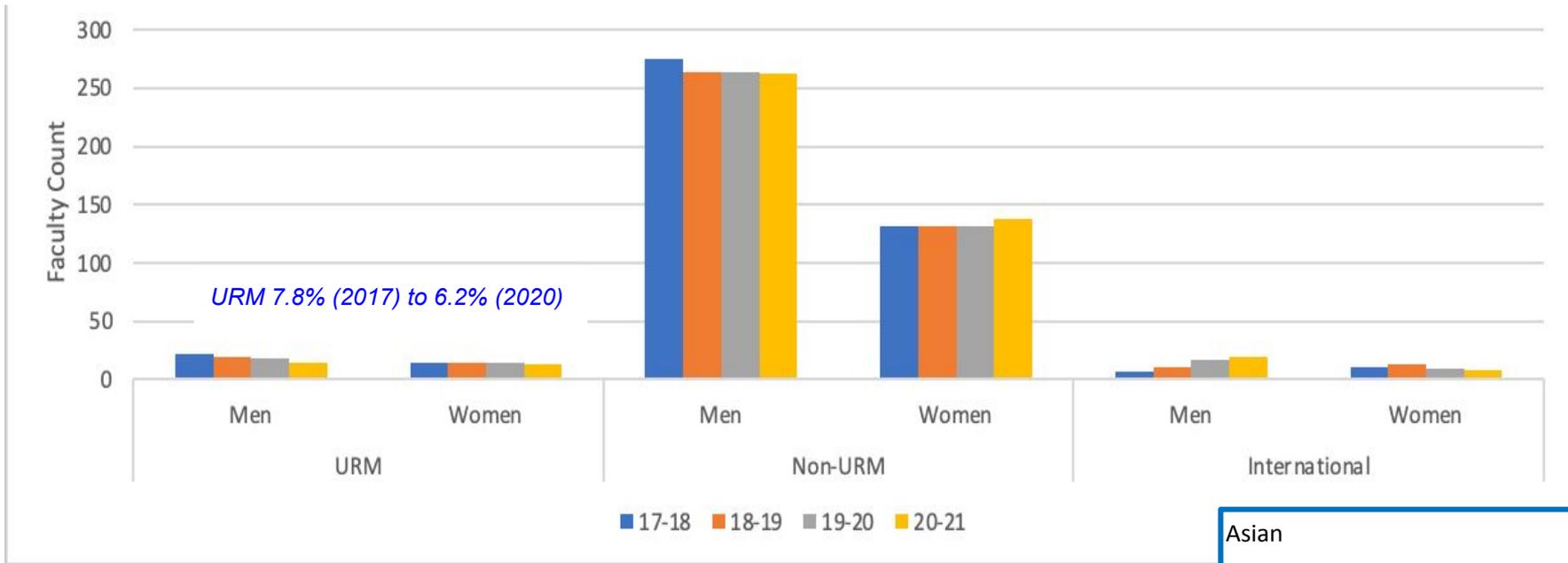
Lehigh Demographics: Tenure Track Faculty: Rank x Gender

*IChange Data, All Departments,
For Reference, 2018 AAUP %Women T/TT = 42.5%



Lehigh Tenure Track Faculty: Race/Ethnicity x Gender

*IChange Data, All Departments,
For Reference, 2018 AAUP %URM T/TT = 12%



Fall 2020, 6.2% Faculty on T/TT were from URM racial/ethnic groups

IChange definitions, STEM relevance

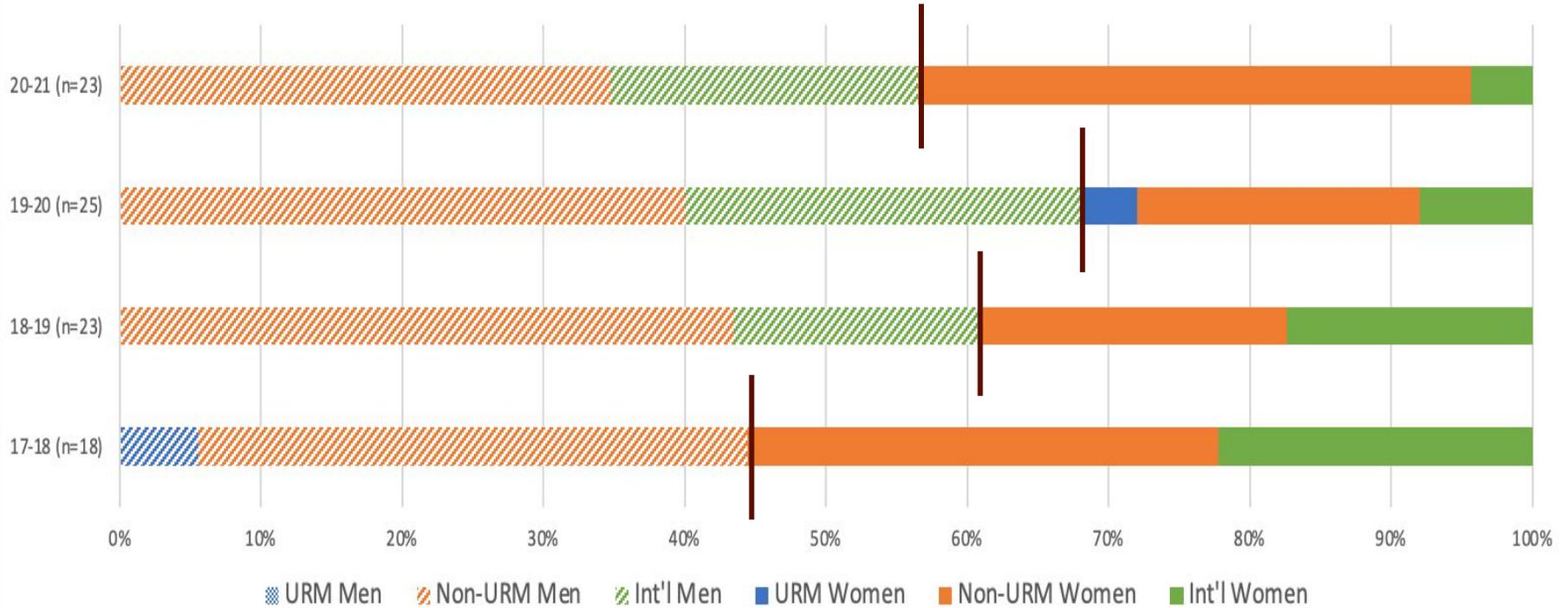
URM= underrepresented racial group/ethnic minority- blacks or African Americans, Hispanics or Latinos, and American Indians or Alaska Natives

NON-URM, majority represented racial group, ethnic majority, also includes 'unknown' race/ethnicity and Asian groups

International-Individuals who were born outside of the USA and who hold a non-immigrant visa (O, J1,etc)

Asian	15%
Black or African American	3%
Hispanic of Any Race	3%
International	6%
Two or More Races	1%
Unknown Race and Ethnicity	11%
White	61%
2020-2021	n= 455 100%

New T/TT Hires: Gender x Race/Ethnicity



From 2017-2020, on average per year, Lehigh's newest hires were:

- 42.5% Women
- 2.4% URM
- 29.8% International

Where to go
for
information:
[lehigh.edu/~inprv/
faculty/hiring.html](http://lehigh.edu/~inprv/faculty/hiring.html)



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Faculty Recruitment, Hiring, and Work Life Balance

Faculty Recruitment and Initial Appointments

- Recruitment and Initial Appointment Checklist [DOC PDF](#)

Faculty Search and Initial Appointment Forms

- Faculty Employment Request Form [DOC](#)
- Faculty Search Affirmative Action Compliance Form [DOC](#)
- Official Start Date for Newly Appointed Faculty [DOC PDF](#)
- Permission to Advertise Request [DOC PDF](#)
- Reason for Declining Faculty Appointment Offer Form [PDF DOCX](#)
- Recommendation for Appointment [DOC](#)
- Exempt Staff Hired as Adjunct Faculty [DOC PDF](#)

Resources for Faculty Searches

- [Best Practices for Faculty Recruitment](#)
- [Search Committee Chair Checklist](#)
- [Request to Schedule 30 Minute University and Diversity Resource Meeting](#)
- [Hiring a Foreign National](#)
- Hiring a Foreign National Memo ([PDF](#))

Best Practices for Faculty Recruitment

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- ✕ Recruitment
 - BEST PRACTICES
 - + Men Allies and Advocates
 - Department Climate
 - + Mentoring
 - Funding
 - NCFDD
 - Interdisciplinarity
 - Unconscious Bias
 - Campus Partners
 - Case Studies and Other Guides
 - Reports
 - Orgs & Refs

Lehigh ADVANCE hosts this toolbox of resources to enhance faculty recruitment processes, practices and the diversity of the outcomes, with special attention paid to issues of interdisciplinary faculty. In addition to following the steps outlined in the University Checklist, it is important at the earliest stages in the process to plan the evaluation criteria and campus visit agenda. Please ensure all candidates receive a copy of the University "tri-folder" to harmonize the information given to candidates about how the program/department, college and university are situated and positioned to support the success of all new colleagues. Please plan a meeting on the schedule to share these resources in a non-evaluative way with candidates.

Recruitment Toolkit

- Lehigh University Documents and Policies
- Search Committee: Forming and Dynamics
- Know Your Data
- Unconscious Bias
- Prepare a Recruitment Plan
- Conflicts of Interest
- The Job Ad
- Broaden the Pool
- Evaluating Candidates
- Interviews
- Multi-Media Tools to Support Inclusive Recruitment
- Closing the Search
- Onboarding
- Campus Visit: Resources and Information for Faculty Diversity, Inclusion, Equity, Support and Success

The materials from today can all be found:

www.lehigh.edu/luadvance -->
resources -->
recruitment -->
best practices

Self-Reflection

What questions or concerns do you have at this point?

Have you had past recruitment challenges?

How have you successfully or unsuccessfully navigated them?

I. Search Committee Forming and Dynamics

Convene a diverse search committee whose members understand processes and best practices.

Establish a clear charge to the committee.

Ensure search committee members, supporting staff, and students understand roles and expectations for participation, including how to give feedback and confidentiality

Search Committee Chairs (or co-chairs) have a critical role in ensuring the process runs efficiently, legally, equitably, and successfully.

- See this checklist for Search Committee Chairs. **(next two slides)**
- Establish norms for high stakes meetings and responding to bias moments.

Develop a shared understanding of diversity and excellence and commitment to equity throughout the process.

Diversity fosters excellence; excellence and diversity are not mutually exclusive.

Determine your transparent and equitable recommendation and decision making processes.

SEARCH COMMITTEE CHAIR CHECKLIST

Establish Norms and Promote Equitable Outcomes

- Start the meeting on time, and use an agenda.
- Decide roles: discussion leader, note taker, time keeper, equity watcher, etc. Be comfortable revisiting these as needed.
- Build rapport amongst committee members; involve everyone in each stage of the search process and discussions.
- Agree on expectations about attendance, decision making, communication, and engagement along the entire process.
- Ensure everyone has recently reviewed the current hiring checklists, procedures, and best practices documents.
- Reiterate that confidentiality is critical, that discussions must take place only amongst committee members when they are all together, and that technology should be used to secure online meetings and draft documents.
- Review (or establish) criteria with a rubric for evaluating candidates *before* you start seeing applications, ideally before the ad is finalized.

SEARCH COMMITTEE CHAIR CHECKLIST

Establish Norms and Promote Equitable Outcomes

- Raise and discuss ideas on diversity, representation, inclusion and success in the field. Remind the committee about biases and stereotypes in faculty recruitment and evaluation.
 - network homophily
 - teaching evaluations
 - citation counts
 - letters of reference
 - career pathways, gaps in trajectory
 - service and public engagement
 - awards, leadership roles
 - grant funding
 - interdisciplinary and collaborative work
- Anticipate challenges: resistance to diversity, dominant voice, power dynamics, shifting criteria, running out of time, etc.
- Confirm that everyone has reviewed the application(s) prior to meeting, and each has the materials on-hand during discussions for accurate reference.
- Conduct the meeting methodically, ensuring everyone has the opportunity to speak on each aspect of each case; don't rush.
- Make sure everyone knows the next steps and next meeting.
- Conclude the meeting on time.

II. Preparing for the Search

Talk about Diversity, Equity, & Inclusion in your context

- Discuss your goals and attitudes around DI&E
- Know your data, diversity includes race, gender identity, disability, age, etc.
 - Examine recent hiring history
 - Disciplinary demographics vs. department context; student body vs. faculty
 - Ex: In U.S. business schools, Black and Hispanic individuals make up 23.2% of students, yet only 6.7% of the faculty (AACSB, 2019)
 - STEM: Women, Minorities, and Persons with Disabilities in Science and Engineering
 - Is there data on participation of LGBTQ persons, people with with disabilities, in your field?
 - Benchmark against % PhDs awarded to those underrepresented in the field; other benchmark ideas?
 - Leverage data by your professional academic society

II. Preparing for the Search

- **Do: Talk about diversity. Language matters.**
 - Don't say "diversity candidates and diversity hire." Diversity is an attribute of groups, and can be an outcome of including individuals from historically underrepresented backgrounds - [Read this](#).
 - "Diversity Hire" suggests they were hired for reasons other than skill or expertise
 - Notice how it creates a "marked category" and "others" them from the historic acceptable standard, impacting the perceptions of everyone around
- **Make diversity a way of thinking, not a checklist**
(<https://sites.law.berkeley.edu/sustainability-compliance/if-diversity-is-not-a-pipeline-problem/>)

[Understand Conflict of Interest](#)

Learn to address moments of bias directly

Establish norms for high stakes meetings and respond to bias moments.



Recruitment Tips: Starting Critical Meetings
For: Search Committee Chairs
Posted July 2021

Norms follow power

Each meeting of the search committee is critical to the success of the recruitment, evaluation and hiring process; it also presents the opportunity for ongoing group cohesion leading to full and honest participation of the group's members. Attending to these aspects and making sure the official procedures and best practices are conducted confidentially and transparently is the role of the search chair, no matter the eventual outcome of the search process.

It is important for the search committee chair to reference [this checklist each meeting](#).

Indeed, there are a few critical moments in the lifecycle of a search committee during which the chair can focus on process and minimize bias. These especially include final evaluation/recommendation meetings when fatigue and emotions can be high during final decisions about which interviewees should be offered a job.

The search committee chair can help reset and focus the committee members for the task at hand with a statement such as the following (suitable for the evaluation meeting, for example):

"During this meeting we will be discussing the qualifications of candidates for a position in our department, using the established criteria to provide structure to our conversation. It's an exciting moment for us to envision the future with a new colleague, and so I'd like to remind you about and re-establish our agreements on a few important points:

- Let's stay mindful of how easily biases and stereotypes in faculty recruitment and evaluation can arise.
- How will we address potential biases if they creep in or if one of us thinks we are straying from the criteria?
- Does everyone have a copy of our evaluation rubric and understand how we are considering the criteria?
- It's important to remember that our search process is being conducted confidentially, until we're ready to make an official announcement.
- Are there any questions about our process?"

Research shows that being reminded that tools exist to mitigate bias and that the group has established criteria can support the members of an evaluation team to stick to the rubrics and evidence thereby minimizing stress, emotions and snap judgements from having oversized impacts on the decision-making process.

Learn to address moments of bias directly

Establish norms for high stakes meetings and respond to bias moments.

Responding to bias moments in real time can be a challenge for a host of reasons, though it is often easier when the chair and committee members mutually agree to do so. Suggested categories and examples of responses below have been modeled at prior workshops about bias bystander intervention. Contact ADVANCE for more information.

- Questioning/Interrupting
 - I'm sorry, could you repeat that, I'm not sure I understood you correctly.
 - What do you mean by....?
- Arouse Dissonance
 - I'm surprised to hear you say that; you've always supported equity and this doesn't sound like you to me.
 - I know you and you're not the kind of person to treat people unfairly, so what's your thinking here?
- Disagree
 - I don't think we should make statements assuming X [women can't make it because of family responsibilities] about Y. That assumes a lot of stereotypes about [men and women].
 - You know, I don't think that's a 'gay' thing....
 - I don't think we should assume this candidate is brilliant only because they worked with [academic star] at [prestigious university].
- Pivot/Advocate
 - Have you met...
 - I'd like to come back to what [underrepresented colleague] said earlier about this. I think they made an excellent point which merits more discussion.
- Express emotion/saying 'ouch'
 - I'm really [uncomfortable, disappointed, surprised] by this comment.
 - Use non-verbal reactions to communicate how a bias moment makes you feel.

These materials adapted with permission from Goodwin, S. A. (2021) Speaking Up: How Bystanders Can Change the Conversation about Bias.

III. Learn about bias and stereotypes which impact hiring

Common Myths ([AACSB, June 2021](#))

- Myth 1: We already have diversity.
- Myth 2: It's just a pipeline problem.
- Myth 3: There aren't enough [women/people of color] who are qualified.
- Myth 4: We don't have the budget.

Today's research, tools and resources are designed to get you thinking of solutions and using strategies to actively dispel the myths and the persistence of inequity or underrepresentation.

<https://www.aacsb.edu/insights/2021/june/myths-of-the-diversity-dilemma>

III. Learn about bias and stereotypes in hiring

RESEARCH on Biases in Evaluating Teaching, Awards, Leadership, Citations, Grants, Collaboration: : <https://advance.cc.lehigh.edu/research-biases-faculty-evaluation>

U WISCONSIN Brochure - Bias in Hiring

https://wiseli.wisc.edu/wp-content/uploads/sites/662/2018/10/BiasBrochure_3rdEd.pdf

Patterns of bias to notice:

- [Cornell ADVANCE: Reducing Stereotypic Biases in Hiring](#)
- [UC HASTINGS - Bias Interrupters](#)
- *Diversity- Innovation Paradox*: Authors from underrepresented groups produce more innovative work, yet they do not reap the benefits as measured by successful academic careers. ([Hofstra et al 2020](#))
- Underrepresented faculty members receive more rude and unprofessional journal reviews ([Silbiger and Subler, 2019](#))

VIDEO – 5:34 <http://www.youtube.com/watch?v=UZHxFU7TYo4>

What about the [pandemic exacerbating inequity and bias?](#)

COVID-19 Impacts

In 2020, COVID-19 affected academic women in STEM;
BIPOC women faculty were especially impacted

https://www.nap.edu/resource/26061/ReportHighlights_WomenCOVID-19_FINAL.pdf

Negative impacts include:

- academic productivity (fewer papers, grants, disrupted collaborations)
- boundary setting and boundary control (especially for caregivers)
- networking and community building (virtual conferences)
- mental well-being of women in academic STEM- a year of multiple crises/traumas

Pandemic-Equity

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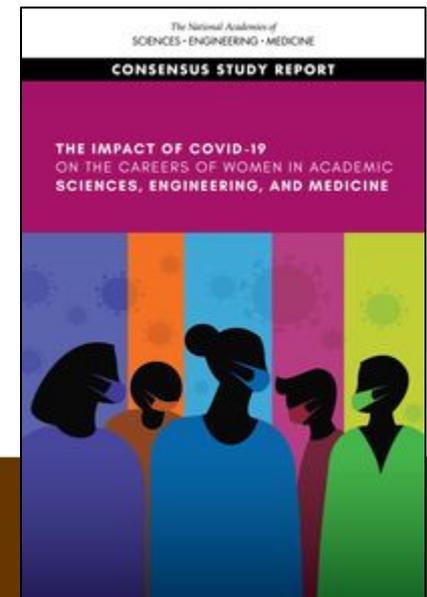
Case Studies and
Other Guides

Interdisciplinary

Pandemic-Equity

Equity-Pandemic-> items specific to Caregiving and Anti-Racism in STEM are also on their own page

- University of Michigan ADVANCE Faculty Equity & COVID-19: The problem, the evidence, and recommendations
- NASEM The Impact of COVID-19 on Tenure Clocks, Productivity, and Career Trajectories for Women in STEM- Recordings of the five informational reports to the Committee are available in "past events"
- The Association for Women in Science hosted a Town Hall entitled "Ensuring Equity in Institutional COVID-19 Responses" The recording is shared in the link, and the organizers share some curated information in addition to the following message: "We acknowledge the unique labor of equity work especially during times of overlapping and intertwined crises. We appreciate your making time as we seek to identify, coordinate, and create resources to address the issues and challenges facing marginalized individuals in the academy. We also appreciate your patience and support as we facilitated this conversation in a fully virtual format."
- Summary of August 13 Gathering on Caregiving at Lehigh University (attended by Faculty and Staff) in partnership with CGE and WGSS, includes situations of other recommendations
- Supporting Faculty During & After COVID-19 Aspire Alliance, Gonzales, L.D., & Griffin, K.A. (2020).
- Continuing the Conversation on Gender Equity During the COVID-19 Pandemic
- Disproportionate Effects of COVID-19 in Research, SigmaXi
- Documenting the pandemic (UMASS Amherst one pager and citations)
- STEM Equity and Inclusion (Un)Interrupted
- Fair Play game



IV. Writing the Job Ad and Launching the Search

Consult [Sample Language for Job Advertisement](#)

- Write a job ad that corresponds to the charge and has clear criteria up front.
- Use welcoming, broad language
- Don't try to clone, broad descriptions with clear qualifications

Decide if, when and how to ask for the applicant's experience and commitment to inclusive excellence. "A Contributions to Diversity, Inclusion, and Equity" Statement may be requested as part of the cover letter or as a stand alone document. -->[Brief guide on understanding the purpose and concepts for evaluating a statement on contributions to DI&E.](#)

Do not publish the ad until it is approved with the recruitment plan

- [Hiring a Foreign National](#) expectations
- The university publishes in AJO and Inside Higher Ed Jobs

Advertising and Broadening the Pool: Robust Recruitment Plan

- Advertise in multiple places, including outlets geared towards scholars of historically underrepresented identities.
- Advertise through Lehigh's Alumni networks, including **BALANCE** and **Lehigh Alumni Pride Association**, *coming soon: Asian and Asian American Alumni Group*
- Socialize the ad through your extended networks
 - [Broaden the Pool: sample letter asking colleagues to help identify applicants](#)
 - 10 academic institutions or departments, national labs, non-profits, etc
 - 10 scholars from groups under represented in your field, from outside Lehigh, especially Black, Indigenous, and People of Color
- PhD Project, NSBE, SACNAS, SWE, HERC, GEM, etc
- Other resources from UNCC,
- <https://www.minoritypostdoc.org/recruiting>

Guidance on Internet Searches

Please use the attached guidelines and forms during the faculty search process to ensure fair and consistent collection of information about candidates. The three sets of guidelines pertain to:

1. Gathering additional academic materials (OPTIONAL/STRONGLY DISCOURAGED):

- usually done at the campus visit stage
- by search chair or designee only
- stored for all faculty to review

Where possible, please obtain materials from the job candidates through AJO. We strongly discourage Google searches for additional information on the candidate, but recognize that there might be times when it would be useful to obtain academically-related materials that are not part of the initial job application. In those cases, the attached guidelines should be followed, and there should be one designated person to do the search. Non-academic information should not be included as part of the search process. If non-academic information is inadvertently discovered through such a search, the information should be kept confidential and shared with the Associate Dean, who will assess the information and consult with other offices as needed to determine any additional steps that must be taken. Candidates are notified upon applying through AJO that these kinds of searches may be conducted.

V. Evaluating Applicants and Candidates

- Use a rubric to evaluate based on your criteria
 - [Stick to the Criteria: Sample Candidate Evaluation Tool](#)
 - [Candidate Evaluation Form: Another option for sticking to criteria](#)
 - [Candidate Evaluation: Tips and Rubrics](#)
- [Evaluate one criterion at a time, as opposed to one candidate at a time](#)
- Evaluate Statement on contributions to DI&E- with this brief guide
- Review research on biases in evaluation
 - Teaching
 - Citations & Collaboration
 - Grants, & Panels
 - Awards & Leadership Roles
 - Understand bias related to disabilities
 - [Understanding bias in letters of recommendation](#)
- What if you see a “Pandemic Impact Statement”

Sample Rubric

Candidate Evaluation Worksheet: _____Assistant Professor of Psychology_____ – Stage 1 Application Review

Name (Last, First): _____

CANDIDATE HAS MET THE FOLLOWING MINIMUM QUALIFICATIONS	YES	NO
Doctorate in _____ or a related field (b, g)		
Degree(s):		

Please rate the candidate on each item below using the following scale and specified sources of information for each judgment in parenthesis (*please see key below):

0 = Not Qualified	1 = Minimally Qualified	2 = Qualified	3 = Exceptional
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1. DIVERSITY INITIATIVES	Qualification
Demonstrated motivation to foster diversity in teaching and research (b, d, e, f)	
2. SCHOLARLY ACTIVITIES/RESEARCH	
a. Demonstrated achievement in original research and scholarship (a, b, c, d)	
Evidence of publication record (articles, chapters, other): (a, b, c, d) _____ published _____ in press	
b. Program of research adds to the portfolio of research among current faculty (a, b, c, d)	
c. Demonstrated interest in research mentorship with undergraduate students (a, b, d, e)	
d. Demonstrated interest in research mentorship with graduate students (a, b, d, e)	
3. TEACHING	
a. Prior teaching experience at the <u>undergraduate</u> level (a, b, d, f) classes taught in total _____ Teaching areas of emphasis: _____	
b. Prior teaching experience at the <u>graduate</u> level (a, b, d, f) classes taught in total _____ Teaching areas of emphasis: _____	
c. Demonstrated evidence to teach working professionals (a, b, d, e, f)	
d. Demonstrated commitment to quality teaching (a, b, d, e, f)	
d. Demonstrated commitment to continued teaching growth (a, b, d, e, f)	d.
OVERALL SCORE (Total Points):	
OVERALL ASSESSMENT (0, 1, 2, 3):	

*KEY: SOURCES OF INFORMATION	a. cover letter	b. CV	c. scholarly publications
	d. statement	e. recommendations	f. teaching evaluations

Contributions to D, I, & E



Faculty Candidate Contributions to Diversity, Inclusion and Equity (DI&E) Guide for Understanding Purpose and Concepts for Evaluation

Purpose of a Statement of Contributions to Diversity, Inclusion, and Equity

Lehigh University has a strong interest in hiring and retaining an excellent and diverse faculty who share the institutional commitment to diversity, inclusion, equity, access, and the Principles of our Equitable Community. In this context, diversity, equity, and inclusion contributions are those that relate to creating or transforming a culture of the discipline, college, and university that is accessible to groups underrepresented and marginalized throughout the learning and career pipeline as well as the general public. Some hiring units may thus request a statement for the purpose of identifying candidates who have the professional skills, experience, and/or willingness to engage in activities that will advance our campus diversity, equity and inclusion goals; a critical indicator of overall excellence. It is not a required component of job ads. The 'Diversity, Inclusion & Equity Statement' provides an opportunity for a candidate and the search committee to describe and consider:

1. Commitment to DI&E and knowledge of the barriers that exist for groups historically underrepresented or marginalized in the discipline within the context of the United States
2. Past efforts and knowledge or skills gained in diversity, inclusion, equity, outreach activities, organizational change, and
3. Future plans for diversity, inclusion, equity, outreach activities, organizational change, and ongoing professional development

How and when should the Statement of Contribution to Diversity, Inclusion and Equity be evaluated?

The statement should be reviewed in much the same way other aspects of a candidate's application are evaluated: thoughtfully and with an eye to understand the individual's experiences and plans. Additionally, consider reviewing this statement first or very early so that anyone reviewed for scholarship already has a feasible and concrete concept of how to contribute to the University's [Principles of our Equitable Community](#). A candidate's past efforts are typically given greater weight than merely showing awareness of barriers or stating future plans which aim to fix a perceived deficit in preparation or excellence of a group of people. Tangible examples and lessons applicable to their new role can be gleaned from the statement and subsequent interviews. The totality of the candidate's potential, effort, initiative or leadership and creativity should all be considered relative to and in the context of the individual's career stage.

To evaluate the DI&E statement, consider these factors (*Basic Rubric, 5 = EXCELLENT 1 = STATEMENT ONLY; modify and feel free to seek consultation from ODI&E and ADVANCE*)

	Rate 0 - 5	Candidate # 1	Candidate # 2	Candidate # 3	Candidate # 4
Provides a statement of contributions to diversity, inclusion & equity	0-1				
Commitment & Awareness: Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups in the context of the United States and of the negative consequences of this historic exclusion.	0-1				
Past Efforts: Track record and measures of success in activities (such as mentoring, research, teaching or outreach, policy change) that aim to reduce barriers for historically underrepresented or economically disadvantaged groups	0-2				
Future specific plans to contribute through campus programs, new activities, curriculum, pedagogy or through national or off-campus organizations	0-1				

V. Summary: Evaluating Applicants and Candidates

- Give adequate time
- Consider only information submitted through AJO and shared during the final interview. Avoid Googling. Only one person should manage and share within AJO collecting supplemental academic information, per the new guidance.
- Avoid ranking candidates; rather, rate against criteria
- Be accountable- be able to explain your decisions
- The Associate Dean will approve the list of finalists to interview and note any concerns about the diversity of the pool

VI. The Final (Campus) Interview

- Conduct structured interviews
 - Consistent questions, interviewers, and duration
 - Some questions are illegal- Lehigh University Guidelines for Interviews
 - Prepare students & decide how to include student feedback
- Other agenda recommendations
 - Input from the candidate: time with faculty or those on the list “[Resources for Faculty Diversity, Inclusion, Equity, and Success](#)”
 - *Schedule “30 min” Confidential and Informational Meeting-[Use request form](#)*
 - Interview in pairs
 - Schedule breaks, contact/guide between meetings
 - Accommodations (dietary, mobility, auditory, etc.) -*obligation to reasonably accommodate applicants*
- Correct name pronunciation and pronouns
- Gender Inclusive Bathrooms, lactation rooms, accessibility points
- Roll out red carpet
- Remember candidate is evaluating Lehigh just as Lehigh is evaluating candidate
- [Maintain consistency and equity in virtual interviews](#) from HERC and UMBC.
- Review [best practices for inclusive online meetings and presentations](#) and [LTS tips for hosts](#).
- Be knowledgeable of our values, policies and procedures (Principles of our Equitable Community, Academic Freedom, hiring decisions, etc.)

Required Screening & Reference Checks

2. Screening for harassment (including sexual harassment), discrimination, research or other misconduct (REQUIRED):

- done at the campus visit stage
- by Associate Dean or designee only
- must complete form

This check will be conducted according to the detailed guidance provided in the attached form. This form will need to be completed for each finalist at the campus visit stage. Should concerning information be found, the Associate Dean will work with the Deputy Provost for Faculty Affairs and the Office of the General Counsel to determine any next steps. Candidates are notified upon applying through AJO that these kinds of searches will be conducted.

3. Conducting reference checks (REQUIRED):

- done at time of verbal offer
- by search chair or department chair only
- must complete form

One to three references should be called at the time of the verbal offer. In many cases, these references will be drawn from those who wrote the letters of recommendation. At least one reference should be from someone who currently works with the candidate. If there are no letters from current colleagues/advisors, then the candidate should be given the chance to provide contact information for an additional contact. The candidate may decline to provide the additional contact if they have confidentiality concerns at their current workplace. The offer letter will also inform the candidate that a degree verification will be conducted through our external vendor as part of the background check process.

Case Study ~25 min

1. Watch Video UW ADVANCE [Interrupting Bias in the Faculty Search Process: A Film](#),
2. Form Breakout Rooms 10 min
3. Questions
 - a. Describe what happened and why?
 - b. What were you thinking and feeling when you noticed those things happening in the video? Was any of this familiar to you?
 - c. How could things have been different?
 - i. Are there things they should have done in preparation?
 - ii. Who should intervene?
 - iii. Do you know how to intervene?
4. Return to main meeting to discuss highlights. (10 min)

SOURCE CASE STUDY: <https://www.engr.washington.edu/lead/biasfilm/>

Final Reflections and Discussion

- Are you anticipating or are you concerned about situations in your hiring process for which we could be a resource?
- Are you concerned about the impact of the pandemic on the search?
- Other questions?
- **Write down one new thing you are taking away or plan to implement.**
 - **Share a few of these actions**

Contact us

VISIT ADVANCE Website: Recruitment Toolkit: [Best Practices for Faculty Recruitment](#)

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