



Handbook for Promoting
Equity & Inclusion in
Faculty Searches

ATHENA ADVANCE INITIATIVE

STRIDE:

STRATEGIES & TACTICS FOR RECRUITING
TO IMPROVE DIVERSITY & EXCELLENCE

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University Endorsement of this STRIDE Handbook

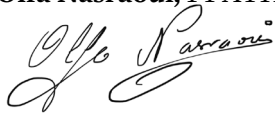
The University of Louisville is committed to embracing and fostering a diverse, multicultural faculty who bring a broad range of experiences and breadth of viewpoints that underlie the vigor and creative endeavors of the academy. While university policy mandates fairness in hiring, the effectiveness of such a policy relies on the faculty (both on search committees and all the faculty members of each department), chairs and deans to learn, understand, and proactively follow certain guidelines. Such an effective set of guidelines is provided in this faculty handbook, which should be reviewed prior to the start of any faculty search and continue to be consulted throughout the search process. This handbook, developed by the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee¹; in consultation with the [ATHENA Internal Steering Committee](#) describes best practices to aid in the promotion of diversity, equity, and inclusion across each stage of the faculty search process to produce diverse candidate pools, run effective searches, and attracting and choosing the best candidates. This handbook is specifically directed towards those faculty who are involved in faculty recruitment efforts such as search committee chairs, search committee members, and other key faculty and staff involved or supporting the recruitment process.

In order to make this information widely available, this handbook will be posted or handed out at

- HR website: <http://louisville.edu/hr>
- Faculty Affairs website: <https://louisville.edu/provost/faculty-personnel>
- ATHENA STRIDE Committee website: <https://louisville.edu/advance/stride>
- As part of any online or in-person HR training and workshops on faculty recruitment

Endorsed by:

Olfa Nasraoui, PI ATHENA ADVANCE Project and Inaugural Chair of the STRIDE Committee



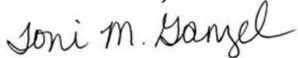
Neeli Bendapudi, President



Lori Gonzalez, Provost



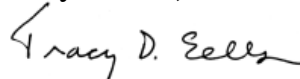
Toni Ganzel, Exec Vice President Medical Affairs



Faye Jones, Senior Associate Vice President for Diversity and Equity



Tracy D. Eells, Vice Provost for Faculty Affairs



Mary E. Miles, Vice President for Human Resources



Brian Buford, Exec Director University Culture
Employee Success in Staff Development & Employee
Success



¹ The STRIDE Committee is an ad hoc committee that is appointed by the Provost and charged with developing and maintaining the STRIDE Handbook and coordinating with search committees. The President has committed to permanently continuing and supporting the ATHENA project beyond the term of the NSF ADVANCE grant. At that time, the STRIDE committee will become a standing committee that reports to the Office of the Provost. More on the charge and makeup of the STRIDE Committee is described in Sec. I.

THE ATHENA ADVANCE PROJECT AND THE UofL STRIDE HANDBOOK

“The University of Louisville will be recognized as a great place to learn, a great place to work and a great place in which to invest because we celebrate diversity, foster equity and strive for inclusion.”² UofL’s *Advancement through Healthy Empowerment, Networking and Awareness* (ATHENA) program helps achieve this vision by improving the university’s ability to recruit and retain the best and brightest educators while promoting diversity as an integral component in the fabric of our university community. Diversity drives innovation, inspires educational experiences, and strengthens research that expands our understanding of the world. Yet, the University falls short of its ideal of full inclusion of women along with underrepresented and racially minoritized (URM) groups among its faculty.³ These disparities are particularly evident among our Science, Technology, Engineering, and Mathematics (STEM) faculty. Women on the tenure-track have lower representation in all STEM disciplines. The low numbers for URM STEM women are even more concerning at the rank of Professor, with dramatically lower representation of URM women compared to both majority (white) women and URM men. Furthermore, less than 20 percent of STEM women faculty are in leadership positions and no URM women are found in such positions in STEM programs.

In 2019, the University of Louisville was awarded a \$1M, three-year National Science Foundation (NSF) ADVANCE grant, *Advancement through Healthy Empowerment, Networking, and Awareness* (ATHENA). This grant aims to adapt proven interventions from successful institutional ADVANCE programs in the U.S. in pursuit of improving the professional standing and career opportunities for women STEM faculty at the University of Louisville (UofL). ATHENA has two main objectives:

1. Objective 1: Recruit, retain, and promote more women STEM faculty, particularly underrepresented and racially minoritized women.

2. Objective 2: Educate faculty about gender-by-ethnic biases that affect the advancement of women in STEM disciplines.

ATHENA’s strategies for achieving these objectives range from changing the search and recruitment process to mentoring and networking, in addition to promoting education about bias and barriers to equity across the campus community.

One strategy being pursued by ATHENA for meeting Objectives 1 and 2 is to work to improve inclusiveness of UofL faculty recruitment processes. ATHENA is doing this by seeking and obtaining University approval (see Endorsements, pg. 2) to establish the UofL STRIDE Committee and, as part of the committee charge, develop this handbook of best practices.

² <http://louisville.edu/about>

³ The use of the term underrepresented racial minority can often miss the complexity of equity issues in STEM that are not relegated to the representation of certain faculty, staff, and student groups in academia. Therefore, we follow the work of Ebony McGee offered in *Black, Brown, Bruised: How Racialized STEM Education Stifles Innovation* and use the term *underrepresented and racially minoritized faculty*. Consistently, faculty identifying as Black, Hispanic and/or Latinx, and Native American are often considered underrepresented racial minorities, but the specific terminology used throughout this document recognizes the marginalization of other racial and ethnic groups such as Asian and Pacific Islander faculty. Additional examples of minoritized groups are described in UofL’s Equal Opportunity Statement, which appears in sec. II of this document.

The Inaugural and Permanent STRIDE Committees

The inaugural STRIDE Committee is an ad hoc committee that is appointed by the Provost and charged with developing the STRIDE Handbook and initially coordinating with search committees, as described in this handbook. The President has committed to permanently continuing and supporting the ATHENA project beyond the term of the NSF ADVANCE grant. When the grant ends, the STRIDE committee will become a permanent standing committee that reports to the Office of the Provost. The inaugural and permanent committees will develop and provide training and advice on making searches more inclusive, including improving and updating the STRIDE handbook.

The makeup of the inaugural committee is (* indicates those who are authors of the STRIDE Handbook):

Olfa Nasraoui* (ATHENA Project PI, Prof. Computer Science & Engineering)

Tracy Eells* (Co-PI, Prof. Psychiatry & VP Faculty Affairs)

Faye Jones* (Co-PI, Prof. Pediatrics & Interim Sr. Assoc VP Diversity and Equity; Associate Vice President for Health Affairs/Diversity Initiative; Vice Chair, Department of Pediatrics)

David Owen (Sr. Pers., Interim Dean of A&S, Prof. Philosophy, Dir Diversity Literacy Program in A&S)

Carson Byrd* (Associate Professor, Sociology, A&S)

Robert W. Cohn* (Co-PI, Prof. Electrical & Computer Engineering)

Diana Whitlock (Executive Assistant for Senior Associate Vice President for Diversity and Equity)

Ryan Simpson (Program Director for HSC Diversity and Inclusion)

Marian Vasser (Executive Director for Office of Diversity and Equity)

Sidney Williams (Sr. Pers. Assist. Prof. Performance Arts)

Mary E. Miles* (Vice President for Human Resources)

The permanent STRIDE committee will have the following makeup (with the STRIDE Committee membership being listed on the STRIDE website.⁴):

PI ATHENA Project

Representative for HR

Representative for Faculty Affairs

Representative for the Office of Diversity

Representative for A&S

Representative for COB

Representative for Speed School

Representative from each college

Representative for the Office of Diversity Education

Faculty Representative from CODRE

Faculty Representative from COSW

Faculty Representative from Faculty Senate

One Faculty Member from each Unit's Diversity Committee

⁴ <https://louisville.edu/advance/stride>



The UofL STRIDE Handbook

This STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) handbook was developed to provide search committees with strategies aimed at increasing their likelihood of identifying, recruiting and hiring high-quality faculty while simultaneously embracing the University values of diversity, equity, and inclusion in faculty ranks. While search committees typically receive limited training in recruiting practices, research⁵ indicates that the success of faculty searches are improved through the education of search committee members. Thorough and structured training about how to ask for and obtain information that is relevant to the designated job is known to improve the decisions of search committees.

The strategies presented in this handbook are based on recent research and successful STRIDE programs from several NSF ADVANCE institutions, together with materials on faculty recruitment from the Office of the Executive Vice President and University Provost. The STRIDE Committee plans to improve and refine these strategies in subsequent years to support faculty searches across disciplines and departments. Overall, the STRIDE Handbook represents the best practices for faculty search committees and is aligned with University, State, and Federal policies regarding non-discrimination.

⁵ <https://louisville.edu/advance/stride/stride-literature>

II. DEFINITION

UNDERREPRESENTED MINORITY AT UofL

The University of Louisville works to “celebrate diversity, foster equity, and strive for inclusion,” as codified in its Equal Opportunity Statement ⁶

The University of Louisville is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, national origin, ethnicity, creed, religion, diversity of thought, disability, genetic information, sexual orientation, gender, gender identity and expression, marital status, pregnancy, or veteran status – except where sex, age, or ability represent bona fide educational or employment qualifications or where marital or veteran status are statutorily defined eligibility criteria for Federal or State benefit programs. Further, the university seeks to promote campus diversity by enrolling and employing a larger number of minorities and women where these groups have historically been and continue to be under-represented within the university in relation to availability and may extend preference in initial employment to such individuals among substantially equally qualified candidates, as well as to veterans.

For the purposes of this document on faculty recruitment, any of these categories that are underrepresented in the general University population, or within specific disciplines, schools or departments, are referred to as underrepresented minorities (URM). This acronym is meant to include women STEM faculty who are underrepresented in numbers and rank in most UofL STEM departments, as well as historically underrepresented minorities as classified by equal opportunity laws. However, as stated in the University Equal Opportunity Statement, there are numerous other groups and personal characteristics that fit the definition of URM.



⁶ <https://louisville.edu/hr/employeerelations/eo-affirmative-action#:~:text=The%20University%20of%20Louisville%20is,orientation%2C%20gender%2C%20gender%20identity%20and>



Included within this working definition of URM and the University Equal Opportunity policy are “minoritized” groups. The use of the term *underrepresented racial minority* misses the complexity of equity issues that are not relegated to the representation of certain faculty at the University. Therefore, as introduced in by Ebony McGee in *Black, Brown, Bruised: How Racialized STEM Education Stifles Innovation* this handbook uses URM in this broader context to represent underrepresented and minoritized faculty based on any of the factors listed in the Equal Opportunity policy, including underrepresented racial minorities, and women in underrepresented departments, such as most University STEM departments. Consistently, faculty identifying as Black, Hispanic and/or Latinx, and Native American are often considered underrepresented racial minorities, but the specific terminology used throughout this document recognizes the marginalization (*i.e.* minoritization) of other ethnic groups, sexual orientation, etc., whether explicitly indicated in the University’s Equal Opportunity policy or not.

The purpose of this discussion is not to ask search committees to determine the ethnicity, gender, sexual orientation, etc. of candidates, but rather

- for search committee members to become more self aware of personal and unconscious bias in making decisions about selecting candidates for interviews and hire.
- for search committees to better understand how to advertise to, interview and finalize hiring from a pool of a diverse set of candidates.
- For search committees to keep notes and be available to HR and the STRIDE committee to provide information on recruitment issues with respect to its efforts at diverse hiring practices and lessons learned.

COMMITTEE ESSENTIALS

III.1 Initiating Faculty Searches

Faculty searches at UofL are initiated at the department level following the respective procedures below for the Belknap and Health Sciences Campuses (HSC). Hiring processes vary across the University. Therefore, it is advised that prior to beginning a search that you consult Faculty Affairs within your School or College for additional information about hiring procedures that searches must follow. All search committee members are required to complete online training, as specified on <https://louisville.edu/hr/employment/EmployeeLifeCycle/Recruitment> (See Sec. III.6).

III.2 Building a Diverse Search Committee

In order to represent a diverse set of views on search committees, as well as to enhance the reputation of UofL as a welcoming and diverse institution, units should work to organize their search committees along the following lines:

- A committee composed of diverse members provides a variety of perspectives and expertise while demonstrating institutional commitment to diversity.
- It is highly recommended to include women and members of underrepresented and minority groups on search committees whenever possible. However, it is important to note that women and minorities are often asked to do significantly more service than majority men, so it is important to keep track of their service load, free them from less significant service tasks, and/or recognize and accommodate them in other ways, whenever they serve on committees.
- Search committee members should thoroughly understand the requirements of the position to be filled, departmental needs, University policies regarding equal employment opportunity, and the University mission. It should be clearly stated that every member of the committee needs to be responsible for recruiting diverse and excellent applicants, and conducting fair and equitable evaluations.
- At ***no time*** should a search committee member be a candidate for the position, be related to a candidate, or have any other perceived or actual conflict of interest in the committee work. Should a conflict of interest arise, the committee member should recuse from any decision affecting the committee's work, or consider resigning from the committee. In order to comply with the COI guideline, the committee members should fill the following [COI form](#).
- ***Neither the hiring official (defined below) nor the immediate supervisor of the position to be filled*** will serve as a search committee member, unless stated differently in the hiring unit's faculty ByLaws.. They should not attempt to directly or indirectly influence the search committee or process.
- Search committees for administrator positions (i.e., deans, vice presidents, etc.) should include a representative of the Commission on Diversity and Racial Equality (CODRE) and the Commission on the Status of Women (COSW).
- Since one of the main purposes of the search committee is to ensure a diverse pool of candidates, it is worth considering selecting committee members who have a diverse network of contacts that can be solicited in order to contribute to the diversification of the applicant pool through their own diverse network. These characteristics should be considered during the appointment or election of committee members.

III.3 Hiring Official

The hiring official is the person who appoints and determines the composition of the search committee. The hiring official is defined as the head of the unit/department/section who works with Human Resources to establish the position. Additional responsibilities of the hiring official may include the following:

- Provide the search committee with a description of the required and preferred job-related knowledge, experience, and skills;
- Inform the committee about budget availability for both the recruitment process and inviting applicants for an interview;
- Provide a preferred timeline for the committee's recommendations;
- Provide staff support to the committee; and
- Clarify the manner in which the committee will make its recommendations such as how many candidates they would prefer to have recommended, how interviews will be conducted, who will be responsible for checking references, and other related issues.

III.4 Search Committee Chair

The search committee chair is appointed to manage the committee's tasks and ensure they are performed in accordance with university policy and guidelines. These tasks may include, but are not limited to, the following:

- Coordinating with Human Resources, the Office of Diversity and Equity, and other administrative units;
- Posting meeting notices;
- Compliance with KY Open Meetings and Records laws;
- Perform reference checks;
- Schedule interviews; and
- Coordinate associated travel (if applicable).



III.5 Search Committee Members' Responsibilities

The responsibility of the search committee is to establish specific criteria and guidelines for conducting the search in collaboration with the hiring official. Additional responsibilities of the search committee may include but are not limited to:

- Develop a recruitment strategy including efforts above and beyond traditional advertising;
- Develop or review draft language for position advertisements;
- Select specifically where to place advertisements;
- Develop a timeline that will include the date(s) of advertisements, meeting dates when the committee will review and select candidates for interview (if applicable), and the date committee recommendations will be presented to the hiring official;
- Seek and identify qualified individuals who are interested in applying for the position under consideration, utilizing the University and other sources;
- Receive, review, and evaluate applications from candidates for the position under consideration;
- Develop a list of interview questions to ask candidates related to the essential duties of the position;
- Interview selected applicants;
- Organize, host and participate in campus visits of semi-finalists, including in interviews with stakeholders, seminars, and teaching demonstrations;
- Recommend candidate(s) to the hiring official; and
- Hold information about specific candidates confidential until such time as it is made public, such as when finalist candidates are invited to give a talk on campus. For this purpose, the committee members should fill out the following [Confidentiality form](#).

All search committee members are also responsible for adhering to federal, state, and university employment and hiring policies noted in the resources below:

- [Redbook, Unit Bylaws and Personnel Documents](#)
- [Nondiscrimination Statement](#)
- [Equal Employment Opportunity and Affirmative Action](#)
- [Americans with Disabilities Act \(ADA\)](#)
- [Equal Employment Opportunity-related Recruitment Process Enhancements \(PDF\)](#)
- [Request for Search Waiver \(PDF\)](#)



III.6 STRIDE Search Committee Coordination, Workshops, and Equity Process Advocates (EPAs)

Members of all faculty search committees are required to participate in a STRIDE search committee training workshop, which are scheduled quarterly through the Office of Diversity and Equity and the HSC Office of Diversity and Inclusion, and ATHENA. Faculty participation in training along with the date of participation is being maintained by ATHENA and hosted on the Provost webpages in the form of a searchable [web interface](#) to check whether any faculty has participated in the last three years. Search committees must undergo training once every three years.

At least one month prior to the first meeting of the search committee, the hiring official should submit the information about the planned search to the STRIDE committee, Faculty Affairs, and Human Resources, through the following website <https://louisville.edu/provost/faculty-personnel/stride-forms>.

In addition, the search committee will invite a representative from the STRIDE Committee who will serve as Equity Process Advocate (EPA) to three of the search committee meetings as described below, and where they may provide input on the process:

1. An early stage meeting to review the search advertisement draft, the planned advertisement posting venues before posting the advertisement, the planned evaluation rubric, and to provide general equitable search process guidelines and tools.
2. A mid-stage meeting after the candidate pool has been filled.
3. A final debriefing meeting with the search committee and hiring officer at the end of the search to provide debriefing data about the search pool aggregate demographic composition at the different stages. (Described in Sec. VII)

More information and links to register for STRIDE Training and request an Equity Process Advocate (EPA) are listed below:

- Link to register for upcoming STRIDE training:
- Link to verify the [names and dates of attendance of past attendees](#) of STRIDE Training workshops:
- Link for search committees [to request EPA](#):
- Link for faculty and staff [to volunteer to serve as EPA](#):
- Link to [EPA Resources \(for existing EPAs\)](#):

Search committees are also responsible for the usage of data collected about the search, including the following:

- List of search committee members
- Text of the advertisement
- Signatures of the hiring officer (e.g., Department Chair) and their immediate supervisor such as unit Dean

Data collected in collaboration with Human Resources about the candidates should be provided and formatted using the template provided in Appendix 5 that summarize the demographic data (gender, race/ethnicity) which can be requested from HR in the aggregate from each stage of the candidate pool”, current positioning of candidates (e.g. postdoctoral fellow, doctoral candidate, etc.) and institutional type (Carnegie Research) of their employment at the time of application, and possible intersectional groupings for the following search stages:

Also the Search Committee should keep notes⁷ to help answer questions such as these during the debriefing interview

- *If the department hires an underrepresented faculty member:*
 - What factors contributed to the successful hire?
- *If the applicant pool was not as large, as qualified, or as diverse as anticipated:*
 - 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 there criteria for this position that were consistently not met by women or candidates of color? Were they relevant to the job description?
- *If underrepresented candidates were offered positions that they chose not to accept,:*
 - What reasons did they offer for nonacceptance?
 - Are there things that the department could do to make itself more attractive to such candidates in the future?

III.7 Defining the Position

A carefully drafted advertisement is critical for a broad and inclusive search while also meeting the academic unit(s)'s specific needs.

- Define the position as broadly as possible that is also consistent with the department's needs. Aim for consensus on specific specialties or requirements. Make sure the position description does not unintentionally limit the pool of applicants as some position descriptions may discourage URM candidates by focusing too narrowly on subfields. When possible, use language such as "should" and "preferred" instead of "must" and "required." Avoid reinforcement of stereotypically masculine attributes (e.g., aggressive, competitive, forceful), using instead gender-neutral and inclusive language (e.g., accomplished, committed, successful).
- Consider as an important selection criterion for all candidates the ability of the candidate to add intellectual diversity to the department, to work successfully with diverse students and colleagues, and to mentor diverse students and junior colleagues.
- If URM candidates are hired in areas that are not at the center of the department's focus and interest, they may be placed in an unfavorable situation. It is important to consider how the department will support not only the individual but also the development of that person's disciplinary interest within the department. Consider "cluster hiring," which involves hiring more than one faculty member at a time to work in the same specialization.
- Establish selection criteria and procedures for screening and interviewing candidates, and keeping records before advertising the position.
- Make sure hiring criteria are directly related to the requirements of the position and are understood and accepted by all committee members. Ensure that criteria will not be assessed in terms of a single limited criterion.
- Get committee and departmental consensus on the relative importance of different selection criteria. Plan to create multiple shortlists based on different criteria.

7 Guidelines for documentation are explained in <https://louisville.edu/hr/employment/EmployeeLifeCycle/Recruitment>

III.8 Posting the Position

The job advertisement is the committee's and the University's first opportunity to communicate about the position to the range of candidates it hopes to attract. Make sure the announcement is clear, accurate, and welcoming. Additionally, many schools and departments advertise openings in professional association job banks and listservs, the *Chronicle of Higher Education*, InsideHigherEd, HigherEdJobs.com, *Journal of Blacks in Higher Education*, *Journal of Hispanic Higher Education*, *Insight into Diversity*, major journals in the field (when applicable), and other relevant forums as frequently used in the academic field(s) associated with the position. The following document lists some recommended announcement venues that are discipline specific:

- [UofL list of Diversity Employers](#)
- [Case Western Reserve University list of Diversity Employers](#)

III.9 Language for Announcing Positions

One approach to signaling a department's commitment to diversity is including proactive language in job descriptions, which can make the position more attractive to candidates from many backgrounds. The race and/or gender of candidates may not be factors considered in hiring decisions, but search committees may indicate an interest in service, research, or other factors that contribute to intellectual diversity or the ability of the unit to meet the needs of diverse students. Example language includes:

- "Women, minorities, individuals with disabilities, and veterans are encouraged to apply."
- "The University of Louisville [college/school/department] seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of Kentucky, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning."
- "The [college/school/department] is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching, research, or service toward building an equitable and diverse scholarly environment."
- "We will consider applicants knowledgeable in the general area of [insert specific area(s)]. There are several broad areas of interest, including [insert areas]. We give higher priority to the originality and promise of the candidate's work rather than to the sub-area of specialization. The University of Louisville is an equal opportunity/affirmative action employer and is committed to increasing the diversity of its faculty. We welcome nominations of and applications from anyone who would bring additional dimensions to the University's research, teaching, and clinical mission, including women, members of underrepresented minority groups, protected veterans, and individuals with disabilities."

Please see Appendix 2 for additional examples of statements to build a strong job description and advertisement for candidates to consider.

III.10 Person-Specific/Opportunity Hiring and Its Importance for Diversity and Inclusion

In some situations, a person-specific hiring opportunity may present itself either during a current search or outside of it. This section describes processes to follow in such situations. Search committees must recognize that it is inappropriate and a violation of federal law for candidates' marital or family status to affect the evaluation of their candidacy. Knowledge or speculation about these matters must not play any role in the committee's deliberations about candidates' qualifications or the selection of candidates to interview. The search committee chair has a special responsibility to ensure that the discussions exclude inappropriate considerations (see Appendix for such exclusions). Regardless of a candidate's personal characteristics, one feature of the University environment that is likely to be important and attractive to all candidates is its promotion of an inclusive and family-friendly work setting. Information about diversity-related programs and family-friendly policies of the University should be provided to all applicants.

- Office of Diversity and Equity: <https://louisville.edu/diversity>
- University of Louisville Policy and Procedure Library: <https://louisville.edu/policies>
- Leaves and Absences: <https://louisville.edu/provost/faculty-personnel/leaves-and-absences>
- Benefits: <https://louisville.edu/hr/benefits>

Person-Specific or Opportunity Faculty Hiring

The hiring procedure most familiar to faculty involves a search process posting of an advertisement for a defined position and formal applications reviewed by a search committee. However, person-specific faculty hiring often referred to as “opportunity” or “target of opportunity hiring,” involves consideration of a faculty appointment at any rank for an individual that did not arise in response to a job application or a posted position. Such hiring occurs in the context of consideration of faculty partners for dual-career positions, faculty appointments after special postdoctoral opportunities, or through identifying a possible internal candidate that fulfills the unique, and timely needs of a department.

Each of these circumstances is different, but all share a common feature in that the candidate is not evaluated in the context of a pool of applicants for a position. In each case, the department must obtain an Affirmative Action waiver of posting requirements from the Provost's Office of Faculty Affairs after recommendation from the Dean. Hiring for a person-specific position typically does not have a conventional timeframe dictated by the norms of the discipline or the timing of the posting of the advertisement; nor does it have a preexisting plan for the funding of the appointment. Resources to assist with funding for such an opportunity must be arranged with appropriate units.

Person-specific hiring is undertaken with the same long-term goal and expectation as other faculty hiring: that any person hired is brought into a department (or in the case of joint appointments, multiple departments/programs) as a full member because of the belief that the person can make a meaningful contribution as a faculty member. Department(s) must be prepared to take on the responsibility of addressing that person's needs for support and development like those of any other newly hired faculty member.

Good departmental and academic unit practices when considering someone for a person-specific hire include:

- ***Transparency and Consistency***: A clear, transparent process should be instituted. Ideally, these processes should be developed before any candidates are identified, and wherever possible, should mirror the conventional search process.
- ***Respectful Processes***: All discussions about potential hires should be undertaken with the same concern for a respectful assessment of a potential colleague that would be present in any search, and all interactions with the potential hire should convey that tone of respect.
- ***Equitable Treatment***: Every stage in the process should be undertaken with the potential outcome in mind that the individual under consideration might become a colleague in the department, one who deserves to be accorded the same respect as any other faculty member.
- ***Exception***: Person-specific and opportunity hires should be the exception, not the norm.

Given the wide variation in departmental cultures and circumstances possibly leading to a person-specific hiring situation, it is difficult to recommend practices for units. However, there generally exist optimal practices associated with the different stages in the process.

- Person-specific hiring waiver form: <http://louisville.edu/provost/faculty-personnel/WAIVERS.pdf>.

Practices in the Person-Specific Process

1. Identifying the candidate

Individual candidates may be proposed from inside or outside a department. Departments should be prepared for both situations and recognize the potential value of such opportunities. Additionally, sometimes departments create a standing or *ad hoc* committee that scans the field for promising candidates. Identity characteristics must never be a factor in identifying a candidate for consideration for a person-specific hire.

2. Consideration of the candidate

Departments should develop a standard procedure for consideration of such candidates. It is best if more than one person is involved in making such decisions. For example, in some departments a standing review committee can evaluate all candidates who arise; others may prefer to appoint an *ad hoc* review committee composed of individuals well qualified to assess the particular candidate's potential. If the candidate appears appropriate for a joint appointment in another department or academic unit, it is important to bring that other department into the process early. Such committees should be consulted to ensure suitability for full departmental consideration. The review committee should either be charged to make the decision about a full review, or make a recommendation to another departmental body, such as an executive committee. Assuming the decision is to move ahead with a full review, the department would collect the usual materials for a full dossier for review (i.e., application letter, information on scholarship, teaching, and service as well as letters of recommendation). If there is considerable time pressure, it may benefit all concerned to schedule a visit after an initial committee review and appropriate departmental procedures establish that a visit is warranted.

3. Working with the Dean's Office (or Provost's Office, when applicable)

It is often best to bring these offices (as appropriate) into the conversation at the very beginning, so they are aware of the possibility of a request for help in making a person-specific hire. Indeed, sometimes units are able to work with these offices to develop a person-specific hiring strategy in advance, so there is some assurance of funding at the outset of the process. These offices must be contacted by the time a decision has been made to move ahead with considering a candidate for a visit. The Dean's (or Provost's) office should be informed and engaged with the department's reasoning about the appointment.

4. Campus visit

Candidates for person-specific hiring opportunities should be brought into the department for a visit organized in the same way as any other candidate. The visit should be announced in the same manner, they should meet the same people, participate in the same kinds of activities (i.e., interviews, research presentations, teaching demonstrations, etc.), and be evaluated by the same processes. The STRIDE Committee should be notified of potential meetings with candidates from URM groups.

5. Deliberation procedures

Generally, the same procedures and standards used in other faculty searches should be followed. It is important to note that a department may be willing to consider person-specific hiring appointments because it recognizes both their importance for faculty recruitment and retention campus-wide, and these opportunities can augment the departmental strengths. If it has been decided to consider such appointments, the fact that “we wouldn't have searched for someone in this area” is not germane to appointing the person. Similarly, the uncertainty that “this person might not have risen to the top of a national pool” cannot be relevant since it is an uncertainty that cannot be addressed. A more appropriate benchmark may be: does this person meet our standard for a colleague in the department, provide additional strengths and/or growth, and advance our strategic goals? In the cases of postdoc hiring, departments may want to use a different standard than for person-specific hires, but the department should adopt a clear set of criteria in advance. For example, for junior hires, the standard may be that the candidate seems likely to meet the criteria for tenure within the probationary period. In others, explicit comparison with some known pool of applicants for other positions (as by a standing committee) may be appropriate. *As with hiring of all faculty, the goal is to bring new and diverse capacities into the department. Departments should not rely solely on conventional metrics that may not have previously produced diversity in the past, but instead, rely on metrics that value the capacity to make new and important contributions.*

6. Negotiating the offer

If an offer is to be extended to a candidate, the goal is to hire a colleague who will thrive at the University. Negotiation should be conducted in a fashion communicating respect and consideration for the individual, and with attention to a reasonable timeline similar to that followed in standard searches. It is critically important once the decision to make an offer has been made to communicate frequently with the candidate about the process of producing the formal offer.

IV. RECRUITING

FOR AN EXCELLENT AND DIVERSE POOL OF APPLICANTS

The recruitment strategy to produce an excellent and diverse pool of applicants for a faculty position is an active process requiring multiple steps by departments and search committees. Prior to initiating recruitment activities, departments are encouraged to review the wider context of the discipline including the department's own past history of searches and hiring. This review will provide helpful information to inform the search and the recruitment of applicants. Although some academic units may have a good representation of women and/or minoritized faculty, they may still lack representation of other groups. Departments are more likely to achieve a different outcome with some understanding of the factors that may have limited past success. Thus, creating a large pool of qualified candidates is arguably the single most important step in conducting a successful search. Search committee members must take an active role at this stage of searches.

IV.1 Reviewing the National Pool and Past Departmental Searches

Several approaches can be undertaken by departments and search committees to prepare their recruitment strategies including ascertaining what the national pool of applicants looks like and what occurred in past faculty searches in the department.

- Identify the national pools of qualified candidates for the field as a whole and for subfields of interest to the department. Human Resources can provide the number of graduates who are expected each year in a field and/or subfield.
- Identify any institutions or individuals especially successful at producing doctorates and/or post-doctorates from groups that are underrepresented in your department. Actively recruit from those sources as well.
- Find out how many URM applicants have applied for past positions in the department and what percentage(s) it represents among total search applicants. Also, identify how many URM applicants have been extended and brought to campus for interviews in your department's past searches, and identify what happened to such candidates who were not offered positions in previous searches.
- If URM applicants have been hired in recent searches, ask the search committees, department chair, and recently hired faculty themselves how they were successfully recruited.
- If URM applicants were offered positions in past searches, but declined them, attempt to find out why they did so. Seeking information about experiences at the University through exit interviews may provide helpful insights about the concerns or negative experiences of URM candidates for faculty positions. Listening for potential insights into departmental practices that might have factored into candidates' decisions are important; stories that may appear highly individualized may reveal patterns when considered at an aggregate level.
- If no members of underrepresented groups in the department have been offered positions in recent searches, consider redefining departmental applicant evaluation systems in ways that might better take the strengths of all candidates into account. Consider, too, whether positions have been defined too narrowly. If candidates were ranked on a single list, consider using multiple ranking criteria in the future.

IV.2 Initial Search Committee Meeting

The first search committee meeting sets the tone for the search process and provides an opportunity to review pertinent information and strategies to guide the search. Tasks covered in this initial meeting should include:

- Review charge of committee, including a focus on equitable search practices and including legal requirements and search documentation.
- Identify specific tasks to be completed by the committee and set up a meeting schedule.
- Establish committee expectations regarding confidentiality and attendance.
- Discuss the possible role of internet searches in the selection process and determine how equity and privacy concerns can be addressed if they are used. Some candidates might gain an unfair advantage because of their positive web presence while others might be disadvantaged by incorrect information. Internet searches may also reveal personal details that should not be considered by committee members. The search committee should contact Human Resources for additional information and guidance prior to conducting internet searches.
- Clarify what materials, such as a letter of interest and a current CV, will be required of candidates with the aim of ensuring candidates will have the best opportunity to make a case for what they could contribute.



- Discuss whether the committee should require applicants to submit a diversity statement. These statements are increasingly used at peer institutions to provide an opportunity for faculty candidates to discuss their potential and/or record of contributing to diversity, equity, and inclusion in higher education and the community. Such statements could be required as part of the formal application packet, either as a separate statement or integrated into another application material such as the cover letter. If requested, search committees and departments should discuss in advance the criteria to be used to evaluate the information. Search committees and departments should understand that the candidate’s own identity characteristics are not relevant to this assessment and may not be considered in evaluating a candidate’s demonstrated commitment to diversity, equity, and inclusion. Below are a few examples of requests for diversity statements that could inform future faculty searches and materials requested:
 - “The University of Louisville and the Department of [replace by your department’s name] value contributions to diversity, equity, and inclusion. Applicants should comment (in a separate statement or in the cover letter) about how their research, teaching, and/or service in the past, present, and/or future could contribute to these values.”
 - “The preferred candidate will have demonstrated leadership or a commitment to support diversity, equity, and inclusion in an academic setting... Applicants are asked to summarize in a personal statement any past experience and leadership in equity and diversity or their potential to make contributions in this area.”
 - “Cover letter that discusses the candidate’s research agenda as well as the candidate’s demonstrated past experience working on issues of diversity, equity, and inclusion and /or working with diverse populations.”
- If a Diversity Statement is required, then the search committee should discuss the expectations for its content and a rubric to evaluate it.
- Identify how the committee will ensure that affirmative action is properly addressed and that diverse candidates are encouraged to apply.
- Articulate that diversity and excellence are fully compatible goals.
- Develop selection criteria and the position description prior to beginning the search.
- Consistent with federal affirmative action obligations, establish plans at the beginning of the search to actively recruit URM groups if they are otherwise likely to be underrepresented in the pool.
- Ensure search committee members understand the potential role that evaluation and implicit bias could play to produce an unfair and inequitable search process. Review practices that will mitigate evaluation biases that social science research has shown result in unfair evaluations for women and racialized minority candidates (see [ATHENA website](#) for additional resources).
- Committees are strongly urged to use a customized candidate evaluation tool for the search that is discussed and approved by the department prior to the search beginning. Appendix 4 provides a sample evaluation template.
- Include a list of search committee and department Chair responsibilities. See Section III for the typical responsibilities.
- Discuss how plans to represent the department’s commitment to and strategies for hiring and advancing diverse faculty will be integrated into the search process.
- Identify who is included as staff support for the search committee and their roles.

IV.3 Broadening the Applicant Pool

- Search committees should actively participate in generating the applicant pool. This more active approach can include having search committee members attend presentations at national meetings to assist with developing a diverse list of potential future candidates. The search committee and department may consider issuing promising candidates invitations to visit the University of Louisville informally to present research before those individuals are ready for an active search. Such cultivation of future candidates is an important activity for search committees to undertake and may require the search to take a longer timeline than a typical one-year approach.
- Keep in mind that some highly ranked universities have only recently begun actively to produce URM doctoral graduates. Therefore, consider candidates from a wide range of institutions.
- Reopen or intensify the search if the applicant pool does not include any URM candidates who will be seriously considered.
- Place announcements using electronic job-posting services, websites, journals, and publications, including those publications that serve diverse groups, professionally and/or within the specific discipline of the search.
- Make personal contacts, including with URM scholars, at professional conferences and invite them to apply.
- Ask faculty and graduate students to help identify strong candidates, including among URM groups.
- Contact colleagues at other institutions to seek nominations of students nearing graduation or others interested in moving, making sure to request inclusion of URM candidates.
- Identify suitable faculty at other institutions, particularly URM faculty, who may be interested in the University, and send the job announcements directly to them.
- Contact relevant professional organizations for rosters listing URM scholars receiving doctorates in the academic field of interest.
- All contacts with URM candidates for faculty positions should focus on their scholarship, qualifications, and potential academic role in the department, not any personal characteristics.



IV.4 Documenting the Search Process

A variety of approaches exist to monitor the progress and efforts of a faculty search committee. Documentation of these efforts can benefit the committee as well as future faculty search efforts.

- Track each candidate's progress during the search and include if the candidate was nominated, applied, reviewed, failed to meet particular qualifications, shortlisted, interviewed, eliminated, and other relevant information. This information can inform and assist with producing the summary statistics of the search noted above.
- Create an electronic file for each candidate who meets the criteria established by the committee to hold all application materials, recommendations, any interview notes, and records of communication. Provide a secure location for these files to ensure confidentiality throughout the search (i.e., password protected folders).
- Document each search committee meeting and maintain official minutes to assist with documenting each step of the search process that can inform decision-making.
- Keep copies of letters and advertisements, especially those efforts made to recruit URM candidates.
- Ensure each applicant received a self-identification form to be returned to Human Resources, offering applicants the option of reporting their demographic characteristics, which can be used to evaluate the committee's generation of a diverse applicant pool. Contact your college or school for additional information about distributing this form.
- The search committee should ensure the consistency of evaluations, interviews, and reference checks by developing standard forms and questions for these activities.
- Fully document search activities to provide rationales for committee decisions and recommendations throughout the search process.

IV.5 Importance of Communication

Ongoing communication is vital to the success of faculty searches, and the treatment of applicants, even those a committee may not wish to interview. Communication strategies should demonstrate the values of the University of Louisville including the promotion of diversity, equity, and inclusion. Below are approaches to improve communication throughout searches:

- The search committee should identify the individual who will have the primary responsibility for communicating with the candidates.
- Respectful communication and complete confidentiality throughout the search.
- All candidates should be kept informed in a courteous and timely manner about the search progress and their candidacy.
- The search committee should send timely notifications to those no longer considered at succeeding stages of review, and express appreciation for their interest in the position.
- Make timely requests to internal and external colleagues for nominations. Also, send thank you messages upon receipt of nominations. For nominees, send communications encouraging them to apply and include the position description.
- Send timely acknowledgments of receipt of applications and materials.
- Provide prompt follow-up with finalists after campus visits.
- Make timely and courteous requests for references.
- Until a finalist has accepted the department's offer, the search committee Chair, or designated contact member of the search committee, should maintain strong communication with all the final short-listed candidates.

V. A SHORTLIST

DEVELOPING THE APPLICANT EVALUATION PROCESS AND WORKING TOWARD A SHORTLIST

V.1 Reflecting on Biases Impacting Candidate Evaluations

An important aspect of conducting faculty searches promoting strong considerations of diversity, equity, and inclusion that accompany academic excellence is being mindful of biases that may shape the direction the search takes. A segment of this research is located on the [ATHENA website](#). Below are areas of bias noted in social psychological research that can influence search committee deliberations of candidates' materials:

- We often judge people based exclusively on our own experiences.
- We tend to favor people who look like us or have other experiences like our own.
- We should consider the experience and needs of our diverse student population.
- URM candidates are penalized if reviewers do not allocate adequate time to review their departmental fit.
- Be sure to consider whether you are using evidence to arrive at your evaluation and/or ratings of candidates. Are you consistently relying on the criteria developed for the position? Are you inadvertently relying on unwritten or unrecognized criteria? Are you inadvertently, but systematically, screening out women or underrepresented and racially minoritized candidates?



V.2 Develop Well-defined Evaluation Criteria and Forms

One strategy for reducing bias from entering the search process is establishing specific evaluation criteria and forms prior to the beginning of the search to evaluate all applicants more consistently with ratings and conversation points for committees to use when comparing the ratings of different candidates. Comparing applicants is not needed at this stage, only developing evaluation criteria and forms to consider the applicant's strengths and weaknesses.

- Determine, prioritize, and document search criteria based on position duties. Committees should discuss the range of evidence that will be considered as relevant to each criteria. Using a standard form will keep committee members focused on the agreed-upon criteria and assist with documentation throughout the search process.
- Different criteria may produce different top candidates. Consider all criteria pertinent to the department's goals such as experience working with diverse students. Discuss the relative weight of the different criteria, and explore the likelihood that no or few candidates will rate high on all of them.
- Identify essential or threshold qualifications that candidates will not be selected without, regardless of other areas. Rank other skills or competence in order of their importance.
- Consider including criteria not directly related to the specific discipline, if they are nonetheless important to the ability to succeed in the job, such as collegiality or a rare combination of skills and/or perspectives.
- Ensure evaluation criteria do not preclude people with non-traditional career patterns (e.g., candidates that worked in national laboratories or think tanks, candidates who have taken family leave, a first-generation scholar who began their career at a non-research intensive institution, or candidates with disabilities whose careers have been interrupted, among other possible situations).
- Establish a procedure for checking references. The committee should discuss what information it hopes to obtain, develop a set of questions to provide this information, determine which references to contact and designate members to conduct these inquiries. Reference checks must be completed prior to making an offer, but do not have to be part of the initial screening process.
- Develop a mechanism for screening applicants that includes recording why or why not the applicant was selected to assist with justifying decisions.
- Consider how over-reliance on presumed candidate "fit" can reinforce existing patterns of disparities in the department and on-campus of faculty from different backgrounds.
- Ranking matrix templates for evaluating candidates are available in Appendix 4 and on the Human Resources website and the following [elaborate and detailed updated template](#).

Once the standards of evaluations and related forms are developed, each committee member should allow for an adequate minimum amount of time to consider each applicant and their materials (approximately 15-20 minutes, minimum). Rating each candidate individually using the agreed-upon criteria will assist with discussions among the search committee when establishing a shortlist of candidates for campus interviews and alternatives.

V.3 The Short List

An equitable and standardized approach to evaluating applicants assists search committees with crafting the shortlist of candidates to decide whom to invite for campus interviews. There are several considerations for committees to generate these short lists:

- Gain consensus on the criteria used to choose candidates for interviews, considering all criteria pertinent to the department's goals, the relative weight of criteria, and explore the likelihood that no or few candidates will rate high on all of them.
- Be aware of biases that screen out well-qualified applicants from minority-serving institutions.
- Be careful to place a suitable value on non-traditional career paths. Research suggests that evaluations of men are more positive when they have such experience, while evaluations of women with the same experiences are more negative.
- Developing a "long shortlist" to generate the shortlist can be beneficial to further consider applicants who are URM candidates. Are any URM candidates placed on this longer list? If not, considering how to intensify the search before moving on to a shortlist is suggested.
- Consider creating separate shortlists ranking candidates on different criteria. This approach helps mitigate the tendency for "halo" effects resulting from reliance on overall impressions rather than evidence-based judgments of particular criteria. Develop your final shortlist by taking the top candidates across different criteria, and consider whether evaluation bias may still be affecting your choices.
- Consider the experiences and needs of your diverse students and faculty.
- Review the top women and/or minoritized candidates in the applicant pool, and consider whether your shortlist should be revised because of possible evaluation bias (i.e., underestimating qualifications of marginalized and minoritized candidates).
- Remember there are many ways to assess a candidate's skills, and each assessment produces different information to consider in the search process.
- If the committee learns of a strong candidate who is not appropriate for the current open position, the committee should consider forwarding that information to the department chair or dean to explore an opportunity hire.
- Ensure all search committee members' voices are heard and do not allow any committee member to dominate the process of deciding what candidates move forward or not.
- Document the discussion informing the decisions that construct the shortlist.
- Lastly, gain consensus on which candidates will receive invitations for campus interviews, and establish the alternates for those invitations.

V.4 Certification of Applicant and Shortlist Pools by Human Resources

Before the initial screening and before establishing the shortlist, the search committee should submit a request to Human Resources for approval of interview candidates. The purpose of certifying the applicant and the short listed pool is to identify whether the applicants reflect the representation of minoritized and women scholars at a level equal to or exceeding the availability data in the University Affirmative Action Plan.

Human Resources will review and advise the committee with respect to the shortlisted candidate pool composition. Upon determining that the shortlisted candidate pool is diverse, or that good faith efforts were conducted to ensure diversity, the search committee will begin the interview process. Otherwise, the search committee will make further efforts to ensure a more diverse and qualified applicant pool.

V.5 Inviting Candidates for Campus Interviews

Once the applicant pool is certified, the search committee can move forward with inviting candidates for in-person interviews. All letters and information should be prepared in advance so that the committee can send them to those involved in the next stage of the search. Information to provide includes:

- Time, place, and format of the interview. If “hotel” interviews at conferences are part of the process, consider whether the setting (a hotel room) may make members of some groups less comfortable than others. Consider whether this practice is essential to your process if it likely disadvantages some groups. Equally, if you use a phone or virtual interviews, consider whether you have found that some individuals consistently perform better in that context and if that differential performance is job-relevant.
- A detailed itinerary including names of interviewers and contact information such as the host’s cell phone number. This information should be shared in advance of the visit, and in a consistent manner for all the candidates.
- Background on the department, the University of Louisville, and the metropolitan area.
- Travel arrangements and directions to campus.
- Inform candidates before scheduling the interview what expenses will and will not be reimbursed, what receipts are needed, and how to fill out expense forms.
- Information on the location and accessibility of campus locations relevant to the visit.
- Contacts that a candidate can use if they need accommodations for disabilities.
- General information on family-friendly policies and benefits, if available.

VI. CAMPUS INTERVIEWS

AND DECIDING ON A FINALIST

A carefully planned campus visit can provide candidates with a positive impression of the department and the University while also providing search committees with ample information to inform decisions.

VI.1 Pre-Campus Interview Organization

- Search committees should identify all people and groups (including, but limited to, associate deans, deans, or provost, when appropriate) to be involved in the interview process and provide them with relevant information about the position and the candidates (e.g., job description, essential functions of the position, necessary areas of inquiry, standard interview questions, candidates' CVs, candidate's Diversity Statement, etc.). The search committee should ask the candidate who, if anyone else (besides those the committee has designated the candidate to meet with), they would like to meet with.
- Provide transportation to and from the airport (if air travel is used) and the hotel. If the candidate arrives the evening before the interview, be sure a search committee member or other faculty member is available to take the candidate to dinner and/or other activities. All arrangements should be comparable for all candidates.
- Schedule and reserve appropriate spaces for interviews and communicate those times and places to interviewers as far in advance as possible. Be sure to send them a reminder a few days before each campus visit.
- Mention to all candidates that the University offers reasonable accommodations to persons with disabilities. A statement such as the following can provide candidates with this information: "The University provides reasonable accommodations for persons with disabilities, both in the interview process and for its faculty, students, and staff. Should you need accommodation, please let us know at your earliest convenience so that we may make arrangements in advance of your interview."
- Provide the candidates with contact information if they have specific requests or need additional information regarding accommodations. If a candidate requests an accommodation and the department does not know how to meet the accommodation request or has concerns about the request, contact Human Resources for assistance.
- Carefully review the itinerary and the interview process with all interviewers including those who may be conducting one-on-one interviews. Consider asking each candidate to present a paper, teach a class, or meet with graduate and/or professional students. If they conduct these activities, arrange for feedback to the committee about their performance.
- When thinking about questions that may be asked of candidates throughout the interview process, consider the following tips for structuring and evaluating interview questions with diversity in mind: [Evaluating Applicant Pools with Diversity in Mind \(PDF\)](#).
- Provide faculty with the visit agenda in addition to the candidates CVs, letters of interest, and scholarly work. Encourage faculty to prepare for the campus visit by formulating questions for candidates.

- Encourage faculty to make every effort to show candidates that they are welcome in the department and that their qualifications match the position.
- Ask faculty to provide feedback about specific facets of the candidate's potential rather than generic feedback. Provide an evaluation sheet or other feedback mechanisms to allow faculty to detail their feedback about candidates.
- Encourage faculty to take notes during the interview that focus on required skills and relevant candidate responses. Notes can be helpful when reflecting on a candidate or when discussing them with others who interviewed the same persons at different times.
- Remind faculty of their responsibility not only to elicit specific information from the candidate but also to be courteous and positive about the University.
- Be explicit about confidentiality expectations throughout the search process in general, and campus interviews in particular.
- Require interviewers to be knowledgeable about what questions should not be asked of candidates (see Appendix). This will help ensure that interviews are conducted appropriately.
- Remind interviewers that time spent with a candidate, including social functions and meals, is part of the interview process. Anyone who meets with the candidate in a social context should avoid conversation on inappropriate topics or inquiries that are illegal in an interview context, which could be misinterpreted by the candidate at the time or subsequently.
- Candidates should do the majority of the talking during the interview.

VI.2 Customizing Campus Interviews for Good Impressions

There are a variety of strategies to tailor campus interviews for candidates that make them welcoming for people from different backgrounds while evaluating them throughout the interview process. The search committee should remind colleagues that the campus interview is an important opportunity to:

- Show serious interest in the candidates' scholarly work and other evidence of their excellence and creativity.
- Note the University of Louisville is a good place to work because of its commitment to intellectual engagement, diversity, and leadership activities of faculty, staff, and students. Also, note how the University of Louisville is a good place to work because it has a variety of family-friendly policies in place.

How these messages are communicated can influence recruiting individuals to campus, particularly for women and/or minoritized candidates. Below are a few considerations of how to tailor these messages to improve recruitment of diverse faculty candidates:

- Show interest in the candidate's scholarship and skills. It is not helpful to make a point with candidates that the department is eager to hire women and minoritized faculty.
- Consider how the department will represent the University as a whole as a place in which women and minoritized faculty can thrive. Some approaches to make the department more attractive include (1) clear, public policies and procedures for evaluation and promotion, (2) mentoring resources for faculty in general and for women and minoritized faculty in particular, (3) development of some evaluation and reporting practices that value mentoring of URM faculty, and (4) structures and resources available for senior faculty.

The itinerary and schedule for campus interviews communicate the department's good intentions. The timing of meetings, events, breaks, and other interview features are important to consider to provide an equitable and positive experience for all candidates.

- Consider appointing a host for each campus interview who is responsible for all aspects of the visit including assigning colleagues to escort the candidate to and from interviews.
- Do not schedule the candidate's interview day so tightly that there is no time for breaks. Candidates should be given time between appointments to take care of personal and professional business and gather their thoughts.
- Be sure that departmental staff knows that candidates will be visiting so that they can greet visitors appropriately.
- Plan schedules similar in format to ensure an equitable basis for evaluation. Internal and external candidates should be given equal opportunity to interact with campus colleagues.
- Schedule interviews and events with consistency in achieving outcomes, recognizing that different means may be required. When recruiting candidates with different backgrounds and characteristics, it will be equally important for them to meet diverse students and faculty. Race, ethnicity, and gender are not the only characteristics that may be important to consider; candidates may also mention that they are concerned with the availability of other communities on campus particularly related to nationalities, religions, family status, sexual identities, or other characteristics. If these concerns are raised by a candidate, take steps to help them meet with members of those communities on campus including with faculty who are not directly involved in the evaluation of the candidate.
- Candidates should interact with departmental faculty in multiple venues beyond formal talks that do not reveal every candidate's strengths.
- Demonstrate a commitment to teaching by including students in the schedule and/or a commitment to interdisciplinary activity by scheduling interviews with colleagues in other departments and programs, if appropriate.
- Avoid leaving candidates alone with faculty who may be hostile to hiring URM faculty. If a candidate is confronted with racist, sexist, or homophobic remarks, take positive and assertive steps to defuse the situation. Be sure there is a practice in place in the department for dealing with the expression of such attitudes, and that the candidate is made aware of the procedures if the situation arises.
- Candidly discuss standards of creative and scholarly productivity with all candidates.
- Be sure to gather equivalent information from all candidates to more equitably evaluate candidates after their campus visits. This does not necessarily require uniform questions but does require obtaining comparable information.
- Introduce URM members of the department to all candidates, not just women and minoritized candidates. If URM faculty are expected to play an especially active role in the recruitment of new faculty, be sure to recognize this additional service burden in their overall service load.
- Remind candidates of any specific travel reimbursement forms or procedures that may be needed to complete while on campus. Reimburse candidates as soon as possible.
- Consider providing a guided tour of campus and showcase the community; discuss positive aspects of working and living in Louisville.
- Schedule a meeting between the candidate and the chair of the search committee and/or department at the end of the visit to learn about remaining questions from the candidate about the position, and exploring possible obstacles to their accepting it if offered.
- Make a good last impression. The last point of contact should be someone with a positive attitude toward the candidate, the department, and the University.

Consider providing all candidates with additional information and resources in relation to the following:

- Information about [diverse faculty groups](#).
- Veteran and military service-related [programming and groups](#).
- Information about the diverse employment possibilities that partners might find not only at the University, but at other institutions of higher learning in the region.
- Information about fun [University of Louisville events](#) and local recreational activities.
- Information about [benefits offered by the University](#).

VI.3 Making a Hiring Recommendation

Although the search committee and department's faculty will have a wide range of information about each candidate to consider, a few points to assist search committees' deliberations and hiring recommendations are provided below:

- Review the strengths and weaknesses of the candidate at the conclusion of each interview. Set aside time for each member of the search committee or interview team to assess the candidate's strengths and weaknesses. Once everyone has had a chance to do this, engage in a group discussion of the assessments. Avoid making comparisons between candidates until all interviews are complete.
- Consider only the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnicity, religion, marital or family status, age, disability, sexual orientation, or veteran status.
- Ask faculty to provide feedback about specific facets of the candidates' potential, avoiding generic feedback.
- Ensure that the final decision on the candidates remains focused on the search criteria and evidence about the qualifications of the candidates for the position. Do not engage in or permit others to engage in a discussion of personal characteristics that are not job-relevant, or global evaluations unsupported by specific evidence.
- Conduct reference and credential checks, if not already done so, and revisit what information the search committee hopes to obtain from these letters and materials.
- Often providing an unranked list of acceptable candidates to the chair, department, or dean, allows more diverse candidates to remain in consideration at the last stage. Sometimes more than one candidate can be considered for a final offer.



VII. CLOSING THE DEAL

ROLE OF THE SEARCH COMMITTEE IN CLOSING THE DEAL

Some search committees consider their work complete once the committee or the department reaches a final decision and makes an offer to one or more candidates. At that point, the department chair or dean usually takes the primary role in communicating and negotiating with selected candidates. Search committees, however, can play an influential role in helping selected candidates decide to accept a position and reaching a successful conclusion of the search process.

VII.1 During the finalist interviews and job offer phase

Several factors can contribute to successfully hiring selected candidates. In order to promote successful decision-making and end to the search process, below are some strategies to utilize at this stage and close the deal:

- The committee chair or their designee should be responsible for staying in touch with finalists. The shortlist of candidates should be kept up to date on the status of the search but should not be told that another candidate has been offered the job until the finalist has accepted the offer.
- If a candidate has been eliminated with no possibility of being reconsidered, let them know with a personal letter or phone call that includes appreciation of their talents and interest in the position and the University.
- If there is any doubt about the appropriateness of eliminating and contacting selected candidates, consult with Faculty Affairs and Human Resources.

Once the department has selected the final candidate, an offer letter should be submitted by the Dean through UofL's online workflow process to the Provost's Office of Faculty Affairs for review and approval. The department should use the offer letter templates available from their respective dean's unit and may include items related to specific commitments such as graduate assistant support, startup costs, moving and relocation allowances, and additional pre-employment requirements.



VII.2 During negotiations of the offer with the final candidate

How an offer is negotiated can have an impact on the hiring outcome as well as on a new hire's future career. Candidates who feel that the University's representatives conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at the University. Initial equity in both the negotiated conditions and the department's follow-through on its commitments are important factors in retention as well as recruitment.

Some candidates may have received less mentoring at previous career stages than their counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. Additionally, some research suggests women are less inclined to negotiate for themselves than men are, and that when they do, they are viewed differently. The search committee is encouraged to advise candidates regarding university resources for discussion with faculty/ staff members in the Department and/or Center/Institute and with the hiring official and university administrators during their campus interview(s). These resources should include items that will maximize the likelihood of candidate success in that particular field and department. Specific items may include:

- Salary
- Benefits
- Start-up funds; how are they funded; do they have to be spent within a one year period; what are the restrictions on their use
- Research Incentive Funds (RIF)
- Course release time
- Start-up funds
- Lab equipment, lab space, renovations for laboratories; expected funding density for laboratory space allocation and retention
- Research assistants
- Graduate student stipend and tuition support
- Administrative assistant support
- Access to university research core facilities and costs associated with their use
- Teaching opportunities
- Travel funds
- Discretionary funds
- Summer salary
- Moving expenses
- Assistance with, but not guaranteeing, a partner/spouse position
- Other issues of concern to candidates.

In this regard, the Search Committee Chair should be available to candidates for consultation and advice on the negotiation process and relevant background about the University. Generally the Search Committee Chair should communicate with candidates before and not after the Search Committee recommendation is forwarded to the hiring official. However, if requested, the Search Committee Chair can assist the candidate in articulating their requirements to the hiring officer from the standpoint of a neutral facilitator without defining the specific terms to be negotiated. Also, the Search Committee should include any unusual requirements that a candidate might need in their recommendation to the hiring official.

VII.3 Final Task: Debriefing and Lessons Learned

After the candidate is hired, the Search Committee should remain available for debriefing by the STRIDE Committee or the designated EPA. Working with Human Resources and the Provost for Faculty Affairs, the STRIDE Committee will assess the effectiveness of the search process with regard to recruitment of a diverse faculty. (See Appendix 5 for the detailed description of the debriefing process.) Key information that will be sought during the debriefing interview include

- *If a URM faculty member was hired:*
 - What factors contributed to the successful hire?
- *If the applicant pool was not as large, as qualified, or as diverse as was anticipated:*
 - 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 there criteria for this position that were consistently not met by women or candidates of color? Were they relevant to the job description?
- *If URM candidates were offered positions that they chose not to accept:*
 - What reasons did they offer for nonacceptance?
- Are there things that the department could do to make itself more attractive to such candidates in the future?

The Search Committee should keep notes during all the stages of the search to help answer the above questions during the debriefing interview. Any lessons learned by the STRIDE Committee and the Search Committee should be shared with the Department and School and used in future searches.



APPENDICES

Appendix 1

Table 1: Clarifications on Inappropriate Inquiries about Candidates

| Characteristic | Appropriate Inquiries | Inappropriate Inquiries |
|----------------------------|--|--|
| Age | None. | Questions about age, birth date, requests or birth certificates. |
| Citizenship | May ask questions about legal authorization to work in the specific position if all applicants are asked. | May not ask if a person is a U.S. citizen or what citizenship the person holds. |
| Criminal Record | May ask if any record of criminal convictions and/or offenses exist, if all applicants are asked. | Inquiries regarding arrest record. |
| Disability | May ask about applicant's ability to perform job-related functions. | Question (or series of questions) that is likely to solicit information about a disability. |
| Education | Inquiries about degree or equivalent experience. | None. |
| Height and Weight | None. | Inquires about applicant's height or weight. |
| Marital or Parental Status | Whether an applicant can meet work schedule or job requirements. Should be asked of all genders. | Any inquiry about marital status, children, pregnancy, or child care plans. |
| National Origin | May ask if legally authorized to work in this specific position if all applicants are asked. | May not ask a person's birthplace; if the person is a U.S. citizen; questions about the person's lineage, ancestry, descent, or parentage; how the person acquired the ability to speak/read/learn a foreign language. |
| Organizations | Inquiries about professional organizations related to the position | Inquires about personal or professional organizations suggesting race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status. |
| Personal Finances | None. | Inquiries regarding credit record, owning a home, or garnishment record. |
| Photograph | None. | Any inquiry for a photograph prior to hire. |
| Political Affiliation | None. | Inquiries about membership in a political party. |
| Race or Color | None. | Comments about complexion or color of skin. |
| Religion | Describe the work schedule and ask whether an applicant can work that schedule. Should be asked of all applicants. | Inquiries about religious preferences, affiliation, denominations, church, and religious holidays observed. |
| Sex | None. | Inquiries regarding gender, gender expression or gender identity. |
| Sexual Orientation | None. | Comments or questions about the applicant's sexual orientation. |

Note: Table adapted from developed list by the University of Michigan Human Resources in support of faculty search and hiring handbook.

Appendix 2

Samples and Excerpts about UofL for Good Advertisements

- About the College of ...
 - **End with:** ... Our college/school has established a Diversity, Equity, and Inclusion committee dedicated to developing strategies and plans for enhancing inclusivity and equity across the College.
- University of Louisville is an affirmative action/equal opportunity employer The University of Louisville is an Affirmative Action, Equal Opportunity, Americans with Disabilities Employer, committed to diversity and in that spirit, seeks applications from a broad variety of candidates. The university offers competitive salaries and comprehensive, LGBT-inclusive, domestic partner benefits packages that include tuition remission for full time employees; and has a well-developed infrastructure to address **dual-career and work-life balance** matters. To find out more, please see: <http://louisville.edu/hr/benefits>.
- As demonstrated by the **Core Values and the Principles** of our Strategic Plan's Mission:
 - “The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:
 - teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars
 - practicing and applying research, scholarship and creative activity, and
 - providing engaged service and outreach that improve the quality of life for local and global communities.
 - The University is committed to achieving preeminence as a premier anti-racist metropolitan research university.”
 - References:
 - <https://louisville.edu/strategic-plan>
 - <http://louisville.edu/about>
- Application Instructions
 - Review of applications will commence on [DATE TBD] and will continue until the position is filled. Applicants must apply online at <http://www.louisville.edu/jobs>, reference job ID # TBD and submit the following: (1) a cover letter clearly stating the position name and job ID number; (2) a curriculum vitae (including the names and contact information of at least three referees); (3) a research statement including research interests and accomplishments; (4) a teaching statement; and (5) a diversity statement that articulates the candidate's knowledge of, track record in, and plans for advancing diversity, inclusion and belonging”



- **“About the City and the University”**

- UofL is committed to creating equitable and inclusive campus environments that accelerate the success of the full range of our students and employees. We believe that employees who feel valued and respected will create policies, programs, practices, research agendas, and services to effectively meet the needs and exceed the expectations of the increasingly diverse student populations we admit and hope to serve.
- The School of [Insert School/College name here] encourages candidates to apply who demonstrate capacity to create inclusive work environments, work effectively on diverse teams, and serve the increasingly diverse students we admit and want to attract. The University of Louisville is committed to attracting and hiring racially diverse and culturally competent faculty, staff, and leadership at all levels who not only reflect the demographics of our students but also continue to deepen their skills and competencies to serve the full range of our students.
- Louisville is a progressive community of around 620 thousand people with a robust economy, a vibrant arts scene, a nationally ranked public school system, and a rich history infused with southern hospitality. Situated on the banks of the Ohio River, the largest city of Kentucky boasts a cost of living that is substantially lower than the national average, with a broad range of affordable housing options from high-rise apartments and historic Victorian homes to suburban communities and rural farms.
- The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. To find out more see: <http://louisville.edu/diversity/>.
- As a recipient of an NSF ADVANCE award to increase the advancement of women faculty in STEM, UofL provides a range of networking, mentoring and development opportunities for under-represented faculty. In addition, the university offers excellent benefits including domestic partner benefits as well as tenure clock extension.”
- Online tools for scoring Ad language on equity criteria
 - <https://textio.com/>
 - <http://gender-decoder.katmatfield.com/>
- **Excerpts about UofL Points of Pride, Research Powerhouse, and Community Engagement:** <https://louisville.edu/advance/stride/stride-research-powerhouse-excerpts>
- Faculty Mentoring Resources
 - ATHENA Faculty Mentoring Program: <https://louisville.edu/advance/mentoring>
 - Faculty mentoring resources at UofL : <https://louisville.edu/mentoring>
 - Employee Success Program at UofL: <https://louisville.edu/employeesuccess/learning-opportunities/mentoring>
 - Link to Template for a well worded Ad <https://louisville.edu/provost/faculty-personnel/documents/sample-template-job-ad>

Appendix 3

Rising Above Cognitive Errors

*Common (and unwitting) cognitive errors that impact the search process**

- Negative AND positive stereotypes
- Raising the bar/shifting the standards
- Elitism
- First impressions
- Longing to clone
- Good fit/bad fit & other “trump cards”
- Provincialism
- Assumptions/”psychoanalyzing the candidate”
- Wishful thinking/personal opinions
- Self-fulfilling prophecy (channeling)
- Seizing a pretext
- Character over content
- Premature ranking/digging in
- Yielding to momentum of the group

Organizational dysfunctions that exacerbate cognitive errors:

- Overloading and rushing
- No Coaching and No Practice
- No Ground rules
- Absence of Reminders and Monitoring
- No One Accountable
- Lack of Debriefing and Systemic Improvement

Rising above cognitive errors and remedying organizational dysfunction:

- Constant self correction- individuals/committees
- Coaching, preparation, reminders
- Ground rules & preparation for evaluation
- Diverse committee; non-voting process person
- Use matrix for keeping members on track
- Slow down; don’t overload; provide assistance
- Incorporate accountability into process
- Gather non-stereotypical information & evidence
- Avoid solo situations
- Continuous practice
- Personal relationships to diminish social distance
- Insist on “show me evidence”
- Constant attention to improvement: debriefing

From “Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees,” JoAnn Moody (2007).

See <https://advance.washington.edu/resources/rising-cognitive-errors-guidelines-search>
<http://www.ccas.net/files/ADVANCE/Moody%20Rising%20above%20Cognitive%20Errors%20List.pdf>

Appendix 4

Sample Candidate Evaluation Form

Candidate Name:

Please indicate which of the following are true for you (check all that apply)

- ___ Read candidate's CV
___ Read candidate's statement
___ Read candidate's letters of recommendation
___ Read candidate's scholarship (indicate what)
___ Attended candidate's lecture
___ Met with candidate

Please comment on the candidate's scholarship as reflected in the interview:

Please comment on the candidate's teaching ability as reflected in the department presentation:

Table with 7 columns: Excellent, Good, Neutral, Fair, Poor, Unable to Judge. Rows include: Potential for (evidence of) scholarly impact in the class room, Potential for (evidence of) research productivity, Potential for (evidence of) research funding, Potential for (evidence of) collaboration, Potential for contribution to department priorities, Ability to make positive contributions to department climate, Potential for (demonstrated ability) to attract and supervise diverse graduate students, Potential to teach and supervise diverse undergraduates, Potential to be a conscientious university community member, Other Comments?

https://louisville.edu/hr/employment/managers/SampleApplicantRankingMatrix.xlsx

Appendix 5

Debriefing and Data Capture

Debriefing Search Data

As noted in the Pre-Search Committee Essentials above, capturing data about the search process and candidates is an important component of identifying possible biases and related issues that are need of redress to promote more equitable and inclusive faculty searches with the goal of increasing the excellence and diversity of faculty at the University of Louisville. Search committees can work with Human Resources and use the following template to examine who was moved forward at each stage of the search process. The following stages will require search committees to report data:

- initial pool (all applicants who submitted materials),
- pool after initial screening (all applicants who included required materials),
- “long short list” of candidates to select for initial interviews (if this stage is utilized),
- short list of potential interviewees,
- final list of candidates invited to interview,
- final list of candidates who were interviewed,
- those receiving offer(s), and
- those who accepted or declined, and reasons if declined.

Data should be reported by the following disaggregation at each noted search stage:

- gender (number and percentage women),
- race/ethnicity using aggregated groupings (number and percentage of White, Black, Latinx, Asian and Pacific Islander, Multiracial/ethnic and Other Racial/Ethnic applicants),
- current positioning of applicant (doctoral student, postdoctoral fellow, assistant professor, associate/full professor, other), and
- Carnegie Classification of applicant’s institution (Doctoral/Very High Research, Doctoral/High Research, Doctoral/Professional, Master’s Colleges or Universities, Baccalaureate Colleges, Other Institutions, Employed Outside of University).

The possibility for exploring intersectional groupings is also encouraged, and can occur in collaboration with ATHENA, the STRIDE Committee, and Human Resources. In addition to the data that is reported the following information is also needed:

- List of search committee members,
- Text of job advertisements,
- Notation of where the job advertisements were posted and listservs used,
- Signatures of the hiring officer (e.g., Department Chair) and their immediate supervisor such as the unit Dean.

Table 5A.1. Template for reporting applicant characteristics by search stage

(This table is to be filled out by Human Resources and shared with the Search Committee and the STRIDE Committee)

| Applicant characteristics | Stage of Faculty Search | | | | | | | |
|---------------------------------|-------------------------|-----------------|-----------------|------------|------------|----------|----------|----------|
| | All | After Screening | Long Short List | Short List | Interviews | Offer(s) | Accepted | Declined |
| Gender | | | | | | | | |
| Women | N / % | N / % | N / % | N / % | N / % | N / % | N / % | N / % |
| | | | | | | | | |
| Race/ethnicity | | | | | | | | |
| Black | | | | | | | | |
| Latinx | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | |
| Multiracial/ethnic and/or Other | | | | | | | | |
| White | | | | | | | | |
| | | | | | | | | |
| Current position | | | | | | | | |
| Doctoral student | | | | | | | | |
| Postdoc | | | | | | | | |
| Assistant professor | | | | | | | | |
| Associate/ Full professor | | | | | | | | |
| Other | | | | | | | | |
| | | | | | | | | |
| Institution | | | | | | | | |
| RI Doctoral | | | | | | | | |
| R2 Doctoral | | | | | | | | |
| Doctoral/ Professional | | | | | | | | |
| Master's | | | | | | | | |
| Baccalaureate | | | | | | | | |
| Other type | | | | | | | | |
| Outside academia | | | | | | | | |
| | | | | | | | | |
| Total | | | | | | | | |

Notes: Please provide the number of applicants in each category (N) and percentage of that number from the total in the specified search stage (%).

Appendix 6

Best Practices for Reference Checks

An important component of the search process is checking the references of job candidates. The information derived from these reference checks can provide insights about a candidate not available in their other materials or through interactions with them. Before contacting references, the search committee should deliberate about how to conduct checking candidate references to establish a consistent process for this component of the faculty search process such as how the references will be checked (ex: phone calls, submitted letters of recommendation, other format) and what, if any, specific information will be asked of references about each candidate. The most common and recommended time for conducting reference checks is following the campus interview process of the top candidate(s). The following reflect best practices to ensure equitable consideration of information pertaining to candidates gathered through reference checks:

- The candidate needs to be informed in advance of the reference check.
- It is not recommended to contact any references not provided by the applicant. If there are individuals you would like to contact who are not listed as references, ask the applicant if you may contact them. The candidate may prefer that that individual not be used as a reference.
- Be equitable in seeking additional background information about candidates.
- More than one committee member should listen to or correspond with the referee.
- A template for reference checks can be modeled after the following to ensure consistency: https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/2021-03/reference_check_list_for_ps-replace_2005_0.pdf
- Information that should NOT be sought during reference Checks ⁸:
 - Participation (complainant or witness) in a complaint/grievance;
 - Filing of a worker's compensation claim;
 - Protected medical leave;
 - Health conditions;
 - Disabilities, or other protected class information or;
 - Other information that is not job related.
- Checking social media/internet sites is not a substitute for any of the formal reference checking procedures. If the applicant's social media presence is directly related to the job duties of the position they are being considered for, it is a best practice to notify the applicant/candidate of your intention to review their social media/internet site(s). Provide the applicant/candidate with information about what sites you plan to check and allow them a defined time period to remove identifying protected class information about race, religion, creed, color, age, national origin, sex, sexual orientation, gender identity, disability, veteran status, or genetic information. Any protected class information obtained should not be used in the decision making process. If information is found that leads to a concern about a decision to hire, consult HR.
- Information received from references is one data point used during the selection process. Look for consistency from reference to reference, with what is documented on the resume/application materials, and with what is observed during the interview process. If reference information is not consistent, discuss the inconsistency with the candidate, trying to find out what may have caused the inconsistency.
- Reference information should be kept confidential. Reference information should be retained in the recruitment file and not the personnel file.

⁸ <https://hr.uiowa.edu/policies/reference-checks>

Appendix 7

DEIB Rubric:

As the University of Louisville seeks to become a premiere anti-racist institution and continues its commitment to diversity, equity, inclusion, and belonging (DEIB), it is recommended that applicants (faculty, administrators) provide a statement indicating how their teaching, research and service have the potential to support the University's commitment to DEIB efforts. UofL has expressed a commitment to excellence and equity; thus, contributions in teaching, research, and service that address diversity and equal opportunity are among the professional and scholarly qualifications for appointment and promotion.

This sample rubric (below), derived from the University of California – Berkeley, was designed as a template for search committees to assess candidate contributions to diversity, equity, inclusion, and belonging in the following areas:

- Knowledge about diversity, equity, inclusion, and belonging
- Track record in advancing diversity, equity, inclusion, and belonging
- Plans for advancing diversity, equity, inclusion, and belonging at UofL

The rubric is a guide that can be adapted to specific searches given departmental or disciplinary expertise. Like other guidelines in the STRIDE Handbook, the use of the rubric encourages search committee members to:

- Become more self-aware of personal and unconscious bias in making decisions about selecting candidates for interviews and hire.
- Better understand how to review and consider candidate applications from a pool of a diverse set of candidates.
- Consider candidate application and evidence therein as commensurate with a candidate's career stage.

| Rubric for Assessing Candidate Statement on Diversity, Equity, Inclusion, and Belonging | |
|---|--|
| Knowledge about Diversity, Equity, Inclusion, and Belonging (3 points) | |
| Points | Examples and ideas for committee consideration |
| 0 Points No evidence of awareness of issues in higher education or their field | No information provided, or information lacks expressed knowledge based on the selected question. |
| | Mentions the words “diversity, equity, inclusion, or belonging” without any additional information (e.g. “I appreciate the role of diversity in an organization.”) |
| | Plainly states that they are opposed to diversity and inclusion efforts. |
| 1 Point Little or some evidence of awareness of DEIB issues in higher education or their field; but falls short of significant knowledge base or deep interest. | Little expressed knowledge of how diversity and inclusion is incorporated into work or how they can advocate for issues of diversity. Discusses diversity in vague terms, such as “diversity is important for science.” Or may discount the importance of diversity. |
| | Demonstrates some knowledge of diversity (e.g., demographic, continuous improvement, or other related data) and awareness of its importance as it relates to your prior positions and this position |
| | Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all. |
| 2 Points Compelling evidence of awareness, but falls short of significant knowledge base or deep interest | Comfort discussing diversity, equity, and inclusion-related issues in a way that would help the UofL community advance our diversity and belonging strategic goals. |
| | Discusses diversity, equity, and inclusion as core values that every student, faculty and staff member should actively contribute to. |
| | Refers to identities of others as they relate to diversity, equity, and inclusion issues but does not address their own positionality within an organization. |
| 3 Points Clear and deep understanding of dimensions of DEIB in higher education | Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities and perspectives. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own. |
| | Specifically addresses demographic data related to diversity in higher education. Discusses the marginalization of particular groups and the consequences for higher education or for the discipline. |
| | Describes examples of diversity, equity, and inclusion related issues (including distinctions and connections between diversity, equity, and inclusion). |
| | Understands the challenges faced by marginalized and minoritized individuals, and the need for all students, faculty, and staff to work to create an equitable and inclusive environment for all. December 15, 2021 |

| Track Record in Advancing Diversity, Equity, Inclusion, and Belonging (3 points max) | |
|--|--|
| Points | Examples and ideas for committee consideration |
| 0 Points Describes no past efforts in any detail | Participated in no specific activities or events |
| 1 Point Little or some evidence of awareness of DEIB issues in higher education or their field; but falls short of significant knowledge base or deep interest | Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, “I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women.” Mentoring women scientists may be an important part of an established track record, but it would be less significant if it were one of the only activities undertaken and it wasn’t clear that the candidate actively conducted outreach to encourage women to join the lab). |
| | Descriptions of activities are brief, vague, nominal, or peripheral (“I was on a committee on diversity for a year”). |
| 2 Points Some evidence of past efforts, but not extensive enough to merit a high score | Evidence of active participation in a single activity, but less clear that there is an established track record. Reviewers should keep in mind if activity may be commensurate with candidate’s stage of career. |
| | Limited participation at the periphery in numerous activities, such as service on committees (but not as committee Chair) or participation in only one area, such as their research to the exclusion of teaching and service. Reviewers should keep in mind if activity may be commensurate with candidate’s stage of career. |
| | In describing mentoring of underrepresented students, gives some detail about strategies for mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring. |
| 3 Points Clear and deep understanding of dimensions of DEIB in higher education | Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity, inclusion, and belonging. |
| | Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar) |
| | Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science). |

| Plans for Advancing Diversity, Equity, Inclusion, and Belonging at UofL (3 points max) | |
|---|--|
| Points | Examples and ideas for committee consideration |
| 0 Points No personal plans to advance DEIB | Vague or no statements about what they would do at UofL if hired. May even feel doing so would be the responsibility of someone else. |
| 1 Point Describes minimal plans to advance DEIB | Describes only activities that are already the minimum expectation of UofL faculty (e.g., being willing to supervise students of any gender or ethnic identity). Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same.” |
| 2 Points Some ideas about advancing DEIB, but not much detail | Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if “outreach” is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?) Demonstrates knowledge and/or evidence of having explored current activities at UofL, but does not draw direct connections to engagement or participation. |
| 3 Points Clear and detailed plans for advancing DEIB | Identifies existing programs they would get involved with, with a level of proposed involvement commensurate with career stage (a tenured faculty member would be expected to commit to more involvement than a new assistant professor would). Clearly formulates new ideas for advancing equity and inclusion at UofL and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, and show more leadership). Convincingly expresses intent, with examples, to be a strong advocate for diversity, equity, inclusion, and belonging within the department/school/college and also their field. |

Additional Resources

[STRIDE Training & Workshops](#)

[Bias Awareness & Intervention in the Hiring Process](#)

Appendix 8

ATHENA STRIDE Search Committee Training TOP 10 BEST PRACTICES

□ Build an effective search committee

- All members should have attended the STRIDE search committee training in the last three years.
- Complete the search committee [STRIDE Intake Form](#), which notifies the STRIDE Committee of your search, so that they can assign an Equity Process Advocate (EPA). See [UofL STRIDE Handbook - Sec. III.6 | Page 12](#).
- Contact the STRIDE Committee (athena@louisville.edu) if you have any questions.
- Establish committee responsibilities, set the tone and build consensus on the search criteria and process in the first meeting.
See [UofL STRIDE Handbook - Sec. III.5 | Page 11](#)
(Committee member responsibilities, [Confidentiality form](#), [Conflict of Interest form](#)) and [Sec. IV.2 | Page 19](#).
- Require/reward a high level commitment to diversity and excellence.
See [UofL STRIDE Handbook - Sec. III.2 | Page 9](#).
- Assign a staff member to support the search.
- Have processes in place for person-specific hiring:
See [UofL STRIDE Handbook - Sec. III.10 | Page 15](#).

□ Pay close attention to both the language and the posting venues of the job Ad

- Check the guidelines and the resources relating to language in the [UofL STRIDE Handbook - Sec. III.9 | Page 14](#).
- Use some of the language excerpts in the [UofL STRIDE Handbook Appendix 2 | Page 36](#).
- Post the job Ad in venues listed in [UofL STRIDE Handbook - Sec. III.8 | Page 14](#).
- Use online tools, such as [gender-decoder](#), for scoring the Ad language on equity criteria:
See [UofL STRIDE Handbook - Appendix 2 | Page 36](#).

□ Actively develop a diverse pool of applicants

- Network directly with newly established scholars.
- Review national pool and past search data and foster connections with institutions, on-campus postdoctoral programs, and professional organizations that train or support underrepresented groups in your field. See [UofL STRIDE Handbook - Sec. IV.1 | Page 18](#).

□ Define the disciplinary area for your search as broadly as possible

- Search as broadly as possible. If you have multiple positions over a period of several years, consider **more broadly defined** searches, with a multidisciplinary search committee. See [UofL STRIDE Handbook - Sec. III.7 | Page 13](#).
- Consider searching in subfields that are more diverse. These can be called out specifically as areas of interest in your broad search.

□ Ask for information you need from applicants

- Ensure that all applicants know the criteria on which they are being evaluated.
- Provide a template or checklist and clear instructions about the application process.
- Require candidates to write about their current and planned contributions to diversity and inclusion in a [Diversity Statement](#) and use a [rubric](#) to evaluate it.
Use the *"DEIB Rubric"* tool in [UofL STRIDE Handbook - Appendix 7 - Page 42](#).

- **Make sustained and conscious efforts to counter potential evaluation bias**
 - Discuss and define specific evaluation criteria before the search. Ensure all search committee members and department faculty have a clear and shared understanding of the criteria. See **UofL STRIDE Handbook - Sec. IV.2 | Page 19.**
 - Design evaluation tools, such as rubrics, that examine a candidate's strengths, accomplishments, and attributes along a variety of dimensions, including rubrics for evaluating Diversity Statements. See **UofL STRIDE Handbook - Sec. V.2 | Page 24.**
 - Consider the environment in which achievements were made.
 - Be alert for bias around the candidate's institution and/or subfield.
 - Avoid global evaluations and summary rankings that fail to consider all of the search criteria.
 - Use the **"Rising Above Cognitive Errors"** tool in **UofL STRIDE Handbook - Appendix 3 - Page 37.**
- **Provide a welcoming environment and circumstances that will allow you to see the candidate at their best during the interview and campus visit (See UofL STRIDE Handbook - Secs. VI.1-2 | Pages 27-30.)**
 - Attempt to avoid 'tokenism' in the interview pool by interviewing more than one female/minority candidate.
 - Avoid telling a candidate that you are interviewing them or want to hire them because of the social group to which they belong.
 - Ensure that all candidates meet a diverse group of people during their visit to campus.
 - Provide complete information about the visit well in advance.
 - Ask the candidate whom s/he would like to meet.
 - Identify an appropriate faculty host.
 - Ensure diversity in the audience for the job talk.
 - Introduce the candidate's job talk with a summary of their accomplishments/expertise.
 - Consider how welcoming the spaces in your department are (e.g. who is pictured?)
 - Do not ask the candidate about their personal life (age, marital status, children, etc.) even in off- campus situations (e.g. dinner with the search committee). Questions about personal life can have unintended consequences.
- **Ensure that all candidates know about dual career support and family friendly policies.**
 - Provide an information packet to **all** candidates (rather than making this contingent on gathering inappropriate personal information).
 - Be aware that dual career support is available to domestic partners of faculty recruits regardless of marital status or sexual orientation. Chairs, associate deans and deans - not individual faculty or the search committee - are the appropriate people to communicate with the candidate about dual career support. See **UofL STRIDE Handbook - Secs. III.10 | Pages 15-17.**
- **Manage the decision making process**
 - Consider only job relevant criteria in evaluating candidates and make sure the views of all faculty are heard. See **UofL STRIDE Handbook - Sec. VI.3 - Page 30.**
 - Use the candidate evaluation rubric/tool for each step of the interview process, and refer to items on the evaluation tool when discussing the candidate, rather than subjective terms like "fit". See **UofL STRIDE Handbook - Secs. V.2-3 | Pages 24-25 & Appendix 4 | Page 38**
- **Recruit the selected candidate.**
 - Once a candidate is selected for a job offer, all relevant factors can be discussed.
 - Provide detailed information to ensure that the negotiation process is positive and effective for all candidates. See **UofL STRIDE Handbook - Secs. VII.1-2 | Pages 31-32.**

- **STRIDE Data Debriefing**
 - Prepare STRIDE Debriefing Document and discuss with EPA and as a committee (use this [template](#))
 - Email STRIDE Debriefing Document to athena@louisville.edu
- **BONUS ITEM! Develop department policies and practices that aid in faculty support and retention**
 - Create mechanisms to support diversity, equity, inclusion, and retention.
 - Make sure new faculty are mentored well and supported from Day 1 to be successful.

Credits: This list is adapted from UofL STRIDE Handbook and University of Michigan ADVANCE Program's STRIDE Faculty Recruitment Workshop - What Can We Do? Top 10 Best Practices



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Credits:

NSF ADVANCE program at University of Michigan: <https://advance.umich.edu/resources/>

NSF ADVANCE program at Florida International University: <https://advance.fiu.edu/programs/stride/index.html>

NSF ADVANCE program at University of Wisconsin-Madison: <https://wiseli.wisc.edu/workshops/hiring-diverse-excellent-faculty/faculty-recruiting-resources/>

NSF ADVANCE program at University of Washington: <https://www.washington.edu/diversity/faculty-advancement/handbook/>

Please submit comments, additions, or corrections to this text to athena@louisville.edu.

