

FACULTY SEARCH AND SELECTION GUIDELINES 2016



Hiring for Inclusive Excellence

TABLE OF CONTENTS

<i>Introduction.....</i>	<i>3</i>
<i>1. Before the Search</i>	<i>4</i>
• Optimizing the Timeline	
• Proactively Identifying Potential Candidates	
<i>2. Initiating the Search</i>	<i>4</i>
• Obtaining Authorization to Search	
• Composing the Search Committee	
• Defining the Charge	
• Defining the Position	
• Posting the Position	
• Defining Committee Rules and Procedures	
<i>3. Broadening the Pool</i>	<i>5</i>
• Searching Proactively and Strategically	
<i>4. Screening Applications</i>	<i>5</i>
• Documenting the Search	
• Minimizing Implicit Bias	
• Determining the Criteria	
• Using Criteria-based Evaluation	
<i>5. Interviewing Applicants.....</i>	<i>7</i>
• Conducting Nondiscriminatory Interviews	
• Using Candidate Evaluation Tools	
<i>6. The Campus Visit</i>	<i>8</i>
• Creating a Welcoming Climate	
• Conducting the Job Talks	
<i>7. Reaching Consensus</i>	<i>9</i>
• Obtaining Departmental Feedback	
• Submitting the Hiring Recommendations Report	
<i>8. Assessing the Search.....</i>	<i>9</i>
• Identifying Best Practices	
<i>ACKNOWLEDGEMENTS</i>	<i>10</i>
<i>APPENDICES.....</i>	<i>10-17</i>
• Examples of Historically Black and Hispanic-Serving Universities That Offer Advanced Degrees	
• Examples of Minority Faculty Advocacy Groups	
• Examples of Conferences Where Women And Minorities Are Prominently Represented	
• A Guide for Non-Discriminatory Interviewing	
• Code of Ethics for Search Committee Members	
• A Guide for Non-Discriminatory Interviewing	
• Examples of Proactive Language in Faculty Position Postings	
• Applicant Evaluation Tools	

FACULTY SEARCH AND SELECTION GUIDELINES

Hiring for Inclusive Excellence

The *2020 Vision* strategic plan puts NJIT on track to become one of the premier institutes of technology in the country, renowned for excellence in education and research. The process of attracting and hiring excellent academic colleagues is central to achieving that goal—one of the most important things we do together as faculty members. It is also one of the most difficult.

The Faculty Search and Selection Guidelines below are designed to assist you in this effort, providing clear procedures, best practices and useful resources for each step in the process. The subtitle of the document (*Hiring for Inclusive Excellence*) embodies, not only the goal of the search, but also the philosophy and methodology that underpins it—namely, the belief that excellence and diversity are fundamentally intertwined.

This belief flows from NJIT's core values, but it is not merely idealistic; it is pragmatic. Diversity drives excellence. Research clearly demonstrates that diverse groups engage in a more robust exchange of ideas, design more innovative solutions and bring a higher level of critical analysis to complex problems. Moreover, the presence of a diverse faculty is integral to the recruitment and retention of a diverse student body. Indeed, the 2012 Middle States Commission Report urges NJIT to "[increase] the number of women and underrepresented minority faculty" for just this reason: "a faculty that reflects the nature of the student body and the society that the university serves will pay rich dividends in terms of future student recruitment, retention, graduation and ultimate success."

NJIT has responded to this challenge by pledging in *2020 Vision* to achieve a meaningful increase in the number of women and underrepresented minority-tenured and tenure-track faculty over the next five years. In order to meet this goal, the faculty searches need to be broad and proactive. We don't recruit star athletes by simply running an ad and waiting to see who shows up; and we can't recruit star faculty members that way either. A proactive search committee does more than weed through resumes; it reaches out to prospects through multiple professional networks; it chooses candidates to include in the pool rather than choosing candidates to eliminate.

The Faculty Search and Selection Guidelines document is structured to help you be proactive as you work through the three fundamental tasks necessary for inclusive excellence: 1) broadening the applicant pool; 2) minimizing implicit bias in evaluation; and 3) creating a welcoming climate that sells candidates on the university, and on the community. The Guidelines will help make the most efficient use of your time and effort and ensure that at the end of the search process, even the candidates not chosen will carry away a positive impression of NJIT.

Thank you for your commitment to this important work.



Dr. Fadi Deek

Provost and Senior Executive Vice President

INTRODUCTION

The *Faculty Search and Selection Guidelines* (FSSG) document brings together best practices at universities across the country that have had success in recruiting and hiring excellent new faculty members, including women and underrepresented minorities (that includes Hispanics and Latinos, African-Americans, American Indians, Alaska Natives, Native Hawaiians and Pacific Islanders.) The goal of these *Guidelines* is to provide a resource for faculty search committees that will optimize the effectiveness of their time and effort.

The procedures described in this document are largely advisory in nature and are designed to provide a roadmap for inclusive faculty searches. Provisions in the *Guidelines* that are mandated by federal or state law, the *NJIT Faculty Handbook*, and/or other official university policies and commitments are marked with an asterisk throughout the document, indicating that they are requirements rather than suggestions.

1. BEFORE THE SEARCH

OPTIMIZING THE TIMELINE: Ideally, the search process should begin in the spring semester the year before the anticipated hire date. Budgetary constraints may make this timing difficult; however, there are a number of actions a department can take to prepare for an anticipated search even before formal authorization is granted—including composing the search committee, drafting the charge, defining the position and proactively identifying potential candidates.

PROACTIVELY IDENTIFYING WOMEN AND MINORITY CANDIDATES: To increase their competitiveness, many universities follow the principle “Search all the time.” This is especially important in attracting women and underrepresented minority candidates.

STRATEGIES FOR IDENTIFYING POTENTIAL WOMEN AND MINORITY CANDIDATES

- Establish a consistent presence by networking at national conferences and professional society meetings to build a list of potential candidates—especially at conferences where women and minorities are strongly represented.
- Identify and establish connections with organizations and faculty groups that advocate for women and underrepresented minorities; establishing partnerships with them; and maintaining a consistent presence within them.
- Invite potential candidates to campus to present their research, scholarship and creative work before a search is even authorized.
- Establish partnerships with historically black and Hispanic universities that offer advanced degrees as well as other universities that are also seeking to increase faculty diversity.
- Access online databases and resources, such as associated journals, directories of recent Ph.D.s, minority job postings and national databases of prospective women and minority faculty candidates.
- Mentor NJIT women and underrepresented graduate students to become future faculty.
- Collect data on the national pool of qualified women and minority candidates in the department’s key areas of research, scholarship and creative work. [The search committee chairperson may wish to consult with Human Resources for assistance.]

2. INITIATING THE SEARCH

OBTAINING FORMAL AUTHORIZATION TO SEARCH: At NJIT as elsewhere, authorization to begin a faculty search follows the chain of command. The Dean receives approval from the provost and then authorizes the departmental chairperson to initiate the search process.*

COMPOSING THE SEARCH COMMITTEE: As outlined in the *NJIT Faculty Handbook*, the department chairperson selects the members of the search committee.*

The *Handbook* also specifies that the department search committee should be “appropriately diverse.” That is, the search committee should include members with different perspectives, backgrounds and expertise--members who are committed to diversity and excellence.*

University policy requires that all search committee members be trained for “accountability and implicit bias awareness.”* (Additional refresher training will be made available as needed or requested.)

SEARCH COMMITTEE COMPOSITION: Departments are encouraged to consider adopting the following best practices that have worked well at many of NJIT's benchmark universities.

- Allow the Search Committee to select one of its members to serve as the Search Committee Chairperson. (Departments that want their departmental chairperson to have the sole power to choose the search committee chairperson can specify this arrangement in their bylaws.)
- Include on the Search Committee a faculty member from outside the department.
- Assign at least one Search Committee member the specific responsibility for seeing that a proactive search for minorities and women candidates is carried out.
- Be cognizant of the potential difficulties faced by junior faculty serving on a search committee, who--in order to argue for a candidate of their choosing--will have to challenge senior faculty or administrators who will later evaluate them for tenure and promotion.

3. *BROADENING THE POOL*

To be competitive in attracting a pool of excellent applicants, committees need to search proactively and strategically. The following strategies may help to ensure that the pool is broad and appropriately diverse:

- Obtain lists of women and minority Ph.D.s from professional societies and send the job posting to them;
- Reach out to women and underrepresented minority colleagues and alumnae who can broker introductions;
- Personally invite women and underrepresented minorities that Search Committee members have met at conferences to apply for the position;
- Contact colleagues at other institutions to seek nominations of students nearing graduation or others interested in moving laterally, making sure to request inclusion of minorities and women;
- Proactively recruit female and minority Ph.D.s working at national laboratories and corporations;
- Use electronic job-posting services, particularly those targeting diverse groups such as women's caucuses or disciplinary networks;
- Use social media such as LinkedIn and other professional networks strategically; and
- Ensure that the criteria for evaluation of candidates do not preclude people with nontraditional career patterns.

4. *SCREENING APPLICATIONS*

DOCUMENTING THE SEARCH

As the person designated by the *Faculty Handbook* to oversee the search process, the Department Chairperson is responsible for collecting and retaining all faculty search records, including a physical and/or electronic file for each candidate who meets the objective criteria established by the search committee.*

To ensure confidentiality, the Department Chairperson needs to keep search committee records in a secure location, such as a password-protected website designed to track candidates, their status, and associated materials throughout the search process. [Human Resources provides such a website.]*

Search Committee records must be retained for a period of three years after the conclusion of the search.*

DOCUMENTING THE SEARCH, continued

In making its final recommendations to the Department Chairperson, the Search Committee will need to provide a rationale for its decisions. (See section 7 below.) In order to prepare for this task, the Search Committee will normally want to document the search as it goes along, noting specific job-related reasons for selection or non-selection of candidates at each step in process. This documentation can be as extensive as notes to the candidate files or as brief as a line in committee minutes (e.g., “The Committee decided to limit interviews to those candidates who have more than 10 years of teaching experience.”)

In addition to maintaining minutes of its meetings--documenting their evaluation criteria and decision-making process--Search Committees will normally want to keep copies of letters and advertisements, especially those detailing efforts to recruit women and underrepresented minority candidates.

IMPLICIT BIAS

Minimizing Implicit Bias during the Search

*Implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control.*¹

Social science research has demonstrated that implicit bias results in unfair evaluations of women and underrepresented minority candidates.

University policy requires that all Search Committee members be trained for “accountability and implicit bias awareness.”*

Prior to screening applications, the Search Committee Chairperson may want to review the key concepts in the bias training to ensure that all members of the committee understand the potential role that evaluation bias plays in the search and selection process—and the practices that can mitigate the impact of evaluation bias, including,

- Using criteria-based evaluation methods and tools; and
- Selecting candidates to include in the pool rather than focusing on eliminating candidates.

DETERMINING SELECTION CRITERIA

Search Committees should agree on selection criteria and how they will be weighted before beginning to screen applications—using only criteria that are clearly related to the job requirements.*

Search Committees may consider as an important selection criteria for all candidates (regardless of the candidate’s demographic characteristics), 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.

USING CRITERIA-BASED EVALUATION

In screening applications, Search Committee members should use a scoring sheet that identifies measurable qualifications.* Using a standard evaluation tool will keep Committee members focused on the agreed-upon criteria and provide documentation for the process. (Sample evaluation tools are provided in this document.)

All candidates, internal and external, should be treated the same.*

Discussions of applicants should focus on tangible evidence of specific accomplishments, leaving out information that is not relevant to the job (i.e., family status).*

¹ National Center for State Courts

In order to minimize implicit bias and avoid reaching closure prematurely, Search Committees might consider employing some of the best practices described below:

- Ask Search Committee members to assess and rank the candidates separately before discussing their recommendations to avoid activating biases in group dynamics. (This allows for Committee members to evaluate the candidate without their view being swayed.)
- Create separate short lists ranking people on different criteria and develop a final shortlist by taking the top candidates across different criteria.
- Develop a “medium” list from which to generate the short list.
 - Are there underrepresented minority or women candidates on it? If not, expand the search.
- Re-examine the CVs of strong women and underrepresented candidates before finalizing a short list of candidates to be invited to campus for further interviews. [Research shows that women’s applications, for example, are often more critically reviewed (Biernat and Fuegen, 2001) and women are less likely to self-promote. (Valian, 1999)]
- Develop a mechanism for screening applications that includes documenting why the applicant was or wasn’t selected. (The Search Committee should be able to justify its final recommendation based upon the position description.)

5. INTERVIEWING APPLICANTS

After an initial screening of applications, the Search Committee should select a subset of applicants with whom to conduct preliminary interviews.* These interviews can take place face-to-face--at disciplinary meetings, for instance--and/or online using a Web-based conferencing system.

The Committee should use the same set of interview questions with all candidates.* Using a customized version of the *Applicant Evaluation Form* provided in these Guidelines can help to ensure consistency in assessment and provide a place for noting relevant applicant responses.

The Search Committee Chairperson is responsible for ensuring that all committee members are familiar with and follow the interviewing protocols laid out in *A Guideline for Nondiscriminatory Interviewing*.*

In interviewing applicants, the Search Committee should use criteria-based evaluation methods.* [See Section 4.] It is helpful for the Search Committee Chairperson to ask committee members to evaluate specific facets of the candidate’s potential, rather than providing generic, yes/no judgments.

To make certain that its search process is inclusive and free from implicit bias, the Search Committee may want to make an effort to interview more than one woman and more than one member of an underrepresented group. [“Research shows that interviewers more fairly evaluate women when there is more than one woman in the candidate pool.”(Valian, 1999)]

If a formal Search Plan was developed and approved, the Department Chairperson may want to confirm with the Search Committee Chairperson that the plan was followed before giving the Committee the green light to interview.

If the applicant pool does not include a sufficient number of women or underrepresented minority candidates, the Department Chairperson may decide to ask the Committee to continue soliciting applications.

6. THE CAMPUS VISIT

After screening applications and conducting preliminary interviews, the Search Committee should invite at least three finalists to visit the NJIT campus to deliver a professional presentation about their research, scholarship, creative work and teaching (“The Job Talk”). *

CREATING A WELCOMING CLIMATE - BEFORE THE VISIT

Before the candidates visit, the Search Committee will want to plan how it will demonstrate that the department and NJIT as a whole, is a place in which all faculty—including women and underrepresented minorities--can thrive.

As an essential part of this process, the Search Committee Chairperson should ensure that all committee members are thoroughly familiar with each candidate’s research, scholarship, creative work, and credentials--and familiar with the Resources for Prospective Faculty on the provost’s website. *

It is also a good idea to make sure that the department’s website has been updated and that the content effectively showcases faculty strengths in research, scholarship and creative work.

CREATING A WELCOMING CLIMATE - DURING THE VISIT

During the visit, the Search Committee may want to orchestrate its interactions with the candidate in many of the following ways:

- Discuss the department’s mentoring process for junior faculty;
- Find a number of ways to demonstrate that faculty at NJIT engage in lively intellectual interaction and have opportunities to collaborate;
- Point out the varied and exciting cultural resources available in the Newark/New York area;
- Distribute information about potentially relevant policies and resources to all job candidates. For example,
 - Stress that NJIT has family-friendly policies that can aid in balancing work and life, e.g., the **Active Service Modified Duties Policy**.
 - Provide candidates with the *Resources for Prospective Faculty* on the provost’s website and be prepared to explain policies and procedures.
- Introduce women and underrepresented minority faculty members to all candidates. (It is generally not helpful to stress that the department is eager to hire women and underrepresented minorities.)

The Search Committee Chairperson should keep all candidates informed in a courteous and timely manner about the progress of the search--and make it clear that the university is genuinely interested in the candidates’ research, scholarship and creative work, rather than their demographic characteristics.*

THE JOB TALK

The Search Committee should invite at least three finalists to visit the NJIT campus and deliver a professional presentation about their research, scholarship, creative work and teaching (“The Job Talk”).*

All department faculty and instructional staff should be invited to attend each job talk and to comment upon the candidate’s performance.* (The Search Committee can distribute a customized version of the Candidate Evaluation Form to collect faculty feedback.)

The department may also want to invite faculty and instructional staff from other departments who have an interest in the field, as well as departmental graduate students and undergraduate majors.

If possible, department faculty should have an opportunity to interact with the candidate, individually or in small groups.

7. REACHING CONSENSUS

OBTAINING DEPARTMENTAL FEEDBACK

In addition to collecting written feedback (Candidate Evaluation Forms) from people who attended the candidate job talks, the department may want to hold a meeting of its faculty and instructional staff to discuss the finalists. This discussion may, or may not, culminate in a formal vote. (Departmental practice varies.)

Departmental discussion should consider only the candidate's ability to perform the essential functions of the job and avoid assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation or veteran status.*

SUBMITTING THE HIRING RECOMMENDATIONS REPORT

At the conclusion of its deliberations--and, ideally, after departmental discussion--the Search Committee, as specified in the *Faculty Handbook*, submits its recommendations in writing to the Department P&T Committee which then "determine[s] appropriate Faculty rank and tenure status of [the] finalists" and makes "the final decision about which candidate(s) to recommend for appointment." (Department bylaws may specify the roles of the Chairperson and other Faculty in the department in this process.) *

In its Hiring Recommendations Report, the Search Committee should explain the criteria it used in evaluating candidates; should provide a rationale for its decisions, analyzing the strengths and weaknesses of each finalist vis a vis the criteria; and should include the departmental vote, if one was taken.* CVs of the finalists should be included. *

Ideally, the report should also provide the total number of applicants, the number of women and underrepresented minority applicants, and the number of women and underrepresented minority short-listed candidates.

If a Search Plan was developed and approved, the Hiring Recommendations Report should indicate how each step in the plan was followed.

In cases where consensus cannot be reached within the Search Committee, dissenting Search Committee members may submit a minority report to the Dean, via the Department Chairperson.*

The Department Chairperson's final recommendations to the Dean should be consistent with the P&T Committee vote and should reflect the Search Committee's recommendations and the departmental consensus.*

8. ASSESSING THE SEARCH

After the hire is made, the Department Chairperson may want to take time to evaluate the overall success of the search process in meeting both the department's goals and the broader goals of the NJIT strategic plan. In particular, if a candidate declined the university's offer, the Chairperson may want to follow up, find out why, and determine what, if anything, future search committees might do differently.

Similarly, if the applicant pool and/or short list did not contain a representative sample of women and minority applicants, the Chairperson may want to determine what could have been done differently prior to and during the search.

ACKNOWLEDGEMENTS

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The best practices described in the FSSG were developed based on research of successful search processes at other institutions of higher education, including the Universities of Washington, Michigan, Rhode Island and MIT. The NJIT Guidelines Committee gratefully acknowledges the generosity of our colleagues at these and other institutions for sharing their resources.

APPENDIX A

EXAMPLES OF HISTORICALLY BLACK AND HISPANIC-SERVING UNIVERSITIES THAT OFFER ADVANCED DEGREES

- Florida A&M University
- Hampton University
- Howard University
- Florida International University
- New Mexico State University
- University of Miami
- University of New Mexico
- University of Texas - San Antonio

APPENDIX B

EXAMPLES OF MINORITY FACULTY ADVOCACY GROUPS

- The Association for Women in Computing
- The Association for Women in Mathematics
- The Institute of Electrical and Electronics Engineers Women in Engineering Committee
- The Society of Women Engineers
- WEPAN - Women in Engineering ProActive Network
- WISE - The web site for the National Research Council's Women in Science and Engineering group
- WITI - Women in Technology International
- Women and Minorities in Science and Engineering
- The National Society of Black Engineers
- The Society of Hispanic Professional Engineers
- Aspira
- ...and many others.

APPENDIX C

EXAMPLES OF CONFERENCES WHERE WOMEN AND MINORITIES ARE PROMINENTLY REPRESENTED

Association of American Colleges and Universities (AACU)
The Southern Regional Board (SREB)
The Educational Business Institute (EBI)
AWIS (Association for Women in Science)
WISE (Women in Science, Technology and Engineering)
WEPAN (Women in Engineering ProActive Network)
The Grace Hopper Celebration of Women in Computing (Anita Borg Institute)

APPENDIX D

CODE OF ETHICS FOR SEARCH COMMITTEE MEMBERS

Search committee members have adopted a code of conduct to ensure impartial, ethical and respectful treatment of candidates, and also to ensure that a decision is reached based on the most appropriate evaluation scheme based on equitable, complete and accurate information.

As members of this search committee, we accept our responsibility to protect the integrity of every prospect and candidate. Accordingly, each of us pledges to adhere to these principles:

- I will respect the absolute confidentiality of all prospects and candidates. I will not reveal the names nor any information about any prospects or candidates until given permission by the candidate.
- I will not share any questions or search materials with any candidate in order to give the candidate an unfair advantage.
- I will adhere to the highest standards of ethical and professional conduct.
- I will be fair, accurate, honest, responsible and decent in my management of information.
- I will avoid practices that would conflict with my ability to be fair and unbiased.
- I will guard against inaccuracies, carelessness, bias and distortion made through either emphasis or omission of information.
- I will admit any misrepresentation of information and correct it promptly and prominently.
- I will not permit personal interest to distort or misrepresent the facts.
- I will give feedback regarding candidates to the Chairperson of the Search Committee and will determine its accuracy before the Chair shares the information with others.
- I will use common sense and good judgment in applying ethical principles to the search committee's work.
- I will adhere to all Affirmative Actions, and NJIT employment rules. I understand that NJIT is committed to exploring the widest possible range of applicants. Consequently, I will not discriminate or give favor to any candidate on the basis of gender, race, age, national origin, political or religious affiliation, minority groups, persons with disabilities, etc.
- I consider the content and intent of this code of ethical conduct to be a matter of personal responsibility.
- If I am not a voting member, I will provide my input and accept the votes of the voting members of the Search Committee.

APPENDIX E

A GUIDE FOR NON-DISCRIMINATORY INTERVIEWING

A Guideline for Nondiscriminatory Interviewing

Once you reach the interview stage of a search, there are certain precautions you must take to assure no inappropriate inquiries are made. As a general rule, the information obtained and requested through the pre-employment process should be limited to those essential for determining if a person is qualified for the job. First, we suggest that you decide ahead of time what questions will be asked. This should be a list of open-ended, job-related questions which should be asked of each interviewee. After each question is asked, additional "follow-up" questions from the interviewer and any search committee member may be asked as necessary. Second, you should avoid any inquiries that elicit information regarding, **race, color, ancestry, sex, age, national origin, religion, marital status, sexual orientation, genetic information or disability**. These types of inquiries violate several federal and state anti-discrimination laws. The burden of proving that an applicant was not rejected on the basis of information from these inquiries rests with you, the employer.

The following is a list of information about questions that you should or should not ask.

Category	Appropriate	Inappropriate
Age	None	How old are you? What year were you born? When did you graduate from High School/college? Any questions attempting to determine the age of the candidate is unacceptable.
Gender	None	It is not permissible to ask a candidate how he or she would feel about working for or with men or women.
Religion	State the requirements of the job in terms of work schedule, such as the days of the week, workday and overtime, and ask the candidate whether he or she is able to meet such requirements.	Any question about religion generally or about what days they may need off for religious observance unless discussing a reasonable accommodation requested by applicant.
Race	None	What race are you? Are you a member of a minority group? Any question related to complexion, color of the skin, or any other reference to race or color.
Citizenship	None	Are you a citizen of the U.S.? Are your parents or spouse citizens of the U.S.? On what dates did you, your parents, or spouse acquire U.S. citizenship? Are you, your parents or your spouse naturalized or native-born U.S. citizens?
National Origin	Whether a candidate speaks or writes a language fluently when it is required to successfully perform the duties of the position sought.	What language is spoken in your home? How did you acquire familiarity with a foreign country? Any questions asking or seeking to elicit what nationality the candidate is or where he/she was born. Any questions about heritage, parents' country of birth, or native tongue. Any questions about date of entry into the U.S. Any questions concerning the national origin of the candidate's spouse or relatives.

Category	Appropriate	Inappropriate
Birthplace	None	Where were you born? Where were your parents born? Requiring a birth certificate as part of the job application.
Language	Whether a candidate speaks or writes a language fluently when it is required to successfully perform the duties of the position sought.	Any questions about a candidate's native tongue or how a candidate acquired the ability to read, write or speak a foreign language.
Name	None	Are you married, divorce, separated, engaged, widowed, etc.? Do you go by Miss, Ms., or Mrs.? Is this your maiden or married name? Do you live with your parents? What is the origin of your name?
Physical Condition/Disability	Can you perform the essential functions of the job with or without reasonable accommodations? Describe the physical requirements for the position, then ask, if they are able to perform them as described.	Are you disabled? What is your medical history? How does your condition affect your abilities? Any pre-job offer questions concerning workers' compensation. Any questions about medical conditions. Any inquiry that is not job-related or necessary for determining an applicant's eligibility for employment.
Education	Inquire about candidate's educational background and the schools attended.	Any questions about years of attendance or dates of graduation or location of schools attended.
Sexual Orientation	None	Any question regarding sexual orientation.
Residence	None	Do you own or rent your home? Do you live in town? With whom do you live? Questions regarding a foreign address that may indicate national origin. Questions regarding names and the relationship to the person(s) with whom he or she resides.
Military	Describe the relevant work experience as it relates to this position that you acquired from military experience.	What type or condition is your military discharge? Can you supply your discharge papers? What is your experience in other than U.S. armed forces?
Family/Parental Status	Whether a candidate can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirements. Can you work overtime?	Are you married? What relatives live with you? With whom do you reside? Questions concerning spouse, or spouse's employment, salary, arrangements, or spouse's feelings about job responsibilities. Any questions regarding marital status, pregnancy, future child-bearing plans, children and child care arrangements.

Category	Appropriate	Inappropriate
Criminal Record	None. HR will address this issue if it arises in a background check.	Have you been arrested? Have you ever been indicted for a crime?
Organizations or Affiliations	Whether a candidate is a member of any organization that the candidate believes is relevant to his/her ability to perform the job.	Request a candidate to list all clubs, organizations, societies and lodges to which he or she belongs since this could be used for discriminatory purposes.
Travel, Mobility, Ability to Get to Work	If the job requires travel or the ability to work at different locations, you may state the job requirements and ask the candidate if he or she is able to meet such requirements.	Inquiries as to a candidate's mobility or ability to travel if they are not related to successful job performance. Such inquiries may tend to discriminate against older workers, people with disabilities and women.
Miscellaneous	Notice to the candidate that any misstatement or omissions of material facts in his/her application may result in not proceeding with a job offer or may be cause for dismissal.	Any questions that are not related to the position or necessary to evaluate the candidate's capability to perform the job.

Other areas of potential risk in an Interview

- Child Care
- Genetic Information
- Willingness to Work Weekends (unless BFOQ)
- Any information from minority or female applicants not routinely requested of white or male applicants.

WHAT CAN YOU ASK ABOUT?

For example, an applicant interviewing for a faculty position involving teaching and research may be asked about:

- Teaching abilities
- Teaching experience
- Student teacher ratings
- Knowledge of his or her subject
- Previous educational experience
- Grants experience
- Research agenda

Sensitive Questions

Applicants sometimes file civil rights complaints because they don't realize that seemingly inappropriate questions really are job related. Therefore, as an interviewer, you have two tasks: to ask only legal, job-related questions and to help the applicant understand the reasoning behind any questions that might appear to be sensitive.

It doesn't matter if you are well-intentioned or casual about prohibited inquiries; **they are still prohibited.**

Please feel free to contact Nancy Hark, Director of Labor and Employee relations (ext. 3142) or email at nhark@njit.edu, if you have questions about the above information.

APPENDIX F

EXAMPLES OF PROACTIVE LANGUAGE IN FACULTY POSITION POSTINGS

- NJIT is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.
- The university is responsive to the needs of dual-career couples.
- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- The university seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of the state, to maintain the excellence of the university, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning.
- The 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.
- NJIT 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 and teaching mission, including women, members of minority groups, protected veterans and individuals with disabilities.
- The university is building a culturally diverse faculty and strongly encourages applications from female and minority candidates.
- NJIT is committed to increasing the diversity of the university community and the curriculum. Candidates should identify their strengths or experiences in this area.
- Candidates should describe their experience in mentoring U.S. minorities, women or members of other under-represented groups.
- Successful candidates will demonstrate competency and sensitivity in working in an academic community that is diverse with regard to gender, race, ethnicity, nationality, sexual orientation and religion.
- Candidates should describe previous activities mentoring women or members of underrepresented groups.
- Successful candidates must be committed to working with diverse student and community populations.
- Applicants are expected to describe in their letter of intent how their research, scholarship and creative work contribute to diverse communities.
- NJIT is committed to building a culturally diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal.

Appendix G: Applicant Evaluation Tool

The following offers a method for department faculty to provide evaluations of job applicants. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Applicant's name:

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

- ☐ Read applicant's CV
- ☐ Read applicant's statements (re research, scholarship and creative work, etc.)
- ☐ Read applicant's letters of recommendation
- ☐ Read applicant's research, scholarship and creative work (indicate what):

Please rate the applicant on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Evidence of research productivity						
Potential for scholarly impact / tenurability						
Evidence of strong background in [relevant fields]						
Evidence of [particular] perspective on [particular area]						
Evidence of teaching experience and interest (including grad mentorship)						
Potential to teach courses in core curriculum						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						

Other comments?

Tool Developer:
advanceprogram@umich.edu

Candidate Evaluation Sheet

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to serve as a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates. However, alternative language is suggested for senior faculty candidates.

Candidate's Name:

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

- | | |
|--|--|
| <input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's scholarship
<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended meal with candidate
<input type="checkbox"/> Other (please explain)
<hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> |
|--|--|

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

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make a positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious department/School community member						