RUTGERS UNIVERSITY

Faculty Hiring Manual

UNIVERSITY ACADEMIC AFFAIRS


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Contents

Building a Diverse Faculty

"A diverse faculty is a cornerstone of academic excellence. By reaching out far and wide to recruit and hire a diverse cohort of faculty who will then be supported, mentored, and developed in a way that fosters retention and eliminates isolation, Rutgers will set in motion a self-reinforcing academic community that is committed to diversity and inclusive excellence."

Jonathan Holloway
President and University Professor

Introduction

THIS RUTGERS UNIVERSITY FACULTY HIRING MANUAL (the "Manual") is intended to support efforts in Rutgers departments, colleges/schools, and other academic units ("Hiring Units") across our Chancellor-led Units ("CLUs") to build an academic community committed to inclusive academic excellence. It outlines University Policies, procedures, and best practices for identifying, selecting, and hiring exemplary future colleagues whose research, teaching, and service will advance the university's threefold mission of:

- Providing for the instructional needs of New Jersey's residents through its undergraduate, graduate, and continuing education programs;
- Conducting the innovative research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- Performing public service in support of the needs of the residents of the state and its local, county, and state governments.

Hiring faculty is one of the most important decisions that a university can make. This Manual is designed to clarify the hiring process and to guide all individuals involved in the hiring process as they set about conducting rigorous and inclusive searches. It provides an overview of best practices in conducting a faculty search, specific direction on how to conduct a search that complies with any applicable legal obligations, University Policies, and collective bargaining agreements, and actionable ideas about how to broaden outreach and constitute outstanding applicant pools.[1]

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[1] This Manual incorporates reports, guidance, and language from "Increasing Faculty Diversity: A Handbook for Deans, Department Chairs, and Members of the Faculty Search Committees" (2009, 2011) by the Members of the President's Council on Institutional Diversity and Equity, co-chaired by then-President Richard L. McCormick and Cheryl A. Wall, Board of Governors Zora Neale Hurston Professor of English in November 2009

SECTION 1

Overview of Faculty Hiring Procedures

1.1 Reference and Scope

The Manual applies to most faculty positions defined as Class 1 by University Human Resources. The Manual does not govern the hiring of staff. Some aspects of the hiring process described below will also be applicable to the hiring of postdoctoral associates and to other instructional and research positions. Some specialized circumstances for RBHS faculty may require different procedures.

While University Human Resources ("UHR") oversees the Recruitment, Onboarding, and Classification System (ROCS) and certain aspects of the faculty hiring process as set out below, faculty hiring is primarily overseen by individual academic units, guided by hiring processes established by each CLU and often supplemented by more specific processes that pertain to local departments, schools, and campuses. All Hiring Units should consult locally to ensure that they are following proper procedures. The Manual is intended to serve as universitywide guidance on best practices in the hiring process for all faculty, both tenured and tenure-track and non-tenure track, regardless of field, academic unit, or campus, so that Rutgers moves consistently at all levels toward its larger goal of inclusive academic excellence. The Manual is not intended to supersede any University Policy or collective bargaining agreement, which shall govern as applicable.

In accordance with applicable legal requirements and University Policies, Rutgers provides equal employment opportunity to all its employees and applicants for employment regardless of their race, religion, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution of higher education, Rutgers values diversity of background and opinion and prohibits discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment.

Additional information regarding CLU hiring policies and resources are available at the following links:

- Rutgers–New Brunswick: https://newbrunswick.rutgers.edu/sites/default/files/2021-09/0007_2122_RUNB_Best_Practices_Overview_D1-1%5B1%5D.pdf
- Rutgers Biomedical and Health Sciences: https://facultyaffairs.rbhs.rutgers.edu/wp-content/uploads/faculty-appointments-manual-final-041620202.pdf
- Rutgers–Newark: https://hr.newark.rutgers.edu/policies-resources/
- Rutgers–Camden: https://fas.camden.rutgers.edu/faculty/faculty-resources/guide-to-conducting-searches/

1.2 Audience

While not all sections of the Manual will be relevant to every individual involved in the faculty hiring process at Rutgers, anyone involved in the process of hiring faculty at Rutgers is encouraged to read through the Manual in its entirety.

SECTION 2

Getting Started

Prior to starting any faculty searches, Hiring Units must receive the Dean's approval. Please note that CLUs may have additional approval procedures. Hiring Units should confirm whether any additional requirements exist.

2.1 Defining Priorities

As part of the regular discussion regarding hiring, Hiring Units should discuss the desired research and instructional areas that specific positions will fill, including curricular and enrollment needs both currently and in the future, desired fields and subfields of research, goals, and expectations for how the positions will advance the department's academic priorities, any additional functional roles for specific positions within the department's organizational structure and mission, leadership succession, mentoring and professional development support for candidates hired into new positions, desired ranks for positions, with discussion of how and whether other ranks might fulfill academic and clinical needs, as necessary, and the implications that filling specific positions might have for future hiring priorities.

Hiring Units at Rutgers vary significantly in size and composition, and disciplines confront distinct issues related to recruitment and hiring. Nevertheless, there are general approaches and best practices that can be adapted to any Hiring Unit. These include:

- Developing a vision statement in accordance with academic priorities (research, instructional) and planning hires in the context of that vision. Units should meet at least once annually to discuss hiring priorities with a view to recent or known upcoming retirements, resignations, and new directions or subfields in the discipline or field.
- Creating hiring plans that highlight the university's commitments, including its commitment to diversity, equity, and inclusion as articulated in the University Diversity Strategic Plan.
- Conducting broad searches to attract a robust and diverse pool of qualified applicants.

There is significant value in creating a more diverse and inclusive faculty community, including, but not limited to:

- A faculty community that is diverse and inclusive ensures that different perspectives are brought to the classroom and broadens the curriculum to more traditions and life experiences.
- Having a more diverse and inclusive faculty community broadens the questions and methodologies that drive research at Rutgers, leading to greater innovation and creativity and hence to greater advancement in knowledge and scientific discoveries with greater impact and social relevance.
- The deliberative and governing bodies on which the faculty serve are informed by a wider range of expertise and experience.
- A diverse and inclusive faculty community helps to draw a more diverse undergraduate and graduate student body, strengthens connections between faculty and communities outside of the university, and helps create a culture of belonging and equitable achievement for everyone.

Before beginning the hiring process, Hiring Units should consult with their Chair and/or Dean, as well as UHR, about any requirements, policies, procedures, and practices that regulate the hiring process.

2.2 Composing the Search Committee

Each Hiring Unit is responsible for determining the composition of its search committees. Every search committee should have a chair for the search ("Search Chair") and representatives from the field in which the Hiring Unit is looking to hire. Absent special circumstances, Hiring Units should maintain consistent practices regarding the composition of search committees.

In the case of interdisciplinary, joint-departmental, or cross-unit hires, search committees may take several forms: a single committee made up of members from all the participating Hiring Units may conduct all reviews and interviews of candidates, or a central coordinating committee with membership drawn from each participating unit may guide the hiring process. In either case, committee members should make every effort to attend all campus talks, presentations, visits, etc.

Diverse and inclusive search committees comprised of individuals with varying experience from the Hiring Unit help foster the university's mission of diversity, equity, and inclusion and may enhance the Hiring Unit's ability to attract and assess a broad pool of qualified applicants. In certain circumstances, Hiring Units may include individuals from other units to increase the perspectives of individuals on the search committee.

2.3 Search Committee Charges and Duties

The decision to hire a candidate is one of the most important decisions undertaken at the university. It represents a significant commitment of resources to teaching and scholarship over many years and entails the collective responsibility of fostering a new colleague's on-going success. Search committee members who have been entrusted with this responsibility should be prepared to devote substantial time and effort to a service that they perform not only for their Hiring Unit but for the entire university community.

The primary responsibilities of a search committee are to identify, select, and help recruit outstanding candidates and to ensure that the process used to do so is ethical, inclusive, transparent, and effective. Many factors determine whether a candidate ultimately accepts a position at Rutgers, and even searches that do not result in a new hire can be successful if they establish equitable, thorough, and replicable procedures. The insights and data yielded by an effective search are often invaluable in shaping future hiring, and the professional networks that support an effective search can help communicate the strengths of the department and the university widely among potential future colleagues.

In consultation with UHR, search committee duties may include:

- Finalizing the ROCS position posting/job advertisement, in consultation with the Department Chair and with other colleagues as needed. Some position postings will have been drafted by the department in advance.
- Determining which materials will be required and how those materials will be received, shared, and reviewed;
- Designing criteria and/or formal rubrics to use for evaluating candidates;
- Establishing practices for preserving the confidentiality of information and maintaining consistent communication with candidates;
- Establishing how decisions will be made, when voting will be necessary, and (especially in the case of interdisciplinary or joint hires) which members will have a deliberative voice and which will have a vote;
- Overseeing the communication plan to ensure that the position is widely posted in venues that will develop the largest and most diverse pool of qualified applicants possible;
- Completing implicit-bias training;
- Selecting qualified applicants to interview;
- Creating interview pools, designing questions for interviews, where appropriate, and creating rubrics for evaluating candidates during the interview;
- Attending the interviews and participating actively;

- Updating colleagues on the broad progress of the search; and
- Checking references and/or soliciting letters of reference.

Search committee members must retain all interview materials, notes, and rating documents and should provide all materials to the Chair of the Search committee.

2.4 Creating the Position Posting for ROCS (Recruitment, Onboarding, and Classification System)

After a search has been approved, the Hiring Unit will create the position posting for ROCS. The ROCS posting must include key information about the research and teaching expertise needed for the position, and it can include a statement about the department's and university's academic priorities and values. The position posting serves as the basis for (and is often functionally identical to) a recruitment or job advertisement that will be circulated on university, school, and departmental websites, in professional publications among colleagues and both formal and informal professional networks.

When developing a position posting, Hiring Units should consider the following:

- What is the rank and what are the area(s) of specialty?
- What are the required and preferred qualifications and experience?
- What application materials are required, and what materials are optional? Required materials generally include a resume or curriculum vitae, a cover letter, a sample of scholarly work, a description of the applicant's teaching philosophy, a description (either in the cover letter or as a separate document) of how the applicant's career to date has contributed to institutional goals of advancing diversity, equity, and inclusion, and professional letters of reference.[2]
- What are the essential duties, functions, and responsibilities for the position, including research, teaching, and service? If the position is part of a joint hire or cluster hire with other units, committees should ensure that the position posting is as clear as possible about necessary expertise, qualifications, and expectations for research, teaching, and service and the opportunities the appointment will offer.
- What possible new skills, perspectives, and approaches might the new hire bring to the department, contributing to innovation and creativity?
- What information about the Hiring Unit, program, school, and wider university will be relevant to include to attract a broad pool of qualified applicants?
- Any other relevant information that is required in the position posting (see below).

[2] Asking candidates to address their professional efforts toward advancing diversity, equity, and inclusion in the academy or at their institutions can add an important dimension to their file, much like similar statements about teaching experience and effectiveness, publication records, prizes, and other markers of academic distinction.

The position posting may include value propositions for potential new applicants (i.e., what the department, school, campus, and university offers to advance the applicant's career and will help them flourish in a new community). Postings may include details on active and thriving research areas, unique research resources, innovative curriculum and teaching opportunities, collaborative networks, mentoring programs, associated centers or institutes, and any formal or informal affiliations that might be relevant or related to faculty and student groups.

Hiring Units may also include a brief statement regarding their commitment to diversity, equity, and inclusion. Sample statements include:

- The university and the School / Department of ______ have a strong commitment to advancing equity, diversity, inclusion, and access in higher education and strongly encourage diverse applicants to apply.
- Each member of the university and Department/School of _______is committed to working to build and sustain an equitable and inclusive university where cultural diversity is celebrated and valued. We believe diversity benefits and enriches the development of all of our students, staff, and faculty in our Beloved Community and encourage diverse applicants to apply.

The final posting that will be placed in ROCS *must* include:

- A description of desired research, instructional, and/or clinical areas;
- The expected rank or ranks and appointment track (tenured or tenure track, non-tenure track, clinical, etc.);
- An accurate and clear description of the full range of responsibilities and duties for the position;
- Any minimum qualifications (e.g., degree-level, board certification, etc.);[3]
- Any minimum level of experience;
- Any additional qualifications that may be welcome or desirable;
- A list of required materials and a list of references;[4]
- A brief description of the school and university;
- Corporate Compliance Responsibilities (for RBHS positions); and
- The university's EEO statement[5]

[3] Minimum required qualifications should be distinguished clearly from preferred qualifications, which may also be included. When appropriate, qualifications should be designated as preferred rather than as required.

[4] All required materials must be submitted through ROCS and not to search committees directly.

Postings must be published in ROCS by the Hiring Unit's Posting Authorizer (typically a department Business Manager or similar position). The Posting Authorizer publishes the posting by advancing it to the "Posted" workflow state in ROCS. Posting Authorizers are responsible for ensuring that all applicants are "dispositioned" and appropriately updated throughout the recruitment process.[6]

All positions must be posted on ROCS unless they meet one of the limited exceptions to the posting requirement. Hiring Units should contact UHR and the Office of University Labor Relations prior to deciding if a position meets one of these limited exceptions and does not need to be posted.

Once posted, ROCS will automatically generate a Posting Number for reference. After a position is posted in ROCS, it must be published publicly on the university's career site for a minimum of 5 days before an offer can be made.

2.5 Collecting Demographic Data

In order to meet its legal obligations as a Federal Contractor, UHR's Office of Employment Equity (OEE) collects data voluntarily provided by applicants with respect to race, gender, ethnicity, disability, and veteran status. In order to preserve confidentiality and collect demographic data in a consistent and legally-compliant manner, **all application materials must be submitted through the ROCS system and consulted by search committee members through the ROCS portal**. Candidates should not send application materials directly to the committee or its members. All demographic information should be collected by and through ROCS/UHR and not by individual departments.

Note that applicants and employees are invited to self-identify but are not required to do so and should not be coerced or pressured to provide their demographic information.

2.6 Publicizing the Position with a Communication Plan

Ensuring a large, high-quality, qualified, and inclusive applicant pool is critical to the success of any job posting. It is vital for Hiring Units to disseminate their new positions as widely as possible. Faculty searches will be most effective if they follow a clear and multi-layered communications plan. Hiring Unit chairs and Search Chairs should anticipate advertising needs in advance, establish a dedicated communications budget, and work collaboratively with their leadership to leverage any school, campus, or universitywide advertising resources.

[5] All positions posted in ROCS will automatically include the Rutgers University Non-Discrimination Statement

[6] "Dispositioned" means that Applicant Reviewers advance applicants to the appropriate state upon rejection or withdrawal e.g., "Not Selected for Interview," "Interview-Not Selected," "Withdrawn," "Cancel/Offer Declined," etc. Upon completion of the recruitment process, the Posting Authorizer must confirm all applicants are dispositioned and then advance the posting to the appropriate workflow state i.e., Filled, Canceled, etc. A generated email will be sent to rejected applicants (i.e., Not Selected for Interview and Interview-Not Selected) after the posting is advanced to Filled.

Hiring Units should be aware of advertisement requirements associated with the hiring of foreign nationals and must follow federally mandated requirements for *all* positions. Hiring Units should read the Guidelines on Hiring Foreign Nationals memo prepared by Rutgers Global for additional information regarding federal requirements and consult with International Faculty and Scholar Services prior to placing the initial advertisement. Units planning to conduct faculty searches should bear in mind that if a foreign national emerges as the top candidate, Rutgers' sponsorship of that candidate for a PERM-based green card will be possible *only if your department is able to document that your search followed and met the Department of Labor requirements.*

Positions posted through ROCS are posted automatically on Indeed.com, the Higher Education Recruitment Consortium (HERC), the New Jersey State Job Bank, and HigherEdJobs.com at no cost to the Hiring Unit.[7] Hiring units also should consider placing both print and online advertisements in publications such as the *Chronicle of Higher Education*, *Diverse: Issues in Higher Education*, *InsideHigherEd.com* (online only), and other similar publications. All job advertisements in professional venues should include the university's EEO statement and ROCS posting link so that candidates may apply directly into the ROCS portal.

Search committees should post the job advertisement to any formal professional job lists, including disciplinary and professional societies, that can extend the audience and expand the applicant pool. Examples of professional job lists include, but are not limited to, the National Society of Hispanic Professionals, the CIC-Directory of Minority Ph.D. Candidates and Recipients, the Society of Women Engineers, Asian Pacific Americans in Higher Education, or the American Association of Blacks in Higher Education. Additional job posting opportunities may be available through discipline-specific organizations, professional and scholarly associations, and *Diverse Issues in Higher Education* (www.diverseeducation.com).

When possible, members of the search committee, Hiring Units, and other departments associated with the position should actively engage in disseminating information related to the job posting. Techniques include, but are not limited to, advertising on professional organization listservs, posting on social media (i.e., LinkedIn), sharing the announcement across disciplinary communities and through professional networks with colleagues, and communicating with colleagues and mentors at other institutions, including Minority-Serving Institutions (MSIs). Job postings should be shared across a wide array of institutions beyond comparable AAU and peer institutions.

Widespread outreach and dissemination of job advertisements are vital components of successful searching and aids in establishing a diverse candidate pool.

[7] It should be noted that NJHERC also has a dual-career couple function and information regarding communities, school districts, and day care centers that can be useful.

2.7 Training the Search Committee

Effective immediately, Hiring Units are responsible for ensuring that all search committee members receive implicit bias training *prior* to search committee members reviewing applications. Chairs of Hiring Units and search committee chairs should consult with their Dean and/or Provost of Faculty Affairs with any questions about how to fulfill training obligations. The Office of Diversity, Inclusion, and Community Engagement (DICE) at Rutgers, New Brunswick, has helpful information about STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) workshops and other resources that can be used to train faculty search committees. RBHS search committees should consult this training presentation and the RBHS Faculty Affairs Diversity, Equity, and Inclusion resources page.

Pre-search training should include discussion of:

- Implicit bias and tools to minimize bias at all stages and in all aspects of the search;
- Illegal and inappropriate interview questions and comments (Additional information regarding interview questions is available in Appendix I);
- Appropriate and legally compliant use and evaluation of diversity and inclusion statements; and,
- Best practices for establishing diverse applicant pools and evaluating finalists.

Search committees must comply with all University Policies prohibiting discrimination and harassment and should be mindful of the Rutgers University Statement on Professional Ethics, as set out in University Policy 60.5.1 and incorporating the Statement on Professional Ethics adopted by the American Association of University Professors at its annual meeting in April 1966 (revised June 1987), including specifically that professors "avoid any exploitation, harassment, or discriminatory treatment of students" and "do not discriminate against or harass colleagues."

SECTION

3

The Applicant Review Process

3.1 Reviewing Applications

Search committees will vary in their procedures for interviewing and selecting candidates. While there are no set processes for reviewing applications, several strategies can help search committees assess the applicant pool.

As a preliminary matter, all applicants who are to be considered for a position must be qualified for that position. Search committee members must assess which qualified applicant is the best candidate for the position advertised.

Reviewing applicants to select a short list of candidates for interviews is a critical step in ensuring that the final list includes a diverse pool. Below are several best practices for assessing applications and candidates who will proceed to the interview stage:

- Before reviewing candidate materials, search committees should discuss and agree upon fair, objective, and uniform procedures with which to evaluate candidates and undergo training on implicit bias.
- Search committees should try to set out in clear and specific terms the various achievements and credentials of the competing candidates, rather than relying on holistic appraisals or assessment of some amorphous "fit" with the department.
- Search committees are encouraged to use uniform rating sheets and rubrics that evaluate candidates to reduce implicit bias and produce a more equitable outcome to searches. Such rubrics may consider academic credentials, teaching experience, expertise in discipline or subdiscipline, professional/scholarly record, potential for future significant scholarship, experience in working with diverse student populations, and contributions to the diversification of the faculty, of research interests, and/or of pedagogy in the unit. Rating sheets and rubrics may also evaluate professional efforts toward advancing diversity, equity, and inclusion in the academy or at their institutions and any new skills, perspectives or approaches that may contribute to innovation and creativity. All components in rating sheets and rubrics must directly relate to the functions and responsibilities of the position.
- Search committees should not eliminate candidates based on where they did their undergraduate, graduate, or postdoctoral work. Do not assume that only candidates from top graduate programs should be considered without examining their credentials to see if there are some well-qualified candidates from other programs.

Search committees should develop and follow a clear protocol for notifying applicants who will not be advancing any further of their status. Failure to notify unselected applicants in a timely and sensitive way is not only disrespectful to applicants, who have made significant efforts to apply but can damage the reputation of departments and the university. Search committees are advised to send a brief personal email *in advance* of the auto-generated ROCS email. Authorizers may disposition candidates such that ROCS does not auto-generate an email.

Search committees should be mindful that the candidate's interest may be confidential and should not disclose the candidate's name and interest to individuals outside of the university unless the candidate is aware of the committee's intent to do so.

Search committees should also develop consistent messaging for those candidates who are being invited to advance to an interview.

3.2 Initial Interviews

Following review of qualified candidates, a search committee should produce a list of potential candidates for an initial interview.

Once a group of applicants is chosen for preliminary interviews, OEE **must** review and approve all applicants. **Committee members and chairs should note specifically that this OEE review must take place before any interview can be held.**

In order to advance a candidate to an initial interview status for this mandatory OEE review, the search committee chair, members, or administrators who are supporting the search should follow these steps in the ROCS system:

1. Log in as one of the following user groups: "Authorizer-Faculty" or "Applicant Reviewer."
2. Toggle over Postings tab and select "Faculty." Select the posting and click on the "Applicants" tab.
3. Individuals identified for interviews should be selected and advanced to the workflow state "OEE Review for Interview" prior to interviewing.
4. Once OEE approves the candidate for interview, OEE advances the candidate to "Candidate Interview Approved" in the ROCS workflow, and a generated email will be sent to all Applicant Reviewers associated with the posting. You may then move the Candidate to "Initial Interview" in the ROCS workflow.
5. Any applications not selected for interview should be dispositioned into an Inactive state and with the appropriate reason (i.e., Not Interviewed, Not Selected).

3.3 Preparing for the Initial Interview

Initial interviews serve several purposes, all of which should be discussed in advance and prepared for carefully by all search committee members. Above all, the interview is designed to gather information about the candidate's research expertise, teaching experience, and other relevant professional qualifications that will allow the search committee to assess whether the candidate is qualified to fill the role that has been advertised and to evaluate additional attributes for the final hiring decision. The interview also provides the candidate with a realistic and multi-dimensional impression of the position, the department, and the university.

Before proceeding to the initial interview, the search committee should:

- Clarify who will be present at the interview. Only search committee members should participate in interviews.
- Identify selection criteria by reviewing the position posting and responsibilities;
- Develop a standard rating sheet and rubric or matrix for evaluating interviews;
- Develop appropriate and consistent interview questions that minimize implicit biases, promote an inclusive environment, and relate to the rating sheet and rubric. The committee should develop standard questions that will be asked of all applicants and be used to assess their level, variety, and depth of professional experience in all areas necessary to the performance of the position and any other attributes that will be required to do well in the position if hired;
- Review, as necessary, interview questions and topics that are neither appropriate nor legal for an interview;[8] and
- Assign questions and roles to committee members as appropriate.

3.4 Conducting the Initial Interview

Interviews for faculty positions may be conducted in-person, via phone, or by means of videoconference (Zoom, Skype, Microsoft Teams, Hangout, etc.). Regardless of format, all interviews for a specific position should be conducted in the same way. With the exception of follow-up questions, a search committee should ask each candidates the same set of interview questions, ideally in the same order, which should be composed in advance consistent with the above criteria.

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[8] All committee members should remember that it is **illegal** to ask candidates questions about their age or genetic information; birthplace, country of origin, or citizenship; disability; gender, sex, or sexual orientation; marital status, family, or pregnancy; race, color, or ethnicity; religion, or any other legally protected status. See Appendix I, below, for variations on questions that are not legal to ask candidates and for the types of questions that would be appropriate.

Interviews should take place in professional settings regardless of location. If conducting an interview in person, the interview location should be free of personal items and should have sufficient chairs for all members of the committee as well as for the candidate. To minimize distraction, it is better not to serve or consume food during the interview itself, nor is it appropriate to serve, offer, or consume alcohol during an interview.

Whether virtual or in person, a member of the search committee should welcome the candidate and introduce them briefly by name and professional title (e.g., Dr., Reverend) to the other members of the interview committee. Search committee members should then briefly introduce themselves by name and title/role before launching into the first interview question.

Throughout the interview, all committee members should make efforts to remain attentive and engaged by practicing active listening and asking follow-up questions as appropriate. During the interview, texting, emailing, and other conspicuous gestures of distraction or disengagement should be avoided; any committee member who has urgent business to conduct should excuse themselves from the interview before it begins and should not rejoin the committee until the interview has concluded. Search committee members should attend all interviews.

SECTION

4

Assessment and Selection

Following initial interviews, the search committee should compile rating sheets from each faculty member and then discuss each candidate against the rubric developed earlier. The committee should collaborate on differences in ratings to minimize any implicit biases while exemplifying mutual respect, productive engagement, and constructive dialogue. After identifying the top candidates for visits to campus, the Search Chair or other Hiring Unit administrator should move those applicants in ROCS to the "On Campus Interview" workflow and begin making arrangements for the visit.

4.1 Making Travel Arrangements

The Search Chair typically takes the lead in communicating with the candidates and will plan the campus visit with the support of the department chair and other associated administrative staff, who can advise as to the standard process for handling travel and accommodations for candidates. Typically, the Department Chair's designee will work with the candidate to book travel and business meals. Departments are required to comply with Policy 40.4.1- Travel and Business Expense Policy (40.4.1), and Hiring Units should refer to Policy 40.4.1 to assess what expenses are reimbursable. Committees should consult the Booking Travel webpage for information about the university's Travel Program and comply with any booking requirements. Search Chairs should communicate with all candidates in a consistent, welcoming, and clear way what their itinerary to campus will be, where they will be staying, what their schedule during the visit will include, and whom they should contact if they have questions during the trip. Schedules and plans should be as consistent as possible across all candidate visits.

4.2 The Campus Visit

The campus visit should provide an opportunity for the candidate to showcase their strengths in scholarship, teaching, clinical work, and/or institutional service and allow the Hiring Unit and Rutgers to highlight what it has to offer the candidates who are being recruited. Several steps then can be taken to make the campus visit more successful:

- Make sure candidates are aware of the expectations for the presentation scheduled for them, including, format expectations and the audience that will be in attendance (e.g., departmental colleagues, graduate students, undergraduates). All candidates should give the same format of presentation.

- Send the candidate a full itinerary before their visit with the names and titles of everyone they will be meeting. Invite candidates to suggest individuals they would like to meet, such as immediate colleagues or potential collaborators. Provide candidates with opportunities to meet with a wide range of colleagues, including with faculty from outside the department as well as with colleagues within the department. Those colleagues should have an opportunity to provide feedback to the committee.
- It is normal for campus visits to be busy, with full itineraries. Nevertheless, be sure to build in some quiet, unscheduled time for candidates—especially in the hour before their presentation—and be sure to provide a quiet, undisturbed space where they can rest, catch up with professional or family business, and simply collect their thoughts. Be mindful that some candidates may require a lactation space. Candidates should be advised that they may consult with the Office of Employment Equity if they require a religious or disability accommodation.
- If meals are included as part of the official visit, they must be provided to all candidates in order to ensure equitable opportunities. Ask candidates if they have any dietary restrictions in advance of their interview. Meals should include a range of department colleagues. However, smaller groups may produce a more intimate and substantive experience for both candidates and members of the Hiring Unit. Be sure to designate someone who will meet the candidate and guide them to and from their destination, if necessary.
- The Hiring Units and campus should be presented comprehensively and requirements or expectations regarding teaching, research, service, and the promotion process discussed clearly. Hiring Units should have information readily available regarding the university's various diversity and equity offices and research centers, health and retirement benefits, student bodies, and local communities. Hiring Units should try to provide an opportunity for candidates to meet graduate students if they desire to do so.
- Search committees should emphasize to candidates that they will be expected to teach on campus and in-person.
- Search committees should direct candidates to appropriate resources if any questions regarding work/life issues arise.
- Search committees may provide a brief tour of the campus and surrounding area if time allows.

4.3 On-campus Interviews

For tenure-track candidates, some departments and programs wish to hold additional formal interviews during the campus visit. These interviews may include other members of the Hiring Unit beyond the search committee and school, including the Dean and/or Associate Deans, and may revisit questions from the initial interviews or venture into supplemental topics.[9] If the department wishes to schedule additional on-campus interviews, they must do so for all candidates. On-campus interviews are typically less formal than initial interviews and should provide time for the candidate to ask any additional questions.

4.4 Checking References

Reference checking is an essential part of the selection process for finalists. References provide valuable information about a candidate's performance and assist in making a final hiring decision. The search committee members or Hiring Unit head should determine in advance how to collect reference materials. After completing initial interviews, committees, in consultation with UHR, must check the references of the final candidate(s).

In addition to reviewing any reference letters received, search committees should contact references directly. This is especially valuable for finalists. It is important for search committees to handle all reference checks in a consistent manner for each candidate. Some best practices for reference checks include:

- The same individual or individuals should conduct all reference checks to ensure consistency in the evaluation. The same method of reference checking should be used for each reference; phone interviews are recommended, as they allow the opportunity for follow-up questions.
- All references should be asked the same or similar questions.
- Contact all references for each candidate regardless of the information provided by a reference.
- Questions that are legally prohibited during interviews are also legally prohibited during a reference check.[10]
- Questions must be related to the specific position and should be relevant to the candidate's skills and qualifications.
- All information gathered through references should be kept confidential. Do not share with the candidate the information received from a previous employer or other reference.

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[9] If graduate students are included in the interviews, or if the candidate meets separately with graduate students as a group, the graduate students likewise should be informed of the professional expectations in interviews and be clearly informed about questions that are inappropriate. (see Appendix I, below, for additional information).

[10] See Appendix I.

- When checking references, search committees must comply with state and federal law and applicable University Policies and should be mindful of the Rutgers University Statement on Professional Ethics, as set out in the University Policy Library Section 60.5.1 and incorporating the Statement on Professional Ethics adopted by the American Association of University Professors at its annual meeting in April 1966 (revised June 1987), including specifically that professors "avoid any exploitation, harassment, or discriminatory treatment of students" and "do not discriminate against or harass colleagues."

4.5 Choosing a Finalist

Once all visits have concluded, the search committee typically prepares a recommendation for hire that is then presented to the larger Hiring Unit for discussion. CLUs may have their own procedures and practices in making a final decision to hire, and these procedures should be pursued consistently for all candidates. In the case of cluster hires, the search committee's report should include summary statements from members from other units, whose opinions should also inform the discussion. Depending on the circumstances, Hiring Units will choose to put forward only one candidate or multiple candidates in the event that the finalist candidate selected for an offer does not accept the position.

Once a selection has been made, the Chair of the Hiring Unit(s) will present the finalist(s) to the Dean, along with any other candidates who may be offered the position, usually in an unranked order. Unit Chairs and search committees should communicate carefully with candidates at this stage of the search. It is not advisable to inform candidates of their exact status at this phase, since it may be important to move swiftly to a second or third finalist if the first finalist does not accept the offer.

As above, search committees should develop and follow a clear protocol for notifying candidates who will not be advancing any further of their status.

SECTION 5

Offer, Pre-Employment Screenings, and Onboarding

Unit Chairs must consult with their Dean to verify that the candidate and the financial terms the department seeks are satisfactory. At Rutgers, formal offers are typically extended to candidates by the Dean, who should ensure that the salary level and any start-up costs are consistent with what is being offered in similar units at Rutgers and comparable universities and made in accordance with applicable collective bargaining agreements. If applicable, the Dean should also consult with the Chancellor to obtain final approval to extend the offer.

5.1 Making the Offer

Each newly-appointed faculty member should receive a formal letter of appointment from the appropriate administrative officer documenting the terms of appointment. The appointment letter must contain at a minimum:

- Salary and salary period;
- Percent effort of the position;
- Whether the position is with or without tenure (if without tenure, the number of years of the initial appointment);
- Teaching requirements;
- Service requirements;
- Research requirements;
- Clinical requirements, if any
- Office and equipment being provided and other resources that the candidate can expect to be able to access;
- Start-up support, if any;
- Moving expenses to be covered, if any, and mention of tax implications; and
- Other negotiated elements.[11]

Remember that if the appointment is a joint appointment, the offer letter must be signed

[11] Hiring Units should consult with OULR, UHR, UEC, and/or University Finance and Administration (UFA) regarding the appropriateness of additional terms.

by all the units involved. Hiring Units are advised to consult with their HR liaison on all offer letters before issuing them to candidates.

If the candidate is not a U.S. citizen, lawful permanent resident, asylee, or refugee, the Hiring Units should read the Guidelines on Hiring Foreign Nationals memo prepared by Rutgers Global for additional information regarding federal requirements and consult with International Faculty and Scholar Services. Additional paperwork and lead time may be required depending on the candidate's particular needs. Offer letters must make clear that employment is contingent upon meeting any eligibility requirements, which must be obtained prior to commencing employment, and that failure to obtain eligibility may result in the offer being rescinded.

5.2 Candidates Who Decline a Position

Some candidates will inevitably decline an offer. Committees are encouraged to maintain contact with these candidates and solicit candid feedback on their experiences during the process and why they chose not to accept the offer. This information can be valuable for understanding how the search process can be improved.

5.3 UHR Background Checks

Individuals hired into any faculty position will be required to have a background check prior to the start of their employment. After the hiring committee has offered the position to the finalist, the Applicant Reviewer or Authorizer-Faculty must move the candidate to the Finalist workflow in ROCS. ROCS generates an email to the Background Check Team for Faculty positions. When applicable, the Background Check Team will send the candidate an invitation to complete a background check application. The background check will minimally include a criminal history check and may include verification of education, employment, license, and other checks, as determined by the BGC Package selected by the Authorizer in the position posting. The candidate will also receive notification of the background check. The background check requirement applies to:

- Individuals who have never been previously employed by the university in any capacity;
- Individuals who have been previously employed by the university in any capacity but have never undergone a background check;
- Individuals who have been previously employed by the university and have undergone a background check but have had a break in service of over 365 days from their last date of pay listed in the university's payroll system;
- Individuals who have previously held non-tenure-track positions and are applying for tenure-track positions; and/or

- Individuals who are currently employed by the university and are moving to a new position that requires a background check as per state or federal law and/or as a qualification for the position.

Absent an exception from the Senior Vice President for Human Resources or their designee, an offer of employment will not be final and employment shall not commence until the background check has been completed and results deemed acceptable or "cleared" by the university. Employment may be denied or rescinded based upon the results of the background check. All offer letters should include the following language: "This offer is contingent upon successful completion of all pre-employment screenings." Where relevant, offer letters should include language about any required licensure and submission of proof of license.

If the background check results are cleared by the UHR Background Check Team, the candidate will advance to the "Background Check Cleared" state, and the Background Check Certificate will be emailed to the BGI Cert Recipient listed on the position posting. After all pre-employment screenings are complete and a start date is determined, the Authorizer may move the candidate to Hired and the ROCS Posting to Filled, or UHR will move at a later time. If Background Check results are not cleared, the candidate will be moved to the state "Background Check Failed" by the UHR Background Check team, and the candidate may be moved to the "Interviewed Not Selected" state.

5.4 Pre-Employment Drug Screening

Pre-employment drug screening for faculty is generally not required. However, Hiring Units should consult with individual units/Dean and UHR Representatives to ensure that special circumstances do not exist. Some units, especially in the biomedical sciences, may have other necessary pre-employment health requirements for licensure or appointment and continued appointment consistent with state and/or federal law.

5.5 Vaccination Requirements

Hiring Units must inform candidates about any applicable vaccination requirement for the position and that failure to comply with any requirements may result in recission of an offer.

When the UHR Background Check Team sends the candidate an invitation for the background check application, they will also send the candidate an email with instructions for completing the vaccination requirements.

5.6 Orientation for Onboarding

Hiring Units should consult with their Dean or Department Chair for information regarding onboarding. Any onboarding meeting should include submission of the necessary UHR paperwork, including I-9 verifications.

New faculty should also be registered for New Employee Orientation: https://hrapps.rutgers.edu/newemp/enroll.aspx. To access this link, you must be on the university network or on a VPN. Search committees, unit heads, and faculty mentors should strongly encourage new faculty to attend the in-person UHR orientations as part of onboarding and to obtain additional information regarding available benefits.

The Hiring Unit must submit the necessary payroll records into the HCM Rutgers Payroll System for processing, along with other necessary documents. After the hire has been submitted into HCM, the department approver will be notified to review and approve the record.

Other important onboarding steps include:

- Verifying compliance with vaccination requirements;
- Requesting a NetID;
- Notifying Facilities/IT of new hire;
- Providing the new faculty with keys and/or swipe card access;
- Ensuring that the faculty office or workspace is ready (clean, functional); and
- Determining if the faculty member will be driving to campus. If so, please submit a temporary parking request to the Department of Public Safety.

All new hires will be invited by UHR to self-identify by race/ethnicity. Self-identifying in this way helps the university to better understand the overall demographic composition of the university community. Submission of such information is voluntary and may be updated at any time. Data on race, ethnicity, veteran, and disability status is considered confidential employee information. The information is reviewed in the aggregate and is generally not linked to names or other identifying characteristics. Only authorized administrators with a need to know this data have access to individual demographic information. The university collects this information to comply with government reporting requirements. The information is never used in any employment or promotion decisions of any kind.

This concludes the Rutgers University Faculty Hiring Manual. Thank you for your efforts in support of inclusive academic excellence at Rutgers.

Appendix I

Dos and Don'ts with Respect to Interview Questions

When preparing interview questions, the Hiring Unit should think about the thoroughness of the questions asked as well as whether the interviewer's questions comply with legal requirements. All questions should pertain to a job-related necessity, and inquiries should never have discriminatory intent. The best practice is to ask the same questions of every candidate, with only follow-up questions differing.

There are certain questions that cannot be asked in an interview because they are prohibited by federal and/or state law. The following are intended to be examples of prohibited questions and are not intended to be an exhaustive list. Hiring Units should consult the Office of Workplace Culture in UHR with additional questions. The following are some examples of impermissible/permissible questions as well as explanations for some of the reasons why a question is unacceptable:

1. Name

Acceptable: "Have you ever worked for the university under another name?"

Unacceptable: "Have you had any other names?" "What is your maiden name?"

Why: Asking about a change in last name could lead to learning if an employee is married or unmarried. It is illegal to discriminate against someone for their marital status.

2. Birthplace

Acceptable: "Are you legally eligible for employment in the United States?"

Unacceptable: "Where were you born?"; "Where were your parents born?"

Why: Questions around national origin could potentially lead to the belief that you discriminated against the candidate based on nationality. As such, limit these inquiries to the candidate's work eligibility, and ask this question consistently to every candidate.

3. Age

Acceptable: Do you have any concerns about handling the long hours and extensive travel that this job entails? Are you at least 18 years of age?

Unacceptable: "How old are you?"; "Do you remember the workplace prior to email?" Any questions you gear towards figuring out the age of the applicant are unacceptable.

Why: The only time it is acceptable to ask an applicant's age is when the job requires an employee of a certain age. For faculty hires, this will likely not be applicable.

4. Gender

Acceptable: None

Unacceptable: Do you wish to be addressed as Mr., Mrs., Miss, or Ms.? What are your plans to have children in the future?

Why: Questions geared to accessing someone's gender may cause the applicant to believe you are basing hiring decisions on their gender identity.

5. Religion

Acceptable: "Are you able to work on weekends?" (but only if the position actually requires weekend work).

Unacceptable: Any questions about a person's religion or what days they may need off for religious holidays.

Why: You are prohibited by law from discriminating against an employee on the basis of religion.

6. Disability or Perceived Disability

Acceptable: "Can you attend class in person as scheduled?" "Can you perform the essential functions of the position for which you are interviewing?"

Unacceptable: "Do you have any health conditions that would lead to absences?"; "How will you get to campus every day?"; "Will you need an accommodation?"; "Are you disabled?"; "Are you healthy?" Any questions concerning Workers' Compensation claims are also unacceptable.

Why: It is against the law to discriminate against an applicant due to a disability or perceived disability.

7. Marital and/or Familial Status

Acceptable: "Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?" "Do any of your relatives work for the university?" "What are their names?"

Unacceptable: "What are your child-care arrangements?" "Are you married?" "What relatives live with you?" "With whom do you reside?"

Why: Questions concerning childcare and living arrangements could be perceived as discriminatory based on gender or familial or marital status.

8. Pregnancy

Acceptable: "What are your long-term career goals?"

Unacceptable: "Are you pregnant?"; "If you get pregnant, will you continue to work, and will you come back after maternity leave?"

Why: You are not permitted to make any hiring decisions based on pregnancy status.

9. Race

Acceptable: There are no acceptable questions about the applicant's race or color.

Unacceptable: Any questions that are geared towards determining the race of the applicant are unacceptable.

Why: Trying to figure out an applicant's race could lead to the assumption that you are mak-ing a hiring decision based on that factor.

10. National Origin

Acceptable: "What languages can you read, write or speak?" "How fluent are you?"

Unacceptable: Any questions about an applicant's lineage or date of entry into the U.S.

Why: Questions about nationality may be perceived as national origin discrimination.

11. Age

Acceptable: "Tell me about your educational background."

Unacceptable: "When did you graduate high school?" "When did you receive your degree?"

Why: This again pertains to discriminating against someone because of their age.

12. U.S. Military Service

Acceptable: "What is your work experience?" "Do you have experience with the U.S. Armed Forces?" "Why did you leave your last job?"

Unacceptable: "What type of discharge did you receive from the military?"

Why: Laws prohibit you from discriminating against military members who were honorably discharged.

13. Criminal Background

Acceptable: Avoid these questions, as University Human Resources oversees the criminal background check process.

Unacceptable: "Have you ever been arrested?"

Why: Several state laws limit the use of arrest and conviction records by prospective employ-ers. Also, basing hiring decisions solely on criminal history can have an adverse impact on certain protected classes.

14. Compensation

Acceptable: "What is your desired level of compensation?" "What level of compensation would you expect in the position?"

Unacceptable: "What was your salary / how much were you paid in your former position?"

Why: The law in New Jersey and in many other states prohibits employers from asking about salary history and prior compensation.

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