



# Faculty & Librarian Recruiting and Hiring Guide



# Table of Contents

<b>TCNJ's Mission, Vision, and Values</b>	<a href="#"><u>2</u></a>
<b>Overview</b>	<a href="#"><u>3</u></a>
<b>Faculty &amp; Librarian Recruitment Process Steps</b>	<a href="#"><u>5</u></a>
STEP 1: Create a Rationale for the Position Request	<a href="#"><u>5</u></a>
STEP 2: Authorization to Fill the Position	<a href="#"><u>5</u></a>
STEP 3: Convening the Search Committee	<a href="#"><u>5</u></a>
STEP 4: Creating the Position Description & Placement of the Advertisement	<a href="#"><u>7</u></a>
STEP 5: Screening CVs/Resumes	<a href="#"><u>8</u></a>
STEP 6: Interview Process for Finalists	<a href="#"><u>10</u></a>
STEP 7: The Offer	<a href="#"><u>11</u></a>
STEP 8: Important Next Steps	<a href="#"><u>12</u></a>
<b>Appendices</b>	
Appendix 1: Search Committee Tips for Running an Inclusive Search	<a href="#"><u>14</u></a>
Appendix 2: Diversity Language for Job Advertisement/Vacancy Announcement	<a href="#"><u>22</u></a>
Appendix 3: Diversity Advertisement Posting Sites	<a href="#"><u>23</u></a>
Appendix 4: Interview Question Guidelines	<a href="#"><u>24</u></a>
Appendix 5: Diversity Interview Questions for Faculty/Librarian Positions	<a href="#"><u>25</u></a>
Appendix 6: General Interview Questions for Faculty/Librarian Positions	<a href="#"><u>27</u></a>
Appendix 7: Applicants with Disabilities	<a href="#"><u>28</u></a>
Appendix 8: Tips for Interviewing Candidates with Disabilities	<a href="#"><u>30</u></a>
Appendix 9: Recruitment Form Links	<a href="#"><u>31</u></a>

# TCNJ's Mission, Vision, and Values

## **Mission**

The College of New Jersey, a nationally recognized public institution founded in 1855 as the New Jersey State Normal School, is a primarily undergraduate and residential college, with targeted graduate programs. Grounded in the liberal arts, TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.

## **Vision**

TCNJ will offer an unparalleled education in a vibrant, collaborative, and inclusive community of learners who will make a distinct mark on the world. By following our values, we will serve as a national exemplar of public higher education, and we will do this while being committed to accessibility and affordability.

## **Values**

### *Excellence*

- We admit highly talented students, whom we challenge to discover and realize their potential.
- We recruit the highest quality faculty, staff and administrators who have the expertise and experience to mentor and challenge our students.
- We support innovation and experimentation and continue to build on our accomplishments. We hold the highest expectations for ourselves and support each other in achieving them.

### *Engagement*

- We encourage students, faculty, and staff to pursue their curiosities and passions inside and outside the classroom.
- We collaborate across disciplinary and operational boundaries to draw on all our strengths.
- We work together to enrich our local, national, and global communities.

### *Integrity*

- We treat each other with civility and respect.
- We act ethically and take responsibility for our choices.
- We work together in a spirit of fairness, cooperation, and transparency.

### *Inclusiveness*

- We recognize the unique worth of each member of our community.
- We believe that a community composed of people with diverse backgrounds, perspectives, and abilities promotes learning and engagement.
- We are committed to building a diverse and inclusive community.

### *Self-reflection*

- We assess our practices in the classroom, on campus, and in the community.
- We nurture ongoing campus dialogue to ensure that we adhere to our mission, vision, and values.
- We routinely monitor the allocation and expenditure of our resources in order to assure that we are supporting priorities and that we are fiscally responsible.

## Overview

Participating in the hiring process is one of the most important contributions that one can make to our campus community. The selection will have a lasting impact on The College of New Jersey, as well as on the students who will be impacted by your work.

This [Faculty & Librarian Recruiting and Hiring Guide](#) details the various steps involved in the college's hiring process for faculty and librarian positions, and serves as a reference tool for search committees to use in an effort to make the hiring process fair, equitable, and consistent. This guide also provides resources to assist you with the search including, but not limited to, sample interview questions. The divisions of Academic Affairs, Inclusive Excellence, and Operations encourage those who are charged with participating in and making the hiring decision to use this guide as a best practice document.

The College of New Jersey believes that diversity in its many forms is essential to the educational experience and therefore strives to be an institution where diversity and inclusion are reflected in the culture, climate, and daily operations of the college. Therefore, a goal in the hiring process is to attract diverse applicant pools of individuals who share our commitment to, and values of, diversity and inclusion.

The College of New Jersey's mission of educating exceptional students requires that we hire exceptional faculty and librarians. In doing so, we continue to maintain and advance the college's mission to prepare our students to excel in their respective fields. Hiring exceptional faculty and librarians allows the college to continue to be a national example of public higher education as we seek to teach talented students from New Jersey and beyond. To that end, search committee members should exercise great care and consideration as they approach the serious task of hiring faculty members and librarians to join the ranks of our prestigious academic programs and campus community.

# Faculty & Librarian Recruitment Process

## STEP 1: Create a Rationale for the Position Request

In order to begin the process of hiring a new faculty member, the Dean – with input from Department/Program/Library faculty – must complete the Faculty & Librarian Request Template. The Faculty & Librarian Request Template must indicate that the hiring of a new faculty member bears a relationship to the college’s strategic priorities and direction. When completed, the Dean submits the rationale to the Provost.

## STEP 2: Authorization to Fill the Position

Upon receiving approval from the Provost, the Dean submits the position request details to the Office of Academic Affairs (AA) through the designated process. Upon review and approval by the Office of Academic Affairs, a Taleo requisition is created and submitted for approval. The Office of Human Resources (HR) will review the requisition and post the position upon receipt of the approved job advertisement (described in step 4 below). Academic departments are not involved in these approval steps.

The requisition will route through the approval process in Taleo, typically, in the following sequence:

- Director of Administration for Academic Affairs (currently submits all requisitions)
- HR Recruiting Coordinator
- Dean of the Hiring Department
- Provost
- Director of Budget & Fiscal Planning

## STEP 3: Convening the Search Committee

Once the requisition is fully approved, the Dean will be notified by the Taleo system. The Dean will form a search committee, which is typically comprised of three to five individuals. In forming the search committee, the Dean will consult with the Department Chair as well as the Vice President for Inclusive Excellence, and will ensure a diverse make-up of the committee members, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. In the case of small departments, the Dean will work with the Department Chair to expand representation to meet the needs of the search.

The committee shall be composed of members who are committed to protecting the integrity of the selection process and have a vested interest in the outcome of the search. Faculty/librarian search committee members will be chosen from the discipline subject area, department and relevant school, or closely related disciplines. A strong recommendation is that one member is chosen from outside the department or school.

The search committee members, including its chair, should disclose any potentially significant conflicts of interest that could arise during the search process and consult with the Dean to determine if their service on the committee is appropriate. Examples of a possible conflict of interest can include when a relative, spouse, student collaborator, former student, friend or close colleague applies for the position.

The search committee is responsible for conducting the search, including reviewing CVs/resumes, scheduling phone/video and on-campus interviews, interviewing applicants, and making a recommendation to the Dean about who will become semifinalists and finalists for the position. The search committee is also responsible for ensuring that finalists engage with other departmental faculty/librarian members during their campus visits (the mechanics of which will necessarily vary among individual departments and schools), collecting feedback from those faculty/librarian members, and presenting an analysis of the finalists to the Dean.

### **Search Committee Chair**

In consultation with the faculty, the Dean will appoint the Chair of the search committee. The Chair is responsible for convening the search committee, following established search procedures, and ensuring timely communications with the applicants. The Chair is also responsible for timely communication between and among committee members, and between the committee and appropriate College offices, including the Dean and the Office of Human Resources. The Department Chair or Dean, as appropriate, will assign administrative support staff to assist the search committee, if possible. The search committee Chair will work with the designated support staff to facilitate appropriate communications with candidates and organize applicant material. The Chair of the search committee is also responsible for updating the candidates' status on the requisition in Taleo, for example, changing candidates' status to "Not Selected," or from "New" to "Phone Screen," "Interviewing," or "Decision/Finalist," or whichever is most appropriate.

### **Initial Committee Meeting and Training**

After the search committee has been convened, the committee will meet with the Dean and the Vice President for Inclusive Excellence, or their designees. This meeting will formally charge the committee with the tasks of conducting the search. In their charge to the committee, the Dean launching the search should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, underrepresented minorities, and members of other underrepresented groups, in fields where they are in the minority. The Dean should present data on hiring history and department makeup by gender and race or ethnicity for the committee's consideration (*for implementation in FY24*). These discussions should take place as the committee develops its search plan.

Search Chairs and committee members are required to complete an annual Human Resources & Diversity Bias Training offered by the Division of Inclusive Excellence and the Office of Human Resources. Completion of the training and the **Commitment Form for Faculty and Librarian Search Committee Members** (provided at the training session) is required in order to access the Taleo requisition and candidate pool. The Division of Inclusive Excellence will coordinate this training and offer multiple sessions to accommodate all search committee members. The Dean will stress that the search committee

should maintain confidentiality during the search process. Such confidentiality includes anyone not directly involved in the hiring process, which includes department faculty not participating in the search committee. Further, any communications regarding the search process should come from the Chair of the search committee.

#### **STEP 4: Creating the Position Description & Placement of the Advertisement**

The search committee Chair, along with the committee members, will create the position description for the Dean's review and approval. The position description should accurately describe the work to be performed and the necessary and desired qualifications of the successful candidate. The description will inform the development of the job advertisement (job ad) – using an institutional template ad, interviewing criteria, the preparation of questions for the interview, and the candidate selection process.

To draft the position description:

- Determine the title or rank for the position.
- Determine the responsibilities of the position.
- Identify the corresponding degrees required and desired qualifications in terms of specific search criteria

The Dean will submit the job advertisement (job ad) to the Provost and the Vice President for Inclusive Excellence for review and approval. Once approved, it is the Dean or the search committee Chair's responsibility to submit the job ad to their HR Recruiter. The standard sites where all job opening get posted are the following (subject to change):

- TCNJ Career Website (Internal and External Faculty Career Sites)
- The Chronicle of Higher Education
- Higher Ed Jobs
- Inside Higher Ed
- Higher Education Recruitment Consortium (HERC)
- Insight Into Diversity
- LGBT in Higher Education

Please note that all online postings must be visible for a minimum of 30 days and typically expire after the 30-day period.

The Dean or the search committee Chair will need to advise if there are any additional venues, not listed above, to which the opening should be posted. The Office of Human Resources will pay up to \$1,400 for the costs of authorized ads on any additional sites. Costs that exceed \$1,400 must be paid by the hiring department or school. The search committee Chair should discuss this with the Dean if needed.

In addition, each search committee should identify specific recruitment strategies, diversity publications and/or unique networking opportunities to increase the quality and diversity in the respective school/department. The search committee should consider placing advertisements in such publications as

Diverse Issues in Higher Education, Hispanic Outlook, Women in Higher Education, and/or other discipline-specific organizations that focus on members of diverse populations. Additional posting sites, in particular those with a targeted audience of women and diverse candidates, may be found in Appendix 3. For further assistance, please contact the Vice President for Inclusive Excellence.

Once posted, the Dean will receive an email notification stating the position has been posted.

## **STEP 5: Screening CVs/Resumes**

Once candidates submit their application materials through Taleo, the system will send an automatic email thanking them for their interest and confirming the receipt of their application. During the application process, candidates will be required to submit both unofficial copies of their transcripts and a statement of commitment to inclusivity (no longer than 3 pages). As explained below in Steps 7 and 8, the successful candidate will be required to submit official transcripts before their employment can begin.

### **Using the Evaluation Rubric**

Prior to screening, the search committee will discuss and agree upon fair, objective, and uniform procedures with which to evaluate candidates. The search committee will use the job description/job ad to establish criteria and develop a rubric to use in the candidate evaluation process.

The search committee will use the [Review of All Applicant's Qualifications and Identification of Semifinalist Pool Form](#) to list all applicants who applied for the position. This Excel file will be used to track the progress of the search. It should be kept up to date and in a shared folder for referencing by the search committee members.

Applying the rubric, the search committee will then narrow the pool to a group of semifinalists. Applicants who do not meet the minimum qualifications should be screened out and placed in the "Not Selected" status in Taleo. These applicants will receive communication from the Office of Human Resources, via Taleo, thanking them for applying, but notifying them that they are no longer under consideration. The search Chair has the option to provide the HR Recruiter with language specific to their search, or use the standard language.

### **Identifying Semifinalists**

The applicants who are to be interviewed need to be placed in "Interviewing" status in Taleo by the search committee Chair.

Before proceeding with the phone/video interviews, the preliminary list of semifinalists must be submitted to the Dean using the **Review of All Applicant's Qualifications and Identification of Semifinalist Pool Form**. The Dean must approve this list, and submit the form for approval to the Provost and the Vice President for Inclusive Excellence, copying the Director of Administration for Academic Affairs, before phone/video interviews may proceed. If a diverse pool is not present, the Vice President for Inclusive Excellence will determine whether recruitment and outreach efforts were sufficiently broad. If not, and after consultation with the Dean, the search may be extended to expand recruitment efforts. A



final copy of the approved form will be uploaded to the Taleo requisition by the Office of Academic Affairs or the Office of Human Resources.

### **Semifinalist Interview Questions**

Interview questions should be established prior to conducting phone/video interviews with the group of semifinalists. For the phone/video interviews of semifinalists, the search committee will develop a series of purposeful questions to elicit information about the applicant's ability to be an effective member of the faculty. The questions must relate to the applicant's potential for successful teaching or librarianship, scholarship, and service at The College of New Jersey. The interview questions must be sent to and approved by the HR Recruiter assigned to the search before scheduling and conducting any semifinalist interviews. *Please note, phone/video interviews are not to be recorded.*

The search committee must avoid asking questions that are impermissible or that may subject the College to a discrimination lawsuit. For the types of questions that may not be asked during an interview, please refer to the [Interview Question Guidelines](#). As an example, asking if a candidate has young children may be an innocent attempt to put the candidate at ease. However, the question could lead to a charge of discrimination if the unsuccessful applicant were to conclude that a fear of excessive absences related to child care caused the lack of a job offer.

### **Reference Checks of Semifinalists**

If after the phone/video interviews the search committee wishes to check references to help narrow the semifinalist candidates, then the committee will need to receive permission from the candidate to proceed with reference checks. All candidates should have supplied names, addresses, email, and phone numbers of at least three references during the application process; at least two of these references need to be checked. Reference checking for the semifinalists must be conducted by telephone, but individual references should be contacted via email to schedule the telephone calls ahead of time. Before contacting references, the search committee Chair should consult with the Dean regarding the list of reference check questions. The completed forms need to be uploaded to the requisition in Taleo.

### **Identifying Finalists**

The search committee will narrow down the list of semifinalists to finalists based on the Applicant Qualification's and Identification of Semifinalist Pool Form, phone/video interviews, and the results of the references to determine who will be invited to interview on campus.

When the search committee has identified the list of finalists, the [Semifinalist Review and Finalist Selection Form](#) must be completed. This form must be signed by the search committee chair and forwarded to the Dean for approval and signature. The Dean will forward the completed and signed form to the Provost and the Vice President for Inclusive Excellence, and copy the Director of Administration for Academic Affairs. The Provost and the Vice President for Inclusive Excellence will inform the Dean once clearance is received, and the Dean will inform the search committee Chair. The Office of Academic Affairs or the Office of Human Resources will upload the approved form to the requisition in Taleo before inviting finalists to on-campus interviews.

On-campus interviews are approved for the top three finalists. Any additional candidate will need an approval from the Dean, Provost, and Vice President for Inclusive Excellence. No applicants can be invited for interviews until the search committee has received all of the above-mentioned approvals.

### **Communication with Applicants**

At this point, especially in searches with larger applicant pools, the search committee Chair should communicate with all candidates not selected for the semifinalist pool, thanking them for applying, but notifying them that they are no longer under consideration. Depending on the strength of the semifinalist pool, search committees may want to release the original Tier 2 candidates or keep them in Tier 2 if they think they may need to come back to this pool.

## **STEP 6: Interview Process for Finalists**

Logistics of scheduling the on-campus finalist interviews are the responsibility of the search committee, typically the Chair, following guidelines maintained by the Office of Academic Affairs (see recruitment travel procedures on the Office of Academic Affairs recruitment process page).

### **Developing the On-campus Interview Schedule**

It is important that all on-campus interviews be held in accessible locations. It will not always be clear if a candidate has impaired mobility prior to arrival on campus. You may not legally ask a candidate to reveal if they have a disability. However, before the visit you should ask the candidate if they will need any special accommodations for their interview. Accommodations may be related to a person's physical disability or to their special dietary needs.

In addition to formal interviews with the search committee, faculty/librarian members, the Dean, and the Provost, there may be a teaching demonstration, research presentation, or other assessment of the finalist's knowledge, skills, and abilities, as well as discussions with students or peers, and/or informal interviews with interested stakeholders. Before the on-campus interviews begin, the search committee should inform all parties who will meet with the finalists about appropriate and inappropriate questions (see Step 5 above [Interview Question Guidelines](#)).

Information regarding the program of benefits offered can be found here: [Benefits Summaries](#). Upon request, an HR benefits specialist can meet with the candidate, this session should be incorporated into the interview schedule.

***Finalists must be informed of all the components of the interview before they arrive on campus.***

The interviews should be scheduled at a time when all members of the search committee are available. Any announcement, posting, or distribution of the finalists' curricula vitae must exclude all references to personal information other than the finalist's name (e.g., home address, etc. should be redacted). Each finalist should be given approximately the same amount of time for each component of the interview process.

## **During the On-campus Interviews**

Interviews must be conducted equitably for all finalists. The same questions and assessments must be applied. This does not mean that the search committee may not ask legitimate, targeted follow-up questions for purposes of clarifying or expanding on particularly relevant experiences. The search committee is encouraged to ask candidates equity-/inclusion-/diversity-related interview questions. These questions reinforce TCNJ's value of inclusiveness to prospective members of our campus community. Please refer to Appendix 5 for a list of suggested questions.

## **Evaluating the Finalists**

The search committee must document the method by which each finalist is to be evaluated during each section of the interview. Some methods include narrative and comparative (e.g., excellent, good, weak). Methods may differ for the various sections.

Upon the conclusion of the on-campus interviews, and after considering input from departmental faculty/librarian members, the search committee will present its analysis to the Dean. The analysis will include, at a minimum, a determination of “viable” or “not viable” for each finalist, together with a list of strengths and weaknesses for each viable finalist. Where a position has been advertised at multiple ranks (e.g., Assistant or Associate Professor) the analysis must also include a determination of whether each “viable” finalist meets the Department’s Disciplinary Standards of Scholarship for the higher rank.

The Dean will complete the [Finalist Review and Candidate Selection Form](#). This form indicates the name of the applicant selected for the position and a summary of each finalist’s strengths and weaknesses. It is best practice to have the second-choice finalist identified, if feasible. Thereafter, the Dean will forward the **Finalist Review and Candidate Selection Form** to the Provost and the Vice President for Inclusive Excellence for review and approval. The approved form must be submitted to the HR recruiter.

## **STEP 7: The Offer**

***NOTE: The offer cannot be extended until the Finalist Review and Candidate Selection Form is approved by the Provost and the Vice President for Inclusive Excellence.***

The Dean and Provost will discuss rank, salary, start-up funds, moving expenses, and computer needs prior to a verbal offer being discussed with the selected finalist.

Upon approval by the Provost, the Dean will extend a verbal offer to the first-choice finalist, keeping the Provost informed of the progress and outcome. The Dean will explain to the finalist that the offer is contingent upon the results of a background investigation, pre-employment screening, and the receipt of official copies of the finalist’s transcripts.

Once the Dean and the finalist have reached a verbal agreement, the Dean will submit the [Academic Appointment Request Form](#) to the Office of Academic Affairs for the Provost’s approval, listing the exact details of the offer. Once the Provost approves the Appointment Request Form, the Office of Academic Affairs will send the form to the Office of Human Resources for further processing. The final

written offer is generated by the Office of Human Resources and sent electronically from Taleo to the finalist to sign. The finalist must accept or decline the offer letter electronically via Taleo.

Once the offer is accepted, the Office of Human Resources launches the on-boarding process.

When the background investigation is completed and cleared, the HR Recruiter will notify the Office of Academic Affairs and the Dean. Assuming that the results do not contradict hiring, the Dean then notifies the search committee Chair.

If the Dean and the finalist are ultimately unable to reach an agreement, or if the background investigation reveals any reason that the finalist should not be hired, the Dean may recommend to offer the position to the next-choice finalist. If that is the case, the Dean will repeat all parts of Step 7.

Once all New Hire paperwork has been completed, the Office of Human Resources will notify the finalist that they have been fully cleared to hire.

### **Communication with All Remaining Applicants**

The search committee Chair will send the thank you/rejection notices to all semifinalist and finalist candidates who were not selected. Only at this point may the results of the search be shared.

## **STEP 8: Important Next Steps**

Before a new faculty member is able to assume their duties, the following steps/forms must be completed:

- Background investigation, including education verification, has been completed and cleared.
- Offer letter has been signed by the finalist.
- Affidavit of Pension must be submitted to the Office of Human Resources.
- I-9 Form has been fully completed (Section 1 and 2).
- Official transcripts that confirms the highest terminal degree has been earned by the finalist has been received by the Office of Human Resources.

Once the background investigation has been in progress, the Office of Human Resources launches the I-9 employment verification process electronically. The New Hire must complete section 1 of the I-9 Form. Also, under federal law, new hires must appear in person at the Office of Human Resources prior to or on the first day of employment to present (an) original identification document(s) so that the Office of Human Resources can complete section 2 of this form.

New faculty members must send their official transcript to the Office of Human Resources verifying their last terminal degree earned, and must be received before the new faculty member's first day of employment.

Once all steps and New Hire documentation are completed, the new faculty members are entered into the HR system. The logins, email address, etc. generate via an overnight feed. Please note that it may take a few days for the log-in information to be transferred to other systems on campus.

The Office of Human Resources will send a new hire confirmation email with the six-digit employee ID number and TCNJ email address, including instructions on how log in to their TCNJ credentials. Departmental support staff should arrange for office keys, phones, computers, etc., as soon as practical. The new employees should be directed to the Office of Student Accounts to get an ID card and parking pass, which they will need before they can pick up the keys, access parking, etc.

The Office of Academic Affairs will schedule a New Faculty Member Orientation towards the end of August. Exact dates will be communicated to new hires at some point during the month of July. The Orientation is three days long and includes a variety of comprehensive topics such as benefits discussion, reappointment and tenure, shared governance, etc.

# Appendix 1: Search Committee Tips for Running an Inclusive Search

## A) Before the Search

### Search Committee Responsibilities

The search committee's responsibility is to identify a slate of top candidates for the vacancy. In their charge to the committee, the Dean launching the search should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, underrepresented minorities, and members of other underrepresented groups, in fields where they are in the minority. The Dean should present data on hiring history and department makeup by gender and race or ethnicity for the committee's consideration (*for implementation in FY24*). These discussions should take place as the committee develops its search plan.

### Importance of Diverse Search Committees

It is important to include women, underrepresented racial and ethnic minorities, and members of other underrepresented groups on the search committee, wherever possible, because a diverse committee is more likely to generate a strong applicant pool.

When considering women and underrepresented minority faculty to serve on search committees, keep in mind that they may face a greater number of committee appointments than their colleagues. If there is a shortage of women and underrepresented minority faculty in a particular department or field, consider inviting women and underrepresented minority faculty from other disciplines and administrative units to serve on the search committee.

### Reviewing Past Searches

The Vice President for Inclusive Excellence may find it helpful to ask the following questions:

- What proportion of past applicant pools and candidates were women and underrepresented minorities?
- Have women and underrepresented minorities been offered positions recently?
- How were women and underrepresented minority faculty who were recently hired persuaded to accept their position at TCNJ?
- How will this data influence the way that the present search is conducted?

### Avoiding Conflicts of Interest

Members of the search committee should have no conflicts of interest. Before the search, have a plan for how to deal with any conflicts of interest that arise during the search process.

## Attentiveness to the Power Dynamic of the Search Committee

The professional, mentoring, or personal relationships within the search committee will affect the power dynamics of the group. To help ensure that recommendations are a result of fair deliberations, and that all individuals have an equal opportunity to voice their thoughts, be mindful of how power dynamics may affect the group while assembling the committee. Although not all power dynamics can be avoided, adhering to rules on equal participation and voting in the search committee can help ensure equitable participation in decision making.

## Avoiding Common Biases in the Search Process

Consider incorporating the following interventions to minimize bias and ensure an equitable search:

*Document the entire search process:* Creating a record of search committee discussions, advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and to make corrections as needed.

*Establish evaluation criteria:* Deciding in advance of reviewing applications which criteria will be used, and how they will be weighted, will help evaluators avoid biases:

- Assuming that individuals from prestigious institutions are the best candidates without viewing all applications more closely and/or considering the needs of the department
- Holding different candidates to different standards based on stereotypes
- Using a minor reason to disqualify a candidate without properly considering all other criteria
- Designating some candidates as more promising than others without fully considering strengths and development opportunities of all applicants
- Having strong group members, particularly those with seniority, reach and express consensus without sufficient discussion, which may make it difficult for others to challenge those conclusions

## Dispelling Myths about Diversity and Faculty Recruitment

It is vital to the recruitment and hiring process that myths are dispelled regarding diversity recruitment for faculty and librarian hiring. Some believe the following to be true.

**Assumption:** Factoring in diversity considerations will distract from the goal of finding an exceptional candidate.

**Reality:** A focus on diversity enhances the likelihood of finding an outstanding candidate. A diverse candidate pool comprised of women, underrepresented minorities, and other underrepresented groups ensures that applicants with varied experiences are considered. Avoiding bias in the evaluation process promotes a fair assessment of all candidates and leads to the selection of a highly qualified individual for the position.

**Assumption:** Women and underrepresented minorities in academia are few and difficult to recruit and retain. Since these underrepresented scholars are in high demand, their recruitment requires a disproportionate share of resources.

**Reality:** Though the number of women and underrepresented minorities may be low in many fields, their representation often does not reflect their numbers in the pool of available candidates.

**Assumption:** The most common reasons that faculty relocate are questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution.

**Reality:** Like all other candidates, underrepresented scholars are drawn by factors such as location and a supportive and inclusive climate.

**Assumption:** Faculty search practices are not responsible for the scarcity of women and underrepresented minorities in higher education, and therefore do not need to change. The number of women and underrepresented minority faculty will naturally grow as the increasing number of people from these underrepresented groups receiving advanced degrees move through the pipeline.

**Reality:** This is false. Women and underrepresented minorities are not advancing into faculty positions at the same rate that they are receiving advanced degrees and entering the higher education workforce.

## **A Note on Confidentiality**

The search committee should establish clear guidelines at the outset of the search process for keeping discussions, personal or background information on a candidate, and all candidate's names in confidence. Committee members should understand that it is inappropriate to engage in any off-the-record reference checks of candidates. Establishing such guidelines is an essential part of any search.

## **Language Inviting Applicants to Include Diversity Statements**

As you draft the advertisement, it is possible to encourage candidates to reflect upon their interest in working for an institution where there is a focus on diversity and inclusion. Examples:

- The College of New Jersey is an equal opportunity institution. Due to TCNJ's commitment to building a broadly diverse educational environment, applicants may include in their cover letter information about how they will further this objective.
- Candidates are encouraged to describe how diversity issues have been or will be brought into courses.
- Candidates are encouraged to describe previous activities mentoring women or members of underrepresented groups.
- Applicants are encouraged to describe in their letter of intent how their scholarship contributes to building and supporting diverse communities.



## B) During the Search

The search committee Chair and members reach out to colleagues at institutions that have diverse faculty to identify high potential female and underrepresented minority candidates and encourage them to apply to the position.

- ✓ Advertise broadly, including to interest groups with diverse faculty audiences
- ✓ Prior to interviewing candidates, discuss how criteria listed in the advertisement will be weighted and valued.
- ✓ Ensure that each candidate is evaluated on all criteria listed in the job description
- ✓ If the committee is unable to identify competitive candidates from underrepresented groups, the chair will provide an explanation in writing to the Dean and to the Vice President for Inclusive Excellence regarding the steps that were taken to identify such candidates and why the committee was unsuccessful

## Recruitment Strategies

Active recruiting entails soliciting applications from potential candidates by making information about the available position widely known, both through advertising and seeking out qualified individuals through professional networks. It involves finding sources of qualified candidates rather than assuming that all potential candidates will find and apply to the vacancy. To enrich the applicant pool, consider employing a multitude of strategies:

- *Department faculty and staff:* Faculty can reach out to qualified candidates through their membership with relevant groups or organizations
- *Personal outreach:* Candidates will often not apply to positions and will need to be invited to apply by a member of the search committee.
- *Individuals who decline nominations:* These individuals may be able to refer other outstanding candidates for the position.

It is important to advertise and raise awareness to opportunities through channels that will reach women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. There are a variety of ways to do so:

- *Target publications:* Advertisements can be posted in publications that specifically target women and underrepresented groups.
- *Professional associations:* Mailing lists for women and underrepresented minorities within these groups can be a way of disseminating information of the position.
- *Professional conferences:* Faculty members can connect with women and underrepresented minority candidates attending conferences who may be good candidates for an available position.
- *Women's colleges and colleges serving large numbers of underrepresented minorities:* Alumni publications and affirmative action offices of women's colleges, historically black colleges and universities, and other institutions that serve Latinx and Native American students are good places to advertise faculty positions.

- *Distinguished women and underrepresented scholars:* Women and underrepresented minority faculty whose work you, your colleagues, or students admire may be able to recommend colleagues.
- *Visiting professors/lecturers and temporary hires:* Women and underrepresented minorities who have held such positions in your department may be good candidates or may know of colleagues that they can recommend for the faculty opening.
- *Websites as resources:* View <https://top100.diverseeducation.com/> to identify institutions that confer the most degrees to African American, Native American, Asian American, and Hispanic student populations. The National Association for College Admission Counseling (NACAC) produces a listing by state of Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic Serving Institutions. Though primarily for prospective students, this site may be used to inform your outreach efforts.

## Communicating with Applicants

Courteous communication includes promptly responding to all correspondence and keeping applicants apprised of the recruiting process and its timeline. Convey appreciation of candidates' interest in the position and consideration of their efforts by acknowledging receipt of applications, informing applicants once they are no longer being considered for the position (or of next steps in the process if consideration is continuing), and providing details of interviews and campus visits in a timely manner.

## Evaluating Applicants

When evaluating applicants, it is important to make sure that the process is fair and gives consideration to each applicant. It may be necessary to correct for unconscious biases by instituting certain protocols around reviewing applications.

- *Establish evaluation criteria:* The dimensions for judging applicants, as well as their relative importance, should be determined prior to reviewing applications. Choose criteria that can help predict the future success of the applicant.
- *Adhere to evaluation criteria:* When assessing applications, it is important to adhere to evaluation criteria. Using a standard evaluation form will help committees to rate criteria consistently across a pool of candidates.
- *Look for strengths:* In the initial assessment of applicants, it will be helpful to search for reasons to continue considering individuals for the position. Such an approach will ensure that strengths are not overlooked and that all promising candidates are included.
- *Rely on evidence:* When determining whether or not a candidate meets certain criteria, refer to materials in candidate's application. Ensure that similar information is collected on all applicants. For example, if one candidate receives an unsolicited reference from a colleague, then the search committee should reach out to colleagues of other candidates to obtain references.
- *Spend adequate time reviewing each application:* Allow enough time to review each application to ensure that each candidate receives a thorough assessment.
- *Secure reviews by more than one search committee member:* Each application should be assessed by more than one search committee member to ensure a fair evaluation.

- *Consider the candidate's record of working with diverse students and diversity related research:* TCNJ is committed to building a diverse and challenging environment thus, attention should be given to candidates who have such a track record.
- *Avoid subjecting different candidates to different expectations:* Women and underrepresented minorities may tend to be held to higher expectations regarding their number of publications and name recognition. An awareness of this potential bias will allow these candidates to receive proper consideration.
- *Avoid elitism:* Be careful of rating a candidate highly solely because of the reputation of their institution or advisor.
- *Avoid premature ranking:* Ensure that each application has been fully considered with respect to the different criteria that were agreed upon prior to expressing preferences for particular candidates.
- *Create multiple ranking lists of candidates:* Ranking candidates on each criterion and then choosing individuals who placed highly in all categories will allow for a fair construction of the candidate shortlist.

## Candidate Review

Following the initial candidate review where application materials are evaluated by the committee, the search committee will create a semifinalist list of candidates for further consideration. Semifinalist candidates will be invited to interview for the vacancy via remote means. If the pool of semifinalist candidates lacks women and/or underrepresented minorities, the search committee may be tasked with enlisting more aggressive recruitment efforts before moving to the next phase in the search.

- Revisit top women and underrepresented minority candidates in the pool to see if evaluation bias played any part in their exclusion from the shortlist.
- If available in the pool, it is recommended that more than one woman and/or underrepresented minority be included on the list of semifinalist candidates and invited for an interview. This results in a more objective evaluation of candidates.
- Prior to inviting individuals for an interview, the Dean and the Vice President for Inclusive Excellence must review the candidate list to confirm that the selection and evaluation processes were fair and equitable.
- The applicants who are to be interviewed need to be placed in “Interviewing” status in the applicant tracking system, Taleo, by the search committee Chair.
- If the pool of candidates does not reflect a diverse pool, the Vice President for Inclusive Excellence will determine whether recruitment and outreach efforts were sufficiently broad. If not, and after consultation with the Dean, the search may be extended to expand recruitment efforts.

## Phone/Video Interviews

Phone/video interviews are a precursor to identifying the finalist candidates who will be invited to campus to meet the search committee and other stakeholders. The phone/video interview is a formal step in the interview process whereby the search committee enlists interviewing techniques and processes that have been described in this guide. At the end of this intermediate step, finalists for the open position will be identified.

## C) On Campus Interviews

Once the candidate list of finalists is approved, the search committee will invite candidates to TCNJ for an on-campus interview. These visits are opportunities for candidates and department faculty to learn about each other as potential colleagues.

### Accessibility

It is important that all on campus interviews be held in accessible locations. It will not always be clear if a candidate has impaired mobility prior to arrival on campus. You may not legally ask a candidate to reveal if they have a disability. However, before the visit you should ask the candidate if they will need any special accommodations for their interview. Accommodations may be related to a person's physical disability or to his or her special dietary needs.

### Coordination of the Campus Visit

Provide a warm welcome to all candidates. Make sure department staff know of a candidate's arrival and are available to welcome them. A search committee member or department faculty member can escort the candidate to different events and interviews during the visit.

- Have the candidate meet with the department chair and all department faculty, particularly faculty they may be interested in collaborating with, and persons of similar background and interests.
- Ensure these interactions are positive and friendly, and that all who meet with candidates have information about their professional background.
- Ensure women and underrepresented minority faculty meet with all candidates, not just women and underrepresented minority candidates.
- End the campus visit on a positive note and inform the candidate of a general timeline for the next steps in the hiring process.
- Reimburse candidate for expenses soon after the end of the on-campus visit.

### Interview Questions

Prior to the on-campus visit, the search committee must submit the interview questions to the Office of Human Resources for approval. In addition to formal interviews with the search committee, faculty members/librarians, the Dean, and the Provost, there may be a teaching demonstration or other assessment of the candidate's knowledge, skills, and abilities, as well as discussions with students or peers, and/or informal interviews with additional stakeholders.

### The Interview Schedule

The agenda for the candidate's time should reflect department priorities in terms of research and teaching.

- Ensure that there are different ways in which candidates may interact with faculty and students. Consider providing candidates with opportunities to reveal their strengths through less formal events, such as question and answer sessions in addition to the traditional job presentation.
- Include a guided tour of the campus

- Ensure that the schedule is not too tightly packed and that there is time for lunch and breaks. Candidates may appreciate free blocks of time between events.

## **Informing Candidates of the Agenda for the Visit**

Candidates should know the schedule for their on-campus visit and receive clear expectations regarding any presentation or lecture that they are invited to facilitate.

## **Prepare Interviewers to Conduct the Interview**

- Provide interviewers with the candidate's visit schedule, including times and locations of interviews.
- Provide application materials submitted by the candidate. Any announcement, posting, or distribution of the finalists' curricula vitae must exclude all references to personal information (e.g., home address) other than the finalist's name.
- Provide a list of interview questions to be asked of each candidate. By posing the same questions to each candidate, each member of your committee will be able to collect comparable information from all candidates.
- If a panel interview will be conducted (a group of interviewers will speak with the candidate together), decide beforehand how the questions will be divided among interviewers.
- Provide interviewers with guidelines about what questions are not acceptable to ask.
- Provide evaluation/rating worksheets and other feedback forms that are to be submitted to the search committee after the interview. Requiring interviewers to provide feedback on specific criteria will ensure a more fair assessment of candidates.

## **D) After the Search**

- ✓ Connect final round candidates with faculty who share similar background and interests
- ✓ Conduct a post search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful

## Appendix 2: Diversity Language for Job Advertisement/ Vacancy Announcement

All faculty/librarian job ads will follow an institutional template. In addition to the language included in that template, please consider the language below as you craft your vacancy announcement.

1. The school/department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.
2. The school/department is interested in candidates who have a record of success advising and mentoring individuals from groups underrepresented in higher education.
3. The school/department is interested in candidates who will bring to their research the perspective that comes from a nontraditional educational background or understanding of the experiences of those underrepresented in higher education.
4. The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity.
5. The College of New Jersey is an equal opportunity employer and is dedicated to the goal of building a culturally diverse faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.

## Appendix 3: Diversity Advertisement Posting Sites

<a href="#"><u>Association for Women in Science</u></a>
<a href="#"><u>National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.</u></a>
<a href="#"><u>Academic Diversity Search</u></a>
<a href="#"><u>Commission on the Advancement of Women and Minorities in Science, Engineering and Technology</u></a>
<a href="#"><u>Affirmative Action Register</u></a>
<a href="#"><u>Black Perspective</u></a>
<a href="#"><u>Committee on Institutional Cooperation</u></a>
<a href="#"><u>Diversity Expo</u></a>
<a href="#"><u>Diversity Search</u></a>
<a href="#"><u>DiversityJobs.com</u></a>
<a href="#"><u>Equal Opportunity Publications, Inc.</u></a>
<a href="#"><u>GoldSea - Asian American Daily</u></a>
<a href="#"><u>Hire Diversity</u></a>
<a href="#"><u>Historically Black Colleges and Universities</u></a>
<a href="#"><u>IM Diversity</u></a>
<a href="#"><u>Journal of Blacks in Higher Education</u></a>
<a href="#"><u>NAACP Diversity Job Board</u></a>
<a href="#"><u>National Minority Staff members Identification Program</u></a>
<a href="#"><u>Nation Job Education Jobs Page</u></a>
<a href="#"><u>Native American Jobs</u></a>
<a href="#"><u>The Black Collegian Online</u></a>
<a href="#"><u>The Black E.O.E. Journal</u></a>
<a href="#"><u>College Jobs</u></a>
<a href="#"><u>Women for Hire</u></a>
<a href="#"><u>Workplace Diversity</u></a>

## Appendix 4: Interview Question Guidelines

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?
Pregnancy Status	None	Are you pregnant? When are you due?
Race	None	What is your race?
Religion	None	What is your religion?
	None	What religious holidays do you observe?
Sex/Gender Identity	None	Are you male or female?
Age	None	How old are you?
	None	What is your birthdate?
Sexual Orientation	None	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation?  Show the applicant the position description so he or she can give an informed answer.	Are you disabled?  What is the nature or severity of your disability?  What is your condition?  Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?



## Appendix 5: Diversity Interview Questions for Faculty/ Librarian Positions

The College of New Jersey (division or department) values diversity among its students, faculty, and staff. We believe that issues about teaching and leadership within a diverse learning environment are important, and we'd like to discuss your experience with and views about diversity. We expect faculty to partner with colleagues, students and the campus community to make a contribution to the overall inclusivity of the campus community.

1. Please describe how you would work to create a campus environment that is welcoming, inclusive, and increasingly diverse?
2. Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
3. How do you define diversity? Please provide examples of how you demonstrated commitment to diversity and inclusion?
4. What is your experience with teaching and mentoring diverse, multicultural and inclusive communities?
5. What do you see as the most challenging aspects of an increasingly diverse academic community?
  - a. What initiatives have you taken to meet those challenges?
6. What issues have arisen from your work with non-traditional and first generation students? What has gone smoothly and what has been challenging in this work?
7. How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote inclusion?
8. How do you adapt your teaching to meet the different cultures and learning styles of your students?
9. What is your approach to enhancing your understanding of different cultures?
  - a. Please provide examples of how you expand your own learning with regard to diversity.
10. What are some specific things you plan to do within the next two years to further your development in cultural competency?
11. What do you see as the most challenging aspects of an increasingly diverse academic community?
  - a. What have you done, formally or informally, to meet such challenges?
12. How do you view diversity course requirements for students?

13. How have you worked with students and others to foster the creation of an environment that's receptive to diversity in the classroom, in the curriculum, and in the department?
14. How have you mentored, supported, or encouraged students on your campus? What about underrepresented minority students, women, or international students?
15. In what ways have you integrated diversity as part of your professional development?

## Appendix 6: General Interview Questions for Faculty/Librarian Positions

1. Please describe your teaching style.
2. Please describe your teaching philosophy.
3. How do you engage students, particularly in a course for non-majors?
4. What changes have you brought to the teaching of\_?
5. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
6. What courses have you created or proposed in the past five years?
7. What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
8. How do you feel your teaching style can serve our student population?
9. In what professional development activities have you been involved over the past few years?
10. What pedagogical changes do you see on the horizon in your discipline?
11. How would your background and experiences strengthen this academic department?
12. How do you adjust your style to the less motivated or under-prepared student?

## Appendix 7: Applicants with Disabilities

The Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008 require TCNJ to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship.

The ADA also establishes rules about “disability related inquiries,” which consist of a question or series of questions that are likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages:

1. The ADA prohibits all disability related inquiries before an offer of employment, even if they are related to the job.
2. After an applicant is given a conditional job offer, but before they start work, an employer may make disability related inquiries and conduct medical examinations, regardless of whether they are related to the job, as long as it does so for all entering employees in the same job category.
3. After employment begins, an employer may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

For assistance in arranging a reasonable accommodation for an applicant, or candidate for employment, please contact the Accessibilities Resource Center (ARC) at: [arc@tcnj.edu](mailto:arc@tcnj.edu)

## Appendix 8: Tips for Interviewing Candidates with Disabilities

These guidelines are provided to help committees in the interviewing process and to enhance communication skills of committees when interacting with employment candidates with disabilities.

### **When interviewing a candidate with any disability:**

- Ensure that interviews, presentations, lodging, and dining arrangements are mobility accessible. Use the term “accessible parking” rather than “handicapped parking.”

### **When interacting with an applicant with a disability:**

- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
- It is okay to say that a person uses a wheelchair, especially when dealing with questions of parking and making accommodations.
- Be considerate of the extra time that it may take a person with a disability to perform activities of daily life during the campus visit.
- Listen attentively when talking with people who have difficulty speaking and wait for them to finish.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- Everyone makes mistakes from time to time. If you make a mistake and offend someone, apologize.

### **When Interviewing an Applicant Who Uses a Wheelchair:**

- Do not lean on the wheelchair.
- Do not push the wheelchair unless asked to do so.
- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes.
- Keep accessibility in mind.

### **When interviewing an applicant who has a visual impairment:**

- Do not shout.
- Do not touch an applicant’s cane. Do not touch a guide dog when it is in harness.
- Identify yourself and others present immediately.
- When conversing in a group, remember to identify the person to whom you are speaking. □ Use verbal cues; be descriptive in giving directions. (“The table is about five steps to your left.”) □ Verbalize chair location or place the person’s hand on the back of the chair, but do not place the person in the chair.
- Keep doors either opened or closed; a half-opened door is a serious hazard.

- Offer assistance in travel; let the applicant grasp your left arm, usually just above the elbow. Do not initiate contact unless requested to do so.

**When interviewing an applicant who is deaf or hard of hearing:**

- If requested, plan for an interpreter when the applicant's campus visit is confirmed. Keep in mind that the interpreter's job is to translate, not to get involved in the interview in any other way. Therefore, always speak directly to the applicant.
- Do not shout.
- In order to get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand.
- Enunciate clearly. If the applicant is lip reading, keep your mouth clear of obstructions and place yourself where there is ample lighting. Keep in mind that an accomplished lip reader will be able to clearly understand a percentage of what you are saying.
- Keep in mind an applicant may also rely somewhat on facial expressions or other body language to help in understanding.
- If you do not understand what the applicant is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).
- Consider using written notes if you are having difficulty communicating.

## Appendix 9: Recruitment Forms

The forms below are currently listed on the Academic Affairs [Faculty Recruiting](#) website.

- [Review of All Applicant Qualifications and Identification of Semifinalist Pool](#)
  - Required form; review of all applicants applying the rubric
- [Interview Question Guidelines \(PDF\)](#)
  - Guidelines for permissible and impermissible interview questions
- [Semifinalist Review and Finalist Selection Form](#)
  - Required form; summary of results after the semifinalist interviews are complete; identifies the finalists
- [Finalist Review and Candidate Selection Form](#)
  - Required form; final candidate recommended for the position and a summary of each finalist's strengths/weaknesses
- [Academic Appointment Request Form](#)
  - Required form; candidate hiring details; submitted to HR to generate offer letter