A. Faculty Hiring Philosophy

Faculty hiring for all academic units at Stevens follow the following principles:

• We will hire exceptional faculty, from top name schools, that best fit within the Stevens environment as set by the strategic plan (excellence, impact, collaboration).

• We will hire faculty that fit within the institutional priority areas described below. Faculty with expertise outside these strategic priority areas will be the exception.

• Our compensation practices will follow the tenets of the Stevens compensation philosophy.

• Our faculty body will be diverse in all respects including, but not limited to gender, ethnicity and race.

• We will hire faculty that value teaching and research equally.
B. SEARCH COMMITTEE RESPONSIBILITIES

1. Search Committee as University Representative
The search committee is in a unique position to enhance the reputation and image of the University. While a search committee is evaluating a candidate, the candidate is also evaluating the search committee, the department or unit it represents, and, ultimately, the institution. Most of the candidates for positions will eventually enter the profession and will, in turn, work with colleagues and students. The impression that a candidate receives of Stevens will reach many individuals beyond the candidate and will influence our reputation and the success of future search committees.

In order to ensure that the impression the candidate receives is a positive one, the search committee needs to pay attention to the details of the search process. Specific aspects that may influence a candidate’s perception:
- being candid and forthright with candidates
- meeting timelines
- keeping promises
- being warm and professional in correspondence
- politely answering telephone inquiries
- conducting interviews that are probing, yet cordial
- having campus visits that are well-planned and executed

As a result of these efforts, the search committee will be seen as professional, humane, and sensitive and Stevens will be viewed as a professional and supportive place to work. In a very real sense, it is possible for a search committee to have been thoroughly successful even if it has failed to hire its top candidate.

2. Searches and the Search Committee
No committee has a greater ability to make profound and substantive changes in a unit than the search committee. Members of such committees should thoroughly understand the requirements of the position to be filled and the mission and priorities of the department or unit and Stevens.

Generally, search committees function as advisory to a departmental executive committee or a dean, recommending one or more individuals for a position. They typically work closely with the chair of the department or unit throughout the search process. Search committees convey to all candidates the materials that must be submitted including: their resume, a teaching vision statement and a research vision statement as well as reference letters. This may be included in the position description but should also be in the letter sent to persons who respond to the position announcement or who have been nominated for the position.

The search committee should be composed of individuals who bring to it a variety of perspectives and an understanding of equity and diversity issues. When possible, women and employees with diverse backgrounds from within the unit should be represented on all search committees. Since these individuals tend to be asked frequently to serve on an array of committees, however, this may not always be feasible. There is certainly no objection to including employees from other departments or administrative units and enlisting their help in the search process. If participating on the search committee is not possible, candidates should have the opportunity to meet these individuals as they advance through the process.

Each member of the search committee shares in the role of ensuring compliance with equal opportunity and affirmative action requirements, and promoting diversity and excellence. In addition, the committee will want to evaluate all steps of its search in terms of university diversity goals, with particular attention to the danger of unintentionally introducing any kind of discriminatory practice into the process.
Stevens encourages as broad-based a search as possible. Typically, a national search is conducted for faculty positions. When appropriate, students should have an opportunity to meet candidates in an informal setting or to attend presentations by the candidates. Student reactions may be useful to the search committee in its deliberations.

3. The Charge
The charge to the search committee must be clear and precise: ambiguity in the charge, in the role of the committee, or in the extent of its authority can create confusion that will hamper and delay the selection process at crucial points. Among other things, the committee should understand exactly how many finalists it is being asked to recommend, whether they should be ranked, and whether it should make any inquiry as to their availability.

While the charge to the committee will vary depending on the kind of position being filled, some of the activities that may be assigned to a search committee include:

- writing a job description (in conjunction with the Dean, Chair and faculty in the unit)
- drafting the position advertisement and deciding where it will be published (see Appendix I)
- planning a search that is sensitive to the need for a diverse pool of candidates
- drafting recruitment letters and other appropriate letters (e.g., status of application)
- collecting names and addresses of persons/institutions to whom recruitment letters will be sent
- informing all applicants and nominees that, where required by law, information regarding their applications must be released upon request of federal or state agencies
- informing applicants and nominees that candidates cannot be guaranteed confidentiality
- establishing job-related criteria and procedures for screening candidates (see Appendix II and III)
- reviewing and evaluating all candidates, including reference checks and interviews for those under serious consideration (see Appendix II and III)
- determining or recommending which candidates will be brought to the campus for interviews
- completing all documentation on the search, including diversity information for all persons interviewed
- recommending, by a specified date, a specific number of finalists
- establish closure with all candidates who have been under consideration

In general, it is expected that the interview process for full-time faculty will allow candidates to become familiar with the campus, and that there will be opportunity to engage undergraduate and graduate students. As appropriate to the school or college, develop an interview schedule that includes: time with the search committee; meetings with faculty and University personnel; and a seminar presentation.

a. Candidates should be interviewed by faculty from the department/school AND by faculty from other departments/schools who have shared or related research/teaching interests (this should be the search committee).

b. Candidates should be at Stevens for no less than two days so there is ample time for interviews.

c. All candidates for full-time faculty positions should deliver a seminar. Students should be invited to the seminar (or the candidate can be asked to give a sample lecture to students) and evaluate the candidate.

d. The search committee chair solicits and receives a written evaluation and recommendation about the candidate from all those in the search committee and students who attended the seminar (see Appendix II and III)

e. A meeting between the candidate and the Provost should be scheduled during the second day of the candidate’s visit (or during a second interview) after he/she has had considerable interaction with
Stevens’ faculty and students and continues to receive favorable evaluations. Send comments and recommendations of the interview committee members as well as the student evaluations of the candidate to the Provost’s office.

f. As a final step, the Provost will meet with the Dean to discuss whether an offer should be made along with the particulars of the offer.

4. Equal Employment Opportunity
Stevens Institute of Technology is an Equal Opportunity Employer. As such, it adheres to an employment policy which prohibits discriminatory practices or harassment against applicants or employees based on any legally impermissible factor(s) including, but not necessarily limited to, race, color, religion, creed, sex, national origin, age, ancestry, marital or domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical cellular or blood trait, genetic information, pregnancy or pregnancy-related medical conditions, disability (where the applicant or employee is qualified to perform the essential functions of the job with or without reasonable accommodation), or any protected military or veteran status. All search committees are responsible for abiding by this policy.

C. FACULTY SEARCH COMMITTEE BEST PRACTICES

Before the Search
- Clearly articulate campus rationale for support of faculty diversity by making explicit the connections between faculty diversity and educational quality. Include and align commitment to diversity efforts in the institutional and departmental strategic plans, as well as the mission statement.
- Create a diverse search committee that is enthusiastic and genuinely committed to faculty diversity and brings multiple perspectives and fresh ideas to bear.
- Create open lines of communication with potential faculty already in your department or school, such as adjunct or part-time professors, graduate students, and research associates.
- Secure resources needed to conduct a comprehensive search – for example, place job announcements in publications that serve underrepresented minorities.

During the Search
- Make sure that the search committee understands its charge from the onset, clearly emphasizing that faculty diversity is a goal and that it is appropriate to actively seek a diverse pool of candidates. Educate the search committee and provide opportunities for discussion on diversity and equity issues and regulations, stereotypes, and biases.
- Write a position description that attracts a diverse group of applicants, making sure that it clearly states that inclusiveness and diversity are departmental and institutional goals. Critically analyze the job description and advertisement, making sure that they are geared towards inclusiveness.
- Develop a recruitment strategy including: (see Appendix I)
  - Place the job announcement on the department or school web page.
  - Identify a process for the campus community to assist with the marketing (i.e., a nomination process). Encourage women and members of underrepresented groups to identify and nominate potential candidates.
  - Mail/email position announcements to listservs, bulletin boards and other organizations that reach women and underrepresented minorities.
  - Incorporate recruitment networking into professional conference attendance by department faculty.
• Utilize personal and professional networks, contacts, and recommendations to seek leads to potential candidates of diverse backgrounds
• Make personal contact by letter or phone to faculty and staff who have made diversity-related presentations on campus.

• Establish a pool of potential diverse candidates through Visiting Scholars or ABD Fellowship Programs and a vita bank.

**Interview the Finalists**
Search committees may have difficulty determining what constitutes fair and legal pre-employment inquiries. All inquiries, whether on forms, during interviews, or when requesting information concerning applicants, must comply with federal and state law. **Please review Appendix IV for guidance.**

• Determine whether it is necessary to conduct telephone interviews for a short list of semi-finalists (as many as 10-12). If so, develop a consistent set of questions to be asked of each candidate and determine how the answers will be rated.
• Consider interviewing more than one woman and more than one member of an underrepresented group. Interviewers more fairly evaluate women when there is more than one woman in the candidate pool.
• Be sure that all candidates receive equal treatment and that you use inclusive language. For example, do not presume all candidates are heterosexual. Be conscious of terms that assume heterosexuality (i.e. use “partner” or “significant other” instead of “spouse,” remembering that it is inappropriate to ask any candidate about his/her marital status).
• Explain the interview process to the candidates and give them a timeline for results. Let them know the committee chair’s role in the process and that it is okay to call and ask questions.
• Know the procedures for travel expenses and reimbursement for entertainment. Check with your college or school and review rules for travel.
• Offer all candidates information on whom to contact to discuss any special requirements or circumstances, such as the need for partner job assistance or disability accommodation.
• During the campus visit, make sure interactions with the candidate are honest, genuine, and gracious.
• Offer to make available a person of similar background, interests, ethnicity, or gender to give their perspectives on the campus and local community climate.
• Advise the candidate of any incentives that might be negotiable in the salary package (reduced workloads, grant-funded opportunities, etc.)

**After the Search**
• Consider social science research indicating that women and men negotiate and self-promote differently and be sure to offer women and/or members of underrepresented groups competitive salaries on par with members of majority groups in your department.
• Honor all start-up conditions mentioned in the final letter of agreement.
• Do not overload new hire with excessive service demands (e.g. committee memberships, advising).
• Follow-up with the new hire regularly to help with transitions and to answer any concerns that might develop in the first few days/weeks/months.
• Provide mentoring and professional development opportunities.
• Provide the new hire with clearly stated standards and procedures for evaluation and performance.

**Wrap-up**
• Evaluate the effectiveness of the search process in order to avoid future missteps; acknowledge the successes and failures and share that information with future search committees.
• Personally call or email all finalists not selected as soon as the candidate selected has accepted the position offer. Follow-up with a formal letter.
D. STRATEGIES TO PREVENT UNINTENDED BIAS

Common Shortcuts
Short cuts can lead to biased assessments in evaluation if we are not motivated to avoid them and skilled in doing so. These shortcuts can lead to erroneous conclusions that underrepresented candidates are unqualified or a bad fit. The following are listed in order of the most common, easily recognizable shortcuts. When discussing the candidates’ qualifications do not discuss topics that address protected classifications as described in Appendix IV.

- **Cloning** – Replicating oneself by hiring someone with similar attributes or background. Also refers to undervaluing a candidate’s research because it is not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and breadth of approaches and perspectives in research, teaching and service.

- **Snap Judgments** – Making judgments about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate “the best” and ignoring positive attributes of the other candidates. Stressing something trivial or focusing on a few negatives rather than the overall qualifications. This may be more likely to occur when the hiring process feels rushed.

- **Good Fit/Bad Fit** – While a determination of whether a candidate is a “good fit” may be about whether the person can meet the programmatic needs for the position, it is sometimes used to convey how comfortable and culturally at ease one will feel in the role. Comfort or cultural fit should not play a major role in hiring decisions.

- **Negative Stereotypes** – Characterized by presumptions of incompetence or stricter scrutiny of candidates in certain protected classes.

- **Positive Stereotypes** – Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over and success is assumed. Also called the “original affirmative action” because dominant group members are automatically presumed qualified and thereby given an unearned advantage.

- **Elitist Behavior** (also called “Raising-the-Bar”) – Increasing qualifications for candidates in certain protected classes because their competency doesn’t strike committee members as trustworthy or downgrading the qualifications of women and minorities based on accent, dress, and demeanor.

- **Wishful Thinking** – Insisting that racism, sexism, and other forms of prejudice no longer exist.

- **Euphemized Bias:**
  - Visionary: Members of dominant groups are evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and their track record only. For example: “He has vision” or “She lacks vision.”
  - Committed, single-minded focus or hard-worker: These terms could be cloaking a bias against care-givers, those faculty members who cannot depend on a “flow of family work” which allows workers to log long hours in the office while still having their material needs met.
E. POSITIVE AND PROBLEMATIC PRACTICES IN FACULTY RECRUITMENT

Positive Practices

• Warm attention from the department chair, including hosting of social interactions
• Frequent and prompt attention (by phone and e-mail) from the department chair in the course of negotiations
• Meeting with both graduate and undergraduate students (lack of such meetings raises concerns both about their quality and their integration in department life)
• For women or underrepresented minority candidates, meeting with faculty and postdocs from their group (not meeting with them can lead to unresolved questions about the climate for women or underrepresented minorities in the department)
• Meeting with potential colleagues (in and outside the department) who work in the candidate’s research area
• Receiving information about dual career opportunities early in the recruitment process
• Receiving information about family-friendly policies and resources (e.g., child care)
• Having partner treated with respect, interest, and enthusiasm
• A sense that the department chair is negotiating with the candidate’s long-term best interest as a primary consideration
• Rapid resolution of negotiation, yielding a formal offer quickly

Problematic Practices

• Contradictory information from the chair and other senior faculty members
• Evidence of disorganization or lack of unity in the department’s approach
• Suggestions by department faculty that candidates are not being recruited for their scientific excellence (but based on some personal characteristic, like gender or race)
• Being asked questions about family issues before any offer is made (marital status, planning for a family in the future, etc.); these yield resentment that such questions are both irrelevant and unlawful and can yield inaccurate information
• Potential department faculty colleagues interacting with the candidate’s partner in a way that suggests that the partner is not valued or desirable on his or her own terms

F. ADVERTISING AND LANGUAGE FOR ADS & POSITION ANNOUNCEMENTS

Reputable publications such as the Chronicle of Higher Education or those distributed by national discipline-based organizations can be counted on to actually reach intended audiences. The growth of the Internet has introduced a large number of additional venues for placing ads. Many online services offer an institutional subscription rate for placing ads (see Appendix I).

The traditional summary statement found in position announcements -- "Stevens Institute of Technology is an Equal Opportunity Employer" -- is required by federal regulation and must appear in all advertisements. In order to be more attractive to potential candidates, the university requires that departments also add, “Stevens is building a diverse faculty, staff and student body and strongly encourages applications from female and minority candidates as well as veterans and individuals with disabilities” to all advertisements. Such proactive language conveys a level of commitment beyond that required by regulation and tells potential applicants that the university values diversity.
Appendix I: Recruiting Resources

Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest. Search committees can use personal and professional networks of existing faculty and students, and discipline-based organizations, and take advantage of publications and web sites that specialize in the recruitment of diverse faculty members. The following tips can help committees transform the search process.

EXISTING FACULTY AND STUDENTS

Use existing faculty and graduate students to market open positions. Ask faculty and students to take along copies of the job announcement when they travel to academic conferences and meetings. Further, ask that they contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups. When using faculty and students in this manner it is important to encourage them to seek candidates beyond those who are most like themselves.

DISCIPLINE-BASED ORGANIZATIONS

All academic disciplines have professional organizations associated with them. Many have subcommittees on women and/or URM (Underrepresented Minorities – individuals underrepresented in STEM fields defined by the federal government as African Americans, Alaska Natives, American Indians, Hispanic Americans and Native Pacific Islanders). In addition, most have both national and regional meetings, newsletters, email mailing lists and web sites. These organizational resources can be key in departmental recruiting efforts. Poll faculty members to determine which organizations are active in the discipline area related to the open faculty position. Distribute job announcements to regional contacts or committee chairs. Follow-up with phone calls to discuss the department's needs and how best to identify promising scholars in the field. Examples of discipline-based organizations are identified below. Typically, benefits of membership in these organizations includes posting job announcements on no or discounted costs.

American Physical Society – Committee in the Status of Women in Physics Committee on Minorities in Physics: aps.org
You need to create an account to post jobs online. To get a quote on a customized recruitment package designed specifically for your hiring goals call – (301) 209-3185 or email jobs@aps.org. You may also visit careers.aps.org/rates/ to view recruitment package rates. Membership to APS costs $145 annually. Members do not have the ability to advertise jobs for free but they do have access to the APS Membership Directory, through which they may be able to do some networking.

American Society for Engineering Education Women in Engineering Division: wied.asee.org
If you have job opportunities you would like to post on this site, please send an email with 2-3 lines describing the position (view examples at wied.asee.org), and either a PDF file with position details or a link to more details on your website to Dr. Maria T. Earle at wiedmaria@gmail.com. There is no charge for this.

Anita Borg Institute for Women and Technology: anitaborg.org
There is no place on their website to advertise positions, but you can connect with them via Facebook, LinkedIn, Twitter etc.

Association for Women in Computing (AWC): awc-hq.org
In order to advertise jobs or network you would be required to join a chapter. There is a Northern New Jersey chapter and annual membership is $50.
Association for Women in Science (AWIS): awis.org
Email Meredith Gibson at gibson@awis.org for discount rates for members.
Membership costs range from $65 for students and post-doctoral candidates, to $250 for senior career professionals. Other membership categories are also available. There is an additional fee of $15 to join the New York Metropolitan Chapter. Networking opportunities are possible. No membership status. To post jobs you have to register as a new employer on their website. To list jobs, prices range from $300 to $1,350.

Computing Research Association Committee on the Status of Women (CRA-W): cra-w.org
There is no place on the website to advertise positions. However, there are various mailing lists that you can join (women only) http://cra-w.org/communications/mailing-list, where you could possibly discuss job opportunities.

IEEE – Women IEEE
IEEE WIE does not post positions on the WIE Web page. All positions are posted through the IEEE JobSite. In order to advertise jobs register details on the IEEE JobSite. Jobs can be viewed and posted free of charge.

National Organization of Gay and Lesbian Scientists and Technical Professionals (NOGLSTP.org)
NOGLSTP does not post positions but is affiliated with a number of organizations that do. See Career Resources web page http://www.noglstp.org/?page_id=63 . They are also affiliated with Out and Equal Career Link http://outandequal.lgbtcareerlink.org/rates.cfm that does post jobs. Universities are eligible for 25% off posted rates. $200 for a single 30 day job posting.

NSBE National Society of Black Engineers (NSBE): nsbe.org
In order to advertise jobs, you first need to create an account - www.nsbe.org/loginorg.aspx?url=nsbe.networkats.com/members_online/jpc/emp_register.asp National sponsors may post jobs for free. It costs $750 to become a sponsor. Otherwise, the prices to advertise positions range from $250 for one posting to $10,000 for 100 postings.

Society of Hispanic Professional Engineers (SHPE): shpe.org
In order to advertise jobs, you first need to create an account. Information can be found here: http://www.shpe.org/index.php/career-center. Prices range from $275 for a 60 day posting, to $4965 for one year unlimited posting.

Society for Advancement of Chicanos & Native Americans in Science (SACNAS): sacnas.org
In order to advertise jobs, you first need to create an account. Information can be found here: http://sacnas.org/user/register. To post a job, prices range from $150 for 7 days to $600 for 90 days.

Society of Women Engineers (SWE): swe.org
In order to advertise jobs, you first need to create and account. Advertising prices range from $150 for one 30 day listing to $5,900 for unlimited postings for one year.

Women in Engineering Leadership Institute (WELI): welli.eng.iastate.edu
If you are interested in distributing academic leadership position openings to the members of the WELI listserve, please send a description of the position announcement (pdf) or a web link to jm Vance@iastate.edu. Include "WELI:" in the subject line of your email.

Women in Engineering ProActive Network (WEPAN): wepan.org
Members may list jobs free of charge. Individual membership costs $100 and institutional membership ranges from $300 to $1000.
CONFERENCES
The Grace Hopper Celebration of Women in Computing gracehopper.org
Association for Computing Machinery’s
Regional Celebrations of Women in Computing women.acm.org/celebrations
The Richard Tapia Celebration of Diversity in Computing tapiaconference.org
The Stars Celebration starsalliance.org
WITI (Women in Technology International) witi.com

NETWORKS
Digital Sisters digital-sistas.org
Women of Color Action Network (WCAN) womenofcoloractionnetwork.org
Women 2.0 women2.com

WEB SITES
• Nemnet
Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994, it has worked with over 200 schools, colleges, universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

• IMDiversity.com
Formerly known as the Minorities’ Job Bank, IMDiversity.com was established by the Black Collegian Magazine. The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

• Jobaccess.org
The goal of JobAccess and ABILITYJobs is to enable people with disabilities to enhance their professional lives by providing a dedicated system for finding employment. By posting job opportunities, or searching resumes, employers can find qualified persons with disabilities. This organization maintains that they are the largest resume bank with tens of thousands of job seekers with disabilities, from entry-level candidates to PhD’s.

• The Directory of Minority Candidates
An on-line directory of minority Ph.D, M.F.A., and M.L.S. candidates and recipients at schools that are a part of the Committee on Institutional Cooperation (CIC). The Minority Directory, which is open to Native Americans, African Americans, and Hispanic Americans in all fields and Asian Americans in humanities and social science, is a valuable resource for those looking to hire minority candidates from these fields. Those listed have completed a Ph.D. within the last year or expect to complete the degree within a year at one of the CIC institutions.

• Ford Foundation Fellows
Ford Foundation Fellows recipients include Alaskan Natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database only includes those awards administered by the National Research Council.
• **Rice University's NSF ADVANCE Program's National Database of Underrepresented Ph.D. Students and Postdocs**
  This searchable database contains application entries and CVs of underrepresented graduate students and postdocs in science, engineering, and psychology fields.
  http://www.advance.rice.edu/NIFP.aspx?id=224

• **Mellon Minority Undergraduate Fellowship Program** provides an on-line list of minority Ph.Ds and their dissertation, book and article titles in all fields.
  http://mmuf.org/

• **HBCU Connect.com Career Center** is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities. http://jobs.hbcuconnect.com/

• **NORC Career Outcomes of Doctoral Recipients.**
  Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issue the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, and by race/ethnicity and field.

• **National Science Foundation Survey of Earned Doctorates**, published yearly, is a good resource for determining how big the pool of new women and minority scholars is in various fields.
  nsf.gov/statistics/srvydoctorates/

• **Vetjobs.com** reaches transitioning military, National Guard, Reserve Component Members and veterans who are now members of the civilian work force in all disciplines. The cost of posting a job is $295 per position for 60 days.

**Material for *Guidelines and Best Practices to Conduct a Faculty Search* is adapted and informed by the following sources:**

- Northeastern University ADVANCE northeastern.edu/advance
- NJIT ADVANCE advance.njit.edu/facultyRT.html
- University of Michigan ADVANCE sitemaker.umich.edu/advance
- University of Washington ADVANCE advance.washington.edu/resources/facrecruitment.html
- University of Wisconsin ADVANCE wiseli.engr.wisc.edu/searchguidebooks.php
Appendix II: Sample Candidate Evaluation Rubric: Application

Reach committee consensus on how different qualifications will be weighted (e.g., the weight to be given to research versus teaching experience).

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

Candidate’s name: __________________________

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

| ☐ Read candidate’s CV | ☐ Participated in phone interview |
| ☐ Read candidate’s research and teaching statements | ☐ Read candidate’s letters of recommendation |
| ☐ Read sample of scholarly work | Other (please explain): |

Please note if you have any professional or personal connection to the candidate:

Please comment on the candidate’s scholarship as reflected in these materials, with specific reference to accomplishments and any perceived weaknesses:

Please comment on the candidate’s teaching experience as reflected in these materials:

Please rate the candidate on each of the following:

| Potential for (Evidence of) scholarly impact | excellent | good | neutral | fair | poor | unable to judge |
| Potential for (Evidence of) research productivity |
| Potential for (Evidence of) research funding |
| Potential for (Evidence of) collaboration |
| Fit with department’s priorities |
| Ability to make positive contribution to department’s climate |
| Fit with institutional priorities |
| Potential (Evidence of) contribution to diversity enhancement efforts |
| Potential (Demonstrated ability) to teach and supervise undergraduates |
| Potential (Demonstrated ability) to be a conscientious university community member |
| Ability to contribute to entrepreneurship and innovation at Stevens |

Other comments (very much encouraged)? Please use back of form for additional comments.
Appendix III: Sample Candidate Evaluation Rubric: Post Evaluation

Reach committee consensus on how different qualifications will be weighted (e.g., the weight to be given to research versus teaching experience).

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

Candidate’s name: 

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

| ☐ | Attended candidate’s job talk | ☐ | Had dinner with candidate |
| ☐ | Meet one-on-one with candidate | ☐ | Read sample of scholarly work |
| ☐ | Read CV | ☐ | Read letters of recommendation |
| ☐ | Other (please explain): |

Please note if you have any professional or personal connection to the candidate:

Please comment on the candidate’s scholarship as reflected in these materials, with specific reference to accomplishments and any perceived weaknesses:

Please comment on the candidate’s teaching experience as reflected in these materials:

Please rate the candidate on each of the following:

| Potential for (Evidence of) scholarly impact | excellent | good | neutral | fair | poor | unable to judge |
| Potential for (Evidence of) research productivity | | | | | | |
| Potential for (Evidence of) research funding | | | | | | |
| Potential for (Evidence of) collaboration | | | | | | |
| Fit with department’s priorities | | | | | | |
| Ability to make positive contribution to department’s climate | | | | | | |
| Fit with institutional priorities | | | | | | |
| Potential (Evidence of) contribution to diversity enhancement efforts | | | | | | |
| Potential (Demonstrated ability) to attract and supervise graduate students | | | | | | |
| Potential (Demonstrated ability) to teach and supervise undergraduates | | | | | | |
| Potential (Demonstrated ability) to be a conscientious university community member | | | | | | |
| Ability to contribute to entrepreneurship and innovation at Stevens | | | | | | |

Other comments (very much encouraged)? Please use back of form for additional comments.