



# Rutgers Biomedical and Health Sciences Faculty Appointments Manual

Prepared by Office of Faculty Affairs and Provosts at Rutgers Biomedical and Health Sciences  
Revised October 2021

# Table of Contents

- I. [Introduction](#)
- II. [Recruitment](#)
  - A. [Recruitment Plan](#)
  - B. [Recruitment Strategy](#)
  - C. [Advertising and Publicity](#)
  - D. [Search Committee](#)
  - E. [Interviewing](#)
  - F. [Checking References](#)
- III. [Appointment Process](#)
  - A. [Selecting a Candidate and Making an Offer](#)
  - B. [School Processes](#)
  - C. [Appointments with Tenure](#)
  - D. [Tenure-Track Appointments](#)
  - E. [RBHS Lecturer, RBHS Instructor and Non-Tenure Track Appointments](#)
- IV. [Pre-Employment Process](#)
  - A. [Visas and Sponsorship](#)
  - B. [Background Check](#)
  - C. [Liability Claims Clearance](#)
  - D. [Pre-Employment Physical](#)
- V. [Onboarding](#)
- VI. [Data System Updates](#)
- VII. [Resources](#)
- VIII. [Appendix A: Conducting Interviews Legally](#)
- IX. [Appendix B: Recruitment, Onboarding, and Classification System \(ROCS\)](#)

## I. Introduction

Rutgers Biomedical and Health Sciences (RBHS) aspires to be one of the top health sciences institutions in the country. We recognize that what makes an institution great is the quality of its faculty and staff. RBHS is committed to recruiting, retaining and promoting the success of an exceptional and diverse faculty into all of its tracks. We seek to recruit and support diverse faculty and leadership to reflect the demographic composition of local communities and of New Jersey more broadly, including, but not limited to, socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age.

This document presents guidelines to realize these goals. It is intended for use by RBHS Departments, Chairs and other faculty supervisors/administrators, and School and Faculty Affairs administrators in the recruitment and onboarding of new faculty. These guidelines apply only to academic appointments within RBHS. Questions related to academic appointments within the other three Rutgers Chancellor units should be directed to the Office of University Labor Relations (OULR).

### **RBHS Diversity, Equity and Inclusion Statement**

Diversity as a core value of RBHS, embodies inclusiveness, mutual respect, and multiple perspectives and serves as a driver for excellence for achieving equity in health and health care. We embrace and celebrate the multiple dimensions of diversity that each member of our community offers including but not limited to socioeconomic status, race, ethnicity, language, nationality, sex, gender identity/expression, sexual orientation, religion, geography, disability, and age.

Inclusion is a core activity required for successfully achieving excellence through diversity. Inclusion is achieved by nurturing our climate and culture through inclusive research, professional development, education, policy, practice, and interprofessional teamwork.

We are committed to becoming an inclusive learning community that fosters respect, belonging, and value for all with zero tolerance for bias, racism, and other negative 'isms'. We strive to provide an inclusive academic environment where all members of our community can thrive and achieve their fullest potential. We support community engagement and connections with our local, national, and global communities to advance diversity, equity, and inclusion and eliminate health disparities.

## II. Recruitment

### A. Recruitment Plan

The hiring department shall complete the [RBHS Faculty Recruitment Plan](#) to outline its needs and the specifications for the position they seek to fill. For all searches, recruitment plans shall be submitted to RBHS Faculty Affairs in advance of launching the search. A search may not commence until the plan is approved. Rare exceptions to the search requirement include recruitments of opportunity, spousal appointments, and Chief Residents, and must be approved by the Provosts. The following are required:

#### 1. Identify a specific need

The recruitment plan should describe the function of the position being recruited. It shall indicate whether the position is for a replacement filling a vacancy or if it is a new position.

#### 2. The composition of the search committee and how diversity and inclusion will be thoughtfully represented during the search process.

#### 3. Identifying specific funds sources for the position

Estimate the cost of the position, including the costs for the different salary components, the source of funds for all salary components for the initial two years after the start date, and expected changes in the salary components as the faculty member begins to provide revenue through their academic and clinical missions. Cost and funding source for startup package also needs to be included, if applicable.

#### 4. Creating a position description

A position description is necessary to clearly outline the position. A [Faculty Position Description Template](#) can be found in the [Appointment section](#) of the RBHS Faculty Affairs website under "Faculty Search Process." It should include a description of RBHS, the School, and a summary of the position. The position summary should include:

- the function that will be filled by the new faculty member, including the duties to be performed
- minimum and preferred qualifications required
- minimum level of experience that must be held by the new recruit
- rank and track expected (or possible)
- additional qualifications that may be welcome or desirable
- specific and/or mandated criteria that may need to be included in a position description, including:
  - [Non-discrimination Statement](#) (required)
  - [Corporate Compliance Responsibilities](#) (mandatory)
  - ADA Physical Demands; checklist [here](#)
  - ADA Work Environment; checklist [here](#)

#### 5. Identify the places the search will be advertised

The posting must be placed in outlets that are likely to be accessed by diverse potential applicants, including national and international higher education publications, disciplinary listservs, minority group academic listservs, etc. (see more in Section C below). In addition, a plan for sending recruitment letters to universities and colleagues must be described.

#### 6. Identifying a timetable for recruitment and appointment

The plan should include target dates for the assessment of initial candidates and semifinalist pools, planned interview time spans, a realistic timetable for the onboarding process and estimated start date for the new faculty member.

For further guidance on developing the plan, please contact RBHS Faculty Affairs ([rbhsfacultyaffairs@ca.rutgers.edu](mailto:rbhsfacultyaffairs@ca.rutgers.edu)) and/or the RBHS Provosts.

### B. Recruitment Strategy

#### 1. Recruitment, Onboarding, and Classification System (ROCS)

ROCS is the [Recruitment Onboarding Classification System](#) that serves as an integrated job-posting and application system.

While all applicants must submit their applications through ROCS, posting a faculty position in ROCS does not replace the need for the department/school advertising in journals, recruiting websites, reaching out to prospective candidates and to chairs in appropriate departments at other institutions, recruiting at conferences, etc. Rather, the position should be posted in ROCS and all other postings should link to ROCS for submission of applications. This ensures that all candidate applications will be in one location.

Using ROCS offers several benefits:

- The ability to run reports on faculty postings and applicant data.
- Rutgers faculty positions will be located on one job board.
- Applicants will have easier access to information about Rutgers University faculty positions.
- ROCS will provide a link to the posting that may be shared with other job boards.
- ROCS allows review of applicants online and has search committee functionality.

Departments should follow their normal process in getting approval to recruit for faculty positions. [ROCS Online Training Resources](#) has guides and instructions to walk through the ROCS process.

Please see [Appendix B](#) for requesting access to ROCS.

#### 2. Conduct a national search

National searches help identify the best available candidates and increase the diversity of the pool of candidates. RBHS policy since October 2015 requires faculty searches to be conducted

for new appointments for all faculty with unmodified titles<sup>1</sup> at the level of RBHS Instructor or above. Searches for RBHS Lecturers must be done but may be regional.

Rare exceptions to the search requirement include recruitments of opportunity, spousal appointments, or for some members of a team recruitment. These exceptions must be approved by the Provosts. This exception may also be applied to Chief Residents who will be appointed as RBHS Instructions for one-year. In this situation, the terminal appointment would be for a minimum term of 12 months but not more than 23 months. If a need remains for the position beyond one year, a full national search must be conducted. The individual appointed with a terminal appointment may compete for the posted position.

In these circumstances, schools/units may request a search waiver from the campus Provost.

The national search should include a broad outreach strategy such as general and discipline-specific publications, professional websites, listservs, professional contacts and letters to Chairs, Division Chiefs or Program Directors at top universities who are in the field of the recruitment, etc. RBHS requires that ads be placed in outlets that are likely to be accessed by diverse potential applicants (which may include national and international higher education publications, disciplinary listservs, minority group academic listservs, etc.) and be indicated on the Faculty Search Form in the ad source column. (See Section C below for more about advertising.)

Offers shall be made within one year of the first interview. All requests for faculty offers must include documentation of the search process using the [RBHS Faculty Search Completion Form](#). It must also include a copy of the letter sent to Chairs and Program Directors soliciting applications for the position and a list of those to whom it went.

### C. Advertising and Publicity

Recruitment [advertising](#) is more than posting a vacancy. It is marketing for the position, school, RBHS, and the University. Once a position is posted in ROCS, it will automatically be posted in Higher Education Recruitment Consortium – HERC ([www.hercjobs.org](http://www.hercjobs.org)), Higher Ed Jobs ([www.higheredjobs.com](http://www.higheredjobs.com)), and Indeed ([www.indeed.com](http://www.indeed.com)).

Schools and units should post job postings on internal posting boards, departmental and School websites, and common area bulletin boards.

As this is a search, not just a selection, process, units should utilize as many of these avenues as possible:

- **Outreach to Colleagues:** Contacting colleagues in the field, internal or external to RBHS and around the country, will help identify a pool of candidates appropriate for the

---

<sup>1</sup> This includes all faculty 0.5FTE or greater and Clinically Focused University Practitioners (CFUPs) on the Professional Practice track. For RSDM, a search is not required unless the position is greater than 0.8 FTE.

specific field and specialty being targeted. Contacting program leaders at academic institutions is highly encouraged as this is a very effective method for identifying excellent candidates.

- **Target Publications:** Advertising can be posted in publications that are specific to the field from which one is seeking to hire and/or attract members of underrepresented groups. See Section H for a list of places where jobs can be posted.
- **Professional Associations:** Listservs and mailing lists for colleagues in the field and/or underrepresented groups can be another way of advertising openings to a diverse applicant group.
- **Professional Conferences:** Faculty can connect with individuals who may be good candidates for openings.
- **Search Committees:** Members of the search committee are also in a position to contact professional acquaintances at other institutions across the country to identify and encourage additional excellent candidates to apply.

#### D. Search Committee

Search committees play an important role in recruiting and shaping RBHS faculty. They have the ability to make substantive changes at RBHS and the University by helping to recruit faculty that represent our high standards of excellence.

In addition, the search committee is in a unique position to contribute to and enhance the image of RBHS and the University. While the search committee is evaluating candidates, the candidates are also evaluating the search committee, the department, school, and, ultimately, the institution. In order for candidates to have a positive image of RBHS and the University, the search committee must pay attention to the details of the search process.

University Human Resources (UHR) provides online training on how search committees can utilize ROCS [here](#).

##### 1. Constitution of the Search Committee

Depending on the position and reporting structure, the search committee may be convened by the Chancellor, Dean, Department Chair, Division Chief, or other appropriate school leader, serving as hiring officer. The individual convening the committee may serve on the committee in circumstances where the unit conducting the search has only a few members.

Search committees will generally be comprised of five to nine members. It is recommended that the search committee consist of at least three senior faculty members from the department/institute or ad hoc members appointed to the committee from other related departments/institutes who will interact with the new faculty member. The committee should also include at least one senior faculty from another department/institute. Additional members may be added to the committee when deemed appropriate. The search committee should include faculty who bring a variety of perspectives and an understanding of diversity, equity, and inclusion-related issues. All efforts should be made to include representation from groups underrepresented in the field on the committee. Assembling a committee with diverse

perspectives including, but not limited to, racial, gender and ethnic diversity will aid in efforts to reduce unconscious bias.

Please note, schools/units should refer to school bylaws for additional requirements including, but not limited to, requirement for key administrative positions namely chairs.

## 2. Charge to the Search Committee

Prior to commencing review of the applications, the convener will charge the committee with its tasks. RBHS has developed a [Search Committee Training Presentation](#) for units to use when charging the committee. The charge to the committee should be clear and precise. The charge to the search committee is to develop a broad, diverse, and strong pool of candidates for a position. This is also a moment to gauge the search committee's understanding of what constitutes inclusion and why they should support the need for a diverse candidate pool. The charge should also include, but not be limited to:

- Undertaking an exercise to clarify the purpose and goals with respect to diversity.
- Reviewing the job description, qualifications, and expectation of the position.
- Keeping all materials and proceedings related to the search committee confidential.
- Reviewing the RBHS Appointment Document, specifically Section II, Recruitment.
- Training on implicit bias including, but not limited to, viewing short videos available via HERC.
- Review resources for asking appropriate questions legally. (See Appendix A)
- A request that Committee members reach out to leaders and professional acquaintances across the country to identify outstanding diverse candidates and encourage them to apply.
- Create a uniform set of questions to ask each candidate regarding their appropriateness for the position, knowledge of the field, compatibility with the Department, expertise and vision for developing the position, scholarship if appropriate, among other standard questions.
- Create a mechanism for uniformly ranking interviewed candidates.
- Create a plan for conducting reference checks, e.g., on-list references by the committee and off-list references of the finalists, if applicable, by the hiring officer.
- Provide guidance regarding the expectations around how and how many candidates should be presented to the hiring officer for review.

## 3. Search Committees Responsibilities

The responsibilities of the search committee are as follows:

- In some cases, the search committee may participate in the development of the job description.
- Discuss and agree upon the process before the search committee begins the search.
- Decide, ahead of time, if voting will be unanimous or majority, if you will allow absentee votes, or confidential ballots. Confidential voting is a best practice because it protects vulnerable faculty from undue influence and can reduce inter-departmental grudges.



- Discuss if the committee members will present their recommendations ranked or unranked.
- Determine what materials and information will be provided to the candidates in advance of the interview process.
- Identify outstanding candidates from across the country. Best practices indicate that creating a structure and preparing a template for the initial review is beneficial to reducing bias during the review stage. The goal is to have the largest manageable diverse pool for your initial telephone or video conference interviews.
- Review applications: The Search Committee Members can be given guest access to ROCS to view faculty applications for a specific positing. The department administrator may also pre-qualify applicants for the Search Committee. The job posting can also incorporate supplemental, job-specific questions to eliminate those applicants that do not meet the minimum requirements. ([Click here for an online training module](#) or [click here for a PDF training guide.](#))
- Select Candidates for Interview: Once applicants to be interviewed are selected by the Search Committee, the department administrator submits the list through ROCS to the Office of Employment Equity who will approve the candidate list for interviewing. Interviews may **NOT** be scheduled until approval from EEO.

Candidate applications in ROCS are moved in ROCS by the department administrator in conjunction with the Search Committee and/or Department Chair. Once interviewing is completed and a final candidate is determined, the department administrator will move the applications and close the posting.

- To the extent possible, create a uniform set of questions to ask each candidate regarding their appropriateness for the position, knowledge of the field, compatibility with the Department, expertise and vision for developing the position, and scholarship, among other standard questions. Questions which are specific to the individual's research areas will, of course, be tailored to that individual.
- Decide on the interview format for candidates
  - Initial interviews may be done in person or by videoconference or telephone but all initial interviews should follow the same format.
  - Final interviews must be done in person.
    - During the final interviews, this may include additional meetings with RU faculty, deans, and leadership.
- Confer and present the hiring officer with the best candidates in no particular order and outline their individual strengths and weaknesses. The committee will take all aspects of the candidate's characteristics into consideration.

## E. Interviewing

The goals of the interview process are to gather information about candidates, create a positive image of the department, school, and RBHS, present a realistic description of the position, ensure that all applicants have been treated fairly, establish adequate records in the event the

selection decision must be justified, and, ultimately, to select qualified candidates to present to the hiring officer.

UHR lists the steps necessary in [preparing for an interview](#) and [conducting an interview](#) on their website.

### 1. Conducting Interviews Legally

Chairs and search committee members should keep in mind acceptable interview methods and questions. Pursuant to [N.J.S.A. 10:5-12 \(New Jersey Law Against Discrimination\)](#), there are acceptable and prohibited inquiries of which the committee should be aware. It is important to ensure that the information being solicited is not sought for discriminatory purposes against protected category persons. Inquiries that disclose the applicant's race, creed (religion), color, national origin, age, ancestry, nationality, marital/domestic partnership/civil union status, sex, gender identity or expression, disability, military service, affectional or sexual orientation, atypical cellular or blood trait, and genetic information may constitute evidence of discrimination.

See Appendix A for guidance on conducting interviews legally, including questions that are acceptable to ask and questions that should not be asked during an interview.

### 2. Reasonable Accommodations for Interviews

Reasonable accommodations for interviews are part of the [UHR Hiring Tool Kit](#) in the "[AA/EEO Guidelines for Recruitment and Selection](#)" section. Schools, departments and units can find useful information about recruiting and onboarding in the [UHR Hiring Tool Kit](#).

#### a. Interviewing Individuals with Disabilities

For more information about interviewing individuals with disabilities, see pages 6-7 of the [AA/EEO Guidelines for Recruitment and Selection](#) document.

#### b. Interviewing Candidates with Religious Needs

For more information about interviewing individuals with religious needs, see page 7 of the [AA/EEO Guidelines for Recruitment and Selection](#) document.

#### c. Protected Veterans and Individuals with Disabilities

For more information about protected veterans and individuals with disabilities see pages 9-10 of the [AA/EEO Guidelines for Recruitment and Selection](#) document.

Additional information on Reasonable Accommodations for Interviews can be found in the [AA/EEO Guidelines for Recruitment and Selection of Managerial, Professional, Supervisory, Confidential and Other Non-Aligned Administrative Staff](#).

## F. Checking References

Checking references is an essential part of the selection process. References provide valuable information about a candidate's performance, help you rank candidates, and assist in making the final decisions about which names to bring forward to the hiring officer.

For offers at the rank of Assistant Professor or below,, it is required that letters of evaluation are submitted for all faculty offers. Summaries of reference calls alone will no longer be accepted. Exceptions must be approved by the Provosts and would be only for well-justified reasons why the offer must be made prior to written letters. The final approval package must include all required arms-length letters (if applicable).

For offers at the rank of Associate Professor or greater, letters are preferred but detailed summaries of individual reference calls will be accepted. However, the final approval package must include all required letters

Committee recommendations might be influenced through letters of evaluation. It is recommended that letters are solicited between the first and second round of interviews. External letters of evaluation are written by colleagues and peers in the field outside of the university. Many times, letters of evaluation are written differently for women and ethnic minorities than they are for men. It is important to remember this when reading through letters of evaluation.

The [Minimum Approval Steps Required for New RBHS Faculty](#) chart lists the number and type of letters of evaluation that are required for the final appointment package for each appointment type. UHR provides [guidelines](#) to assist in this process.

A good letter of evaluation should focus on the items below. The committee can look for these in order to reduce bias in reading the letters and also use them when writing letters for students or colleagues.

- Relationship to candidate
- Skills and abilities of candidate and value judgement
- Research record and value judgement
- Teaching record and value judgement
- Clinical experience and skills and value judgement
- Publication record and value judgement

We strongly recommend off-list reference checks for finalists. These are generally conducted via phone call.

Checking references does not replace the [formal background check](#). These references may be provided to UHR upon the initiation of the background check to expedite the process.

References shall not be contacted during the selection process without permission of the candidate.

The [Minimum Approval Steps Required for New RBHS Faculty](#) chart lists the number and type of letters of evaluation that are required for the final appointment package for each appointment type.

### III. The Appointment Process

#### A. Selecting a Candidate and Making an Offer

After approval through the school's internal process, including the Dean, all of the documents below should be provided to the Vice Chancellor for Academic Affairs ([meredith.mullane@rutgers.edu](mailto:meredith.mullane@rutgers.edu)) who will shepherd them through the following approvals process.

- [RBHS Faculty Search Completion Form](#)
- Current (within the last 60 days) CV. While the RBHS format is not required at this phase, the CV must separately list the type of publications and scholarly activity (e.g. primary peer-reviewed research, reviews, commentaries/editorials, and book chapters). For grants, the amount of annual direct cost funding, length of grant and the type of grant (e.g. NIH K01, R00, R01; other) must be clearly indicated
- References:
  - *For offers at the Assistant Professor rank or below:* Offers must include at least three letters of reference. Memos with notes taken during reference calls will no longer be accepted as a replacement for the reference letters. Exceptions need to include well-justified reason why the offer letter is needed prior to written letters as might be the case for time-sensitive offers. The final approval package must include all required letters
  - *For offers at the Associate Professor rank or greater:* Letters are preferred but detailed summaries of individual reference calls will be accepted. However, the final approval package must include all required letters
- Salary benchmark
- If the offer includes an administrative supplement for a clinical faculty, include a list of current faculty within the department/division with similar administrative roles including the administrative title, job description, and the amount of the supplement. Meredith Mullane can assist with this process. We are working to create a database of this information to make this process more efficient. Once that has been completed, we will require this for all recruits with an administrative supplement.
- The appropriate business plan or budget documentation as per below:
  - Recruitments that include start-up packages and/or are for faculty spending 0.25 FTE or more on scholarly work/research/teaching must include a business plan. If the

recruit will be on the tenure-track or with tenure, the business plan must be for 5 years. If the recruit is on the non-tenure track, then the business plan must be for the term of the offer. The business plan needs to include how the expenses are being funded and projected revenues and expenses. Both salary support and other support to cover uncovered salary and other expenses need to be included.

- If the position is supported by extramural funds, evidence of the support must be provided along with anticipated effort or compensation on extramural funds (or other funds such as contracts). Both salary support and other funds to cover start-up and other expenses (e.g., the candidate qualifies for selection as a RWJBH funded recruit) are expected.
  - If the recruitment is clinical, support of the need for relevant clinical expansion and evidence of unmet demand should be included in the justification. This should be accompanied by a business plan for the term of the offer.
  - If funded by RWJBH, please include whether the position is 100% funded or the losses are backstopped by RWJBH. This should be accompanied by a business plan for the term of the offer.
  - Please include other mission critical details for the recruit
- Draft Offer Letter
  - For salaries greater than \$500K or includes an executive incentive, please complete the [FMV/Board Approval Spreadsheet](#)

All recruitments need to be approved by the school's internal processes and then Dean of the involved school initially, then by the provosts, the Senior Vice Chancellor for Academic Affairs and Research and the Senior Vice Chancellor for Finance and Administration. If the faculty recruit is to spend part or all of their time clinically, then the recruitment will also be approved by the Senior Vice Chancellor for Clinical Affairs. Final approval with all recruits is by Brian Strom. **The offer must receive the approval of the Chancellor before any offer (verbal or otherwise) is initiated.**

You will receive an email from the Vice Chancellor for Academic Affairs documenting all approvals. If a candidate does not accept an offer, please alert the Vice Chancellor for Academic Affairs and include the reason the candidate did not accept. If you have a complicated recruit, are seeking RWJBH mission support, or have other unique factors, you are welcomed and encouraged to seek the advice of the Provosts early in the process.

Only once the offer has received all approvals may it be sent to the selected candidate. Once the offer letter is signed and returned by the candidate, the school proceeds with Section B.

## **B. School Processes**

All recruitments will follow the school process as indicated above prior to initiating these steps.

Schools should refer to the [Minimum Approval Steps Required for New RBHS Faculty Chart](#) and the [Requirements for Faculty Action Process Chart](#) for elements of the hiring process.

### C. Appointments with Tenure

All appointments are governed by the Policies and [Guidelines Governing Appointments, Promotions, and Professional Activities of the Faculty](#) “A&P Guidelines”. Refer to pages 6-10 in the A&P Guidelines for specific criteria for appointments with tenure. The document also provides information on titles, terms lengths, and tracks.

Appointments with tenure require the use of the [Academic Reappointment/Promotion Instructions for Tenured and Tenure-Track Faculty with Appointments in RBHS](#) and RBHS Forms 1-6. Review them as they provide a thorough explanation of the requirements and process for appointing faculty with tenure.

Appointments with Tenure require the approval of the Promotions Review Committee (PRC) and Rutgers University Board of Governors; please refer to the [schedule](#) to assure that the offer letter appointment date allows sufficient time to complete the approval process. Once the package has been approved by the PRC, but in advance of the review by the BOG, the package should be uploaded to Perceptive Content for the information of the Chancellor.

If the proposed tenured faculty position includes an administrative appointment of Dean or Institute Director, the package may bypass the PRC and go directly to the BOG for approval. In these instances, please contact the RBHS Office of Faculty Affairs for guidance on whether this is an option and how to proceed.

### D. Tenure-Track Appointments

All appointments are governed by the Policies and [Guidelines Governing Appointments, Promotions, and Professional Activities of the Faculty](#) “A&P Guidelines”. Refer to pages 6-10 in the A&P Guidelines for specific criteria for tenure-track appointments. The document also provides information on titles, terms lengths for Tenure Track appointments.

Documentation, as per the [Requirements for Faculty Actions Chart](#), for appointments on Tenure-Track must be uploaded by the School’s Faculty Affairs Office in Perceptive Content after school approval. Once uploaded, the Tenure Track package will be reviewed by RBHS Faculty Affairs and the Provosts and approved the RBHS Chancellor.

### E. RBHS Lecturer, RBHS Instructor, and Non-Tenure Track Appointments

All appointments are governed by the Policies and [Guidelines Governing Appointments, Promotions, and Professional Activities of the Faculty](#) “A&P Guidelines”. Refer to pages 5 and 10-24 in the A&P Guidelines for specific criteria for non-tenure track appointments. The document also provides information on titles, term lengths, and tracks.

Documentation, as per the [Requirements for Faculty Actions Chart](#), must be uploaded in Perceptive Content after school approval. Once uploaded, the package will be reviewed by RBHS Faculty Affairs and the Provosts and approved by the RBHS Chancellor.

## F. Pre-Employment

In addition to the academic appointments process above, there are a number of pre-employment requirements for new hires. The completion of these should occur simultaneously with the academic appointments process.

Pre-employment processes may vary by school. The following are requirements of the process:

### A. Visas and Sponsorship

If the candidate requires visa sponsorship (J-1, H-1, O-1) or sponsorship for employment based permanent residency, please visit the [RU-Global International Services website](#) for general information about RBHS policy and procedure regarding these matters. Please be advised that sponsorship must be initiated by the hiring department.

### B. Background Check

UHR administers a program that provides certain background information on candidates for employment. To initiate this process, schools will identify the “Finalist” candidate in ROCS, then UHR will check eligibility for hire and initiate the Background Investigation (BGI). Once the BGI is completed, UHR notifies the school of background check results by issuing a BGI Certification. References may be provided to UHR at the inception of the BGI to expedite the process.

### C. Liability Claims Clearance

Liability claims clearance is required for all paid clinical faculty. RBHS schools send [Department of Healthcare Risk Management and Claims Insurance](#) the prospective faculty member’s CV, medical license number, malpractice insurance, and liability claims history over the past 5 years. Liability claims history is to be provided by the prospective faculty member’s previous employer’s Risk Management Office. Once the histories are received, they are sent to RU Risk Management along with the prospective faculty member’s CV and school-specific data form. Schools will receive notification from the Department of Risk Management and Insurance providing final clearance.

### D. Pre-Employment Physical

Pre-employment physicals are required for all paid faculty positions. Click [here](#) to review Rutgers policy on Tuberculosis.

[Click here for the Pre-Placement Medical Evaluation form for RBHS Newark Campus.](#)

[Click here for the Pre-Placement Medical Evaluation form for RBHS New Brunswick Campus.](#)

## G. Onboarding

Once a faculty is approved in Perceptive Content, RBHS schools must send the approved Faculty Transaction Form (FTF) to University Human Resources (UHR) within five (5) business days to be processed in PeopleSoft. Schools should then begin the onboarding process which includes:

- School orientation (varies by school)
- [New Employee Orientation](#) (including [UHR Benefits](#)) currently being conducted virtually
- PeopleSoft Self Services Updates (completed by individual faculty member through the [my.rutgers.edu](http://my.rutgers.edu) portal)
- [Parking](#)
- [RUID \(identification card\)](#)
- [Obtaining ORCID](#)
- [NetID, Email, and other services](#)
- UHR has created a helpful tool to share with new employees; [New Employee Checklist](#)

## H. Data Systems Updates

### A. Faculty Information System (FIS) Updates

After a faculty appointment has been approved through Perceptive Content, the School Faculty Affairs Offices are responsible for completing the [Change Employee ID Form](#) and entering all [required data fields](#) in FIS.

### B. PeopleSoft Updates

Faculty data that is entered by UHR into PeopleSoft will be automatically uploaded into FIS on a daily basis. These updates will include new hires, current faculty changes in title, compensation, contact information and union information.

## I. Resources

### A. Toolkits

#### **Higher Education Research Consortium (HERC) Search Committee Training Toolkit**

[HERC's Search Committee Training Toolkit](#) introduces search committees to inclusive, equitable recruitment practices. These practices help search committees identify and adopt new actions to aid and supplement your current diversity and inclusion hiring activities. Note: You must have a HERC account to access the toolkit. You can use your Rutgers email address to create a HERC account.

#### **Hiring Toolkit**

University Human Resources (UHR) has developed a [Hiring Toolkit](#) and it is posted on their website. The Hiring Toolkit has many resources that are helpful throughout the hiring process. For example, policies, interview tools and recruitment tools are all included in the toolkit. Reference the site as needed when appointing new faculty.

### C. Position Descriptions

Position descriptions may vary by school. However, as mentioned in the Recruitment section of this document (subsection D), there are standard components that should be listed in every



position description. A [Faculty Position Description Template](#) can be found in the [Appointment section](#) of the RBHS Faculty Affairs website under “Faculty Search Process.”

#### D. Diversity Higher Education Job Posting Resources

- [National Association of Medical Minority Educators](#) - NAMME is a national organization dedicated to developing and sustaining productive relationships as well as action-oriented programs among national, state, and community stakeholders working to ensure racial and ethnic diversity in all of the health professions.
- [National Medical Association](#) – NMA is the largest and oldest national organization representing African American physicians and their patients in the United States.
- [The Association for Academic Minority Physicians, Inc.](#) - The primary mission of AAMP is to help increase the number of people currently underrepresented in biomedical research, academic medicine and ultimately health care delivery and leadership.
- [National Alliance for Hispanic Health](#) - National Alliance for Hispanic Health is the premier science-based and community-driven organization that focuses on the best health for all.
- [American Medical Women’s Association](#) – The AMWA’s mission is to advance women in medicine, advocate for equity, and ensure excellence in health care.
- [www.minoritypostdoc.org](#) - This is the premier web portal for reaching diverse postdocs. Their services help diversify candidate pools for your open employment positions.
- [www.DiverseJobs.net](#) – This is the job site of Diverse: Issues in Higher Education, a leading resource for the higher education community for over 25 years. The extensive listings posted here include both faculty and non-faculty jobs at post-secondary institutions.
- [www.HispanicOutlook.com](#) – The Hispanic Outlook in Higher Education Magazine is a long-standing top information source and sole Hispanic educational magazine for the higher education community.
- [www.wihe.com](#) – The Women in Higher Education website addresses issues affecting women on campus.
- [www.jbhe.com](#) – The online publication, The Journal of Blacks in Higher Education, lists job openings.
- [www.BlacksinHigherEd.com](#), [www.HispanicsinHigherEd.com](#), and [www.AsiansinHigherEd.com](#) – These job sites list staff, faculty and administrative job openings at colleges and universities.
- [www.LGBTinHigherEd.com](#) – This job site is targeted to lesbian, gay, bisexual and transgender people within higher education.
- [www.HBCUConnect.com](#) – The first and largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCUs) maintains one of the larger online diversity resume databases, with thousands of active resumes and profiles

that are less than 90 days old. This site is one of the most fruitful recruiting websites for African-American professionals.

- [www.AcademicDiversitySearch.com](http://www.AcademicDiversitySearch.com) – With women and minorities as the target candidate pool, this nationwide resource is comprised of job posting advertisements, an extensive network and database of professions and executive search firm capabilities.
- [www.abwhe.org](http://www.abwhe.org) – The website of the Association of Black Women in Higher Education (ABWHE) lists career opportunities.
- [www.aucd.org](http://www.aucd.org) – The Association of University Centers on Disabilities mission is to advance policies and practices that improve health, education, social, and economic well-being of all people with development and other disabilities.

## Appendix A

### Conducting Interviews Legally

*(Excerpted from United Educators Quick Tips Newsletter)*

Do you know what interview questions you can legally ask a job candidate? What if the individual is pregnant, has a disability, or cannot work on specific days because of religious beliefs? This issue of *United Educators Quick Tips* provides a concise overview of federal laws on interviewing with particular focus on those with greatest complexity. It also discusses special concerns in the recruiting and hiring of faculty. A handy chart at the end summarizes the guide and covers some additional areas. Remember that this newsletter focuses only on federal laws. Be sure to check with an employment lawyer about state and local laws that may apply in your area.

Do not approach the hiring process with preconceptions about the personal characteristics of the ideal candidate. It is generally unlawful to consider only women, minorities, or native speakers of a language for positions. In well-intentioned but overzealous attempts to diversify, some institutions have committed reverse discrimination by excluding whole classes of people from consideration. Use the interview process to explore the talents that diverse individuals have to offer.

#### **Disabilities**

As a general rule, employers may not ask questions during job interviews that are likely to elicit information about a disability. It is best to begin with a job description that includes the essential functions of the position. Interview questions should focus on how a candidate would perform the job rather than whether the person has a disability. After an employer makes a job offer, it can ask more specific questions about a disability. However, the scope of questioning during the interview process is strictly limited, as these examples illustrate.

#### ***Don't Ask***

- What is the nature of your disability and what limitations does it place on you? (if the disability is obvious)
- Do you have a disability? (if no disability is obvious)
- Do you need a reasonable accommodation to perform this job?
- Have you ever been injured on the job?
- Have you ever filed a workers' compensation claim?
- What medications are you currently taking?
- Have you ever been addicted to drugs or treated for drug addiction?

#### ***Okay to Ask***

- How would you go about performing this job?
- Will you be able to perform all of the job assignments for this position in a safe manner?
- Can you meet the attendance requirements of this job?
- Do you have all of the licenses and certifications required for this job?
- Have you ever used illegal drugs?

## **Sex and Family Matters**

Because of a long history of discrimination against women in the workplace, Congress passed numerous laws that prohibit questions about sex, family status, or pregnancy during the interviewing process. Interviewers should not limit specific questions to male or female candidates only. For example, it is permissible to ask candidates if they are willing to travel for work, but it is illegal to put that question to female applicants only.

### ***Don't Ask***

- Are you married?
- How many children do you have?
- What is your child-care arrangement?
- Are you planning to start a family in the near future?
- Do you have a spouse who would need relocation assistance if you are offered this job?

### ***Okay to Ask***

- Do you anticipate any absences from work on a regular basis?
- Have you ever used a different last name?
- Do you have any responsibilities or commitments that will prevent you from meeting specified work schedules or would prevent you from accepting this position?

## **Age**

While it is legitimate for an employer to consider job candidates' experience, the employer may not consider age unless there is a legal minimum, such as a position serving alcohol. Legal maximum ages, such as the one for commercial airline pilots, are very rare and seldom apply to educational institutions. In addition, be careful not to make stray comments in an interview such as "we are looking for new blood," which may suggest age bias.

### ***Don't Ask***

- What is your date of birth?
- What year did you graduate from high school or college?
- At what age do you plan to retire?

### ***Okay to Ask***

- If you were offered this position, could you establish that you meet the legal age minimum?
- How long do you intend to stay in the position you are seeking?

## **National Origin and Citizenship**

An institution may not discriminate in hiring on the basis of national origin. However, it may ask whether a candidate is legally eligible to work in the United States. If English is not an applicant's first language, the institution may consider whether the individual speaks, understands, and reads English well enough to perform the position's essential functions.

### ***Don't Ask***

- Where were you born?
- What is the origin of your last name?
- What is your native language?
- Are you a U.S. citizen?

### Okay to Ask

- If offered this position, could you provide verification of your right to work in the United States or apply for F and K category NIH funding?
- Do you speak languages other than English that might be helpful in performing this job?

### Tips for Interviewing Faculty

- Many faculty are hired on fixed-term contracts renewable at the end of an academic year. Be careful not to make representations that a candidate could reasonably construe either as a promise that the contract will automatically be renewed or that the term of employment will be different from what is stated in the written contract.
- Avoid stereotypes about what kind of candidate is needed to fill a faculty position. For example, it is illegal to assume that a Spanish teacher needs to be of Spanish or Latino descent. Stick to questions based on the individual's ability to perform the job.
- In filling regular faculty positions, do not dismiss the qualifications of your own adjuncts and visiting faculty. Declining to give serious consideration to their candidacies can lead to problems. They may argue that the individual ultimately selected had less teaching experience or weaker qualifications. If differences such as gender, race, age, or disability exist, the unsuccessful adjunct or visitor may claim discrimination.

In conclusion, numerous laws regulate the interview process, but a little bit of guidance can go a long way. Remember that this guide covers only federal laws on interviewing, so be sure to check with an employment lawyer in your area about additional laws that may apply. For example, discrimination based on sexual orientation is not illegal under federal law but is prohibited by many states and localities. Overall, we hope these *Quick Tips* will help you avoid legal pitfalls and find the best candidates to fill positions at your institution.

### Basic Interview Guideline Under Federal Law

ITEM	AVOID	PERMISSIBLE
Age	Age, birth certificate, date of high school or college graduation.	Whether candidate meets minimum or maximum age requirement that is a bona fide occupational qualification.
Alcohol or Drug Use	Whether candidate is an alcoholic or has been addicted to drugs in the past.	Whether candidate currently uses illegal drugs or has used illegal drugs in the past.
Arrest Record	Inquiries about arrests.	None (may have a disparate impact on certain minority groups).
Citizenship	Whether candidate is a U.S. citizen.	Whether candidate is legally eligible to work in the U.S.
Conviction Record	Inquiries relating to convictions that are not relevant to the job being applied for.	Convictions that reasonably relate to performing the job in question. Consider the nature and number of convictions, facts surrounding each offense, and length of time since the last conviction.
Disabilities	Questions designed to elicit information about a disability.	How candidate would perform the job and whether the candidate could perform the job with or without accommodation.

<b>Height or Weight Requirements</b>	Height or weight requirements not related to job.	Height or weight requirements necessary for the job.
<b>Marital and Family Status</b>	Questions about marital status, childcare, number of children, or pregnancy.	Questions about whether candidate can meet work schedule. Ask all questions to candidates of both sexes.
<b>Name</b>	Inquiries about national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.
<b>National Origin</b>	Lineage, ancestry, descent, native language, birthplace, and national origin of spouse or parents.	Whether candidate is legally eligible to work in the U.S. and can communicate well enough to perform the job's essential functions.
<b>Race or Color</b>	Complexion or color of skin.	None.
<b>Religion</b>	Religious preference or affiliation, except at religiously affiliated institutions when hiring faculty or ministerial positions that further the institution's religious mission.	Whether candidate can meet the work schedule with reasonable accommodation, if necessary.
<b>Sex</b>	Candidate's sex, where sex is not a bona fide occupational qualification.	Candidate's sex, where it is a bona fide occupational qualification, such as actor, actress, or locker room attendant.

## Appendix B

### Recruitment, Onboarding, and Classification System (ROCS)

Requesting access to ROCS:

To set up access in ROCS to post faculty positions the department/unit will need to add ROCS users by contacting the ROCS Administrators via:

- Email/Telephone: [ROCS@hr.rutgers.edu](mailto:ROCS@hr.rutgers.edu) or 848-932-4444 with the following information:
  - Departmental code/Z-org
  - Requested Roles (s) – Initiator, Authorizer 1 or Authorizer 2
- Online: Through the [System Access Request Application \(SARA\)](#), a requestor can access rights for the ROCS system for himself/herself or colleagues within a department, unit or school, or request that an employee's rights be changed or terminated, based on changing job responsibilities. Access is subject to approval by the senior human resources or business administrator within a given hiring department or unit.

#### *ROCS Approval Process*

Each school determines the individuals assigned to the following roles in ROCS. The ROCS faculty posting approval workflow is as follows:

- **Initiator:** This role can create a posting and send it off to either the Authorizer 01 or Authorizer 02 for review and approval. This is usually a department assistant/administrator who will not be reviewing applicants.
- **Authorizer 01 (if applicable):** This role can create a posting and send it off to the Authorizer 02 for review and approval. This role may also receive requests from the Initiator. Note: a smaller department may only have an Authorizer 01 instead of both an Initiator and an Authorizer 01.
- **Authorizer 02 (super-user):** This role does not have the ability to create a request, however this role may receive requests from either the Initiator or the Authorizer 01 for review and approval. This role is the final approval before the request is sent to the Central Administration Budget Office.
- **Budget (SVP FA):** This role will review and approve the posting. The request is returned to Authorizer 02 for final posting.

Process after posting and receiving applications:

- **Authorizer 02:** This role sets up Search Committee; reviews applications; creates applicant list to be interviewed; and sends candidate interview list to UHR-EEO
- **UHR-EEO:** This role will approve the list of applicants to be interviewed.
- **Authorizer 02:** This role now can set up interviews for Search Committee. Once interviews are completed and a final candidate is selected, this role can update applicant status and closes posting.