Appendices
### Guidelines for Interview Questions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Legal Questions</th>
<th>Discriminatory Questions</th>
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</table>
| **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 you childcare arrangements? |
| **Pregnancy Status**| None.                                                                           | Are you pregnant?  
When are you due?                                                 |
| **Race**            | None.                                                                           | What is your race?  
What is your religion?  
What religious holidays do you observe?             |
| **Religion**        | None.                                                                           | Are you male or female?  
How old are you?  
What is your birthdate?          |
| **Sex**             | None.                                                                           | Are you male or female?  
How old are you?  
What is your birthdate?          |
| **Age**             | None.                                                                           | Are you male or female?  
How old are you?  
What is your birthdate?          |
| **Arrests or Convictions of a Crime** | Have you ever been convicted of a crime? *You must state that a conviction will be considered only as it relates to fitness to perform the job being sought.* | Have you ever been arrested?  
|
| **Citizenship or Nationality** | Can you show proof of your eligibility to work in the U.S.? | 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? |

Source: borrows from Advance, University of Michigan, Handbook for Faculty Searches and Hiring  
Guidelines for Assessing Candidate’s Ability to Work/Teach in a Diverse Environment

• Open-ended interview questions:
  o Suggested opening remarks: “Our college (division or department) values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we’d like to discuss your experience with and views about diversity.”
  o What do you see as the most challenging aspects of an increasingly diverse academic community?
  o What have you done, formally or informally, to meet such challenges?
  o How do you view diversity course requirements for students?
  o 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?
  o How have you mentored, supported or encouraged students on your campus? What about underrepresented minority students, women, or international students?
  o In what ways have you integrated diversity as part of your professional development?

• Evaluation:
  o Is the candidate at ease discussing diversity related issues and their significance to the position? Or is the candidate reluctant to discuss diversity issues?
  o Does the candidate use gender-neutral language or are “males” used for examples and answers?
  o Does the candidate address all the members of the interview committee?

Source: Office for Institutional Equity and Diversity, North Carolina State University, Guidelines for Recruiting a Diverse Workforce.
Sample Candidate Evaluation Form

This form offers a method for departments and schools to evaluate faculty candidates. It is meant to be a template for departments and schools, and can be modified as appropriate. The proposed criteria 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
- Read candidate’s scholarship
- Read candidate’s letters of recommendation
- Attended candidate’s job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):
  ___________________________________________________________________
  ___________________________________________________________________

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

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

Please rate the candidate on each of the following:

<table>
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<tr>
<th>Potential for (evidence of) scholarly impact</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for (evidence of) research productivity</td>
<td></td>
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<tr>
<td>Potential for (evidence of) research funding</td>
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<td>Potential for (evidence of) collaboration</td>
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<tr>
<td>Potential for (demonstrated ability) to attract and supervise graduate students</td>
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<tr>
<td>Potential for (demonstrated ability) to teach and supervise undergraduates</td>
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<tr>
<td>Potential for (demonstrated ability) to be a conscientious university community member</td>
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<tr>
<td>Fit with department's priorities</td>
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<td>Ability to make positive contribution to department's climate</td>
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<tr>
<td>Ability to enhance diversity of unit</td>
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Other comments?

*Source: ADVANCE, University of Michigan, http://sitemaker.umich.edu/advance/home*
**Tools for the Diversity Advocate on the Search Committee**

All members of a search committee are considered active advocates for Columbia’s commitment to create a diverse and inclusive community. To ensure that the best practices for fair and open searches are followed, and that due consideration is given to all candidates, consider appointing a diversity advocate.

The diversity advocate is a full, voting member of the search committee who advances this commitment by promoting the most effective and inclusive search possible. It’s preferable that this person is not the only underrepresented minority or the only woman on the search committee.

*Diversity advocates are expected to:*

**Before the Search**
- Ensure that the job ad includes language that signals interest in candidates who contribute to diversity. For example: “The search committee is particularly interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community.”
- Make sure the committee has a search plan and broad plan for advertising the position.

**During the Search**
- Ask committee members to make calls and send e-mails or letters to a wide range of contacts asking for potential candidates. Ask specifically if they have diverse candidates to recommend.
- Ask questions of the committee like, “Who could we reach out to?” and “Have we fully tapped our networks?”
- Make an effort to identify contacts that have diverse backgrounds or experiences. Such contacts may help you reach highly qualified underrepresented minority/women candidates.
- Call potential candidates directly to encourage them to apply.
- Encourage use of standard evaluation tools through the selection process to increase consistency of evaluation, and ensure that each candidate is evaluated on all dimensions listed in the job ad.
- Ask each candidate about their demonstrated commitment to diversity, and experience working in diverse environments.

**After the Search**
- During the debrief, reflect on how well the search committee adhered to best practices.

*Diversity advocates are not expected to:*

- Control the outcome of the search.
- Be the search chair.
- “Go it alone.” If they become concerned about the progress of the search, they should reach out to their department chair, vice dean, or dean for support.
Negotiating the Offer

In negotiating the offer with the candidate, you may want to open the conversation as follows:

“We believe that successful, long-term recruitments begin with transparency and fairness, and we want you to know that negotiation over your offer is to be expected. Please reflect on what factors are important to you, and consider speaking to mentors and peers at your home institution to get a sense of what is typical in your field.”

Although every position is different, here is a sample list of topics that may be discussed in negotiations:

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Research assistance
- Clerical/administrative support
- Travel funds
- Discretionary funds
- Summer salary
- Moving expenses
- Assistance with partner/spouse position