AUBURN UNIVERSITY

Search Committee Information and Tips

ON-LINE SEARCH COMMITTEE TRAINING INSTRUCTIONS

The on-line search committee training is focused on compliance-based information and to ensure that committee members understand best practices to make fair, unbiased decisions in finding and selecting the best talent for Auburn University.

INSTRUCTIONS:
Please visit the following link and click the "Enroll" button for the Online Search Committee Training Course: http://aub.ie/searchcommittee. You will be prompted to enter your full name and email address in order to create a Canvas Catalog account if you do not already have one, or you can click to sign in if you do. *NOTE: This is different from the Canvas account you use to log in to your academic classes! You will be enrolled in the course as a Student.*

> *"In order to optimize your experience, we recommend that you access the course from either a desktop or laptop computer rather than a mobile device. We also suggest that you use either Chrome, Firefox, or Safari when working in the course rather than accessing it through the Canvas app."*

Search Committee

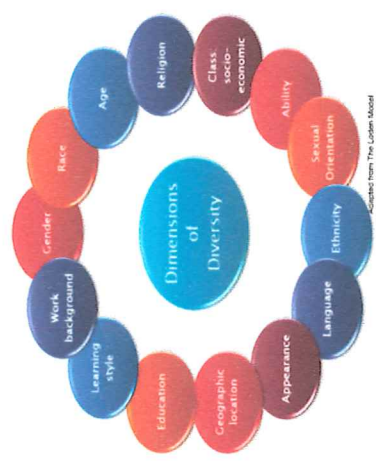List of members with contact information.

Recruitment Overview

Auburn University's Commitment to Diversity of Faculty and Staff

- Auburn University recognizes its ethical and legal obligations to provide a work environment in which employment opportunities are open to all qualified individuals without discrimination on the basis of race, color, sex, sexual orientation, gender identity, age, religion, national origin, disability, protected veteran status or genetic information.

Benefits of an Inclusive & Diverse Institutional Mindset

- Attracts & Retains Best Talent
- Makes recruitment & retention easier
- Increases creativity & problem solving
- Potential for more innovative Ideas
- Increases critical thinking through diversity in discourse theory, ideas & culture
- Promotes cross-cultural understanding
- Promotes communication & discussion
- Enhances institutional image
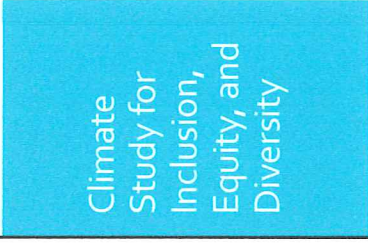- Transforms campus culture

Search Committee Information and Tips

A Broad & Inclusive Definition of Diversity
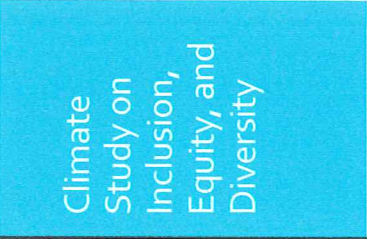

www.browardprevention.org

Climate Study for Inclusion, Equity, and Diversity

Conducted in Spring 2016

Study identified a key area of opportunity for the University and establishes an important baseline for measuring efforts to cultivate a more inclusive and diverse campus.

- Findings from the study indicate a strong desire for a strategic focus on the recruitment and retention of underrepresented minority and female students, faculty, staff, and administrators.

Legal Foundations

Selected Laws and Regulations that lay the foundation of non-discriminatory employment practices:

- Title VII, Civil Rights Act of 1964 – Prohibits discrimination on the basis of race, color, religion, sex/gender, or national origin.
- Age Discrimination in Employment Act-Prohibits discrimination in employment decisions based on age (40 and older).
- Americans with Disabilities Act, as Amended- Prohibits employers from discriminating in employment against qualified individuals with disabilities and to provide reasonable accommodations to disabled employees.
- Pregnancy Discrimination Act – Prohibits employment discrimination based on pregnancy in all terms and conditions of employment.
- Genetic Information Nondiscrimination Act – Prohibits employers from discriminating in employment based on genetic information.

Strategic Diversity Plan

Two goals of AU's Strategic Diversity Plan are to:

Create, promote, and encourage a supportive and friendly campus environment that is welcoming for, and attractive to people of all races, ethnicity, nationalities, religions, gender, sexual orientation, and those with disabilities. *(SDP Goal 1)*

Assist Auburn University in its efforts to recruit   and retain minority and women faculty, students, and staff at all levels. *(SDP Goal 2)*

**New plan statements currently in development

Climate Study on Inclusion, Equity, and Diversity

Climate Study Recommendations:

Implement programs, policies and practices that support a culture of unity, with an emphasis on the recruitment and retention of students, faculty, and staff.

1. Each College, School, and Unit should articulate, implement, and assess clear recruitment and retention strategies to increase the diversity of students and faculty.

2. Strategically increase the number of women and underrepresented faculty at all levels, with an emphasis on transitioning to the administrative level (consistent with available pools).

3. Require all Search Firms and Search Committees to include diversity (physical, cognitive, attitudinal) in top qualified candidate pools.

Charge of the Committee

- The Hiring Authority or designee will provide the charge to the committee.
  - A charge consists of the instructions and expectations of the charging authority for the type of candidate expertise that is being sought.
  - Role of the committee – may include writing and/or reviewing announcement, evaluating candidates, recommending to authority of interview candidates, interviewing candidates, making recommendation of final candidate(s).
  - Evaluating candidates may consist of: assessing candidates, strength & weaknesses, ranking order, etc.

Evaluating Candidates

- Consistency is key to conducting a search and selection process of positions within the organization.
- It is critical to fully understand the responsibilities of the position.
- Consistency can be followed by development and use of the committee members of an evaluation tool/matrix to evaluate candidates. Committee members must agree to the type and use of the evaluation tool that will be utilized in the evaluation.
- It is a best practice to determine and develop the evaluation tool prior to reviewing any candidates.
- All evaluation criteria must be derived from the position announcement and the charge that was provided by the hiring authority.
- Phone interviews may be used to evaluate further.

Legal Foundations (Affirmative Action Obligations)

- Executive Order 11246 – Requirement prohibiting federal contractors from discriminating in employment based on race, color, religion, sex, sexual orientation, gender identity or national origin. Also requires employers to make "good faith efforts" to attract women and minorities into applicant pools relevant to the labor force and work toward meeting utilization goals for women and minorities.
- Vietnam Era Veterans Readjustment Assistance Act- Prohibits federal contractors from employment discrimination against protected veterans and requires employers to take affirmative steps to attract, hire and promote protected veterans and work toward meeting hiring benchmarks.
- Section 503 of the Rehabilitation Act – Prohibits federal contractors from employment discrimination against individuals with disabilities and requires employers to take affirmative steps to attract, hire and promote individuals with disabilities and work toward meeting utilization goals.

Confidentiality

- Confidentiality is critical to the integrity of the search and selection process.
- Protects the identification of candidates during the evaluation process until the appropriate time to reveal identity to others outside of the committee for the purpose of fully evaluating candidates.
- Determine and understand boundaries of discussion of candidates outside of the committee discussions.

Be mindful of unconscious biases

What is Unconscious Bias?

- Unconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. It happens automatically and triggered by our brain making quick judgments and assessments of people and/or situations based on our own background and personal experiences.

Be mindful of unconscious biases

Strategies to Reduce Unconscious Bias:

- **Understand** that we all have biases.
- **Recognize** that diverse paths and experiences can make positive contributions.
- **Evaluate** the achievements and promise of each applicant rather than relying on stereotypical judgments.

Interviewing Candidates

- Treat all applicants with **fairness, equality, and consistency.**
- Inviting candidates to interview is a critical component to selecting and evaluating candidates for the position. The committee should **determine an itinerary** before inviting candidates.
- When inviting candidates for interview, inquire whether the candidate needs **special accommodation.** If requested, seek assistance from your Human Resources representative or Office of Affirmative Action and EEO.
- **Prepare and communicate interview agenda** and the search committee's expectations to each interviewee prior to the interview.

Interviewing Candidates

- It is a best practice to determine a plan/list of questions to ask each candidate prior to the interview. Following a structured interview plan will achieve fairness and consistency in interviewing.
- **Planned, appropriate questions** will assist you in accurately assessing the knowledge, skills and abilities of the position, ask appropriate, job-related questions.
- Types of questions:
  - **Behavioral** questions – attempts to ascertain the candidate's past behavior which predicts future performance
  - **Situational** questions – attempts to provide answers to real-life situations to analyze their ability to solve problems and depth of decision making
  - **Informational** questions – provides confirmation and/or depth of experiences, education, training, career

Interview Categories of Questions to Avoid

- There are categories of questions that you should avoid in an interview process. These categories include:

- Place of Birth, Ethnicity, Location
- Religion
- Marital Status & Children
- Sexual Preference or Orientation
- Gender
- Veteran Status
- Age
- Disability or Illness
- Lifestyle Choices
- Physical characteristics such as, height, weight, etc.

Reference Checks

- As a committee member, you may be required to check references of candidates to further evaluate candidates for the position.
- Auburn University should practice its due diligence in checking references to avoid claims of negligent hiring practices.
- At a minimum, references should be checked and documented of the top candidate. You may check references of other short-list or interviewed candidates to assist in the further evaluation of assessing the qualifications of the candidates.
- It is best practice to conduct references of the candidate by contacting supervisors (ideally two if within a relevant time period of time)
- It is best practice to communicate to the candidate that references will be checked.

  - Background checks will be conducted through Human Resources.

Reminders

- Open, free discussions of applicants is essential, but limit discussions to job-related issues.
- Maintain integrity and professionalism of search committee deliberations.
- Confidentiality – what is discussed in the "room" stays – particularly important with internal candidates.
- Review questions that are not allowable before interviewing a candidate.
- Gather feedback on the candidates as soon as possible following the interview process.

Final Responsibilities

- The final responsibilities of the search committee may include a variety of tasks. Refer to the charge from the hiring authority as to the specific responsibility of the committee.
- Ensure that your documentation does not include any items discriminatory in nature or that may be construed as inappropriate and/or non-job related.
- At a minimum, your evaluations, notes and minutes of the deliberations must be provided to the search committee chair or designee as instructed.
- Communicate timely with the candidates that were not selected for the position.
- Retention of records requirement – 3 years + current

Faculty Recruitment Checklist

<div align="center">

Auburn University
Office of Affirmative Action/EEO
Foy Union   334.844.4794

FACULTY RECRUITMENT CHECKLIST*

</div>

_____ 1. Department Head/Chair justifies the need to fill a vacant/new faculty position to the Dean and approval must be obtained from the Provost.

_____ 2. Job description and qualifications are written in consultation with all necessary levels of approval. Application deadline or initial application review date is set with at least 2 weeks response time, except in unusual circumstances.

_____ 3. Search committee selected from among tenured faculty, or if necessary, untenured faculty with 3 or more years' experience; Chair must be tenured; Strive for ethnic, gender, and viewpoint diversity; search committee Chair appointed.

_____ 4. Recruitment Plan discussed by search committee and/or department head/chair.

(Remember to attach the advertisement/announcement and any supporting documents for AA/EEO Office in the Internal Documents Section).

_____ 5. Electronic posting approved by:
        -Dept. Head/Chair
        -HR Liaison   _____
        -Dean   _____
        -Provost's Office   _____
        -AA/EEO Office   _____

(Or for higher level administrators, Dean and Provost).

_____ 6. Search committee receives charge from head/chair, where necessary; reviews advertisement/announcement to ensure all committee members understand selection criteria; makes suggestions where necessary; sets agenda and timetable for review of applications; possible meeting with HR Liaison/Department Head/Chair to review search procedures, application and interview process.

_____ 7. Approved advertisements/announcements are distributed to advertising venues by Chair, liaison, or designee. No wording changes or advertising venue changes can be made without AA/EEO approval. (Payment & Procurement Services will not pay the bill for job ads not approved by AA/EEO.)

_____ 8. As CV's/Resumes are submitted for the specific position, the on-line system will generate an automatic email acknowledgement to all applicants. The Voluntary Affirmative Action

Survey information is captured when the applicant applies for the position.

_____9   Applications reviewed by members of the search committee. Applicants *must* be screened on the basis of advertised criteria. As decisions are made on the applicant's status, the office administrator (HR Manager or HR Liaison) will be asked to provide reasons for non-selection/selection. The statement "less qualified" or "not a good fit" will not be considered sufficient.

_____10.   Search committee determines applicants from whom they will request letters of reference. This may be requested at any point depending on the search committee's preference. These applicants should be moved to the status "References Requested". The on-line system will generate an automatic email to the references provided by the applicant.

_____11.   Those applicants who do not meet minimum qualifications and those not selected for further consideration at this point *may* be moved to the status "Did Not Meet Minimum Qualifications". However, be aware that this will generate an email to the applicant stating that they are not under further consideration. The search committee may elect to wait until a signed letter of offer is in hand.

_____12.   Search committee prepares a short list of candidates to be interviewed which is approved by the Department Head/Chair, Associate Dean and the Dean (or other appropriate levels). Each candidate's documents and interview schedule is distributed as appropriate.

_____13.   Candidates are contacted regarding interview dates and an interview schedule is prepared by the search committee in consultation with appropriate levels. Make sure candidate has a copy of agenda and is informed of what is expected (open session presentation, research review, etc). Candidate should also be informed of reimbursement policies, travel/hotel accommodations. If transcripts were not requested in the application process, they should be requested at this point. If the applicant sends this information directly to the department, the HR Liaison can attach electronically to the Hiring Proposal.

_____14.   Candidates are interviewed.

_____15.   After all interviews have been conducted, the search committee provides evaluations of candidates to appropriate levels and the search committee chair will poll the faculty for their vote/comments.

_____16.   Candidate is selected.

_____17.   The search committee must provide a summary of each interviewed candidate's qualifications and the criteria differentiating the recommended candidate. The office administrator (HR Manager or HR Liaison) will be prompted to input this information as they change the status of the applicants. Again, the statement "less qualified" or "not a good fit" will not be considered sufficient as criteria for non-selection.

_____18. Candidate is contacted by the Dean, Chair, or appropriate administrator and a **conditional** offer is discussed (salary, tenure clock, rank).

_____19. The Hiring Proposal is completed and the following documents are attached electronically in the Documents Section: draft offer letter, Conditional offer letter to foreign national (if appropriate), Initial Appointment Report (if tenure-track position), transcripts (if not provided in the applicant documents), Prevailing Wage, & Controlled Technology of Technical Data Form (if foreign national).

_____20. The Hiring Proposal is submitted for approval to:
    -Dept. Head/Chair   _____
    -HR Liaison   _____
    -Dean   _____
    -Provost   _____
    -Affirmative Action   _____

_____21. After Provost and AA/EEO approvals have been received, an **official** offer is made in writing to successful candidate (include acceptance signature line on bottom of letter). After receiving the signed letter, it should be attached to the Hiring Proposal for an electronic file copy and the selected candidate must be moved to the status "Offer Accepted".

Reminder: This offer is contingent upon completion of a background search. Please include the following information in the offer letter: Prior to entry of your information for the check please visit this link for guidance regarding the information you will need to complete the entry- http://www.auburn.edu/academic/provost/pdf/BG%20Information%20Needed.pdf. In order to conduct the background check, please visit the following link and enter your information as soon as possible to avoid delay in the process. Link: https://client.verifiedcredentials.com/auburnhr.

Also remember to forward the signed Faculty Tenure Agreement to Provost's Office.

_____22. Interviewed candidates who were not chosen are informed of status automatically by email when the applicant status is changed to "Hired" and the Posting status is changed to "Filled". This step is done at the Provost Office level.

_____23. Associated hiring documents (including the Academic Personnel Authorization Form) are prepared and submitted through proper channels for EPAF completion.

*There are three reference manuals to assist you in the on-line system:
Auburn Faculty Hiring System Manual – Creating a Posting &
Auburn Faculty Hiring System Applicant Review
Search Committee Information and Tips

Confidentiality Agreement

AUBURN

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Confidentiality Agreement for Search Committee Members

As a member of the Search Committee for the position of Associate Director of _____ at Auburn University, I understand that the ultimate success of our endeavor and the integrity of the University depend on the search being conducted in an impartial, ethical and professional manner. In consideration of my designation as a member of this Committee, I hereby agree to the following:

1. I understand that this Committee's role to is recommend candidates to the Department Chair/Dean and/or Provost who has the ultimate authority to appoint faculty or staff.

2. As a member of the Committee, I accept the responsibility of conducting myself in a professional manner as a representative of my department, College/School and Auburn University.

3. I acknowledge that all information concerning the candidate pool is extremely confidential and agree to permanently protect the identity of individuals who have expressed interest in exploring this opportunity, including individual qualifications and merits.

4. I agree to maintain *absolute confidentiality about all discussions* of the Committee, both during the review process and after its completion. I understand that any breach in confidentiality could result in considerable damage to the reputations and/or livelihoods of the candidates, the Committee and the University.

5. I agree that any and all information in the form of papers, books, files, documents, electronic communications, or in any other form or format, which comes into my possession and relates to the work of the Committee, is confidential other than information that is or becomes publicly known other than through my disclosure.

6. I acknowledge that *only the Chair* of the Committee or designee is authorized to speak on behalf of the Committee.

7. Upon the request of the Chair of the Committee, I agree that I will return or destroy all materials which I have received.

8. I understand that I may be removed from the Committee if I breach any of these confidentiality obligations or fail to act in a professional manner. I also understand that should I be removed all the terms of this agreement are still applicable and binding upon the termination of the committee. I have read, understand and agree to abide by all of the terms of this Confidentiality Agreement, as a condition of my service as a member of the _____ Search Committee.

Signed _____ Date _____

Job Description

Copy of the Approved advertisement/announcement

Policies

EQUAL EMPLOYMENT OPPORTUNITY POLICY

https://sites.auburn.edu/admin/universitypolicies/Policies/EqualEmployment
OpportunityPolicy.pdf

AFFIRMATIVE ACTION POLICY ON THE EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES

https://sites.auburn.edu/admin/universitypolicies/Policies/AffirmativeActionP
olicyontheEmploymentofIndividualswithDisabilities.pdf

AFFIRMATIVE ACTION POLICY ON EMPLOYMENT OF VERTERANS

https://sites.auburn.edu/admin/universitypolicies/Policies/AffirmativeActionP
olicyontheEmploymentofVeterans.pdf

EQUAL EMPLOYMENT OPPORTUNITY POLICY

Auburn University recognizes its ethical and legal obligation to provide a work environment in which employment opportunities are open to all qualified individuals without discrimination on the basis of race, color, sex (which includes sexual orientation, gender identity, and gender expression), age, religion, national origin, disability, protected veteran status, genetic information. The University affirms its commitment to this principle and to an affirmative action program which not only establishes the goal of achieving equal opportunity in employment, but which also detects and eliminates any elements of discrimination in employment which may be found to exist within the institution. The University also commits itself to maintaining on a nondiscriminatory basis the conditions for continuing employment and for individual advancement within the job structure of the University.

Auburn University is committed to the following principles:

- Recruiting, hiring, training, retaining, and promoting individuals, in all job classifications, without regard to race, color, sex, religion, age, national origin, disability, protected veteran status, or genetic information, except where sex, age, national origin, or disability are bona fide occupational qualifications;

- Making employment decisions so as to further the principle of equal employment opportunity;

- Insuring that promotion decisions are in accordance with principles of equal employment opportunity by imposing only job related requirements for promotional opportunities;

- Insuring that all personnel actions, such as compensation, benefits, transfers and leave policies, are administered without regard to race, color, religion, sex, age, national origin, disability, protected veteran status, genetic information, and

- Insuring that harassment of employees by other employees or non-employees in connection with work- related matters is not tolerated. This refers to any form of harassment related to an employee's race, color, sex, religion, national origin, age, disability, protected veteran status, or genetic information.

It is a violation of this policy to take an adverse employment or academic action against any student, faculty or staff member because he/she has opposed any practice they reasonably believe to be discriminatory or filed any internal or external complaint/grievance/charge or participated in any investigation or proceeding, in accordance with this Equal Employment Opportunity Policy.

Each contractor, supplier, union, public agency, or other cooperative agent is required to support this policy by complying with all applicable State and Federal equal employment opportunity laws and regulations.

Responsibility and authority for the dissemination and implementation of this policy lies ultimately with the President of the University with assistance from the Office of Affirmative Action/Equal Employment Opportunity (AA/EEO). Practically, the responsibility and authority to act affirmatively to provide equality of opportunity in education and employment lies with all who are in decision-making positions within the University. It is the intent of the University to commit appropriate resources and create a supportive atmosphere for the practical responsibility and authority to be exercised.

The [Office of Affirmative Action/Equal Employment Opportunity](#) at Auburn University is responsible for supervision of the University's equal opportunity program and for monitoring its effectiveness.

Revised: March, 2014

AFFIRMATIVE ACTION POLICY ON THE EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES

It is the policy of Auburn University, at all levels of employment, to take affirmative action to employ, to advance in employment and otherwise to treat qualified employees and applicants with a disability without discrimination based on physical or mental disability. Positive action shall be taken to ensure the fulfillment of this policy. This policy covers:

1. Hiring, placing, upgrading, transferring and demoting employees;

2. Recruiting, advertising and soliciting applicants for employment;

3. Treatment of employees during employment;

4. Rates of pay and all forms of compensation and employment benefits;

5. Selection for training and promotion;

6. Layoff and termination;

7. Facilities; and

8. Other terms, conditions, and privileges of employment.

The University's policy is consistent with the requirements and objectives set forth by Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 793 ("the Act"0 and the Americans with Disabilities Act of 1990, 42 U.S.C. § 1201 et seq.

The University's objective is to employ individuals qualified for or trainable for positions based upon job related standards involving education, training, experience and person qualifications.

Responsibility for supervising compliance and continued implementation of this policy on employing, advancing in employment, and otherwise treating fairly qualified individuals with disabilities is assigned to the AA/EEO Officer.

Employees and applicants are protected from coercion, intimidation, interference or discrimination because of physical or mental disability or because they have engaged or may engage in any of the following:

1. Filing a complaint;

2. Assisting or participating in an investigation, compliance review, hearing or any other activity related to the administration of the Act or any other Federal, state or local law requiring equal opportunity for disabled persons;

3. Opposing any act or practice made unlawful by the Act or any other Federal, state or local law requiring equal opportunity for disabled persons;

4. Exercising any other right protected by the Act.

AFFIRMATIVE ACTION POLICY ON EMPLOYMENT OF VETERANS

Auburn University will not discriminate against any employee or applicant for employment because he or she is a special disabled veteran or veteran of the Vietnam era in regard to any position for which the employee or applicant for employment is qualified. We will take affirmative action to employ, advance in employment and otherwise treat qualified individuals without discrimination based on their status as a special disabled veteran or veteran of the Vietnam era in all employment practices, including the following:

1. Hiring, placing, upgrading, promoting, awarding of tenure transferring and demoting employees, layoff, and rehiring;

2. Recruitment, advertising and job application procedures;

3. Treatment of employees during employment;

4. Rates of pay and all forms of compensation or employment benefits including leaves of absence, sick leave or any other leave;

5. Selection for training, job assignment, job classification, professional meetings, conferences and selection for leaves of absence to pursue training;

6. Layoff and termination;

7. Facilities and activities sponsored by Auburn, including social or recreational programs; and

8. Any other term, condition or privilege of employment.

Auburn University's policy is consistent with the requirements and objectives set forth by Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA), 38 U.S.C § 2012, as amended. Auburn University's objective is to employ individuals qualified for or trainable for positions base upon job-related standards involving education, training, experience and personal qualifications.

Responsibility for supervising compliance and continued implementation of this policy on employing, advancing in employment, and otherwise treating disabled veterans and veterans of the Vietnam era fairly is assigned to the AA/EEO Officers.

Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion or discrimination because they have engaged in or may engage in any of the following activities:

1. Filing a complaint.

2. Assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the affirmative action provisions of the VEVRAA or any other Federal, state or local law requiring equal opportunity for special disabled veterans or veterans of the Vietnam era;

3. Opposing any act or practice made unlawful by VEVRAA or its implementing regulations or any other Federal, state or local law requiring legal opportunity for special disabled veterans or veterans of the Vietnam era: or

4. Exercising any other right protected by VEVRAA or its implementing regulations in this part.

Affirmative Action

FULL-TIME EMPLOYEES BY TYPE AND RACE/ETHNICITY
FALL 2017

Race		Faculty	Exec./Admin.	Other Profl.	Sec'l/Cler'l.	Tech'l.	Skilled Crafts	Serv. Maint.	Total
American Indian or Native Alaskan	M	4	1	1			4	1	11
	F	4		2	4			2	12
Asian	M	97	4	19		1	1		122
	F	30	2	26	6	2			66
Black or African American	M	21	13	78	2	6	29	66	215
	F	33	12	153	129	14	1	59	401
Caucasian or White	M	595	213	722	16	105	160	115	1,926
	F	396	166	825	489	105	8	39	2,028
Hispanic	M	23	4	14	1	2	5	2	51
	F	19	1	22	4	1			47
Native Hawaiian or Other Pacific Islander	M		1	2					3
	F	1		2					3
Nonresident Alien	M	56	1	39		2			98
	F	33		23					56
Two or More Races	M	7	1	13		1	3	2	27
	F	5	2	9	6	1			23
Unknown	M	6	1	3		1	1	1	13
	F		1	3	3				7
Total	M	809	239	891	19	118	203	187	2,466
	F	521	184	1,065	641	123	9	100	2,643
	Total	**1,330**	**423**	**1,956**	**660**	**241**	**212**	**287**	**5,109**

Includes all main campus, Alabama Agricultural Experiment Station and AU based Alabama Cooperative Extension System full-time employees.

Last updated 1/12/18

Good affirmative action is a process, inseparable from good personnel practice, which starts before and extends after the committee's searching is done.

Federal requirements for affirmative action, emanating from Executive Order 11246, oblige a collegiate search committee to make a "good faith effort" to develop a talent pool reflecting the availability of minorities and women in the labor force. You can look around campus and if there are no or few women or minorities in a department, you can assume that the Executive Order would require a "good faith effort".

The AA/EEO Office has analyzed the employee workforce by race and sex and has set goals for hiring persons to overcome historical imbalances.

Of course, the essence of affirmative action is that there be results. The committee should make every effort to identify recruitment sources that women and minorities frequently view. Personal contact through associations, conventions, and colleagues has typically been Auburn's best way to attract and hire women and minorities.

Search committees should be consistent in procedures, using the same standards of judgment throughout the search – a core set of job-related questions should be used for every candidate interviewed. Maintaining the integrity of search committee discussions is imperative – confidentiality cannot be stressed enough. This is particularly important if you have internal candidates.

Information on Bias

4 Types of Interviewer Bias – and How to Eliminate Them

What are these interviewer biases that recruiters should be aware of? There are many types of interviewer bias – too numerous to mention here – but the four listed below are the most prominent according to studies.

1. Confirmation Bias: This is a tendency for humans to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview. (Phillips and Dipboye, 1989). This means interviewers look to confirm a possibly shallow impression they may have formed of the candidate pre-interview, as opposed to having a more open outlook on the candidate's abilities in this area.

2. Affective Heuristic: very technical, I know. This is where interviewer's decisions are influenced by quick and superficial evaluations, such as: the level of attractiveness of a candidate, race, gender, background, etc.—none of which are relevant to the candidate's suitability for the role. (Postuma and others, 2002). One study found that applicant obesity actually accounted for *35 percent* of the variance in hiring decisions.

3. Anchoring: This is a tendency for interviewers to place an arbitrary anchor of expectation of an candidate, which then influences their evaluation of the candidate. For example, candidates who had a high anchor of expectation were evaluated more favorably than those with a low anchor scale.

4. Intuition: a huge part of the candidate evaluation process is based on intuition as there is not enough data to objectively test every area of the candidate's fit to the culture and demands of the job. The problem is that intuition is not reliable, as it is thought to be susceptible to factors not related to the hiring decision such as emotion, memory, etc.

So, having understood that we as humans are subject to interviewer bias, what steps can we take to eliminate or at least minimize it to allow us to make more predictive hiring decisions? There seem to be several actions we can take and these are shown below:

1. Studies have shown that allowing enough time to do evaluations increases accuracy and reduces gender bias *(Bauer Baltes, 2002; Blair Banaji, 1996; Martell, 1991)*. So, allow plenty of time to read interview materials and take notes.

2. A structured criteria for decision making leads to more accurate evaluations *(Martell Guzzo, 1991)*. So, make sure to conduct structured interviews based on job-related hiring criteria.

3. Structured processes for recording observations increase accuracy and reduce bias *(Bauer Baltes, 2002)*. So, try and use structured evaluations during interviews and selection discussions.

4. Increased accountability reduces the effect of gender bias and increases the accuracy of evaluations, so make sure there is a culture/requirement for interview note taking, and evaluators should use named forms, and each interviewer selection decision should be justified, documented and filed.

Of course, most experienced professionals are aware of the limited predictive value of job interviews and even while using these interventions we can only hope to reduce and not eliminate interview bias. This is why it is important that interviews are combined with other forms of assessment method, such as aptitude and attainment tests and assessment centers, in order to increase the predictive accuracy of the hiring process.

Source: https://www.recruiter.com/i/4-types-of-interviewer-bias-and-how-to-eliminate-them/#.VvrF6CV65Vs.email

Non-allowable Inquires

PRE-EMPLOYMENT INQUIRY GUIDELINES

This chart provides important legal guidelines for inquiries that are permissible during the interview and recruitment phase, and those that must be avoided to comply with anti-discrimination laws and to reduce legal liability. Any inquiry should be avoided that, although not specifically listed herein, is designed to elicit information as to any applicant's race, color, national origin, age, sexual orientation, religion, disability, protected veteran status, or genetic information.

Please review and use this as a guide throughout your process. Please contact Employment Specialist or AAEEO with any questions.

Subject	Permissible Inquiries	Inquiries that Must be Avoided
Age	Only inquiries related to minimum age requirements set by law; if required as a Bona Fide Occupational Qualification (BFOQ)	Requirement that applicant state age or date of birth. "How old are you?" We are looking for someone who can relate with younger students." To request applicant produce proof of age (birth certificate, baptismal record, etc.)
Criminal & Background Checks	Permissible to ask about convictions for crimes that bear a direct relationship to the job. Consult with your Employment Specialist on any concerns prior to discussion with candidate.	Asking for disclosure of arrest, or inquiry related to arrest. To look into criminal background without express, written consent from the candidate.
Citizenship / Birthplace	a) Permissible of **ALL** candidates: "If hired into the position, would you be able to show proof of work authorization in the United States?" b) Permissible of **ALL** candidates as follow-up if not currently authorized to work in US: "Will you require sponsorship?"	(a) Asking if the person "has a green card." (b) Date of citizenship. (c) Asking for proof of citizenship or work authorization **before** hiring (this is handled after offer is extended and accepted) (d) Whether spouse or parents are naturalized or native-born U.S. citizens.
Dependents	None	Inquiries regarding: the number and ages of children; what child care arrangements have been made; family planning.

Keep all questions job-related!
Create a standard list of questions. Document questions and answers.
If a candidate discloses any of the above information that is not permissible, it is not an open door to ask other questions on that topic.

Disability (has an impairment that substantially limits a major life activity; a record of such, or is regarded as having an impairment.)	Permissible: "Can you perform the essential functions of the job with or without an accommodation?" Persons with disabilities can be tested in the pre-offer stage, but only if all applicants are tested.	(a) If the applicant has a disability, has ever been hospitalized, formerly used or been addicted to illegal drugs or alcohol, treated for mental illness, or filed worker's compensation claim. (b) To ask for medical examinations or any disability related information. (c) To impose an accommodation upon a candidate that has not specifically asked for one.
Marital and Family Status/Pregnancy	None at the pre-employment stage. Is there any reason you cannot work evenings or week-ends if needed?	To ask if applicant is: single, married, divorced, widowed, etc.; Mr., Mrs., Miss, Ms. (ok after hire for tax purposes). Inquiries regarding the names and ages of spouse or children. Any inquiry concerning pregnancy.
Military Service	Any job related experience. Type of education and experience in the U.S. Armed Services as it relates to a particular job.	(a) Military or reserves service records. (b) Military service for any country other than U.S. (c) Type of discharge.
Name	For access purposes, whether applicant's work or research records are under another name.	Inquiries about the name that would indicate applicant's lineage, ancestry, national origin, or descent. Inquiry into previous name of applicant where it has been changed by court order or otherwise. To ask if a female is called by Miss, Mrs., or Ms., or to ask for her maiden name.
National Origin	Languages, travel or cultural experiences as they relate to job requirements.	(a) Birthplace of the applicant, parents, grandparents, or spouse. (b) Any other inquiry into national origin or ancestry.
Professional Associations	Inquiries regarding memberships in **job-related** clubs and organizations. Applicants may omit those that reveal the race, religion, age, sex, disability, etc. of applicant.	Requesting the names of **all** organizations, clubs, and associations to which the applicant belongs. Inquiries regarding how the applicant spends his/her spare time.

Keep all questions job-related!
Create a standard list of questions. Document questions and answers.
If a candidate discloses any of the above information that is not permissible, it is not an open door to ask other questions on that topic.

Race, Color	None	Any inquiry directly or indirectly that would indicate race or color, including color of eyes, hair, skin, or other feature.
Religion or Creed	None After hiring, it is permissible to discuss accommodations for religious practice, if an accommodation is requested by the employee.	(a) Recommendations of references from church officials. (b) Any inquiry that would indicate religion or creed, such as "What religious holidays do you observe/" or "What church do you go to?"
Retaliation	None	Have you ever brought charges or filed a grievance against a former employer?
Sex	None	Any inquiry that would indicate sex, unless a bona fide occupational qualification (BFOQ). To ask if applicant is expecting, planning a family or uses birth control.
Sexual Orientation	None	Any inquiry concerning an applicant's heterosexuality, homosexuality or bisexuality.
Genetic Information	None	Any inquiry regarding history of applicant or family member's medical history.

Keep all questions job-related!
Create a standard list of questions. Document questions and answers.
If a candidate discloses any of the above information that is not permissible, it is not an open door to ask other questions on that topic.

Interview Questions

<u>When scheduling the interview, please ask the candidate: "Do you need any special accommodations during your interview?"</u>

<u>Search Committee Chair: Please ask the following questions of **ALL** candidates who are interviewed</u>:

1. Are you currently legally authorized to work in the United States?

_____ Yes   _____ No

2. Will you now or in the future require sponsorship for employment visa status (e.g. H-1B1 status)?

_____ Yes   _____ No

<u>If candidate answers YES to #1 or #2, then ask the following:</u>

Because of previous stays or your current stay in the USA, are you subject to the two year home residency requirement?

_____ Yes   _____ No

3. Are you prevented from lawfully becoming employed in this country because of visa or immigration status (Proof of citizenship or immigration status will be required upon employment)

_____ Yes   _____ No

Department: _____

Position: _____

Name of candidate: _____

Sample Interview Questions

What would you like to accomplish in this position over the next 5 years? What will be your first priorities?

What do you think you will need to learn to do this job effectively? What do you bring to this position that the other candidates may not?

What aspects of this position seem particularly challenging to you?

Describe what you have done, beyond on-the-job experience, to prepare for assuming an executive administrative position at this level?

Describe your approach to budgeting.

How have you been involved in the P&T process at Auburn? What advice would you give to senior faculty who are serving as mentors to junior faculty regarding their academic careers?

What has been your experience with faculty development? Please provide some specific examples.

What has been the most challenging situation you have had in academia; how did you handle it and what was the outcome?

How do you feel best prepared for this position? Are there areas in which you feel less well prepared? How would you propose to address those areas?

How do you get results from those for whom you are responsible?

Describe the major issues which academia/the professoriate must overcome to be competitive in today's environment.

How does undergraduate education at Auburn connect to other issues facing us? Where are the biggest opportunities for collaboration?

How do others who work with you view your strengths and what would they say should be your areas of improvement?

What do you bring to the Provost's Office specifically to complement the current President?

Do you have questions for us?

Situational Interview Questions

Below is a list of examples of situational interview questions and a description of what you are attempting to assess.

1. Describe a situation where you had to collaborate with a difficult colleague.

A superior candidate will demonstrate professionalism in attitude and communication style when dealing with others. Problem-solving and conflict-resolution skills are key. Good candidates don't need to like everybody, but they must be capable of working with everybody. Solid candidates will show that they achieved a workable outcome in the face of any coworker-related difficulties. Bad candidates will blame others and shirk accountability.

2. Describe a situation where you had to work with a difficult manager or important client/customer.

The answer can reveal a candidate's behavior toward authority, communication, and problem solving. The person you want to hire will not allow personal feelings or disagreements to get in the way of working relationships inside the company. A good candidate should demonstrate emotional maturity and professionalism above all else.

3. Describe a situation where you needed to persuade someone to accept your point of view or convince them to change something.

This is another situational question exploring soft skills such as communication and relationship building. A candidate should demonstrate empathy and listening skills that allow him or her to understand the other side of a situation but also help bring about a change of opinion. Candidates should show how they negotiate and generally develop and strengthen relationships with others.

4. Describe a difficult problem you faced and how you approached it.

Don't just look for what candidates did; ask for the thought process behind their actions and how they like to approach problems in general. Being collaborative is one strength you might look for here. Did the candidate seek out feedback from others in understanding the problem, developing possible solutions, and implementing a workable solution?

5. Describe a mistake you've made professionally.

We're all human, and candidates should be able to admit that they've made mistakes at certain times. This situational question is really more about finding out how a candidate learns, reflects upon mistakes, and takes lessons learned into the future. If a candidate refuses to admit to any past mistakes, then it's a sign that he or she isn't willing or able to learn anything from difficult situations.

6. Describe a situation where you worked under a tight deadline.

Here, you are asking interviewees to tell a success story that demonstrates how they organized their workflow, dealt with pressure, and navigated through competing priorities. It's a good opportunity to hear a candidate's planning process, how they communicate with others, and how they collaborate with colleagues toward a common goal. Did the candidate try to extend the deadline if possible? Did the candidate ask for additional help? Most importantly, did they fully commit their own time to meeting the deadline and ask others to commit, too?

7. Describe a time when you received criticism.

Like the mistake question, this illustrates a candidate's ability to learn. While being open to feedback is never easy, the best candidates will take it in, analyze it, and potentially make changes based upon the criticism. Of course, good candidates never take criticism personally. A good answer will show emotional maturity, adaptability, and leadership potential.

8. Describe a situation when you needed to take initiative.

A good answer should show off the applicant's proactivity. The situation should be a case where the candidate recognized a problem that nobody else was resolving and took initiative to attack the issue. The action should show a willingness to go above and beyond the call of duty when required. Proactivity and problem solving are rare traits that firms should be looking for; this question can go a long way toward revealing these attributes in a candidate.

9. Describe a situation when you've come onto a new team or a new working environment.

You are trying to gauge how a candidate adapts to change, especially when working with new people. This is obviously relevant for all new hires, who need to fit in to a company climate and hit the ground running. Top candidates will show that they are adaptable and open to change, that they'll focus on building relationships inside the company, that they know how to seek help when necessary, and that they don't judge people or processes too fast before knowing all the relevant facts.

10. Describe a situation where you needed to work with a client or customer who was very different from you.

Similar to the last question, this one asks candidates to demonstrate how adaptable they are when interacting with various personalities. Explore whether candidates can change up their style of communication for different people. This question allows you to evaluate emotional intelligence and people skills.

Behavioral Interview Questions

ABILITY TO HANDLE STRESS

1. What has been the most stressful situation you have ever found yourself in at work? How did you handle it?
2. What have you done in the past to prevent a situation from becoming too stressful for you or your colleagues to handle?

ADAPTABILITY

3. Tell me about a situation in which you have had to adjust to changes over which you had no control. How did you handle it?
4. Tell me about a time when you had to adjust to a colleague's working style in order to complete a project or achieve your objectives.
5. How was your transition from high school to university? Did you face any particular problems? How did you handle them?

ANALYTICAL SKILLS / PROBLEM SOLVING

6. Describe the project or situation that best demonstrates your analytical abilities. What was your role?
7. Tell me about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? Was the recommendation accepted? If not, why?
8. Tell me about a situation where you had to solve a difficult problem. What did you do? What was the outcome? What do you wish you had done differently?
9. What steps do you follow to study a problem before making a decision? Why?

ATTENTION TO DETAIL

10. What process do you use to check that you have the right details from a customer?
11. Give me an example of a time you discovered an error that been overlooked by a colleague. What did you do? What was the outcome?
12. Tell me about a time that you were confused by a customer's request. What steps did you take to clarify things?

CLIENT FOCUS / CUSTOMER ORIENTATION

13. When have you had to deal with an irate customer? What did you do? How did the situation end up?
14. Tell me about a time you have "inherited" a customer. What steps did you take to establish rapport with them? What did you do to gain their trust?
15. How have you handled a situation in the past where your client has changed the brief or "changed the goalposts"?
16. Give an example of a time you went well out of your way to ensure a customer received the best possible service from you and organization. What was their reaction?
17. When have you ever gone out on a limb to defend a customer? What happened?

COMMUNICATION

18. Tell me about a recent successful experience in making a speech or presentation?
19. When have you had to present to a group of people with little or no preparation? What obstacles did you face? How did you handle them?
20. Have you ever had to "sell" an idea to your co-workers? How did you do it?
21. Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa).
22. What obstacles or difficulties have you ever faced in communicating your ideas to a manager?
23. Tell me about a time in which you had to use your written communication skills in order to get an important point across.
24. When have you chosen to communicate a particular message in person as opposed to via email even though the email channel would have been a lot faster?

CREATIVITY

25. When was the last time you thought "outside the box" and how did you do it? Why?
26. Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you happy or satisfied with it?
27. Give me an example of when someone brought you a new idea that was odd or unusual. What did you do?
28. When have you brought an innovative idea into your team? How was it received?

DECISION MAKING

29. Tell me about a time when you had to make a decision without all the information you needed. How did you handle it?
30. Give me an example of a time when you had to be quick in coming to a decision. What obstacles did you face?
31. What is the most difficult decision you've ever had to make at work? How did you arrive at your decision? What was the result?
32. Give me an example of a business decision you made that you ultimately regretted. What happened?

GOAL SETTING

33. Give me an example of an important career goal which you set yourself and tell me how you reached it. What obstacles did you encounter? How did you overcome the obstacles?
34. Tell me about a professional goal that you set that you did not reach. How did it make you feel?
35. How have you gone about setting short-term goals and long-term goals for yourself or your team? What steps did you take along the way to keep yourself accountable?

INITIATIVE

36. Describe a project or idea (not necessarily your own) that was implemented primarily because of your efforts. What was your role? What was the outcome?
37. Describe a situation in which you recognized a potential problem as an opportunity. What did you do? What was the result? What, if anything, do you wish you had done differently?
38. Tell me about a project you initiated. What did you do? Why? What was the outcome? Were you happy with the result?

39. Tell me about a time when your initiative caused a change to occur.
40. What has been the best idea you have come up with during your professional career?

INTEGRITY/HONESTY

41. Discuss a time when your integrity was challenged. How did you handle it?
42. Tell me about a time when you experienced a loss for doing what is right. How did you react?
43. Tell me about a business situation when you felt honesty was inappropriate. Why? What did you do?
44. Give a specific example of a policy you conformed to with which you did not agree. Why?

INTERPERSONAL SKILLS

45. Give an example of when you had to work with someone who was difficult to get along with. How/why was this person difficult? How did you handle it? How did the relationship progress?
46. Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?
47. Describe a recent unpopular decision you made. How was it received? How did you handle it?
48. What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships? Give me examples of how you have made these work for you.
49. Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa). How did you handle the situation?
50. Tell me about a time when you had to work on a team with someone you did not get along with. What happened?
51. Describe a situation where you had a conflict with another individual, and how you dealt with it. What was the outcome? How did you feel about it?

LEADERSHIP

52. Tell me about a team project when you had to take charge of the project? What did you do? What was the result?
53. Describe a leadership role of yours outside of work. Why did you commit your time to it? How did you feel about it?
54. What is the toughest group that you have ever had to lead? What were the obstacles? How did you handle the situation?
55. What has been your greatest leadership achievement in a professional environment? Talk through the steps you took to reach it.
56. What have been the greatest obstacles you have faced in building/growing a team?
57. Describe a time when you have not only been responsible for leading a team of people but for also doing the same job as your team members? How did you juggle/balance your time?

PLANNING AND ORGANISATION / TIME MANAGEMENT

58. Describe a situation that required you to do a number of things at the same time. How did you handle it? What was the result?
59. How do you prioritize projects and tasks when scheduling your time? Give me some examples.
60. Tell me about a project that you planned. How did your organize and schedule the tasks? Tell me about your action plan.
61. When has a project or event you organized not gone according to plan? What happened? Why? How did you feel?

SALES / NEGOTIATION

62. Tell me about your previous success in building a customer base from a standing start. What steps did you take?
63. What is your greatest sales-related achievement to date? What steps led to the final outcome?
64. Describe a time when you convinced a resistant customer to utilize your services.
65. What was the most stressful professional negotiation you have been involved in? How did you handle it?

TEAMWORK

66. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
67. Tell me about a time when you worked with a colleague who was not doing their share of the work. How did you handle it?
68. Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the result?
69. Tell me about a time when you had to work on a team that did not get along. What happened? What role did you take? What was the result?
70. What was the biggest mistake you have made when delegating work as part of a team project?
71. Tell me about a time when you had settle a dispute between team members. How did you go about identifying the issues? What was the result?
72. What have you found to be the difficult part of being a member, not leader, of a team? How did you handle this?

TENACITY / RESILIENCE

73. Tell me about a particular work-related setback you have faced. How did you deal with it?
74. When have you ever found yourself in a competitive situation professionally? How did you handle it?
75. When have you seen your tenacity or resilience really pay off in a professional setting? What was the outcome?

Informational Interview Questions

Informational questions are asked in an interview to obtain specific information regarding a candidate's background and experience. These questions are directed to what a candidate may have accomplished in their career or educational experience.

Sample questions include:

- What makes you uniquely qualified for the position?

- This position requires the ability to work after hours and occasional weekends during peak times. Are you able to meet the work hour(s) expectations?

- What specific work experience (or education) enables you to be qualified for this position?

- What do you consider your strength(s)?

- What do you consider your weaknesses and how do you overcome them?

- What is the best constructive feedback you have received in your career?

Suggestions for Interview Questions – Faculty

1. Describe your teaching/research style.
2. Describe your teaching philosophy.
3. What technology applications have you utilized in the classroom?
4. How do you engage students, particularly in a course for non-majors?
5. Share your ideas about professional development.
6. In your opinion, how should the workload of a faculty member be split and into what areas?
7. What changes have you brought to the teaching of _____?
8. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
9. What courses have you created or proposed in the past five years?
10. What do you think are the most important attributes of a good faculty member?
11. Where would this position fit into your career development goals?
12. How do you define good teaching/research?
13. What do you think are your greatest strengths as a faculty member? In which areas do you feel you can use some further development?
14. How do you feel your teaching style can serve our student population?
15. In what professional development activities have you been involved over the past few years?
16. What pedagogical changes do you see on the horizon in your discipline?
17. How would your background and experiences strengthen this academic department?
18. How do you adjust your style to the less-motivated or under-prepared student?
19. Talk about your experience with research and working with graduate students?
20. What are your current research interests?
21. Tell us a little more about your professional experiences, particularly those not mentioned on your CV.
22. Why are you interested in leaving your current position and why do you feel that this position would be better for you?
23. What is your favorite part of your current position; what is the least favorite?
24. What qualities or experiences make you the best candidate for this position?

25. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
26. Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?
27. Discuss the committees on which you have served and the impact of these committees on the organization where you currently work.
28. Why did you choose this profession/field?
29. What would your colleagues say about you?
30. What is the biggest conflict you have ever been in at work and how did you handle it?
31. Describe some basic steps that you would take in implementing a new program.
32. What are one or two of your proudest professional accomplishments?
33. Give us some examples of your efforts to promote diversity.
34. Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?
35. Do you have any additional information that you would like to share?
36. Do you have any questions for us?

Sample Interview Questions –

Discuss more about your professional experiences, particularly those not mentioned on your vita.

Discuss the avenues for professional involvement you find most satisfying.

Why did you choose this profession/field?

Describe two or three major trends in your profession today.

How can the XYZ position contribute to outreach to the campus and wider community?

Where do you see yourself career-wise, 5 years from now? How does this position fit into your overall career goals?

What qualities or experiences make you the best candidate for this position?

What do you see as the major challenges of this position and how would you meet them?

What are the most recent book and article that you have read?

Describe your teaching/research style.

What technology applications have you utilized in the classroom?

In your opinion, how should the workload of a faculty member be split and into what areas?

What courses have you created or proposed in the past five years?

What pedagogical changes do you see on the horizon in your discipline?

How would your background and experiences strengthen this academic department?

Talk about your experience with general/undergraduate/graduate instruction. (How many classes, what topics covered, etc.)

Talk about your experience with XYZ research and working with graduate students.

How do you actively engage students in the classroom (particularly non-majors)?

What do you see today's students having the most problem with in terms of learning or researching XYZ? How do you tackle it?

What are your strengths in teaching/research? In what areas do you feel you could use further development?

Please tell us what you think are the most important elements of a good teacher/researcher.

Please share your philosophy about teaching undergraduate students in an academic environment and give some examples that would illustrate your views.

What do you think your greatest strengths are as a researcher/teacher? In what areas do you feel you could use some further development?

Besides XYZ, what subject areas are you most comfortable teaching?

Describe a situation in which you did "all the right things and were still unsuccessful. What did you learn from the experience?

Discuss the committees on which you have served and the impact of these committees on the organization where you currently work.

What new skills have you learned over the past year?

What are one or two of your proudest professional accomplishments?

How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.

What do you think most uniquely qualifies you for this position?

Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?

Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?

Describe your ideal job.

What would your coworkers or your supervisor say about you?

Can you describe how you go about solving problems? Please give some examples.

What new programs or services would you start if offered the position?

Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.

What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?

Describe the biggest conflict you have ever been involved in at work. How did you handle the situation?

Why do you want this position followed up on by why would this be a better position for you than the position you have now?

What are the major challenges facing someone as an XYZ faculty? Give me 2-3 and how you think you can go about handling them.

Describe the biggest conflict you have ever been involved in at work. How did you handle that situation?

Do you have additional information that you would like to share?

Do you have any questions for us?

Screening/ Evaluation Tools

Candidate Evaluation Form Example

Candidate Name: _____

Position Title: _____

Please comment on the candidates' strengths and weaknesses in the space provided. If additional space is needed, please attach your comments on a separate sheet of paper. The Search Committee very much appreciates your support, input and cooperation. ***Please complete the form and return it to xxxxxxxxxxxxx by xxxxxxxxxxxx.***

Strengths:

Weaknesses:

Overall candidate evaluation:

_____ **Acceptable**   *If Acceptable, please select one:* _____ **Strong**   _____ **Outstanding**

_____ **Unacceptable**

Thank you for your participation.

Thank you for taking the time to complete the candidate evaluation form for the position of _____. Your responses will remain confidential and will only be viewed by the members of the Search Committee in aggregate form.

Please rate the candidate on each of the following using the scale provided:

Candidate's professional experience relative to the position.

- ○ excellent
- ○ good
- ○ fair
- ○ poor
- ○ unable to evaluate

Candidate's ability to articulate a comprehensive vision for _____.

- ○ excellent
- ○ good
- ○ fair
- ○ poor
- ○ unable to evaluate

Candidate's knowledge of _____.

- ○ excellent
- ○ good
- ○ fair
- ○ poor
- ○ unable to evaluate

Candidate's ability to collaborate effectively with campus stakeholders.

- ○ excellent
- ○ good
- ○ fair

- ○ poor
- ○ unable to evaluate

Candidate's interpersonal skills required to provide leadership to _____.

- ○ excellent
- ○ good
- ○ fair
- ○ poor
- ○ unable to evaluate

Candidate aligns well with the University's goals and priorities.

- ○ strongly agree
- ○ agree
- ○ neither disagree or agree
- ○ disagree
- ○ strongly disagree

Overall rating:

- ○ exceptional candidate
- ○ good candidate
- ○ unacceptable candidate

FACULTY
Interview Evaluation
Essential Knowledge, Skills and Abilities

Candidate's Name: _____ Date: _____

Position: _____

Body of Knowledge

1. In your opinion, did the candidate have sufficient mastery of a body of knowledge in _____?

2. Was the candidate's area of professional emphasis evident and was his/her level of knowledge in this area sufficient?

Teaching Ability

1. Was the candidate's teaching philosophy consistent with the needs and expectations of our institution's students/faculty?

2. How would you evaluate the candidate's presentation?

Scholarship

1. Did the candidate have a well thought out and planned research agenda?

2. Has the candidate published? Presented papers? Where/how often?

Service Related to Profession

1. Has the candidate worked on any university committees?

2. Is the candidate a member of a professional association in the field of _____?

Candidate's strengths:

Candidate's Weaknesses:

Did the candidate answer all questions to your satisfaction? If not, which questions were left unanswered?

Does the candidate appear to be able to perform the job based on interview responses?

Do you have any reservations about this candidate's ability to succeed at this institution?

Overall Rating:

Excellent Candidate ☐

Good Candidate ☐

Unacceptable Candidate ☐

Other comments:

Candidate Screening Worksheet

	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant	Applicant
TITLE							
MINIMUM APPLICATION MATERIAL (YES OR NO)							
1. Cover Letter							
2. Resume							
3. Contact information for three references							
MINIMUM QUALIFICATIONS (Scale 0 to 10 - Each Item)							
1. Minimum education requirements							
2. Minimum years of experience requirements							
3. Minimum knowledge, skills, abilities							
4. Minimum knowledge, skills, abilities							
5. Minimum knowledge, skills, abilities							
DESIRED QUALIFICATIONS (Scale 0 to 10 - Each Item)							
1. Minimum desired qualifications							
2. Minimum desired qualifications							
3. Minimum desired qualifications							
4. Minimum desired qualifications							
5. Minimum desired qualifications							
Total Points (Out of 140 possible points)	0	0	0	0	0	0	0
Comments - Notably, reasons for non-selection:							

Campus Interview

Conduct On-Campus Interview

The search committee will determine the activities in which the candidates to be interviewed will participate. Such activities will include meetings with faculty within the department, the Department Head/Chair, and the Dean. A seminar or other presentation may be required. Social activities may be scheduled. The search committee has some leeway in establishing the agenda for the on-campus interview, but the agenda for each candidate to be interviewed must be the same, and each candidate must be fully advised of the search committee's expectations prior to arriving for the interview.

It is best practice to determine a core list of questions to ask each candidate prior to the interview. Following a structured interview plan will achieve fairness and consistency in interviewing. The search committee should be familiar with non-allowable inquiries (see Search Committee Information and Tips: http://www.auburn.edu/academic/provost/faculty_recruitment_information/sci.pdf).

If a requirement for graduate transcripts was not included in the initial application process, the search committee must obtain transcripts of graduate work completed and of professional degree work, if required, from those candidates selected for interview. These should be uploaded and attached to the candidate's external documents in the electronic application (or eventually in the hiring proposal of the selected candidate).

If the search committee is interviewing a foreign national and a prevailing wage has not already been requested, one should be requested now from the Office of International Programs.

Tips for Conducting the Interview

Before the Interview
Book an appropriate location
Review job description
Draft and agree upon the interview questions to be asked
Review the candidate's CV
Agree on format for the interview
Ensure that you know and can identify the indicators of the candidate's ability to perform the job

During the Interview
Introduce search committee members
Describe the format of the interview
Ask job-related open-ended informational, situational, and behavioral questions
Let the candidate do most of the talking
Keep the interview on track
Observe nonverbal behavior
Take notes
Leave time for the candidate to ask questions
Describe the remainder of the search process and the time it will take
Thank candidate for his/her time

After the Interview
Give the candidate a brief overview or written synopsis of benefits
Answer any questions
Evaluate the candidate
Document the interview

Suggested Interview Preparation Checklist

Send welcome package to interviewee
Confirm travel/lodging arrangements and arrange transportation to campus
Arrange tour of local community (if appropriate) and campus tour
Schedule candidate's presentation, meals/breaks as appropriate
Arrange meeting with hiring authority/search committee
Arrange meeting with chief executive, provost, vice president as appropriate
Arrange meeting with any other appropriate individuals/groups (HR Liaison, etc.)

Suggestions for On-Campus Interviews:

- Extend interview to one and a half or two days
  - Begin and end interview with Department Chair/Head
  - Additional time with HR Generalist
  - Additional time with Deans/Associate Deans
  - Cushion time between meetings
  - Additional 'downtime' for candidate
  - Build in flexible time as necessary. While sensitive to candidate's plans/needs, the search committee must prescribe the appropriate schedule

- Provide candidate with tour of Auburn/Opelika
- Offer candidate tour with local realtor
- Tour appropriate departments
- Tour Auburn campus
- Pick up and return from airport
- More meaningful and informal interactions
  - Breakfasts, lunches and dinners with select individuals
  - Some departments host more informal dinners at faculty member's home with select individuals
  - Invite the candidate to meet with other University faculty
  - Allocate opportunities among search committee members and faculty and staff members (i.e., not all search committee members must be present for every meal or presentation)
- Encourage all faculty to attend open sessions as their schedule permits
- Prepare and distribute list of possible interview questions to faculty (for fallback during periods of silence/lack of conversation)
- Presentations (time for faculty questions)
- Extend common courtesy
  - Be attentive to candidate's comfort (coffee, water, bathroom breaks, long walks)
  - Offer candidate choice in types of restaurants (dietary restrictions), perhaps towards the end of the interview, the candidate may prefer to dine along

Welcome Information for Candidate

Latest copy of Plainsman
Chamber of Commerce Information
Auburn University Brochures
Departmental Newsletter/Brochure
Promotion and Tenure Information
Business cards from those who meet individually with the candidate

Bottle of water, candy

Sources:

Lee, Christopher D. Search Committees: A Comprehensive Guide to Successful Faculty, Staff and Administrative Searches, Second Edition, College and University Professional Association for Human Resources, 2014.

Marchese, Theodore, J. and Lawrence, Jane Fiori. The Search Committee Handbook A Guide to Recruiting Administrators, American Associate for Higher Education, April 1989.