UNIVERSITY OF MASSACHUSETTS, LOWELL

FACULTY RECRUITMENT AND SELECTION GUIDE

CONTENTS

INTRODUCTION

Hiring a faculty member has an enormous impact on students, departments, schools and the entire University for years to come.

Human Resources and every Search Committee share common objectives in the faculty recruitment process:

- To recruit and hire the best available and most qualified candidate for each position,
- While providing an equal opportunity for consideration to all qualified and interested persons, paying particular attention to reach out to members of groups who have historically not held such positions,
- And consistently applying and documenting the University's policies and procedures for recruitment and selection of faculty and staff.

In order to assist you in this process, we have developed this handbook to guide you through the steps involved in the Faculty Hiring Process.

STEPS INVOLVED IN THE RECRUITMENT AND SELECTION PROCESS:

Step 1: Identifying a vacant position to be filled

Step 2: Developing a Results-Oriented Position Description

Step 3: Formal Request for Posting approval process

Step 4: Developing and Implementing a Recruitment Strategy

Step 5: Search Committee

Step 6: Screening Candidate resumes and applications

Step 7: Interview and Selection Process

Step 8: Reference Checks

Step 9: Summations and Recommendations

Step 10: Job Offer

DEVELOPING A RESULTS ORIENTED POSITION DESCRIPTION

The job description becomes the touchstone for all succeeding acts of recruitment, interview, and selection. It initiates the recruitment process.

What is a job description?

A job description is a formalized statement of the purpose and duties of a job. It clarifies who is responsible for certain tasks and helps an employee understand the specific responsibilities of his or her position and why it exists. It includes information on the minimum required education, experience, knowledge, skills, and abilities and on supervisory relationships, and helps the organization classify positions in an orderly and appropriate manner.

Thus, it should outline the position to be filled, including essential primary and secondary duties and responsibilities and should list the qualifications that candidates must possess.

What Is A Results-Oriented Job Description (ROJD)?

At UMass Lowell, we focus on the development of a Results-Oriented Job Description.

A results-oriented job description (ROJD) does more than describe what an employee *does* (the tasks). It also describes what the employee *accomplishes* (the results). The ROJD identifies for employees and supervisors how the duties or tasks required of a job meet departmental objectives and it builds a connection between the employee's work and the university's mission. Advantages of results-oriented job descriptions include:

1. Placing the focus on why the position exists and stimulating discussion about the value of the work.
2. Creating an understanding of expectations and providing for improved communication.
3. Building a bridge between the job description and performance evaluation.
4. Enhancing employees' work identity.
5. Encouraging professional development.

Importance of a well-defined job description in the recruitment process:

A specific and concrete job description is beneficial in several ways:

- It ensures that the department focuses on exactly what it desires in a candidate and articulates its expectations;
- It provides guidelines by which candidates will be evaluated;
- It encourages self-selection among potential candidates by permitting them to screen themselves from consideration.
- A well-conceived and well-written job description will assist the search committee at the interview stage by providing the criteria on which interview questions are based.

Although job descriptions vary widely, those for faculty positions include the following:

- Name / title of the position
- Details about the position: Whether Tenure, or Non-tenure; Part time or Full time; Research, Clinical
- Essential duties and responsibilities (Teaching, Research, Advising, Community Service)

- Educational requirements and experience desired
- Credentials/ Certifications/ Licenses
- Area(s) of specialization
- Supervisory responsibilities
- Reporting Relationships

Please refer to **Appendix A** for a **Sample Job Description Template** and a guide on **'Developing a Results-Oriented Position Description.** It outlines guidelines that may be helpful in designing a faculty position description and also provides samples for review.

FORMAL REQUEST FOR POSTING APPROVAL PROCESS

- Once the ‘Request for Posting’ has been completed, the Hiring Department routes the “Request for Posting” through a formal approval process (Hiring Manager, Dean/Director, and VC/Provost.).

- Once approved, the “Request for Posting” is forwarded to HR for review and signature to begin the search process.

- HR forwards a copy of the approved “Request for Posting” to the EOO office.

DEVELOPING AND IMPLEMENTING A RECRUITMENT STRATEGY

The following section identifies the major components of the search process and offers suggestions for how departments can modify the process to reflect their special hiring needs.

Think beyond the immediate search steps as you develop your procedures. Just as you are trying to find the best candidate, applicants are judging whether they want to come to the University. An organized, professional process will help sell UMass Lowell to your final candidates. Remember as well that lasting impressions of your department are set by how you treat those to whom you do not make an offer.

Sourcing and creating a qualified and diverse candidate pool:
A search for a faculty member is largely conducted on a national level. The search process begins with the sourcing of qualified candidates for the open position:

a. Traditional Print and online web advertising options include among others:

- The Chronicle of Higher Education
- www.chroniclecareers.com
- www.higheredjobs.com
- www.insidehighered.com
- The Boston Globe
- www.bostonworks.com

b. Diversity focused recruitment sources:

It is important to keep in mind that Federal requirements for affirmative action obligate search committee to make a “good faith effort” to develop a diverse talent pool reflecting the availability of minorities and women in the labor force. Thus, it is critical to go beyond traditional advertising and create a diverse pool of candidates.

Advertising that is limited to the traditional publications will seldom produce a broad group of applicants and may undermine the department’s affirmative action efforts.

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

i. Diversity focused Publications/Web Sites:

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

- **The WISE Directory (www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering/)**
  An on-line directory of women students and postdocs in the science, engineering, and mathematics disciplines at schools that are a part of the Committee on Institutional Cooperation (CIC). This directory is a valuable resource for those looking to hire women from these fields. Women interested in being included need to have completed the Ph.D. within the last two years, expect to complete the degree within a year, or currently be in a postdoctoral position at one of the CIC institutions.

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

- **Ford Foundation Fellows (www7.nationalacademies.org/fordfellowships/)**
  Ford Foundation Fellows recipients include Alaskan Natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexicans Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Pre-doctoral and Dissertation fellowship recipients awarded since 1986. This database only includes those awards administered by the National Research Council.

- **The Faculty for The Future Project (www.engr.psu.edu/fff/)**
  Administered by WEPAN (The Women in Engineering Program and Advocates Network), the website offers a forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The website focuses on linking women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities.

- **NORC Career Outcomes of Doctoral Recipients**. **(A National organization for Research at the University of Chicago) (http://www.norc.uchicago.edu/issues/docdata.htm)**
  Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, and by race/ethnicity and field.

ii. Contact existing Faculty and Students

Network to identify qualified women and minorities when hiring. Use existing faculty and graduate students to market open positions. Ask faculty and students to take along copies of the job announcement when they travel to academic conferences and meetings (if within the posted deadlines of job openings). Further, ask that they contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups.

iii. Professional and scholarly organizations

Contact members of professional and scholarly organizations who may be potential candidates for the position. Request information via letter, phone call, and/or personal meeting with member. Contact professionals at independent research institutions, government agencies, private industry, or foundations.

iv. Discipline-based organizations

All academic disciplines have professional organizations associated with them. Many have subcommittees on women and/or minorities. In addition, most have both national and regional meetings, newsletters, email mailing lists and web sites. These organizational resources can be key in departmental recruiting efforts. Distribute job announcements to regional contacts or committee chairs. Follow-up with phone calls to discuss the department's needs and how best to identify promising scholars in the field. Examples of discipline-based organizations include:

- **American Educational Research Association** (www.aera.net):
  Special Interest Groups:1) Research on Women and Education, 2) Research on Black Americans, 3) Research on the Education of Asian & Pacific Americans, 4) Hispanic Research Issues, 5) Critical Examination of Race, Ethnicity, Class, & Gender in Education
- **American Physical Society:** (www.aps.org) Committee on the Status of Women in Physics, Committee on Minorities in Physics
- **Society of Women Engineers (**http://www.swe.org)
- **Society of Hispanic Professional Engineers(**http://www.shpe.org)
- **National Society of Black Engineers (**http://www.nsbe.org)

Please refer to **Appendix B- Recruitment Sources (Publications/Websites);** which provides a list of position-specific and diversity-focused recruitment publications/websites grouped by job category and scope of candidate search. This document is also available on our website at http://www.uml.edu/hr/Forms.html

SPECIAL NOTE: HIRING A NON-CITIZEN/ H1-B VISA:

If a selection decision is made to hire a non-citizen as a faculty member, it is important to keep the following in mind: If a faculty member is hired on a H1-B visa and then applies for Permanent residency through employment, that individual would need to be sponsored by an employer, in this case- the University of Massachusetts, Lowell.

- As the first step in the application process, the University would need to file an Application for Permanent Employment Certification ("Labor Certification") with the Department of Labor (DOL).
- A provision of the DOL regulations, called "Special Handling," provides unique eligibility requirements for international faculty whose job responsibilities involve some actual classroom teaching.
- To qualify for special handling, the Labor Certification must include a detailed report describing the competitive recruitment. The report must establish that the foreign national selected for the position was more qualified than any of the U.S. workers who were available, able and willing to do the job.
- At this stage, it's important to prove to the DOL, that every effort was made to attract the widest possible applicant pool and a nation wide search was conducted. Thus, in addition to the application, a copy of at least one advertisement published in a national professional journal (print, not electronic) and documentation of all other recruitment sources utilized, an in-house posting would need to be submitted.
- The University must show that the candidate selected is qualified for the job, holds the appropriate degrees, and has the required experience as described in the labor certification.
- It is important to remember that if the recruitment efforts do not meet the strict criteria of the DOL and is not proven to be extensive; the position may need to be re-advertised.

SEARCH COMMITTEE

After the position has been advertised but before applications have been received, it is important that the selection criteria and screening procedures are determined. The first step toward meeting this goal is the appointment of a Search Committee.

An important step in a faculty search process is the appointment of a search committee.

a. Responsibilities of the Search Committee:

In addition to seeking to create an inclusive pool of candidates the search committee is responsible for:

- Developing selection criteria based on the position description.
- Screening candidates for interviews,
- Developing interview questions.
- Conducting interviews- whether phone screening interviews or in person interviews.
- Completing all necessary documentation on the search,
- Recommending candidates for consideration to the appointing official.

b. Guidelines in choosing members of a search committee:

- The search committee should have at least three members, including a chairperson.
- The committee members should be individuals who understand the requirements of the position, who would most likely work closely with the person who would be hired in this position and who are committed to the mission and goals of the department and the university.
- The search committee should ideally be composed of individuals from diverse backgrounds in order to provide a variety of perspectives as well as to ensure awareness of affirmative action issues. When possible, include minority and women faculty, preferably from within the academic unit making the hire.

c. Ground rules for a Search Committee:

A search committee needs ground rules and they need to be established right at the start. The search committee chair may propose an initial list of ground rules which the committee can augment and then formally accept. Copies of the ground rules should be distributed to all members.

Ground rules for a search committee should include at a minimum agreed upon standards for:

i. **Attendance**
Set up all meetings of the search committee at the start and expect all members to attend all meetings to ensure continuity and to avoid rehashing.

ii. **Decision-making**
For the final decision, will the group use consensus or voting? The decision-making process must be understood and agreed upon before the decision-making begins.

iii. **Confidentiality**
Search Committee members must commit to the confidentiality expectations of the search. Ground rules clarify such issues as the imperative to:

- Honor the confidentiality request of candidates **in perpetuity**, not just until the search is over.
- Maintain confidentiality in casual and private conversations about the search, not only in public meetings or venues

iv. **Agreement about how candidates will be vetted**
(E.g. Will a small group complete the initial screening of candidate resumes or will everyone from the committee participate in the screening, what kinds of rating scales and formats will be used, etc.)

v. **Communication**
Emphasize preference for all inquiries and requests to be referred to the chairperson. Determine how committee members will communicate with each other, the campus community and with candidates.

d. Establishing time lines and deadlines for Search Committee Activities:

In order to facilitate candidate search and selection activities in a timely manner, it is important for the committee to establish time lines and deadlines, especially for the following activities:

- When selection criteria will be developed
- When the committee will begin reviewing applications
- When the phone screening interviews will begin
- When campus interviews will take place
- When the final recommendation(s) will be made

Please refer to **Appendix C** for a sample form: **Checklist of Activities for Hiring Faculty/ Academic Staff**

SCREENING CANDIDATE RESUMES AND APPLICATIONS

1. Establish Screening/Selection Criteria:

The next important step is to develop a list of screening criteria based on the position description and design a process for rating candidate applications.

Position descriptions form the basis for position announcements (flyers, handouts, letters, electronic postings, etc.) and advertisements (newspapers, journals, newsletters, etc.). They must all be consistent in their statement of requirements and qualifications for a position. The position description formalizes the level of knowledge, skills, and abilities that the successful applicant should possess to meet the needs of the appointing unit.

a. Selection criteria guidelines:

The selection criteria should make it possible for a search committee to identify well-qualified individuals who can perform the duties and responsibilities of the position and who show promise for future contributions.

- Once a position description is finalized, selection criteria flow from it. Requirements cannot be added or deleted after publication of the position description. The application of selection criteria in the process of matching candidate and position is the most common source of complaints of discrimination. To alter selection criteria after the search has begun is to invite the possibility of inadvertent discrimination. Applicants who are excluded by alterations in the criteria may allege that they were adversely affected.
- Selection criteria must be clearly and closely related to the position. Candidates cannot be evaluated on the basis of criteria not directly related to the position description. Criteria that disproportionately screen out protected group members and which bear little or no relationship to the essential functions of the position are inappropriate and cannot be used to justify the exclusion of a candidate. Obvious examples would be age, sex, or race requirements that have no justifiable relation to the position.
- Selection criteria should be predictors of success; i.e. knowledge, skills and abilities required to perform the job. These could be job-related experience, education and professional certifications/ credentials essential to succeed in the position.

Examples of Candidate Selection Criteria for a Faculty position:

- Educational Qualifications:
- Quality of Institution where candidate received his/her PhD. E.g.: Earned doctorate in Engineering/discipline or professional area to be taught may be required from an institution accredited at the doctoral level.
- Teaching level experience- whether undergraduate or graduate level.
- Continuous record of publications. Research or scholarly achievement as demonstrated by a continuous record of accomplishment resulting in the publication of a significant number of articles in recognized professional and/or academic journals.
- Quality and number of publications
- Record of Scholarship
- Record of presentations at Scholarly conferences.
- Significant recognition by learned societies or professional associations for demonstrated achievement or leadership in the discipline or professional area which is to be taught.

2. Application Screening Processes and Tools:

Screening processes and screening tools are developed on the basis of the selection criteria.

- In order to evaluate candidates consistently, the search committee should rate the applications based on previously outlined selection criteria and screening procedures. These help rate applications on minimum and preferred qualifications and experience.
- When screening resumes, documentation is extremely important, because it can provide a record of why committee members turned down a potential candidate if the issue arises at a later time. This will allow the search committee to determine which candidates are to be interviewed and will also save time if it becomes necessary to return to the applicant pool at a later date.
- Hence, using a candidate screening tool or form is helpful. These help to document and be consistent in the screening approach. Please refer to **Appendix D** for a **Sample Candidate Application Screening Tool.**

3. Acknowledgement of Candidate applications:

The search committee may want to create a checklist of items to be received from the candidates so that an individual whose application is incomplete may be notified regarding missing documents. Thus, upon receipt of application materials, all applicants must be sent an acknowledgment letter or email notification. This letter or email may contain information about the search committee's time frame and may be used to request additional information such as papers or publications, statement of educational philosophy, etc.

The committee should clearly understand and endorse the qualifications expected of candidates and the standards for judging the applicants. Thus, once all applications/ CVs have been screened, applicants who do not meet the basic requirements should be notified by letter as soon as possible.

INTERVIEW AND SELECTION PROCESS:

Develop Interview Methodology:

Once candidate resumes have been screened, create a shortlist of candidates who could be further screened and decide on the types of selection methods that you would use:

1. Phone Screening Interview
Most search committees typically conduct a phone-screening interview to shortlist candidates who have caught their attention with their qualifications, to further narrow the candidate pool.

These brief conversations can be used to:
- Explain the job in more detail
- Gauge the individual's interest
- Clarify the individual's work history and experience level.
- Inform each candidate about the salary range for the position, if this information was not part of the job posting in order to verify that they would like to proceed to an interview given the salary you have to offer. This way, you would avoid interviewing people who later refuse a job offer on the basis of salary.

Assuming that the candidate still looks interesting, a face-to-face interview could then be scheduled.

2. On-campus interview:
Finalists could be invited for an on-campus interview or a campus visit which may normally last for a day or two. In addition to a selection interview with the Search committee, such visits normally may include meetings with individual members of the hiring department and with groups of students (undergraduates/ graduates), an interview with the College Chair/Dean and a campus tour.

3. Additional screening methods:
Finalists could be further screened by being asked to develop a study plan, submit research studies/papers, make presentations to faculty and students or teach a class session on a specialized topic or field in their discipline; in order to assess abilities- knowledge, interactions with students, teaching style/ presentation skills.

NOTE: In order to ensure and maintain a <u>fair and unbiased</u> selection process; it is important to make sure that:
- Selection methods used are <u>consistent</u> for all candidates.
- Each candidate invited for a campus visit or interview has a <u>similar</u> experience to other candidates

Develop Interview Questions:

The guiding principle behind any question to an applicant is*: **Can the employer demonstrate a job-related necessity for asking the question?***

When developing interview questions, the Search committee should consider the following rules of thumb:

- Have a legitimate job related reason to support any questions asked of job candidates or any job requirements that are established. Keep all requirements and inquiries job-related.
- Interview questions need to be developed based on the listing of job duties with more interview questions developed for the more important duties.
- From the competencies listed as crucial, identify those, which are required upon entry to the position. Interview questions should mainly focus on those competencies, which will not be learned on the job during an initial training or probationary period.
- Make sure that the same set of questions is asked of all candidates, in order to ensure fairness and consistency in the rating of candidates. This will allow comparative judgments while ensuring that crucial job-related information is obtained. A patterned interview of this sort has the beneficial effect of minimizing unconscious biases.
- Include questions that elicit more than a “yes” or a “no” response.
- Include problem solving, behavioral/situational questions that allow the applicant to think creatively:
    - Behavioral: The assumption is that the best predictor of future performance is past performance in relevant tasks. E.g.: “Can you give us an example of a time when………? What was the situation, and how did you handle it? In retrospect, would you do anything differently now?”
    - Situational: Focus is on candidate’s ability to project her/his behavior in a given situation. E.g.: “How would you deal with a possible future scenario such as ….?”

Acceptable and Unacceptable Interview questions:

When developing interview questions, you need to keep in mind that some questions need to be avoided.

The litmus test for an employer is to ask this question: ***What do I really need to know about this applicant to decide whether she/he is qualified to perform this job?***

Federal and state regulations prohibit discrimination based on :
–Race
–Color
–Age
–Gender
–Religion
–National Origin
–Disability
–Veteran Status
–Reserve/National Guard status
–Sexual Orientation
–Marital Status
Thus, none of the above can be used as a basis for hiring decisions.

For detailed information related to EEOC guidelines, please refer to **Appendix E- Interview Guidelines: Acceptable and Unacceptable Interview Questions**..

Please refer to **Appendix F- Sample Faculty Interview questions**. Sample questions have been provided for both Phone screening Interviews and in-person interviews.

Please refer to **Appendix G - Interview Dos and Don’ts** and **Appendix H - Common Interview Mistakes**

Validity and Reliability in Interviewing:

Federal guidelines concerning the evaluation of selection instruments consider interviewing as a test.

Thus, important issues to consider are:
Reliability: Are we getting consistent information for candidate evaluation even with different interviewers?
Validity: Does the interview measure skills/ predict performance?

If a candidate search is challenged, one thing that WILL be reviewed is the interview process.

For reliability, interviews must generate consistent information for decision making even though different interviewers may be part of the process. In order to ensure this, prepare for:

- A structured process
- Preplanned questions tied to job

That is why a structured interview is so helpful – it gives us preplanned questions based on the job requirements, not on "gut feeling," which could lead to legal problems.

Validity – the interview needs to measure a person's skills for the specific job or predict job performance. This is difficult to measure, but it's important to prove that the interview process is:

- Based on a position description
- Contains questions that provide evidence about important job skills
- Systematically relates interview information to the specific job.

Conducting a Formal Selection Interview:

1. Prepare for the interview:

In preparation for selection interviews, search committee members should:

- Clearly understand the criteria that will be used to evaluate the candidates.
- Review the applicant's resume, cover letter, and any other pertinent material.
- Note areas that may need clarification or further inquiry.
- Consider questions related to the logistics of an on-campus interview such as questions on travel reimbursement expenses of candidates for an on-campus interview.
- Develop an itinerary for each candidate. The itinerary may consist of:
    - meeting with the search committee
    - meetings with individual or groups of faculty
    - faculty, student seminar or class presentations
    - meeting with the College Chair, Dean
    - campus tour
- Develop a Standard Interview Appraisal form to document and evaluate candidate responses during the interview. This helps ensure a consistent and fair candidate rating process. Please refer to **Appendix I - Sample Candidate Interview Assessment form**.

Selection Interview Format/:

It is a good idea to have a fairly structured format for interviewing candidates. This helps to ensure consistency of the information on each candidate and will guard against discrimination and unfair hiring practices. The steps involved in conducting an interview are described below:

a. Opening the Interview/ Setting the tone:
In a job interview, the applicant's apprehension can impede the flow of useful information. The interview setting, ideally a private office or conference room where the applicant can be given undivided attention, should be conducive to good communication.

• **Make the candidate feel at ease.** Greet the candidate and introduce yourself. Learn her or his name and use it. Be enthusiastic that the candidate is there. Give the impression that you are ready for the interview and looking forward to the conversation.

• **Establish rapport with a friendly attitude.** Take a few minutes to break the ice by mentioning either an interesting item from the candidate's resume, something you may have in common or a more general topic. For example, if the candidate has recently relocated you may want to ask how he or she likes the area.

• **Describe the position and the University.** Provide the applicant with an overview of the position and the University. Provide sufficient facts, about the position and the department in a straightforward manner so that the candidate can make an intelligent decision about the acceptability of the position. However, save a detailed description of the job duties until the end of the interview to avoid coaching the candidate.

b. Body of the Interview/ Obtaining candidate job-related information:

- Begin with an open-ended question for each topic such as “Could you tell us about what you did in your last job?” If you ask for general statements of a candidate’s accomplishments, also ask for examples.
- If the candidate lists specific strengths or weaknesses, follow up with “What are specific examples that demonstrate each of your strengths?” Thus avoid asking questions that require only a “yes” or “no” answer.
- Short and simple interview questions are better than long and complex ones. Make sure your questions are clear, easy to understand, and ask for all the details you wish candidates to provide.
- If a candidate gives a generalized answer such as, “I have to prioritize my assignments every day,” you may choose to restate the question to elicit a more specific response: “Do you recall a particular situation of this type?”
- Note taking by committee members is encouraged as an aid to recall and to ensure accuracy. However, it should be explained ahead of time to the candidate that notes will be taken and why. Also, keep in mind that even though note taking is essential, it can be distracting. Jot down key words or phrases rather than capturing everything said.
- These notes should be factual in nature. Thus, personal judgments made by the panel members or physical descriptions should not be part of the notes.
- All notes become part of the committee file and should be kept in the committee member’s file folder
- As the committee proceeds with the interview, listen carefully and allow the applicant sufficient time to respond to inquiries. To control the interview, the interviewer must combine careful listening with good use of questions. Both skills should be used to encourage and guide the candidate’s sharing of facts.
- Ideally the interviewer should talk no more than twenty-five percent of the time. The interviewer’s job is to listen and evaluate; as long as the interviewer is talking, nothing is being learned about the candidate.
- Keep comments and gestures neutral. Saying “thank you” and nodding is more appropriate than saying “that’s great!” or frowning. This maintains objectivity and reduces the likelihood of leading (or misleading) candidates to feel or think a certain way.
- Avoid expressing your opinions or judgments about candidate’s responses. These telegraph your beliefs to the applicant. The candidate may begin to reflect your beliefs in his/her responses in attempt to make a good impression.

c. Closing the Interview

Interviews are a two-way process. Not only is the candidate being evaluated, but also the candidate is evaluating the university**.** It’s important to end all interviews on a positive note:

• **Allow time for questions from the candidate.** Give the candidate an opportunity to ask any further questions about the University and the position. Find out what level of interest the applicant has in the position you have discussed.
• Make the candidate aware of the next steps: Are there other individuals in the organization with whom the applicant will need to interview? If so, with whom and when? Who will next contact the candidate and in what timeframe? What is the timeframe for the decision?
• Thank the candidate for his or her time. Let the candidate know who to contact with

questions and outline what will happen next. Tell the candidate when the hiring decision is likely to be made and how it will be communicated.

3. Documenting the Interview/ Candidate Assessment:

The final step in the interview process is to evaluate the candidate to determine if he or she is the right person for the position.

Remember that **snap judgments and negative emphasis** are two common interviewing errors. Reviewing the interview shortly after the candidate has left can help minimize these two problems.

Record your thoughts and document your evaluation of a candidate immediately after the interview session, both individually and as a group. Proper documentation at the conclusion of the interview is very important since each individual candidate will need to be considered when comparing them with other candidates that have been interviewed for the same position. Use the assessment sheets for discussion and to help in the evaluation and identification of finalists.

Using a standard Candidate Interview Assessment form:

- Allows standardization of questions asked of each candidate
- Allows documentation of candidate responses
- Helps review answers for comparison of responses from different candidates
- Allows rating/scoring of candidate responses

As interview results are assessed, review the minimum qualification, job description, and other criteria important to the position to determine who best meets the job requirements. Use only information that is job related. Eliminate information that cannot be related to an applicant’s ability to perform a job satisfactorily.

REFERENCE CHECKS

a. Why reference check?
Reference checking can be a valuable source of information in screening candidates. Checking references carefully and thoroughly is one way to avoid hiring the wrong person. It may seem easier to accept letters of recommendation that speak to a candidate's abilities and experience. But talking to people will allow you to probe issues deeply enough to get a fuller sense of the candidate's approach to work, and how they interact with others.

Reference checks are needed for several reasons. :

- You may have picked up hints of an issue in the interview; the reference check allows you to check it out.
- It allows you to ask people who know and have worked with the candidates some pointed and specific questions that could help protect us against negligent hiring.
- It allows you to verify facts and information given on resumes /CVs.

Written consent is vital. This is a reason to check references after the interview. At the interview process, each candidate can be asked to give written consent by signing a release/consent form. It heads off problems later if we decide not to hire based on references – for us and for the person who gave the reference. Be sure to find out if there is anyone the candidate would prefer you not speak to **-** for example, a current supervisor or current colleagues.
Please refer to **Appendix J** for a sample **Reference Check Consent Form.**

Usually references are checked only for finalists. Approximately the same information should be obtained on all finalists and thus it's a good idea for the selection committee to prepare and decide on the questions to be asked and/or the areas to be covered in advance. (Please refer to **Appendix K: Sample Questions for Reference Checks**.)

Ask about information on the candidate's resume and about topics discussed during the interview. Ask for examples of good work they have done and areas that need development. If you keep the conversation casual but professional, you are likely to get more information. Record the reference's responses. At the beginning of your conversation, explain to the reference the importance of the position you are hiring for. At the end, thank them for the time they have spent talking to you and for the great help they have been.

The key to inquiries is to be certain that:

- The questions asked and information solicited are related to the applicant's previous performance in job-related matters and
- The person giving the reference has personal and direct knowledge of that prior performance. (Thus, ask candidates for references from previous supervisors or those who have directly worked with the candidate in previous positions.)

Notes made during the reference check become part of the file and must be retained along with other search material.

It is a good practice to confirm from more than one reference any information gained through reference checking, whether the information is positive or negative. If the reference becomes part of the basis for rejection of an applicant, it is even more important to contact other sources.

Confidentiality: Keep in mind that information gathered through reference checks is confidential. Therefore, communicate it to only those who have a business need to know.

SUMMATIONS AND RECOMMENDATIONS

Upon completion of the interviews and rating of candidates, and once reference checks have been completed, the search committee should meet to evaluate final candidates against each other in order to rate and recommend candidate based on skills, qualifications, experience and organizational fit. Make sure your decision is nondiscriminatory, complies with federal and state laws and the University's hiring policies, and is based on sound judgment.

The final candidates to be nominated for all faculty position vacancies are interviewed by the Department Chair and College Dean.

Recommendations on a final candidate in conjunction with EOO office guidelines, are submitted for approval by the College Dean to the Office of the Provost with the candidate's complete application package together with any documentation related to the selection process. Once approved by the Provost, the candidate recommendation is forwarded to the Chancellor for final approval.

THE JOB OFFER

Once a final candidate has been identified for a position and approval has been received, the hiring official should communicate with the Dean, Office of the Provost and Human Resources in order to discuss and confirm the starting salary for the position.

The Dean then extends a verbal offer to the candidate. Salary, benefits and hours of work, specific job title, starting date and any other conditions of or information about employment should be conveyed at that time.

Once the candidate has accepted the verbal offer, he/ she would be given an Official University Offer of Appointment that has been developed in conjunction with the Office of the Provost.

All resumes, documents related to a candidate search for faculty positions should to be submitted to the Chair of the Search Committee/ Dean and filed for at least 3 years. Any extra copies of CVs/ résumés of applicants need to be shredded.

OTHER IMPORTANT CONSIDERATIONS:

a. Confidentiality:

Matters of confidentiality may prove troublesome to search committee members, given the need to protect the integrity and candor of member-to-member discussions as well as the identity of the candidates. In accepting committee membership, each faculty member assumes a responsibility to limit discussion of candidates to those persons within the institution from whom it is appropriate to seek input or who otherwise have a need to know, and to those persons outside of the institution who serve formally or informally as references or recruiting sources. In your role, you are an agent of the University and must behave as such.

The hiring process requires both confidentiality and disclosure. One of the biggest challenges of maintaining confidentiality within the search is the off-the-cuff informal comments search committee members may make to colleagues. It is recommended to keep the process as focused and self-contained as possible; specifics of the search should not be discussed with anyone outside the search committee until finalists are announced. This is to respect and protect the privacy of candidates and to protect the committee or hiring group. Those making the selection must be free to discuss the candidates without fearing that their comments will be shared outside the deliberations. The names of candidates who have requested confidentiality should not be brought up even in casual conversations. This information should be held confidential in perpetuity, not just until the search is over.

b. Notify finalists of their status:

Once the selection procedure is complete, the unsuccessful candidates should be notified, ideally in writing, that they have not been selected for the position. Neutral language conveying that the employer is unable to make an offer at this time is preferable. (Human resources department can provide the hiring managers with sample acknowledgement / notification letters if needed.)

XI. References/ Acknowledgements:

- University of Virginia- http://www.virginia.edu/eop/
- Aurora University- Behavioral Interviewing Process
- University of Washington- www.washington.edu/admin/acadpers
- University of Wisconsin OshKosh- http://www.uwosh.edu/hr/fasrecruit.php
- http://www.uta.edu/policy/forms/employment/Interview_Errors.pdf
- EEOC website (www.eeoc.gov)
- SHRM White papers- Basic Interviewing; Guidelines on Interview and Employment Application Questions
- Preparing for an Academic Interview- DIALOG VI Symposium participants (Robert W. Campbell, M. Claire Horner-Devine, Julien Lartigue, Gretchen C. Rollwagen Bollens)
- The Academic Job Search: making effective impressions- University of Minnesota

Appendices:

A. Sample Job Description template and a handout on 'Developing a Results-Oriented Job Description'.
B. Recruitment Sources (Publications/Websites)
C. Checklist of Activities for Hiring Faculty/ Academic Staff
D. Sample Candidate Application Screening Tool.
E. Interview Guidelines: Acceptable and Unacceptable Interview Questions.
F. Sample Faculty Interview questions (Phone screening and Campus interviews)
G. Interview Dos and Don'ts
H. Common Interview Mistakes/Errors
I. Candidate Interview Assessment Form
J. Sample Reference Check Consent Form
K. Sample Questions for Reference Checks