

Glenville State College prepares and inspires students to be thoughtful, productive, engaged
and responsible citizens who contribute to the well-being of their community, state, nation,
and world.

**GLENVILLE STATE UNIVERSITY**

 **Faculty Search Manual
 ManualHandbook**

**GLENVILLE STATE UNIVERSITY FACULTY SEARCH MANUAL**

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**Introduction**

The purpose of the *Glenville State University Faculty Search Manual* is to provide guidance and resources for Search Committee Chairs, Search Committee members and others involved in the faculty search process. The *Faculty Search Manual* includes sample tools that can be used throughout the search. Additional information about faculty searches may be obtained through the Vice President for Academic Affairs Office or the Human Resources Office. Please refer to the Faculty Handbook. The language in the manual does not supersede the Faculty Handbook. It is intended as a best practice manual, and is not meant to create new policy.

**Steps in Hiring New Faculty Members**

1. Resignation occurs or new position is created

2. Permission is obtained to recruit using the [Approval to Announce/Advertise Job Vacancy form](https://www.glenville.edu/sites/default/files/2018-12/APPROVAL%20TO%20ANNOUNCE%20-%20NEW12-18-18.pdf)

3. Search Committee is formed and given its charge

4. Job advertisement with description is prepared

5. Position is advertised

6. Applications are received and evaluated

7. Search Committee ratings are compiled

8. Telephone interviews are held

9. References are checked

10. Campus interviews are held

11. Additional references are checked

12. Search Committee submits summary of each finalist to Vice President of Academic Affairs

13. Search Committee Chair and VPAA discuss feedback from references and finalist summaries

14. Candidate is selected

15. [Personnel Action Request form](https://www.glenville.edu/sites/default/files/2018-11/PAR_NEW%20Fillable%20-%2011-16-18.pdf) is submitted to President

16. Offer is made by Vice President for Academic Affairs and/or Office of Human Resources

17. Personnel Data Sheet and appointment letter are prepared by Office of Human Resources in consultation with Vice President for Academic Affairs.

**Suggested Search Time Line for Regular Faculty Positions**

|  |  |  |
| --- | --- | --- |
| September Late SeptemberOctoberNovember/December January FebruaryMarch 1 March 15By April 1 | --------- | Announcement of positionFormation of Search CommitteeSearch Committee meets; job posting preparedApplications received and reviewedTelephone interviews of semi-finalistsCampus interviews of finalistsRecommendation for hireOffer is extended to successful candidateAll regular faculty searches should be concluded |

**Initiation of Faculty Search**

When a faculty resignation letter is received, the Department Chair needs to notify the Human Resources Office in order to remove that employee from the position. The Separation Notice should be started when it is known to the Department Chair that the faculty member is leaving the University, even if it will be several months before the faculty member’s employment officially will end.

The Department Chair receives permission from the Vice President for Academic Affairs (VPAA) to recruit for a position after the VPAA receives permission from the President. Rank and salary range for the vacancy are agreed upon. The Approval to Announce/Advertise Job Vacancy form is signed by the required parties. The VPAA then notifies the Department Chair of the agreement to begin the faculty search, as well as the agreed upon rank and salary range.

The Department Chair forms a Search Committee. It is the responsibility of the Search Committee Chair, after consultation with the Department Chair and the VPAA, to ensure involvement in the faculty search of personnel impacted by the hire. Participation in the search is not limited to faculty and staff; students might be included in the process and, in selected cases, may serve on the Search Committee.

Training will be provided by Human Resources about EEO issues and hiring practices. Please note that there are some questions that cannot be asked of candidates and topics that may not be discussed in relation to the hiring process, which are discussed later in this document. Search Committee members must be alert to avoid discussing candidates or talking with them in a way that might be considered as discriminatory. This topic is addressed in greater detail later in this document.

The Search Committee, in consultation with the Department Chair (and possibly the VPAA), writes a position description which includes the tenure status of the position (i.e., tenure track or lecturer), the prospective starting date for the new faculty member, what materials candidates should submit in the application package (i.e., statement of teaching philosophy, reference letters, curriculum vitae, etc.) and other aspects of the position.

**Tips on Forming a Search Committee**

1. The Department Chair should appoint a Search Committee Chair who holds a position at the same level as or at a higher level than the vacant position. The Department Chair is responsible for constituting the Search Committee, under the direction of the VPAA. Exceptions often are made for faculty members, who may be asked to chair faculty Search Committees regardless of their rank or tenure status.
2. The size of the Search Committee should reflect the extent to which the position is involved in the campus overall. Searches for positions that have broad campus responsibilities might call for large committees, although it can be difficult to schedule meetings and interviews with large committees.
3. Committees should have an odd number of members, if possible. This can help eliminate the potential for a tie when votes are taken. It is recommended that votes be taken by secret ballot.
4. All members of the Search Committee should be present for all candidate interviews. Search Committee members must have met with all candidates during the campus interviews or they may not cast a vote for semi-finalists or finalists.
5. Attempt to form a Search Committee that is diverse. Diversity includes such factors as gender, race, sexual orientation, and junior/senior faculty status.
6. In addition to a diverse composition, all Search Committees must include one member from outside of the department.
7. Attempt to appoint as a Search Committee member at least one individual who has held or supervised the vacant position or a similar position.
8. Determine whether each potential Search Committee appointee has sufficient time to devote to Search Committee duties. It would be helpful to have a potential search time line prepared to show prospective Search Committee members. That will allow them to determine whether they can participate.
9. Ensure that the Search Committee possesses expertise sufficient to make astute comparisons amongst applicants.
10. Ensure that the committee represents a variety of perspectives on the role and function of the vacant position.

**Charge to Search Committee**

The Department Chair will develop a charge to the Search Committee that may include the following:

1. Time frame for completing the search
2. Essential and preferred criteria for selection
3. Duties of the Search Committee Chair and individual committee members
4. Procedure for review of applications
5. Reaffirmation of the University's commitment to affirmative action and equal employment opportunity and the expectations of the committee in this regard
6. Expectations for the Department Chair’s involvement in the search process, as well as the role of the VPAA and the President
7. Preferred number of candidates to visit the campus and a general idea of the conduct of the campus visit and the individuals/groups with whom the candidates will meet
8. Format in which the Search Committee's final recommendations are to be brought forward (unranked candidates, with narrative summary)
9. Where and how the committee will receive administrative and logistical support
10. The budget for the search

**Job Posting**

The Department Chair must contact the Human Resources Office to begin a job posting through the online HR system in order to have the job posted on the University’s website and to have it advertised externally.

|  |
| --- |
| **Required Information for Job Posting – to be provided to HR**1. Position title
2. Whether position is tenure-track
3. Length of appointment (9-month, 10-month, etc.)
4. Position number (for existing positions)
5. Position funding information
6. Department
7. Name of Search Committee Chair
8. Job summary – This is the main description that you want applicants to see in the posting.
9. Minimum qualifications – The credentials that are *required.*  Candidates cannot be hired unless they have those credentials.
10. Preferred qualifications – The credentials you hope that the candidates will have but are not required.
11. Documents that are required and documents that are optional.  Choices include resume, CV, cover letter, teaching philosophy, list of references and other.  If you mark a document as being required, applicants will not be able to complete the application process without including it, so please be sure that it really is necessary before you mark it as being required.
12. Special instructions for applicants – Examples of things shown in this section in past searches include things like, “For more information, please contact \_\_\_ (name and contact information of Search Committee Chair)”; “Please mail X (document) to department”; “Applications received by X (date) will receive priority consideration”, etc.
13. Where position should be advertised.  *Please note:*  If you are placing an ad yourself, for example, in a trade journal or through your professional listserv, please be sure to show the position as it appears in the approved job posting.  Additionally, it is essential to direct all candidates to apply online (<https://www.governmentjobs.com/careers/glenvilleedu>).  Candidates may not be considered unless they apply through the official application process, which is the online HR system.
 |

**Job Advertising**

It is recommended that jobs be posted for a minimum of 10 days. Preferences for external advertising should be communicated to the Human Resources Office. After the Approval to Announce/Advertise Job Vacancy form and job posting have been approved by everyone in the hierarchy and reaches the HR Office, the HR Office will advertise the job. Once the job is posted, the Search Committee Chair may send the position announcement to such sources as may maximize racial and ethnic diversity and gender representation on the faculty. Many departments have memberships in organizations that host listservs. Those are good places to share the news of faculty searches.

**Application Submission**

Individuals who are interested in the position will apply online and the Search Committee can view the applications online. The Human Resources Office will provide application access information to the Search Committee Chair and members of the Search Committee at the appropriate time. The applications go directly to the Search Committee; they are not pre-screened by the HR staff. When applicants complete their online application, they receive confirmation that their application was received. Applicants may provide affirmative action demographic information when they apply, and that information is kept separately from their applications and cannot be seen by the Search Committee.

**Employment of Relatives**

University employees may not initiate nor participate in decisions involving direct benefit to a family member, including initial appointment, retention, promotion, salary, leave of absence, etc. Employees may not be in direct line of supervision of a family member. Family members are defined as: (1) relationships by blood – parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, first cousin); (2) relationships by marriage – husband, wife, step-parent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle aunt, nephew, niece.

**Evaluating Candidate Attributes**

The Search Committee members evaluate the credentials of the candidates and provide a quantitative analysis of their assessment. The individual candidate ratings are compiled by the Search Committee Chair to assist in the selection of candidates to be interviewed. The candidate rating process is likely to be time-consuming and might involve several meetings of the Search Committee members as the top candidates are identified.

In addition to the required qualifications, the following non-inclusive lists include examples of attributes that might be sought by a department and the University. Search Committees can use these examples as a guide in developing a list of needs for a particular a search.

**Attributes Sought by a Department**

1. Understands diverse learning styles
2. Has interdisciplinary emphasis
3. Supports professional development
4. Flexible in terms of job responsibilities and their evolution.
5. Supports flexible scheduling
6. Possesses leadership experience
7. Customer service oriented
8. Teamwork oriented
9. Has a sense of humor

**Attributes Sought by the University**

1. Adaptability
2. Supports diversity
3. Welcomes innovation, creativity, new perspectives
4. Supports service learning
5. Understands accommodations for people with disabilities
6. Understands current classroom technology

**Candidate Evaluation**

Search Committees should develop a quantitative method for evaluating the credentials of candidates to ensure objectivity and increase efficiency. The following spreadsheet is an example of a tool that can be used for this purpose. There should be no ranking of candidates when presented to the VPAA and/or President.

**Sample Candidate Evaluation Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | Desired credential(example, required degree) | Desired credential  | Desired credential  | Desired credential  | Desired credential  | Desired credential  | Desired credential  | Desired credential | Desired credential | Desired credential | Desired credential | Desired credential | Other significant strengths, weaknesses – add points for strengths and deduct for weaknesses | Total Points (possible \_\_ points) |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidate Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Telephone Interviews**

Telephone interviews may be conducted as an inexpensive way to further narrow the pool of candidates, once the committee has agreed upon the top candidates. Certain rules of uniformity should be followed when conducting telephone interviews: The same questions should be asked of all candidates, the same information about the process should be given to the candidates, and the same members of the Search Committee should participate in all telephone interviews on order to vote for the semi-finalist.

Telephone interviews with the Search Committee must be planned in advance. When candidates are called with an invitation to participate in a telephone interview, they should be given a brief description of the process so that they can be prepared. This would be a good time to ask the candidates’ permission to begin calling references, at least those whose names have been provided by the candidates, if this requirement was stated in the job posting. One of the most important parts of any search is thorough reference checking.

The interview should be conducted in a room large enough for all committee members to sit comfortably and within hearing and speaking range of the telephone. There should be at least two search committee members in the room. There should be no distractions -- cell phones and pagers should be turned off, the door should be closed, etc. Committee members should be seated and ready before the interview begins. A "dry run" to insure proper logistics can be helpful.

Many progressive organizations are using Skype, Zoom or other video conferencing in lieu of telephone interviews. Several locations on campus have the necessary equipment to conduct interviews in this manner. If you need help with video conferencing, please contact the Office of Technology.

**Planning and Arranging Telephone Interviews**

1. Consider time zone differences.
2. Allow time to debrief between interviews – or at least take breaks.
3. Schedule a call of no more than 30 minutes with interviewee and committee.
4. Review interviewee's application materials.
5. Prepare questions and make copies of them for all committee members.
6. Determine the order in which interviewers will introduce themselves.
7. Assign questions to interviewers and determine the order in which the questions will be asked.
8. Test the speakerphone.
9. Make sure there are no scheduling conflicts with the interviewing room.
10. Agree on an evaluation tool.

**Sample Telephone Interview Questions**

1. Describe the teaching/management style you exhibit and prefer.
2. Talk to us about your research agenda.
3. What experience have you had with service learning?
4. Describe your educational background and experience.
5. Why are you interested in working at Glenville State University, as opposed to other institutions?
6. Describe your experience as it relates to this position.
7. How did your most recent position support the accomplishment of the mission of your organization?
8. In your previous position, what do you consider your greatest accomplishment(s)?
9. What were your most significant failures?
10. How would your supervisor and co-workers describe your work?
11. What is your reason for leaving your current position?
12. Describe your preferred work environment.

**Candidate Telephone Interview Evaluation**

Following is a sample of the type of rating sheet that can be used for telephone interviews. It is important to rate all candidates in a consistent manner, using a tool that allows for flexibility and objectivity.**Sample Candidate Telephone Interview Evaluation**

|  |  |
| --- | --- |
| Name of Candidate: |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | poor |  |  |  acceptable |  |  |  | excellent |
| Question 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Question 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | poor |  |  |  acceptable |  |  |  | excellent |
| Overall Rating | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Summarize Candidate's Strengths: |  |
|  |

|  |  |
| --- | --- |
| Summarize Candidate's Weaknesses: |  |
|  |  |

|  |  |
| --- | --- |
| General Comments: |  |
|  |

**On-Campus Interviews**

**Narrowing the Candidate Pool:** Following the telephone interviews, additional reference checking should be done (listed references only, at this point) and the Search Committee should have a quantitative process for deciding which of the candidates who were interviewed by telephone will be invited for on-campus interviews. Up to three candidates may be invited to the campus for an interview. If the Search Committee believes additional (or fewer) candidates should be invited, they must seek permission from the Department Chair and VPAA for an exception to this rule.

**Scheduling the Interview:** The Search Committee Chair arranges the interview schedules for on-campus interviews with the President, VPAA, Department Chair, and Search Committee members. It is important to check the schedules of everyone who needs to be a part of the process before scheduling the candidates and, especially, before any airline tickets are purchased! The Search Committee Chair ensures that the Department Chair, the VPAA, and the President each have a copy of the curriculum vitae for each candidate who is brought to campus for an interview well in advance of the interview date.

**Travel Logistics:** The Search Committee invites applicants to campus for interviews and provides them with state regulations regarding travel arrangements, reimbursable expenses information (hotel, airline tickets, travel expenses, settlement form, etc.). Exceptions to this rule must be approved by the Department Chair prior to the candidate’s arrival on campus.

The Search Committee sends each applicant a schedule for the visit and interview. Included in what is provided to each candidate should be information about Glenville State University, Glenville, the region, hotels, map of the campus, etc. If this information is not sent in advance of the candidate’s arrival, it should be presented to the candidate as they are greeted by a representative of the Search Committee.

Candidates are asked to make their own airline reservations and pay for their airline tickets up front. Candidates who come for an interview will be reimbursed for their ticket following their on-campus interview, with the submission of the travel expense reimbursement form. When possible, Search Committee members should use a vehicle from the University car pool for driving candidates. When hosting candidates for meals, Search Committee members can pay for the meals, if possible with a University P-Card, and then seek reimbursement afterward. Please remember that alcohol cannot be reimbursed.

**Hosting Candidates:** Hosting each candidate graciously is extremely important. Each candidate must be treated the same. Search etiquette includes actions such as picking up the candidate from the airport, escorting the candidate from one meeting to another when the candidate is on campus and, generally, making every possible effort to help the candidate feel comfortable. Provide to candidates the opportunity for a campus tour and a tour of the local area. Please remember that hosting job candidates is an opportunity to showcase Glenville State to people who may not have had any prior exposure to the University. We want candidates to have positive perceptions and memories of Glenville State, even if they are not offered the position.

**Discussion of Salary:** The VPAA, shall either directly or through a designee, discuss salary with each candidate prior to the candidate’s leaving campus. The VPAA also shall discuss any potential special conditions of employment, e.g., time towards tenure that may be granted consistent with University policy.

**Interview Preparation**

1. Schedule a conference room where there will be no distractions and schedule other facilities, as needed.
2. Make sure all of the interview participants have the required materials, being mindful especially of those who are not serving on the Search Committee, such as the VPAA and President.
3. Review the job description.
4. Draft and agree upon specific questions to be asked of all candidates. Questions should be open-ended, informational, situational, and behavioral.
5. Review the candidate's resume/application.
6. Agree on the format for the interview and the candidate evaluation tool that will be used.
7. Ensure that you know and can identify the indicators of the candidate's ability to perform the job.
8. Arrange for a teaching demonstration.
9. Arrange for a meeting time with students, department faculty, and other appropriate personnel.

**Tips for Search Committee’s Interview with Candidate**

1. Introduce committee members.
2. Describe the format of the interview.
3. Let the applicant do most of the talking.
4. Keep the interview on track.
5. Observe nonverbal behavior.
6. Take notes, and make sure that your notes are strictly job-related.
7. Leave time for the candidate to ask questions.
8. If references have not yet been checked, ask if you can check the references provided by the candidate as well as references not provided by the candidate.
9. Describe the remainder of the search process and the approximate time frame. Do not make promises you can’t keep and keep the promises that you make. If you tell a candidate that you will get back to him/her by a specific date, be sure to follow through. If the time frame changes, then be sure to notify the candidate so that your credibility is not compromised.
10. Thank the candidate for his/her time.

**Sample General Interview Questions**

1. Please describe your present responsibilities and duties.
2. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
3. Discuss some of the problems you have encountered in past positions.
4. What do you consider to be your most important accomplishments in the last two or three positions you have held?
5. What would you want from your next job that you are not getting now?
6. Describe your involvement with committees, your role on the committees, and what you learned from each experience.
7. Talk to us about your research agenda.
8. What experience have you had with service learning?
9. In previous positions, how much of your work was accomplished alone and how much as part of a team effort?
10. Describe the most difficult interpersonal challenge you have been faced with and what you did about it.
11. Have you had public speaking experience? If so, who was the audience, and what was the purpose?
12. Give an example of a potentially volatile situation or individual that you successfully calmed down and how you went about it.
13. Describe the best boss and the worst boss you have ever had.
14. Describe your ideal job.
15. Describe a time when you went "beyond the call of duty" to accomplish a task.
16. What is the biggest conflict you have ever been involved in at work? How did you handle that situation?
17. What new programs or services have you started?
18. How would you describe "on-the-job stress" and how do you handle it?
19. Tell us how you would learn your new job aside from a formal training program.
20. Think about a co-worker from the present or past whom you admire. Why?
21. Can you share with us your ideas about professional development?
22. Describe some basic steps that you would take in implementing a new program.
23. Name one or two of your proudest professional accomplishments.
24. Give us some examples of your efforts to promote diversity in the workplace.
25. Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they relate to organization.
26. Describe your volunteer experience in community-based organizations.
27. What professional associations do you belong to and what is your level of involvement?
28. Tell us about your preferred work environment.
29. What experiences or skills help you manage projects?
30. Tell us how you would use technology in your day-to-day job.
31. In what professional development activities have you been involved over the past few years?
32. What things have you done on your own initiative to help you prepare for your next job?
33. Do you have any additional information that you would like to share?
34. Do you have any questions for us?

**Sample Interview Questions Specifically for Faculty Candidates**

1. Describe your teaching 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 be split and into what areas?
7. What changes have you brought to the teaching of (particular discipline)?
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 instructor?
11. Where does this position fit into your career development goals?
12. How do you define good teaching?
13. What do you think are your greatest strengths as an instructor?
14. In which areas do you feel you can use some further development?
15. How do you feel your teaching style can serve the student population of Glenville State University?
16. What pedagogical changes do you see on the horizon in (particular discipline)?
17. How would your background and experiences strengthen this academic department?
18. How do you adjust your style to the less-motivated and under-prepared student?
19. How have you involved your students in your research?
20. What are your current research interests?
21. What are the most recent books and articles that you have read?
22. What are your scholarly or research interests that make you a good candidate for this position or, once hired, would qualify you for promotion and tenure?
23. What is your experience with assessment?
24. How do you insure that student learning is occurring?

**Criteria for Evaluating Classroom Presentations**

1. Was the candidate's bearing professional?
2. Was the candidate well prepared?
3. Was the learning objective clear?
4. Did the candidate attempt to establish rapport with the class?
5. Did he/she demonstrate mastery of his/her subject?
6. Did he/she present the subject matter in an effective manner --clarity, well paced?
7. Were learning aids used? If so, how effective were they?
8. How did he/she handle questions from the class?
9. Did the candidate engage the class and hold its attention?
10. Did the presentation start and end on time?
11. Did you learn something worthwhile from the presentation?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **EEO Considerations in Interview and Reference Check Questions**It is very important that the questions a supervisor and Search Committee ask during reference checks and interviews are directly related to the applicant’s ability to perform the particular position being hired for. Make a list of questions and ask the same questions of each applicant or reference, in the same order. Questions related to the applicant’s **gender, race, age, national origin, religion, sexual preference or orientation, handicap, familial status**, or other considerations not related to the job, may be discriminatory and may not be asked. Instead, focus on skills or traits directly related to the job. Also, when talking about the candidates, the comments should be limited to job-related qualities.

|  |  |  |
| --- | --- | --- |
| **Unacceptable Question** | **Employment Issue** | **Acceptable Question** |
| About maiden name, marital status | Work history | Have you ever worked under a different name? |
| Wish to be addressed as Mr., Miss, Mrs. or Ms? | None | None |
| About number, age of children | Work availability | What schedule can you work? |
| About babysitter | Work availability | Are there times you cannot work? |
| About skin coloring, requesting a photo | None regarding race | None |
| About location of current address, home ownership | None regarding race | None |
| About length at current address, home ownership | None regarding age | None |
| High school, college graduation date | Education | Do you have the diploma, degree required for the job? |
| What is your age? | None regarding age | None |
| Where were you born? Where are your parents from? | Employment eligibility | Are you legally eligible for employment in the U.S.? |
| What is your native language? | Job-related language proficiency | If job-related, in what languages are you fluent? |
| About religious practices; labor union, club, lodge or society membership | None regarding non-job related organizational affiliations | Do you have non-work responsibilities that could interfere with job duties and requirements, like travel? |
| About home ownership, wage garnishing, bankruptcy | Job-related credit history | Must comply with Fair Credit Reporting Act of 1970 and Consumer Credit Reporting Reform Act of 1996 |
| Do you have a car? | Work availability | Are there times you cannot work? |
| Have you ever been arrested? | Job-related criminal history | Have you ever been convicted of a crime? If so, when, where, and what was the disposition of the case? |
| About job disabilities | Job performance | Can you perform the duties of the job for which you are applying? |
| About military service dates, discharge type, veterans disability pension | Military record | What job-related education and experience did you receive in the military? |

 |

**Sample Reference Check Questions**

1. In what capacity and for how long have you known the candidate?

2. Why do you believe the candidate is seeking this position?

3. What professional qualities would you list as being strengths of the candidate?

4. Is this candidate adept in the use of technology in the classroom?

5. What do you feel has been the greatest contribution made by the candidate to his or her current institution?

6. Please comment on the candidate’s work ethic.

7. Please describe an event where the candidate demonstrated leadership by solving a difficult situation.

8. What do you feel has been the greatest contribution made by the candidate to his or her current organization?

9. Would you hire this candidate if he/she were applying for a similar job at your institution?

10. Is there anything else that you think I should know about this candidate?

11. Google searches and other Internet searches should be conducted in addition to references checks. If they are done for one of the candidates, they need to be done for all of them.

**Sample Campus Interview Itinerary**

For each item, include the name of the person who will pick up or meet the candidate, along with that person’s title and contact information. This should be sent to the candidate 5 days before their arrival, when possible. Copies should be send to the appropriate department members, Department Chair, Vice President for Academic Affairs, President, and search committee members. Include candidate contact information and escort’s information as well as a campus map.

***Day One***

•Arrival (insert flight information to confirm plans)

• Airport pick up and hotel delivery

• Dinner (candidate alone, with individual or with small group depending on school budget and preferences)

***Day Two***

• Hotel pick up

• Breakfast (candidate alone, with individual or small group depending on school budget and preferences)

• Interview with Search Committee. Please include time to fill out appropriate paperwork.

• Campus tour

• Teaching demonstration

• Lunch with Search Committee/Department Chair(s)

• Meeting with President

• Meeting with Human Resources/Finance Office

• Meeting with VPAA

• Dinner with Search Committee/select individuals (optional)

• Deliver to airport for departure

**Sample Interview Evaluation Based on General Observations**

Candidate's Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Interview \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position Interviewed For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Candidate's strengths:
2. Candidate's weaknesses:
3. Describe your level of satisfaction with the candidate's responses to questions asked. Which questions, if any, were left unanswered?
4. Does this candidate appear to be able to perform the job?
5. What reservations, if any, do you have about this candidate's ability to succeed at Glenville State University?
6. Other comments:
7. Where do you rank this candidate in relation to the other candidates who have been interviewed?

Name of Individual Completing Form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sample Interview Evaluation for Faculty Candidates**

Candidate's Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Interview \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position Interviewed For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MASTERY OF A BODY OF KNOWLEDGE**

1. In your opinion, did the candidate have sufficient mastery of a body of knowledge in (*specific discipline*)?

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

**TEACHING ABILITY**

3. Was the candidate's teaching philosophy consistent with the needs and expectations of Glenville State University faculty and students?

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

**SCHOLARSHIP**

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

6. Has the candidate presented papers and been published? How often and where?

**SERVICE RELATED TO THE PROFESSION**

7. What committees has the candidate worked on?

8. What professional associations does the candidate participate in?

***Overall Evaluation*:**

Excellent Candidate \_\_\_\_\_ Good Candidate \_\_\_\_\_ Unacceptable Candidate \_\_\_\_\_

Name of Individual Completing this Form\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sample Candidate Evaluation Form**

(For use in seeking group feedback on candidate’s performance

during public speaking sessions or classroom presentations)

|  |  |
| --- | --- |
| Name of Candidate: |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | poor |  |  |  acceptable |  |  |  | excellent |
| 1. Overall Rating | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  (Circle one) |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| 2. Candidate's Strengths: |  |
|  |

|  |  |
| --- | --- |
| 3. Candidate's Weaknesses: |  |
|  |  |

|  |  |
| --- | --- |
| 4. Comments: |  |
|  |

1. What is your primary category? (Circle only one)

|  |  |  |  |
| --- | --- | --- | --- |
| Student | Classified Staff | Faculty | Non-Classified Staff |

**Selection of Successful Candidate**

Once campus interviews have taken place, the Search Committee’s focus turns to reviewing their own and other’s evaluation of candidates. This state of the selection process is particularly vulnerable to unintended bias because the stakes are high as the process narrows in focus to a small number of candidates. Search Committee members may be invested in different candidates, which may lead to tension or conflict on the committee. Search Committee members should adhere to the awareness of implicit bias, remain focused on the agreed upon selection criteria, stay committed to considering all points of view, and stay committed to articulating specific job-related rationale as a basis for candidate assessments.

When the Search Committee agrees on the best candidates, the Search Committee Chair sends to the Department Chair an unranked list detailing strengths and concerns of all acceptable candidates. A ranked list can box candidates into a second or third rate status, which can diminish the appeal of an otherwise outstanding candidate. Providing an unranked list can contribute to a more positive departmental climate by minimizing the polarization that can result from ranking.

This information is sent up through the reporting hierarchy with accompanying documentation and recommendations from each administrator. After receiving the President’s selection and approval of the successful candidate, the VPAA will extend an offer to the candidate and notify the Department Chair/search committee of the hiring decision.

To avoid surprises, the VPAA or Department Chair needs to inform the successful candidate that a background check is required and tell the candidate that they will receive a background check authorization form via email. Additionally, the VPAA or Department Chair should remind the successful candidate to submit official transcripts to the VPAA’s Office and should tell the successful candidate that the first paycheck will be available four weeks after the start date of the faculty contract, since new employees are paid “in arrears”.

The Search Committee should decide how to proceed if a candidate does not accept the offer. Having a clear plan in place can ensure thoughtful decision making should the initial plan fall through. If the committee has not discussed what to do when a candidate declines an offer, then next steps can be delayed. Other candidates who do not receive courteous treatment and timely information may decide not to accept an offer should they ultimately be involved in hiring negotiations.

**Hiring Procedures**

The Human Resources Office prepares the appointment letter to be sent to the successful candidate. It is the Department Chair’s responsibility to make sure that a [Personnel Action Request](http://www.glenville.edu/docs/hr_PARTemplate.pdf) form is started through the Human Resources Office. The [Personnel Action Request](http://www.glenville.edu/docs/hr_PARTemplate.pdf) form and [Personnel Data form](https://www.glenville.edu/sites/default/files/2018-12/PERSONAL%20DATA%20FORM_New%20Fillable-%20NEW.docx) is what triggers the submission of appropriate paperwork to the State Budget Office, placing the new employee onto the University payroll. Once the job offer has been made the Human Resources Office will initiate the background check process. The employment offer is contingent upon the applicable results of the applicant’s completed background check. In general, we check education, work history, civil and criminal court histories, sex offender registries and driver’s licenses (if the incumbent will drive on behalf of the institution as part of his/her assigned duties). More detailed information on background checks can be found on the Human Resources website.

**Communicating with Unsuccessful Candidates**

The VPAA’s Office will notify the HR Office that a selection has been made so that the HR Office can initiate the generation of email notifications to the unsuccessful applicants telling them that the position has been filled. These email messages will be sent to the candidates who were not selected for interviews. It is the responsibility of the Search Committee Chair to call (or, if necessary, email) all candidates who have been interviewed for the job, whether the interview was by phone or in person, to tell them that they have not been selected for the position. This notification needs to be done within three business days after receiving the signed contract from the successful candidate. Should a candidate ask the status of a search that is still in process, the person contacted should explain that the search is still in process and provide a conservative timeframe for when the candidates can expect to be notified of their status.

**Records**

The chair of the Search Committee needs to compile for the VPAA a record of the search and an explanation of the hiring decision. It is not necessary to save paper copies of the candidates’ credentials or anything that was submitted through the HR system because the electronic files will serve as the search records. Other types of documents related to the search, such as candidate rating sheets, reference check reports, etc., should be sent to the Department Head or to the HR Office to be maintained for three years.

**New Employees**

Employees *are not permitted to work* until the supervisor is notified by the HR Office that the employee has been authorized to begin. The HR Office will provide this notification as soon as the approval is received from the appropriate offices in Charleston.

New employees may not work beyond three days without completing the Federal I-9 form. If they have not completed an I-9 Form by their third day on the job, then they may not return to work until it is done! This is a Federal requirement and not one that allows for flexibility at the institutional level.

New employees can go to the HR Office any time Monday through Friday, 8 a.m. to 4:00 p.m. to take care of employment paperwork such as the completion of their I-9 Form, tax withholding forms, etc. That can be done at any time once they have been hired, even before they arrive for their first day of work.

New full-time employees need to schedule an appointment with HR staff in order to work through the details of the benefits in which they wish to participate, such as health insurance and life insurance.

Additionally, new employees need to go to the Student Life Office to get an ID card. Supervisors should advise the employee how to log in to the [GSU Parking Permit](https://www.permitsales.net/GSC) system to get a campus parking pass. Department heads, supervisors, administrative assistants, and others should assist new employees in taking care of the requirements related to beginning work. It can seem like a complex process for new employees, and providing assistance will help to make them feel welcomed to the University community. A complete list of new employment paperwork is available on the [HR Forms](http://www.glenville.edu/hr/forms.php) website to help new employees and their departments know what materials are needed.

The Center for Teaching and Learning offers a New Faculty Orientation Program. New faculty members will receive invitations to that program.

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