



# AUBURN

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## UNIVERSITY

**Search Committee**

**Information and Tips**

### Interviews Should Be:

- Welcoming
- Consistent
- Realistic
- Relevant
- Lawful
- Inclusive
- Professional

### Search Committee Appointments

- Chair – ideally a tenured faculty member
- Members – should reflect diversity of race/gender/area of specialty/strength
- African-American representation should be on all search committees for faculty positions to the extent practicable. To reaffirm the University's commitment to diversity, please keep this in mind when search committee members are being selected.
- If department for which the recruitment is to be conducted does not have a diverse faculty, it is strongly encouraged that faculty from a similar discipline be included to provide the desired diversity
- Dean must approve members

### Job Description/Qualifications

- Clear view of departmental needs
- Develop required/desired qualifications
- All applicants who meet minimum qualifications must be considered; those that do not must be eliminated
- Desired qualifications used to differentiate between otherwise equally qualified applicants
- Ensure qualifications are not too broad – need basis for selection/elimination

### Recruitment Strategy

- AU is committed to recruit a highly qualified, well-prepared, productive, collegial and diverse faculty
- Strategy should be broad-based in order to reach qualified women/minorities:
- (HBCUs, Minority and Women Doctoral Directory, Provost's block ad (Diversity Issues in Higher Education, Women in Higher Education, Hispanic Outlook)

### Recruitment Strategy – cont.

- Professional journals, conferences, email lists, graduate programs at other institutions; minority/women list-serves in discipline; websites for targeted groups (i.e., Society for Women in Engineering; National Association for Black Journalists, etc.)

### Diversity Efforts

- Federal requirements for affirmative action (Executive Order 11246) obligate search committees to make "good faith efforts" to attract and/or develop talent from women and minorities into applicant pools relevant to the labor force
- The essence of diversity is that there be results

### Screening of Applicants

- All applications submitted within application guidelines must be reviewed
- Consider use of matrix or other screening tools to keep track of applicants' suitability relative to advertised qualifications
- Eliminate those who do not meet minimum qualifications

### Screening of Applicants – cont.

- Conduct more careful, detailed review of all applicants meeting MQs – use desired qualifications to narrow the pool
- Diversity of pool – you may call the Provost Office or AA/EEO at any point to see if the applicant pool reflects diversity of race/gender
- Identify candidates for possible interviews

### Reminders

- Open, free discussions of applicants, but limit discussion to job-related issues
- Maintain integrity and professionalism of search committee deliberations
- Confidentiality – what is said stays in the room, particularly important with internal candidates
- Review questions that are not allowable before interviewing

### Consistency

- Ask similar core questions and require the same standards for all applicants
- Treat all applicants with fairness, equality, and consistency
- Follow a structured interview plan that will achieve fairness in interviewing
- Prepare and communicate interview agenda and search committee's expectations to each interviewee prior to interview

### Consistency cont.

- Ensure committee is comparing each applicant's suitability to the qualifications stated, not to other applicants
- Watch out for "good fit" bias based on personal characteristics
- Be sure to allow time for candidates to ask questions about AU – know our strong points

### Questions about Citizenship

- **Do Not Ask:**
  - Any questions pertaining to the citizenship of an applicant or the applicant's family members
  - Any questions that would disclose country of birth, visa status, or alien registration number
- There are no questions in this area that you can ask

### Questions about National Origin/Ancestry

- ❑ **Do Not Ask:**
  - ❑ What is your lineage, ancestry, national origin, descent, parentage, or nationality? Where were you born?
  - ❑ What is your native language?
  - ❑ What is the nationality of your parents and spouse?
  - ❑ What a charming accent you have, where is it from?
- ❑ You can ask whether someone has reading or verbal comprehension of a specific language other than English IF this skill is explicitly relevant to the position

### Questions about Disabilities

- ❑ **Do Not Ask:**
  - ❑ Are you disabled?
  - ❑ Why are you limping?
  - ❑ Don't you like (specific) food?
  - ❑ What health problems do you have?
  - ❑ Do you have back problems?
  - ❑ When were you in the hospital last?
  - ❑ Are you sure you can do this job?
- ❑ Offer choices in terms of "preferences" rather than "needs"
- ❑ Managers can confirm an individual is capable of performing the essential functions of the job and should address any accommodation issues as needed per organizational policies

### Questions about Arrests/Convictions

- ❑ Most application processes ask for information on convictions
- ❑ Any convictions are usually taken into consideration in making hiring decisions
- ❑ **Do Not Ask:**
  - ❑ Have you ever been arrested?
  - ❑ Have you ever been charged with any crime?
  - ❑ How do you feel about law enforcement?
  - ❑ Are you a law abiding citizen?
  - ❑ Have you ever stolen anything from a library?
- ❑ There are no appropriate criminal history questions during the interview process.

### Questions about Marital/Family Status

- ❑ The most frequent problem area...
- ❑ **Do Not Ask:**
  - ❑ What is your marital status? Are you married or engaged?
  - ❑ What is your spouse's name? What does he/she do for a living?
  - ❑ What was your maiden name?
  - ❑ How many children do you have?
  - ❑ What is your sexual orientation?
  - ❑ Do you have a partner or significant other?
  - ❑ Do you live by yourself?
  - ❑ How many people live in your household?

### More Questions about Marital/Family Status

- ❑ **Do Not Ask:**
  - ❑ Do you practice birth control?
  - ❑ What day-care provisions have you made for your children?
  - ❑ Are you pregnant? Is your wife pregnant?
  - ❑ Do you plan to have children? How many do you want?
  - ❑ Are you a caretaker for elderly parents?
- ❑ Managers are responsible for confirming that the candidate can meet the scheduling and attendance responsibilities of the position
- ❑ There are no appropriate comments or questions relating to a candidate's marital or family status during the interview process.

### Questions about Military Record

- ❑ **Do Not Ask:**
  - ❑ What type of military discharge did you receive?
  - ❑ Were you ever disciplined while in the service?
  - ❑ Where did you serve while in the military?
  - ❑ What do you think of the current military conflict?
  - ❑ Isn't it tough how veterans are treated after serving in trying to find a new job?
  - ❑ Have you ever killed anyone? What was it like?
- ❑ Appropriate questions are those that relate to the transferable skills the individual may have developed while serving in the military, as they relate to the responsibilities of the position.
- ❑ Veteran's Preference



### Questions about Organizational Affiliations

- ❑ **Do Not Ask:**
  - ❑ What social organizations, clubs, societies, and lodges do you belong?
  - ❑ Are you a member of [a specific social organization, club, or lodge]?
  - ❑ I know about that group, wasn't it the one that got in trouble for...?
- ❑ You can ask about membership or participation in professional organizations appropriate to the position, such as library, archive, or scholarly associations.
- ❑ You can ask about specific experiences or activities that relate to the skills appropriate to the position.

### Questions about Religion/Political Beliefs

- ❑ **Do Not Ask:**
  - ❑ What church or religious group are you a member of?
  - ❑ Would you like me to help you find a church home?
  - ❑ What is the name of your pastor, minister, or rabbi?
  - ❑ Can you work Fridays? Sundays? Saturdays?
  - ❑ You are a Christian, aren't you?
  - ❑ With what political party are you affiliated?
  - ❑ Where do you stand on [politically controversial issue]?
- ❑ Managers will confirm work schedule expectations.
- ❑ **There are no appropriate comments or questions relating to a candidate's religious or political beliefs during the interview process.**

### It is Inappropriate to Consider Age

- ❑ **Do Not Ask:**
  - ❑ How old are you?
  - ❑ What year did you graduate from college?
  - ❑ Did you go straight from your bachelor's degree to library school?
  - ❑ How long did it take you to get your degrees?
  - ❑ So did you see Star Wars in the original theater release or the later re-release after Lucas reworked it?
  - ❑ You look so young, does that help you relate better to the students?
- ❑ It is appropriate to ask whether material covered as part of a degree program and knowledge acquired in pursuit of the degree.
- ❑ Be careful of social-interaction conversational remarks about experiences that may reference age in context of generation or popular culture (such as music, concerts, events, movies, etc.)

### It is Still Not Legal

- ❑ If the candidate discloses information that is protected by federal and state laws
  - ❑ It is still NOT legal to discuss or consider in the hiring decision even if the candidate mentions it first
  - ❑ It is a myth that "if they walk through that door, it is open for me to ask about it"
  - ❑ Steer next question away from information with another appropriate question
  - ❑ Do NOT reference it in any feedback about the candidate

### Search Conclusion

- ❑ Interviews concluded – discuss if others should be conducted
- ❑ Dept. Head/Chair poll faculty
- ❑ Discussions regarding selected candidate with Dean or appropriate level
- ❑ Criteria for selection/non-selection must be directly related to advertised criteria and be specific (i.e., PhD not in related area, or poor teaching evaluations, instead of 'less qualified than those interviewed')

### AAUP Guidelines

- ❑ **Reminder** – The American Associate of University Professors (AAUP) and the Association of American Colleges have issued a joint policy statement that an offer of appointment to a faculty member serving at another institution should be made no later than May 1 for the following Fall semester.

## EQUAL EMPLOYMENT OPPORTUNITY POLICY

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

Auburn University is committed to the following principles:

- Recruiting, hiring, training, retaining, and promoting individuals, in all job classifications, without regard to race, color, sex, religion, age, national origin, disability, protected veteran status, or genetic information, except where sex, age, national origin, or disability are bona fide occupational qualifications;
- Making employment decisions so as to further the principle of equal employment opportunity;
- Insuring that promotion decisions are in accordance with principles of equal employment opportunity by imposing only job related requirements for promotional opportunities;
- Insuring that all personnel actions, such as compensation, benefits, transfers and leave policies, are administered without regard to race, color, religion, sex, age, national origin, disability, protected veteran status, genetic information, and
- Insuring that harassment of employees by other employees or non-employees in connection with work-related matters is not tolerated. This refers to any form of harassment related to an employee's race, color, sex, religion, national origin, age, disability, protected veteran status, or genetic information.

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

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

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

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

Revised: March, 2014

## **AFFIRMATIVE ACTION POLICY ON THE EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES**

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

1. Hiring, placing, upgrading, transferring and demoting employees;
2. Recruiting, advertising and soliciting applicants for employment;
3. Treatment of employees during employment;
4. Rates of pay and all forms of compensation and employment benefits;
5. Selection for training and promotion;
6. Layoff and termination;
7. Facilities; and
8. Other terms, conditions, and privileges of employment.

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

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

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

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

1. Filing a complaint;
2. Assisting or participating in an investigation, compliance review, hearing or any other activity related to the administration of the Act or any other Federal, state or local law requiring equal opportunity for disabled persons;
3. Opposing any act or practice made unlawful by the Act or any other Federal, state or local law requiring equal opportunity for disabled persons;
4. Exercising any other right protected by the Act.

## **AFFIRMATIVE ACTION POLICY ON EMPLOYMENT OF VETERANS**

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

1. Hiring, placing, upgrading, promoting, awarding of tenure transferring and demoting employees, layoff, and rehiring;
2. Recruitment, advertising and job application procedures;
3. Treatment of employees during employment;
4. Rates of pay and all forms of compensation or employment benefits including leaves of absence, sick leave or any other leave;
5. Selection for training, job assignment, job classification, professional meetings, conferences and selection for leaves of absence to pursue training;
6. Layoff and termination;
7. Facilities and activities sponsored by Auburn, including social or recreational programs; and
8. Any other term, condition or privilege of employment.

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

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

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

1. Filing a complaint.
2. Assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the affirmative action provisions of the VEVRAA or any other Federal, state or local law requiring equal opportunity for special disabled veterans or veterans of the Vietnam era;
3. Opposing any act or practice made unlawful by VEVRAA or its implementing regulations or any other Federal, state or local law requiring legal opportunity for special disabled veterans or veterans of the Vietnam era: or
4. Exercising any other right protected by VEVRAA or its implementing regulations in this part.



**FULL-TIME EMPLOYEES BY TYPE AND RACE/ETHNICITY  
FALL 2015**

Race	Faculty	Exec./Admin.	Other Prof'l.	Sec'l./Cler'l.	Tech'l.	Skilled Crafts	Serv. Maint.	Total
American Indian or Native Alaskan	1	4	5	0		4		14
	1	4	4	4			1	14
Asian	93	5	25	9	2	1	1	125
	27	1	25					65
Black or African American	19	12	74	1	9	33	61	209
	25	10	136	156	7	1	62	397
Caucasian or White	588	207	710	20	101	159	105	1,890
	368	139	797	502	95	5	37	1,943
Hispanic	19	2	14	1	2	5	1	44
	16	1	15	6	2			40
Native Hawaiian or Other Pacific Islander		1	1					2
	1		1					2
Nonresident Alien	21	1	24					46
	18		15	1				34
Two or More Races	5	1	9		1	1	2	19
	2	1	8	8	1			20
Unknown	6		1			1	1	9
			3					3
<b>Total</b>	<b>1,210</b>	<b>389</b>	<b>1,867</b>	<b>708</b>	<b>220</b>	<b>210</b>	<b>272</b>	<b>4,876</b>

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

Last updated 11/18/15

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

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

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

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

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

## LEGAL ISSUES

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## AFFIRMATIVE ACTION

According to the *Code of Federal Regulations*, "The goal of any affirmative action plan should be achievement of genuine equal employment opportunity for all qualified persons. Selection under such plans should be based upon the ability of the applicant(s) to do the work. Such plans should not require the selection of the unqualified, or the unneeded, nor should they require the selection of persons on the basis of race, color, sex, religion, or national origin" (29 CFR, Title 29, Volume 4, Parts 900-1899, revised 1998; CITE 29CFR1607.17-4).

Executive Order 11246 requires that institutions put forth a "good faith effort" in the recruitment and selection process. Not seeking the assistance of affirmative action personnel in this process would show a blatant disregard for such an effort.

The following affirmative action recruitment and selection activities are recommended by the *Uniform Guidelines on Employee Selection Procedures*:

- Establish short- and long-term goals for the selection of available qualified persons.
- Establish and utilize a recruitment program designed to attract said applicants.
- Seek to organize, design, and redesign work to provide broad opportunities for all to enter and progress in a chosen career field.
- Validate selection procedures to ensure that they have no adverse impact on protected class applicants.
- Ensure that the selection process leads to an applicant pool that includes qualified candidates from targeted minority groups.
- Establish a career development program that provides opportunities for employees to grow beyond entry-level jobs.

- Review the success of your affirmative action program.

The search committee should be familiar with the institution's affirmative action (AA) policies, initiatives, and goals. If as a federal contractor a school has an affirmative action policy, the search committee should know whether the open position is one for which the school is seeking to hire a member of a population underrepresented on campus. The search committee chair or hiring authority should involve the AA office in the following tasks: drafting of the job ad, efforts to attract minority applicants, resume reviews, and selection of semi-finalists.

## AMERICANS WITH DISABILITIES ACT OF 1991

In the 1990s, legal protection for those with physical or mental disabilities greatly expanded. As a result, the search process is subject to any applicable state laws against disability discrimination and to the Americans with Disabilities Act (ADA), which prohibits discrimination in hiring against otherwise qualified individuals who can perform the essential functions of a job, with or without "reasonable accommodation."

The ADA raises many questions for employers. Some of them are: Which physical or mental conditions constitute a "disability" under the law? What are the "essential functions" of a job? What accommodations of a disability are reasonably required in each individual case? What information about an applicant's physical or mental condition can be sought and relied on at various stages of the search process?

In all cases, employers can require every employee to be qualified to perform the essential functions of a job. Furthermore, they are free to select the most qualified applicant. However, they must select applicants on the basis of factors unrelated to any disability.

### Thinking About Bias

Bias means special things to a lawyer or a scientist; here it means any predisposition or act that stands between the committee and the fullest talent it can ultimately recommend. The two best guards against bias are thoughtful procedure and a good fix on the post and its preferred qualifications.

Words alone won't dispel the tenacity of academic discrimination on the basis of race or sex, religion and ethnic origin. You, of course, absolutely hope to avoid any such bias. Search committee after committee, though, avows commitment to affirmative action, trumpets it in ads, finds a relevant candidate or two to keep alive for a while, then nominates a slate of white males. "We couldn't find a woman, or Hispanic, we liked," the refrain goes.

Part of the rueful committee's problem may have been an earlier failure actively to search for talented women and minorities; or the failure may come at a later stage, in the interviewing. But just as often it comes at the present stage, that of screening, in which pools that start with many such candidates are stripped dry at successive stages. This "stripping" occurs without apparent bias of race or sex, but occur it does, often on *non-job-related* grounds that reflect deeper bias and habits of mind.

One such bias operates in the reading of resumes. We're all eager to spot the "rising star," the "real comer" — Ivy grad, Phi Beta, a Rhodes, Berkeley Ph.D. in physics or English, two books, a professorship, ready at 36 for your deanship. Whether you really *want* that "comer" — who has his own agendas and may be your "goner" before he's 39 — becomes moot; the profile is irresistible, whatever its (mis)match with your "preferred qualifications," which suddenly seem earnest and plodding. And, of course, this "comer" always seems to be a white male.

Keep reminding yourself: the candidate profile you developed earlier does have meaning (a lot of administration is earnest and plodding); the real talent you want for your post probably will *not* be "to the manor born." There are many good reasons why able people started out in colleges you never heard of, majored in nursing or sociology or teacher ed, display deviant "gaps" in their resumes (for community work, family, the Army), took thirteen years for their doctorate at a regional university, and are now working at a community college. Unless you're willing to look closely at what all candidates have actually *achieved* and can *do* in your post, screening by "prestige" factors becomes a talent loser.

No single screening factor is stronger (and works to lose the talent we're concerned with here) than bias

by sector. It starts with negative inferences raised by baccalaureate origins: that "college I never heard of" turns out to be a women's college, or historically black, which the candidate attended for good reason and probably to good effect. "Why would we want somebody from a community college in Texas?", a screener snorts — and out goes a Hispanic candidate. "What's this person doing at Eastern State?", someone parries next — and a well prepared woman gets the axe.

The great expansion of higher education since 1960, and the new mobility and social patterns emergent since then, render obsolete many of the familiar ways of judging academic careers. It's no longer possible to equate choice or need to work in a "second line" institution with "second rate" personal abilities. Factors of social commitment, tight job markets, geographic preference, and dual careers have "scattered talent all over the place," as one headhunter told us. "It's no problem for me to find a top Hispanic," he continued, "they're serving in community colleges; 58% of all Hispanic students are there, and these educators have a commitment. My problem is getting committees in four-year colleges to look at them."

Kathryn Moore's research on administrative career patterns shows how strong the hold of "sectorism" remains. One might generalize from her work that the more insular the institution, the greater the felt need to find "one of our own;" the less secure, the greater the impulse to "hire up" for prestige. Special blinders seem to apply across the divides of the public/private and two-year/four-year sectors, blinders regrettable for the in-breeding they prompt, and for their negative impact on women and minorities (who tend to be concentrated in certain liberal arts and two-year colleges).

One more example, reflecting bias by *field*. "There are lots of talented, high-achieving women in academic administration today," an executive recruiter told us. "I find them in nursing schools, libraries, working as registrars or in extension programs, but you know what happens? They never make it beyond the second screening. My corporate clients are much better at this. They want a job done, they look at the abilities."

Another recruiter rejoined, "You don't even have to go to those fields. Right now the talent pool of qualified women, with all the right tickets punched for an academic deanship, is deeper than for males. Any college today that doesn't find women a third or more of its best candidates just hasn't been looking . . . or has a bad reputation."

# Basic Interview Guidelines Under Federal Law

ITEM	AVOID	PERMISSIBLE
AGE	Age, birth certificate, date of high school or college graduation.	Whether candidate meets minimum or maximum age requirement that is a bona fide occupational qualification.
ALCOHOL OR DRUG USE	Whether candidate is an alcoholic or has been addicted to drugs in the past.	Whether candidate currently uses illegal drugs or has used illegal drugs in the past.
ARREST RECORD	Inquiries about arrests.	None (may have a disparate impact on certain minority groups).
CITIZENSHIP	Whether candidate is a U.S. citizen.	Whether candidate is legally eligible to work in the U.S.
CONVICTION RECORD	Inquiries relating to convictions that are not relevant to the job being applied for.	Convictions that reasonably relate to performing the job in question. Consider the nature and number of convictions, facts surrounding each offense, and length of time since the last conviction.
DISABILITIES	Questions designed to elicit information about a disability.	How candidate would perform the job and whether the candidate could perform the job with or without accommodation.
HEIGHT OR WEIGHT REQUIREMENTS	Height or weight requirements not related to job.	Height or weight requirements necessary for the job.
MARITAL AND FAMILY STATUS	Questions about marital status, childcare, number of children, or pregnancy.	Questions about whether candidate can meet work schedule. Ask all questions to candidates of both sexes.
NAME	Inquiries about national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.
NATIONAL ORIGIN	Lineage, ancestry, descent, native language, birthplace, and national origin	Whether candidate is legally eligible to work in the U.S. and can communicate well enough to



	of spouse or parents.	perform the job's essential functions.
RACE OR COLOR	Complexion or color of skin.	None.
RELIGION	Religious preference or affiliation, except at religiously affiliated institutions when hiring faculty or ministerial positions that further the institution's religious mission.	Whether candidate can meet the work schedule with reasonable accommodation, if necessary.
SEX	Candidate's sex, where sex is not a bona fide occupational qualification.	Candidate's sex, where it is a bona fide occupational qualification, such as actor, actress, or locker room attendant.

## EXHIBIT

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## INTERVIEW QUESTIONS TO AVOID

You cannot ask any question during an interview that relates to an applicant's race, color, religion, age, gender, national origin, or disability. In some states, inquiries about a candidate's sexual orientation are illegal. The following questions are merely a few of the questions that should not be asked:

*Questions to Avoid*

Are you a U.S. citizen?  
 Where were you born?  
 What is your birth date?  
 How old are you?  
 Do you have a disability?  
 Are you married?  
 What is your spouse's name?  
 What is your maiden name?  
 Do you have any children?  
 Do you have child care arrangements?  
 What is your race or ethnic origin?  
 Which church do you attend?  
 What is your religion?

The following questions should be asked only when there is a bona fide, job-specific reason to ask them. If asked of one candidate, they should be asked of all candidates for the same position.

*Acceptable Alternative Questions*

Do you have any responsibilities that conflict with the job's attendance or travel requirements?  
 Are you able to work in the United States on an unrestricted basis?  
 Are you able to perform the duties on the job description with or without reasonable accommodations?  
 Have you ever been convicted of a felony crime?  
 If hired, can you provide proof that you are at least 18 years of age?

Do you have any conflicts that would prevent you from working the schedule discussed?  
 What languages do you speak or write fluently?  
 Have you worked under any other professional name or nickname?  
 Do you have any relatives currently working for this institution?  
 Would you have any problem working overtime, if required?  
 Would anything prohibit you from making a long-term commitment to the position and the institution?

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

Search Committee Chair: Please ask the following questions of ALL candidates who are interviewed:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If candidate answers YES to #1 or #2, then ask the following:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Department: \_\_\_\_\_

Position: \_\_\_\_\_

Name of candidate: \_\_\_\_\_

EXHIBIT

**22**

GOOD INTERVIEW QUESTIONS FOR FACULTY

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 member be split and into what areas?
7. What changes have you brought to the teaching of \_\_\_\_\_?
8. How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
9. What courses have you created or proposed in the past five years?
10. What do you think are the most important attributes of a good instructor?
11. Where would 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? In which areas do you feel you can use some further development?
14. How do you feel your teaching style can serve our student population?
15. In what professional development activities have you been involved over the past few years?
16. What pedagogical changes do you see on the horizon in your discipline?
17. How would your background and experiences strengthen this academic department?
18. How do you adjust your style to the less-motivated or under-prepared student?
19. Have you involved your students in your research?
20. What are your current research interests?
21. What are the most recent book and article that you've read?

## EXHIBIT

## 21

## GOOD INTERVIEW QUESTIONS

1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
2. Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?
3. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?
4. How does this position fit into your overall career goals?
5. Describe the duties of your current job.
6. What do you dislike most about your current job?
7. What is your favorite part of your current job and why is it your favorite part?
8. What are the three college courses that best prepared you for your current job?
9. What is the best method of creating a \_\_\_\_\_? [a relevant product]
10. What qualities or experiences make you the best candidate for this position?
11. Describe two or three major trends in your profession today.
12. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
13. Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?
14. Discuss the committees on which you have served and the impact of these committees on the organization where you currently work.
15. Why did you choose this profession/field?
16. What new skills have you learned over the past year?
17. Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?
18. Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?
19. Describe the best boss and the worse boss you have ever had.
20. Describe your ideal job.
21. What would your coworkers or your supervisor say about you?
22. Can you describe how you go about solving problems? Please give us some examples.
23. What is the biggest conflict you have ever been involved in at work? How did you handle that situation?
24. What new programs or services would you start if offered the position?
25. Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.
26. Tell us how you would learn your new job in the absence of a formal training program.
27. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
28. Think about a coworker from the present or past whom you admire. Why?
29. What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?
30. Can you share with us your ideas about professional development?
31. Describe some basic steps that you would take in implementing a new program?



32. What are one or two of your proudest professional accomplishments?
33. Do you have any knowledge of the unique role of a \_\_\_\_\_? [two-year college/liberal arts college/research university]
34. How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.
35. 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.
36. Please tell us what you think are the most important elements of a good \_\_\_\_\_.  
[service, activity, product, class, etc.]
37. Describe your volunteer experiences in community-based organizations.
38. What professional associations do you belong to and how involved in them are you?
39. Tell us about your preferred work environment.
40. What experiences or skills will help you manage projects?
41. Tell us how you would use technology in your day-to-day job.
42. In what professional development activities have you been involved over the past few years?
43. What volunteer or social activities have helped you develop professional skills?
44. What things have you done on your own initiative to help you prepare for your next job?
45. Do you have any concerns that that would make you have reservations about accepting this position if it is offered to you?
46. What do you think most uniquely qualifies you for this position?
47. Do you have any additional information that you would like to share?
48. Do you have any questions for us?

## Sample Interview Questions –

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

Discuss the avenues for professional involvement you find most satisfying.

Why did you choose this profession/field?

Describe two or three major trends in your profession today.

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

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

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

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

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

Describe your teaching/research style.

What technology applications have you utilized in the classroom?

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

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

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

How would your background and experiences strengthen this academic department?

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

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

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

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

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

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

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

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

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

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

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

What new skills have you learned over the past year?

What are one or two of your proudest professional accomplishments?

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

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

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

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

Describe your ideal job.

What would your coworkers or your supervisor say about you?

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

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

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

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

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

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

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

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

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

Do you have any questions for us?

EXHIBIT

**24** INTERVIEW EVALUATION BASED ON ESSENTIAL  
KNOWLEDGE, SKILLS, AND ABILITIES

CANDIDATE'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

MASTERY OF A BODY OF KNOWLEDGE

1. In your opinion, did the candidate have sufficient mastery of a body of knowledge in \_\_\_\_\_?
2. Was the candidate's area of professional emphasis evident and was his or 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 our institution's students and faculty?
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 been published? Presented papers? Where and how often?

SERVICE RELATED TO THE PROFESSION

Has the candidate worked on any school committees?

Is the candidate a member of a professional association in the field of \_\_\_\_\_?

EXCELLENT CANDIDATE \_\_\_\_\_

GOOD CANDIDATE \_\_\_\_\_

UNACCEPTABLE CANDIDATE \_\_\_\_\_



EXHIBIT

**26** INTERVIEW EVALUATION BASED ON  
GENERAL OBSERVATIONS

1. Candidate's strengths:
  
2. Candidate's weaknesses:
  
3. Did the candidate answer all questions to your satisfaction? If not, which questions were left unanswered?
  
4. Does this candidate appear to be able to perform the job?
  
5. Do you have any reservations about this candidate's ability to succeed at this institution?
  
6. Other comments:
  
7. How would you rank this candidate in relation to the other candidates who have come to campus?

<b>APPLICANT INFORMATION SHEET</b>
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**NAME OF APPLICANT:** \_\_\_\_\_

**MS/PhD**

Accredited (Yes/No): \_\_\_\_\_

Granting Institution: \_\_\_\_\_

Specialization: \_\_\_\_\_

Scholarship: \_\_\_\_\_

**ADDITIONAL ACADEMIC DEGREES**

Type: \_\_\_\_\_

Granting Institution: \_\_\_\_\_

Area(s) of Specialization: \_\_\_\_\_

**JOB EXPERIENCE**

Professional/Number of Years:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisory: \_\_\_\_\_

\_\_\_\_\_

**INVOLVEMENT IN PROFESSIONAL ASSOCIATION(S):**

Discipline Specific Association (Yes/No): \_\_\_\_\_

Other Association(s): \_\_\_\_\_

Subject Related: \_\_\_\_\_

**RECORD OF PUBLISHING/SCHOLARLY PURSUITS**

Quantity: \_\_\_\_\_

Quality of the Journal(s) [i.e. referred, etc.]: \_\_\_\_\_

\_\_\_\_\_

**EVIDENCE OF COMPATIBILITY/COLLEGIALITY:**

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**LETTERS OF RECOMMENDATION**

First (signed by \_\_\_\_\_): \_\_\_\_\_

Second (signed by \_\_\_\_\_): \_\_\_\_\_

Third (signed by \_\_\_\_\_): \_\_\_\_\_

Fourth (signed by \_\_\_\_\_): \_\_\_\_\_

**COVER LETTER PRESENTATION:** \_\_\_\_\_

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**EVIDENCE OF STRONG INTERPERSONAL SKILLS:** \_\_\_\_\_

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**EVIDENCE OF STRONG COMMUNICATIONS SKILLS:** \_\_\_\_\_

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Sample Ballot for Faculty Vote

Sample Ballot

Please rank the candidate(s) for possible appointment to the tenure track position of (Position Rank) with responsibilities as (Position Title).

**Instructions:**

Use the rankings of "1", "2", "3", with "1" being the highest. (Any ranking indicates a candidate is acceptable.)

Use "No" for any unacceptable candidate.

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

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

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

\_\_\_\_\_ Abstain



**Confidentiality Agreement for Search Committee Members**

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

1. I understand that this Committee's role is to recommend candidates to the Department Chair/Dean and/or Provost who has the ultimate authority to appoint faculty or staff.
2. As a member of the Committee, I accept the responsibility of conducting myself in a professional manner as a representative of my department, College/School and Auburn University.
3. I acknowledge that all information concerning the candidate pool is extremely confidential and agree to permanently protect the identity of individuals who have expressed interest in exploring this opportunity, including individual qualifications and merits.
4. I agree to maintain **absolute confidentiality about all discussions** of the Committee, both during the review process and after its completion. I understand that any breach in confidentiality could result in considerable damage to the reputations and/or livelihoods of the candidates, the Committee and the University.
5. I agree that any and all information in the form of papers, books, files, documents, electronic communications, or in any other form or format, which comes into my possession and relates to the work of the Committee, is confidential other than information that is or becomes publicly known other than through my disclosure.
6. I acknowledge that **only the Chair** of the Committee or designee is authorized to speak on behalf of the Committee.
7. Upon the request of the Chair of the Committee, I agree that I will return or destroy all materials which I have received.
8. I understand that I may be removed from the Committee if I breach any of these confidentiality obligations or fail to act in a professional manner. I also understand that should I be removed all the terms of this agreement are still applicable and binding upon the termination of the committee.

I have read, understand and agree to abide by all of the terms of this Confidentiality Agreement, as a condition of my service as a member of the Promotion & Tenure Committee.

Signed \_\_\_\_\_ Date \_\_\_\_\_