The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation or veteran status.
Carolinian Creed

As a Carolinian...

I will practice personal and academic integrity;

I will respect the dignity of all persons;

I will respect the rights and property of others;

I will discourage bigotry, while striving to learn from differences in people, ideas, and opinions;

I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.
A Guide for Search Committees

The University of South Carolina is an institution committed to academic excellence. As a search committee member you have an important role to play shaping the future of our institution. When searching for new faculty or staff you should keep in mind, not only your unit’s recruitment needs, but also institutional priorities. These include increasing the diversity of faculty and staff.

This guide provides an overview of the search process at the University of South Carolina as well as insight into the legal and policy issues involved with hiring. It was developed as a comprehensive resource for anyone involved in the hiring process at the University of South Carolina. Strategies for attracting a broadly representative applicant pool are included throughout this guide. When search committees attract large, diverse pools of applicants, the odds increase to find the candidate who matches unit needs.

Diversity is not just about counting those of differing races, ethnicities, sexual orientation, socioeconomic status or religions on campus. It is also about fulfilling the mission of the University of South Carolina.

The Division of Human Resources supports the colleges, departments and campuses of the university by providing reliable and creative human resources services and solutions that support all of our customers. We are always available to talk with search committees or individuals at any stage of a search regarding policy interpretation, search strategies or recruitment resources.

Good luck with your search!
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Overview of Search Committees

Composition of Search Committees
The University of South Carolina is committed to building a representative academic community. An important step in the process for recruiting a diverse and talented applicant pool is to ensure that search committees are representative of the university community’s diversity as it relates to race, sex and tenure status. The diversity of the search committee reduces the possibility of a discrimination charge and acts as an affirmative action safeguard for individual committee members who, in their official capacity, may be liable for their decisions.

Good faith also is demonstrated by the university when efforts are made to ensure that minority ¹ and female members of search committees have the same standing as other committee deliberations. The size of the committee may vary, but experience indicates that committees should be no smaller than three or larger than 12 members.

The composition of the search committee, the charge to the search committee, and the definition/description of the position are factors likely to have consequences for the outcome of the search. It is important that these issues be addressed deliberately and early. The EOP and/or the Division Human Resources is happy to meet with department chairs and/or other decision-makers to help think through issues associated with the composition of, and charge to, the search committee.

If a school or college does not use search committees in its recruitment and selection process, the guidelines set forth for search committees are to be used as a guide for the designated hiring manager.

Initiating the Search Process
Compose Search Committee
A search committee should be broadly representative of the University of South Carolina, and its members should be able to provide a variety of perspectives on the role and function of the position in question. A good committee might include individuals who will be peers of the new hire, in his or her reporting chain, and among his or her “clients.” In the case of top positions, such as presidents and provosts, the committee should also include some of the University of South Carolina’s stakeholders, such as representatives of alumni associations, foundations and boards. Ideally, the committee will reflect diversity in gender and race.

The level of the position to be filled is a good indicator of the number of people who should serve on the committee. Five to nine is typical for most faculty and director or department head positions. Nine is the norm for academic department heads, deans, and vice presidents. Even for presidents, no more than 11 – 15 members are recommended.

The search committee may appoint an individual from Human Resources, Equal Opportunities Programs, or the offices of Grants & Contracts as an ex-officio member to help the search committee understand

¹ For purposes of affirmative action in employment, ethnic minorities may be those groups that comprise two percent or more of the population of a particular geographic area. In South Carolina, blacks are the only ethnic minority comprising more than two percent of the population. When used in this booklet, the terms “minority” or “ethnic minority” refer to blacks.
laws and regulations as well as USC’s criteria relevant to the search process. Guidance from HR, the EOP office, or both is critical because many federal and state equal employment opportunity laws affect the search committee’s work. See the resources section, page 23.

**Tips for Forming a Search Committee**

- Committee chairpersons should hold positions at the same level as or higher than the vacant position.
- Exceptions are often made for professors, who may be asked to chair faculty search committees, regardless of their rank or tenure status.
- The size of the committee should reflect the importance of the vacant position (the more important the position, the greater the number of committee members).
- Ensure the committee is diverse in terms of gender and race.
- Appoint a Chair who has performed or held the vacant position or a similar position.
- Appoint ex-officio members from Human Resources or EOP, or both.
- Appoint as a committee member an individual who has supervised the vacant position or a similar position.
- Determine whether each potential appointee has sufficient time to devote to search committee duties.
- Ensure that the committee possesses technical expertise sufficient to make astute comparisons among candidates.
- Appoint stakeholders – for example, students in a search for a director of Student Activities, faculty in search for a librarian, or members of the president’s cabinet in a search for a vice president.

**Duties Performed by Search Committee**

<table>
<thead>
<tr>
<th>Search Committee Chair Duties</th>
<th>Search Committee Member Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serve as liaison between the committee and the hiring manager.</td>
<td>• Help to identify and contact potential candidates.</td>
</tr>
<tr>
<td>• Call and chair meetings.</td>
<td>• Attend all scheduled meetings.</td>
</tr>
<tr>
<td>• Ensure members understand the committee charge.</td>
<td>• Review all materials.</td>
</tr>
<tr>
<td>• Establish ground rules for the committee</td>
<td>• Screen candidates according to the selected evaluation criteria and committee charge.</td>
</tr>
<tr>
<td>• Develop committee member assignment and delegate tasks.</td>
<td>• Host candidates.</td>
</tr>
<tr>
<td>• Ensure that proper records and meeting minutes are kept of all committee meetings &amp; interview activity.</td>
<td>• Participate in the interview process.</td>
</tr>
<tr>
<td>• Correspond with semifinalists.</td>
<td>• Check references.</td>
</tr>
<tr>
<td>• Coordinate administrative and logistical support.</td>
<td>• Maintain appropriate confidentiality about search committee proceedings.</td>
</tr>
<tr>
<td></td>
<td>• Perform other duties as assigned by chairperson.</td>
</tr>
</tbody>
</table>
- Coordinate travel
- Serve as lead host for candidates on campus.
- Coordinate the efforts of all committee members.
- Perform all duties of regular committee members.
- Perform other duties as requested by hiring manager. Discuss recordkeeping requirements of search committee (All search documents **MUST** be retained for three years from the date the person selected begins employment):
  - Name of the hiring official.
  - Names of the committee chair and members.
  - Minutes of committee meetings.
  - Position description.
  - Advertisements and postings.
  - Record of efforts to diversify applicant pool.
  - Letters of application, resume/vitae, and references.
  - Screening criteria.
  - Correspondence to applicants.
  - Interview questions, notes, summary evaluations, and rating sheets.
  - Note of outcome of each applicants’ application (if unsuccessful at what step and why the applicant did not receive further consideration).
  - Information regarding reasonable accommodation, if provided.

**Search Committee Charge**

Search committees should always receive their charge before they begin their work. The hiring manager should keep in mind to ensure that the committee makes a good recommendation the charge needs to clear and concise of the expectations and results. The charge should be clear and without any ambiguity the committee’s task, deadline, and budget and the kind of candidate that the hiring manager wishes to attract.

In some cases, the search committee is instructed to make a hiring recommendation. In other cases, the committee is instructed to make the hiring decision. If the committee is instructed to rank candidates for the hiring manager, the charge should make clear that the hiring manager is not bound by the committee’s ranking in making his or her selection.
Reminder: Review the University of South Carolina Affirmative Action Statement (Resources, page 21)

Among USC’s criteria that may bear upon the search committee’s work is support of the University’s commitment to diversity and inclusion.

The Search Committee charge should include the following information:

☐ Official and/or working title of position in question.
☐ Position (job) description and a copy of the advertisement or position announcement.
☐ Essential and preferred criteria for selection; criteria that are important to the department and to USC; and the hiring manager’s view of the position’s scope and short- and long-term challenges and opportunities.
☐ Time frame for completing the search (the committee should formulate and distribute a timetable to appropriate constituencies, including the HR Vice President).
☐ Policy for handling late or incomplete applications.
☐ USC’s policy on diversity or affirmative action issues.
☐ Discuss the duties of the search committee chair and individual committee members.
☐ Hiring manager’s involvement in the search process.
☐ Preferred number of finalist (2-3) candidates to visit the campus and a general idea of the conduct of the campus visit.
☐ Form in which the committee’s final recommendations are to be brought forward (for example single candidate, ranked candidates, narrative).
☐ Identify how Human Resources will support and monitor the process.
☐ Funds available for advertising and for candidates’ travel, hotels, and meals.
☐ EEOC and EOP requirements.
☐ Documentation requirements of the search.

NOTE: See example in resources, page 22.

Overview of Search Activity Procedures

Below is an overview of the search procedures that apply to all faculty and staff positions not filled through Open Recruitment or Administrative Decision. Detailed information on each area is found on the following pages.

<table>
<thead>
<tr>
<th>Develop Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Admin</td>
</tr>
</tbody>
</table>

- For new faculty and staff positions, use PeopleAdmin to develop position description.
| **Compose Search Committee Publications** | • Search committee to include three or more persons representative of the diverse University of South Carolina community. |
| **Develop Vacancy Announcement/Advertisement** | • Include “University of South Carolina is an EEO/AA employer”.  
• Provide minimum and preferred qualifications which will be the basis of the hiring decision.  
• Include requisition number on purchase order for advertisement if your department uses purchase orders. |
| **HR: (Planning and Posting Positions)** | • Include “University of South Carolina is an EEO/AA employer”.  
• Provide minimum and preferred qualifications which will be the basis of the hiring decision.  
• Include requisition number on purchase order for advertisement if your department uses purchase orders. |
| **Announcement/Advertisement** | • Check with Employment for advertising announcements. Check internal procedures within your school.  
• Initiate additional recruitment efforts if necessary. Contact female and minority caucuses within professional organizations; notify female and minority organizations; target advertising in publications with female/minority audiences; solicit applications from predominately female/minority colleges/universities. – Refer to page 23 for recommendations. |
| **Equal Opportunity Programs** | • Check with Employment for advertising announcements. Check internal procedures within your school.  
• Initiate additional recruitment efforts if necessary. Contact female and minority caucuses within professional organizations; notify female and minority organizations; target advertising in publications with female/minority audiences; solicit applications from predominately female/minority colleges/universities. – Refer to page 23 for recommendations. |
| **Acknowledge Candidates** | • Each applicant should receive an acknowledgement of their application for the position notifying them that it was received from the PeopleAdmin system and what the process will be for filling the position. |
| **Review Candidate Pool** | • After closing date, review composition of applicant pool. |
| **People Admin** | • After closing date, review composition of applicant pool. |
| **Reduce Candidate Pool to “Short List** | • On the basis of the predetermined position requirements and selection criteria, the initial pool of candidates may be reduced to a “short list.” Sample Matrix – page 33  
• Check references and/or review letters of recommendation of candidates on “short list” and select 3 to 5 to interview. |
| **Checking References** | • On the basis of the predetermined position requirements and selection criteria, the initial pool of candidates may be reduced to a “short list.” Sample Matrix – page 33  
• Check references and/or review letters of recommendation of candidates on “short list” and select 3 to 5 to interview. |
| **Interview Final Candidates** | • Review and select interview questions.  
• Interview should include behavioral, situational and leadership questions, if applicable  
• Interview should also include job related questions.  
• Keep interview process equitable for all candidates. |
| **HR Website: Manager’s Role – Recruiting & Interviewing** | • Review and select interview questions.  
• Interview should include behavioral, situational and leadership questions, if applicable  
• Interview should also include job related questions.  
• Keep interview process equitable for all candidates. |
| **Resources, page 27** | • Review and select interview questions.  
• Interview should include behavioral, situational and leadership questions, if applicable  
• Interview should also include job related questions.  
• Keep interview process equitable for all candidates. |
• Give interviewees a position description and University of South Carolina information.

Prepare for Proposed Hiring Decision
Sample Matrix is in resources on page 33.

HR website: Managers Role; Hiring

• List and rank the final candidates, indicate the proposed selection decision(s) and provide detailed explanations as to why a candidate was selected and why each unsuccessful candidate was not interviewed or selected. Pg. 33

Make Employment Offer(s)

HR website: Managers Role; Hiring

• Once the hiring decision is approved by Human Resources and/or Provost, notify candidates of their selection or non-selection.
• All materials considered in the selection process within the hiring department should be maintained on file for three years.

Typical Timeframes for Filling Various Positions

The table below outlines the typical time frames for filling various positions through search procedures:

<table>
<thead>
<tr>
<th>Position</th>
<th>Advertising Time</th>
<th>Selection Time</th>
<th>Time Frame for Starting New Position</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directors and Department Chairs</td>
<td>2–6 months</td>
<td>2-6 months</td>
<td>4-6 weeks</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Faculty</td>
<td>3-6 months</td>
<td>3-9 months</td>
<td>4-6 weeks</td>
<td>Semester</td>
</tr>
</tbody>
</table>
Deans and
Academic
Department
Chairs
4-8 weeks
1-3 months
1-6 months
Semester
Vice Presidents
4-8 weeks
1-3 months
1-6 months
9-12 months
Presidents
3 months
3-6 months
1-6 months
1 year
NOTE: For social media ads; CB, Monster, HigherEdJobs, Educause and LinkedIn, it usually take 3-4 weeks to start seeing candidates.

Develop Position Description
The most overlooked step in the hiring process is the first and most important one: job analysis. The chief by-product of a job analysis is a job description (tasks, duties, and responsibilities that a job entails). A job description should be created or updated before appointment of a search committee. For new staff positions only, enter the position description in the People Admin system for Salary Administration to approve and classify for posting. For previously classified positions, update the position description in the People Admin system for Salary Administration to approve and confirm the salary information. If you have a question about how to classify a position, contact Salary Administration.

A job description can be used to identify the skills and competencies that the ideal candidate would possess as well as to describe the essential functions of the position. These competencies are used in the recruitment process to attract a pool of qualified candidates and in the screening process as a basis on which to evaluate these candidates. Appropriate attention to job analysis and production of an accurate job description will facilitate every other task in the hiring process.

Note: Job description should be reviewed and updated periodically.

Develop Vacancy Announcement/Advertisement
Next you will need to develop an announcement.

Key steps to developing advertisements for search positions:

1. Include “University of South Carolina is an EEO/AA employer”.
2. Provide minimum and preferred qualifications which will be the basis of the hiring decision. These should be related to the essential functions of the position.
3. Include vacancy number on purchase order for advertisement, if applicable.
4. The job advertisement should be written by the hiring manager and/or the search committee, and it should be consistent with the job description drafted before the search process begins.

Print Media Recruiting
Ads should be placed in media and/or social media that are most likely to attract appropriate candidates. Determine where the ad should be placed in the printed media and publications, and under what heading. Budgets often limit where and how often the ads are placed. Generally, ads yield the better results when targeted toward specific, known populations than toward general populations. For example, an ad in the Chronicle for Philanthropy for $900 will likely yield several times more desirable candidates for a development position than an ad in the Chronicle of Higher Education for $600. This will be determined based on the needs or requirements of the position and department.
Job advertisements describe position openings and are placed in the classified section of newspapers, magazines and professional journals. By contract, position announcements generally offer more detailed information about openings. Both the job advertisement and position announcement should be approved by Employment and include contact information about the University of South Carolina.

**Internet Recruiting**

The primary electronic recruitment media are list serves, job boards, and websites. List serves and job boards are forums for people to discuss a shared interest. These forums often allow posting of jobs related to the shared interest. However, many list serves and job boards prohibit job postings. Review the FAQ’s (frequently asked questions) for each website prior to posting on a listserv or job board. Often, posting at such sites which allow the practice, is free of charge. Job banks usually come in one or two forms: commercial sites or association sites. Some examples are Chronicle of Higher Education, LinkedIn, Career Builder, Monster, etc.

Most of the commercial sites have electronic resume databases that employers can search using key words to identify candidates who most directly match their criteria. (They also have listings of job vacancies for which prospective employees can apply, often online). Employers pay to post their job openings at these sites. Many professional associations’ job banks allow association members to post their resumes for prospective employers. Many employers use their web sites to post job vacancies. The quick link from the advertisement to the University of South Carolina Employment webpage is recommended to be added in the website posting.

**Determine Advertisement-Application Filing Deadline**

The hiring manager should follow the USC Human Resources requirements of posting the position for a minimum of seven (7) days in specifying the application deadline in his or her charge to a search committee. If the committee continues to accept applications until an offer has been made and accepted, it can result in a larger pool of candidates.

The time frame for a search depends on the nature of the position to be filled and the response of the labor market. The time frame for the period between acceptance of an offer and reporting for work also varies. For some administrative, professional and executive positions the time between acceptance of an offer and the first day of employment can range from one to six months, depending on the time of year of the offer and the nature of the finalist’s current position. For faculty positions, six months may pass between the offer and the beginning of the next academic term.

**Language for Announcing Positions**

**HR: (Planning and Posting Positions)**

Proactive language can be included in job descriptions to indicate a department’s commitment to diversity. This may make the position more attractive to female and minority candidates. Examples include:

- “The college is especially interested in qualified candidates who can contribute, through their research, teaching and/or service, to the diversity and excellence of the academic community.”
- “The University is responsive to the needs of dual career candidates.”
- “Women, minorities, individuals with disabilities, and veterans are encouraged to apply.”
• “The University of South Carolina [or school/college/department] seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the diverse people of South Carolina, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning.”
• “The school/department is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching research or service toward building an equitable and diverse scholarly environment.”
• “We will consider candidates knowledgeable in the general area of [xxx]. There are several broad areas of interest, including [several named]. In general, we give higher priority to the overall originality and promise of the candidate’s work rather than to the sub-area of specialization. The University of South Carolina is an equal opportunity/affirmative action employer and is committed to increasing the diversity of its faculty. We welcome nominations of and applications from anyone who would bring additional dimensions to the university’s research, teaching and clinical mission, including women, members of minority groups, protected veterans and individuals with disabilities.”

The race and/or gender of candidates may not be factors considered in hiring decisions, but search committees may specify service, research, and other factors that could contribute to intellectual diversity, and the ability of the department or school/college to meet the needs of diverse students.

Advertising Checklist
Checklists are provided of where to send the job advertisement.

Advertising Checklist for Faculty
1. Post on University of South Carolina’s website.
2. Send to institutions and Universities with programs in targeted fields.
3. Send to Human Resource departments of similar Institutions or Universities.
4. Send to job clearinghouses of university systems.
5. Post on Human Resources and Career Placement job boards and post at other campus locations.
6. Post on job boards of associations and other organizations serving professionals in targeted field.
7. Post at conferences of professionals in targeted field.
8. Post at Career Fairs.
9. Email or mail to targeted populations.
10. Seek names from directors, division chairs, deans, vice presidents, and the president, as appropriate.
11. Consider use of search firms and headhunters for higher profile positions.
12. Consult with and recruit retirees, former employees, consultants, as well as current employees.
13. Recruit applicants from competitors.
14. Recruit applicants from minority and women’s organizations.
15. Post on websites (professional, academic) as well as through Social Media such as Twitter, Facebook, Career Builder, LinkedIn, etc.
Advertising Checklist for Staff
1. Post on University of South Carolina’s Website.
2. Post on job boards of associations and other organizations serving professionals in targeted field.
3. Post at conferences of professionals in targeted field.
4. Post at Career Fairs.
5. Email or mail to targeted populations.
6. Consult with and recruit retirees, former employees, and consultants.
7. Recruit people from competitors.
8. Recruit people from minority organizations - post in minority publications.
9. Post on websites (academic, professional, trades, service organizations). I.e., Higher Ed Jobs, Educause, Monster, etc.

Recruitment Activities
To enlarge the pool of candidates, the hiring manager and search committee should advertise locally, regionally and nationally in print media and on internet sites which reach a diverse population, as well as make special effort to attract underutilized groups. (Please refer to the Americans with Disabilities Act of 1991 in Resources). It is required by the University of South Carolina’s Affirmative Action policy because USC holds federal contracts for student financial aid and NIH grants. Human Resources and Equal Opportunity Programs professionals can provide invaluable guidance on these efforts.

There are two general recruitment strategies. The first is to seek highly specific qualifications – a strategy likely to yield fewer but more qualified candidates. The second is to seek more general qualifications – a strategy likely to yield more candidates with a wider range of skills and experiences. Many advocates of diversity would argue that the second strategy yields a richer pool of candidates from which to choose. Although screening and selection may be more onerous because of a broad recruitment effort, the potential gain generally outweighs the extra effort.

Employee Screening Process
Uniform Guidelines on Employee Selection Procedures
The following affirmative action recruitment and selection activities are recommended:

- Establish short- and long-term goals for the selection of available qualified persons.
- Establish and utilize a recruitment program designed to attract candidates.
- 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 they have no adverse impact on protected class candidates.
- Ensure that the selection process leads to a candidate pool that includes qualified candidates from targeted minority groups.

Acceptance of Applications
All applications should be handled in the same way. In keeping with relevant institutional policies, the hiring manager should specify to the search committee the procedure for handling incomplete letters of
applications and updates. Hiring managers should not penalize candidates for letters of recommendation sent late or other actions beyond the candidate’s control.

**Screening Candidates**

A well-documented screening process in which each candidate’s qualifications are compared with the qualifications specified in the job ad or position announcement should withstand the scrutiny of any regulatory agency or individual attempting to challenge the process’s legitimacy.

Once candidates are received, it is important to maintain them in a secure location to be viewed by members of the search committee and/or HR and the EOP liaison. A list should be compiled of each candidate including name, address, telephone number, and e-mail address. This record keeping is managed by a selected representative of the departmental hiring authority and/or committee chair.

Sample matrix

**Internal Candidates**

The committee must treat internal and external candidates the same to avoid even the appearance of discrimination, favoritism or unfairness.

It is usually in the best interest of USC to entertain current employees as candidates. Handling the applications and interviews of internal candidates is, however, a delicate matter. Dealing with the disappointments of such candidates often puts search committees in an awkward situation as the candidates may be friends of committee members.

Search committees must evaluate internal candidates objectively. Whether the internal candidate has the right amount of experience and the appropriate credentials should be the test. The extent to which people find the internal candidate pleasing to work with should not be the test.

Should search committees conduct “courtesy interviews” of internal candidates who, because they are unqualified, have no chance of a job offer?

- No. Such interviews falsely raise a person’s expectations. Internal candidates should only be interviewed if they meet the job requirements.

Should search committees check on the current performance of internal candidates?

- Absolutely. Reference checking is required for screening of external candidates and should be for screening of internal candidates.

When there are internal candidates for a position, the committee must take great care not to engage in a false search, that is, a search with a predetermined outcome. Such a search is both unethical and violates federal laws.

**Reduce Candidate Pool to “Short List”**

Review candidate pool. On the basis of the predetermined position requirements and selection criteria, the initial pool of candidates may be reduced to a “short list.” Some senior searches may include a screening interview of 60-90 minutes before the full interview.
The most important general point about the process of creating the short list is to build in several checkpoints at which you make a considered decision about whether you are satisfied with the pool of candidates you have generated.

- Build consensus on the multiple criteria that will be used to choose candidates for interviews. Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department’s goals (e.g., experience working with diverse students might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.

- Beware of systems of evaluation that inadvertently screen out well-qualified candidates from minority-serving institutions.

- Place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such experience, while evaluations of women with the same levels of experience go down.

- Develop a “medium” list from which to generate your short list. Are there women or minority candidates on it? If not, consider intensifying the search before moving on to a short list.

- Consider creating separate short lists ranking people on different criteria, such as teaching, research potential, collaborative potential, and mentoring capacity. This helps mitigate the tendency for “halo” effects that result from reliance on overall impressions rather than evidence-based judgments of particular criteria. Develop your final shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; consider whether evaluation bias may still be effecting your choices.

- Be sure to consider the experience and needs of our diverse student population.

- Review the top female and/or minority candidates in your pool. Consider whether your short list should be revised because the committee's judgments were influenced by evaluation bias (the tendency to underestimate women and underrepresented minority members’ qualifications and overestimate those of white males).

Evaluation bias is minimized if you interview more than one woman and/or underrepresented minority candidate. As noted earlier, research indicates that interviewers evaluate women and underrepresented minorities more fairly when there is more than one woman in the interview pool. When there is only one woman or underrepresented minority, he/she is far less likely to succeed than women or minorities who are compared to a diverse pool of candidates, probably because of the heightened perceived salience of his or her race or gender.

The best defense against bias is group decision making because the multiple perspectives, experiences, and background of the group’s members provide for a greater knowledge base, deeper understanding, and broader awareness of all candidates and their asset and differences.
Remember, that there are many ways to assess a candidate’s skills (e.g., samples of work, presentation of research, or a lecture in an undergraduate class) and each assessment tool produces different kinds of information.

Preparing for the Interview

HR Website: Manager’s Role – Recruiting & Interviewing

The interview often takes a half day to a full day, depending on the level of the position in question. For senior academic and administrative positions, a day and a half or two days may be needed.

Two major factors must be taken into accounting the scheduling of interviews:

- **First**, most candidates for professional-level positions meet not only with the search committee but also with people with whom they would interact on campus if they were hired. Depending on the position, candidates might meet with the vice president or chief academic officer to whom they would ultimately report. Various customers or constituents might be included in interviews of department heads and administrative position holders. HR Vice President Candidates might meet with employees, students might meet with counselor and student activity candidates, professors might meet with librarian candidates, and various budget managers might meet with comptroller candidates.

- **Second**, is the potential need for the search committee to arrange or provide meals and other quasi-social events as well as transportation and lodging? The committee chair is usually the chief host but will often seek volunteers or assign committee members the task of hosting. As a host, a committee member may be responsible for picking a candidate up from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews.

When on campus interviews will involve many people and various meals and other functions, the search committee should send candidates and individuals responsible for escorting the candidate a schedule of events in advance. The schedule should note the names and titles of the individuals with whom the candidate will meet.

**Guidelines for Interview Questions**

- Ask only for information that you intend to use to make a hiring decision.
- Know how you will use the information to make that decision.
- Recognize that the practice of seeking information that you do not use can be difficult to defend.

NOTE: See resource section (page 29) for suggested interview questions for both staff and faculty.

**Making a Good Impression**

Remind participants that the campus visit is an important opportunity for the department to communicate three messages.
1. You are seriously interested in the candidate’s scholarly credentials and work, as well as other evidence of their excellence and creativity.
2. The University of South Carolina is a good place to work, because it is intellectually lively and committed to diversity in its leadership, faculty, staff and student body.
3. The University of South Carolina is a good place to work, because it has a variety of family-friendly policies in place.

How these messages are communicated can make a critical difference in recruiting individuals to campus. They may be especially important in recruiting women or minority candidates to departments in which they will be vastly outnumbered by male or majority colleagues.

Assemble Welcome Packages for Interviewees

The following table is a brief list of information that you should send to all candidates invited to campus for an interview:

<table>
<thead>
<tr>
<th>Employee/Faculty Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Policies &amp; Procedures</td>
</tr>
<tr>
<td>Faculty Handbook</td>
</tr>
<tr>
<td>Benefits Synopsis – listing all benefits, including all leaves (such as sabbaticals and administrative leave) in addition to sick leave and vacation time, computer purchase programs, health and gym facility access, tuition assistance for the employee and his or her family, and support of professional development activities.</td>
</tr>
<tr>
<td>College or University catalog.</td>
</tr>
<tr>
<td>Department brochure.</td>
</tr>
<tr>
<td>Organizational Chart (department and institution).</td>
</tr>
<tr>
<td>History of the University of South Carolina</td>
</tr>
<tr>
<td>Statement of mission, goals, objectives, and initiatives.</td>
</tr>
<tr>
<td>Columbia Chamber of Commerce.</td>
</tr>
<tr>
<td>USC Travel Policy related to cost, USC BUSF 1.00</td>
</tr>
<tr>
<td>Welcome letter from the Committee chair</td>
</tr>
<tr>
<td>Directions to the campus</td>
</tr>
<tr>
<td>Favorable articles about the department, institution, or community</td>
</tr>
</tbody>
</table>

Interview Process Checklist

Before the interview:

- Prepare and send a welcome package to the interviewee
- Schedule the candidate’s interview
- Reserve an appropriate location and meeting room.
- Confirm travel and lodging arrangements to include transportation from airport or other locations, arrange parking if necessary
- Arrange for audiovisual equipment, if necessary
- Plan for meals and breaks, if necessary
- Schedule meeting with Search Committee to:
  - Review the job description and advertisements.
Draft and agree upon the interview format and questions to be asked. List should include job related, informational, situational and behavioral questions.

Review the candidate’s resume/application.

Ensure that you know and can identify the indicators of the candidate’s ability to perform the job.

**During the interview:**

- Introduce committee members.
- Describe the format of the interview.
- Take a minute or two for small talk with the candidate to establish a welcomed environment.
- Ask open-ended informational, situational, and behavioral questions.
- Let the candidate do most of the talking.
- Keep the interview on track. Observe nonverbal behavior.
- Take notes.
- Document the interview.
- Leave time for the candidate to ask questions.
- Ask if you can check references and pursue references not listed on the resume.
- Describe the remainder of the search process and the time it will take.
- Give the candidate a point of contact in case he or she has any future questions
- Thank candidate for his or her time.

**After the interview:**

- Give the final candidates a brief overview or written synopsis of benefits: [Insurance Benefits Summary](#).
- Answer any questions related to salary.
- Evaluate the candidate on a screening instrument
- As a committee, discuss the candidate and summarize his or her strengths and weaknesses.
- Document the interview.

**Making Travel Arrangements and Accommodations**

The search committee should notify each candidate in writing of which expenses for travel and accommodations will be reimbursed. Airfare to one area airport may be reimbursable whereas airfare to another area airport may not be reimbursable. Lodging may or may not be reimbursable. In addition, it should notify candidates of any special arrangements with travel agencies, rental car companies, hotels, and restaurants.

**Interview Final Candidates**

When interviewing candidates be sure to ask job related questions:

- Keep interview process equitable for all candidates.
- Give interviewees a position description and University of South Carolina information.
- Have final candidates’ complete Background Check forms.
Conduct Background Checks

HR Website: Criminal Background Checks

Verifying the accuracy of the facts of a candidate’s background as you know them and uncovering facts relevant to the duties of the position sought is always prudent. Moreover, the search committee, as a representative of the University of South Carolina, may have a de facto legal requirement to verify and uncover these facts. Otherwise, USC could face legal action on the grounds of negligent hiring, a tort doctrine (recognized in many states) under which a party can claim that an employee who brought harm to coworkers or others would not have been hired if the employer had exercised due diligence in conducting a background check.

*It is the policy of the University of South Carolina to require a criminal background check for all newly hired faculty/staff, regular and temporary employees and rehired employees as a condition of employment.*

Candidates must provide valid identification and sign a consent form authorizing USC to obtain a criminal background history.

Pre-Employment Drug Screening Policy

Drug testing is coordinated by the Division of Human Resources. If you feel a drug screen is required for your position, contact your HR Liaison.

Hiring Process for Search Committee Procedures

Recommendations of Final Candidate

After the conclusion of final interviews, the search committee determines which candidate(s), if any, to recommend. It can recommend one candidate, rank all of the semi-finalists, or provide a report outlining the strengths and weaknesses of each semi-finalist as requested by the hiring manager in the charge given to the committee. No one other than the hiring manager should be notified of the recommendation.

If a candidate does not accept the offer of employment, the search committee may be asked to recommend another candidate. It also may be asked to extend or reopen a search. The decision to extend or reopen a search is the responsibility of the hiring manager, who should act on advice from the search committee chair. A failed search can be an indicator of an ill-defined position, inadequate recruiting techniques, or ineffective selection methods.

Make Employment Offer

Hiring Checklists

1. Once the proposed hiring decision is approved by USC Salary Administration and/or EOP (plus HR for non-faculty jobs), notify candidates of their selection or non-selection.
2. Submit appropriate HR paperwork.
3. All materials considered in the selection process (including interview notes) should be maintained on file for **three years**.
4. All new hires MUST complete all employment paperwork.
Salary Offer, Orientation, Post Offer
The hiring authority will coordinate salary offer once approval by Salary Administration is confirmed (plus HR for non-faculty jobs). Approval may be necessary from the division head to stay in-line with the department’s budgets. Initial offer notification may be done verbally, but the selected candidate should also receive a letter of offer that includes a designated departmental informational package.

Once the offer is accepted, orientation should be coordinated with the designated department of Human Resources representative. During the Human Resources orientation session, all benefits, programs, policies and procedures are reviewed. A scheduled departmental orientation is recommended as well.

After the offer has been accepted and orientation scheduled, the search committee chair or designated representative should conclude processing all recordkeeping; follow-up with all communication to both committee members and candidates; and coordinate any other services to essential to newly hired employees.
Resources

University of South Carolina Affirmative Action Policy Statement

It is the policy of the University of South Carolina System to recruit, employ, train, and advance qualified individuals without regard to race, religion, color, national origin, disability, sexual orientation, veteran status, sex or age, except where sex or age is a bona fide occupational qualification. Furthermore, the University System is committed to a policy of affirmative action to remove all vestiges of segregation and discrimination remaining as a result of South Carolina’s former dual education system, and is also committed to employ and advance qualified disabled individuals, disabled veterans, and veterans of the Vietnam era.

These policies apply to academic and non-academic areas of personnel administration at all levels, and include, but are not limited to, recruitment, advertising, testing, hiring, training, tenure, promotion, transfer, leave practice, rates of pay, employee benefit programs, and employee terminations.

As part of its commitment, the University has established as a goal that the proportion of black employees and white female employees be equal to their proportionate representation in the relevant labor markets for faculty, administrative, professional and nonacademic positions. The achievement of this goal has been adopted as the official policy of the institution. It is the responsibility of the President, operating through the Office of Equal Opportunity Programs, and with the best efforts of all faculty and staff throughout the University System, to implement and monitor the Affirmative Action Plan. The Plan will remain in effect until fair representation is achieved.

Affirmative action and equal education and employment opportunities are integral parts of the mission and purpose of the University of South Carolina. All managers and employees of the University of South Carolina System, its recruitment sources, subcontractors, vendors and suppliers are informed of, and are expected to comply with, the University’s commitment to affirmative action and equal opportunity.

The Executive Assistant to the President for Equal Opportunity Programs is responsible for implementing the Affirmative Action Plan, developing specific goals and timetables, and reporting to the President on institutional progress in meeting the goals of the Plan.
Sample Search Committee Charge

MEMORANDUM

TO:

FR: (Dean or Department Chair)

RE: Search for

Date:

I am inviting you to become a member of the advisory committee to search for [describe the position] in the department/school/college of _____________.

The advisory committee is charged with finding and recruiting the very best candidate to fill this position. It is an important task, since we have high expectations about what this new colleague could bring to the position and our community. [Insert here the preliminary position description and the job requirements, e.g. “We are seeking an assistant professor in the field of X with particular expertise in the areas of Y and Z.”]

[If appropriate use this paragraph to describe any additional goals of the search, e.g., acquire expertise in an emerging field, increase opportunities for interdisciplinary collaboration, and shore up an area recently weakened by attrition.]

_________________________ has agreed to chair the search committee, with ____________________________ and ____________________________ providing committee support.

The University is committed to creating an environment that is welcoming, inclusive and supportive for all members of our community. As a search committee member, you will play a critical role in ensuring that the search reflects these values. Please familiarize yourself with the attached search manual, which clearly explains how to meet the University’s equal opportunity and affirmative action obligations by conducting a fair, open and equitable search. [Mention any additional materials that have been compiled for the committee, for example, timeline or reference material.]

I am asking that the advisory committee complete its search by ____________, at which time I will ask for [specify the expected outcome, for example an unranked list of three to four candidates that the committee recommends for the position]. I will then meet with the committee to hear your views on the strengths and weaknesses of the final candidates.

I appreciate your willingness to provide this important service to [our department/school].

CC: Search Chair
# Recommended Publications and Organizations for Minority Advertisement

<table>
<thead>
<tr>
<th><strong>Circulation Source</strong></th>
<th><strong>Contact Information</strong></th>
<th><strong>Readership Target</strong></th>
<th><strong>Readership Numbers</strong></th>
</tr>
</thead>
</table>
| Academic Diversity Search, Inc. | Academic Diversity Search, Inc.  
P.O. Box 1086  
Webster, N.Y. 14580  
585-787-0537 – Tel  
585-787-1321 – Fax  
info@academicdiversitysearch.com | With women and minorities as the target candidate pool, this portal is powered by job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities. | ADS is a nationwide portal that brings together candidates and employers. |
| Affirmative Action Register | 225 S. Meramec Ave.  
Suite 400  
St. Louis, MO 63105  
314-863-2900 – Tel  
800-537-0655 – Fax  
www.aarjobs.com | Organizations, departments, placement offices and other locations identified as centers of concentration of female, minority, disabled and veteran individuals. | Print form-free circulation of approximately 60,000. Website access to 20 million daily. |
| American Indian Higher Education Consortium | 121 Oronoco Street  
Alexandria, VA 22314  
703-838-0400 – Tel  
703-838-0388 – Fax  
www.info@aihec.org | Tribally controlled Native American Colleges. | AIHEC represents 36 Tribally controlled Native American Colleges in the United States, and one Canadian Institution. |
| Asian-American Village | IMDiversity, Inc.  
140 Carondelet St.  
New Orleans, LA 70130  
281-265-2472 – Tel  
504-523-0271 – Fax  
www.IMdiversity.com | Provides cutting-edge information on career resources for Asian-American collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored. | Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations. |
| Black Collegian Online | IMDiversity, Inc.  
140 Carondelet St.  
New Orleans, LA 70130  
281-265-2472 – Tel  
504-523-0271 – Fax  
www.IMdiversity.com | Provides cutting-edge information on career resources for Black collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored. | Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations. |
| Diversity Web Association of American Colleges | Association of American Colleges & Universities  
1818 R Street NW  
Washington, DC 20009 | The DiversityWeb Staff is a group of dedicated higher education professionals devoted to connecting, amplifying and advancing campus diversity work | The office helps colleges and universities to establish diversity as a comprehensive institutional |
<table>
<thead>
<tr>
<th>and University</th>
<th>Hugo Najera at <a href="mailto:diversityweb@aacu.org">diversityweb@aacu.org</a> – email <a href="http://www.diversityweb.org/index.cfm">www.diversityweb.org/index.cfm</a> - website</th>
<th>throughout postsecondary education.</th>
<th>commitment and educational priority.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminist Career Center</td>
<td>1600 Wilson Blvd, Suite 801 Arlington, VA 22209 703-522-2214 – Tel 703-522-2219 – Fax Or 433 S. Beverly Drive Beverly Hills, CA 90212 310-556-2500 – Tel 310-556-2509 – Fax <a href="http://www.feminist.org">www.feminist.org</a></td>
<td>Created to help feminist job seekers find each other.</td>
<td>Supported by more than 100,000 women and men.</td>
</tr>
<tr>
<td>Minority and Women Doctoral Directory</td>
<td>MWDD 3001 Bridgeway Suite K119 Sausalito, California 94965 <a href="mailto:info@mwdd.com">info@mwdd.com</a> – email <a href="http://www.mwdd.com">www.mwdd.com</a> – website 415-332-6933 – Tel 415-332-4799 – Fax</td>
<td>For 18 years the Minority and Women Doctoral Directory has been a valuable resource for universities seeking to recruit women and minority Ph.D.s. into their faculties. Registry maintains up-to-date information on employment candidates, who have recently received, or are soon to receive, a doctoral or master’s degree in their respective field from one of approximately two hundred major resource universities in the United States.</td>
<td>Directory lists approximately 4,900 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.</td>
</tr>
<tr>
<td>Saludos Website</td>
<td>31938 Highway 80 South A-324 Temecula, CA 92592 800-748-6426 or 951-303-8035 – Tel 800-460-8507 – Fax <a href="mailto:info@saludos.com">info@saludos.com</a> – email <a href="http://www.saludos.com">www.saludos.com</a> – website</td>
<td>Aids in recruiting bilingual Hispanic professionals.</td>
<td>With a 1,000,000 hits per month, this website is one of the most effective recruiting tools available online.</td>
</tr>
<tr>
<td>The Chronical of Higher Education</td>
<td>1255 Twenty-Third St., NW Seventh Floor Washington, DC 20037 General Information – 202-466-1000 – Tel Recruitment – 202-466-1231 – Tel 202-452-1033 – Fax <a href="http://www.careers.chronicle.com">www.careers.chronicle.com</a></td>
<td>The Chronicle is the academic world’s No. 1 source of news and information.</td>
<td>Published weekly, and read by more than 400,000 college and university administrators and faculty members.</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Hispanic Outlook in Higher Education</td>
<td>Advertising Sales Assoc. 201-587-8800, ext. 104 or 106 – Tel 201-587-9105 – Fax <a href="http://www.Hispanicoutlook.com">www.Hispanicoutlook.com</a></td>
<td>Northwestern 12% Northeast 41% Southwest 33% Southeast 14% Higher Education 90.5% Other than Higher Education 9.5% Presidents 14% Provosts 16% Public Relations 5% Human Resources 13% Diversity 23% Librarians 10% Deans and Faculty 9.5% Corporation COE 9.5%</td>
<td>Readership over 28,000.</td>
</tr>
<tr>
<td>University Faculty Voice</td>
<td>P.O. Box 8387 Houston, TX 77288 713-521-1999 – Tel 713-521-1981 – Fax</td>
<td>Historically black colleges and universities – mostly Southeast.</td>
<td>Over 10,000 monthly.</td>
</tr>
<tr>
<td>Women in Higher Education</td>
<td>5376 Sarmco Drive Madison, WI 53704 608-251-3232 – Tel 608-284-0601 – Fax <a href="http://www.wihe.com">www.wihe.com</a></td>
<td>About 65% are on four-year campuses and 35% on two-year campuses. About 60% of the campuses have more than 5,000 students, while 4% have fewer.</td>
<td>12,000 women readers each month. 1,500 hits per day online for the print issue.</td>
</tr>
</tbody>
</table>
### Discriminatory Interview Questions

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LEGAL QUESTIONS</th>
<th>DISCRIMINATORY QUESTIONS</th>
</tr>
</thead>
</table>
| Family Status             | Do you have any responsibilities that conflict with the job attendance or travel requirements? Must be asked to all applicants. | Are you married?  
What is your spouse’s name?  
What is your maiden name?  
Do you have any children?  
Are you pregnant?  
What are your childcare arrangements? |
| Race                      | None                                                                           | What is your race?                                                                      |
| Religion                  | None                                                                           | What is your religion?  
Which church do you attend?  
What are your religious holidays? |
| Residence                 | What is your address?                                                          | Do you own or rent your home?  
Who resides with you? |
| Sex                       | None                                                                           | Are you male or female?                                                                 |
| Age                       | If hired, can you offer proof that you are at least 18 years of age?            | How old are you?  
What is your birthdate? |
| Arrests or Convictions of a Crime | Have you ever been convicted of a crime?  
You must state that a conviction will be considered only as it relates to fitness to perform the job being sought. | Have you ever been arrested? |
| Citizenship or Nationality | Can you show proof of your eligibility to work in the U.S.?  
Are you fluent in any languages other than English? You may ask the second question only as it relates to the job being sought. | Are you a U.S. citizen?  
Where were you born? |
| Disability                | Are you able to perform the essential functions of this job with or without reasonable accommodation?  
Show the applicant the position description so he or she can give an informed answer. | Are you disabled?  
What is the nature or severity of your disability? |
Acceptable Interview Questions

General:

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 qualities or experiences make you the best candidate for this position?
10. Describe two or three major trends in your profession today.
11. 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?
12. Describe a situation in which you did all the right things and were still unsuccessful. What did you learn from the experience?
13. Discuss the committees on which you have served and the impact of these committees on the organization where you currently work.
14. Why did you choose this profession/field?
15. What new skills have you learned over the past year?
16. 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?
17. Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?
18. Describe the best boss and the worst boss you have ever had.
19. Describe your ideal job.
20. What would your coworkers or your supervisor say about you?
21. Can you describe how you go about solving problems? Please give us some examples.
22. What is the biggest conflict you have ever been involved in at work? How did you handle the situation?
23. What new programs or services would you start if offered the position?
24. 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.
25. Tell us how you would learn your new job in the absence of a formal training program.
26. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
27. Think about a coworker from the present or past whom you admire. Why?
28. What are the characteristics that you prize most in an employee or co-worker? What behaviors or characteristics do you find intolerable?
29. Can you share with us your ideas about professional development?
30. Describe some basic steps that you would take in implementing a new program.
31. What are one or two of your proudest professional accomplishments?
32. Do you have any knowledge of the unique role of a research university?
33. How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.
34. Tell us how you go about organizing your work.
35. How have you prepared yourself over the past few years for your next opportunity?
36. Describe your volunteer experience in community-based organizations.
37. What professional associations do you belong to and how involved in them are you?
38. Tell us about your preferred work environment.
39. What experiences or skills will help you manage projects?
40. Tell us how you would use technology in your day-to-day job.
41. In what professional development activities have you been involved over the past few years?
42. What volunteer or social activities have helped you develop professional skills?
43. What things have you done on your own initiative to help you prepare for your next job?
44. Do you have any concerns that would make you have reservations about accepting this position if it was offered to you?
45. What do you think uniquely qualifies you for this position?
46. Do you have any additional information that you would like to share?
47. Tell us what you know or have heard about the culture of higher education and why this environment might interest you?
48. Describe your activities during a typical day on your current job.
49. What motivates you?
50. How would you describe your work ethic? Give us two examples.

**Academic:**

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 (name of field)?
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? In what professional development activities have you been involved over the past few years?
15. What pedagogical changes do you see on the horizon in your discipline?
16. How would your background experiences strengthen this academic department?
17. How do you adjust your style to the less motivated or under-prepared student?
18. Have you involved your students in your research?
19. What are your current research interests?
20. What is the next scholarly project you will undertake?
21. Can you describe your scholarship in terms a layperson would understand?
22. How will your agenda fit with/advance the agenda of the department/school?
23. Can you describe the value of your research to a layperson?
24. What are your plans for securing funding to support your research?
25. Which do you like the most: teaching, research or writing? Why?
26. Give us examples of your ability to work effectively with a variety of students
27. How do you motivate students?
28. What is your greatest teaching achievement?
29. What experiences or interests do you have in college-wide activities and service?
30. Tell us how your research has influenced your teaching.
31. Do you believe you should build a rapport with students? If so, how?
32. What important trends do you see in your discipline?
33. Tell us about one of your former students whom you think modeled the kind of outcome you seek in students?
34. What journals best suit your work?
35. Describe any experiences you might have had to support grant writing as a faculty member.
36. Tell us in your opinion of how the workload of a faculty member should be split and into what areas: percentage of teaching, scholarship, advising, etc.
37. What are your greatest strengths as an instructor?
38. What courses have you created or proposed in the past five years?
39. How do you teach students to use higher-order thinking skills in your classroom?

Decision Making:

1. Tell us about any unconventional methods you have used to solve problems.
2. What criteria, factors or methods do you use to make decisions?
3. How long does it typically take you to make a decision?
4. What is the last major decision you had to make?
5. What kind of decisions are the most difficult for you to make and why?
6. What kinds of problems are you best at solving?
7. Tell us about a time when you had to make an unpopular decision.
8. What do you do when you need to make a decision and there are no procedures in place to do so?

Leadership:

1. How do you make your opinion known when you disagree with your boss?
2. What did you do for a past employer that made a difference and for which you believe you will be remembered?
3. How would your subordinates describe your leadership style?
4. On a scale from 1 to 10, how well would your employees say you listen to them?
5. What characteristics help you to be effective as a leader?
6. What do you do with your staff to develop teamwork?
7. What is the most important job of a leader?
8. What have you learned from your mistakes as a manager?
9. Tell us about your current boss or supervisor. What is his or her leadership style?
10. What has been your most significant leadership responsibility?
11. Describe your communication style.
12. Tell us about a new project you initiated.
13. What would you like to have done more of in your last job? What held you back?
14. How do you and your staff celebrate success?
15. What sort of criticism have you received from your staff?
### Sample of Typical Interview Day Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td>Meet with Host (e.g. search committee chair, staff member, HR, other host, etc.)</td>
</tr>
<tr>
<td>9:00 a.m. – 9:30 a.m.</td>
<td>Campus Tour</td>
</tr>
<tr>
<td>9:30 a.m. – 10:30 a.m.</td>
<td>Meet with Appointing Authority – Hiring Manager</td>
</tr>
<tr>
<td>10:30 a.m. – 10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 a.m. – 12:15 p.m.</td>
<td>Interview with Search Committee</td>
</tr>
<tr>
<td>12:15 p.m. – 1:15 p.m.</td>
<td>Lunch (e.g. appointing authority, department, peers, etc.)</td>
</tr>
<tr>
<td>1:15 p.m. – 1:30 p.m.</td>
<td>Break and Preparation for Presentation</td>
</tr>
<tr>
<td>1:30 p.m. – 2:30 p.m.</td>
<td>Presentation</td>
</tr>
<tr>
<td>2:30 p.m. – 3:00 p.m.</td>
<td>Meet with other stakeholders</td>
</tr>
<tr>
<td>3:00 p.m. – 4:00 p.m.</td>
<td>Participate in Town Hall Meeting</td>
</tr>
<tr>
<td>4:00 p.m. – 4:15 p.m.</td>
<td>Benefits Briefing with HR Representative</td>
</tr>
<tr>
<td>4:15 p.m. – 4:30 p.m.</td>
<td>Exit Interview with HR Representative</td>
</tr>
</tbody>
</table>
A screening checklist can help search committee members quickly verify whether each candidate has the required qualifications. A checklist offers a tool to identify the required and preferred criteria listed in the advertisement or position announcement. A more complete evaluation includes the major position requirements documented in the position description, charge, and organizational analysis, notwithstanding the fact that not all of the requirements of a position can be determined or evaluated from written materials. The checklist nonetheless ensures that applicants are compared against the essential selection criteria.

The following checklist is an example of a review created from an ad for a Librarian

- A bachelor’s degree in Library Science and demonstrated experience xxxxx
- The ideal candidate will also possess the following characteristics: experience with individual and group counseling as well as case management techniques.
- The ability to develop and deliver training materials and a proficiency with the technologies used in the profession are also necessary for success in this position.
- Knowledge of employment trends and alumni affairs is a desirable qualification.
- A master’s degree, counseling licensure or certification, and experience in higher education are preferred criteria.

<table>
<thead>
<tr>
<th>Screening Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate's Name __________________________</td>
</tr>
<tr>
<td>Rated by __________________________ Date: __________</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Demonstrated experience in the field</td>
</tr>
<tr>
<td>Training knowledge and skill</td>
</tr>
<tr>
<td>Technology proficiency</td>
</tr>
<tr>
<td>Proficiency with written communication</td>
</tr>
<tr>
<td><strong>Preferred Qualifications:</strong></td>
</tr>
<tr>
<td>Master’s degree</td>
</tr>
<tr>
<td>Professional licensure or certification</td>
</tr>
<tr>
<td>Higher education experience</td>
</tr>
<tr>
<td>Knowledge of employment trends</td>
</tr>
<tr>
<td>Alumni experience</td>
</tr>
<tr>
<td>Experience with internships and cooperative education</td>
</tr>
</tbody>
</table>

List Candidate's Other Characteristics (e.g., degree field[s], special skills, etc.):

Comments/Notes:

Consider Further? Yes__________ No__________ Maybe____________
Sample Screening Matrix

A screening matrix provides an objective method of comparing candidates both against a standard and to other candidates. This relative evaluation can simplify the process of selecting which candidates to consider further. It also provides a convenient means of spotting trends among applicants, such as the average number of years’ experience among applicants.

It is recommended to have a spreadsheet that allows committee members to enter comments of an appropriate length, or using legal-size paper for the same purpose allows matrices to create a balance between brevity and completeness with just enough information to discern better-qualified candidates. Again, the best matrices should include requirements taken from the position description, advertisement, committee charge, and organizational analysis, as appropriate.

The following advertisement and matrix demonstrates the use of selection criteria for a Clinical Instructor for the School of Hotel, Restaurant and Tourism Management:

**Required:** Bachelor’s degree with five (5) years’ experience as a Working Chef in the Restaurant and Food Service Industry in a full-service facility. Extensive knowledge of all aspects of hot and cold food preparation, accompanied with a proved record of high quality food production.

**Preferred:** Master’s degree in Hospitality Management or Master’s degree in related field with a minimum of 18 graduate semester hours in Hospitality Management. Previous teaching experience on the undergraduate level. Excellent skills in communication, management, and leadership. Ability to collaborate with HRTM faculty on food service research.

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Education</th>
<th>Exp in the field Years</th>
<th>Mgmt/Budgetary Exp Yes/No</th>
<th>Chef Exp. Yes/No</th>
<th>Comments</th>
<th>Next Round Yes/No/Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Sample</td>
<td>Masters in Hospitality</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Culinary Arts Teacher – High School level</td>
<td>Yes</td>
</tr>
<tr>
<td>George Street</td>
<td>Bachelors</td>
<td>15</td>
<td>Yes</td>
<td>Yes</td>
<td>Award winning Chef</td>
<td>Maybe</td>
</tr>
<tr>
<td>Hector George</td>
<td>Masters in Culinary Arts</td>
<td>8</td>
<td>Yes</td>
<td>Yes</td>
<td>Strong background of diverse culinary experience</td>
<td>Yes</td>
</tr>
<tr>
<td>Debra Bright</td>
<td>Bachelors in Culinary Arts</td>
<td>20</td>
<td>Some</td>
<td>Yes</td>
<td>Chef experience but not budgetary experience</td>
<td>No</td>
</tr>
</tbody>
</table>
Employment Laws

**Federal Laws**

**Age Discrimination in Employment Act of 1967**
Prohibits arbitrary age discrimination (age 40 and above) in hiring, discharge, pay, promotions, fringe benefits, and other aspects of employment.

**Age Discrimination Act of 1975**
Prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

**Americans with Disabilities Act of 2008 (ADAAA)**
Prohibits discrimination in all employment practices against a qualified individual with a disability. The ADAAA also requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, unless to do so would cause undue hardship.

**Civil Rights Act of 1964**
Prohibits discrimination on the basis of race, color, religion, sex, or national original regarding civil rights.

- Title VI of the Civil Rights Act of 1964 – prohibits discrimination based upon race, color, and national origin in programs and activities receiving federal financial assistance. The applicability of Title VI to employment practices is limited to those programs in which a primary objective of federal financial assistance is to provide employment.
- Title VII of the Civil Rights Act of 1964 – prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

**Civil Rights Act of 1991**
Provides additional remedies to protect against and to deter unlawful discrimination and harassment in employment, and amends sections of Title VII of the Civil Rights Act of 1964.

**Equal Pay Act of 1963**
Prohibits sex discrimination in the payment of wages to women and men performing substantially equal work in the same establishment.

**Executive Order 11246 of 1995**
Mandates nondiscrimination in employment by government contractors and subcontractors. Prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in institutions with federal contracts. Demands a continuous commitment to affirmative action.

**Genetic Information Nondiscrimination Act of 2008 (GINA)**
Prohibits discrimination in all employment practices on the basis of a person’s genetic information. GINA also restricts employers from requesting, requiring, or purchasing employee genetic information and prohibits the disclosure of such information.

**Rehabilitation Act of 1973**
Ensures equal opportunities in employment for qualified persons with disabilities.
• Section 503 – requires employers with federal contracts or subcontracts that exceed $10,000 to take affirmative action to employ, retain, and advance in employment qualified individuals with disabilities. Applies only to employment.

• Section 504 – provides that no individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

**Title IX of the Education Amendments of 1972**
Prohibits discrimination on the basis of sex in educational programs or activities receiving federal financial assistance.

**Vietnam Veterans Readjustment Act of 1974**
Prohibits discrimination on the basis of Vietnam Era Service and other veteran status.

**Uniform Service Employment and Reemployment Rights Act of 1994**
Prohibits discrimination and retaliation of past or present members of the uniformed services.

**State Laws**

**Executive Order Number 6 of 2010**
Prohibits discrimination on the basis of race, sex, color, national origin, religion, age, or political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

**South Carolina Human Affairs Law**
Prohibits the practice of discrimination against an individual because of race, religion, color, sex, age, national origin, or disability.
Definitions

**Affirmative Action** refers to a set of specific and result-oriented strategic actions to which a federal contractor commits to apply every good faith effort in order to address underutilization of certain groups in its workforce. These good faith efforts must be consistent with applicable laws and regulations. Affirmative Action is more than employment neutrality.

**Applicant** is any person submitting an application for consideration for a position posting

**Candidate** is an applicant that has been selected for any round of interviews/evaluations

**Charge** is the committee plan and expectations. The charge is developed by the hiring official and communicated to the committee. The charge generally includes: needs of the role, timeline of search, search budget, among other factors. The charge becomes the basis of the plan for the search committee.

**Diversity** is more than demographic variables such as race, religion, color, gender, national origin, sexual orientation and other protected categories. Diversity creates greater opportunities for advanced teaching and learning through the inclusion of persons with different knowledge basis, experiences, strengths, and research interests.

**Equal Opportunity** is the right of employees and applicants to be judged solely on their merits and ability to perform the essential functions of the job as defined in the position description.

**Hiring Official** is the individual initiating and leading the search process. Generally, the position to which the select candidate will report.

**Underutilization** is employment of members of a race, ethnic, or sex group in a job or job group at a rate below their availability in the labor force from which applicants are recruited.
University Policies and Procedures

Academic Affairs Policies
- ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track and Non Tenure Track Faculty
- ACAF 1.06 Academic Titles and Faculty and Unclassified Academic Staff

Equal Opportunity Policies
- EOP 1.00 Equal Opportunity & Affirmative Action
- EOP 1.01 Equal Opportunity Complaint Processing Procedures
- EOP 1.02 Sexual Harassment
- EOP 1.03 Discriminatory Harassment
- EOP 1.04 Non-Discrimination Policy

Human Resources Policies
- HR 1.27 Nepotism
- HR 1.90 Job Reference and Background Checks

Additional Resources
- Office of the Provost Website: Sample Offer of Employment

Contact Us:
Division of Human Resources
1600 Hampton Street
Columbia, SC 29208