Office of Faculty Affairs
Office of the Provost
Winston-Salem State University
102 Blair Hall

# Faculty for the Future: Best Practices for Conducting Faculty Searches at WSSU

*This guide is designed to provide explicit procedures for hiring managers and faculty in Academic Affairs who initiate search processes to hire full-time tenure-track, tenured faculty, and part-time faculty to join Winston-Salem State University. Deans, department chairs, and faculty members should review this document carefully and work closely with the Office of Faculty Affairs to execute these protocols to ensure a successful, efficient search process that complies with the policies of the university and the UNC System.*

*Effective October 1, 2021*

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**ANTHONY GRAHAM, PH.D.** **PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS**

The selection of future employees to serve our students, campus community, and larger Winston-Salem/Forsyth County community, and the citizens of North Carolina is an awesome responsibility. It is critically important that we design and structure our search processes to generate interest from talented scholars across the nation who are committed to the institution's vision, mission, and core values. Engaging in a thorough assessment and evaluation process to identify and employ individuals who "fit" Winston-Salem State University is necessary for the university to advance in a significant way. The search process must elicit professionals who not only profess their belief in student success, effective teaching, groundbreaking research, and community engagement but also who demonstrate through their actions that they live these ideals.

Given this context, this guide offers direction intended to eliminate the variance that frequently emerges between search committees across the campus. This guidance is based on best practice on conducting searches for faculty vacancies, which includes the following steps:

1. Launching a Search
2. Recruiting Talented Faculty
3. Forming a Diverse, Representative Search Committee
4. Conducting an Effective Search Process
5. Evaluation Criteria
6. Reporting the Search Committee's Results

Hiring managers and people serving on search committees, particularly search committee chairpersons, should read this guide carefully and should refer to this document frequently throughout a search process. While this document is not intended to serve as a prescriptive mandate, it is designed as a support resource to minimize challenges or problems that may emerge during a search process.

Individuals serving on search committees who may have questions or may need additional guidance or support should communicate with the Office of Faculty Affairs located in 102 Blair Hall. Our professional staff members in Faculty Affairs are willing to converse and brainstorm to assist with the faculty search process.

Sincerely,

Anthony Graham, Ph.D.
Provost and Vice Chancellor for Academic Affairs

# 1.0 Launching a Search

## 1.1 Purpose of the Search Committee

Search committees for full-time faculty positions are designed to screen and identify candidates for further conversation and engagement; assess the professional knowledge, skills, and dispositions of candidates; evaluate the strengths and weaknesses of each candidate to provide data for the hiring manager to make an employment decision for the vacant position. The search committee does not have the authority to make employment decisions as it is the hiring manager's responsibility to make these types of considerations.

## 1.2 Writing the Position Description

A successful search begins with a well-written position description that carefully details the critical aspects of the position, but it is important that the announcement is written in a manner that welcomes candidates to apply rather than deterring them to submit an application. The announcement must detail four critical areas:

- **Primary Purpose of the Position**: This area identifies "why" this position is important to the university community and details the academic unit in which the position is housed, the contractual time period (i.e., 9-month, 10-month, 11-month, 12-month), the position's rank (e.g., assistant, associate, full) and the begin date (e.g., July, August).

- **Required Skills**: This area articulates the explicit, mandatory "what" aspects of the position for the ideal candidate.

    - This section must emphasize that the committee seeks ***demonstrable evidence*** of skills and abilities based on current and previous employment experience.

        "The ideal candidate must **provide evidence that demonstrates** his or her commitment to teaching students from diverse backgrounds."

        "The department seeks candidates who **illustrate an ability to leverage technology** to actively engage students in the learning process."

        "The successful candidate will **provide documentation that evidences** his or her scholarly productivity, including his or her ability to publish manuscripts in reputable peer-reviewed journals within the discipline and facilitate presentations at well-respected professional meetings and conferences."

    - The hiring manager must think carefully about the qualifications necessary to thrive in this position and to advance the unit's mission; thus, the hiring manager should not write these skills based on previous or current actions but on future, aspirational outcomes. At the core of these skills, however, must be the basic foundational elements of the position (i.e., teaching, research, and engagement).

    - This section must articulate the academic credentials, licenses, and certifications required for this position.

- **Preferred Years of Experience, Skills, Training and Education**: This area should detail preferences that employees in the unit may desire but a candidate's lack of these skills or experiences will not disqualify him or her from consideration. It is important that the hiring manager distinguish between required skills necessary to perform the basic duties of the position and the preferred skills that might advance the unit if a person possesses these abilities.

  - A required skill may be an individual's ability to teach content information via an online modality because the academic unit offers its degree program via distance education, so it is **<u>required</u>** that this person demonstrate an ability to teach in an online platform.

  - A preferred skill may be an individual's previous teaching experience at a four-year institution of higher education. While previous teaching experience may be a desire, a candidate who has never taught previously at the collegiate level but who possesses content expertise and research acumen may appeal to the department; thus, this previous experience is **<u>desired</u>** but not required for employment.

- **Position Duties**: This section articulates explicitly some of the basic core functions and position responsibilities for prospective applicants. The hiring manager should use this section to distinguish between teaching duties, academic advising responsibilities, research expectations, and professional engagement requirements. Examples include:

> "The successful candidate will teach undergraduate courses in mathematics in face-to-face, hybrid, and online modalities."
>
> "The successful candidate will provide high-quality instruction to students, which includes constructing a detailed course syllabi, planning instructional lessons with clearly articulated student learning outcomes, facilitating instruction aligned to those outcomes, and assessing student learning while concurrently providing timely feedback to students on their performance."
>
> "The successful candidate will serve as an academic advisor to undergraduate students within the department and will hold office hours at least 10 hours per week as required by the *Faculty Handbook*."
>
> "The successful candidate must attend and participate in departmental and College meetings throughout the academic term."

## 1.3 Alignment with the *Faculty for the Future Framework*

To achieve institutional fit, hiring managers must compose faculty positions in alignment with the *Faculty for the Future Framework* (Refer to Appendix A). This framework operationalizes the work commitment of a highly effective faculty member throughout his or her tenure at WSSU. A successful WSSU faculty member is a "Scholarly Educator" who prioritizes student learning, scholarly or creative activity, and engagement. There are four critical areas that undergird the *Faculty for the Future Framework*:

- **Alignment with WSSU Mission**: Faculty must demonstrate that their work aligns with the university's liberal education, social justice, and student centric mission.
- **Commitment to Accountability**: Faculty must demonstrate that they leverage data to engage in a process of continuous improvement.
- **Professional Contribution**: Faculty must illustrate a commitment to their professional development and engage in their professional discipline to make significant contributions.
- **Student Centered**: Faculty must demonstrate that they seamlessly integrate their teaching, scholarly and creative activity, and engagement to benefit student growth and development.

The hiring manager's responsibility is to ensure that the position announcement integrates language from the *Faculty for the Future Framework*.

## 1.4 Approval of the Position Description and Timeline for the Search

No unit may advertise a position description until the Provost and Vice Chancellor for Academic Affairs has authorized its posting. The hiring manager within the academic unit must work closely with his or her academic dean to compose and refine the position announcement. Not only should this position announcement meet the needs of the academic department but also it should align with the academic dean's vision for his or her respective School or College; therefore, it is imperative that the academic dean work collaboratively with the hiring manager within the unit to ensure that these expectations are clearly articulated and captured within the position description.

After the academic dean has approved the announcement, then he or she will communicate with the Provost and Vice Chancellor for Academic Affairs. The position announcement will undergo further review and analysis to ensure it is written effectively and in accordance with the institution's vision, mission, and strategic plan. The Provost will provide written authorization that the position has been approved and will transition the announcement to the Associate Provost for Academic Planning and Administration and the Director for the Office of Faculty Affairs for proper budgetary action and posting in People Admin.

Searches for faculty positions should occur between September and March of each academic year (Refer to Appendix B). Any searches outside this time must receive approval and authorization from the Provost and Vice Chancellor for Academic Affairs.

# 2.0 Recruiting Talented Faculty

## 2.1 The Unit's Responsibility for Developing a Broad Pool of Applicants

The hiring manager and the employees within his or her unit are ultimately responsible for attracting a broad pool of applicants for a position announcement. While the Office of Faculty Affairs will provide support in this regard, the employing unit bears the primary responsibility for attracting a broad pool of applicants. Faculty within the unit have more familiarity with professionals within the desired discipline, so these individuals are uniquely situated to share the position announcement at professional conferences or meetings and with contacts in his or her professional network. **Search committee members may actively advertise and recruit for a vacant position, but they should not promise or guarantee outcomes (e.g., interviews, employment offer)**. No matter who recruits and advertises to encourage people to apply for a position, each person must use the approved position announcement as it appears on the university's Human Resources website. No one may alter the position announcement in any way. To avoid issues, it is strongly recommended that any person actively recruiting for a vacant position simply provide the website link where the position is posted.

## 2.2 Construct a Recruitment Plan

The hiring manager should work closely with the academic dean and the Office of Faculty Affairs to design a recruitment plan unique to the advertised position. While there are some common outlets where position announcements may appear irrespective of discipline area (e.g., *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, indeed.com), there may be outlets specific to the academic discipline area that the hiring manager and employees within the academic unit may have knowledge and awareness that the staff in the Office of Faculty Affairs will not possess; thus, these units must work collaboratively to identify potential outlets but these decisions must be driven by data to ensure the broadest exposure possible. The recruitment plan should include the following:

- **A Marketing Strategy**: The hiring manager and Faculty Affairs should determine the most pertinent print outlets to advertise the position announcement.

- **An Outreach Strategy**: The hiring manager, academic unit, search committee members, and Faculty Affairs should identify a list of potential candidates to whom the position announcement should be disseminated. Other outreach activities include:

    - Social media (e.g., Facebook, LinkedIn, Twitter, Instagram);
    - Listservs, blogs, and other online outlets specific to the discipline area;
    - Professional conferences and meetings where the organizing agency allows the sharing of position announcements;
    - Disseminating the position announcement to faculty colleagues of peer departments on the campus and external to the university.

Before executing the recruitment plan, discuss with Faculty Affairs to account for potential costs. **<u>The university will not pay for any ad hoc costs not properly authorized</u>**.

## 2.3 Strategies and Recommendations for Developing a Pool of Applicants

The hiring manager should work collaboratively with the academic dean and the Office of Faculty Affairs to identify potential candidates to develop a strong pool of applicants. This process might include the following concrete, intentional and strategic actions:

- Step 1: Develop a list of nominees.
- Step 2: Ask faculty within the unit for suggested names of scholars.
- Step 3: Examine journal editorial boards to identify emerging scholars.
- Step 4: Explore journal articles within the discipline to identify published authors particularly those persons who have published in the department's desired thematic areas.
- Step 5: Attend conferences and professional meetings and visit those sessions facilitated by up-and-coming or established faculty particularly in those thematic areas desired by the academic unit.
- Step 6: Confer with colleagues at other institutions who work in peer departments to generate potential leads.

## 2.4 Actively Recruit Candidates—"Go Get Who You Want"

Once the hiring manager and the Office of Faculty Affairs have generated potential leads for the position announcement, it is imperative that the university actively pursue those individuals who have demonstrable experience that aligns with what the unit needs to advance its vision and mission. Rather than posting a position announcement and waiting for qualified people to apply, the university—Faculty Affairs, the academic dean, the hiring manager, faculty within the employing department—must actively engage individuals whom they want to work at the institution. The following practices have proven effective for hiring qualified, productive faculty members who "fit" the institution's culture.

- Contact prospects via email or telephone call to share information about the position and to encourage them to apply.

- Engage faculty members at professional conferences or meetings by discussing with them the opportunity and by sharing with them the position announcement.

- If using social media, ensure that the position announcement posting is directed toward those persons of interest (e.g., tweet the position to these individuals, tag the person of interest in a Facebook or LinkedIn post).

- Search committee members may assess applications as they come into the People Admin position then follow up with highly qualified candidates by sharing "gentle reminders" about the position's availability (NOTE: Search committee members should not divulge that they noticed that the individual has not applied for the position yet; the approach should focus on reminding these individuals that the position remains posted for their review and consideration).

# 3.0 Forming a Diverse, Representative Search Committee

## 3.1 Faculty Search Committee Composition

Hiring managers who construct search committees should design these groups with several factors at the forefront of their minds, including the following:

1. **Selection of a Reliable, Professional Search Committee Chairperson**: The search committee chairperson should have appropriate rank and related experience for the position for which the unit is searching; this person should also have a track record of effective project management, evidence of managing people and difficult conversations, effective communication skills, and evidence of meeting deadline dates.

2. **Competence of Committee Members**: Search committee members must possess sufficient competence for the position for which the unit is searching; search committee members must have a working knowledge of the position duties and responsibilities or must have direct connectivity to the position to inform conversations and discussions about the possible implications that a prospective candidate may have on the role.

3. **Diversity of Search Committee Membership**: Search committee members should exhibit diversity in terms of:
   a. Faculty rank diversity – a mixture of assistant professor, associate professor, and full professor representation
   b. Gender diversity – Appropriate gender representation
   c. Racial diversity – Appropriate representation of racial and ethnic diversity
   d. Staff and student representation – Where applicable, the committee should have the representation of appropriate staff people and diverse representation of students.

4. **Odd Number Membership of the Search Committee**: The composition of the search committee should total an odd number of participants and should not exceed 9 people if possible (i.e., 5 people, 7 people, 9 people) to ensure tie breakers in the event of a vote.

## 3.2 Faculty Search Committee Training

The hiring manager should work closely with Faculty Affairs and the Title IX/EEO Office to select persons for the search committee who have received appropriate implicit bias training. The hiring manager and the Office of Faculty Affairs are responsible for communicating with the Title IX/EEO Office to ensure it has the most current list of university employees who have successfully completed this training. If the hiring manager selects an individual for the search committee who has not completed training, then this person must complete this training before attending any committee meeting. Failure to complete this training early within the process of the committee meetings will necessitate that the hiring manager deselect this person and identify another appropriately trained search committee member.

If all persons are appropriately trained, then the hiring manger should proceed with constructing the search committee and organizing the group for its initial conversation. The hiring manager should adhere to the following process:

1. Every person must sign a confidentiality statement that the search committee chairperson must collect, document, and retain within his or her records for three years.

2. Every person must have access to the People Admin platform only after s/he completes the appropriate training not only for the People Admin system but also on implicit bias training.

## 3.3 Search Committee Member Charge

The hiring manager is responsible for convening the initial search committee meeting. During this initial conversation, the hiring manager must provide the search committee with its charge, clearly articulating the responsibilities and duties of the committee, the group's timeline to complete its work, and the manner in which the search committee should report its findings. Additionally, it is the shared responsibility of the hiring manager and the search committee chairperson to ensure that all committee members complete any required training sessions, sign the university-required confidentiality agreements, and remain engaged in the search process.

## 3.4 Consequences for Violating the Confidentiality Agreement

Per WSSU Policy 101.1 Confidentiality, breach of confidentiality during the search process will result in disciplinary action up to and including termination; moreover, university employees may be subject to criminal and civil prosecution under federal and state statutes.

During the initial meeting of the search committee, the hiring manager who issues the group's charge should also provide each member of the committee the university's confidentiality agreement (Appendix C). The hiring manager should read the confidentiality agreement to the committee members and engage in a brief discussion during the search process. Critical elements of this conversation must include the following:

- Search committee members must refrain from engaging in discussions about the search process to anyone who is not a current member of the search committee.
    - Search committee members may not disclose to anyone the name of applicants for any vacant position.
    - Search committee members cannot engage in conversation with anyone on the campus about people who have applied for a vacant position.
    - Search committee members may not engage in conversation with anyone external to the campus about people who have applied for a vacant position.

- Search committee members cannot share any information about findings, timeline, or committee discussions with anyone external to the search committee.

After this discussion, the hiring manager should request that each search committee member sign the agreement then she or he should file this document in her or his employment-related documentation for a period of three years. Search committee members who violate the confidentiality agreement will be subject to employment-related repercussions which may include termination from his or her position.

# 4.0 Conducting an Effective Search

## 4.1 Candidate Application Vetting Process

The search committee is responsible for planning and executing an active search process that includes in its most basic form three essential components:

- **Component 1**: The Application Screening Process using Data from People Admin
- **Component 2**: The "Long List" Telephone Interview and Evaluation
- **Component 3**: The "Short List" On-Campus Interview and Evaluation

## 4.2 Unpacking Component 1: The Application Screening Process

Search committees should follow these steps to ensure the application screening phase is conducted properly and effectively.

1. Search committee members must create an agreed upon screening instrument to assess the applications submitted for the vacant position (Refer to "5.0 Evaluating Candidates").
    a. The screening instrument must align with the position's responsibilities, duties, and roles especially those skills identified as "required skills."
    b. Each search committee member must complete the screening instrument; no other form of input should be used to capture committee input.
    c. The search committee should construct a screening instrument that allows for quantitative and qualitative input.
    d. Before applying the instrument, the search committee chairperson should ensure committee members have reviewed the document, practiced with it on a test case, and approved it by majority vote (50% + 1).

2. Once the screening instrument has been approved, each committee member must review **<u>every</u>** application for the position; every person on the committee should have knowledge of every applicant to voice an informed opinion about the applicant's qualifications and experiences for the position.

3. The search committee chairperson is responsible for compiling data from committee members and organizing it in a way that rank orders applicants.

4. After rank ordering the applicants, the search committee chairperson should present these data without any edits, revisions, or commentary for the search committee to review, analyze, and discuss.

5. The search committee should come to consensus about which individuals comprise the "long list," or the "Top 7" applicant list, for further engagement and interaction.

6. Using the "long list," the search committee chairperson should communicate with these individuals to notify them of their status, inquire if they remain interested in the position, and schedule them for the "telephone interview."

If a member of the "long list" indicates that she or he no longer has interest in the position or the individual decides to withdraw from the process prior to the telephone interview, the search committee chairperson should confer with the hiring manager then the search committee to discuss one of two possibilities:

- **Possibility 1 – Replace the individual with the next person on the list**: Search committee members must determine if the next person(s) in the rank ordered list are "high quality" enough to replace the person(s) who withdrew from the process. If so, then the search committee may engage this replacement person in the telephone interview process.

- **Possibility 2 – Proceed with the reduced list**: Search committee members must determine if they should proceed with the telephone interviews with a reduced list. It is senior administration's preference not to reduce the list to fewer than five people; thus, the search committee must conduct phone interviews with at least five people.

## 4.3 Unpacking Component 2: The "Long List" or "Telephone Interview"

This process is deemed the "telephone interview" because it affords the search committee an opportunity to engage its top rank-ordered applicants in further conversation via telephone without the university committing financial resources for these individuals to travel to campus. The purpose of the telephone interview is for search committee members to delve deeper into each applicant's competence, experiences, skills, beliefs and perceptions, and ideas. Questions and inquiries in this phase of the conversation should expand beyond basic information presented in the applicant's documents (e.g., curriculum vita, teaching philosophy, research agenda, reference letters, transcripts, and so forth). The search committee should adhere to these steps for the telephone interview process:

1. Search committee members must construct an agreed upon assessment rubric or scoring plan aligned to the position announcement (Refer to "5.0 Evaluating Candidates"). This assessment plan should focus on the key duties, responsibilities, and requirements articulated in the position announcement by the hiring manager; the search committee should use this instrument across all interviews to ensure consistency in the evaluation process. Additional guidelines for using the assessment instrument are as follows:

    a. Before applying the instrument, the search committee chairperson should ensure committee members have carefully reviewed the document, applied it on at least one test case for training purpose, and approved it by majority vote (50% + 1).

    b. The assessment instrument must allow for quantitative and qualitative input.

2. After the search committee has constructed the assessment instrument, the group should construct a "Telephone Interview Question Protocol" with a specified number of inquiries; these questions should align with the position's responsibilities, duties, and roles especially those skills identified as "required skills." Search committee members must pose these questions to every candidate whom the group interviews.

3. While there is no specific time limit for telephone interviews, best practice suggests that a telephone interview generally lasts between about 30 to 45 minutes with approximately 5 to 10 minutes allotted for the candidate to pose questions and clarification inquiries.

4. The search committee chairperson is responsible for compiling information from committee members and organizing it in a way to rank order all applicants.

5. After rank ordering the applicants, the search committee chairperson should present these data without any edits, revisions, or commentary for the search committee to review, analyze, and discuss.

6. The search committee should come to consensus about which individuals should comprise the "Short List" for further engagement and interaction.

7. Using the "Short List," the search committee chairperson should communicate with these individuals to notify them of their status, inquire if they remain interested in the position, and schedule them for the "on-campus interview."

If a member of the "Short List" indicates that she or he no longer has interest in the position or the individual decides to withdraw from the process prior to the telephone interview, the search committee chairperson should engage the hiring manager then the search committee members to discuss one of two possibilities:

- **Possibility 1 – Replace the individual with the next person on the list**: Search committee members must determine if the next person(s) in the rank ordered list are "high quality" enough to replace the person(s) who withdrew from the process. If so, then the search committee may engage this replacement person in the telephone interview process.

- **Possibility 2 – Proceed with the reduced list**: Search committee members must determine if they should proceed with the telephone interviews with a reduced list. It is senior administration's preference not to reduce the list to fewer than three people; thus, the search committee must conduct phone interviews with at least three people. If this approach is not possible, then the search committee chairperson must converse with the hiring manager to receive approval to proceed with only two candidates.

## 4.4 Unpacking Component 3: The "On-Campus Interview" Process

This process is deemed the "on-campus interview" because it affords the search committee an opportunity to "present" its top ranked candidates to the campus community (i.e., administrators, faculty, staff, students) for further conversation and engagement. The purpose of the on-campus interview is for search committee members to learn more about each applicant's competence, experiences, skills, beliefs and perceptions, and ideas while concurrently paying attention to each candidate's ability to engage campus stakeholders, which may serve as an indicator of "institutional fit." Questions and inquiries in this phase of the conversation may focus on the applicant's documents (e.g., vita, teaching philosophy, research agenda, reference letters, transcripts, and so forth) but should strive to delve into deeper into the candidate's thinking, vision, and ideas.

The search committee chairperson should work in close collaboration with the hiring manager and search committee members to identify relevant and pertinent audiences for each applicant to engage during the on-campus interview. While this manual cannot prescribe the audiences and people with whom the search committee should identify for engagement during this process, common persons or entities for consideration may include the following people or groups:

1. Interview session with the Search Committee (required);
2. Interview session with the Hiring Manager (required);
3. Interview session with unit colleagues (required);
4. Interview session with unit leadership (e.g., deans, department chairs);
5. Interview session with colleagues across the campus community with whom the position may have frequent interaction or collaboration (if applicable);
6. Interview session with staff (if applicable);
7. Interview session with students (if applicable);
8. An instructional segment with students (if applicable);
9. Interview session with alumni (if applicable);
10. Interview session with stakeholders (i.e., advisory boards and councils) if applicable.

**The search committee chairperson (or designee) should remind members of each group about the consequences of Policy 101.1 Confidentiality. To protect against discrimination, the search committee chairperson should also engage each audience prior to the interview to discuss questions that are illegal and violate Title IX/EEO regulations (Refer to "5.3 Designing Interview Protocols")**. Additionally, the search committee chairperson should provide each stakeholder group with the assessment instrument that participants should complete and submit for analysis (Refer to Appendix D); the chairperson must also share with each stakeholder group that its members should pose the same interview questions to each applicant to ensure consistency.

The search committee should adhere to the following steps for the on-campus interview:

1. Search committee members must create an agreed upon assessment instrument to assess the quality of each applicant's responses to the inquiries posed. This assessment plan should focus on the key duties, responsibilities, and requirements articulated in the position announcement. This instrument must be used across all interviews to ensure consistency in the evaluation process. Additional guidelines for using the assessment instrument are as follows:

    a. Before applying the instrument, the search committee chairperson should ensure committee members have reviewed the document, applied it to at least one test case, and approved it by majority vote (50% + 1).

    b. The assessment instrument must allow for quantitative and qualitative input.

2. After the search committee has constructed the assessment instrument, the group should then construct an "Interview Question Protocol" with a specified number of inquiries specifically for the search committee interview segment; these questions should align with the position's responsibilities, duties, and roles especially those skills identified as "required skills." Additionally, search committee members should pose these questions to all candidates.

3. Where possible, the search committee chairperson or designated search committee members should engage members of the relevant and pertinent audiences with whom the candidates will meet during the on-campus interview to construct and design interview protocols applicable to those meeting groups. These inquiries should align directly to the dimensions of the assessment rubric, which align with the position announcement. Additionally, the stakeholder groups must pose these questions to each candidate interviewing for the position to ensure consistency.

4. The time limit for interviews with each stakeholder group will vary but the search committee should strive to ensure that no interview session lasts longer than 60 minutes. For that reason, at least one search committee member should participate in each session only to serve as a facilitator and timekeeper. This search committee chairperson may also task this search committee member with collecting assessment instrument data from participants in the assigned session.

5. The search committee may incorporate an on-campus presentation to the campus community as part of the on-campus interview. **While the nature of the on-campus presentation may vary for each position, it is imperative that it align with the required skills of the position announcement**. Find below common examples of on-campus presentation formats:

    a. **Open Forum Presentation Focused on the Candidate's Vision**: This session is the most used format where each candidate conducts a presentation on a preapproved topic focused on his or her future vision in the position.

    b. **Classroom Teaching Demonstration with Students**: This session requires each candidate to teach students an instructional lesson on a preapproved concept where she or he is responsible for achieving predetermined learning outcomes.

    c. **"Fishbowl" Case Study with University Personnel**: This activity requires each candidate to work with a small number of predetermined university personnel to address a problem presented via a case study in a "fishbowl" format.

    Regardless of the presentation format, the search committee should ensure observers have an opportunity to pose questions to each candidate, and they provide feedback on a pre-approved assessment instrument.

6. The search committee chairperson is responsible for compiling information from committee members and organizing it in a way to rank order all applicants.

# 5.0 Evaluating Candidates

## 5.1 Evaluation Criteria

The process to evaluate applicant criteria is oftentimes the most unconsciously egregious error that search committees make. There are two critical elements that the evaluation process must entail: (1) Alignment and (2) Consistency.

The position announcement—the most critical element of the search process—establishes the framework and language that shapes the assessment instruments that search committees must construct, the interview questions participants will pose, and any other subsequent activities or actions that will occur during the interview process. The assessment instruments must align directly with the position announcement; these instruments must emphasize and highlight the required knowledge, skills, and dispositions articulated in the position announcement. **Search committee members should not integrate into the assessment instrument any details or skills not captured in the position announcement <u>unless</u> the hiring manager indicates that a key skill, competence, or disposition is missing from the position announcement**.

To ensure different audiences evaluate candidates evenly, the search committee should share these assessment instruments with the various groups or people who will engage prospective employees. Using common assessment instruments in a consistent manner will yield data that the search committee and hiring manager can use to make "apple to apple comparisons" rather than "apple to oranges comparisons."

## 5.2 Constructing Assessment Rubrics

There are no "cookie cutter" assessment rubrics as every search is unique and different; however, there are guiding principles that search committees must use to construct rubrics or scoring plans that will allow assessors to identify and analyze the evidence of a prospective candidate's knowledge, skills, and dispositions. Search committee members should consider broad, clear criteria pertaining to the prospective candidate's qualifications which may generally include several of these areas:

- Instructional methodologies
- Ability to use instructional technologies
- Skillset relative to advising and mentoring students
- Ability to impact the learning outcomes of diverse students
- Research or creative activity productivity
- Research funding
- Evidence of collaborating with professional colleagues
- Evidence of collaborating with stakeholders external to the university
- Evidence of impact within the broader community
- Evidence of impact within the professional discipline community
- Evidence of participation in departmental and School/College activity

When the search committee identifies the broad criteria from the position announcement, committee members must determine how to weigh these elements. Most search committees construct a Likert five-scale instrument to assess the candidate's qualifications. One error that search committees make is they sometimes use numbers with no context or definition. The example below provides an illustrative sample of this issue:

**Example of an Ineffective Assessment Instrument**

| Dimension | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **1. Strength of academic qualifications relevant to position description.** | | | | | |
| **2. Evidence of diversified instructional methodologies.** | | | | | |
| **3. Ability to use instruction technologies to engage learners.** | | | | | |
| **4. Research of creative activity productivity.** | | | | | |

In this example, the search committee presents a Likert-scale instrument using quantitative ratings, but these numbers have no operational definition, so an assessor has to interpret what each number means. Even if the instructions are "1 is the lowest" and "4 is the highest" there is no context for what "lowest" and "highest" means.

**Example of an Effective Assessment Instrument**

| Dimension | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| **1. The candidate's academic qualifications are highly relevant to position description.** | | | | | |
| **2. The candidate provides evidence of his or her ability to use diversified instructional methodologies to engage learners.** | | | | | |
| **3. The candidate leverages various instructional technologies to engage the learning preferences of diverse students.** | | | | | |
| **4. The candidate produces evidence of publishing manuscripts in peer-reviewed journals within the discipline area.** | | | | | |
| **5. The candidate provides evidence of facilitating presentations at recognized state, regional, national or international professional meetings and conferences.** | | | | | |

***Please rate each candidate based on his or her interview performance using a 0 to 4 point scale. A rating of "0" means "Not Observable", a "1" means "Strongly Disagree", a "2" means "Disagree", a "3" means "Agree", and a "4" means "Strongly Agree."***

In this example, the search committee provides context for what the ratings mean, indicating that the scale ranges from "Strongly Disagree" to "Strong Agree." Additionally, the statements are written in a manner that allows a search committee member to reach a conclusion about the extent to which the criteria has been sufficiently presented by the candidate. The search committee also provides a "not observable" rating, so an assessor may indicate that there is no evidence present for that specific criterion. Finally, the search committee disaggregates skills rather than compounding them into one statement (i.e., the statement "research skills" in the initial example is unpacked to state "publication skills" and "presentation skills" in two statements in the second example). The second instrument minimizes the variance and broad subjective interpretations among assessors.

## 5.3 Designing Interview Protocols

A search committee should design and construct interview question protocols **after** they develop its assessment instruments. The interview questions should not drive the assessment instrument; the assessment instrument should drive the interview questions. Search committees should use the knowledge, skills, and dispositions presented in the position announcement to construct the assessment rubric. From that instrument, the search committee should then generate interview questions that will require the candidate to discuss the primary focus areas.

Search committee members should pose inquiries that require the candidate to delve deeper into his or her experiences, pointing explicitly to specific actions and behaviors that she or he has executed to influence the outcomes of interest. Search committee members should avoid questions that will elicit "yes or no" responses or inquiries where the answer is discoverable by reviewing the candidate's application material. Below are sample questions that one may consider ineffective:

| Ineffective Interview Question | Reason for Ineffectiveness |
|---|---|
| 1. How many years have you taught in higher education? | A review of the candidate's application material should provide a response to this question. |
| 2. Did you learn a great deal about yourself as a scholar when you worked at your previous institution? | This question allows the candidate to respond simply with a "yes" or "no" reply. The goal is to have the candidate "unpack" his or her experiences. |
| 3. How many manuscripts have you published in top-tier journals? | A review of the candidate's application material should provide a response to this question. |
| 4. Can you share what types of leadership experiences you have had since you entered higher education? | A review of the candidate's application material should provide a response to this question. |
| 5. What types of sponsored research activities have you led or coordinated? | A review of the candidate's application material should provide a response to this question. |

The interview protocol should require the candidate to think at a higher level and should necessitate that the candidate provide concrete examples, or evidence, of the types of decisions that she or he has made and the data or information that undergirded those thought processes. Remember that the search committee's primary responsibility is to uncover information about the candidate's knowledge, skills, and dispositions not easily discernible in their application material while concurrently considering the individual's "fit" with the institution's climate; thus, search committee members should think more critically about the types of questions that will require a candidate to delve more deeply into his or her experiences and to express more clearly what "value add" the individual will bring to the department to advance its vision, mission, and outcomes. Implicit in this process is the preparedness of each search committee member for every interview. Every committee member should arrive for an interview having thoroughly reviewed the candidate's application material.

| More Effective Interview Question | Reason for Effectiveness |
|---|---|
| 1. At our institution, we serve 5,000 undergraduate students where 60% are Pell eligible, 45% are non-traditional, and 80% are first-generation with nearly 70% hailing from rural areas in the state. Given this context, how would you engage our diverse population of students in the classroom so you are not addressing them in a monolithic way and what specific experiences in your previous employment can you highlight to support your ability to meet students where they are in the classroom? | This question provides the candidate with actual demographic data about the university's student population, and it requires that the candidate think about how he or she must use different instructional approaches to engage students with diverse learning preferences; this question also necessitates that the candidate provide concrete examples of how she or he has taught students in this diversified approach in previous experiences. |
| 2. During the upcoming term, we assign you an online course. While teaching this class, one of your students approaches you after your online final exam and indicates that s/he was unable to complete the assessment because of a "glitch" in the system. Share with us how you would you handle this situation, what information or data you might you might use to think about this situation, and what final decisions might you make with respect to this student's request? | This question requires the candidate to share information with the search committee about how s/he might engage a problem expressed by a student and what data the candidate might leverage to determine an equitable solution to the problem. |
| 3. Social justice is a critical element of our institutional vision and mission, which requires our faculty to engage community partners and to execute strategic partnerships. Share with us your most significant strategic partnership that you established and what data you have to support that conclusion then think forward about what partnerships you plan to establish if hired at this university. | This question situates the candidate in the institution's mission and reiterates a critical expectation of faculty in this environment. It also requires that the candidate point to a demonstrable instance of his or her work that had an impact while concurrently speaking to data that supports his or her assertion. Finally, this inquiry requires the candidate to think futuristically in a concrete way about how he or she will "add value" to the unit. |
| 4. During the previous academic year, our institution procured $30 million in sponsored research to advance knowledge in social justice. With respect to your research agenda, what initiatives will you seek to execute and what stakeholders on campus and external to the campus will you seek to partner to execute your strategy? | This question situates the candidate in information about the university and establishes an expectation. It also requires the candidate to express key elements of his or her research agenda and necessitates the candidate to think about individuals with whom he or she must work to execute his or her research agenda. |

Candidate interviews are important to the search process, but it is imperative that search committee members and the broader campus community avoid posing certain types of questions to candidates that one may perceive as discriminatory, biased, or intimidating. The table below, which has been adopted from the Harvard Office of Human Resources, MIT Faculty Search Committee Handbook (2002), provides guidelines on questions that may be asked and questions that should NOT be asked to candidates.

| Subject | What May Be Asked | What May NOT Be Asked |
|---|---|---|
| **Name** | Whether the applicant has worked for the University under another name. Whether any other information such as nickname or initials is needed to check the candidate's work and educational record. | Maiden name of a married woman. Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent. |
| **Age** | Discussion should be kept to questions about the applicant's career stage. | Inquiry into the date of birth or age of an applicant. |
| **Gender** | No questions. | Inquiry into an applicant's maiden name or any question that pertains to only one sex. |
| **Sexual Orientation** | No questions. | Inquiry into an applicant's sexuality. |
| **Religion** | No questions except in extremely rare and narrow circumstances where religious beliefs and practices could be a bona fide occupational qualification for a position with the employer bearing a heavy burden to show that this is the case. | Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any questions regarding organizations and/or affiliations that would identify religion. |
| **Birthplace** | No questions. | Birthplace of applicant or of applicant's parents, partner/significant other, or other close relatives. |
| **Relatives** | Names of applicant's already employed by the university. | Names, addresses, ages, number or other information concerning applicant's children or other relatives not employed by the university. |
| **National Origin** | An employer may require an employee to produce documentation that evidences his or her identity and employment eligibility under federal immigration laws. | Inquiry into the applicant's lineage, ancestry, national origin, descent, parentage, or nationality; nationality of parents or partner/significant other; applicant's native language. |
| **Citizenship** | Are you legally authorized to work in the United States? | Inquiries about citizenship or whether the applicant intends to become a United States Citizen. |
| **Language** | What languages do you read fluently? Write fluently? Speak fluently? | Inquiries into how applicant acquired the ability to read, write, or speak a foreign language. |
| **Education** | Inquiry into the academic, vocational, or professional education of an applicant for employment. | Questions about education designed to determine how old the applicant is. |
| **Experience** | Inquiry into work experience. Inquiry into countries the applicant has visited. Inquiries into references. | Inquiry into organizations of which the applicant for employment is a member, the nature, name or character of which would likely disclose the applicant's protected class status. |

| Subject | What May Be Asked | What May NOT Be Asked |
|---|---|---|
| **Disability** | You can ask an applicant about his or her ability to perform job-related functions as long as the questions are not phrased in terms that would elicit whether the applicant has a disability and as long as such questions are asked of all applicants similarly situated (i.e., posed in all interviews) | Inquiry into whether the applicant has a physical or mental disability/handicap or about het nature of severity of the disability/handicap. Inquiry into whether an applicant has ever been addicted to illegal drugs or treated for drug abuse or alcoholism. Inquiry into whether an applicant has AIDS. Inquiry into whether an applicant has ever received workers' compensation. Inquiry into whether an applicant has ever been hospitalized or treated for medical or mental health conditions. Inquiry into whether an applicant has ever been absent from work due to illness. An employer may not inquire as to the nature, severity, treatment, or prognosis of an obvious handicap or disability or of a hidden disability/handicap voluntarily disclosed by an applicant. |
| **Marital status** | No questions. | Are you married? Where does your partner/significant other work? Is there a partner/significant other who would also need to find a job in the area? What are the ages of your children if any? What was your maiden name? |
| **Address** | Applicant's place of residence | Do you rent or own your home? How long at each particular address? |
| **Height, Weight, Strength** | Questions regarding height, weight, or strength my be asked ony if the employer can prove these requirements are necessary to perform the job duties and responsibilities. | N/A |
| **Photograph** | No questions. | An employer cannot ask for a photograph to accompany an application. |
| **Military** | Applicant's work experience, including names, addresses of previous employers, dates of employment, reasons for leaving. | Inquiry into an applicant's type of discharge. |
| **Criminal Record** | Inquiry into actual felony convictions (not arrests) that relate reasonably to fitness to perform a particular job. | Inquiry relating to arrests or misdemeanors. Any inquiry or check into a person's arrest, court, or conviction record if not substantially related to functions and responsibilities of the prospective employment. |
| **Memberships** | Are you a member of any professional societies or organizations? (Exclude inquiries into specific organizations the name or character of which indicates the race, creed, color or national origin of its membership). | Inquiry into applicant's membership in nonprofessional organizations (e.g., clubs, lodges, etc.). |

## 5.4 Ensuring Consistency

When the search committee creates an interview protocol, members must apply this instrument consistently across all candidate interviews. Additionally, the search committee must pose the same questions from the protocol to all candidates. Search committee members should also apply the same assessment rubric constructed for a particular session across all candidates to ensure consistency of results.

Prior to any person or group of people using an assessment rubric, the search committee chairperson or an assigned member of the search committee should provide a training or overview of the assessment rubric so any person using the rubric understands its design, its ranking system, and its language and terminology.

a. What to do if all search committee members cannot participate in the phone interview? Must have majority of members present (50% + 1); otherwise, cannot proceed with interview and must reschedule

# 6.0 Reporting Results

## 6.1 Committee Role in Reporting Search Results

The search committee is responsible for providing a comprehensive report to the hiring manager that details the methodology of the search process, reports findings from each step, and provides evaluation data on the position candidates. **It is important to note that the search committee is not responsible for recommending any individual for a position or rank ordering the final list of interviewees**; the committee is only responsible for providing an analysis on each candidate on the "Short List." The hiring manager may request that the search committee provide additional documentation after he or she receives the group's final comprehensive report.

## 6.2 The Profile of Strengths and Areas of Concern

Search committees should never provide an explicit recommendation on whom to hire to the hiring manager. Because the hiring manager is ultimately responsible for oversight of this position and for the performance management of this person, only he or she has the authority to make such an employment decision. The search committee does not have management oversight authority to offer a recommendation for hire; however, the hiring manager should use data collected by the search committee to inform his or her decision, so the search committee's input is critically important. In lieu of an employment recommendation or a rank ordered list of candidates, the search committee should provide the hiring manager with a profile of each candidate's strengths and areas of concern.

## 6.3 The Search Committee Verification Process

Prior to the search committee chairperson submitting any results to the hiring manager, the search committee chairperson should convene the search committee for a meeting to review the final findings. This conversation should not only focus on the profile of strengths and weaknesses but also should provide a comprehensive overview of the search committee's comprehensive report to the hiring manager (Refer to Appendix E). The search committee should validate the accuracy of the comprehensive report, and the group should reach consensus about submitting the document to the hiring manager.

## 6.4 Submission of Comprehensive Results to the Hiring Manager

The search committee chairperson should submit to the hiring manager all data collected throughout the entire search process, including data from each stage of the evaluation review (e.g., People Admin application review, telephone interview data, on-campus interview data). The search committee chairperson and hiring manager should maintain copies of this documentation for a period of three calendar years in the event any person may feel compelled to challenge the outcomes of the search or question the search process. After three calendar years, the search committee chairperson and hiring manager should destroy these documents in a responsible manner (i.e., shred documents, delete files).

## 6.5 Conclusion of the Search Committee's Work

The hiring manager will convene the search committee for a final meeting to provide a final update on the search once a candidate has been hired, which will serve as notification that the search process has officially concluded. As a matter of courtesy, the hiring manager should provide each member of the search committee with a "thank you" correspondence that acknowledges the work of committee members. University employees receive annual assessments, and this documentation may serve as evidence for each search committee member that illustrates his or her campus engagement and professional collegiality.

# 7.0 The Offer of Employment

## 7.1 Professional Reference Checks

The hiring manager and search committee chairperson should engage in a conversation about who is responsible for conducting the professional reference checks. Generally, the search committee chairperson will conduct this process; however, some hiring managers may desire to complete this step so he or she may learn more about the finalists. Regardless of which person conducts this reference check, several steps should be followed:

a. The hiring manager or search committee chairperson should contact only those persons whom the candidates have identified on their official reference list.

b. The hiring manager or search committee chairperson should notify the candidate in advance of when their references will be contacted so they can alert the references or make changes to their contact list.

c. The hiring manager or search committee chairperson should contact a minimum of three references per finalist and should use a “Reference Inquiry Protocol” aligned with the position announcement to pose the same questions to each reference check.

d. While there is no specified length of time for a reference check discussion, most conversations last approximately 10 – 15 minutes with a focus on 5 – 7 focused questions. Sample questions for the reference check might include the following:

    1. Describe your working relationship with the candidate and the areas of the candidate's work with which you are familiar.
    2. How would you characterize the candidate’s quality and significance of work?
    3. What are this candidate’s work-related strengths? weaknesses?
    4. How would you describe this candidate’s collegiality and interpersonal skills?
    5. How would you rate this candidate’s ability to plan short- and long-term activity?
    6. How was this candidate’s attendance, participation, and dependability?
    7. If I were to conduct a focus group with students whom the candidate taught and I asked them how effective he or she was in engaging them inside and outside the classroom, what feedback would the students provide?
    8. Comment on the candidate’s research agenda and how actively he or she worked to execute it?
    9. If I were to engage community stakeholders about how this candidate advanced community outcomes, what feedback would community members provide?
    10. Is there anything you think we should know about this candidate that might help us decide about his or her fit for our position and organization?

## 7.2 Performing a Pre-Offer Salary Assessment

The hiring manager should work collaboratively with the Office of Faculty Affairs to perform a salary analysis for the position. This process relies on an internal analysis of salaries for similar positions within the discipline area, or the CIP code, on the campus, an internal analysis of similar positions on peer campuses in the same tier (i.e., Tier 4) of University of North Carolina System, and an external analysis of the university's peer institutions using Colleges and University Professionals Association – Human Resources (CUPA-HR) data. Additionally, this salary assessment takes into consideration the candidate's education and experience in relation to the minimum requirements articulated in the position description. Given these data, the salary assessment provides the hiring manager with salary data by 25$^{th}$ percentile, 50$^{th}$ percentile (mean), and 75$^{th}$ percentile as reported by academic rank (e.g., assistant professor, associate professor, professor). The Director of the Office of Faculty Affairs and the Associate Provost for Academic Budget and Faculty Affairs will ensure that this process leverages the UNC System's Faculty Salary Assessment Tool (FacSAT) as the basis of this analysis.

The Salary Assessment will provide the hiring manager with an approved salary range for the candidate, and it is the responsibility of the hiring manager to confirm availability of funds based upon the range. The hiring manager must also ensure that the final salary offer does not exceed the hiring range without pre-approval from his or her supervisor and the Office of Faculty Affairs. Additionally, no salary offer for an internal candidate may exceed 20% of his or her current salary or an increase of $15,000 of his or her current salary. Increases that exceed these parameters require approval by the Division of Human Resources and the UNC System. If the hiring manager fails to adhere to these processes, then any salary offer to a prospective employee will be recalled, and the search may fail; thus, hiring managers must adhere to this guidance to avoid any issues.

This elongated, detailed process is designed to ensure a competitive salary offer to a prospective candidate; moreover, this process protects against salary inequities within the employing unit, which may lead to broader implications and consequences.

## 7.3 Pre-Offer Discussion between the Hiring Manager and Supervisor

Prior to an offer of employment, the hiring manager must engage his or her supervisor to discuss the outcomes of the search process and to engage in a conversation about the leading finalist. The hiring manager should leverage information from the search committee and the reference check to articulate why the leading finalist is the preferred candidate based upon the position announcement requirements. Additionally, the hiring manager should discuss with his or her supervisor the intended salary range based on the outcome of the Salary Assessment. **Only after receiving approval and authorization by his or her supervisor, the hiring manager should then engage the preferred candidate in discussion about the position**.

## 7.4 The Verbal Offer of Employment and Possible Negotiation Process

After receiving authorization from his or her supervisor, the hiring manager will engage the finalist in a conversation to articulate the verbal offer. It is important that the hiring manager contextualize the verbal offer, explaining how the institution formulated the salary offer; thus, the hiring manager should explain the salary assessment process and the variables used to yield the salary amount. If the finalist rejects the offer and proposes a counteroffer, the hiring manager should record the candidate's desired salary and should seek further context from the finalist about his or her rationale for seeking this amount. The hiring manager should indicate that he or she will follow up with the candidate after a discussion with his or her supervisor to discuss the counteroffer.

The follow up counteroffer conversation with the supervisor should focus on the Salary Assessment. The supervisor and hiring manager should determine if the counteroffer exceeds the parameters of the Salary Assessment and must assess if the counteroffer will create extreme salary inequities within the employing unit. If the counteroffer remains in the range of the Salary Assessment and the hiring manager and supervisor are confident that the salary offer will not create salary inequities, then the hiring manager should follow up with the finalist to finalize the salary offer.

If the hiring manager and supervisor determine that the salary offer exceeds the range of the Salary Assessment or if the counteroffer exceeds the 15% increase or $20,000 increase parameter enforced by the UNC System, then the supervisor should engage leaders in the Academic Affairs unit, including the Associate Provost for Academic Budget and Faculty Affairs and the Provost and Vice Chancellor for Academic Affairs to engage in discussion about this offer. Only by authorization of the Provost and Vice Chancellor for Academic Affairs may the hiring manager revisit the salary counteroffer with the finalist.

## 7.5 Declination of the Salary Offer

If the preferred finalist declines the salary offer, then the hiring manager should discuss this situation with his or her supervisor. If the supervisor and the leadership within the Academic Affairs unit determine that they cannot meet the finalist's salary demands, then the verbal offer of employment may be rescinded. At that time, the hiring manager and supervisor should assess the remaining finalist pool to determine if another candidate warrants an employment offer. If another finalist meets the requirements of the position announcement and an offer is warranted, then the hiring manager should restart the verbal offer process by starting with "7.1 Professional Reference Checks" and proceeding through the Salary Assessment analysis.

## 7.6 The Official Written Offer of Employment

When the finalist accepts the verbal offer, the hiring manager should communicate this outcome to his or her supervisor then communicate this information immediately to the Office of Faculty Affairs. The Office of Faculty Affairs will complete the appropriate next steps in People Admin to advance the verbal offer to a formal written offer that will detail the conditions of employment, including the position rank, the begin date of employment, the salary offer, and other terms and conditions required by the state's Office of Human Resources. **No announcement about a person's acceptance of a position should occur until after the preferred applicant has signed all employment documentation. Failure to adhere to this protocol breaches WSSU Policy 101.1 Confidentiality.**

# 8.0 Integrating Technology into the Interview Process

## 8.1 Zoom, WebEx, or Other Videoconferencing Tools

Integrating videoconferencing technology into the interview process has become common practice; thus, search committees at WSSU should seek to leverage these tools when and where practicable. The search committee chairperson should work closely with the Office of Information Technology to ensure that our committees use institutional-approved and supported platforms rather than using an individual's personal account to ensure institutional security.

Search committees may decide to record an applicant's interview or a portion of the interview using video, audio, or lecture capture. This approach provides hiring managers or search committee members who are absent for the candidate interview an opportunity to participate in the selection process by seeing and hearing what those who were present have seen or heard. Please bear in mind that any materials (e.g., video, audio, or print) pertaining to interviewing and assessing prospective candidates for employment must be handled in a manner consistent with preserving candidate confidentiality. Only persons directly involved with the hiring process should have access to this material.

When recording any portion of the interview process via a videoconferencing platform, the search committee chairperson should inform the candidate in advance that his or her interview will be recorded. When possible, the search committee chairperson should inform the candidate of this decision in writing at least one week prior to the interview, and the search committee chairperson should request that the candidate respond in writing that she or he acknowledges this process. If the search committee chairperson is unable to secure written acknowledgement prior to the interview, then she or he should share verbally that the session will be recorded. The video should be recorded to the university's server and not to any search committee member's personal or work device. After the search process concludes and a person has been hired, then the hiring manager should collaborate with the Office of Information Technology to delete these recordings from the university's server.

## 8.2 Using Electronic Surveys to Collect Interview Response Data

With various technological tools available, search committees integrate various computer programs, apps, and statistical packages into the search process. It is not uncommon for search committees to use QR codes during a session where attendees may use their cell phones to provide input or feedback on predetermined questions. Leveraging these tools also assists the search committee with conducting statistical analyses much more quickly. Search committee members are encouraged to think about ways to use technology to make these processes more efficient; however, there are several conditions that must be met and maintained throughout the search process when using these technologies:

- **Condition #1: Institutional-owned and approved technology** – Search committees should use only technological software and platforms owned and managed by the university; thus, no member of the search committee should use his or her personal account of an electronic software program.

- **Condition #2: Confidentiality –** Electronic survey data results must be handled in a manner consistent with preserving candidate confidentiality. Only persons directly involved with the hiring process should have access to this material.

- **Condition #3: Access to Data for a Three-Year Period –** Data generated in the software platform should be maintained for a period of three calendar years after the preferred candidate has officially signed a contract of employment at the university. The hiring manager should work with the Office of Information Technology to discard responsibly all survey data collected throughout the search process.

# 9.0 Required Forms

## 9.1 Travel Forms

Confer with the hiring manager and the Office of Faculty Affairs to secure appropriate forms necessary to facilitate travel to the campus for top-ranked candidates who will visit the university for an on-campus interview.

## 9.2 Other Forms

Confer with the Office of Faculty Affairs for any other documents necessary to execute the interview process.

# Appendix A
## *Faculty for the Future Framework*

**WSSU *Faculty for the Future* Framework**
**Winston-Salem State University**

## Rationale

In Winston-Salem State University's *Strategic Plan 2016-2021*, Objective 1.1 of Goal 1 Strengthen Liberal Education states, "The university will recruit and retain exceptional faculty members committed to the principles of liberal education and equity." This plan necessitates that university administrators and hiring managers adopt a common framework for talent acquisition and talent development that is aligned with the institution's core mission and intended outcomes; therefore, the *Faculty for the Future* initiative at Winston-Salem State University illustrates the commitment of administrators and faculty to achieve the outcomes of the institution's strategic plan using an employment and development framework that necessitates more intentional and deliberate planning and execution in the hiring process as well as in the in-service development process. *Faculty for the Future* is the planning, developing, and execution of priorities set forth by the institution to improve student learning and promote innovation via scholarly and creative activity that transforms the intellectual climate of the university.

## Purpose

The purpose of this initiative ensures that WSSU administrators, faculty, and staff have a common framework by which they work collectively and collaboratively to seek new talent, retain existing talent, and develop personnel to create a transformative learning environment that enriches the institution's intellectual climate. To achieve the goals of the university's strategic plan, it is imperative that we operationalize explicit characteristics and actions that the institution's employees must demonstrate and exhibit upon hire and throughout employment to advance the institution's vision and mission.

## Conceptual Framework

The *Faculty for the Future* uses a conceptual framework that operationalizes the work commitment of a highly effective faculty member throughout his or her tenure at WSSU. A successful WSSU faculty member is a "Scholarly Educator" who prioritizes student learning and scholarly activity. There are four critical areas that undergird the *Faculty for the Future* framework:

- **Alignment with WSSU Mission**: Faculty must demonstrate that their work aligns with the university's liberal education, social justice, and student centric mission.
- **Commitment to Accountability**: Faculty must demonstrate that they leverage data to engage in a process of continuous improvement.
- **Professional Contribution**: Faculty must illustrate a commitment to their professional development and engage in their professional discipline to make significant contributions.
- **Student Centered**: Faculty must demonstrate that they seamlessly integrate their teaching, scholarly and creative activity, and engagement to benefit student growth and development.

## Key Goals of the Faculty for the Future Initiative

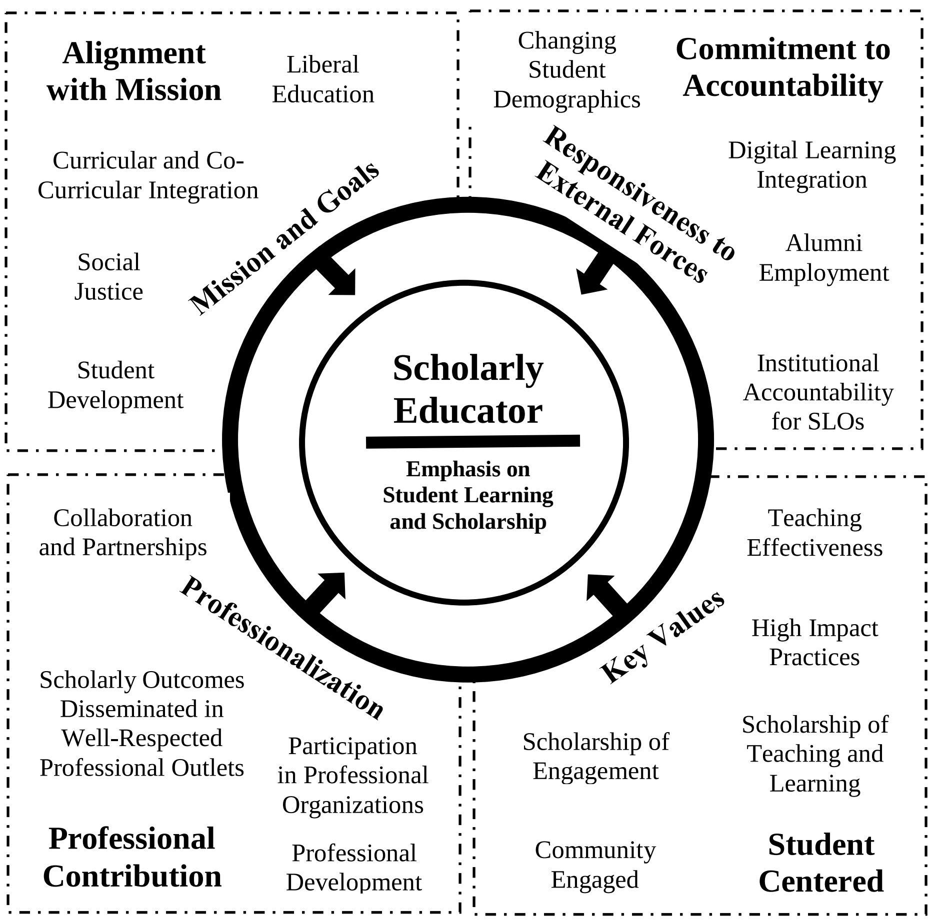
The *Faculty for the Future* framework necessitates that WSSU faculty have a significant impact in one's appropriate professional discipline as well as on the campus community, the surrounding Piedmont Triad community, the state of North Carolina, and the nation at large. To achieve these outcomes, the following goals drive this framework:

**p. 2 – Faculty for the Future Framework**

- **Goal 1 Commitment to the Institution's Mission and Goals**: The teaching, scholarship, and engagement of prospective and current faculty must demonstrate an alignment with the institution's vision and mission.
- **Goal 2 Responsiveness to Evolving External Factors:** Prospective and current faculty must demonstrate their ability to engage in ongoing continuous improvement efforts that bolster the institution's vitality and facilitate the individual's commitment to growth.
- **Goal 3 Explicit Demonstration of Key Values**: Prospective and current faculty must demonstrate that they promote the key values of the institution.
- **Goal 4 Evidence of Professionalization**: Prospective and current faculty must demonstrate that they have a commitment to their own professional growth and the growth of professionals with whom they interact and collaborate.

Figure 1 captures the essence of the *Faculty for the Future* framework. This philosophical framework drives future decisions relative to new hires, reappointment, promotion, tenure, and post-tenure review as we strive to achieve the outcomes of the institution's strategic plan.

***Figure 1 WSSU Faculty for the Future Framework***



**p. 3 – Faculty for the Future Framework**

**Guiding Principles of the Framework**

Administrators and faculty must possess a common framework for the expectations and productivity of prospective and current faculty; thus, the following principles undergird the *Faculty for the Future* framework:

1) WSSU must employ faculty—part time and full time—who demonstrate the ability to teach culturally and linguistically diverse student populations;
2) WSSU must employ faculty whose instructional and non-instructional actions illustrate that they focus on student success and student learning; of critical importance is responsiveness, personalization, and differentiation for culturally and linguistically diverse students, especially for learners who are first-generation, from rural areas, and from low-income environments;
3) WSSU must employ faculty who demonstrate the ability to integrate 'high impact practices' into their instructional delivery or whose teaching delivery strongly suggests that s/he can learn how to integrate seamlessly these practices into their instructional delivery;
4) WSSU must employ faculty members who articulate and execute a well-defined research agenda that demonstrates their commitment to an active scholarly role, which includes producing original research or scholarly activity in well-respected professional outlets; facilitating presentations, talks, or other creative expressions at professional conferences or meetings; collaborating with internal and external stakeholders to procure extramural sponsored research; attending workshops or professional trainings to stay abreast of developments in one's field, and conceptualizing scholarship more broadly to include research on teaching within one's discipline;
5) Faculty activity must demonstrate a commitment to their professional growth and development by participating actively in professional organizations aligned to their respective discipline and by providing leadership within appropriate professional contexts;
6) Faculty must demonstrate a commitment to collaboration and working across departments, within units and with external organizations to foster student success, interdisciplinary and transdisciplinary research, and service.

**Execution of the WSSU Faculty for the Future Framework**

To execute this framework, administrators and faculty commit to enact the following:

1) Integration of *Faculty for the Future* language into position announcements for new faculty;
2) Development of search committee processes that require data analysis aligned with the *Faculty for the Future* framework;
3) Allocation of fiscal resources (e.g., salary, startup funds, retention funds) necessary to attract and retain high quality faculty whose experiences and expertise promote the *Faculty for the Future* framework;
4) Revising departmental reappointment criteria to align with the *Faculty for the Future* framework;
5) Updating promotion, tenure, and post-tenure criteria to align with the *Faculty for the Future* framework;
6) Designing and executing faculty in-service professional development that bolsters knowledge, skills, and dispositions consistent with the *Faculty for the Future* framework;
7) Support existing faculty awards and recognitions and implement new commendations that reward faculty who meet the outcomes of the *Faculty for the Future* framework.

**Current Position Description for Tenure-Track Assistant Professor**
**Department of Mathematics**

**Primary Purpose of the Position**
The position is an academic rank of Tenure-Track Assistant Professor of Mathematics in the College of Arts, Sciences, Business and Education with a start date of August 2020. Duties include teaching undergraduate courses, advising, and mentoring students; scholarly research which results in publication and presentation at professional conferences. Participation in departmental, community and university service.

**Department Required Skills**
We seek exceptional candidates with a strong commitment to undergraduate teaching excellence and mentoring undergraduate research, interdisciplinary teaching and research collaborations, as well as engagement with and service to the broader public. We welcome candidates with a background in statistics and with interests in working collaboratively to enhance the strengths of our mathematical curricular and co-curricular programs. Applicants must have a Ph.D. in mathematics or related field, postdoctoral or equivalent research experience, and the potential for attracting extramural funding. Candidates must also have excellent communication and interpersonal skills, and a commitment to a liberal arts education in a diverse educational community.

**Department Preferred Years of Experience, Skills, Training, and Education**
We welcome candidates with a background in statistics as well as a demonstrated commitment to diversity, social justice, innovation, and collaboration in working with schools and university colleagues.

**Specific Job Duties**
Teaching undergraduate level courses in Mathematics. This position involves teaching either face-to-face or online undergraduate courses. It requires continuous communication with the students enrolled in the class, as well as monitoring student progress.

Duties include creating a syllabus prior to the first class; teaching each class section; creating and presenting course activities to students; grading assignments, providing written feedback to students in a timely fashion, and determining final course grade; holding office hours; meeting with Program Coordinator and/or Department Head regarding instruction if needed; and other duties that relate to the course(s) being taught.

**Primary Function of the Organizational Unit**
The Department of Mathematics at Winston-Salem State University has a dynamic group of students, faculty, and staff dedicated to learning, teaching, and advancing mathematics. The Department believes strongly in the individual worth of every student, thus the first priority of the faculty is to deliver high quality instruction to the students, in every course, every day in a student centered environment. The faculty is also a diverse group of respected and active scholars in the field. Courses leading to licensure in secondary education in mathematics are offered through the education department.

## Sample Position Description for Tenure-Track Assistant Professor Grounded in Faculty for the Future Framework

### Primary Purpose of the Position

The position is an academic rank of Tenure-Track Assistant Professor of Mathematics in the College of Arts, Sciences, Business and Education with a start date of August 2020. Job responsibilities include teaching undergraduate courses, serving as a **faculty advisor**, **mentoring and coaching students inside and outside the classroom**; **producing scholarly research that results in publications in peer-reviewed journals within the discipline area or within peer-reviewed journals that promote the teaching and learning of the discipline**; **facilitating presentations at well-respected professional conferences**; **engaging in the procurement of extramural funds with interdisciplinary teams**; participating in departmental, College, and university service as well as engaging in service to one's professional discipline and the larger Winston-Salem and Forsyth County community.

### Department Required Skills

We seek exceptional candidates who demonstrate a commitment to excellence in teaching mathematics to undergraduate students from **culturally and linguistically diverse backgrounds** and who illustrate an ability to **leverage various technologies that engage students in the learning process**. We desire candidates who illustrate evidence of situating undergraduate candidates in and mentoring them through **undergraduate research experiences** or who have experience **engaging students in study abroad, internship opportunities, or community service learning where they must leverage their content knowledge to benefit the larger community**. We seek candidates who demonstrate the ability to participate in interdisciplinary teaching and research collaborations with professional colleagues at the university, across universities, or within the broader public. Candidates must also demonstrate a commitment to liberal education and equity in a diverse educational community, and they must illustrate a **commitment to their professional growth and development via engagement in professional organizations and professional conferences**.

We welcome candidates with a background in statistics and who demonstrate an ability to work collaboratively with colleagues to enhance mathematical curricular and co-curricular programs. Applicants must have a doctoral degree in mathematics or a related discipline, postdoctoral or equivalent research experience, and the potential for attracting extramural funding. Candidates must possess effective written and verbal communication skills, and they must illustrate effective interpersonal skills.

### Department Preferred Years of Experience, Skills, Training, and Education

We welcome candidates with a background in statistics as well as a demonstrated commitment to diversity, social justice, innovation, and collaboration in working with schools and university colleagues.

### Specific Job Duties

The successful candidate will teach undergraduate courses in mathematics either face-to-face or online and **must communicate continuously with students as s/he monitors student progress for student success**. The successful candidate must construct sufficiently detailed course syllabi prior to the first class, teach each class section, create and present relevant course activities, assess assignments by providing written feedback in a timely fashion, and evaluate student performance; The successful candidate must hold office hours each week, meet with the program coordinator regularly, and attend consistently departmental and College meetings. Additionally, the ideal candidate must produce scholarly research that results in publications in peer-reviewed journals within the discipline area or within peer-reviewed journals that promote the teaching and learning of the discipline, facilitate presentations at well-respected professional conferences, and engage in the procurement of extramural funds with interdisciplinary teams.

# Appendix B
# Calendar for Faculty Searches

**Permanent Faculty Recruitment Timeline**
**Winston-Salem State University**

The following recruitment timeline establishes deadline dates when hiring managers should complete specific tasks that will allow for an efficient recruitment process. Hiring managers must work closely with the Office of Faculty Affairs and the Office of the Provost and Vice Chancellor for Academic Affairs to ensure the faculty search process adheres to university policies and meets the needs of the academic unit.

**By March 15 – Perform Faculty Need Analysis**

- The deans of the College and School collaborate with the department chairs to identify vacancies within the unit
- The department chairs perform an analysis to determine if the unit has sufficient student enrollment and generates sufficient Student Credit Hours (SCHs) to warrant additional faculty full-time equivalent (FTE).
- Once this analysis occurs, the dean of the units will engage the Provost and Vice Chancellor for Academic Affairs to discuss these findings and explore if these data warrant additional faculty.

**By May 15 – Authorization of Faculty Search(es)**

- Based on an analysis, the Provost and Vice Chancellor for Academic Affairs will present findings on faculty vacancies and engage the academic dean in discussion about this analysis.
- The Provost and Vice Chancellor for Academic Affairs will approve searches in the specified need areas.
- Dean notifies department chairs of approvals and specific information for positions in their areas, including rank, salary range, and disciplinary focus.
- Department begin development of advertisements and recruitment plan.

**August 1 to October 30 – Form Search Committees and Develop Position Descriptions**

- Department chairs work collaboratively with the academic dean to develop the position description, articulating required skills and academic qualifications and preferred skills.
  - The dean must work with the Provost to revise and edit the position description.
  - The position description must align with the *Faculty for the Future* framework.
  - Department chair uploads approved position description into People Admin 7.
  - Faculty Affairs submits and posts the approved job positing; position posted for a minimum of 30 days.
- The department chair works collaboratively with the academic dean to identify the search committee chairperson and appropriate members for the search committee.
- Department chairs and search committee members attend search committee training.
- Department chairs convene the search committee to provide the group its charge, review the position announcement to discuss responsibilities and skills of the ideal candidate, review the confidentiality agreement and have committee members sign the document, and articulate the search committee timeline.

| November 1 to March 1 – Candidate Analysis and Candidate Interviews |
|---|
| • Department chairperson in consultation with the academic dean performs an initial review of the applications in People Admin 7 to assess the adequacy of the pool's diversity based on national data and applicant demographics report and decides whether to proceed with the search committee's review or if an alternative action is necessary (e.g., extend advertisement length, close the position announcement, repost or readvertise the position).<br>• If the pool is deemed adequate, then the search committee will conduct a review of all applicants in the established pool.<br>• Search committee begins review of the "long list" to determine finalists for the "telephone interview."<br>• Search committee conducts the "telephone interview" and identifies finalists for the on-campus interview; the search committee chairperson shares the list of finalists with the department chair who in turns converses with the academic dean for approval to proceed with the on-campus interview.<br>• Upon approval by the dean, finalists scheduled for the on-campus interview.<br>• The search committee designs an on-campus interview agenda for each candidate, completes necessary travel paperwork, engages appropriate audiences in an orientation to the assessment instrument(s) that will be used during the interview sessions.<br>• Search committee analyzes data collected throughout the on-campus interview, composes a final report that highlights each candidate's strengths and areas for concern, and forwards this information to the department chairperson.<br>• Department chairperson discusses the search committee's findings with the academic dean who then engages the Provost and Vice Chancellor for Academic Affairs to discuss negotiation terms for the preferred finalist; Faculty Affairs assists by performing a Salary Assessment. |

| By March 30 – Employment Offer and Finalization of Contract |
|---|
| • The department chairperson completes negotiations with the preferred finalist.<br>• Hiring documents submitted to the Office of Faculty Affairs, including Candidate Recommendation and Evaluation form, and negotiated terms of the salary offer.<br>• Office of Faculty Affairs conducts background check and prepares official offer letter.<br>• Office of Faculty Affairs informs the dean, department chairperson, and search committee chairperson that the background check is complete and offer letter is ready for dissemination with agreed upon terms and conditions. |

# Appendix C
# Confidentiality Agreement

**Winston-Salem State University**
**Confidentiality Agreement for Search Committee Member**

As a search committee member or hiring manager at Winston-Salem State University, I understand the ultimate success of our search process and the integrity of the university depend on searches being conducted in an impartial, ethical, and professional manner. I agree to abide by the following:

- I accept the responsibility to conduct myself in a professional manner throughout the search.
- I acknowledge that all information concerning the applicant 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.
- I will maintain the privacy of all applicants' information even after the search process is complete. While the identities of final applicants may become public if open forums are part of the search, I acknowledge that the information I obtain is still confidential even after the search concludes.
- I agree to maintain absolute confidentiality about all discussions of the search committee during the search process and after its completion. I understand that any breach of confidentiality could result in considerable damage to the reputations and livelihoods of the applicants, the search committee members, and the university.
- I agree that all information in the form of papers, books, files, documents, electronic communications, or any other form or format, which comes into my possession and relates to the work of the search committee, is confidential other than information that is or becomes publicly known other than through applicant disclosure. I will record and consider only information that is job related including experience, education, and skills for the position.
- I acknowledge that only the search committee chair or their designee is authorized to speak on behalf of the search committee, and I will not contact applicants without approval of the search committee chair. If I am contacted by someone who wishes to discuss any confidential aspect of the search, I will refer them to the search committee chair.
- I agree that any real or potential conflicts of interest between myself and any applicant must be disclosed promptly to the search committee chair or hiring manager and may preclude me from continuing to serve on the search committee.
- I agree to protect search information so others cannot gain access, to not share my People Admin login information with anyone, and to secure printed search materials.
- I will not discuss confidential information with search committee members where others might overhear.
- I will listen to the opinions of other search committee members with respect and an open mind.
- I understand that I may be removed from the search committee if I breach any of these confidentiality terms and conditions or fail to act in a professional manner. I also understand that all terms of this agreement are still applicable should I be removed from the search committee.
- I understand that a breach of this confidentiality agreement may result in employment-related repercussions or disciplinary action if I am an employee of the institution.

I have read, understand, and agree to abide by all terms of this Confidentiality Agreement, as a condition of my service as a search committee member or hiring official.

Print Name: ______________________________ Banner ID: ______________________________

Signature: ________________________________ Date: ___________________________________

# Appendix D
# Sample Candidate Assessment Rubric

**Winston-Salem State University Search Committee – Tenure-Track Assistant Professor**
**Applicant Interview Evaluation Form**

**Directions:** Please rate this applicant based on his/her presentation by placing an "X" in one of the 1-4 scale areas for each indicator. A rating of "**4"** is the highest and means "Strongly Agree", a "3" means "Agree", a "2" means "Disagree", a "1" means "Strongly Disagree", and a "0" means "Not Observable."

| **Evidence of Academic Qualifications, Teaching Experience, Scholarly and Creative Productivity, and Engagement** | **0** | **1** | **2** | **3** | **4** |
|---|---|---|---|---|---|
| **Academic Background, Academic Qualifications, and Discipline Knowledge** | | | | | |
| Candidate has appropriate academic background with a terminal degree within the discipline area or a related discipline. | | | | | |
| Candidate possesses the appropriate qualifications for the rank of assistant professor at a four-year institution of higher education. | | | | | |
| Candidate has an academic background in statistics. | | | | | |
| **Teaching Experience and Student Success** | | | | | |
| Candidate has experience teaching discipline area content. | | | | | |
| Candidate presents **evidence** of teaching students from culturally and linguistically **diverse** backgrounds. | | | | | |
| Candidate demonstrates **experience** using **various types of technology** to engage students in the learning process. | | | | | |
| Candidate illustrates experience **tracking and monitoring student academic performance** in coursework. | | | | | |
| Candidate demonstrates the ability to **use student academic performance** to **communicate with students** in a manner that improves their academic success. | | | | | |
| Candidate has **experience mentoring students** through **research experiences** or **supporting students** through study abroad, internships, or community service learning. | | | | | |
| **Scholarly and Creative Research Productivity** | | | | | |
| Candidate provides **evidence** of or **demonstrates** the promise of **submitting or publishing manuscripts to peer-reviewed journals** within the discipline area. | | | | | |
| Candidate provides **evidence** of or **demonstrates** the promise of **facilitating presentations at well-respected professional conferences** or professional meetings. | | | | | |
| Candidate provides **evidence** of or **demonstrates** the promise of **submitting extramural grant proposals** to agencies, foundations, or other related outlets. | | | | | |
| Candidate provides **evidence** of or **demonstrates** the promise of **working on scholarly or creative research** with colleagues within or across institutions of higher education. | | | | | |
| Candidate provides **evidence** of or **demonstrates** the promise of **working on scholarly or creative research** with colleagues external to institutions of higher education. | | | | | |
| **Professional and Community Engagement** | | | | | |
| Candidate provides **evidence** of participating in discipline professional organizations. | | | | | |
| Candidate provides **evidence** of attending discipline-related professional conferences. | | | | | |
| Candidate **demonstrates** commitment to supporting community engagement opportunities or community activities. | | | | | |
| **Professional Skills and Dispositions** | | | | | |
| Candidate demonstrates evidence of effective written and oral communication skills. | | | | | |
| Candidate demonstrates evidence of working harmoniously with peers and colleagues. | | | | | |
| Candidate demonstrates evidence of working through conflict to achieve a vision. | | | | | |
| **Total Score** | | | | | |

## Qualitative Feedback

1. **Based on the candidate's interview, what are his/her strengths relative to teaching, scholarly or creative activity, or engagement?**

2. **Based on the candidate's interview, what areas of concern emerge relative to teaching, scholarly or creative activity, or engagement?**

3. **Please provide additional comments and observations.**

# Appendix E
# Comprehensive Report to the Hiring Manager

# Report of the Search Committee
# [Insert Title of the Position]

Search Committee Members:
Insert Committee Member Name (Chairperson)
Insert Committee Member Name, Position Title
Insert Committee Member Name, Position Title
Insert Committee Member Name, Position Title
Insert Committee Member Name, Position Title
Insert Committee Member Name, Position Title
Insert Committee Member Name, Position Title

[Date]

**Summary of Process**

Provide a summary of the search committee process. This section should articulate the search committee methodology, including the following:

<u>People Admin 7 Application Review Process</u>

This section should articulate how many applications the search committee assessed, the time period in which this review occurred, and the committee's findings.

<u>Telephone Interview Process</u>

This section should articulate how many individuals the search committee engaged for the telephone interview, the time period in which these interviews occurred, and the committee's findings.

<u>On-Campus Interview Process</u>

This section should articulate how many individuals the search committee engaged for the on-campus interview, the stakeholder groups who engaged the candidates, the time in which these interviews occurred, and the committee's findings.

**Overall Assessment of Search**

This section should provide an overall evaluation of the search process, identifying any challenges or concerns that may have emerged throughout the process. This section should also call to the hiring manager's attention any major concerns that he or she needs to know with respect to the committee's findings.

**Strengths and Weaknesses of Finalists**

The search committee chairperson should provide a comprehensive analysis of each finalist's strengths and weaknesses relative to the knowledge, skills, and dispositions emphasized in the position announcement. This information should come directly from the analysis conducted throughout the entirety of the search process.

**Attachments**

Provide a list of attached documents affixed to this final report; these documents may include the following:

- The Position Description
- The Recruitment Brochure or Other Marketing Material for the Position Announcement
- Round 1 Assessment Rubric and Findings for the People Admin 7 Screening Process
- Round 2 Telephone Interview Questions and the Assessment Rubric
- Round 3 On-Campus Interview Questions and the Assessment Rubric
- The On-Campus Interview Agenda for the Finalists
- Candidate Stakeholder Meetings Feedback
- Candidate Forum Feedback

## Strengths and Areas of Concern
## Overview of Finalists

| Candidate Strengths – Knowledge or Competence | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Strength 1 relative to knowledge base<br>• Strength 2 relative to knowledge base<br>• Strength 3 relative to knowledge base | • Strength 1 relative to knowledge base<br>• Strength 2 relative to knowledge base<br>• Strength 3 relative to knowledge base | • Strength 1 relative to knowledge base<br>• Strength 2 relative to knowledge base<br>• Strength 3 relative to knowledge base |

***Note: The actual report may list more than three strengths; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

| Candidate Strengths – Skills | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Strength 1 relative to skill level<br>• Strength 2 relative to skill level<br>• Strength 3 relative to skill level | • Strength 1 relative to skill level<br>• Strength 2 relative to skill level<br>• Strength 3 relative to skill level | • Strength 1 relative to skill level<br>• Strength 2 relative to skill level<br>• Strength 3 relative to skill level |

***Note: The actual report may list more than three strengths; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

| Candidate Strengths – Professional Dispositions | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Strength 1 relative to professional disposition<br>• Strength 2 relative to professional disposition<br>• Strength 3 relative to professional disposition | • Strength 1 relative to professional disposition<br>• Strength 2 relative to professional disposition<br>• Strength 3 relative to professional disposition | • Strength 1 relative to professional disposition<br>• Strength 2 relative to professional disposition<br>• Strength 3 relative to professional disposition |

***Note: The actual report may list more than three strengths; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

## Strengths and Areas of Concern
## Overview of Finalists

| **Candidate Areas for Concerns – Knowledge or Competence** | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Area of Concern 1 relative to knowledge base<br>• Area of Concern 2 relative to knowledge base<br>• Area of Concern 3 relative to knowledge base | • Area of Concern 1 relative to knowledge base<br>• Area of Concern 2 relative to knowledge base<br>• Area of Concern 3 relative to knowledge base | • Area of Concern 1 relative to knowledge base<br>• Area of Concern 2 relative to knowledge base<br>• Area of Concern 3 relative to knowledge base |

***Note: The actual report may list more than three areas for concern; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

| **Candidate Areas for Concerns – Skills** | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Area of Concern 1 relative to skill level<br>• Area of Concern 2 relative to skill level<br>• Area of Concern 3 relative to skill level | • Area of Concern 1 relative to skill level<br>• Area of Concern 2 relative to skill level<br>• Area of Concern 3 relative to skill level | • Area of Concern 1 relative to skill level<br>• Area of Concern 2 relative to skill level<br>• Area of Concern 3 relative to skill level |

***Note: The actual report may list more than three areas for concern; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

| **Candidate Areas for Concerns – Professional Dispositions** | | |
|---|---|---|
| **Finalist 1** | **Finalist 2** | **Finalist 3** |
| • Area of Concern 1 relative to professional disposition<br>• Area of Concern 2 relative to professional disposition<br>• Area of Concern 3 relative to professional disposition | • Area of Concern 1 relative to professional disposition<br>• Area of Concern 2 relative to professional disposition<br>• Area of Concern 3 relative to professional disposition | • Area of Concern 1 relative to professional disposition<br>• Area of Concern 2 relative to professional disposition<br>• Area of Concern 3 relative to professional disposition |

***Note: The actual report may list more than three areas for concern; this template is for illustrative purposes only so the search committee may provide more information as appropriate.***

# Appendix F
# Sample Candidate On-Campus Interview Schedule

**The On-Campus Interview**
**Winston-Salem State University**

## Overview

The on-campus in-person interview is critically important to the search process. This in-person conversation with the position finalists provides the university community an opportunity to engage with individuals who are vying for employment at the university. Additionally, this in-person engagement provides each applicant an opportunity to interview the campus community; thus, the university community should perceive this segment of the interview as a mutually beneficial conversation.

## Designing the On-Campus Interview

Search committee members should structure the on-campus interview in a very intentional and deliberate manner. Rather than designing an in-person interview schedule that is 'status quo' and follows previous formats, it is important that the search committee work closely with the hiring manager to identify essential competencies or skills, critical experiences, and professional dispositions that are necessary to execute the position duties and responsibilities at an optimal level. The search committee should strive to design an in-person interview that will elicit the information that is critical to the work outcomes of the position. Given this context, the search committee must consider three key areas when designing the on-campus interview—(1) Engagement Audiences, (2) Intended Outcomes of Each Engagement, and (3) Structure of the Engagement.

*Engagement Audiences*

The committee should give a great deal of thought about whom the candidates should engage in conversation when they visit the campus. Conversing with the hiring manager is a necessary step in this process. While the hiring manager may identify people with whom the candidate should engage, the search committee should also think critically about this position given the duties articulated in the position description. Some questions for search committee members to consider when designing the on-campus interview schedule are:

- To whom will the employee report when hired?
- With which committees, offices, and people will the employee spend a great deal of time planning, executing, and assessing work-related activity?
- Given the employee's duties and responsibilities, with whom will this person need to work to execute critical functions of his or her work?

Providing answers to these types of questions will assist the search committee with identifying with whom candidates should spend time during the on-campus interview. In conversation with the hiring manager, the search committee should determine how much time the candidate should spend with each audience given the 'weight' of the conversation.

Additionally, the search committee should be sensitive to the candidate's time as well as the time of the interviewee(s); thus, the interview schedule should build in time for transitions from one location to another location while concurrently factoring in time for restroom and food breaks.

*Intended Outcomes and Structure of Each Engagement*
Once the committee identifies the appropriate audiences, committee members should work collaboratively to articulate intended outcomes for each engagement session. Search committee members should structure each session to achieve a specific purpose that will assist the group with making an informed decision about a candidate's knowledge, skills, and dispositions. Search committee members should consider the following questions when thinking critically about the structure of these engagements:

- Given the audience with whom the candidate will meet, what specific skills or competencies should the candidate illuminate and highlight during the conversation?
- What is the best way to design this segment for the candidate to demonstrate these skills or competencies?
- How much time should be spent with each audience to achieve the articulated outcome?
- What assessment instrument will the audience member(s) complete to provide qualitative and quantitative feedback?
- How will the search committee collect this information?

Once the search committee has thought through these initial inquiries, the committee should design each proposed segment by articulating the intended outcomes of each one, identifying who would serve as the audience members for each segment, and articulating a plan for how much time will be necessary to execute the segment. It might be wise for the search committee to construct a **"Table of Specifications"** like the ones presented below.

| **Segment 1: "Vision of the Office" to the Campus Community (1 hour and 15 minutes)** | | |
|---|---|---|
| ***Intended Outcomes of the Session*** | ***Invited Audience Members*** | ***Structure of the Segment*** |
| • Candidate should articulate what he or she seeks to achieve in this role by 2030.<br>• Candidate must detail how s/he will invest in and support the faculty, staff, and students to achieve this vision.<br>• Candidate should provide specifics about persons or entities with whom s/he will partner to achieve this vision. | • Faculty from the unit<br>• Faculty from other units<br>• Staff from the unit<br>• Staff from other units<br>• Students from the unit | • 5-minute introduction and overview of session by search committee designee<br>• 30-minute presentation by candidate<br>• 20-minute question and answer with the session attendees<br>• 10-minute question and answer session for the candidate<br>• 10-minute assessment feedback period for the attendees |

| **Segment 2: Conversation with the Search Committee (1 hour)** | | |
|---|---|---|
| ***Intended Outcomes of the Session*** | ***Invited Audience Members*** | ***Structure of the Segment*** |
| • Candidate should articulate why s/he seeks this position at this time in his or her professional career.<br>• Candidate should delve deeper into his or her vision and the resources necessary to achieve this vision.<br>• Candidate should provide insight into his or her previous experiences that illustrate how s/he achieved similar outcomes in a similar context given similar resources. | • Search committee members only | • 5-minute introduction and overview of session by search committee designee<br>• 35-minute question and answer with the session attendees<br>• 10-minute question and answer session for the candidate<br>• 10-minute assessment feedback period for the attendees |

| **Segment 3: Conversation with the Hiring Manager (45 minutes)** | | |
|---|---|---|
| ***Intended Outcomes of the Session*** | ***Invited Audience Members*** | ***Structure of the Segment*** |
| • Candidate should learn more about the current vision and intended outcomes of the unit from the hiring manager.<br>• Candidate should explain clearly how his or her vision aligns with the direction of the unit.<br>• Candidate should provide insight into how s/he will accumulate the resources necessary to achieve this vision<br>• Candidate should explain how s/he has engaged in this type of resource appropriation process in previous experiences. | • Hiring manager only | • 10-minute overview of the unit by the hiring manager<br>• 25-minute question and answer by the hiring manager<br>• 10-minute question and answer session for the candidate |

| Segment 4: Conversation with the Unit's Leadership Team (45 minutes) | | |
|---|---|---|
| ***Intended Outcomes of the Session*** | ***Invited Audience Members*** | ***Structure of the Segment*** |
| • Candidate should learn more about the current work of the employees within the unit consistent with the institution's vision.<br>• Candidate should explain clearly how his or her vision will support the work of the unit while concurrently elevating it to new heights.<br>• Candidate should provide insight into how s/he will accumulate the resources necessary to achieve this vision<br>• Candidate should explain how s/he has engaged in this type of resource appropriation process in previous experiences. | • Members of the unit's leadership team only | • 5-minute introduction and overview of session by search committee designee<br>• 35-minute question and answer with the session attendees<br>• 10-minute question and answer session for the candidate<br>• 10-minute assessment feedback period for the attendees |

| Segment 5: Lunch with the Provost's Cabinet (1 hour and 15 minutes) | | |
|---|---|---|
| ***Intended Outcomes of the Session*** | ***Invited Audience Members*** | ***Structure of the Segment*** |
| • Candidate should articulate clearly how s/he will add value to the institution and unit as a member of the Provost's leadership team given the pre-work and research s/he has conducted on the institution.<br>• Candidate should provide greater insight into his or her prior skills and competencies that make him/her the ideal person for the position.<br>• Candidate should provide insight into how s/he will establish a climate of high expectations and implement an accountability approach that drives desired outcomes.<br>• Candidate should highlight previous experiences that illustrate how s/he has successfully executed such an approach. | • Provost's Cabinet members only | • 5-minute overview of the session by the search committee chairperson or designee<br>• 20 minutes allotted for candidate and Cabinet to eat<br>• 35-minute question and answer by the Cabinet members<br>• 10-minute question and answer session for the candidate<br>• 10-minute assessment feedback period for the attendees |

| Time | Activity and Location |
| --- | --- |
| 7:30 a.m. | Candidate Arrives on Campus<br>Blair Hall |
| 7:45 a.m. – 8:15 a.m. | Continental Breakfast with Search Committee<br>Blair Hall Chancellor's Conference Room |
| 8:15 a.m. – 8:30 a.m. | Transition 1 |
| 8:30 a.m. – 9:45 a.m. | Candidate Presentation to the Campus<br>Hall-Patterson Auditorium |
| 9:45 a.m. – 10:00 a.m. | Transition 2 |
| 10:00 a.m. – 11:00 a.m. | Conversation with the Search Committee<br>O'Kelly Library |
| 11:00 a.m. – 11:15 a.m. | Transition 3 |
| 11:15 a.m. – 12:00 p.m. | Conversation with the Hiring Manager<br>Blair Hall |
| 12:00 p.m. – 1:15 p.m. | Lunch with the Provost's Cabinet<br>Blair Hall Chancellor's Conference Room |
| 1:15 p.m. – 1:30 p.m. | Transition 4 |
| 1:30 p.m. – 2:45 p.m. | Conversation with the Unit's Leadership Team<br>Hill Hall |
| 2:45 p.m. – 3:00 p.m. | Transition 5 |
| 3:00 p.m. – 3:45 p.m. | Conversation with Student Group 1 from the Unit<br>(Undergraduate Students)<br>Thompson Center |
| 4:00 p.m. – 4:45 p.m. | Conversation with Student Group 2 from the Unit<br>(Graduate Students)<br>Thompson Center |
| 4:45 p.m. – 5:00 p.m. | Final Conversation with Search Committee |

# Appendix G
# Sample Candidate Evaluation Tabulation

**Search Committee for [Position Title]**

**Applicant On-Campus Evaluation Data across Constituent Groups**

**Candidate: A. Candidate**

**Session 1: Campus Presentation**

| Dimension | Rater 1 | Rater 2 | Rater 3 | Rater 4 | Rater 5 | Rater 6 | Rater 7 | Rater 8 | Rater 9 | Rater 10 | Rater 11 | Rater 12 | Rater 13 | Rater 14 | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vision for Office | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Strategic Plan Alignment | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 2 | 4 | 4 | 3.357143 |
| Collaborative Partners | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3.714286 |
| Business Processes | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3.714286 |
| Working alongside Staff | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3.571429 |
| Assessment and Evaluation | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 3.571429 |
| Value Add to Institution | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Conflict Management and Resolution | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3.785714 |
| Staff Professional Development | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3.5 |
| Data Analytics to Grow Enrollment | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3.714286 |
| Data Analytics to Improve Unit | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3.714286 |
| Fiscal Resources Alignment | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Oral Communication | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Listening Skills | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Response to Inquiries | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Diverse Perspectives | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| Ideal Candidate for Employment | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3.857143 |
| **Total** | **68** | **68** | **51** | **51** | **66** | **63** | **63** | **68** | **64** | **65** | **68** | **63** | **63** | **68** | **3.735294** |
| | | | | | | | | | | | | | | | |
| **Summary Total** | **889** | | | | | | | | | | | | | | |
| **Summary Total Average** | **63.5** | | | | | | | | | | | | | | |

**Candidate: A. Candidate**

**Session 2: Provost's Cabinet**

| Dimension | Rater 1 | Rater 2 | Rater 3 | Rater 4 | Rater 5 | Rater 6 | Rater 7 | | | | | | | | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vision for Office | 3 | 3 | 4 | 2 | 3 | 4 | 4 | | | | | | | | 3.285714 |
| Strategic Plan Alignment | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | | | | | | 2.571429 |
| Collaborative Partners | 3 | 4 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| Business Processes | 3 | 3 | 4 | 2 | 3 | 4 | 4 | | | | | | | | 3.285714 |
| Working alongside Staff | 4 | 3 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| Assessment and Evaluation | 3 | 4 | 3 | 2 | 4 | 3 | 3 | | | | | | | | 3.142857 |
| Value Add to Institution | 3 | 4 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| Conflict Management and Resolution | 4 | 4 | 3 | 3 | 4 | 3 | 4 | | | | | | | | 3.571429 |
| Staff Professional Development | 3 | 4 | 3 | 2 | 3 | 3 | 3 | | | | | | | | 3 |
| Data Analytics to Grow Enrollment | 4 | 4 | 3 | 2 | 4 | 4 | 4 | | | | | | | | 3.571429 |
| Data Analytics to Improve Unit | 4 | 3 | 3 | 3 | 4 | 4 | 4 | | | | | | | | 3.571429 |
| Fiscal Resources Alignment | 3 | 3 | 3 | 3 | 4 | 4 | 4 | | | | | | | | 3.428571 |
| Oral Communication | 3 | 4 | 3 | 4 | 4 | 4 | 4 | | | | | | | | 3.714286 |
| Listening Skills | 3 | 4 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| Response to Inquiries | 3 | 3 | 3 | 2 | 3 | 4 | 4 | | | | | | | | 3.142857 |
| Diverse Perspectives | 3 | 4 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| Ideal Candidate for Employment | 3 | 4 | 3 | 3 | 3 | 4 | 4 | | | | | | | | 3.428571 |
| **Total** | **54** | **60** | **53** | **45** | **57** | **64** | **65** | | | | | | | | **3.344538** |
| | | | | | | | | | | | | | | | |
| **Summary Total** | **398** | | | | | | | | | | | | | | |

| | |
|---|---|
| Summary Total Average | 56.857143 |

Candidate: A. Candidate

Session 3: Search Committee Interview

| Dimension | Rater 1 | Rater 2 | Rater 3 | Rater 4 | Rater 5 | Rater 6 | Rater 7 | Rater 8 | Rater 9 | Average |
|---|---|---|---|---|---|---|---|---|---|---|
| Vision for Office | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3.777778 |
| Strategic Plan Alignment | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 3.333333 |
| Collaborative Partners | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3.888889 |
| Business Processes | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3.888889 |
| Working alongside Staff | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3.888889 |
| Assessment and Evaluation | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3.777778 |
| Value Add to Institution | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3.777778 |
| Conflict Management and Resolution | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3.777778 |
| Staff Professional Development | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3.555556 |
| Data Analytics to Grow Enrollment | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3.666667 |
| Data Analytics to Improve Unit | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3.666667 |
| Fiscal Resources Alignment | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3.666667 |
| Oral Communication | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3.777778 |
| Listening Skills | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3.888889 |
| Response to Inquiries | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3.888889 |
| Diverse Perspectives | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3.888889 |
| Ideal Candidate for Employment | 4 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 4 | 3.888889 |
| **Total** | **67** | **67** | **66** | **54** | **65** | **62** | **61** | **66** | **68** | **3.764706** |

| | |
|---|---|
| Summary Total | 576 |
| Summary Total Average | 64 |

Candidate: Dr. A. Candidate

Session 4: Unit Leadership Team

| Dimension | Rater 1 | Rater 2 | Rater 3 | Rater 4 | Rater 5 | Rater 6 | Rater 7 | Rater 8 | Rater 9 | Rater 10 | Rater 11 | Rater 12 | Rater 13 | Rater 14 | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vision for Office | 3 | 4 | 3 | | | | | | | | | | | | 3.333333 |
| Strategic Plan Alignment | 3 | 4 | 3 | | | | | | | | | | | | 3.333333 |
| Collaborative Partners | 3 | 3 | 3 | | | | | | | | | | | | 3 |
| Business Processes | 3 | 4 | 2 | | | | | | | | | | | | 3 |
| Working alongside Staff | 2 | 3 | 3 | | | | | | | | | | | | 2.666667 |
| Assessment and Evaluation | 2 | 3 | 3 | | | | | | | | | | | | 2.666667 |
| Value Add to Institution | 2 | 4 | 3 | | | | | | | | | | | | 3 |
| Conflict Management and Resolution | 2 | 3 | 3 | | | | | | | | | | | | 2.666667 |
| Staff Professional Development | 3 | 3 | 2 | | | | | | | | | | | | 2.666667 |
| Data Analytics to Grow Enrollment | 2 | 3 | 3 | | | | | | | | | | | | 2.666667 |
| Data Analytics to Improve Unit | 2 | 4 | 3 | | | | | | | | | | | | 3 |
| Fiscal Resources Alignment | 2 | 4 | 3 | | | | | | | | | | | | 3 |
| Oral Communication | 4 | 4 | 3 | | | | | | | | | | | | 3.666667 |
| Listening Skills | 4 | 4 | 3 | | | | | | | | | | | | 3.666667 |
| Response to Inquiries | 4 | 4 | 3 | | | | | | | | | | | | 3.666667 |
| Diverse Perspectives | 4 | 4 | 3 | | | | | | | | | | | | 3.666667 |
| Ideal Candidate for Employment | 1 | 4 | 3 | | | | | | | | | | | | 2.666667 |
| **Total** | **46** | **62** | **49** | | | | | | | | | | | | **3.078431** |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Summary Total** | **157** | | | | | | | | | | | | | | |
| **Summary Total Average** | **52.333333** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **Candidate: A. Candidate** | | | | | | | | | | | | | | | |
| **Session: Student Conversation** | | | | | | | | | | | | | | | |
| **Dimension** | **Rater 1** | **Rater 2** | **Rater 3** | **Rater 4** | **Rater 5** | **Rater 6** | **Rater 7** | **Rater 8** | **Rater 9** | **Rater 10** | **Rater 11** | **Rater 12** | **Rater 13** | | **Average** |
| **Vision for Office** | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 3 | 4 | 3 | | 3.615385 |
| **Strategic Plan Alignment** | 4 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 5 | 4 | 3 | 4 | 3 | | 3.538462 |
| **Collaborative Partners** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | | 3.615385 |
| **Business Processes** | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | | 3.538462 |
| **Working alongside Staff** | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | | 3.307692 |
| **Assessment and Evaluation** | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 3 | | 3.153846 |
| **Value Add to Institution** | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | | 3.384615 |
| **Conflict Management and Resolution** | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | | 3.307692 |
| **Staff Professional Development** | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | | 3.307692 |
| **Data Analytics to Grow Enrollment** | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 3 | 3 | | 3.461538 |
| **Data Analytics to Improve Unit** | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 4 | 3 | | 3.538462 |
| **Fiscal Resources Alignment** | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 4 | 3 | | 3.538462 |
| **Oral Communication** | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | | 3.615385 |
| **Listening Skills** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | | 3.846154 |
| **Response to Inquiries** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 4 | 4 | 3 | | 3.692308 |
| **Diverse Perspectives** | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | | 3.692308 |
| **Ideal Candidate for Employment** | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 3 | 2 | 1 | 4 | 3 | | 3.230769 |
| **Total** | **59** | **66** | **68** | **68** | **66** | **65** | **58** | **61** | **59** | **45** | **46** | **62** | **49** | | **3.493213** |
| | | | | | | | | | | | | | | | |
| **Summary Total** | **772** | | | | | | | | | | | | | | |
| **Summary Total Average** | **59.384615** | | | | | | | | | | | | | | |

**Final Calculations**

| **Areas** | **Score** |
|---|---|
| **Campus Presentation** | 3.7352941 |
| **Cabinet Members** | 3.3445378 |
| **Search Committee Interview** | 3.7647059 |
| **Unit Leadership Team** | 3.0784314 |
| **Student Conversation** | 3.4932127 |
| **Total Score** | **17.416182** |

**Qualitative Feedback**

| **Strengths** |
|---|
| I detected high motivation not only to get the job but also to carry it out effectively |
| Strong understanding of student success and retention |
| Engaging personality; positive outlook |
| Understands the importance of building relationships to retain students and also understands the importance of assessment through the admissions process |
| Great presenter but also very personable |
| Candidate has a comprehensive understanding of the holistic student experience--inquiry to student retention to graduation |
| Great personality, data driven, thoughtful, excellent communicator |
| Experience from a variety of perspectives; seems genuine and insightful in conduct and responses |
| He knows enrollment management as well as admissions |

| |
|---|
| Great communication skills; knowledge of admissions; great leadership skills |
| Inspiring leadership |
| |
| |
| **Weaknesses** |
| Lack of experience compared to other candidates; however, I believe he could grow into the position |
| Broad experience especially in student affairs but maybe not deep expereince as required in the position description |
| Failed to give specific examples from previous experiences which makes me concerned if the candidate is able to deliver on the vision |
| Did not provide explicit examples to support responses to some questions |
| Candidate did not appear to conduct sufficient research on the university prior to the interview |
| |
| **General feedback** |
| Very insightful thinker on ideas and conceptualizing admissions. See as a strong student services admin and could hire immediately, but don't think timing of his |
| Candidate is passionate and optimistic with high energy, which would help stimulate a staff with low morale |
| I think the candidate can motivate the staff and develop their potential; the staff would need to guide him with their experience |
| Best of the three candidates |
| Background and achievements indicate that this candidate is not  a leader who sits in the tower; actively engaged and involved with the campus community |