Effective Faculty Recruitment: Appendices

Updated: January 19, 2024
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APPENDIX A. SAMPLE INTERVIEW QUESTIONS

First, are there any questions we can answer for you?

About the candidate as a person:
• What are your long-term career objectives?
• How would you describe yourself as a person?
• What do you consider your greatest achievement to be? Why?
• What are your strengths? Weaknesses?
• What do you look for in an organization or college?
• What kind of reference would your current (previous) employer give you?
• Describe your leadership abilities.
• What is your greatest failure? Why?
• What character traits do you value most in others?

About the candidate’s background:
• Which functions or tasks in your last position did you not like? Why?
• Which functions and tasks did you enjoy most? Why?
• How do you feel about your career progress to date?
• What are some areas in which your current (or most recent) supervisor thinks you could improve?
• What have you accomplished in your present (or most recent) position?
• Why are you changing positions?
• What has been your previous experience in mentoring?

About the candidate and your college:
• What interests you about this position/college/department?
• What are your concerns about this position/college/department?
• What contributions can you make to our college/department?
• Why should I hire you (vs. other candidates)?
• The university is committed to building a welcoming environment. How would you further this goal?
• How have accessibility and student success influenced and/or been a part of your teaching, research, and/or outreach?

About the candidate’s supervisor and or management skills (if applicable):
• What are your budget responsibilities?
• How would your staff describe you as a supervisor?
• Have you discharged anyone? How did you handle the situation?
• What is your supervisory style?
• What is your most difficult supervisory responsibility? Why?
Teaching:
- What is your teaching philosophy?
- Provide a general overview of your teaching experience. Which courses have you taught?
- Which courses would you like to teach?
- Provide specific examples of past challenges you encountered in teaching undergraduate and graduate students.
- Have you participated in any teaching preparatory programs (e.g., Preparing Future Faculty)? If so, describe your experience.
- How do you make sure you are inclusive of students’ cultural backgrounds in teaching?

Research:
- Describe your research.
- What would graduate students learn in your laboratory? What kinds of experiments/methods would they perform?
- Where do you see your research in five years?
- What are your most promising sources of funding?
- How do collaborators influence the future directions of your research?
- Who might you collaborate with at ISU? Would you have other collaborators outside the university?
- Tell us how your research has influenced your teaching.
- In what ways have you been able to bring the insights of your research to your courses?
- What is the status of any manuscripts or grant proposals in progress?
- For senior faculty: How many students have you graduated? What is the status of your current students?
- What are your space and equipment requirements?

Professional Practice/Outreach:
- Describe your experience in professional practice, outreach, or extension.
- Who do you consider your clientele or stakeholders?
- How does professional practice/outreach/extension integrate with/influence your teaching and/or research?
# APPENDIX B. INTERVIEW QUESTIONS: WHAT TO ASK? WHAT NOT TO ASK?

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<thead>
<tr>
<th>SUBJECT</th>
<th>WHAT MAY BE ASKED</th>
<th>WHAT MAY NOT BE ASKED</th>
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</table>
| Age              | Are you over 18 (or 21 for certain jobs)?              | • How old are you?  
• What is the date of your birth? |
| National origin  | Not Applicable                                         | Inquiry into applicant’s lineage, ancestry, national origin, descent, parentage, or nationality; nationality of parents or partner; applicant’s native language |
| Gender           | Not Applicable                                         | A pre-employment inquiry regarding gender on an application form or inquiry during an interview |
| Religion         | Not Applicable                                         | Inquiry into an applicant’s religious denomination, affiliations, church, parish, pastor, or religious holidays observed. Avoid any question regarding organizations and/or affiliations that would identify religion. |
| Marital status   | Not Applicable                                         | • Are you married?  
• Where does your partner work?  
• What are the ages of your children, if any?  
• What was your maiden name? |
| Family           | Not Applicable                                         | • Do you have any dependents?  
• What are the ages of your children, if any?  
• Do you plan on starting a family soon? Long term?  
• Do you have any extended family that you are a caregiver for? |
| Disability       | Specific questions related to job duties (e.g., Do you have a driver’s license? Can you lift 50 pounds?) | • Do you have a disability?  
• Have you ever been treated for (list of diseases)?  
• Has any member of your family ever had any of (list of diseases)? |
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>WHAT MAY BE ASKED</th>
<th>WHAT MAY NOT BE ASKED</th>
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<tbody>
<tr>
<td>Name</td>
<td>• Have you ever worked for ISU under a different name?</td>
<td>Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. Has applicant ever worked under another name, state name, or address?</td>
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<td></td>
<td>• Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work record? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Applicant’s place of residence</td>
<td>• Do you rent or own your home?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How long did you live at each address?</td>
</tr>
<tr>
<td>Birthplace</td>
<td>Not Applicable</td>
<td>Birthplace of applicant. Birthplace of applicant’s parents, partner, or other relatives.</td>
</tr>
<tr>
<td>Photograph</td>
<td>Not Applicable</td>
<td>Requiring an applicant to affix a photograph to the employment application at any time before hiring.</td>
</tr>
<tr>
<td>Education</td>
<td>Inquiry into the academic, vocational, or professional education of an applicant and they public and private schools they attended.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Are you legally authorized to work in the U.S.?</td>
<td>Country of citizenship. Whether an applicant is a naturalized or native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalized papers or first paper. Whether parents or partner are naturalized or native-born citizens of the U.S. The date when such parents or partner acquired citizenship.</td>
</tr>
<tr>
<td>Organizations</td>
<td>Are you a member of any professional societies or organizations?</td>
<td>Inquiry into applicant’s membership in nonprofessional organizations (e.g., clubs, lodges)</td>
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<tr>
<td>Political Affiliation</td>
<td>Not Applicable</td>
<td>Inquiry into applicant’s political affiliation or views on political topics.</td>
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<tr>
<td>SUBJECT</td>
<td>WHAT MAY BE ASKED</td>
<td>WHAT MAY NOT BE ASKED</td>
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<tr>
<td>References</td>
<td>Names or appropriate employment references.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Languages</td>
<td>• Which languages do you read fluently?</td>
<td>Inquiry into how applicant acquired the ability to read, write, or speak a foreign language.</td>
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<tr>
<td></td>
<td>• Write fluently?</td>
<td></td>
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<tr>
<td></td>
<td>• Speak fluently?</td>
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<tr>
<td>Height, weight, strength</td>
<td>Questions may be asked only if the employer can prove these requirements are necessary to do the job.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Relatives</td>
<td>Names of applicant’s relatives already employed by the university.</td>
<td>Names, addresses, ages, number, or other information concerning applicant’s children or other relatives not employed by the university.</td>
</tr>
<tr>
<td>Notice in case of Emergency</td>
<td>Names and addresses of persons to be notified in case of an accident or emergency.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Military</td>
<td>• Have you ever been a member of the armed services of the U.S. or in a state militia?</td>
<td>Inquiry into an applicant’s general military experience or type of discharge.</td>
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<td>• If so, did your military experience have any relationship to the position for which you applied?</td>
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<tr>
<td>SUBJECT</td>
<td>WHAT MAY BE ASKED</td>
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<td>Character</td>
<td>• Have you ever been found responsible for harassment or discrimination through prior employment, legal action, or administrative agency proceedings?</td>
<td>(An employer’s use of an individual’s arrest record to deny employment would, in the absence of business necessity, constitute a violation of the human rights law and the Fair Chance Act.)</td>
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<td>• Have you ever been arrested?</td>
<td>• Have you ever been arrested?</td>
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<td></td>
<td>• Have you ever been convicted of a felony?</td>
<td>• Have you ever been convicted of a felony?</td>
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<td>• If so, when, where, and what was the disposition of the offense?</td>
<td>• If so, when, where, and what was the disposition of the offense?</td>
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<td></td>
<td>• Have you ever been convicted of a misdemeanor during the last five years, except for a first conviction for simple assault, disturbing the peace, drunkenness, speeding, or other minor traffic violations?</td>
<td>• Have you ever been convicted of a misdemeanor during the last five years, except for a first conviction for simple assault, disturbing the peace, drunkenness, speeding, or other minor traffic violations?</td>
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<td></td>
<td>• Have you been convicted of a misdemeanor which occurred more than five years prior to the date of application where your term of imprisonment was completed less than five years prior to the date of application?</td>
<td>• Have you been convicted of a misdemeanor which occurred more than five years prior to the date of application where your term of imprisonment was completed less than five years prior to the date of application?</td>
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APPENDIX C. CANDIDATE EVALUATION TOOL #1

This is a template that departments/schools can modify for their own use to collect evaluations of candidates. The rating topics are designed for early career faculty candidates; however, alternate language is suggested in parenthesis for mid- or advanced career faculty candidates.

Candidate’s Name: ____________________________________________________________________

Category of Evaluator:
Faculty  Staff  Undergraduate Student  Graduate Student  Other: _________

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate’s CV
☐ Read candidate’s scholarship
☐ Read candidate’s letters of reference
☐ Attended candidate’s seminar
☐ Attended meeting with candidate
☐ Attended meal with candidate
Other (please explain): _____________________
________________________________________
________________________________________
________________________________________

Please rate the candidate on each of the following:

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<th>Potential for (Evidence of) scholarly impact</th>
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<tr>
<td>Potential for (Evidence of) research productivity</td>
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<tr>
<td>Potential for (Evidence of) research funding</td>
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<tr>
<td>Potential for (Evidence of) collaboration</td>
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<tr>
<td>Ability to contribute to department’s priorities</td>
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<tr>
<td>Ability to make positive contribution to department’s climate</td>
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<tr>
<td>Potential (Demonstrated ability) to attract and supervise graduate students</td>
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<tr>
<td>Potential (Demonstrated ability) to teach and supervise undergraduates</td>
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<tr>
<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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</table>
Please comment on the candidate’s scholarship as reflected in the research seminar.

Please comment on the candidate’s teaching ability as reflected in the teaching seminar.

Other comments on candidate’s strengths, weaknesses or concerns?
APPENDIX D. CANDIDATE EVALUATION TOOL #2

Position: _____________________________ Name of Candidate: _______________________
Evaluator: ____________________________________________________________________________

☐ Faculty ☐ Staff ☐ Undergraduate Student ☐ Graduate Student ☐ Other _________________

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate’s CV ☐ Met with candidate in a group
☐ Met with candidate one-on-one ☐ Attended candidate’s teaching seminar
☐ Attended candidate’s research seminar ☐ Attended one/more social functions

How effective do you believe the candidate will be in meeting the responsibilities of this position?

Please circle one in each category.

Subject Matter Knowledge

Extremely Effective
Demonstrates strong expertise with the subject matter. Confidently discusses issues and ideas.

Acceptably Effective
Demonstrates familiarity with the subject matter but requires some study for full mastery.

Somewhat Ineffective
Does not display a good working knowledge of subject matter; needs considerable study.

Unacceptable
Displays little or no understanding of the subject matter.

Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Knowledge and Skills in Research

Extremely Effective
Demonstrates clear understanding and ability in research approaches and methods. Could begin a viable research program immediately.

Acceptably Effective
Demonstrates familiarity with appropriate research methods and ideas but needs some time for development before research program could start.

Somewhat Ineffective
Lacks experience appropriate to the position but shows some potential for development of necessary skills.
Unacceptable
Does not demonstrate the ability to conduct meaningful research appropriate to the position and shows little potential to develop needed skills.

 Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Knowledge and Skills in Teaching

Extremely Effective
Demonstrates mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles.

Acceptably Effective
Demonstrates familiarity or experience in teaching but does not display mastery in varied approaches or styles.

Somewhat Ineffective
May have innate skills and abilities to teach a wide array of students, but clearly lacks experience, and confidence in teaching at this point.

Unacceptable
Does not demonstrate a working ability with varied teaching approaches to reach an array of students learning needs.

Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Communication Abilities

Extremely Effective
Speaks clearly in small or large groups. Has good command of English language. Is organized, articulate, and engaging. Communicates ideas effectively. Answers questions clearly and concisely.

Acceptably Effective
Speaks quite clearly and is organized but lacks ability at times to engage listeners in the subject matter. May be verbose, or too concise, but still makes the point. Answers to questions may lack clarity.

Somewhat Ineffective
Difficult to follow because of lack of command of the English language and/or failure to organize ideas. Fails to make concrete points. May speak too quickly, drone on, fail to answer questions.

Unacceptable
Is inarticulate, difficult to understand and/or so poorly organized as to be almost or totally unintelligible. Unable to understand or answer questions. Unable to carry on a discussion.

Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Leadership and Collegiality

Extremely Effective
Has experience in effectively working in teams on various types of projects. Shows strong interest in participating in departmental activities.
Acceptably Effective
Has limited experience in working on team projects. Expresses some interest in departmental activities. May need some encouragement to participate.

Somewhat Ineffective
Has no experience in working with others. Shows little interest in departmental needs or activities.

Unacceptable
Shows no interest in working with others and no potential to develop such interest.

Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Interpersonal Skills

Extremely Effective
Is approachable. Comfortably interacts with new people. Easily engages in conversation. Shows good listening skills. Displays confidence in expressing opinions. Listens respectfully to opinions of others. Shows strong interest in students. Strong potential to contribute to a positive environment.

Acceptably Effective
Interacts with others in a reasonably comfortable manner but may show some reticence or unease. May not exchange opinions easily, either by not listening well or not confidently expressing own ideas. Shows moderate interest in students. Has potential to contribute to a positive environment but needs encouragement.

Somewhat Ineffective
Has a hard time interacting with others. Shows unease or reserve. Makes little eye contact. May do better in one-on-one conversation than in larger groups. Does not express opinions easily. Does not listen well. Shows little interest in students. Has little potential to contribute to a positive environment.

Unacceptable
Interacts poorly with others. Expresses opinions forcefully, or not at all. Does not respect opinions of others or cannot respond to them. Does not engage in easy conversation. Shows no interest in students. Shows no potential to contribute to a positive environment.

Unable to Evaluate
Insufficient knowledge or expertise to evaluate.

Overall, I find this candidate to be:

☐ Highly Acceptable  ☐ Acceptable  ☐ Marginal  ☐ Not Acceptable

Additional comments on the candidate’s strengths or any concerns you may have:

Please return this form to __________________________________________ by __________________
APPENDIX E. SAMPLE TEACHING SEMINAR EVALUATION FORM

Name of Candidate: __________________ Date: ______________

Evaluator:
□ Faculty □ Staff □ Undergraduate Student □ Graduate Student □ Other _______________

For the questions listed below, score the “class” on a scale of 1 to 4, where
1 = poor 2 = fair 3 = good 4 = very good NA = Not Applicable

Add comments below each question to explain your ratings.

How clearly was the topic introduced?
1 2 3 4 NA

How clearly were learning objectives explained?
1 2 3 4 NA

How effective were the learning activities used in accomplishing these objectives?
1 2 3 4 NA

How proactive was the candidate in trying to assess your learning?
1 2 3 4 NA

How well did the candidate respond to questions?
1 2 3 4 NA

How well did the candidate convey enthusiasm for the subject?
1 2 3 4 NA

Overall, how effective was the candidate in this class?
1 2 3 4 NA
APPENDIX F. EVALUATION OF THE DEPARTMENTAL SEARCH PROCESS

Date: ________________________________________________________________

Department: __________________________________________________________

Position: ____________________________________________________________

Search Committee Chairs: _____________________________________________

Search Committee Members: ___________________________________________

1. Timing
   • Was the committee able to follow the timeline established at the start of the search? Why or why not?
   • What issues or concerns do you have about the timing in this search?

2. Advertising
   • What efforts did you make to increase the breadth of the candidate pool?

3. Campus Interviews
   • Were all candidates’ visits conducted as similarly as possible? (If no, what were the differences?)
   • Were all candidates treated respectfully and asked the same questions?
   • Were candidates given the opportunity to request specific visits or meetings?
   • What issues or concerns do you have about the campus interviews?

4. Communication
   • Did you respond in a timely manner to prospective candidates?
   • Did you promptly notify candidates who were no longer under consideration?
   • Did you notify the finalists who were not selected as promptly as possible?
   • What issues or concerns do you have about your communication with candidates?

5. Training and Resources
   • Which on-campus training and/or resources were most helpful to you before and during the search?
   • What additional support was needed?

6. Search Outcomes
   • Why did the recent hire accept the position? What went right in the search process?
   • What, if anything, went wrong in the search process?
   • What factors contributed to the faculty candidate(s) rejecting the employment offer?

7. Overall assessment
   • Please share what went well with the process.
   • What are some areas for improvement of the process?
Some things to think about when you are evaluating how effective the search process was and how to improve it for future faculty searches:

**What went right in the search?**

Positive practices may include:
- Warm attention from the department chair.
- Frequent and prompt attention by phone and email.
- Meeting with both graduate and undergraduate students.
- Meeting with faculty and postdocs of the same underrepresented group.
- Receiving information about dual career opportunities early in the process.
- Receiving information about flexible faculty policies and resources.
- Having a partner treated with respect, interest, and enthusiasm.
- A sense of the negotiation being with the candidate’s long-term best interest in mind.
- Rapid resolution of negotiation with a formal offer quickly presented.

**What went wrong in the search?**

Problematic practices may include:
- Contradictory information from the chair and other senior faculty members.
- Evidence of disorganization or lack of unity in the department’s approach.
- Suggestions by faculty that candidates are not being recruited for scholarly excellence but because of a protected class.
- Being asked questions about family issues before any offer is made. These are illegal questions.
- Potential colleagues interacting with the candidate’s partner in a way that suggests the partner is not valued or desirable on their own terms.
APPENDIX G. SAMPLE QUESTIONS FOR REFERENCE PHONE CHECK CALLS

Reference Name: ______________________________________________
Reference Completed By: __________________________________________

The Hiring Manager (Department Chair) identifies themselves and their role in the hiring process and explains the purpose of the phone call. The Hiring Manager describes the position the candidate has applied for. The questions suggested below provide a general framework for the phone discussion. The Hiring Manager may choose to use all the questions or select the most relevant from this list. To the best of their ability, the Department Chair takes notes on the answers given. If they detect hesitation or receive a vague response, the Department Chair tactfully asks for clarification.

Suggested Reference Questions

• How long have you known the candidate, and in what capacity?

• Please characterize the candidate’s professional relationship with colleagues, peers, students (graduate and/or undergraduate), direct reports, staff, and/or supervisor.

• What are the candidate’s professional strengths?

• In what areas do you feel the candidate can benefit from additional mentoring and/or professional development?

• Does the candidate work better individually or in a group environment? Explain.

• Do you consider the candidate an effective collaborator? Can you provide an example?

• How does the candidate react in stressful situations? Do you have an example?

• Are there any situations in which you would avoid placing the candidate?

• What comments or suggestions would you have for the candidate’s new supervisor?

• Please describe the candidate’s overall knowledge of (insert particular skill or expertise related to this position).

• Given the opportunity, would you hire this individual to work in your institution?

• Do you have any further comments?

Caller thanks the reference and remind them that the information shared will remain confidential.
Additional Sample Questions for References Check Calls:

1. How well do you know the candidate, for how long, and in what capacity?
2. How well do you think the candidate fits this position?
3. In your opinion, what are this individual’s strengths? Weaknesses?
4. Comment on the candidate’s scholarship, research skills, and ability to obtain grant support.
5. Is the candidate a national leader in this discipline? Does the candidate have the potential to be a national leader in this discipline?
6. Comment on the candidate’s experience and abilities as a teacher and their commitment to education and students.
7. Comment on the candidate’s outreach or professional practice and their involvement in the academic community.
8. How would you describe this individual’s ability to work successfully with others and be a good departmental citizen?
9. Comment on the candidate’s experience working with a broad range of students and supporting student success. Cite examples.
10. How would you describe this individual’s leadership skills?
11. How good are their communication skills, both orally and in writing?
12. Describe some of this individual's core professional values.
13. If this person had any critics, what would they be concerned about?
14. Would you hire this person for this position? Why or why not?
15. Do you have any comments you feel are pertinent?
16. Can you suggest anyone else who might be able to help us assess this candidate?