How To Use This Manual

The purpose of this reference manual is to give you the most up-to-date tools and resources available to assist you in the recruiting process. Contents in this manual were pulled from various resources including CUPA’s Interviewing and Hiring Workbook.

- We have included a search checklist in this manual. This tool can be used to keep you on track as you head through the search process. You might want to make a copy of this sheet and put it in your search file.

Every hiring situation is unique and has its own challenges. Please contact Human Resources for additional consulting. We hope this helps you with your hiring process.

The Human Resources Department
HR Department Key Contacts

Becky Ann Morris - Search Guidelines, Advertising/Internal Postings

Brenda Davis - Meets with candidates to review benefit information

Janet Siders - AA/EEO Officer; meets with Search Chairs to review search procedures

- Contact Human Resources at Ext. 2000
- All positions and the Application for Employment are posted on the GSW website
Where Do We Look for Talented Resources

- Internal Job Postings
- Chronicle of Higher Education
  - Trade Publications
  - Newspapers Ads
- Faculty and Staff Referrals
  - Internet Websites
  - College Directories
- Professional Relationships
- University System of GA Applicant Clearinghouse
Search Checklist

Pre-Interview Preparation and Finding Your Talent – Have You?

- Submitted a “Request to Fill” form and received approval from the President, the VP for Academic Affairs/VP for Student Affairs and the VP for Business and Finance?
- Have you developed a job announcement and discussed your advertising scheme with Human Resources?
- Identified the job qualifications to begin to develop your phone and on-campus interview questions?
- Considered various sources to find your talent? Does your pool include women and minority members?
- Enlisted the help of peers, Chairs and/or your Dean?
- Assessed the previous employee’s performance, (strengths and weaknesses) and included that in your hiring criteria?
- Selected a diverse search committee and briefed them on their responsibilities and the search process you will be following?
- Reviewed the search and recruiting package guidelines for conducting the search and reviewing resumes?
- Included at least three applicants in your pool (if possible).

The Interview Discussion – Have You?

- Created a question document for the interview?
- Created a similar structured interview format for each applicant?
- Included students, a tour of campus and Americus, peers, administrators and the Human Resources Department in your on-campus interview itinerary?

Conducting the Interview – Have You?

- Established rapport with the applicant?
- Explained the purpose and process and set the agenda for the interview?
- Used your selected interview questions?
- Gathered applicant information during the interview, taking factual notes?
- Described GSW and Americus to the applicant?
- Concluded the interview with a summary of next steps?

Conducting Post-Interview Procedures – Have You?

- Evaluated your interview results?
- Checked the applicant’s references?
- Notified applicants of their status?
- Contacted the Human Resources Office or Academic Affairs regarding the job offer?
- Completed the Closed Search Forms?
Pre-Interview Process

Reviewing the Position

- Complete Request to Fill form and get appropriate approvals.
- Review and follow GSW search procedures for approval of positions, selection of chair, and search committee members.
- Set up a meeting with the HR Department to discuss search process and to begin advertising of position.
- Identify position qualifications by identifying the KSAs (knowledge, skills, abilities) of the position
- Determine from the previous employee’s performance the qualifications essential for success.
- Select search committee and brief them on responsibilities and the search process.
Affirmative Action is not preferential treatment. Nor does it mean that unqualified persons should be hired or promoted over other people. What Affirmative Action does mean is that positive steps must be taken to provide equal opportunity.

Affirmative Action is the tool; Equal Employment Opportunity (EEO) is the goal.
To increase the pool of minority and female applicants, the search chair may want to:

- Advertise in journals and job listings aimed at minority and/or female applicants.
- Recruit at national conferences as an effective and economical way of reaching potential candidates.
- Send letters or call prominent female or minority faculty at other institutions to request referrals.
- Involve Chairs, Dean and Administrators and ask them for their help in recruiting diverse applicant pools.

Talk with the Human Resources Department for more ideas.
Pre-Interview Process

Reviewing Applications, Vitas, and Resumes

- Stability
- Neatness and Readability
- Accuracy
- Gaps in Work History and Blanks or omissions
- Skills and Experience
- Transferable Skills

Check search guidelines for reviewing of resumes and applications. The Committee should all be using the same criteria to review applications.
Developing the Questions

- Questions should generate responses used to related job related skills.
- Ask the applicant for specific behavioral examples from their past.
- Create a structured interview with a series of written questions to ask the candidate. Organize them under the skill you are trying to access.
- Create a question document which leaves space below for the interview’s notes.
- Be sure all questions are job related and legal. Ask similar questions of both men and women.
Who Should Be Involved?

A consistent recruiting itinerary should be developed for each applicant. The on-campus interview might include:

- Tour of campus and Americus.
- Peer Group Meeting
- Student Interaction – students can be selected as actual search committee members OR a separate meeting could be set up Academic Affairs
- Human Resources Department

The Human Resources Department will provide a GSW folder that includes Chamber of Commerce information, benefits, and additional GSW information.
Remember to:

- Tolerate silence, give ample time to think and provide a response.
- Encourage detailed responses and specific examples by asking... "What made that situation so challenging?" or "How exactly did you meet that goal?"
- Try not to talk more than 25% of the time.
- Give non-verbal signals of listening, such as head nodding, making eye contact, and leaning forward.
- Try to avoid questions that require a "yes" or "no" response.
- Avoid giving personal opinions.
- Establish rapport
- Explain the purpose and set the agenda
- Ask all applicants the same questions
- Gather information by note taking
- Describe the position and GSW overall
- Give each applicant the opportunity to ask questions.
- Conclude interview with a summary of next steps.
Post-Interview Procedures

- Evaluate Interview Results
- Check References
- Notify applicants of status
- Make a job offer
- Complete Closed Search paperwork
Review of Employment Laws
## Federal Anti-Discrimination Laws

<table>
<thead>
<tr>
<th>Law</th>
<th>Type of Employment</th>
<th>Employers Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Constitution First Amendment</td>
<td>Religious discrimination</td>
<td>Federal government</td>
</tr>
<tr>
<td>U.S. Constitution Fifth Amendment</td>
<td>Deprivation of employment rights without due process of law</td>
<td>Federal government</td>
</tr>
<tr>
<td>U.S. Constitution Fourteenth Amendment</td>
<td>Deprivation of employment rights without due process</td>
<td>State and local governments</td>
</tr>
<tr>
<td>Civil Rights Act of 1866 (based on 13th Amendment)</td>
<td>Race discrimination in hiring, placement and continuation of employment</td>
<td>Private employers, unions, employment agencies</td>
</tr>
<tr>
<td>Civil Rights Act of 1871 (based on 14th Amendment)</td>
<td>Deprivation of equal employment rights under cover of state law</td>
<td>State and local governments (private employers if conspiracy is involved)</td>
</tr>
<tr>
<td>National Labor Relations Acts of 1935</td>
<td>Unfair representation by unions, or interference with employee rights that discriminates on the basis of race, color, religion, sex, or national origin</td>
<td>Private employers and unions</td>
</tr>
<tr>
<td>Equal Pay Act of 1963</td>
<td>Sex differences in pay for substantially equal work</td>
<td>All employers and labor organizations</td>
</tr>
<tr>
<td>Executive Order 11141</td>
<td>Age discrimination</td>
<td>Federal contractors and subcontractors</td>
</tr>
<tr>
<td>Title VI, 1964 Civil Rights Act</td>
<td>Discrimination based on race, color, religion, sex, or national origin</td>
<td>Employers receiving federal financial assistance</td>
</tr>
<tr>
<td><strong>Title VII, 1964 Civil Rights Act (as amended in subsequent years)</strong></td>
<td>Discrimination based on race, color, religion, sex or national origin</td>
<td>Private employers with 15 or more employees, governments, unions, employment agencies</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Executive Orders 11246 &amp; 11375</strong></td>
<td>Discrimination based on race, color, religion sex, or national origin</td>
<td>Federal contractors and subcontractors</td>
</tr>
<tr>
<td><strong>Age Discrimination in Employment Act of 1967 (as amended in 1978 and in subsequent years)</strong></td>
<td>Age discrimination against those over 40 years of age</td>
<td>Private employers with 20 or more employees, unions with 25 or more members, employment agencies</td>
</tr>
<tr>
<td><strong>Title I, 1968 Civil Rights Act</strong></td>
<td>Interference with a person’s rights due to race, religion, color, or national origin</td>
<td>Persons generally</td>
</tr>
<tr>
<td><strong>Executive Order 11478 (1969)</strong></td>
<td>Discrimination based on race, color, religion, sex, national origin, political affiliation, marital status, or physical handicap</td>
<td>Federal government</td>
</tr>
<tr>
<td><strong>Title IX, Education Amendments of 1972</strong></td>
<td>Sex discrimination</td>
<td>Educational institutions receiving federal financial assistance</td>
</tr>
<tr>
<td><strong>Rehabilitation Act of 1973; Executive Order 11914</strong></td>
<td>Discrimination based on physical or mental handicap (affirmative action required)</td>
<td>Federal contractors Federal government</td>
</tr>
<tr>
<td><strong>Federal Employees Part-Time career Employment Act of 1975</strong></td>
<td>Requires increased part-time career employment opportunities</td>
<td>Federal government</td>
</tr>
<tr>
<td><strong>Pregnancy Discrimination Act of 1978</strong></td>
<td>Under terms of Title VII of the Civil Rights Act, pregnant women are protected from discrimination</td>
<td>Same as Title VII</td>
</tr>
<tr>
<td>Act</td>
<td>Description</td>
<td>Applicability</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Civil Service Reform Act of 1978</td>
<td>Specifically incorporates Title VII 1964 Civil Rights act; mandates federal government as “workplace reflective of the nations diversity”</td>
<td>Federal government</td>
</tr>
<tr>
<td>Immigration and Reform Control Act of 1986</td>
<td>Discrimination based on citizenship or national origin</td>
<td>Employers generally</td>
</tr>
<tr>
<td>Civil Rights Restoration Act of 1987</td>
<td>Discrimination based on race, religion, color, sex national origin, age and handicap</td>
<td>Educational institutions receiving federal financial assistances</td>
</tr>
<tr>
<td>Employee Polygraph Protection Act of 1988</td>
<td>Bars requiring or asking employees or prospective employees to take a polygraph test and from disciplining any who refuse such a test</td>
<td>Private employers</td>
</tr>
<tr>
<td>Americans With Disabilities Act of 1990</td>
<td>Discrimination based on physical or mental handicap (affirmative action required)</td>
<td>Employers generally</td>
</tr>
<tr>
<td>Civil Rights Act of 1991</td>
<td>Makes changes to Title VII of Civil Rights Act of 1964, the Americans with Disabilities Act section 1981, and Age Discrimination Employment Act by providing for legal remedies, jury trials and compensatory and punitive damages.</td>
<td>Employers generally</td>
</tr>
</tbody>
</table>
Review of Legal Questions

- Past work experience
- Behavioral Questions – past performance predicts future performance
- Relevant Education and Training
- Attendance and Punctuality
- Supervision
- Management
- Problem Solving/Case Studies
SAMPLE INTERVIEW QUESTIONS

Questions to Ask:

Past Work Experience in General –

1. Please describe your present responsibilities and duties.
2. How do you spend an average day?
3. How has your current position changed from the day you started until now?
4. Describe the most complex problem you had to solve in your last/current position.
5. Discuss some of the problems you have encountered in past positions.
6. What do you consider to be your most important accomplishment?
7. What were some of the setbacks or disappointments you experienced in the last three positions you have held?
8. Why did you leave your last employer/why would you consider leaving your current employer?
9. What did you want in your next job that you are not getting now?
10. Describe your involvement with committees, your role on the committees, and what you have learned from each experience.
11. In previous positions, how much of your work was accomplished alone and how much was part of a team effort?
12. What was the most radical idea you ever introduced to an employer and what was the result?
13. Give me an example of a time when you questioned a policy or procedure when it might have been better or easier to go along with it?
14. What kinds of policies and procedures have you created and to whom did you take them for approval?
15. Describe the most difficult interpersonal challenge you have been faced with and what you did about it?
16. Have you had any public speaking experience? If so, who was the audience, and what was the purpose: selling, informing?
17. Give an example of a potentially volatile situation or individual that you successfully calmed down and how you went about it.
18. Describe a time when you went “beyond the call of duty” to accomplish a task.
19. Describe the most difficult person you have ever worked with and how you handled him or her.
20. Describe a situation in which it was necessary for you to mediate or negotiate a solution or compromise.
21. What kinds of work pressure do you find the most difficult to deal with?
22. Describe what you mean by “on the job” stress.
23. Describe a time when you felt you “lost your cool” on the job and the result.
24. Describe the worst boss you ever had.
25. Describe the best boss you ever had.
26. Tell me about a failure in your working life and why it occurred.
27. What could your last employer have done to keep you?
Sample Interview Questions/Questions to Ask continued.

Relevant Education and Training –

1. Why did you choose the particular college you attended?
2. What determined your choice of major?
3. How do you think college contributed to your overall development?
4. In what way do you believe your education and training has prepared you for this position?
5. What special training do you have that is relevant to this position?
6. What licenses or certificates do you have that are relevant to this position?
7. What professional affiliations do you have that are relevant to this position?

The Vacant Position –

1. In what way does this position meet your career goals and objectives?
2. If you were hired for this job, in what areas could you contribute immediately, and in what areas would you need some additional training?
3. What changes and developments do you anticipate in your particular field that might be relevant to this position?
4. What are your salary expectations if offered this position?
5. Can you perform all the essential functions of this job with or without reasonably accommodations?
6. Are you able to travel as required by this position?
7. Are you able to relocate, if necessary:

Attendance and Punctuality –

1. How many days of work did you miss other than for medical reasons, in the last year worked?
2. How many times were you tardy for work in the last year you worked?
3. What do you consider to be good attendance?
4. What do you consider a legitimate reason for missing work?
5. Do you know of any reason why you would not be able to get to work on time on a regular basis?
6. Are you able to work overtime?

Clerical/Secretarial Work –

1. What word processing systems have you worked with, and what are the advantages and disadvantages of each?
2. Describe the kinds of telephone and receptionist duties you have had, being specific about the number of calls and walk-ins you received in a typical day.
3. Describe your past experience with scheduling appointments.
Clerical/Secretarial Work continued –

4. Give me an example of a task you performance that required attention to detail, and what you did to ensure accuracy.
5. What are some of the more unusual assignments you have been given?
6. What kinds of filing systems have you used and/or created?
7. Which kinds of reports did you develop, create, or produce?
8. What volume of mail did you typically process in a day?
9. Which decision did you make on your own and which did you refer to your boss?
10. What kinds of correspondence have you written on your own initiative?

Supervision –

1. Describe the positions in which you have had supervisory responsibility. How many people have you supervised and in what kinds of positions? Did you have hiring/firing authority?
2. Give an example of a time when you were disappointed by an employee’s lack of accomplishment and what you did about it?
3. What are the generally accepted steps in progressive discipline?
4. In your experience, what kinds of things motivate an employee?
5. Describe what is meant by “problem employee”.
6. Describe a sticky situation with an employee and what you did about it.
7. Describe an innovative way you handled a conflict involving two or more of your subordinates.
8. What kinds of things can a supervisor do to create a positive working environment?
9. What training and experience do you have in listening skills?
10. Approximately how many people have you personally hired in your career?
11. Describe an effective performance planning and review process.
12. What methods of communicating with subordinates have you found most successful?
13. What recognition and reward systems have you found most effective?
14. What is the role of a supervisor, in your opinion?
15. What are the major responsibilities of a supervisor, in your opinion?
16. What is an effective training and orientation program for a new employee?
17. Describe the most serious complaint an employee brought to your attention and what you did about it?
18. Give an example of the most novel idea an employee presented to you and what you did about it?
19. What is meant by the term “protected class” under the civil rights law?
20. Under federal wage and hour laws, describe “exempt” and “non-exempt” employees.
Management –
1. What was the level of your decision-making authority in past positions?
2. Describe a decision you made that had an unhappy result?
3. Give an example of a decision you made that backfired and what did you do about it?
4. Give an example of a decision you made that turned out better than you believed possible.
5. Describe a time when you made a decision in the absence of a clear policy regarding the issue.
6. Have you experienced political pressure that interfered with your getting the job done?
7. Describe your experience with setting goals and objectives.
8. Describe your experience in developing and monitoring budgets.
9. What fiscal authority have you had in past positions?
10. Given an example of a situation in which a budget overrun was necessary to accomplish a goal.
11. What is the most effective method for setting priorities, in your opinion?
12. What would your current/past employer tell us about your ability to organize your work?
13. Describe a time when your goals conflicted with the goals of the organization and what you did about it.
14. What is your most innovative accomplishment?
15. What is your most creative idea that was turned down?
16. What experience do you have with writing?
17. What have you done in the past five years to improve your writing skills?
18. What have others said about your writing ability?
19. What experience have you had with public presentations?
20. What was the purpose, and what visual aids and kinds of notes did you use?

Problem Solving –
1. Briefly describe a difficult situation to the vacant position, doing so in a way that protects the privacy of individuals involved. Ask an open-ended question—one that does not require knowledge of institutional or departmental policies and procedures—about how the applicant would deal with the situation. Encourage the applicant to think out loud and explain the kinds of solutions he or she might try.

Customer Service Skills –
1. Give an example of a time when your customer service skills really helped you deal with an upset customer.
2. What is your proudest customer/constituent accomplishment?
3. Why do you think it is important for our university to obtain a high level of constituent satisfaction?
4. What was the most stressful customer service issue you had to handle and what was the outcome?
5. Describe an occasion when you received exceptional customer service and what was the impact on you?
6. Give me an example of a time when you “blew it” with a customer, what was the outcome?

Student Questions for Faculty or Administrators –
1. Describe your teaching style.
2. Describe your advising style.
3. Describe your best/worse student encounters and how you handled each?
4. What do you like the most about teaching?
5. Tell about a time when you were successful at helping a student succeed.
6. Tell about a time when you had a particularly difficult relationship with a student and how you handled it.
7. Describe what you like the most about the academic environment.
8. How do you get involved in campus activities and what types of activities do you find the most interesting.
Questions **NOT** to Ask:

1. What kind of child-care arrangements do you have?
2. Does your spouse expect you to be home to cook dinner?
3. What will you do if your children get sick?
4. How do you get to work?
5. How many children do you have?
6. Does your spouse live with you or contribute to your support.
7. Do you have your own home?
8. Do you own a car?
9. Do you have any debts?
10. Do you have any loans?
11. Do you plan to get married?
12. Do you plan to have children?
13. What sort of birth control do you use?
14. Are you likely to quit if married or have children?
15. Is your spouse likely to be transferred?
16. Is your spouse from this area?
17. Would a white (or black) supervisor create any difficulties for you?
18. How do you feel about having to work with members of a different race?
19. Are you militant?
20. Do you get along with other women (or men)?
21. Will it bother you if others swear?
22. Were you born in this country?
23. Do you have people in the “old country”?
24. That’s an unusual name – what nationality are you?
25. Can you provide a photograph of yourself?
26. How old are you?
REVIEW OF LEGAL QUESTIONS: Common Rating Errors

- Halo Effect - The tendency to rate a person high on all factors.
- Horns Effect – the opposite of Halo
- Central Tendency – the inability to rate all or most applicants anywhere but in the middle
- Similar to me – the tendency to rate higher those people that look, act, or have a background most like the interviewer
- First Impression – making the decision within moments of the interview
• The employer cannot discriminate in any aspect of the hiring process by refusing to consider persons with disabilities.

• Employers cannot refuse to consider requests for reasonable accommodations or reject applicants because of need for a reasonable accommodation.

• The obligation for reasonable accommodation extends to the hiring process itself including applications and interviews.

• The employer is substantially restricted from asking questions about the applicant's physical or mental disability. Medical inquiries can be conducted only after a conditional offer has been made.

• The employer can use pre-employment tests at any stage of the hiring process to determine whether an applicant possesses the requisite skills. Reasonable accommodations in the testing process should be used and the tests should measure necessary skills and abilities, not the disabilities.

• Employers should ensure the selection criteria in the hiring process are not discriminatory.

• Look out for discrimination based on stereotypes, potential for future injury on the job, or perhaps future accommodations.

Please call the HR department if you have questions on ADA hiring issues.
Nepotism - Employment of Relatives

The criteria for hiring and promotion at the University are the required qualifications and performance as set forth in the policies of the Board of Regents. Relationship by family or marriage constitutes neither an advantage nor a disadvantage; however, no individual will be employed in a department or unit under the supervision of a relative who has or may have a direct effect on the individual’s progress, performance or welfare. Relatives are defined as husbands and wives, parents and children, brothers, sisters, and any in-laws of the foregoing.

Family Members in the Workplace

While the University encourages the families of faculty and staff to take advantage of opportunities on the campus, it is emphasized that University employees should not allow family members to visit them on a regular or prolonged basis while in the workplace. It is expected that University personnel will make the necessary arrangements for child care.

Employment of Foreign Nationals

The employment of individuals who are not U.S. citizens shall be in compliance with the appropriate laws and regulations administered by the U.S. Immigration Service. All new employees must present evidence that they are authorized to work in the United States.

Definitions of Employment Status

For the purpose of personnel administration, all employees of Georgia Southwestern State University are categorized in one of three classifications: Faculty, Professional/Administrative, or Staff.

Faculty

Faculty members are governed by the policies as set forth in the Georgia Southwestern Faculty Handbook. The Faculty Handbook is available in the Office of the Vice President for Academic Affairs.

Regular Classified Employees

Personnel employed for a continuous period that is expected to exceed two academic semesters or six calendar months are "regular" employees. Regular employees employed on a half-time or better basis have all institutional benefits extended to them. Regular employees employed on a less than half-time basis are not entitled to institutional benefits.

The Human Resources Department is responsible for determining if a position is to be designated as either exempt or non-exempt in compliance with federal law.
Exempt personnel - An employee will be classified as exempt from provisions of the Fair Labor Standards Act when their duties and salary meet the criteria required in the Act. Exempt employees are not entitled to additional pay or compensatory time off for hours worked in excess of 40 hours in a given work week.

Non-exempt personnel - An employee will be classified as non-exempt when their duties do not meet the criteria to be exempt from the provisions of the Fair Labor Standards Act. Non-exempt employees are subject to the provisions of the Fair Labor Standards Act and are eligible to be compensated for hours worked in excess of 40 hours per week. OVERTIME MUST BE APPROVED IN ADVANCE BY THE SUPERVISOR OR DEPARTMENT HEAD.

Temporary Personnel

Personnel not employed as regular classified employees are considered temporary employees. Temporary employees are employed for a period no longer than six calendar months, however, subject to the approval of the Chief Business Officer or his/her designated representative, temporary employment may be extended for an additional six months if necessary. Temporary employees having worked for a twelve month period must have a 30-day service break prior to subsequent employment of a temporary nature. All student assistants are classified as temporary employees, and are not subject to these service and reemployment restrictions.

Student Employment

Full-time, part-time, or otherwise institutionally employed students are employed only on an hourly basis with remuneration for such work to be computed by the hour unless otherwise classified by the Director of Human Resources.
Sample Ads, Letters and Evaluation Forms
Georgia Southwestern State University is a senior unit of the University System of Georgia. It offers degrees in the Schools of Arts and Sciences, Business, Computer and Information Sciences, Education, and Nursing with programs at the baccalaureate, master's, and specialist levels. Located in historic Americus, the campus is 135 miles south of Atlanta in an area with mild climate and classical southern architecture. Plains, the home of former President Jimmy Carter, is nine miles away. With a student body averaging round 2000 students, Georgia Southwestern specializes in individual attention from a concerned and friendly faculty. Situated on 250 wooded acres, the beauty of the campus and its security combine to create a perfect setting for academic exploration. Sister college relationships and academic exchanges with colleges in the Far East have created a uniquely international campus and Georgia Southwestern has been chosen as the host institution for the University System of Georgia Center for Asian Studies.

The Rosalyn Carter Institute for Human Development, which is located on the GSW campus, is becoming a national force in its efforts to improve the human condition.

Created in 1900 as an Agricultural and Mechanical School, Georgia Southwestern is steeped in the traditions of the land-rich South, but has grown and responded to the challenges of the computer age. GSW cultural events including theatre productions, a Chamber concert Series and a visiting artists program; nationally ranked intercollegiate athletic programs; and a beautiful campus with outstanding facilities create an invaluable resource for the area.

Undergraduate and graduate degrees, dual degree programs with Georgia Tech and South Georgia Technical Institute, and a strong continuing education program all contribute to the quality of GSW graduates.

Georgia Southwestern State University is an AA/EO/AADA institution and accommodates persons with disabilities and as such does not discriminate in any manner concerning students, employees, or services to its community on the basis of race, color, religion, sex, veteran status, handicap, age or national origin. The University is in compliance with all known federal, state, and local regulations regarding nondiscrimination.

POSITION VACANCY NOTICE

POSITION TITLE: Records Coordinator
Registrar’s Office

POSITION RESPONSIBILITIES: This is administrative and clerical work
managing student records and performing
data processes and transactions using the
Banner Student Information System.

MINIMUM REQUIREMENTS: High school diploma required. Working
knowledge of MS Word and Excel
required. One year clerical record-keeping
experience preferred. Candidate must
possess excellent customer service skills and
be able to multi-task and be detail oriented.

SALARY: $9.50/hr.

APPLICATION DEADLINE: March 28, 2008

DATE AVAILABLE: Upon hire

APPLICATION PROCEDURE: Submit GSW Application for Employment,
cover letter, and resume to:

Human Resources
Records Coordinator Search
Georgia Southwestern State University
800 GSW State University Drive
Americus, GA 31709.

Sample

POSITION NOTICE # 08-31
POSITION VACANCY NOTICE

POSITION TITLE: Assistant Professor of Music

POSITION RESPONSIBILITIES

The Department of Music at Georgia Southwestern State University seeks to hire a tenure-track Assistant Professor of Music. Primary responsibilities will include the following: Music Appreciation, Music History, and Applied Music (piano or other instrument). Responsibilities will also include one or more of the following: Concert Band, Group Piano, Music Education, Conducting, or Music Theory, dependent on expertise of candidate and departmental need. An interest in Music Technology will enhance the application.

MINIMUM REQUIREMENTS:

Doctorate in Music, or Master's in Music with significant teaching experience, and a commitment to a small but vibrant undergraduate program in music.

SALARY:

Commensurate with experience and expertise.

APPLICATION DEADLINE:

Review of applications will begin November 15, 2007, and continue until filled.

DATE AVAILABLE:

August 2008

APPLICATION PROCEDURE:

Submit GSW Faculty Application (available at www.gsw.edu/job/index.html), letter of application, CV, unofficial transcripts, and three letters of recommendation to Human Resources, Music Search Georgia Southwestern State University 800 GSW State University Drive Americus, GA 31709-4693

Sample

POSITION NOTICE # 08-10
Date

Name
Address

Dear:

RE: (Job Title)

We have your letter of interest and resume for the above position at Georgia Southwestern State University. As a part of our record keeping required in a search such as this, I am sending you the enclosed Voluntary Employment Information form. This form is voluntary and will not be used as a factor in consideration of your application.

Your application materials will be reviewed by a search committee, which will select candidates to be interviewed. When this position is filled, all candidates will receive a letter informing them that the process is complete.

We would like to take this opportunity to thank you for applying for this position with Georgia Southwestern State University and to assure you that your application will receive careful consideration.

Sincerely,

Letter acknowledging receipt of application and requesting completion of Voluntary Information form
January 15, 2004

Name
Address
Zip

Dear********:

RE: Assistant Professor of ___________________

We have received your letter of application for the above position at Georgia Southwestern State University. As part of our record keeping in a search such as this, I am sending you the enclosed Voluntary Employment Information form. This form is voluntary and will not be used as a factor in consideration of your application.

In addition, the following check list records items for your file to date. Each item on this list must be received in order for your application to be competed and for you to considered for this position.

<table>
<thead>
<tr>
<th>Letter of application</th>
<th>curriculum vitae</th>
<th>statement of teaching philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>undergraduate</td>
<td>graduate</td>
<td>3 letters of reference</td>
</tr>
<tr>
<td>transcripts</td>
<td>transcripts</td>
<td></td>
</tr>
</tbody>
</table>

(GSW “Faculty Application” form
(may be printed form http://www.gsw.edu/~hr/forms/facultyapplication.pdf)

When your application materials are compete, they will be reviewed by a search committee, which will select candidates to be interviewed. When this position is filled, all candidates will receive a letter informing them that the process is compete.

I would like to take this opportunity to thank you for applying for this position with Georgia Southwestern State University. Your application will receive careful consideration.

Sincerely,
Dear Applicant:

Georgia Southwestern State University is an Equal Employment Opportunity/Affirmative Action employer. As a federal contractor, we are required to compile the following information in order to comply with Federal Equal Employment Opportunity and Affirmative Action requirements. The information you provide is strictly on a voluntary basis and failure to supply it will not in any way affect your employment.

Thank you for your interest in employment with Georgia Southwestern State University.

Sincerely,

Janet L. Siders
Director of Human Resources

NAME:__________________________

POSITION FOR WHICH YOU ARE APPLYING:__________________________

How did you learn of this vacancy? (please be specific) __________________________

☐ I WISH TO SELF-IDENTIFY as follows:
Please indicate the gender and ethnic group with which you identify. (A definition of each ethnic group is provided below.)

<table>
<thead>
<tr>
<th>ETHNIC GROUP</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ I DO NOT WISH TO SELF-IDENTIFY

AMERICAN INDIAN/ALASKAN NATIVE: Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

ASIAN/PACIFIC ISLANDER: Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. These areas include, for example, China, India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, Bhorneo, Japan, Korea, Philippine Islands and Okinawa.

AFRICAN AMERICAN (Non-Hispanic): Persons having origins in any of the Black racial groups of Africa.

HISPANIC: Persons of Mexican, Puerto Rican, Cuban, Central or South Americans or other Spanish culture or origin, regardless of race. Only persons from Central and South American countries who are of Spanish origin, descent, or culture are included. Persons from Spain, Andorra, Portugal or Italian heritage who have names that are similar to Spanish surnames in spelling or pronunciation, or persons who receive a Spanish surname through intermarriage, are not included in this category.

WHITE (Non-Hispanic): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Please return this form to:

Human Resources
Georgia Southwestern State University
800 Wheatley Street
Americus, GA 31709

GEORGIA SOUTHWESTERN STATE UNIVERSITY IS AN AA/ADA/EOE EMPLOYER.
Georgia Southwestern State University  
Check & Criteria for Application Screening

Candidate Name: __________________ Current Position: __________________

Graduate Degree(s)/Field: ____________________________________________

<table>
<thead>
<tr>
<th>I. Minimum Requirements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Required degree in appropriate or related field</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Required Application Materials</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Letter of Application/Cover letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Curriculum Vita?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Copies of Unofficial Transcripts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Statement of teaching/coaching philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Contact Information for Three Professional References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. GSW Faculty Application?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Criteria based on qualifications described in position announcement. Please rank the above candidate as Superior (1), Above Average, (2) Average (3), Poor (4), or Inadequate (5).</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evidence of acquired degree in appropriate or relate field</td>
<td></td>
</tr>
<tr>
<td>B. Evidence of successful college teaching experience?</td>
<td></td>
</tr>
<tr>
<td>C. Evidence of successful professional service (university committees, professional organizations, professional development, etc)?</td>
<td></td>
</tr>
</tbody>
</table>

| Total Score |       |
| Average Score (total score/5) |       |

Notes:
CANDIDATE EVALUATION FORM

Candidate: ___________________________ Date/Time: ___________________________
Position: ___________________________ Interviewer: ___________________________

| TECHNICAL/PERSO
REQUIREMENTS | EXCEEDS REQUIREMENTS | MEETS REQUIREMENTS | DOES NOT MEET REQUIREMENTS | UNABLE TO EVALUATE |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tech./Prof. Knowledge</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Work History/Exper.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Initiative</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Judgement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Motivation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall Impression</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
__________________________________________________________________________

RECOMMENDATIONS
☐ Recommend without reservation
☐ Recommend with the following reservations:
☐ Do not recommend for the following reasons:

Comments or concerns expressed by the candidate:
__________________________________________________________________________

Additional information requested by the candidate/interviewer:
__________________________________________________________________________

Please return this form to Human Resources
Date

Name
Address

Dear:

I appreciate very much your interest in being considered for the position of (Job Title) at Georgia Southwestern State University. While your credentials and background are impressive, I must advise you that your application is not among those that are presently being considered. We are very fortunate to have had a large number of qualified applicants to consider, and we feel that the final selection will be a candidate who will be the best match for our institution at this time.

Again, thank you for your interest, and I wish you the best of luck as you continue to advance your professional career. If I can be of any assistance to you in the future, please let me know.

Sincerely,

Letter advising candidates that they are no longer being considered for the position
Date

Address

Dear:

Thank you for your interest in the (Job Title) position at Georgia Southwestern State University. While your credentials and background are impressive, we have offered the job to a candidate that will best match the needs of our institution at this time.

Again, thank you for interest in employment at Georgia Southwestern State University, and I wish you the best of luck as you continue to advance in your professional career.

Sincerely,

This letter is intended to be sent out after ALL interviewing is complete and selection has been made
The Director of Human Resources writes all offer letters for Professional or Staff employees. You must provide HR with the:

- Title of the Position
- Whether it is Full or Part Time
- What the annual rate is
- The start date

The Vice President for Academic Affairs writes all offer letters for faculty employees.
It is recognized as a good practice for University System institutions to employ principal administrators and faculty members from other institutions of the System. When a president wishes to consider for employment a principal administrator or faculty member of another institution in the System, he/she shall notify the president of the employing institution before an offer is made to the principal administrator or faculty member. When a formal offer is made, the letter shall include a statement to the effect that acceptance can be made only after all contractual obligations have been fulfilled.
The highest priority of the University is to maintain the excellence of its teaching and research activities and support an effective equal employment opportunity program. Both needs can be met by undertaking careful and thorough searches each time a faculty or academic administrative appointment is made. Efforts made to locate and attract outstanding female and minority candidates will increase the likelihood of identifying other excellent candidates as well.

While the nature of the University make iron-clad rules for searches impractical, the following guidelines will (l) familiarize search and screening committee members with the process, (2) clarify a search and screening committee’s responsibilities, (3) outline a procedure that can be followed or adapted to fit specific needs, and (4) suggest effective strategies for increasing the participation of women and minorities in the recruitment process.

1. Appointment of the Search and Screening Committee

When regular faculty positions and/or whenever certain academic administrative positions (as determined by the President or Vice President for Academic Affairs) are to be filled a search and screening committee will be appointed to recruit and screen candidates. To ensure the search committee is familiar with it’s responsibilities, the Director of Human Resources should be invited to attend search committee meetings.

2. Size and Composition of the Search and Screening Committee

The size of the search and screening committee will vary but it will be between three and ten members. Ideally, there should be female and minority faculty committee members, but in some cases this might not be possible. A department with few female or minority faculty might utilize its female or minority graduate students or perhaps enlist appropriate faculty or academic administrators from outside the department who could review the search process at several points.
Both techniques have been successful. Student input should be included in the process. Students may serve on search and screening committees and/or may participate in the interview process.

One University goal is to “mainstream” equal employment opportunity practices so they become a routine part of the process. In this way, affirmative action practices become everyone’s responsibility. When affirmative action practices become automatic, the race/sex composition of an individual search and screening committee will be less crucial.

3. Request to Fill Position Vacancy

The VPAA in conjunction with the school dean will determine rank(s) for which candidates will be considered, duties performed, availability of funds, and the appropriate salary range. When filling a job vacancy, the school dean should submit a "Request to Fill Position Vacancy" form. http://www.gsw.edu/~hr/forms/requesttofillform.pdf. The completed form should be forwarded to Human Resources. Before a search can be initiated, the search must be approved by the Vice President for Business and Finance and then the President, and the Vice President for Academic Affairs. Human Resources will notify the department head that the search has been approved, and, in consultation with the hiring official or search committee chair, the search process will be initiated. Should you have any questions regarding the search process, please contact Human Resources.

After approval is obtained to initiate a search, the Department Head should prepare a draft of a vacancy announcement using the job description for the position. The duties should be clear and concise. The minimum qualifications should be clear about what is required and what is preferred regarding years of experience and educational background.

4. Recruitment Efforts

The department head should provide a draft of the job description and announcement to the Human Resources Office and require that they initiate recruitment activities in compliance with the University's Affirmative Action procedures. Application deadlines can be set for a specific end date (at least thirty (30) days from the start of the search), or can be “open until filled”. Specific
application deadlines result in applications received after the deadline date not being considered.

An “open until filled” application deadline means that all resumes must be considered up until a
hire is made. These activities shall include but not be limited to the following:

   a) Academic administrative positions will be advertised in the University System
      Applicant Clearinghouse, appropriate professional publications, Georgia
      Southwestern's web page and in the Chronicle of Higher Education.

   b) Recruiting at national conferences is also an effective and economical way to reach
      potential candidates.

   c) Notification by e-mail to all employees on campus of the job posting on the GSW web
      site and on the Human Resources Job Posting board. Full and careful consideration will
      be given to all internal candidates who meet the minimal qualifications for the position.
      Under no circumstances should an internal applicant be subjected to retaliation by
      his/her supervisor for making such application for a transfer or promotion.

   d) All advertisements should include the AA/ADA/EEO statement.

If under-representation of females and/or minorities exists in the unit, the Affirmative Action
Officer should be requested to assist the search and screening committee in an active recruitment
campaign to attract female and minority applicants to include:

   a) Advertisements in special newsletters, journals, and job listings aimed at women or
      minorities in a particular field.

   b) Letters written to the professional organizations of women and minorities in the
      appropriate field requirements that the position vacancy be circulated and publicized to its
      members.

   c) The University administration encourages efforts by department heads/deans to make
      personal contacts with colleagues at other colleges/universities or professional organizations to
      increase the diversity of the applicant pool.
5. Internal Postings

There are occasions when it could be advantageous to GSW to limit the search to online to on campus employees before advertising off campus. This provides promotion and transfer opportunities for our employees. The position is advertised on campus through the faculty/staff listserv and on the GSW Job Opportunities board for 5 working days. All regular employees who have successfully competed their 6-month probationary period are eligible to apply. Employees must submit the GSW Application for Employment and any other required documentation and return all information to the Human Resources office by the deadline date to be considered.

6. Selection Criteria

The search committee in conjunction with the department head should develop selection criteria that are measurable, demonstrable, job related, and necessary to perform the work successfully. It is important that valid minimum and final selection criteria be established by the search committee to ensure consistency in the search process. Documentation of questions developed for telephone interviews and on campus interviews should be kept in the search chairs file to document consistency throughout the search process for all applicants.

Upon completion of the search process and subsequent hire, the search committee chair will complete the required forms included in this search packet and submit them to Human Resources. Efforts to increase the diversity of the applicant pool should be documented on the appropriate forms.

*7. Handling Nominated Candidates

If nominations are accepted, letters should be written inviting each nominee to submit an application. If the women or minorities who have been contacted decline to apply, consideration should be given to making a special approach to these candidates. A telephone call from the search and screening committee, Department Head or person making the original nomination, or some other appropriate communication urging them to apply is appropriate. This kind of outreach, that has been used successfully, would be important in cases where the absence of these candidates
means that no other women or minorities are likely to be in the pool of candidates. If these measures are not effective, it is especially important that vigorous recruitment of women and/or minorities be pursued.

8. Receiving and Processing Vitae

As the vitae, letters of reference, and other documents are received, a dossier should be established for each candidate. Upon receipt of an application, an acknowledgment letter along with a Voluntary Employment Information form

http://www.gsw.edu/~hr/forms/voluntaryemployform.pdf should be sent to the applicant. It must be clearly stated that self-identification is voluntary and will not be considered in the screening and selection process. The Voluntary Employment Information form is returned to Human Resources. This form may be useful in identifying female and minority candidates as well as in providing the necessary data on the race and sex composition of the applicant pool.

9. Screening Candidates

Review of candidates' dossiers is accomplished by matching the selection criteria established by the Committee against the information provided on the resume and related documents. It is important that all committee members agree upon and use the same screening criteria for all candidates.

The first screen is for minimum qualifications; any candidate not meeting the minimum qualifications is excluded. After the first screening, it is desirable to have every committee member read and rate the dossiers of candidates meeting the minimum requirements. In cases where many candidates survive the first cut, it may be necessary to divide screening of remaining candidates. To assure uniformity of screening, a second level screening criteria instrument should be developed outlining the factors to be taken into consideration.

If a large number of candidates are involved, letters may be sent to the applicants who did not survive the first cut, thanking them for applying and informing them that they are not among the finalists. The Committee should notify the other candidates of their status as soon as it is determined. This is a matter of courtesy and good public relations.
In some cases, however, the Committee may decide to defer notifying any candidate of their non-selection until an appointment has been made. It is essential that the same criteria be applied to all the candidates and that all candidates be treated equally. Techniques or procedures (i.e., discussions with references or evaluations of written materials) used to select or screen candidates must be applied uniformly to all candidates.

When the top candidates have been identified, the interview phase of the search begins. A minimum of three candidates must be interviewed. If the applicants selected for interviews do not include minorities and women, particularly if the unit has goals for one or both, a justification should be provided to the Vice President for Academic Affairs. The Vice President for Academic Affairs and/or Dean, in consultation with the search and screening committee Chair may review the recommendations with the search and screening committee and may request that qualified minority and/or female candidates be included in the interviews.

In cases where an objective exists to increase women and/or minority candidates and few or no applications have been received from women or minorities, the Vice President of Academic Affairs and/or appropriate Dean, in consultation with the Affirmative Action Officer, may request that the search and screening committee re-open the search.

In units where traditional search procedures have consistently failed to identify minority and female candidates, a special committee may be established by the Vice President for Academic Affairs, to identify qualified women and minorities for future
openings in the Unit. Thus, when a position does become available, the search and screening committee can obtain recommendations from the special committee. This procedure might be most effective in units where the number of women and minorities is especially low and qualified personnel difficult to find.

9. Interviewing Candidates

Depending upon resources available, the distances that the interviewees must travel, and the wishes of the search and screening committee, finalists should now be brought to campus for a formal interview. Search and screening committees are encouraged to conduct preliminary telephone interviews with candidates, with the whole committee present, to ascertain the candidate’s continuing interest in the position and to obtain a preliminary assessment of the candidate’s match for the job requirements. Candidates invited for an interview will be reimbursed for travel expenses.

As in the previous phases, it is important that all candidates be treated equally during the interview. If one is invited to make a presentation or give a seminar, all must be so invited. All candidates must have an equivalent opportunity to present their credentials in person and receive equal consideration. It is recommended that some predetermined questions be asked all interviewees, that efforts be made to have the same interviewers present in each case, and that the allotted time and other conditions be as identical as possible for all interviewees.

It is also recommended that each candidate makes a presentation and that faculty and students are invited. This is an effective way to obtain student input.

10. Selection of the Appointee

After the interviews have been completed, all candidates will be discussed by the search and screening committee and a list of three to five unranked candidates will be submitted to the Department Head/Dean. The Department Head will make a final recommendation to the School Dean, who will in turn make his/her final recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will then make an official appointment within the
salary range authorized for the position. The Department Head/Dean will also be responsible for reviewing and verifying, through transcripts, that the appointee has the proper credentials.

At the conclusion of the search, the search chair is responsible for completing forms relating to the search. These forms are:

The Affirmative Action Checklist [http://www.gsw.edu/~hr/forms/affactioncklist.pdf](http://www.gsw.edu/~hr/forms/affactioncklist.pdf) and the The Priority Listing [http://www.gsw.edu/~hr/forms/prioritylisting.pdf](http://www.gsw.edu/~hr/forms/prioritylisting.pdf)

Contact Human Resources for the Applicant Flow information that provides you with the data necessary to complete the Affirmative Action Checklist.

Human Resources Department
Revised June 2007