SEARCH COMMITTEE ORIENTATION PACKAGE
Dear Search Committee Member:

Congratulations on being selected to serve as a member of the Search Committee for the following position of employment:

This purpose of this orientation package is to assist you in timely performing your Search Committee Member duties consistent with the CSN Hiring Procedure (a copy of which appears online at www.csn.edu/pages/381.asp). This package contains a collection of materials designed to inform you about the procedure by which the job search is to be conducted, and answer a number of questions that frequently arise during a search.

Please note that the Search Committee’s work must be performed expeditiously and in accordance with the various timelines and criteria presented in the CSN Hiring Procedure.

Also, your appointment to the Search Committee is predicated upon your having completed a CSN workshop on fair and nondiscriminatory hiring practices (CSN Search Committee Orientation). If you have not already attended this workshop, please contact Human Resources.

Please do not hesitate to contact me or my office if we may be of any assistance to you as you serve in this important search committee member role. The name and telephone number of the “Monitor” assigned to this search is:

Sincerely,

John Mueller
Executive Director of Human Resources
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A. TIMELINE FOR ACCOMPLISHMENT OF WORK

A summary of the search procedure’s model timeline, which lists what action must be taken by when, appears beginning on the next page. As the search process begins the College will consider what, if any, unique circumstances exist, and will establish a timeline for this particular search. Hence, the timeline for this search may vary somewhat from the “model” timeline. Even so, the model timeline will give you an idea about how quickly the search will need to proceed.

That part of the search which will involve you and your fellow search committee members includes:

- **Stage 5 – Search Committee Certification**  “Action” items 34 through 36
- **Stage 6 – Search Committee Applicant Screening**  “Action” items 37 through 53
- **Stage 7 – Finalist Selection**  “Action” items 58 and 60

B. SCORING METHODOLOGIES

Scoring methodologies are useful in evaluating the relative qualifications of numerous applicants, and particularly so when the applicant qualifications being scored are fairly well defined, and therefore subject to reasonable comparison any scoring by various search committee members. The most important aspect of any scoring sheet or points system is that the applicant qualifications being evaluated are truly job-related. A draft example is attached for your perusal.

C. STANDARDIZED QUESTIONNAIRE TO JOB APPLICANTS

Presented on the next page(s) is a standardized questionnaire which may, at the
Search Committee's option, be mailed to the minimally qualified applications (or, time permitting, all applicants surviving a secondary cut) all applicants. This document will appear in one of two forms.

That is, the document may be a questionnaire already tailored for the particular position of employment for which the search is being conducted. Alternatively, the document may be a general, standardized questionnaire, which the Search Committee may refine by adding additional questions and/or modifying the standard questions to be more specific to the relevant employment position. (The *standardized questionnaire to job applicants* is designed for use in situations where there are a large number of applicants for the position.)
Please describe your style of teaching.

What do you consider to be the primary mission of a public college?

What do you consider to be other important missions and purposes of a public college?

Do you believe that state college students should be held to the same standards of performance as state university students? If so, why? If not, why not?

Other than class instruction, what college services do you think should be available to students at the College of Southern Nevada?

Do you believe that it is appropriate for a state college to offer remedial education to its students? If so, why? If not, why not?

What is your understanding as to the difference between an Associate of Science (or Art) Degree and an Associate of Applied Science Degree?

What your understanding of the term equal opportunity is as applied to students of a state college?

What is your understanding of the term cultural diversity? as applied to employees and students of a college, and do you believe that it is appropriate for a public college to strive for cultural diversity? If so, why? If not, why not?

What would you consider to be the most appropriate size for a college class offering a core course to a freshman or sophomore? If you think it is different for different types of courses, please explain why.

If you were charged with drafting an attendance policy for College of Southern Nevada students, what would that policy be?

What do you consider the term academic freedom to mean in the context of a state college?

What experience do you have in teaching through distance learning?
D. STANDARDIZED INTERVIEW QUESTIONS

A draft, standardized set of interview questions is presented on the following page(s). The set of interview questions will appear in one of two forms. The document may be a set of interview questions already tailored for the particular position of employment for which the search is being conducted. Alternatively, the document may be a general, standardized set of interview questions, which the Search Committee may refine by adding additional questions more specific to the relevant employment position. The Standardized interview questions are designed for use in all interviews.

Please note that all interviews are to be conducted by posting only the questions contained with the approved set of standardized interview questions and reasonable, job-related follow-up questions.

GENERAL QUESTIONS ABOUT APPLICANT
(GENERAL ADMINISTRATIVE APPLICANT)

What management or supervisory position(s) have you held in an educational setting? (Please also state when and where you held these positions.)

Whom do you consider to be an example of a good college administrator? What is it about that person who makes him/her a good administrator?

What do you consider to be your strengths as a college administrator?

Please list and briefly describe any experiences which you have had in planning and/or budgeting in a business or educational setting.

Please describe one or more situations in which you had to deal with an employee who failed to meet the work standards for his/her job. Tell what you did to resolve, or attempt to resolve, the problem.

Please list and briefly describe any experiences which you had have in assessing institutional effectiveness in an educational setting.

Please list and briefly describe any experiences which you have had in preparing a college or university for an accreditation site review.
Please list and briefly describe any experiences which you have had in developing and/or drafting policies, rules, or regulations for a college or university.

Please briefly describe one or more instances in which you had to ensure, as an administrator, that an institution, or a college program or activity, did not improperly discriminate against persons of a particular sex, race, religion, age group, national origin, or other protected category. Be sure to state what particular measures you took to prevent discrimination.

Briefly describe experience which you have had in recruitment and/or hiring of college personnel.

Briefly describe any situation(s) in which you have been called upon, as an education administrator, to handle a formal grievance by a student against an employee and/or by one employee against another employee.

Briefly describe any situation(s) in which you, as a representative of an educational institution, have given a presentation, lecture, or workshop to a professional group or civic organization.

Briefly describe any situation(s) in which you have developed, or have assisted in the development of, an advertising or public relations campaign for a college or university.

Please list all college or university committees on which you have served and, for each, state any office held.
GENERAL QUESTIONS ABOUT APPLICANT
(FACULTY)

How long have you been teaching full-time?  How much of that experience was at a college?  How much was at a public college?

What subjects (or courses) have you taught?  In what subjects are you most experienced as a college or high school instructor?

With what areas or aspects of teaching ____(subject)__ are you the most comfortable?

What do you consider to be your strengths as a ____(subject)__ instructor?

Are there any areas of your teaching skills which you believe can be improved?  If so, what are the areas in which you would like to improve, and what are you doing (or what do you intend to do) to make these improvements?

What types of non-instructional duties do you think are appropriate for a college instructor?

Have you ever served as a faculty sponsor of any college club or activity?  If so, what was the club or activity, and what did you do?

Do you think that students should have the right to appeal the grade of an exam, work project, or course?  If so, what do you think the process should be.  If not, why not?

Have you ever had a student appeal a grade you gave?  If so, what were the circumstances and the outcome?

Describe at least one situation in which you believed a student to have been cheating on an exam or engaged in some other form of academic dishonesty, and tell the committee how you handled it.

What is your understanding as to the duty of an instructor to provide reasonable accommodations to a student with a disability?

Have you ever had a situation where you were called upon to provide a reasonable accommodation to a student with a disability?

What is your understanding of what constitutes sexual harassment?

What contributions do you believe you will be able to make to the College of Southern Nevada?
GENERAL QUESTIONS ABOUT APPLICANT
(INSTRUCTIONAL ADMINISTRATOR APPLICANT)

How much full-time teaching or education counseling experience do you have? How much of that experience was at a college? How much was at a public college?

What subjects (or courses) have you taught? In what subjects are you most experienced as a college instructor?

With what areas or aspects of teaching are/were you the most comfortable?

What do/did you consider to be your strengths as an instructor?

What do you consider to be your strengths as a college administrator?

Whom do you consider to be an example of a good college administrator? What is it about that person who makes him/her a good administrator?

What types of non-instructional duties do you think are appropriate for a college instructor?

Have you ever served as a sponsor of any college club or activity? If so, what was the club or activity, and what did you do?

Do you think that students should have the right to appeal the grade of an exam, work project, or course? If so, what do you think the process should be. If not, why not?

Have you ever had a student appeal a grade you gave? If so, what were the circumstances and the outcome?

Describe at least one situation as an instructor or college administrator in which you believed a student to have been cheating on an exam or engaged in some other form of academic dishonesty, and briefly describe how you handled it.

What is your understanding as to the duty of a college to provide reasonable accommodations to a student with a disability?

Have you ever had a situation where you were called upon as an instructor or administrator to provide a reasonable accommodation to a student with a disability? If so, how did you handle it?

Please list any experience (what, when, where) you have had with student financial aid, including scholarships.

What is your understanding of what constitutes sexual harassment?
How do you believe sexual harassment complaints should be handled on a college campus?

What management or supervisory position(s) have you held in an educational setting? (Please also state when and where you held these positions.)

Please list and briefly describe any experiences which you have had in planning and/or budgeting in a business or educational setting.

Please describe one or more situations in which you had to deal with an employee who failed to meet the work standards for his/her job. Tell what you did to resolve, or attempt to resolve, the problem.

Please list and briefly describe any experiences which you had have in assessing institutional effectiveness in an educational setting.

Please list and briefly describe any experiences which you have had in preparing a college or university for an accreditation site review.

Briefly describe any experiences which you have had in recruitment and hiring of college personnel.

Briefly describe any situation(s) in which you have been called upon, as an education administrator, to handle a formal grievance by a student against a faculty member.

Please list all college or university committees on which you have served and, for each, state any office held.

What contributions do you believe you will be able to make to the future success of the College of Southern Nevada?
E. GUIDELINES FOR INTERVIEWING JOB APPLICANTS

In preparing for and conducting interviews of job applicants, there are numerous factors which the person or persons conducting such interviews should take into account. Among these considerations are such matters as: (1) the objectives of the interview process; (2) the relationship of interview questions to the objectives; (3) any potential communication problems (such as a hearing or speech impairment on the part of the interviewee, or a possible language barrier if English is not the interviewee’s first language); (4) the ability to provide reasonable accommodations for a disability of the interviewee or a committee member; and (5) how the results of the interviews will be recorded and/or reported. The following guidelines are designed to assist persons responsible for pre-employment interviews.

1. Preparing For and Scheduling The Interview

   a. General Parameters. The interview questions should be prepared in advance and be based on the job’s essential qualifications and functions. Where appropriate, there can also be skills tests or the submission of work samples so long as the assessment of such is directly related to the essential functions of the job. As a general rule, no questions about mental or physical health should be asked or discussed, nor should medical records be requested, unless directly related to the applicant’s qualifications for the job. Even then, medical information should not be requested except from persons who are in line to be offered employment, and only after the College’s legal counsel is consulted.

   b. Records. A copy of the questions used in an interview should be maintained. It is also advisable for the interviewer(s) to retain notes taken during the interview.

   c. Accommodation Requests. All requests for the accommodation of applicants with
disabilities should be handled by CSN’s ADA Coordinator, who should prepare a record of each request and what was done in response to the request. If the request is denied, in whole or in part, then it is imperative that the reason(s) for the denial be stated in a report to be retained in the appropriate office(s).

d. Getting Ready To Ask Questions. The following is a list which should be reviewed by each person who is going to conduct, either individually or as a committee member, an interview of a prospective employee.

i. Be familiar with: the job announcement, all required qualifications (including certification or licensure, if these are required), the advertisement for the position, and all relevant policies and procedures.

ii. Use approved questions relating to if and how the applicant will be able to perform the essential functions of the job.

iii. Make a general outline of what needs to be covered during the interview.

iv. Review the applicant’s resume and application form. Structure follow-up questions so as to clarify or flesh out any information which is unclear in the application materials.

v. If appropriate, prepare skill tests based on the essential functions.

vi. If appropriate, ask for documentation, work samples, or other evidence of the applicant’s ability to perform the essential functions of the job. For example, a search committee may request writing samples, art samples (for an art instructor), music samples (for a music instructor), etc.

vii. Ensure that reasonable interview accommodations are made for any job applicant who has requested such accommodation.
viii. Be aware that body language, communication skills, and social skills can be an inaccurate measure for many people with mental or physical disabilities.

ix. Prepare to document, by written minutes, each applicant’s responses to interview questions. (This documentation is critical in responding to complaints by applicants who were not selected.)

x. Familiarize the applicant in advance with the names and positions of all persons whom he/she will be meeting during his/her visit.

Provided that the reasonable accommodations have been followed, expect the same measure of punctuality and performance from people with disabilities as is required from every other potential or actual employee.

2. Conducting The Interview

Listed below are suggestions for persons who will be involved in conducting interviews of job applicants.

a. Asking Good Questions and Job-Related Follow-up Questions. The task of asking only proper questions that are reasonably related to the job, through asking all of the applicants the same set of questions (or differing questions from the same set of questions) need not be a “robotic” exercise. Follow-up questions are appropriate if they are made in a manner that is reasonably calculated to keeps the interview “on subject” – that is, involves only inquiries that appear to be related to the performance of the job. In this regard, consider:

i. Conduct interviews in a manner which emphasizes the applicant’s abilities, achievements, and individual qualities.

ii. Avoid questions which are overly broad, vague, or open-ended. Ask
questions in such a way as to obtain specific answers.

iii. Avoid asking questions in such a way as to cue the interviewee as to the answer you might want. (For example, don’t ask: You do believe in being a team player, don’t you? Instead, the interviewer might ask questions about how the applicant has worked before in group situations.)

iv. If an answer is unclear or incomplete, ask follow-up questions designed to focus the answers on the needed information. (For example, if a faculty applicant says, I’ve taught a lot of different speech courses, the interviewer might ask for an estimate of how many different courses were taught; what they were; and where and how long ago they were taught. For another example, if an applicant says, My current position doesn’t challenge me enough, the interviewer might ask what is it about the job that is unchallenging and/or what kind of a challenge it is that the applicant is seeking.)

v. Use non-verbal cues to encourage the applicant to say more. (Such cues might include a slight nod of the head, or saying I see, or just allowing for the pregnant pause by not saying anything following a response which may need elaboration. Often, when a response is not immediately followed by another question, the applicant will feel a need to add something to the response.)

3. Interviewing Disabled Persons

a. Interviewing Disabled Persons – In General. When interviewing disabled applicants consider:

i. Conduct an interview with a person with a disability or communication
impairment in a manner as close as possible to that of an interview with any other applicant. Be considerate without being patronizing.

ii. When interviewing a person with a speech impediment, refrain from completing a sentence for the applicant.

iii. If it appears that a person’s level of ability might inhibit performance of a job, ask a question of the nature of: How would you perform this job?

For example, instead of saying:

I notice that you are in a wheelchair, and I wonder how you will get around. Tell me about your disability,

Say:

This position requires digging and using a wheelbarrow, as you can see from the job description. Do you foresee any difficulty in performing the required tasks? If so, do you have any suggestions as to how these tasks can be accomplished?

b. Interviewing Applicants with Mobility Aids. When interviewing persons with mobility aids:

i. Enable people who use crutches, cane(s) or wheelchairs to keep them within reach.

ii. Be aware that some wheelchair users may choose to transfer themselves out of their wheelchairs into an office chair, for the duration of the interview.

iii. When speaking to a person who uses a wheelchair or crutches for more than a few minutes, sit in a chair. Place yourself at that person’s eye level to facilitate conversation.
c. Interviewing Applicants with Visual Impairments. When interviewing persons having visual impairments:

i. When greeting a person with vision impairment, always identify yourself and introduce anyone else who might be present.

ii. If the person does not extend his/her hand (to shake hands), orally state a welcome.

iii. When offering seating, place the person’s hand on the back or arm of the seat. A verbal cue is helpful as well.

iv. Let the person know if you move or need to end the conversation.

d. Interviewing Applicants With Speech Impairments. When interviewing persons with speech visual impairments:

i. Listen with your whole attention to the responses.

ii. Ask short questions that require short answers or a nod of head.

iii. Do not pretend to understand if you do not. Ask the person to repeat what you do not understand.

iv. Do not raise your voice. Most persons with speech impairments can hear and understand normally.

e. Interviewing Applicants Who Are Deaf Of Hearing Impaired. When interviewing persons who are deaf or have a hearing impairment:

i. If you need to attract the attention of the interviewee, touch him/her lightly on the shoulder.

ii. If the applicant lip-reads, look directly at him/her. Speak clearly at a normal pace. Do not exaggerate your lip movements or shout. Speak
expressively because the person will rely on your facial expressions, gestures and body movements to understand you. Maintain eye contact. (Note: It is estimated that only four out of ten spoken words are visible on the lips.)

iii. Place yourself facing the light source and keep your hands, cigarettes, or food away from your mouth when speaking.

iv. Shouting does not help and can be detrimental. Only raise your voice when requested. Using brief, concise written notes may be helpful.

v. In the United States, many deaf people use American Sign Language (ASL). However, ASL is not a universal language. ASL is a language with its own syntax and grammatical structure. When scheduling a signer/interpreter for a non-English speaking person, be certain to retain an interpreter who can speak and interpret in the language of that person.

vi. If an interpreter is present, it is commonplace for the interpreter to be seated beside the interviewer across from the interviewee.

vii. Interpreters facilitate communication. However, they should not be consulted or regarded as a reference for the interviewee.

4. Do's And Don’ts” Of Interviewing To Avoid Other Forms Of Discrimination

Listed below are “do's and don'ts” designed to ensure that job applicants do not begin to feel that the person(s) conducting the interview is/are unlawfully discriminating in employment because of the applicant’s race, color, national origin, gender, marital status, religion, or age. It is also important to avoid certain questions that, while not directly or
obviously based upon one or more of these impermissible criteria, nevertheless may be associated with impermissible criteria due to societal or historical understandings.

a. Marital And/Or Family Status:

   (1) Don’t ask:
       about marital status or children; child care arrangements.
       about pregnancy or family planning.

   (2) Okay to ask:
       whether applicant can meet specified work schedules or has activities or obligations which might hinder meeting work schedule or travel requirements.

b. Age:

   (1) Don’t ask:
       how old applicant is or when applicant was born; for proof of date of birth.

   (2) Okay to ask:
       for age information, after employment offer, if for a business reason such as insurance, retirement eligibility, license requirement, etc.

c. National Origin:

   (1) Don’t ask:
       about place of birth, native tongue, first language, or what language is spoken at home.
       about origin of applicant’s surname.
       about parents’ nationality.
(2) Okay to ask:

about foreign language ability, if that is related to essential functions of job, but not how language skills were acquired. (NOTE: It is also okay to test for foreign language skills, if job-related.)

about legal eligibility to work in U.S. at time of potential employment offer.

about length of time at address(es) stated on application form.

d. Military Record:

(1) Don’t ask:

about type of discharge.

(2) Okay to ask:

about military work experience which is related to position being sought.

e. Religion:

(1) Don’t ask:

any question which would potentially involve disclosure of religious belief, affiliation, religious holidays observed, etc.

(2) Okay to ask:

if there is any potential problem with meeting work schedules for the job.

f. Arrest/Conviction:

(1) Don’t ask:

about arrests.
(2) Okay to ask:

about convictions which directly relate to job eligibility, licensing, bondability, or essential job functions.

at an appropriate time and through an authorized College official,
about convictions which are required by Nevada law to be disclosed to the College by the applicant.

g. **Organizational Affiliations:**

(1) Don’t ask:

of what organizations is the applicant a member.

(2) Okay to ask:

applicant to list organizations which the applicant believes would demonstrate a direct relationship to the applicant’s ability to qualify for or perform the job. (Advise the applicant that he/she need not list any organization which indicates or implies the applicant’s race, religion, sex, age, national origin, mental or physical disability, or other membership in a protected group.)

h. **Height / Weight / Race:**

(1) Don’t ask:

about height, weight, race, eye color, complexion, hair, or any other overt physical characteristic.

where relatives live.

(2) Okay to ask:

applicant to take physical fitness test *upon a potential offer of*
employment, if directly related to essential job functions, so long as the same requirement is applied to all applicants offered employment.

i. **References:**

(1) Don’t ask:

for any reference such as a pastor or priest (which might indicate religious preference).

(2) Okay to ask:

for names, addresses, and phone numbers of persons who can attest to the applicant’s professional suitability for job.

j. **Education:**

(1) Don’t ask:

questions about a school’s or college’s nationality or religious or racial affiliation or history.

(2) Okay to ask:

about high schools or colleges attended, the applicant’s academic performance, diplomas, degrees, or certificates.

about applicant’s major or minor areas of concentration.

about whether colleges or universities attended were accredited by a regional or national accrediting organization.

k. **Personal Finances:**

(1) Don’t ask:

about overdue bills, credit history, net worth, or credit rating (unless directly related to job eligibility or required bondworthiness).
about pending judgments or bankruptcy (unless directly related to job eligibility or required bondworthiness).

I. Health:

(1) Don’t ask:

about medical history; mental or physical problems, handicaps, or disabilities; status of health, or medications of applicant, family members, or associates.

(2) Okay to ask:

about applicant’s ability (with or without reasonable accommodation) to perform all essential physical or mental functions of job.

how college can best help applicant to do the job, if the applicant has indicated that an accommodation would be necessary.

applicant who is otherwise qualified to take a physical, mental, or psychological examination at time of potential offer of employment, so long as the exam is directly related to the essential functions of the job, and so long as the same requirement is applied to all applicants being offered, or to be offered, employment in the same position.
F. JOB ANNOUNCEMENT

The approved job announcement for the relevant position of employment is presented on the initial search committee meeting.