

Georgia Institute of Technology

College of Engineering

Faculty Search Committee Toolkit

September 2014

Search Committee Checklist

Target Date	Who	Task
August 15	School Chair	Plan the search and define hiring objectives.
September 15	School Chair	Form the Search Committee , carefully considering composition .
September 15	School Chair & Search Committee Chair	Charge to the Search Committee, making sure all understand their duties .
September 30	Search Committee Chair	Organize Search Committee and prepare search plan consistent with hiring timeframe .
September 30	Search Committee	Develop the position description .
October 15	Search Committee & HR Contact	Prepare and post job advertisements .
October 15	Search Committee	Develop and deploy outreach strategy, taking advantage of diversity resources .
October 15	Search Committee Chair & HR Contact	Establish procedure for accepting and tracking applicant CVs and reference letters , then sending acknowledgements/thank you letters.
November – December	Search Committee	Review applications and select short list of candidates.
January – February	Search Committee	Bring short list of candidates in for interviews , following guidelines for interview questions , pre-interview preparations , conducting the interview , and post-interview follow-up .
March 14	Search Committee based on Faculty Input	Recommend candidate(s) to whom offer(s) are to be made.
March 14	School Chair & HR Contact	Make final hiring recommendation to Dean with hiring package routed to the Dean's office.
April 1	School Chair	Make official offer after hiring package is prepared and approved by Dean's office and Provost.
April 15	Search Committee	After offer accepted, call all candidates who were interviewed but not selected then follow up with a formal letter.
April 30	School Chair & HR Contact	When offer is accepted, begin processes for work visa assistance , relocation , and start up equipment for laboratory and office space .
May 30	School Chair & HR Contact	Help new employee with startup action items (registering for New Faculty Orientation , Payroll, Buzzcard, Computer Accounts, Parking, Benefits)

Background

This tool kit has been prepared to assist Faculty members who participate on a search committee either as a member or chair. Immediate responsibility for recruiting, retaining and developing faculty talent is vested in the faculty itself.

The primary goals of each search are

- to recruit the finest faculty in the world, and
- to represent Georgia Tech to all candidates as an attractive and welcoming organization.

The beginning of this process is recruitment and it is the committee's duty to find and attract talented scholars to become a part of the Georgia Tech community. To this end, we seek the widest and most diverse candidate pool from which to consider. Potential faculty colleagues should be viewed as prospects whom we are courting.

The search process provides an opportunity for us to learn about their strengths and interests while the candidate gains a better understanding of Georgia Tech and our values. All committee members should have an understanding of all that Georgia Tech has to offer so that it can be included as a part our recruitment plan. A starting point is an understanding of Georgia Tech's mission and vision outlined from the Office of the President in a twenty-five year plan:

Our vision is bold: "Georgia Tech will define the technological research university of the twenty-first century." We will be leaders in influencing major technological, social, and policy decisions that address critical global challenges.

Our mission is clear: "Technological change is fundamental to the advancement of the human condition. The Georgia Tech community—students, staff, faculty, and alumni—will realize our motto of "Progress and Service" through effectiveness and innovation in teaching and learning, our research advances, and entrepreneurship in all sectors of society. We will be leaders in improving the human condition in Georgia, the United States, and around the globe."

Georgia Tech values its position as a leading public research university in the United States and understands full well its responsibility to advance society toward a proper, fair, and sustainable future. By seeking to develop beneficial partnerships within public and private sectors in education, research, and technology, Georgia Tech ensures relevance in all that it does and assures that the benefits of its discoveries are widely disseminated and used in society.

Georgia Tech pursues its mission by giving the highest respect to the personal and intellectual rights of everyone in our community. In return, we expect that all members of our community will conduct themselves with the highest ethical principles.

A commitment to excellence and diversity is also recognized in the Institute’s Strategic Plan:

“We will recruit, develop, retain, and engage a diverse cadre of students, faculty, and staff with a wide variety of background, perspectives, interests, and talents, creating a campus community that exemplifies the best in all of us - in our intellectual pursuits, our diversity of thought, our personal integrity, and our inclusive excellence.”

As the largest and most influential academic unit at the Institute, it is appropriate for the COE’s strategic plan to remain congruent with the institutional plan, while retaining a unique perspective that reflects the culture and aspirations of the COE. Based on its values, current capabilities, and future aspirations, the COE proposes the following vision with a five year horizon:

Unmatched in breadth, depth, and diversity of talent, the College of Engineering at the Georgia Institute of Technology is globally recognized as the preferred institution:

- for all students with the aptitude and inclination—regardless of background or means—who seek the best possible technological education to impact the most pressing global issues;
- for all faculty who seek the best possible environment and opportunity for interdisciplinary and impactful research; and
- for solutions to the grand challenges facing the human community today and for innovations to meet the needs of tomorrow.

The College of Engineering will be the entity that provokes the question: “What does Georgia Tech think?”

In order to realize its vision, the COE will undertake the following mission:

Through relentless innovation in pedagogy, research, and institutional practices, the College of Engineering empowers students and researchers to be interdependent learners who are fearless in the face of complex problems and eminent contributors in their fields.

**The College of Engineering answers:
“What would Georgia Tech do?”**

Plan the Search

In preparation for the recruitment process, there are several decisions that need to be made regarding the appointment. The hiring authority should develop specific hiring goals and decide whether the search will be broad or focused. There should be consensus on the areas of specialty and other specific requirements. Narrowly focused searches should be justified in the

hiring package. In general, most positions should have a broad recruitment strategy. The hiring authority should ensure that there is agreement among all stakeholders on hiring objectives.

Forming the Search Committee

A search committee has the greatest ability to make profound and substantive changes in a unit for the immediate term and future. Members of the committee should thoroughly understand the requirements of the position to be filled and the mission and priorities of the School and Institute. The composition of the search committee and its charge are key factors in the outcome of the search.

Composition of the Committee

- Search committees should be composed of members with a variety of perspectives and expertise, with a demonstrated commitment to diversity.
- When possible, women and minorities from within the unit should be represented on all search committees. This may not always be feasible as these individuals are frequently asked to serve on an array of committees. In this case, individuals from other Schools may be asked to participate.
- Including faculty from other Schools on the Search Committee may be particularly helpful for interdisciplinary hires, but also provides diversity in perspective which can be valuable for disciplinary hires as well.
- Committee size should correlate to the importance of the opening. Typically a group of five to nine members is ideal.
- In some cases, it may be appropriate to give students an opportunity to meet candidates in an informal setting or to attend presentations by the candidates. Student reactions may be useful to the committee in its deliberations, and the candidate may appreciate the opportunity to interact with students.

Search Committee Duties

Committee Chair Duties

- Serve as liaison between the committee and hiring authority. Ensure that the charge is carried out, deadlines are met
- Call and chair meetings
- Ensure that proper records and meeting notes are kept
- Correspond with semifinalists
- Coordinate administrative and logistical support
- Serve as lead host for campus visits
- Coordinate the efforts of all committee members
- Perform all duties of regular committee members

Committee Member Duties

- Help to identify and contact potential applicants
- Attend all scheduled meetings
- Review all materials
- Screen applicants
- Host candidates
- Participate in the interview process
- Check references
- Maintain appropriate confidentiality about search committee proceedings

Charging the Committee

The charge to the search committee must be clear and precise: ambiguity in the charge, in the role of the committee or in the extent of its authority can create confusion that may delay the selection process at crucial points. In some cases, the search committee is instructed to make a hiring recommendation and in others, the final hiring decision. If the committee is instructed to rank candidates for the hiring authority, the charge should make clear that the hiring authority is not bound by the committee's ranking in making the selection.

The committee should also be clear about whether its charge includes particular focus on underrepresented groups, and the goal of identifying outstanding candidates for the position.

The charge should include the following information:

- Official title or rank of the position(s) to be filled
- Job description and copy of the advertisement or position announcement
- Essential and preferred criteria for selection
- Time frame for completing the search and anticipated start date
- Policy for handling late or incomplete applications
- Clear understanding of duties of chair and members
- Hiring authority's involvement in the search process
- Preferred number of finalist candidates
- Form in which the committee's final recommendations are to be brought forward (for example: single candidates, narrative, ranked list)
- Where and how the committee will receive administrative and logistical support
- Funds available for advertising, travel, and meals
- Review of EEOC, Diversity and Affirmative Action requirements

It is highly recommended that the School Chair or department head meet with the committee at the beginning of the process to emphasize the importance of inclusion, the advisory role of the committee and the need for confidentiality.

Position Description

In developing the position description, care should be used to ensure that it does not needlessly limit the pool of applicants. Be aware that individuals face greater discrimination when traits stereotypic of their group conflict with traits stereotypic to the job to which they are applying.

For example, some position definitions may exclude female candidates by focusing too narrowly on subfields in which few women specialize.

Consideration should be given to the ability of the candidate to add intellectual diversity to the department, and a demonstrated ability to work with diverse students and colleagues. If women or minority candidates are hired in areas that are not at the center of the School's focus and interest, they may be placed in an unfavorable situation. In this case, attention should be given by the hiring authority about how the School will support not only the individual, but also the development of the candidate's area within the School. Consider "cluster hiring" which involves hiring more than one faculty member at a time to work in the same specialization.

Hiring Timeframe

It is the goal of the College of Engineering that recruitment processes should begin in the fall semester with most interviews beginning January through March. Timely recruiting allows Georgia Tech to be competitive with other Institutions for sought-after candidates. As a practical matter, recruitment is an ongoing process that is not limited to strict timeframes, but a successful committee will meet the following deadlines:

- Assemble Committee by September 15
- Post job advertisements by October/November
- Invite candidates for January/February interviews
- Have offer packages complete by April 1

The College of Engineering seeks to comply with standards jointly adopted by the Council of Colleges of Arts and Sciences (November 1992) and the American Association of University Professors (June 1993) which provide that "an offer of appointment to a faculty member serving at another institution should be made no later than May 1, consistent with the faculty member's obligation to resign, in order to accept other employment no later than May 15." The standards recognize that "in special cases, it might be appropriate to make an offer after May 1, but in such cases there should be an agreement by all concerned parties."

Advertising

Once the position goals and description are created, a strategy for advertising must be put into place.

Text for Advertisements

All ads must include job title, job duties (specifically include the words "teach" or "teaching" if applicable") qualification requirements (minimum and preferred), employer name and geographic location (i.e., "Georgia Institute of Technology in Atlanta, Georgia"), contact information, and application deadline. In addition, the following language required by law must be included:

**Georgia Institute of Technology is an AA/EOE Employer or
Georgia Institute of Technology is an Affirmative Action/Equal Opportunity Employer.**

Posting the Ad

All tenure track or regular positions must be posted. It is recommended that ads be placed for at least 30 days. The standard venues to advertise include:

- Journals: *Chronicle of Higher Education*, *Diverse Issues in Higher Education*
- Conferences
- Websites: *Higherjobs.com*, *Insidehighered.com*, *AcademicKeys.com*
The University System of Georgia Applicant Clearinghouse (Position Vacancy Announcement)
- Georgia Tech School web pages

For print or web advertisements, determining where to place an ad is as important as the wording of the text. There are a considerable number of specialized periodicals, directories, services and agencies that reach a more diverse audience.

Search committees must keep copies of all ads and recruitment letters, with date of advertisement to be included with the hiring package.

Outreach

Traditional advertising methods are valuable but can never replace personal contact for developing a promising candidate pool.

- Search committee members and department faculty should utilize every possible opportunity to make personal contact with potential candidates at professional meetings and conferences. Further, faculty who will be visiting other universities may combine the visit with recruitment efforts for present and future positions.
- Leaders and faculty colleagues at universities and industry may provide insight into candidates that are in the pipeline, especially women and underrepresented minorities.
- Invite women and minority scholars from other institutions to participate in department sponsored symposia and visiting professorships.
- Use a personal approach in recruiting candidates. Often outstanding potential candidates do not apply for advertised positions, but may respond to personal contact. If an individual declines a nomination or does not respond to a letter of inquiry, it may be helpful to telephone the individual to determine if the reasons for declining can be addressed and resolved.
- Each School is encouraged to develop a database of promising potential candidates which could include PhD students within a year of graduation, postdoctoral fellows, researchers in industry or academia, or untenured faculty at other institutions.

Diversity Resources

Many search committees report that they cannot find qualified women or minority candidates to apply for open positions. To increase the candidate pool, the search committee must do more than place ads and wait for applicants to express interest. Additional resources including using the personal and professional networks of existing faculty and students, using discipline-based organizations, utilizing publications and web sites that specialize in the recruitment of diverse faculty members.

Existing Faculty and Students

All searches should use existing faculty and graduate students to market open positions. Ask faculty and students to have available copies of the job announcement when traveling to academic conferences and meetings. Further, ask that they contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups.

It is important to encourage these individuals to seek candidates beyond those who are most like themselves. Women and minority faculty in the department in related areas can also help identify candidates from their professional contacts and students. ASEE also publishes data regarding doctoral degrees awarded each year by discipline, gender, and ethnicity; this can be a good resource for identifying university faculty to contact for recruiting of recent graduates.

Discipline-based Organizations

All academic disciplines have professional organizations associated with them. Many have subcommittees for women and/or people of color. In addition, most have both national and regional meetings, newsletters, email lists and web sites. These organizational resources can be key in recruiting efforts. Talk with faculty members to determine which organizations are most active in the discipline related to the open faculty position. Distribute job announcements to regional contacts or committee chairs then follow up with phone calls. In addition, announcements of awards and prizes can be an excellent resource.

Examples of organizational links include:

- Women in Engineering Leadership Institute (<http://www.weli.eng.iastate.edu/Jobs.htm>)
- American Educational Research Association: (<http://www.aera.net>)
- Association for Women in Science: (<http://www.awis.org>)
- American Indian Science and Engineering Society (<http://www.aises.org>)
- FOCUS Fellows, (<http://www.focus.gatech.edu/>) contact andre.dickens@omed.gatech.edu
- Society of Women Engineers (<http://www.swe.org>)
- Society of Hispanic Professional Engineers (<http://shpe.org>)
- National Society of Black Engineers (<http://www.nsbe.org>)
- Society for the Advancement of Chicanos and Native Americans in the Advancement of Science (<http://www.sacnas.org>)
- Women in Engineering Proactive Network (<http://www.wepan.org/>)

Publications/Web Sites

Committee on Institutional Cooperation Doctoral Directory

<https://www.cic.net/students/doctoral-directory/introduction>

The CIC Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the universities of the Committee on Institutional Cooperation. The Directory is designed to increase the visibility of doctoral alumni who bring diverse perspectives and experiences to higher education. The searchable, online database is freely available to the public.

Ford Foundation Fellows

<http://sites.nationalacademies.org/pga/fordfellowships/> and
<http://nrc58.nas.edu/FordFellowDirect/Main/Directory.aspx>

This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database only includes those awards administered by the National Research Council.

Future Faculty Database

<http://www.futurefacultydb.org>

Future Faculty Database (FFDB) comprises a collection of prospective Ph.D.'s and postdoctoral scholars who are interested in academic careers. The FFDB provides an easy source that is open to searches by Faculty Search Committee members to proactively recruit for open faculty positions. Search committees can request access to the database at the site above.

National Science Foundation, Survey of Earned Doctorates

<http://www.nsf.gov/sbe/srs/ssed/start.htm>

Each year, the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from US institutions. It is a resource used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, as well as by race/ethnicity and field.

Nemnet

<http://www.nemnet.com>

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with

over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.

IMDiversity.com

<http://www.imdiversity.com>

Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the *Black Collegian* magazine. The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.

Journal of Blacks in Higher Education

<http://www.jbhe.com>

The on-line version of this journal offers valuable statistics and the ability to advertise available jobs.

Recordkeeping

The committee chair should establish a procedure for accepting and tracking applicant CV's and reference letters. Documentation of the hiring process is important in complying with the AA/EOE policy and to support potential permanent residency applications for faculty. The following information must be preserved:

- Job advertisements: copies of both printed and online ads must be made. For printed ads, note the journal name and publication date. For online ads, note the web address and date range of the posting.
- Candidate selection process: the faculty search committee should be able to provide information on their selection process. This information includes how each candidate was fairly evaluated on the minimum and preferred qualifications indicated in the job advertisement, and how the successful candidate was more qualified than the rest.

Responding to Applicants

Upon receipt of application materials, send an acknowledgement/thank you letter that includes:

- Statement that all applications are subject to the Georgia Open Records Act and must be released upon request.
- The Voluntary Disclosure Form that requests the candidate to voluntarily identify himself or herself as a member of various EEO reporting groups. By law, we are required to report this data for the entire applicant pool. This completed form should be returned to the staff administrator for tracking. At no time should anyone serving in an evaluative or decision making role have access to this EEO information.

All responses to candidate applications should be in writing and follow the same format.

Reviewing Applications

Perhaps the most important responsibility of the search committee is to screen applicants and develop a short list of potential candidates. Good communication with the hiring authority and committee is critical during this part of the process.

As the committee reviews applications, the following considerations need to be made:

- Apply uniform selection criteria to all candidates. Committee members should remain aware of tendencies of bias when reviewing candidate credentials. It may be helpful to discuss unconscious or implicit bias and the potential effect it can have, if unrecognized, on the search and evaluation process. Harvard's online [Project Implicit tool](#) or NSF's [short video](#) on implicit bias can help start this conversation. Other resources include those prepared by Georgia Tech's [ADVANCE program](#), University of Michigan's ADVANCE program's [faculty search handbook](#), and Northeastern's ADVANCE/STRIDE materials on [faculty recruitment for diversity and excellence](#).
- Be aware of "moving target" syndrome: changing the requirements as the search proceeds to include or exclude particular candidates. The best way to accomplish this is have an established list of requirements at the beginning of the search.
- Obtain references before selecting the short list.
- Establish a consistent process for checking references. Although written references are strongly recommended, screening by telephone may be appropriate in some cases. If by phone, notes should be taken and standard questions should be asked.
- Include all search committee members in the evaluation process (see [Appendix Two](#) for sample evaluation questions.) All interviewers should be asked for their feedback in writing using a standard form. When all faculty are asked to evaluate a candidate, the basis for their evaluation should be gauged (i.e., did the evaluator meet with the candidate? Attend the seminar?). These evaluations should be kept as part of the official search file documentation.
- Promptly notify those not selected for further consideration.

During this phase of the search, the committee should continue to communicate the search's progress with the department head and other faculty members.

The Interview

Once the candidate pool has been narrowed to the candidates of most interest to the committee, interview scheduling can begin. All candidates who are invited to visit the campus should be treated consistently with respect to events, interview agenda, expense reimbursement, and travel accommodation. Allow equal time for each candidate to interview and meet with the same personnel whenever possible.

Each interviewee should be assigned a faculty host as a point of contact prior to and during the visit. As appropriate for the School, develop an interview schedule that includes:

- Meeting with search committee members
- Meeting faculty members in the School and with common interests in other Schools and/or Colleges
- Meeting with School Chair
- Seminar presentation
- Tour of laboratory facilities and shared facilities if appropriate. If necessary, Brad Satterfield, Director of Facilities & Capital Planning can meet with candidate to discuss complex laboratory start up requirements.
- Hosted lunch and/or dinner
- Representative from Dean's office email facultyrecruiting@coe.gatech.edu for scheduling
- It is highly recommended that female candidates meet with the COE's ADVANCE Professor, Pinar Keskinocak (4-2301)
- Optional—candidates may visit or participate in a class in session

The agenda should be sent to the candidate well in advance of the visit, to allow time for preparation. Information about the scheduled interview should be communicated with all faculty members in the School, including an open invitation to attend the seminar. The visit should be arranged in order to make a good impression. Try to avoid last minute changes/cancellations to the interview itinerary as these may be perceived as a lack of interest.

While the interview allows the search committee to evaluate the candidate, it also permits the candidate to judge both the search committee and the Institute. The interview should be carefully planned, begin on time, allow the candidate to present himself or herself in the best possible light, and elicit the necessary job-related information.

Interview Questions

Before the interview begins, all members of the committee should review the candidate's CV and reference letters. The questions to be asked of a candidate are critical. The search committee should devise a list of core questions based on job-related criteria by which candidates are to be evaluated. These questions should be asked of all candidates so that comparative evaluations can be made while insuring that crucial job related information is obtained. Developing questions in advance does not need to be unduly restrictive. Follow-up questions based on the responses to predetermined questions will most likely vary with each candidate. All questions should be reviewed to make sure that none will have the unintended effect of screening out or discouraging women or minority candidates. Time should also be allotted for the candidates to ask questions of the committee.

All questions should be aimed at discovering what the candidate can bring to the position and the Institute, and must be limited to issues that directly related to the job to be performed. There are inquires that are not permitted because they request or allow use of information that may lead to an unfair or biased decision.

Specific Questions to Avoid Include:

- Are you a US citizen?
- Where were you born?
- What is your birth date?
- How old are you?
- Do you have any physical or mental disability?
- Are you married?
- What is your spouse's name?
- What is your maiden name?
- Do you have any children?
- Are you pregnant? Do you plan to become pregnant or have children?
- Do you have child care arrangements?
- What is your race or ethnic origin?
- What church do you attend?
- What is your religion?

The following questions should be asked only when there is a bona fide, job-specific reason to ask them. If asked of one candidate, they should be asked of all candidates for the same position.

Acceptable Alternative Questions:

- Do you have any responsibilities that conflict with the job's attendance or travel requirements?
- Are you able to work in the United States on an unrestricted basis?
- Are you able to perform the duties on the job description with or without reasonable accommodations?
- Have you ever been convicted of a felony crime?
- If hired, can you provide proof that you are at least 18 years of age?
- Do you have any conflicts that would prevent you from working with the schedule discussed?
- What languages do you speak or write fluently?
- Have you worked under any other professional name or nickname?
- Do you have any relatives currently working for this institution?
- Would you have any problem working overtime, if required?
- Would anything prohibit you from making a long-term commitment to the position and the institution?

Interview Preparation Checklist

- Prepare welcome package information for candidate (see [Appendix One](#))
- Confirm travel and hotel arrangements
- Arrange transportation from airport or other location
- Arrange for tour of community (if appropriate)
- Arrange campus tour and/or tour of School and Institute facilities

- Confirm interview itinerary
- Schedule candidate's presentation and logistics
- Schedule meals and breaks

Conducting the Interview

After careful preparation, the candidate interview is one of the most important stages in the search and selection process.

It is highly recommended that each faculty interviewer receive a copy of the "Tips for Successful Interviews" with the interview agenda and CV. This one page resource guide provides a helpful, quick reference for both seasoned and new interviewers.

Below are some guidelines to make the most of the interview day. Additional tips for a successful interview are presented in [Appendix Three](#).

- Introduce the committee members
- Describe the format of the interview
- Ask open ended informational and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe non-verbal behavior
- Take notes
- Leave time for the candidate to ask questions
- Offer all candidates information on whom to contact to discuss any special requirements or circumstances, such as the need for partner job assistance or disability accommodation. Keep in mind that interviewers cannot ask candidates about marital status or disability.
- Ask if you may check references and pursue references not listed on the CV
- Describe the remainder of the search process and the time it will take
- Thank the candidate for his or her time

After the Interview

The committee chair should solicit written remarks from those that met with or interviewed candidates, ideally using a brief rating form developed for this purpose. (see [Appendix Two](#))

After the search committee has fully discussed the evaluations of all the candidates, the committee will make a recommendation to the hiring authority. This recommendation is usually done in memo form and should include the names of candidates, ranked or unranked. It should review the search process, including criteria for evaluation, and outline job related strengths and concerns about each candidate recommended.

In addition, a recruitment summary must be completed by the committee with support from the School's Human Resources administrator. This document should include a list of all applicants, whether they are US workers (if known) and lawful reasons why the candidate was

or was not the best qualified for the job. Some examples of lawful reasons for non-selection include:

- Applicant does not possess experience or education required
- Applicant is not willing to relocate or accept salary offered
- Applicant does not possess permanent work authorization to work in the U.S.
- Applicant shows disinterest –doesn't respond to invitation for interview, etc.
- Bad references

A completed affirmative action checklist is also required to be completed at the conclusion of the search. (see http://www.academic.gatech.edu/forms/Affirmative_Action_Checklist.pdf)

The hiring authority will make the final decision and extend the formal offer. Prior to any formal offer being made, a hiring package must be assembled and approved by the Dean and Provost. The School HR administrator should prepare and route the hiring package, which includes the documentation found at <http://www.ohr.gatech.edu/forms>.

As soon as the candidate accepts the offer, a committee member should personally call all candidates who were interviewed but not selected then follow up with a formal letter.

Note that all recruiting documents must be kept on file for four years after date of hire.

The Offer

An official offer can be made only after a hiring package is prepared and approved by the Dean's office and Provost (and Vice Provost for Research if there is a start-up package). However, the hiring official may informally contact the selected candidate to learn more about salary requirements and start up needs for equipment, laboratory space, etc.

Documents for Hiring Package

The following documents are needed for all tenure track faculty appointments

- Cover sheet
- Proposed letter of offer
- Start-up spreadsheet with itemized equipment list
- Fit up spreadsheet
- Affirmative Action Form
- Letters of reference (minimum of three for tenure track hires and five required for tenure on appointment)
- Letter of application
- Curriculum Vitae
- Degree Verification (official transcript or on-line verification from clearinghouse)
- For tenure on hire: nominating letter from School Chair and letter with School committee vote

Important: Notify the Dean's office and Faculty Affairs in writing when the candidate accepts or declines so that candidate records can be updated.

Before and After Arrival

In preparation for the arrival of a new faculty member, several considerations need to be made for getting established at Georgia Tech. After the offer is accepted, we should immediately determine the individual's needs for work visa assistance, relocation, and start up equipment for laboratory and office space.

After arrival, there are several steps that need to be completed as part of new hire orientation and set up as a Georgia Tech faculty member.

Work Visa for Non US Citizens

If the new faculty member is not a US citizen or permanent resident, the Office of Human Resources can provide assistance in obtaining appropriate documents so that the individual may petition for a work visa. During the offer process, it is acceptable to ask the candidate "Do you have authorization to work in the United States?" If yes, the most common type of visa is the H1B1—Temporary Worker in a Specialty Occupation. Note that individuals in tenure track positions cannot work using the F1 OPT (student training visa). The unit HR contact will work with the Office of Human Resources to prepare the visa petition paperwork on behalf of the individual. However, all hiring officials should understand that the petition process may take from two to six months and should allow ample time to process the petition. Information on non-US citizen employment can be found at: <http://www.ohr.gatech.edu/global>

Relocation Assistance

The Georgia Tech Foundation provides payment for actual moving costs associated with relocation. The policy can be found at <http://www.policylibrary.gatech.edu/moving-expense-payment-new-academic-faculty>

Any additional expenses outside of the stated policy will be the responsibility of the hiring unit and must be approved by the School Chair and will be paid from School funds. Georgia Tech has a contract with Armstrong Relocation Services for movement of household goods. The hiring unit should contact Preston Pugh (preston.pugh@gatech.edu) in Faculty Affairs in order to initiate the relocation process.

Typically, the School will reimburse expenses for one house hunting trip for the new faculty member and family. House hunting and temporary living expenses are not included as part of the GTF relocation package. If the School elects to reimburse these types of expenses, it should be done on a consistent basis.

Laboratory and Office Space

It is very important to identify and prepare office and laboratory space in advance of the new faculty member's arrival. If office computer and/or laboratory equipment is included as start up equipment, it may be helpful to coordinate these purchases in advance so that they can be

ready as the faculty member takes residence on campus. Remember to coordinate the purchase of any computer or network equipment with the School's computer support team to ensure that it is compatible with systems in place.

New Faculty Orientation

For faculty starting in the fall semester, it is strongly encouraged for attend New Faculty Orientation, sponsored by Office of Graduate Education and Faculty Affairs. New Faculty Orientation is normally held the week before classes start in August. During the orientation, participants meet colleagues who are new to Georgia Tech, connect with current student, faculty and administrative leaders on campus, and learn about resources that will support their teaching and research efforts. The Office of Human Resources and Faculty Affairs will introduce participants to the benefits and services available to faculty members and clarify the choices involved with various benefit plans. The Center for the Enhancement of Teaching and Learning (CETL) also hosts a number of short workshops, of value to new and existing faculty. Additional College and School orientations may also occur during this week prior to the start of the semester.

Pre-Arrival Check List

It is our goal to create a positive impression on new faculty that reflects Georgia Tech as a world-class institution. The following tasks should be included as a pre-arrival checklist to make sure the new faculty member feels welcome and is able to make a smooth transition.

- GTID requested
- Prepare hiring package
- Send offer letter
- Route acceptance letter to Dean, Provosts office
- Invite to next New Faculty Orientation
- Assign office number
- Assign lab space, if appropriate
- Grant copier access
- Prepare keys
- Obtain Buzzcard
- Phone and voicemail activation
- Obtain system access and login ID
- Set up on local networks/email
- Add to appropriate mail lists
- Order new computer
- Order necessary lab equipment
- Assign mail box
- Assign support personnel (administrative and accounting)
- Make sure office is clean and ready
- Provide campus map
- Request door signage
- Order business cards

If hiring outside of Fall semester, ensure that new hire paperwork is completed within first three days of employment. Federal law requires that the upper portion of the form I-9 be completed on the first day of employment. Forms and I-9 requirements can be found at: <http://www.ohr.gatech.edu/customerservice/I9Requirements>

Acknowledgements

It is with appreciation that we acknowledge materials that were used in preparing this toolkit. This document has been made possible by drawing from existing faculty recruiting materials from other universities and resources to include:

The University of Washington Faculty Recruitment Toolkit

http://www.washington.edu/admin/eoo/forms/print_tkt.html

Case Western Reserve University Faculty Search Committee Guidelines

<http://www.case.edu/president/aaction/Faculty%20Search%20Guide.pdf#search=%22Faculty%20Search%20Committee%22>

Massachusetts Institute of Technology Faculty Search Committee Handbook

<http://web.mit.edu/faculty/reports/FacultySearch.pdf>

Pennsylvania State University

A Framework to Foster Diversity at Penn State

<http://www.bk.psu.edu/Documents/diversity0409.pdf?cn711>

University of Michigan

Faculty Recruitment Handbook (NSF Advance)

<http://www.umich.edu/~advproj/handbook.pdf>

“Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members,” by Christopher D. Lee, PhD, SPHR, 2000, College and University Professional Association for Human Resources.

Georgia Tech College of Management, Pre-Arrival Checklist and supporting materials.

Appendix One

Georgia Tech Welcome Package for Interviewees

- **Benefits summary for new employees**
<http://www.ohr.gatech.edu/sites/default/files/csc/NEOBenefits.pdf>
- **Information from Institute offices of interest**
Institute Organizational Charts
<http://www.irp.gatech.edu/publications/gt-organizational-charts/>

Office of Sponsored Programs <http://www.osp.gatech.edu/>

Center for Excellence in Teaching and Learning <http://www.cetl.gatech.edu/>

Faculty Affairs <http://www.academic.gatech.edu/main/>
- **Recent newsletters and publications from the School**
- **Institute policies (<http://www.policylibrary.gatech.edu/>)**
Relocation
<http://www.policylibrary.gatech.edu/moving-expense-payment-new-academic-faculty>

Consulting
<http://www.academic.gatech.edu/handbook/>
(Policy 38.1)

Family and work resources, including childcare <http://www.ohr.gatech.edu/worklife>
- **Information on Atlanta area** <http://www.metroatlantachamber.com/>

Appendix Two

Interview Evaluation Based on Essential Knowledge, Skills and Abilities

Candidate's Name _____ Date: _____

Interaction

1. Did you attend the candidate's seminar?
2. Did you meet with the candidate?

Knowledge

1. Did the candidate convey sufficient mastery of a body of knowledge in his or her technical area?
2. Was the candidate's area of professional emphasis evident? Was his/her level of knowledge in this area sufficient to be considered expert?

Teaching Ability

1. Was the candidate's teaching philosophy consistent with the needs and expectations of Georgia Tech's students and faculty?
2. How would you evaluate the quality and delivery candidate's presentation?

Scholarship

1. Did the candidate have a well thought out and planned research agenda?
2. Evaluate the quality/quantity of professional publications.

Service

1. Has the candidate worked on any school committees?
2. What type of professional activities/associations/recognition does the candidate have?

Does the candidate's expertise and interests match the needs of the School?

Excellent Candidate _____

Good Candidate _____

Unacceptable Candidate _____

Why?

Appendix Three

Tips for Successful Interviews

THANK YOU for participating in the faculty candidate’s interview schedule! Regardless of the outcome of the interview, it is our goal to make each candidate feel welcome and to leave a great impression of Georgia Tech. This is an opportunity for us to “sell” one of our best assets at Georgia Tech—our faculty! Your time is valuable so here are a few suggestions to make the process as efficient and effective as possible:

- **Try to put yourself in the candidate’s shoes**—what was important to you at that stage?
- Your participation is critical! **Please adhere to the schedule.** Last minute changes may leave a negative impression with the candidate.
- Have interview questions prepared in advance, but **allow the candidate to do most of the talking.**
- **Make sure you know how the candidate is getting to the next meeting.** Allow for small breaks if needed.
- **All candidates should be treated in a similar manner** with respect to questions, interview schedule, meals and seminar facilities.
- **Please provide timely feedback** to the committee chair post interview.
- **Your enthusiasm will be contagious!**

Here are some helpful reminders about allowable interview questions:

- | Questions to Avoid | Acceptable alternatives,
but must ask of all candidates: |
|---|---|
| <ul style="list-style-type: none">• Are you a US citizen?• Where were you born?• What is your birth date?• How old are you?• Do you have a disability?• Where do you live?• What is your address?• Are you married?• What is your spouse’s name?• What is your maiden name?• Do you have any children?• Do you have child care arrangements?• What is your race or ethnic origin?• What church do you attend?• What is your religion? | <ul style="list-style-type: none">• Do you have any responsibilities that conflict with the job’s attendance or travel requirements?• Are you able to work in the United States on an unrestricted basis?• Are you able to perform the duties on the job description with or without reasonable accommodations?• Have you ever been convicted of a felony crime?• If hired, can you provide proof that you are at least 18 years of age?• Do you have any conflicts that would prevent you from working with the schedule discussed?• What languages do you speak or write fluently?• Have you worked under any other professional name or nickname?• Do you have any relatives currently working for this institution?• Would you have any problem working overtime, if required?• Would anything prohibit you from making a long-term commitment to the position and the institution? |

