

A photograph of a university campus. In the background, a yellow water tower with the word 'State' on it stands against a blue sky. To the right, a white clock tower with a dome and two clock faces is visible. The foreground shows a paved walkway with several people walking, green grass, and bare trees. A semi-transparent white box is overlaid on the center of the image, containing text.

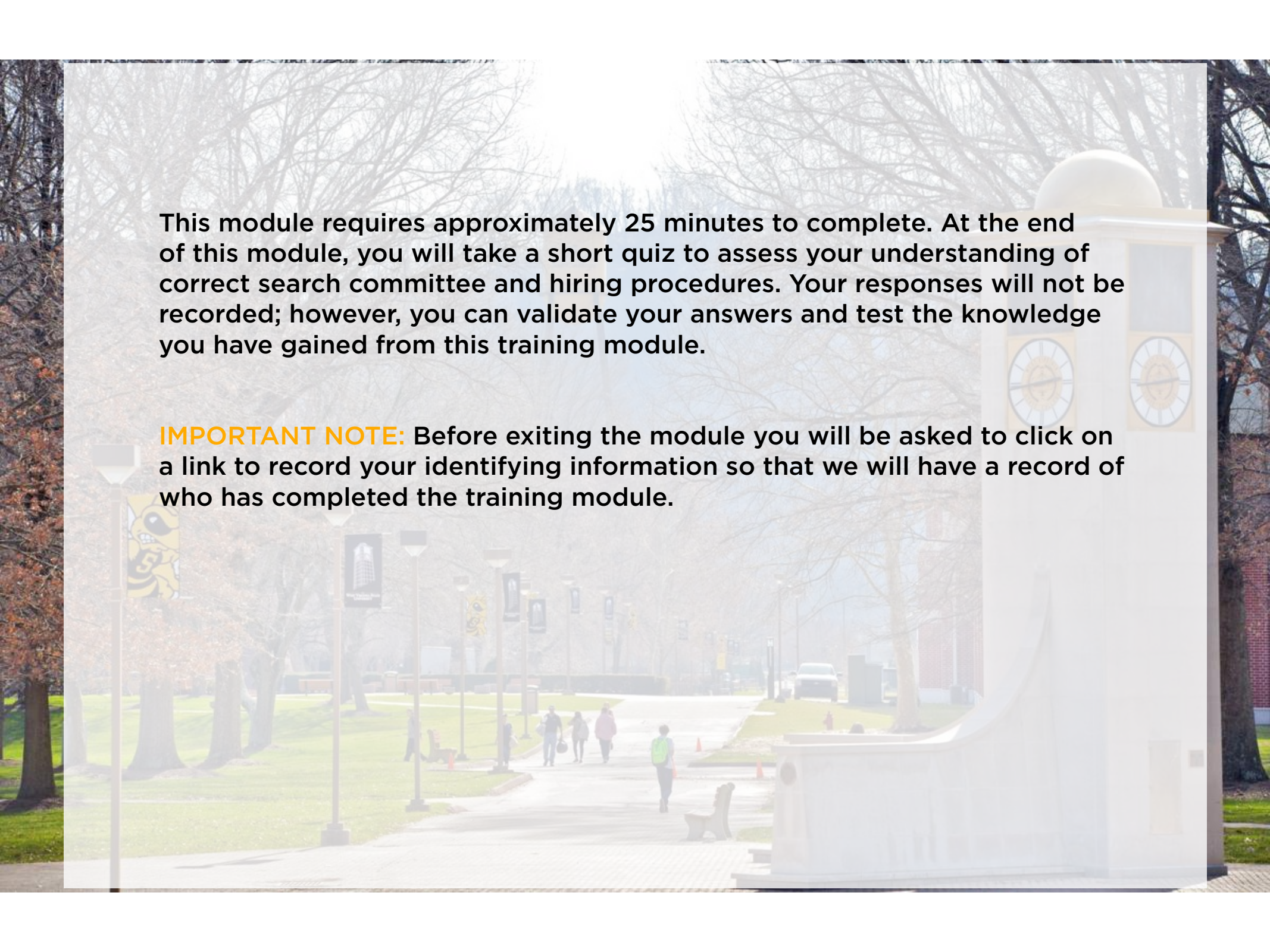
# Search Committee Training

Provided by the West Virginia State University

Department of Human Resources

*(If your browser does not support buttons, scroll to continue)*





This module requires approximately 25 minutes to complete. At the end of this module, you will take a short quiz to assess your understanding of correct search committee and hiring procedures. Your responses will not be recorded; however, you can validate your answers and test the knowledge you have gained from this training module.

**IMPORTANT NOTE:** Before exiting the module you will be asked to click on a link to record your identifying information so that we will have a record of who has completed the training module.



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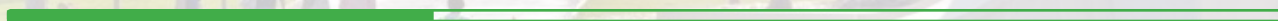
# Welcome

Attracting, hiring and retaining excellent and diverse faculty and staff is a top priority for colleges and universities nationwide, yet faculty and staff hiring committees typically receive little education about the search process.

With that objective in mind, HR is offering the following Search Committee Training Module. It will provide information, advice, and techniques to enable search committees to run more effectively and efficiently.

This training module is also designed to increase knowledge of correct, legal, and recommended hiring practices within the university community.

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# SEARCH COMMITTEE TRAINING

# Welcome

This module will help you:

- ➔ design and conduct a legal and effective search
- ➔ gain strategies for hiring the best candidate
- ➔ identify critical steps in the search process

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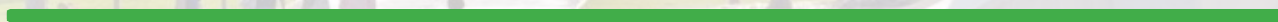
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# Overview

This module covers the following topics:

- Definitions
- Selecting the Search Committee
- Screening the Applicant
- Interviewing
- Identifying Top Candidates
- Record Keeping
- After the Search
- Closing Comments
- Quiz
- Resources

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# Definitions

The following definitions are used in this module:

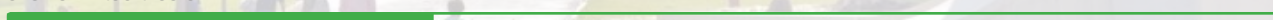
## Affirmative action:

Refers to efforts made to expand employment opportunity for members of a particular race, gender, ethnicity, or other group previously excluded from employment opportunities. These efforts must be consistent with applicable laws and regulations.

## Disposition of candidates:

Is the process by which the employer (i.e. hiring manager, committee chair) identifies the reasons why the eliminated candidates were not hired for the position.

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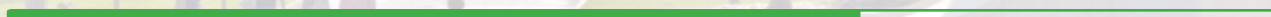
## Equal employment opportunity:

Is the right of all persons to be considered for a position based on their ability to meet the requirements of the job. Because equal opportunity does not typically change existing conditions, affirmative action efforts may be necessary. Note: The statement, "West Virginia State University is an Equal Opportunity/Affirmative Action Institution" is required in all advertisements and other position announcements.

## Fair Selection Process:

A fair selection process consists of evaluating candidates on their ability to perform the job not on the basis of one's race, sex, age, color, national origin, ethnicity, creed, religion, disability, genetic information, sexual orientation, gender, gender identity and expression, marital status, pregnancy, or veteran status.

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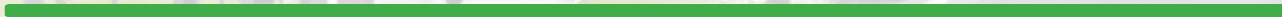
## Under-representation:

Inadequate representation or representation in numbers that are disproportionately low.

## Search Criteria

Job-related standards established to determine the best-qualified applicant from among all the candidates who have met the minimum qualifications for a particular position. Selection criteria go beyond minimum qualifications, looking at quality and quantity and quantity of education, experience, knowledge, and other skills.

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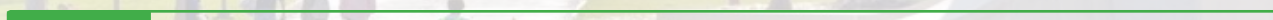
# Selecting the Search Committee

## Organizing the Search Committee

Getting something done fast does not necessarily mean getting it done right. Start out with a good plan for conducting a recruitment search based on the requirements of the university, as well as a clear understanding of equal opportunity laws.

As a search committee member, it is vital that you know what it takes to conduct a sound, legal search.

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# Selecting the Search Committee

The department head, hiring manager, or designee is responsible for selecting the committee members and designating the chairperson.

The search committee should represent a diverse cross section of the university's population.

Members of the composed team may eventually work with the new employee and should have a sense of what makes a good candidate.

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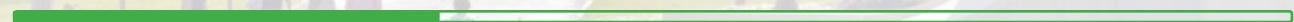
# Selecting the Search Committee

The search committee should also reflect the diversity of the department or unit as much as possible.

Departments should include individuals who have broad perspectives and a commitment to diversity. An essential role of the search committee is to ensure all applicants are considered equitably throughout the process.

Confidentiality should be maintained throughout the search process and all inquiries regarding the search referred to the chairperson.

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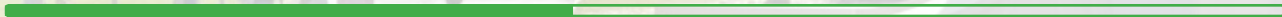
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# Selecting the Search Committee

The chairperson calls the committee members together, and they develop a plan. A key part of the plan is establishing a timeline for the overall search; from the applicant review to the date of hire. It is also key to determine attendance requirements and other responsibilities for search committee members.

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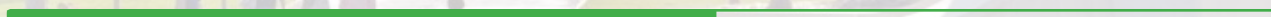
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# Selecting the Search Committee

It is appropriate to select a diverse search committee. To do so, select individuals - especially as chairpersons - who are:

- ➔ highly regarded in their department, the university, and the community
- ➔ experienced in searches that have been successful in recruiting underrepresented groups
- ➔ skilled at conducting respectful, effective meetings
- ➔ knowledgeable about equal opportunity and affirmative action

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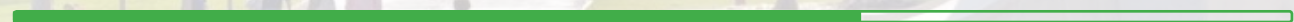
# Selecting the Search Committee

## Setting the Search Committee's Charge

The committee should:

- ➔ understand their role in determining the best candidate for the position they are filling
- ➔ have a detailed position description with preferred and minimum qualifications
- ➔ be apprised of any departmental needs with respect to diversity and have consideration of under-representation of women and minorities as well as other issues as they relate to conducting an equal opportunity search

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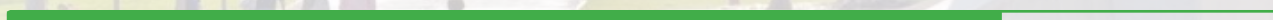
# Selecting the Search Committee

## Scenario 1: The Search Committee's Charge

The committee chair, in this case the hiring manager, is giving the charge to the search committee. She talks about your department's underrepresentation of women and how this search will impact these goals. She also shares a general description of job and advertising sources.

**You are a member of the search committee. What else will you need to know?**

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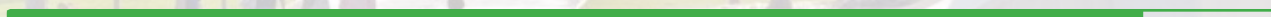
# Selecting the Search Committee

## Answer to Scenario 1: The Search Committee's Charge

In addition to the items already provided, you should know your department head's:

- ➔ expectations for the committee
- ➔ timeline for the search
- ➔ preferred and minimum qualifications for the candidate
- ➔ selection criteria (if faculty position include qualifications for teaching, research and service)

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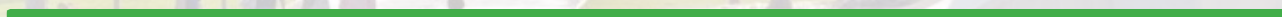
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# Selecting the Search Committee

## Working with your Human Resources Employment Representative

The Human Resource Representative will serve as a consultant, advisor, and a resource to the search committee and will help with the search process to ensure a diverse set of qualified candidates are being considered.

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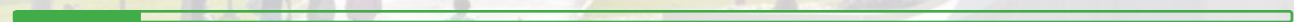
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# Screening the Applicant

It is important to ensure fairness to all applicants during the screening and selection process. Fairness has been achieved if the following criteria exist:

- ➔ consistent treatment of applications at each stage of the selection process
- ➔ consistent evaluation of all applicants
- ➔ stated qualifications providing the basis for the selection criteria are used in the final decision
- ➔ documented decisions

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# Screening the Applicant

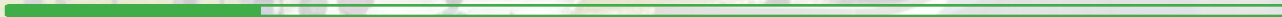
## Developing Preset Selection Criteria

The selection criteria must be carefully defined, directly related to the requirements of the position, and clearly understood and accepted by members of the search committee. The ability of the candidate to add intellectual diversity and cultural richness to the department should be included among the selection criteria.

Reference checks should be an integral part of every search. The search committee determines the process by which references will be checked and letters of recommendation requested.

If the search committee decides to seek out information beyond what is provided by the candidate (i.e. references not listed, social media) the Employee Relations and Compliance Office in Human Resources should be contacted prior to moving forward.

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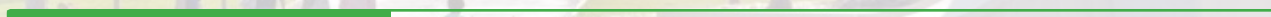
# Screening the Applicant

## Developing Preset Selection Criteria

The search committee chair or designee keeps documentation of:

- ➔ major criteria used to select applicants beyond initial screening
- ➔ major criteria used to select finalists for interviews
- ➔ major criteria used to select the successful applicant
- ➔ specific reasons for elimination of candidates interviewed but not selected

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# SEARCH COMMITTEE TRAINING

## Screening the Applicant

### Evaluating the Applicant Pool

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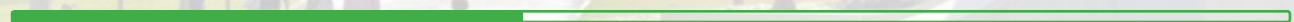
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The search committee:

- ➔ evaluates the applicant pool by screening applications based on advertised minimum and preferred qualifications
- ➔ is cautious and mindful of biases in the screening process that could inadvertently screen out qualified applicants with non-traditional career paths, research interests or publications and from historically black colleges, universities, or other minority-serving institutions
- ➔ recognizes diverse paths and experiences can make positive contributions to a candidate's qualifications

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# SEARCH COMMITTEE TRAINING

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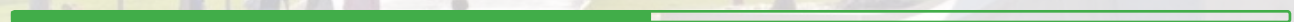
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The search committee:

- ➔ acknowledges the value of candidates who are “less like us” and considers their contributions to our students, who are increasingly more diverse
- ➔ thinks carefully about the definition of “merit,” taking care to evaluate the achievements of each applicant rather than relying on stereotypical judgments
- ➔ contributes to the evaluation of all applicants
- ➔ provides the hiring committee chair and/or committee the composition of the applicant pool to review and determine if additional recruiting efforts are needed. The HR Employee Relations Office is available to assist

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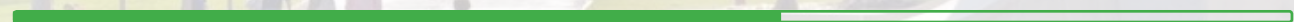
# Screening the Applicant

## Evaluating the Applicant Pool with Diversity in Mind

To ensure applicants are evaluated with diversity in mind, remember to be open minded about:

- ➔ interruptions in degree programs or work careers; for example, to care for a parent or child because of a disability
- ➔ the reputation of degree-granting or employing institutions, as star employees have come out of lesser-known institutions (institutional reputation alone, however well deserved, should not preclude consideration of applicants from other solid schools)

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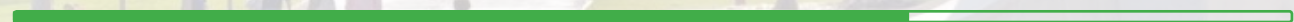
# Screening the Applicant

## Evaluating the Applicant Pool with Diversity in Mind

To ensure applicants are evaluated with diversity in mind, remember to be open minded about:

- ➔ careers begun in or including government, business, voluntary service, or other non-academic settings, which are often sources of first time employment for women, minorities, veterans, and persons with disabilities, as well as necessary employment options for trailing spouses/partners in dual career relocations
- ➔ the value and transferability of skills and experience acquired in these varied settings

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# Screening the Applicant

## Unconscious Bias

### Definition

Refers to social stereotypes, prejudice or unsupported judgments in favor or against certain groups of people that individuals form outside of their own conscious awareness.

### Role of Unconscious Bias on Search Committees

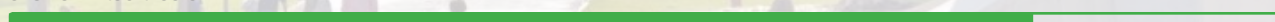
There have been numerous studies demonstrating that unconscious bias may influence the evaluation and selection of candidates at all levels within an organizations.

### How does it Work?

Check out this YouTube video explaining Unconscious bias.

[Unconscious Bias Video](#): (link will open video in YouTube. When completed, return to this training)

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# SEARCH COMMITTEE TRAINING

## Screening the Applicant

### Selecting Candidates to Interview

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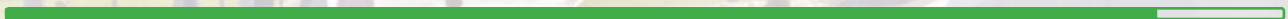
The search committee identifies candidates who will advance in the selection process for the position based on the position requirements, candidates' qualifications, and diversity objectives, and forwards the list of finalists recommended for interviews to the hiring manager for review.

The committee must also check references and review letters of recommendation. Remember that all questions asked and issues raised from references must be job-related and similar for all candidates. Inquiries that may lead to unfair, biased decisions are not permitted.



*See the **Interview Questions** on the resource page (provided at the end of this training) for more information on lawful questions.*

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# SEARCH COMMITTEE TRAINING

## Screening the Applicant

### Selecting Candidates to Interview

Efforts to include qualified women and minorities in the final pool are especially encouraged for job categories, titles, and departments or units with historical underrepresentation of certain groups. The committee should consider reopening or intensifying the search if the pool lacks diversity.

The hiring manager reviews the candidates recommended for interviews, ensuring that diversity objectives can be met by interviewing those candidates. If not, he or she may ask for reviews of others in the pool.

You must select no less than 3 applicants to interview. If less than 3 applicants qualify, then interview all applicants that qualify.

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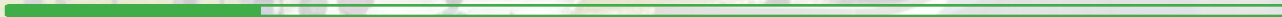
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# Interviewing

## Types of Interviews

### Phone

Phone interviews are typically a first-round screening process designed to determine if the applicant is qualified to continue with the full interview process.

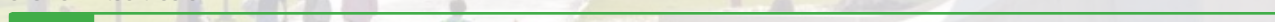
### Traditional

Traditional interviews are generally more formal and include the interviewer(s) and applicant. The applicant answers a series of questions designed to determine if they are the best candidate for the position.

### Video Conference

Video interviews (such as Skype) allow the interviewer(s) to see the candidates while conducting the interview. These interviews can save money and time.

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# Interviewing

## Types of Interviews

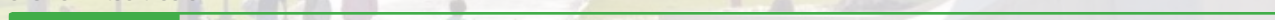
### Lunch or Dinner

Interviews conducted during a meal allow both the applicant and the employer an opportunity to learn more about skills and personality in a less formal environment.

### Group

A group interview is an effective way to interview candidates and expedite the interview process. It also creates opportunities for applicants to interact in a group setting.

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# Interviewing

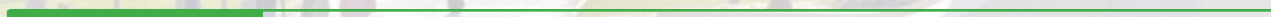
## Interviewing: Questions

**What can you ask? What can't you ask?**

A guide for all interview and screening questions is to make them **all job-related**. Specifically, the federally protected classes of race, color, religion, creed, sex, age, disability, national origin, veteran status, genetic information, sexual orientation, gender expression, gender identity, ethnicity, marital status, and pregnancy must be avoided.

**How?** By the committee developing search criteria and interview questions based on job duties and qualifications, and using the same criteria and questions for each applicant interviewed.

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# SEARCH COMMITTEE TRAINING

## Interviewing

### Interviewing: Questions

It is also important to inform all persons who may be interacting with each candidate — such as student members of the interview panel, or departmental employees who may provide assistance during the search but are not on the committee — of illegal questions.

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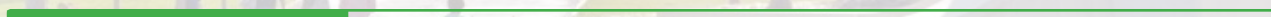
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# Interviewing

## Interviewing: Questions Not to Ask

To illustrate, read through the transcript below of a panel interview that illustrates some illegal interview questions.

[Location: a university conference room]

[Three members of a panel interview, Jane, John, and Mary, sit across from a candidate at a conference table.]

John: Meta -- that certainly is an unusual name. What nationality is that?

Candidate: It's "Meeta" actually, and I'm a North Carolinian.

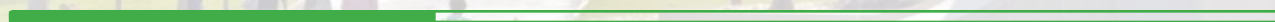
John: Oh. Well, uh, where are your parents from?

Candidate: My family has lived here for generations.

Jane: What I think we're actually trying to say is that, when we check your prior employment, is there anything additional we should know regarding your name?

Candidate: No, nothing.

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# Interviewing

## Interviewing: Questions Not to Ask

John: By the way, do you prefer to be called “Miss,” “Ms.,” or “Mrs.”?

Candidate: I prefer “Mrs.”

Mary: Oh, you’re married. Do you have children?

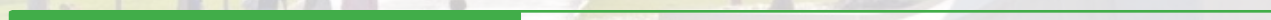
Candidate: Why do you ask?

Mary: Well, it’s just that this job requires a lot of late hours and a lot of travel sometimes too, and, well, as a mother, it might be difficult for you to balance these activities with the responsibilities of the job. And, how would your husband feel about you traveling?

Candidate: Actually, I prefer to talk more about my qualifications for your position.

John: Of course. Um, do you have any health problems, or anything that might interfere with your performance?

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# SEARCH COMMITTEE TRAINING

## Interviewing

### Interviewing: Questions Not to Ask

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Candidate: Again, I prefer to discuss my qualifications. You know, I do have an advanced degree in this field, as well as five years of supervisory experience.

Jane: That's great, that's great. Are there any professional organizations that you belong to?

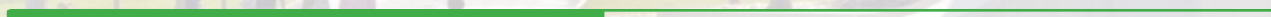
Candidate: Certainly, thanks for asking. Um, I belong both to the national and international associations in our field, and I'm presently serving as a president of a regional chapter, and these experiences have provided leadership responsibilities for me that have allowed me to excel in my professional work.

John: Uh, speaking of membership to organizations, do you belong to any religious organizations? Not that it matters, I'm just curious. The person who was in the position before was part of this religion I didn't know anything about, and it really affected his professional goals.

Candidate: I really don't see how that relates to the position. It's the position and my qualifications that I'd be happy to discuss with you today.

[All nod.]

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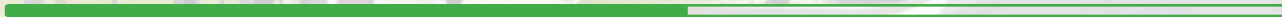
# Interviewing

## Interviews: A Recommended Strategy

In the previous example, it was clear that all of the interviewers were equally ignorant of appropriate and legal interview questions. However, in most circumstances, a group or panel interview helps to ensure fair and objective screening and evaluation of candidates.

Panel interviews are recommended because this type of interview usually tends to be more focused and job-related. Panel members are accountable to each other and aware that they are being observed; therefore, questions tend to be more to the point and personal biases are reduced. Also, by participating simultaneously, all interviewers are able to evaluate the same sample of the candidate's responses and presentation.

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# Interviewing

## Developing Preset Interview Questions

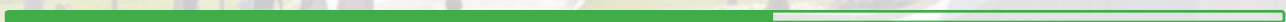
The search committee must create a list of preset interview questions. As the previous example demonstrated, behavior-based questions should be standardized and job-related. During interviews, rely on the predetermined questions. This strategy benefits the search committee as well as the job applicants. How? The search committee will be able to uncover information about past job performance and use it to predict future job performance.

For candidates, preset questions ensure equal evaluation and fair treatment. Each candidate is given the same opportunity to demonstrate his or her knowledge, skills, and abilities.



*See the Interview Questions on the resource page (provided at the end of this training) for sample interview questions.*

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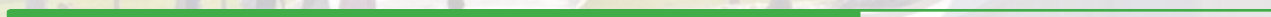
# Interviewing

## Preset Interview Questions: Checklist

Use the following guidelines to ensure consistency during interviews of finalists:

- ➔ Schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates.
- ➔ Develop a group of core questions based on the position-related criteria by which the candidates are to be evaluated.
- ➔ Use core questions with all candidates to allow comparative judgment and ensure that crucial position-related information is obtained.
- ➔ Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed.

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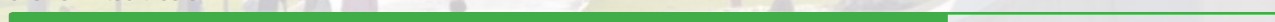
# Interviewing

## Preset Interview Questions: Checklist

In addition, the following considerations will help you to develop preset interview questions:

- ➔ Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, color, ethnic background, religion, creed, sex, age, disability, national origin, veteran status, sexual orientation, gender identity, gender expression, or marital or familial status or citizenship.
- ➔ Assess the candidate's qualifications for teaching, research, and service (or other applicable qualifications).

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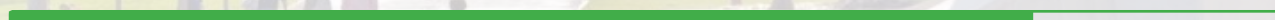
# Interviewing

## Preset Interview Questions: Checklist

In addition, the following considerations will help you to develop preset interview questions:

- ➔ Provide an opportunity for the candidate to discuss any special requirements or circumstances, such as the need to find a position for a partner.
- ➔ Create opportunities for candidates to meet with other faculty, staff, or community members.

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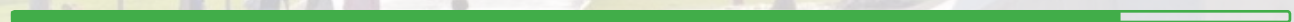
# Interviewing

## Scenario #2: Pre-planning is Important

As a member of the search committee, you are charged with picking up Dr. Marcus Jones from the airport. You volunteer for this assignment because you have just acquired a new, red, two-door, Mercedes convertible and are happy to share your vehicle with others. You are excited about meeting this candidate. Although no one at the university has ever worked with Dr. Jones, he has excellent qualifications and comes highly recommended. You get to the airport just in time for the flight to arrive and wait at the baggage claim with a sign. You hear someone behind you say, “Good afternoon, I’m Marcus Jones.” When you turn around, you see that Dr. Jones is sitting in a motorized scooter. Suddenly, you realize that Dr. Jones has a disability and you are not prepared to accommodate his scooter or other possible needs with your small car.

**What would you do? What could you, as a search committee, have done to avoid this situation?**

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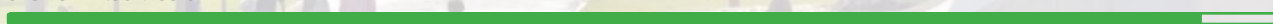
# Interviewing

## Answer to Scenario #2: Pre-planning is Important

You should apologize to Dr. Jones and explain the situation. Together, discuss alternatives to transport Dr. Jones to his appointed destinations.

To avoid this situation, prepare in advance for accessibility issues by interviewing in accessible locations and considering the accessibility of your mode of transportation. Contact candidates in advance of their interviews and inform them who will be picking them up and what type of vehicle will be used. You may then ask if this will meet their needs.

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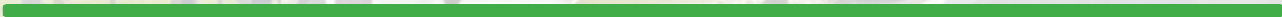
# Interviewing

## Take Good Notes During Interview

Throughout the entire search process — during the screening, interviewing, and decision-making phases — all committee members are advised to take clear, job-related, fact-based notes.

Standardized rating sheets can be created and used by the search committee and other constituents or groups that might participate in open sessions of the interview process.

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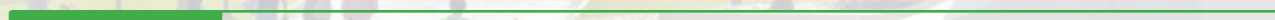
Quiz

# Identifying Top Candidates

To identify the best-qualified candidate, ask questions such as the following for a faculty or staff position. Does the candidate:

- ➔ satisfy advertised requirements for the position?
- ➔ have the skills to perform the essential functions of the position?
- ➔ display motivation to learn new skills?
- ➔ demonstrate the potential to be successful in the promotion and tenure review?
- ➔ have teaching experience with diverse populations?

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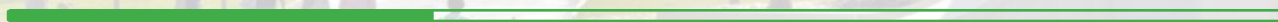
Quiz

# Identifying Top Candidates

To identify the best-qualified candidate, ask questions such as the following for a faculty or staff position. Does the candidate:

- ➔ have scholarly expertise related to diversity in the discipline?
- ➔ add intellectual diversity to the college community?
- ➔ alleviate underrepresentation in a discipline or within the college?
- ➔ demonstrate special talents and knowledge needed to serve as a mentor and role model for students in underrepresented groups?
- ➔ enhance other factors valued on campus?

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# Identifying Top Candidates

## Assessing Qualifications for Working in a Diverse Environment

Incorporate inquiries and raise them in varied contexts regarding teaching, scholarship, and teamwork.

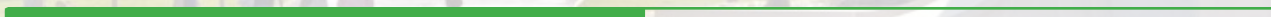
Ensure various members of the search committee ask questions so that diversity issues will be raised regardless of the gender and racial make-up of the group.

Solicit information about the candidate's work in the areas of diversity, for example, experience in recruiting, retaining, and promoting women and minorities in previous positions and success in these efforts; and information about programs, committee memberships, and diversity initiatives in previous positions.



*See the Interview Questions on the resource page (provided at the end of this training) for sample interview questions to assess candidates' qualifications for working and/or teaching in a diverse environment.*

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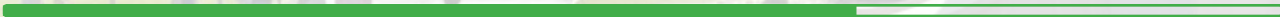
# Identifying Top Candidates

## Selecting the Candidate

The search committee should select the best-qualified candidate(s) for referral to the hiring manager based on advertised position requirements, candidates' qualifications, and diversity objectives.

The hiring manager should select the candidate of choice and make a recommendation to the dean (or other responsible senior official).

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# Identifying Top Candidates

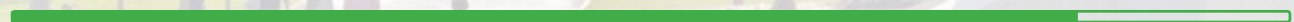
## Disposition of Candidates

Disposition reasons\* must accurately reflect why a candidate was not selected for the position.

When the search committee selects the preferred candidate, the hiring manager or designee must submit a request for offer approval

*\* Disposition of candidates is the process by which the employer (i.e. hiring manager, committee chair) identifies the reasons why the eliminated candidates were not hired for the position.*

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## SEARCH COMMITTEE TRAINING

# Identifying Top Candidates

## Making the Offer

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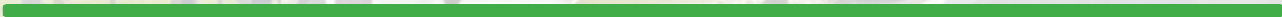
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After a candidate has been selected, the hiring manager should verbally inform the individual that they are the candidate of choice and that they would like to move forward with the next step in the process. The background check forms should then be sent to the prospective employee and returned to Human Resources. The candidate should be notified that an official offer will be made in writing after a successful background check has been completed and after the department has received approval.

The hiring manager should ensure that the candidates who were not selected have been notified prior to the public announcement of the appointment

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# Record Keeping

Rating sheets and all interview and selection materials — derived from all sources — are important documents that must be added to each candidate's file which is stored within the hiring manager's department.

All notes become part of the official record. Be advised that even casual comments noted in margins are grounds for written evidence of discriminatory evaluations.

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## SEARCH COMMITTEE TRAINING

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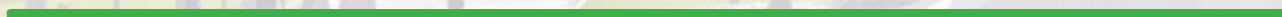
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At the conclusion of the search, the committee chair collects all the documentation and forwards it to the hiring department representative for retention. The department must retain the compiled search file for three years after the calendar year in which the records were created. Upon expiration of the three-year retention period, the materials should be destroyed confidentially, such as confidential shredding. Human Resources retains online employment application materials, and job postings.

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# After the Search

The hiring department should be deliberate in:

- ➔ welcoming new hires by providing assistance to ensure a smooth transition and enhance the probability of the candidate's success in the new position
- ➔ identifying someone who will be willing to serve as a mentor and participate in other professional development activities
- ➔ networking along gender and ethnic lines is an effective way to deal with problems of isolation
- ➔ retention strategies such as these help ensure the search committee's long-term success



*The Search Committee Chair should send a thank you note to the Search Committee with an update on candidate's acceptance of the position and their start date.*

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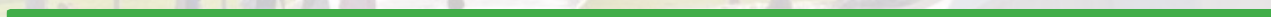
Quiz

# Closing Comments

By following the basic steps outlines in this training module, you are sure to conduct an efficient and legal search that is fair and consistent for all candidates and achieves the ultimate goal of equal opportunity. The good faith effort that you put into your duties as a search committee will allow you to choose the best candidate for the job and for Yellow Jacket Nation.

Your role as a search committee member is vital to the future of the university. The decisions that you make today as a team will affect our faculty, staff, and students for years to come. The Academic Affairs Office and Department of Human Resources will do all we can to help to fulfill this important mission. If you have any questions or concerns throughout the search process, please contact our offices for assistance.

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# Quiz Introduction

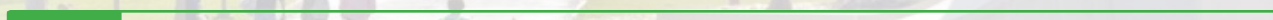
**You have now completed the informational portion of the Search Committee Training Module.**

The following quiz will test your understanding of search committee procedures presented in this training module. At this time, you may choose to review any or all of the material that you have completed before proceeding to the quiz.

Your responses to the quiz will not be recorded; however, you can validate your answers to test your knowledge of correct search committee procedures.

**When you have completed the quiz, be sure to click the link to record your completion of this training.**

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# SEARCH COMMITTEE TRAINING

## Quiz

### Question 1: True/False

As a federal contractor, West Virginia State University is legally obligated to prohibit discrimination on the basis of a person's race, color, religion, sex, age, disability, national origin, or veteran status.

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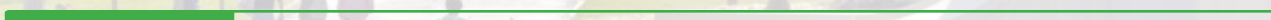
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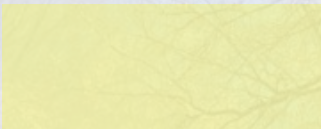
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## Quiz

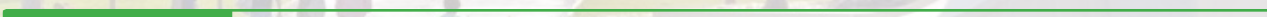
### Question 1: True/False

As a federal contractor, West Virginia State University is legally obligated to prohibit discrimination on the basis of a person's race, color, religion, sex, age, disability, national origin, or veteran status.



**The answer is  
TRUE**

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# SEARCH COMMITTEE TRAINING

## Quiz

### Question 2: True/False

Affirmative action means that you are required to do all you can to give preference to minority or female candidates for your position.

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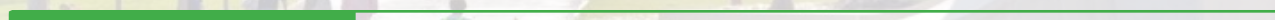
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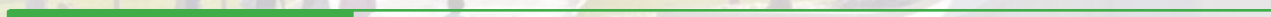
## Quiz

### Question 2: True/False

Affirmative action means that you are required to do all you can to give preference to minority or female candidates for your position.

The answer is  
**FALSE**

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# Quiz

## Question 3: True/False

For an applicant with an unusual name, it is important that you ask where the person was born to determine his/her nationality and citizenship.

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## Quiz

### Question 3: True/False

For an applicant with an unusual name, it is important that you ask where the person was born to determine his/her nationality and citizenship.

The answer is  
**FALSE**

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# SEARCH COMMITTEE TRAINING

## Quiz

### Question 4: True/False

It is legal to ask candidates, “Are you able to perform the essential functions of the job, with or without a reasonable accommodation?”

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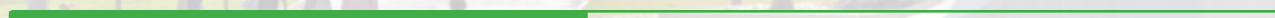
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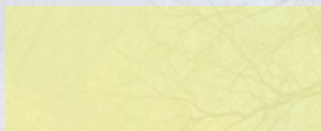
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## Quiz

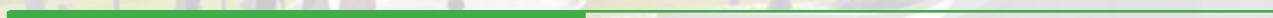
### Question 4: True/False

It is legal to ask candidates, “Are you able to perform the essential functions of the job, with or without a reasonable accommodation?”



**The answer is  
TRUE**

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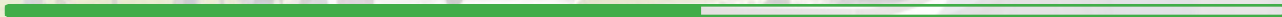
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# Quiz

## Question 5: True/False

When a job requires traveling, after-hours, or overtime work, it is permissible to ask female applicants about child care arrangements.

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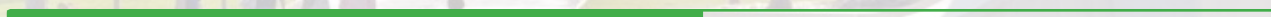
## Quiz

### Question 5: True/False

When a job requires traveling, after-hours, or overtime work, it is permissible to ask female applicants about child care arrangements.

The answer is  
**FALSE**

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# SEARCH COMMITTEE TRAINING

## Quiz

### Question 6: True/False

Reasons for candidates who are not selected must be submitted to HR along with the preferred candidate's recommendations for hire.

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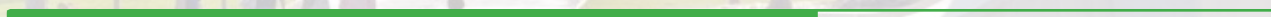
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# SEARCH COMMITTEE TRAINING

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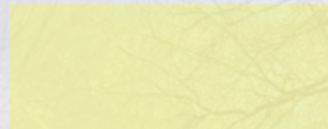
Closing Comments

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## Quiz

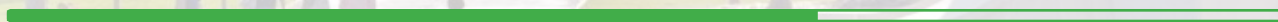
### Question 6: True/False

Reasons for candidates who are not selected must be submitted to HR along with the preferred candidate's recommendations for hire.



**The answer is  
TRUE**

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# SEARCH COMMITTEE TRAINING

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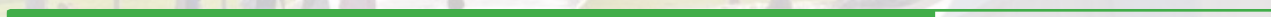
Quiz

# Quiz

## Question 7: True/False

Over dinner with a candidate who is interviewing for a faculty position, it is acceptable to ask about his/her spouse.

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# SEARCH COMMITTEE TRAINING

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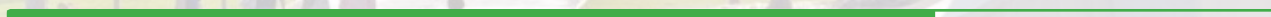
## Quiz

### Question 7: True/False

Over dinner with a candidate who is interviewing for a faculty position, it is acceptable to ask about his/her spouse.

The answer is  
**FALSE**

SECTION PROGRESSION





# SEARCH COMMITTEE TRAINING

## Quiz

### Question 8: True/False

The statement, "West Virginia State University is an Equal Opportunity/Affirmative Action institution" is required in all advertisements and other position announcements.

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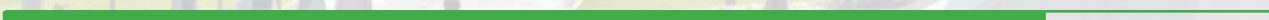
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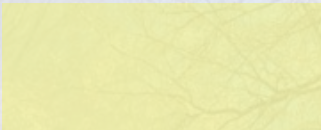
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## Quiz

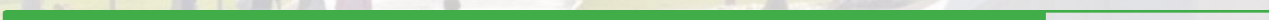
### Question 8: True/False

The statement, "West Virginia State University is an Equal Opportunity/Affirmative Action institution" is required in all advertisements and other position announcements.



**The answer is  
TRUE**

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# SEARCH COMMITTEE TRAINING

## Quiz

### Question 9: True/False

For all applicants, search committees should review each person's candidacy (materials, interviews, etc.) based on pre-established job-related criteria.

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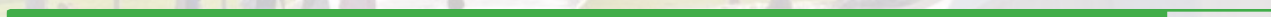
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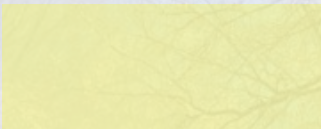
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## Quiz

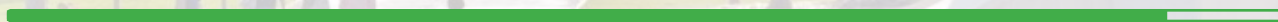
### Question 9: True/False

For all applicants, search committees should review each person's candidacy (materials, interviews, etc.) based on pre-established job-related criteria.



**The answer is  
TRUE**

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# SEARCH COMMITTEE TRAINING

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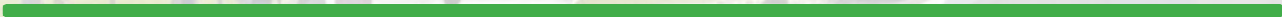
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# Quiz

## Question 10: True/False

Candidate evaluations and search committee feedback notes made during candidate interviews become part of the candidate's file.

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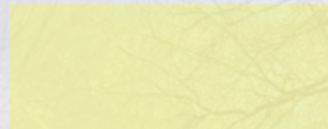
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## Quiz

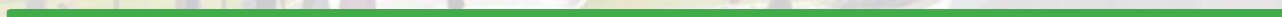
### Question 10: True/False

Candidate evaluations and search committee feedback notes made during candidate interviews become part of the candidate's file.



**The answer is  
TRUE**

SECTION PROGRESSION





# Final Step: Record Your Completion of this Course!

**Thank you for completing this training. Please make sure to click on the button below to enter your information to record your completion of this training.**

Resources mentioned throughout this slide will also be available via the link below.

Questions regarding the search process and/or the content of this training module can be sent via email to [hr@wvstateu.edu](mailto:hr@wvstateu.edu)