



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

STAFF SELECTION COMMITTEE GUIDELINES

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INTRODUCTION

These Guidelines are intended to assist staff involved in a staff selection process.

The University's guiding principle as an employer (as outlined in the Institutional Strategic Plan) includes commitment to:

- The principles of access and equity for staff
- Providing safe, healthy and flexible work environments
- Fostering collegial relationships among staff and students that are founded on respect and integrity
- Enhancing opportunities for staff to develop and demonstrate their potential.

In the pursuit of the achievement of these goals the University is committed to a staff selection process which is based on merit and conforms to Equal Employment Opportunity (EEO) principles and which values diversity. Legislation – both state and federal - underpins fair and equitable processes and outlaws discrimination. EEO groups are people affected by past or continuing disadvantage or discrimination in employment. These groups are:¹

- women
- Aboriginal people and Torres Strait Islanders
- members of racial, ethnic, and ethno-religious minority groups, and
- people with a disability.

Discrimination is treating someone unfairly because they belong to a particular group. It is against the law in NSW for any employer to discriminate against a job applicant because of their:

- age
- sex
- pregnancy
- disability (includes past, present or possible future disability)
- race, colour, ethnic or ethno-religious background, descent or nationality
- marital status
- carer's responsibilities
- homosexuality, or
- transgender identification.

If the selection process is planned and carried out correctly with applicants measured against objective and relevant selection criteria for the position, it is unlikely that the parties will experience EEO or equity-related difficulties. (For additional detail on equity please refer to the further information section on page 10).

In addition to locating new staff, the selection process serves to:

- Sell the organisation as a potential employer by providing information about job characteristics of the University
- Build a favourable public opinion towards the University.

Human Resource Services (HRS) Human Resource Officers will provide support to selection committee members throughout the process.

¹ Information obtained from the Office of the Director of Equal Opportunity in Public Employment (NSW Premier's Department) web site at: <http://www.eeo.nsw.gov.au> on 5 August 2003

SELECTION COMMITTEE COMPOSITION

A selection committee for appointment of staff is initiated by the supervisor consulting with Human Resource Services. Click [here](#) for further information on the recruitment of staff. For general staff positions this person usually holds the role of Convenor. All selection committee members are equally involved in the processes of shortlisting, interviewing, and reaching a decision. The Convenor should not have any more influence than other committee members.

The selection committee must be composed of:

- Members with diverse backgrounds to assess fairly the qualities of applicants with different social, cultural, educational and/or employment backgrounds²
- Membership that is gender inclusive (a minimum of 33% for each gender) or in particular circumstances as close to 33% as possible.

By agreeing to participate in a staff selection process, committee members should do so on the basis that they feel they can make a positive contribution to the selection of the best candidate. The role of the selection committee member is usually accepted before knowing the identities of applicants. However, once the list of applicants is known to the selection committee any member who feels that their knowledge of an individual (relationship with, or any other factor) may influence their ability to fairly consider them on merit, must withdraw from the committee. It is also desirable that committee members not act as referees for internal or external applicants. Exceptions can be made for extenuating circumstances.

It is important that committee members examine their consciences with regard to their objectivity once the identity of applicants becomes known. This is usually on receipt of applications and prior to the shortlisting.

All members are to observe strict confidentiality in regard to all aspects of staff selection and may not disclose any details of applicants or discuss aspects of the selection process with any person within or external to the University who is not on the selection committee. Members of the selection committee must not contact applicants or referees unless it is an agreed component of the decision making process.

THE SHORTLISTING PROCESS

Once applications are received the skills, experience and qualifications of each applicant are compared with the job requirements. The purpose of this process is to exclude those applicants who do not satisfy the essential requirements in the advertisement.

Shortlisting must be carried out independently by all members of the selection committee to ensure that applications are assessed as objectively and fairly as possible. HRS Human Resource Officers will ensure members of the selection committee receive all necessary documentation and reinforce the steps in the process.

In certain circumstances a group of positions with common selection criteria may be shortlisted concurrently. This is quite acceptable, however, the selection committee must be agreed at the outset and all members are to be involved in the shortlisting and interview process for all positions.

Committee members are required to prepare a shortlist of applicants in accordance with the identified essential and desirable criteria as specified in the advertisement for the position.

² *Indigenous representation must be included when it is known that there are Indigenous applicants.*

SHORTLISTING TECHNIQUES

- Use can be made of a Selection Data Grid which can be obtained from the HR Service Team in HRS
- Alternatively use of notes – summaries, etc

Whichever method is used it is important to note the following:

- Those shortlisted should demonstrate the capacity to meet the essential criteria in their application
- Where a large number meet essential criteria a further shortlisting can be undertaken based on desirable criteria and/or criteria which has been prioritised
- Care must be taken not to inadvertently discriminate against applicants – be consistent and fair

Committee members should be careful not to exclude:

- Applicants with work experience gained overseas, or with overseas qualifications before the qualifications have been checked for acceptability (This applies equally to academic, professional, trade and school qualifications.)
- People with a disability on the basis of assumptions about their (in)ability to perform the full range of duties of the position
- People, based on assumptions about factors such as child-bearing and child-rearing plans, and willingness/capacity to work non-standard work hours
- People with job-related experience which has been obtained in unpaid activities such as voluntary or community-based work
- People who may appear to be over-qualified on the assumption that they will soon move on or will get bored with the job – if people have applied they are to be assessed against the selection criteria.

SHORTLISTING MEETING

The Committee should meet to discuss the applicants and reach consensus on who should be interviewed. Alternatively phone conferencing may be utilised. In the case of general staff the shortlisting meeting is generally facilitated by a HRS Human Resource Officer. Any disagreement among committee members about who should be interviewed should be confined to the essential and desirable selection criteria and the duties outlined in the Position Description/Position Classification Standard. It is essential that irrelevant or private information from outside or personal sources should not be introduced for consideration of a candidate (other than nominated referee reports).

As well as agreeing to a final shortlist for interview, the preliminary meeting should be used to:

- Determine if additional information is required by way of referee reports:
 - type of reports - written/verbal
 - timing of reports - prior/post interview
 - issues required to be covered by the referees
- Determine if psychometric testing is required
- Determine if a task/seminar/presentation is required
- Determine core questions (refer Questioning).
- Discuss suitability of phone or video conferencing.

QUESTIONING

The advertisement/job description contains the essential and desirable criteria and therefore forms the basis for interview questions.

The aim is to create relevant, unambiguous questions that are free from bias so that no one particular group in society is advantaged or disadvantaged.

The committee should prepare a set of questions that ask about an interviewee's:

- Skills
- Knowledge
- Competencies
- Previous job and life experiences
- Qualifications
- Understanding of the position requirements

When preparing questions based on the above, the committee should note the sort of points/issues that they are expecting the applicant to cover in their answer. As a result, a member of the selection committee who is not expert in the particular area covered by that question knows what to expect in the answer. This strategy also ensures that each interviewee is evaluated on the same criteria.

The purpose of questioning is to determine:

- How well the applicant meets the selection criteria
- How well he or she could perform the duties of the job
- The person who best demonstrates their ability to meet the advertised selection criteria
- Identify candidates that don't meet criteria
- Clarify issues/ambiguities in written application.

Additional information covering types of questions, equity questions and questioning style is provided in **Appendix 1**.

THE INTERVIEW

CREATING AN EFFECTIVE INTERVIEW ENVIRONMENT

- It is important to organise the venue appropriately:
 - comfortable private room, free from distraction
 - seating arrangements
 - particular arrangements for candidate with a hearing/visual/mobility disability.
- A successful interview allows information flow between the person being interviewed and the selection committee members
- It is important to create an open, friendly and trusting environment to allow both the interviewers and the interviewee to express views and to use the interview process in a purposeful manner

- During the interview the committee members may wish to take notes as the applicants are responding to questions. It is important to explain to the applicant that note taking is part of the process and will be used to assist the committee in the evaluation process.

STAGES OF INTERVIEW (SUGGESTED)

- Greeting the candidate
- Establish rapport
- Setting the scene and explaining the process
- Provide a concise overview of the University where relevant (Faculty/Division/School/Organisational Unit)
- Provide more position related information if required
- Ask questions
- If applicable, ensure that copies of publications and/or journal articles etc are obtained
- Invite candidates to ask questions or offer additional information
- Close the interview

Greeting the Candidate

It is the role of the Convenor to:

- Meet and greet the candidate before proceeding to the interview room
- Advise who is involved in the selection committee (detailed information will have been included in invitation letter)
- Be sensitive to candidates' expectations concerning appropriate forms of address and ensure all panel members are aware of this.

Establish Rapport

To ensure candidates have the opportunity to perform in the interview to the best of their ability, it is important to put them at their ease as much as possible.

The Convenor should:

- Introduce the members of the selection committee to the candidate
- Open the interview with an informal question eg weather, journey, finding the location, etc.

Setting the Scene

This is where the Convenor sets the direction of the interview.

The Convenor should inform the candidate about the interview process, for example:

- Advise that the interview process will be undertaken in a relaxed and friendly manner
- The selection panel will ask a number of questions relating to experience, skills etc
- The Convenor may provide details about the Unit and the position
- There will be the opportunity to ask questions, offer additional information
- How long the interview will take (generally no less than 30 minutes but is dependant upon the nature of the position)
- Mention note-taking (where the selection committee will be taking notes).

Providing University/Faculty/Division/School/Organisational Unit Information

- Job interviews reveal information about the University to candidates.
- Candidates may be suitable for the job, but may feel that the University is not the right organisation for them.

Give Job Details

Keep this information brief (candidates will have already received a position description):

- Explain where the position sits in the School/Unit
- How many people in the team
- Resources/budget available.

Ask Questions

This is the body of the interview and as covered earlier it is important that questions be prepared carefully and asked appropriately as it is the questions that give the interview its energy and direction.

Invite Questions

- As well as specific questions relating to the School/Unit, be prepared for more general questions:
 - strategic directions
 - policy on staff training and development
 - annual and sick leave entitlements
 - flexible work arrangements
 - relocation assistance.
- It is not University practice to enter into salary negotiations during the interview. Should the committee feel it necessary to discuss salary at the interview stage, please contact a HRS Human Resource Officer for advice.

Closing the Interview

It is the Convenor's responsibility to:

- Advise the candidate what will happen next and when they can expect to hear the outcome
- Thank the candidate for his/her interest in the University.

Overall Role of the Convenor

It is the role of the Convenor to manage the interview by:

- Ensuring a consistent and equitable approach to the process
- Encouraging the interviewee to reply fully to questions
- Stopping the interviewee who talks too much
- If applicable, ensuring that copies of publications and/or journal articles, etc are obtained
- Determining the pace so that adequate time is available
- Keep to the time schedule
- Guiding and directing the interview to a successful conclusion
- Providing post-interview counselling to internal staff members.

EQUITY CONSIDERATIONS DURING AN INTERVIEW

- Committee members should be aware that there are cultural differences in behaviour: for example, in some cultures it is polite to speak quietly, or rude to make direct eye contact.
- Committee members should be aware that a strong accent does not necessarily indicate poor understanding of English, it merely indicates the divergence between English and the speaker's own language.
- If a person with a disability is generally the best candidate for the position and can perform the main duties but not some secondary tasks, that candidate need not necessarily be eliminated from consideration. Everything reasonable should be done to rearrange the secondary duties of the position or obtain technical aids. Funding may be available from a variety of sources for the purchase of specialised equipment or modifications to the workplace if required.

EQUITY CONSIDERATIONS IN INTERVIEW ARRANGEMENTS

Where it is known that an applicant selected for interview or a committee member has a particular disability, the selection committee will need to make appropriate interview arrangements. Some suggestions are made below.

Applicants with a Hearing Disability

When interviewing applicants who lip-read, arrange the room so that applicants are seated with any bright light sources, eg a window, behind them. When speaking, ensure that you are facing the applicant. Speak a little more slowly and distinctly than usual, but avoid exaggeration of lip movement. Avoid gesturing around your face because it can be distracting and can block the view of your lips.

Some applicants may require the services of a signing interpreter to facilitate communication at the interview. This can be arranged in advance by HRS. When an applicant is assisted by a signing interpreter, the interpreter should stand or sit next to the particular committee member asking the questions, so that the applicant can easily shift her/his gaze from the interpreter to questioner and back again. Always maintain eye contact with the applicant, and not the signing interpreter.

Applicants with a Visual Disability

Escort applicants with a visual disability into the room by offering your arm and guiding the individual to their seat. Place the applicant's hand on the back of the seat. Introduce the committee members by name and title in order of seating arrangement. A common mistake that many sighted people make is to speak more loudly when they address a sight-impaired person, as if the person cannot hear normally. Rooms with low light levels or with bright/dull light contrasts should be avoided if either a committee member or an applicant has a partial sight loss.

Applicants with a Mobility Disability

Interviews should be held in a building that is accessible and has suitable toilet facilities. Parking should be arranged if required.

For additional detail on equity please refer to the further information section on page 10.

POST- INTERVIEW ACTIVITY - MAKING THE DECISION

COMMON PITFALLS IN THE SELECTION PROCESS

First impression Where first impressions made by the candidate biases the interviewers either for or against them.

"Halo" effect Where a committee member is so impressed by one attribute of a candidate that they will attribute positive qualities for all other criteria regardless of the evidence.

Leniency or strictness Where some committee members may consistently judge candidates either too leniently, or too strictly.

Primacy and recency There may be a tendency amongst committee members to recall the first and last candidates only, hence the importance of written interview notes.

"Outsiders" Persons who are not commonly seen in some work environments may be described in less favourable terms.

Over-emphasis on the interview Some selection committees try to glean information on the full range of selection criteria during interviews. It has been shown, however, that few interpersonal skills are reliably and validly assessable at interview. Some information such as applicant's efficiency and standard of work can be assessed by other means, eg interpersonal abilities stated in the criteria are best checked verbally with nominated referees; other skills are evident from tests, set tasks, presentations and work samples.

Where publications have been claimed as part of the application, the selection panel should consider these as part of the decision making process.

Rushed final decision Selection committees sometimes fail to consider all the available information and instead make hasty decisions based on impressions. In other cases, the majority vote prevails, with some members changing their minds or having to accept a decision about which they still have serious doubts.

It is important to ensure that undue weight is not given to lack of skills which may be overcome by a short period of on-the-job training eg an applicant may lack some fluency in written work, but in all aspects is the best candidate. When the deficiency is not serious enough to prevent the applicant from performing the main duties of the job, the committee should consider whether a period of training would be sufficient to develop the applicant's writing skills in an acceptable period of time.

DECISION MAKING PROCESS

The decision making process requires committee members to evaluate all relevant information (application, interview, exercise/task/seminar, referee reports – refer Appendix 2) to select the most suitable candidate on merit. This should occur following the interview of the last candidate, ie post entire interview session. Where appropriate a Human Resource Officer, who is not a member of the panel, may assist the committee in their deliberations in terms of advice on policy and procedural issues.

- All candidates should be ranked individually against the selection criteria by each committee member (as mentioned earlier a useful tool is a selection data grid)
- Committee members should discuss the rationale behind the ranking
- The Convenor should offer their views **after** other committee members, it is useful for members external to the Organisational Unit to offer their views first
- It is essential that irrelevant or private information from outside or personal sources should not be introduced for consideration of a candidate (other than nominated referee reports)
- Differences of opinion should be seen as both natural and helpful rather than as a hindrance in decision making; generally, difference in opinion will result in a thorough consideration of all information
- Committee members should not change their minds simply to avoid conflict and to reach agreement. The convenor should not exert pressure or try to influence committee members
- Committee members should agree on the ranking of applicants. However, if an impasse occurs, the committee should consider alternative courses of action:
 - second interviews
 - additional referee information (refer Appendix 2)
 - submission of a minority report
 - reframing the selection criteria to better reflect the skills needed to perform the job and re-advertise.
- The committee needs to consider:
 - acceptance or rejection of the first offer
 - suitability of second and third ranked candidates
 - creation of an eligibility list to be accessed within a six-month timeframe, ie for similar positions that may become available.
- Outcomes are to be confidential and not discussed by members of the selection committee.

DOCUMENTATION OF THE DECISION

DOCUMENTATION OF THE DECISION IN ACCORDANCE WITH UNIVERSITY PROCEDURES

Using a **selection committee report pro-forma**, provided by HRS, the committee is to fully complete the various sections including:

- Selection criteria/general staff
- Agreed core questions/general staff
- Agreed ranking
- Probationary period - discuss probationary requirements with your Human Resource Officer
- Recommended commencement salary with justification
- List of candidates not suitable for appointment, with reasons
- Statistical data
- All committee members signatures on the report
- A minority report as an attachment if there is dissent regarding the final recommendation.

Notes from verbal referee reports are to be provided as an attachment (refer Appendix 2).

MAKING AN OFFER

- Following completion of the selection committee report, a HRS Human Resource Officer will submit the recommendation to the following for approval:
 - **Academic Staff** - either the Vice-Chancellor, the Deputy Vice-Chancellor or Pro Vice-Chancellor (depending on level of appointment)
 - **General Staff** –Director HRS or the appropriate HR Service Team Manager, HRS (depending on level of appointment)
- The Selection Committee Convenor will advise the preferred candidate that they have been recommended for the position, once the Human Resource Officer advises that final approval has been given.
- The written offer sets out the terms and conditions of employment of the appointment
- The successful candidate is required to formally accept the offer in writing within a specified period of time.
- Letters to unsuccessful candidates are forwarded after the above acceptance is received.

POST-SELECTION COUNSELLING

Post-selection counselling should be offered by the Convenor as a matter of course to all internal candidates who are unsuccessful at either the shortlisting and/or interview stages. An effective process might involve:

- Planning the agenda
- Explaining the aims of the meeting
- Referring to the selection criteria and notes from the interview
- Relating discussion solely to the criteria
- Providing positive feedback first
- Indicating areas for improvement, suggesting training and career development options, and providing hints on ways to improve in future interviews
- Avoiding personal criticisms
- **Never** discussing other applicants or making comparative assessments
- Resisting debate on the outcome.

FURTHER INFORMATION

HR Service Team staff contact details are available on the Human Resource Services website at: http://www.newcastle.edu.au/unit/hrs/contact/hr_service.html

Information on Equity can be obtained from the Equity and Diversity Unit on 4921 6547 or <http://www.newcastle.edu.au/service/equity/index.html> ; and The Office of Employment Equity and Diversity at <http://www.eeo.nsw.gov.au/whatseeo/univrsty.htm>

APPENDIX 1 - QUESTIONING

There are various types of questions that may be used:

- **Open questions** ask for depth of information and encourage interviewees to speak freely. Open questions are those that often start with “what”, “how”, “when”, or “why” and they encourage thinking rather than just giving yes/no answers, eg *"Could you tell me a little about the most important task of your current position?"*
- **Closed questions** encourage very brief responses and are designed to establish facts, eg *"Have you a current First Aid Certificate?"*
- **Probing questions** follow on from the interviewee's response and are spontaneous rather than planned, eg:
Interviewee's answer: *"My present job requires me to manage my time".*
Interviewer's probing question: *"How do you manage your time?"*
- **Mirror questions** restate the interviewee's previous answers and invite them to add further information, eg:
Interviewee's answer: *"I thought the group I worked with on the project was great."*
Mirror question back: *"The group was great?"*
Interviewee's answer: *"Yes. We shared ideas and I liked the support of the group. I like working in groups."*
- **Scenario questions** - give the applicant a situation and then ask questions about it, eg *"Imagine a situation where the Head of Division who has the ultimate responsibility for the successful implementation of a project asks you to do something or use an approach which some operational staff disagree with. You can see merit in both sides' cases but your personal sympathy is with the "doers" rather than the leader. What would you do?"*

Questions to be avoided:

- **Leading questions** - are not likely to generate original thought and can be annoying or patronising- for example – *"You don't really like dealing with customers do you?"*
- **Double-barrelled questions** - are likely to confuse applicants, and indicate a lack of clarity and planning by the committee – *"Tell me what you like most about your current job and where you have been able to demonstrate using initiative?"*
- **Trick questions and stress tactics** - are strongly discouraged as they are very stressful for applicants and can be counterproductive.
- **Questions based on stereotypes and assumptions.** For example:
 - questions on prospects for marriage and parenthood, size and composition of families, and childcare arrangements. Such questions are of direct relevance to a minimal number of jobs (for example, as on-campus live-in positions where family accommodation is limited or unavailable)
 - questions on ethnicity are only important where knowledge of a particular language or culture is a requirement for a position
 - questions should be carefully framed to avoid any suggestion of racial intolerance, or cultural or sex bias.

APPROPRIATE EQUITY QUESTIONS

As a selection committee member, it is necessary to understand the implications of the different levels of equity knowledge and/or experience for different positions to ensure that appropriate equity questions are asked at the interview.

Non-Supervisory Positions

- Capacity to deal effectively with students from diverse backgrounds
- Cross-cultural communication skills
- Understanding of equity principles

These require a basic understanding of major equity terms and of legislation. Since Equal Employment Opportunity (EEO), in particular, has been around for more than twenty years, all applicants should have a minimum knowledge of terms such as EEO, affirmative action, equity and diversity.

Supervisory Positions

- Knowledge of and ability to apply equity and diversity principles
- Knowledge and understanding of equity and diversity issues for staff and students in higher education

These involve knowing how to implement equity principles and understanding your responsibilities as a supervisor and issues relating to the higher education sector. Examples of supervisory application of employment equity on a day-to-day basis would include:

- ensuring staff had access to information
- secondments
- rotations and opportunities to act in higher 'duties'
- encouraging staff to undertake training programs for both work and personal related development
- ensuring the environment for students and staff is free from harassment and discrimination
- handling grievances.

Senior Management/Management Positions

- Demonstrated understanding of and commitment to the principles of equity, and a willingness and capacity to implement equity plans and policies

At this level, applicants should understand direct and indirect discrimination and be aware of staff and student equity-related plans and strategies. Applicants should have a record of implementing equity policy in their area of operation.

- Proven capacity to develop and implement equity strategies

This is an extension of 'knowledge and willingness'. Applicants should give examples of their personal involvement in implementing, monitoring and reviewing policies and programs to achieve student and staff equity goals, and provide ideas for future initiatives.

For additional detail on equity please refer to the further information section on page 10.

QUESTIONING STYLE

While the nature of individual questions is of crucial significance in any interview, factors such as the context, order and manner in which questions are asked are of equal importance.

Committee members need to be flexible in their use of question types to cover all criteria with all applicants. Keep in mind the need to:

- Introduce each area of questioning and probe entirely before moving on

- Ensure that questions are short, clear and unambiguous to encourage applicants to do most of the talking
- It is important that the committee members listen carefully to the applicants answers as this will allow:
 - the opportunity to assess vocabulary and the candidates ability to articulate thoughts
 - emotions to be revealed by the tone of answers
 - prompts for further questions which need to be asked
 - the committee to rephrase a question if an applicant cannot answer or does not understand it
 - the committee to ask the question again in a different way if an applicant gives an obviously wrong answer.

APPENDIX 2 – REFEREE REPORTS

- All applicants, both internal and external, are required to provide in their application, the names and contact details of three referees who are familiar with their skills and abilities
- Confidential written referee reports must be sought for all shortlisted candidates in some classifications (HRS provides advice on which classifications)
- Where written referee reports have not been sought, the Convenor, acting for the selection committee, should always follow up verbally with referees of appointable candidates (or, at a minimum, the first ranked candidate) before final recommendations are made and make notes from the verbal response
- Follow up phone calls (or face to face meetings) with referees may be useful in clarifying issues eg the degree of an applicant's involvement in a project mentioned at interview or check level of communication skills, if applicant appeared nervous at the interview
- Questions asked of referees are subject to the same legal constraints as those asked of the applicant, and should be well structured in terms of the selection criteria.

APPENDIX 3 – FAQs

<p>Question 1 Can a panel member hold a lower substantive position than the position being filled?</p>	<p>Answer 1 Yes, the only proviso on being a member of a panel is that it must be on the basis of making a positive contribution to the selection of the best candidate.</p>
<p>Question 2 Do we need to interview all the applicants again, if we wish to hold second interviews?</p>	<p>Answer 2 No, if the panel wishes to interview candidate/s a second time to draw out more information, they can do so without calling back all the applicants.</p>
<p>Question 3 Can salaries be discussed during the interview?</p>	<p>Answer 3 No. The decision should be made on merit. The appropriate time for salary negotiation to take place is when an offer has been made.</p>
<p>Question 4 Why can't we discuss personal circumstances of the candidates?</p>	<p>Answer 4 Such discussions are often based on hearsay and subjective assumptions. Bringing this into the general discussion at either shortlisting or interview deliberations may unfairly prejudice the candidate either positively or negatively.</p>
<p>Question 5 Can previous employers be contacted if they haven't been nominated as referees by the applicant?</p>	<p>Answer 5 No, only referees nominated by the applicant may be contacted (unless the applicant has been asked if previous employer may be contacted).</p>
<p>Question 6 Can I act as a referee for an applicant if I am on the Selection Committee for the position they have applied for?</p>	<p>Answer 6 Yes, in extenuating circumstances where the Chair is in agreement (refer Page 2 – guideline document).</p>
<p>Question 7 What if I have personal knowledge of a candidate which may be detrimental to their claim for the position?</p>	<p>Answer 7 Such information should not be disclosed to the other members of the Selection Committee, any such concerns, as well as potential conflicts of interest, should be confidentially raised with the Human Resource Officer handling the recruitment. The Human Resource Officer will then advise you of the appropriate procedure to be followed.</p>
<p>Question 8 Can the recommended candidate be advised once a recommendation has been made by the Panel?</p>	<p>Answer 8 No, approval must be gained for the recommendation prior to Chair advising the successful applicant.</p>
<p>Question 9 Who can I contact if I have concerns about a selection process?</p>	<p>Answer 9 HRS Human Resource Officer. Contact details available at: http://www.newcastle.edu.au/unit/hrs/contact/hr_service.html Manager, Equity and Diversity Unit. Contact details available at: http://www.newcastle.edu.au/service/equity/</p>