

University of Wisconsin - Superior

**RECRUITMENT GUIDE
For Positions of 50% or Greater**

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prepared by

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Introduction

The following guidelines are intended to assist chairs, directors, and search committees in the process of planning, organizing and conducting searches for faculty and academic staff positions. The guidelines suggest practical ways of achieving more diversity in hiring, while meeting the needs of departments/units to identify and recruit well-qualified candidates. The Affirmative Action Office will assist departments and units with each step of the recruitment. Individual meetings between the Affirmative Action Officer and the chair/director or the search committee are strongly advised prior to beginning the search.

Each search will have unique issues. The process must be individually tailored to the nature of the position as well as the needs and the culture of the hiring department/unit. The professional judgments of the hiring department/unit will, of course, play a major role in the process; yet searches need to be conducted in a productive manner that is designed to achieve equality and equity for all individuals.

These guidelines are also designed to ensure that all necessary documentation of the search process is prepared. This is essential in order to demonstrate our good faith efforts towards reaching our equal opportunity/affirmative action goals.

Recruitment Guide

Positions of 50% or Greater

The recruitment and selection of highly qualified new employees is essential to the ongoing excellence of UW- Superior. The search process provides an opportunity for the department or unit to review, and possibly modify, its staffing and position responsibilities before beginning the search process. It is also a time when everyone involved in the search process should identify the strengths of the department/unit, the University, and the Superior community in order to describe to prospective applicants the advantages of accepting a position at the University of Wisconsin-Superior.

As you prepare materials and design the search, it is important to remember we are trying to sell UW-Superior to the applicants as much as they are trying to sell themselves to us.

1. Department Chair/Director should consult with the Director, Assistant Chancellor, or Vice Chancellor to whom they report concerning the possibility of recruiting for a position.

- **Submit a *Request to Fill a Position Form No. 01-1200-16 (Rev. 7/02)*.**

2. Chairs, directors or persons responsible for the hiring department/unit should contact the Affirmative Action Office to discuss the search as soon as informal approval has been given to fill a vacancy. This will enable the Affirmative Action Office to develop a recruitment packet appropriate for the position. A red folder will be provided with the appropriate forms for each search. All documentation of the search, including forms, ad copies, purchase orders, minutes, emails, etc. are to be kept in the folder. Individual applicant files will be kept separately. The red folder will be retained in the Office of Human Resources at the completion of the search.

- **Meet with Affirmative Action Officer to get recruitment packet.**

3. Selection of the Search Committee. Ideally every member of the search committee should have knowledge of Affirmative Action requirements for appropriate search procedures. The search committee chair, acting on behalf of the department chair/unit director, has the responsibility for conducting the search process and guiding committee and departmental/unit members to participate in the search process in a manner consistent with Affirmative Action goals and principles.

The Search Committee Chair and/or the Search Committee should meet with the Affirmative Action Officer prior to the beginning of the search process. As questions arise during the search process, contact continues in order to discuss elements of the search.

Decisions concerning the size of the search committee and the required expertise for judging whether candidates meet the selection criteria are at the discretion of the chair/director in consultation with members of the hiring department/unit and their Assistant-, or Vice-Chancellor. Chairs/Directors may wish to consider including

persons from outside their department or unit to enlarge the perspective of the search committee. If possible, departments/units should also consider including women and members of racial and ethnic minority groups on the search committee. These members may make the search process a more comfortable experience for candidates and help the rest of the committee understand the experiences or styles of members of underutilized groups. Student voting or non-voting members may be included, if appropriate. Student Services must have a student member, administrative searches usually have a student member, and faculty searches are encouraged to include student input.

Whether the search committee or the chair/director alone will be responsible for all steps in the search and screen process varies. It is up to the chair/director to select and organize the search committee at the appropriate time in the process. However, having the search committee participate in the development of the position description and determination of the qualifications gives them a clear understanding of departmental/unit needs. This understanding is valuable during the evaluation of applicants. Time should be allowed for training of the search committee members by the Affirmative Action Office before the search committee begins evaluating applicants.

- **Submit *Approval of Faculty and Academic Staff Search and Screen Committee Membership, Form 02-70-50 (Revised 4/02)*.**
- **Faculty search committee members are required to view the video "Shattering the Silence: A Case for Minority Faculty" prior to the review of applications.** The Video is available from the Affirmative Action Officer.

Perform steps 4 through 6 before preparing the official job description and job advertisement. Once an ad is published, selection criteria cannot be changed. The discussions generated by Steps 4 through 6 should insure that the ad provides all necessary information to applicants, encourages applications from the broadest possible candidate pool, and clearly defines exactly what is needed to perform the job well.

4. Create the job description. The job description, which is prepared by the department/unit, initiates the recruitment process. It should outline the position to be filled; including essential functions as well as secondary duties, and should list the qualifications that candidates must possess. If there are specific conditions that must be met to achieve promotion and tenure, they should be stated. A specific and concrete job description is beneficial in several ways:
 - it forces the department to focus on exactly what it desires in a candidate and to articulate those expectations;
 - it provides guidelines by which candidates will be evaluated; and
 - it encourages self-selection among potential candidates by permitting them to examine their qualifications and determine if they have a reasonable chance of being considered qualified.

A well-conceived and well-written job description is essential because it states the criteria against which the applicants will be evaluated. At the interview stage the criteria also provide a framework upon which interview questions are based. (See Appendix 1 for a discussion of essential functions and examples.)

Criteria will vary among disciplines but should emphasize demonstrable skills, abilities, knowledge, experience, accomplishments and education. (See Appendix 1 for a discussion of criteria.)

Include the minimum graduate degree required for the position. NOTE: Be careful how you state the degree requirement, especially in searches for tenure track faculty, because the following issues may arise:

- The statement “Ph.D. required” will eliminate any candidate who has an Ed.D., J.D., etc. If a Ph.D. is not an absolute requirement, consider using the phrase “Earned doctorate required.”
- If you are willing to consider applicants who have not completed their degree by the time you begin screening applications, you should be specific as to when the degree must be completed. Suggested language includes
 - “Earned doctorate must be received by August 18, 2002,” or
 - “Earned doctorate required for reappointment to second year.”

Be specific enough that you would be happy to hire a person with only these qualifications but keep it broad enough so that you don’t create an unnecessarily small pool. It is up to the department to decide which qualifications are genuinely necessary to fulfill the job requirements and how specifically the position needs to be defined.

Things to Check:

- Are these qualifications sufficient to perform the essential functions?
- Are they consistent with the department’s criteria for retention, tenure, promotion, and performance evaluation?
- Are there any qualifications that would not be readily available to minorities, women or persons with disabilities? If the answer is yes, are they necessary?

5. Optional qualifications?

Often there are additional qualifications that we want the ideal candidate to have but that may not be essential or may otherwise limit the qualified pool too narrowly if they were included in the required qualifications. In the past we have seen these additional qualifications listed as “preferred” qualifications.

Designating qualifications as “preferred” can be problematic and should be done with caution. Often it is done in an attempt to have flexibility to “look around and see what is out there” and then have the option to make choices among all the applicants. Unfortunately, the actual effect is quite limiting. In deciding between candidates who meet all the required qualifications, precedence must be given to those who have the preferred attribute. Normally the language used is, “_____ may be considered an asset.” For example, “experience teaching in a graduate program may be considered an asset.”

Once you decide upon optional qualifications, you should be able to justify how these would improve the required job performance. If you can't, you should not include it as a desired qualification. If they are important, re-examine whether they should be required.

TIP: If optional qualifications are included, prioritize them now to avoid potential disagreements when comparing specific candidates each of whom has different but equally strong optional qualities.

6. Determine the best application process. What materials do you need in order to determine if the applicant is qualified? Are an application letter, names of references and a CV adequate? Or do letters of reference, a research plan, copies of publications, samples of artwork, and/or official transcripts need to be submitted? Will you want the person to do presentations? Often these latter materials are requested from only those candidates who appear to be serious contenders for the position. Remember, the more you request applicants to submit the longer the deadline for submitting materials needs to be.
7. Review the job announcement and job ads to ensure that required language is included.

NOTE: The following items must be included:

- ***Statement of Qualifications***
Every essential qualification should be specific to the position and stated as a requirement.

If additional attributes are desirable, but not required, state them as "assets." For example: "Successful teaching experience at the university level will be considered an asset."

- ***Educational requirements***
Remember, the degree you ask for is what you must use when you begin screening, so be careful that you don't unintentionally limit the applicants you can consider.
- ***Priority dates***
Priority application dates allow a search to remain open until a successful applicant has been hired. Determine a priority date, which allows at least four, and preferably six weeks between the date the ads are published and the date screening begins. You **must** use one of the following statements:

The first two statements that follow are useful if you anticipate having a medium- to large-sized pool of applicants. This language emphasizes that although screening may be ongoing, consideration is guaranteed only if all materials are received by that date. Note that you must decide whether you want the date to be established by postmark or by receipt date.

- "To ensure consideration completed applications must be [received by] [postmarked by] _____ (date) _____; however, screening may continue until the position is filled."
- "For priority consideration completed applications must be [received by] [postmarked by] _____ (date) _____; however, screening may continue until the position is filled."
- If you do not wish to consider applications after a certain date and will reopen the search if the search is not successful, you can use the "Application deadline is _____".

If you expect to have a small pool and anticipate that you will want to evaluate applicants throughout the process, you may want to consider the following

➤ “Review of completed applications will commence _____ (date)_____ and continue until the position is filled.”

- ***Application materials***

List all items that must be received for the applicant file to be considered complete.

- ***Notice of intent to check references***

Checking should go beyond the letters of reference. Ads or later communication should include the following statement to alert applicants of our intent to check references: “The university reserves the right to check additional references with notice given to the candidates at the appropriate time in the process.”

- ***Names of Candidates***

The following statement **must** appear in the ad **or** the applicants must be notified through direct communication that: “Names of finalists must be released upon request.”

- ***Affirmative Action/EEO statement***

You must include one of the following statements:

➤ “UW-Superior is an AA/EEO employer and encourages applications from women and minorities.”

➤ “AA/EEO employer and educator.”

➤ The following diversity statement must also be included:, preferably at the top of the ad: "Diversity is a valued asset at UW-Superior, and we strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. The University is seeking candidates who will contribute to the achievement of this goal."

8. The Ad text is too long. Often a long ad that includes all information is far too costly. In that case, the ad should give only general information and should state “Applicants should contact _____ (department)_____ [see Web page at [www.----](#)] to receive a detailed position announcement for use in preparing their applications.” Send the detailed announcement in response to all queries or have it posted on a departmental web page. The ad still needs to include the above AA/EEO statements. If applications are received from someone who has not requested the detailed announcement, it should be sent to them with an invitation for them to review the requirements and submit additional materials.

9. Prepare *Equal Opportunity Recruitment Plan*

Identify means of publicizing the vacancy in a manner that will reach as broad a selection of qualified candidates as possible. A Resource Directory of recruiting sources is available from the Affirmative Action Officer. If you know actual names of those you will contact, list them; otherwise list types of positions. For example: *Geography graduate program directors, Big Ten universities.*

The following are places to consider:

- The major publications in your field that most job hunters will use.
- The Chronicle of Higher Education is recognized as one of the richest sources of applicants including minorities and women. Its job listings are available on Internet to those who cannot afford subscriptions.

- Collaborate with other recruiting departments for one ad in the Chronicle of Higher Education or multi-specialty publications aimed at minorities or women.
 - Identify appropriate electronic postings, such as e-mail discussion lists, electronic bulletin boards, etc.
 - Contact Kathy Krause to submit materials for the university and other web sites.
 - Use personal contacts. Inform people who are in related fields.
 - Send announcements to women and minority organizations in your field. Many academic organizations have women's and minority caucuses.
 - Identify graduate institutions with training programs in your field with significant enrollments of minority and female students. This is best done by conferring with colleagues at other institutions.
 - Contact former colleagues and ask them to publicize the vacancy among their friends, colleagues, and students.
 - Network at national meetings to identify and encourage future applications from minority and female students in the pipeline.
 - Call colleagues at other institutions and inquire about potential candidates, especially women and minority candidates. *Contact qualified candidates personally* to encourage them to apply for the job and answer their questions about the University and Superior.
10. Conducting Screening or Final Interviews at Meetings/Conferences should be avoided in most instances. NOTE: This does not mean that you cannot publicize vacancies at meetings and invite people to apply.
11. Advertise and Network
Once the Affirmative Action Officer has notified you that your search and committee membership has been approved, you may place your advertisements, post notice, and otherwise implement your recruitment plan. Be sure to keep a record of networking contacts made to seek applicants.
- **All ads and purchase orders require approval of the Affirmative Action Officer prior to placing ad.**
 - **Submit *Equal Opportunity Recruitment Plan, Form 02-7000-50 (Revised 8/02)* identifying all recruiting sources.**
12. **Define the screening process**
Indicate who will screen applicants and the steps taken. Discuss who will conduct the required reference checks. Include the possibility of conducting

telephone interviews with applicants (except in instances where there are only one or two strong viable candidates).

Include plans for the interview at UW-Superior: what will they be asked to do? (Deliver seminar/lecture, whom will they meet, etc.)

The candidates for a faculty position should have an interview scheduled with the members of the search and screen committee, the department faculty, the Department Chair, and possibly the Provost. A benefits overview can be provided by the Office of Human Resources, if scheduled in advance.

Review the required qualifications--define what will be considered evidence of possession of each qualification. As much as possible, include opportunities to demonstrate abilities rather than just talk or write about them. Consider some candidates may be more expert at presenting themselves during interviews or on resumes, than at performing the required tasks.

See *Appendix 2* for sample questions to use during interviews.

13. Hold a meeting for all members of the search committee to discuss the recruitment process. The Affirmative Action Office should meet with everyone who will serve on the search committee to ensure that all involved in the selection process are fully informed about the selection criteria as well as the allowable and disallowable questions and topics of discussion. (See Appendix 2 **Guidelines for Employment Interviews**.) In the rare instances when scheduling conflicts preclude such a meeting, the committee chair and/or department chair/unit director may meet with the Affirmative Action Officer. It is then essential that they convey all information to the members of the search committee. This must be done before applications are read or candidates are met.
14. Response to Applications. As applications arrive, date and log materials received on the *Roster of Candidates*.

It is essential that you immediately send out any information letters you have prepared along with the *Self-Identification postcard* (provided by AA officer) and the *Confidential Communication/Disclosure Form (Form 02-70-51 and 52, revised 8/01)*. Be sure all applicants are supplied with the same information. Delay in mailing the request for gender and ethnic identity could delay your search process. Sample letter to applicants is enclosed in the recruitment packet.

Maintain a log of all telephone contacts pertaining to recruitment such as telephone inquiries about the position, discussions with applicants, and contacts with referees. Printed copies of e-mail contacts should also be kept.

Before the priority screening date, contact the applicants whose files are not complete to give them a chance to submit the missing materials before the priority date. Once the priority date arrives and you begin screening, look only at the applications that are complete. Do not consider candidates whose applications are

not completed until all materials arrive. After the priority screening date has passed, an application may be considered as soon as all materials have been received. It is up to the committee and the chair/director to decide whether applications will continue to be added to the pool for consideration after the priority date has passed.

If a specific deadline for applications was promoted, you can only review applications that have all required documents on file by that date.

15. List of Applicants. Wisconsin courts have required state agencies to release the names of finalists and all applicants who have not requested confidentiality in writing. Candidates are notified of this requirement and allowed to request that their names be kept confidential using the ***Confidential Communication Disclosure Form*** that you must mail to all applicants.

Within two days after the priority deadline, you must be prepared to give out a current list of all applicants who have not requested confidentiality. Keep this list updated as files are completed following the priority date. This list should include the applicants' names, hometown, and type of work. Do not include address or employer. For example: John Smith, Wausau, WI, accountant, medical setting.

If individuals are nominated for a position, they should be sent a letter informing them of their nomination, and inviting them to supply materials needed for a complete application package. A nominee is not considered an applicant unless they confirm they want to be considered an applicant by submitting all required materials. Even if applicants withdraw from consideration, they still need to return a signed ***Confidential Communications/Disclosure Form*** if they do not wish their name to appear on the list of applicants that may be requested by the public.

16. Screen the applications according to the plan outlined above. Once the priority date has arrived, you are free to proceed with the screening process and do not need to wait for all applicants to complete their folders unless you established a firm deadline. Look at only the completed files. Apply your predetermined and advertised criteria for the position. Sort all candidates into two groups: (1) those who meet all the required qualifications as they were stated in the ad and position description, and (2) those that lack one or more of the required qualifications.

Candidates whose qualifications do not match the advertised criteria are called categorical exclusions and may be informed at this point that they are no longer being considered for the position. These are the only applicants who should be sent a letter telling them we are no longer considering their applications. Sample of ***Letter of Rejection*** is included in the packet. Make sure that these letters are personalized with the name of the applicant. The letter should come from the chair of the search committee.

Completed applications from qualified candidates compose your pool of candidates.

While considering the potential contributions the qualified candidates may make to the department and how their experiences match the qualifications listed as “desirable,” note that the ability to provide diverse perspectives or serve as a mentor/role model for women and members of minority racial and ethnic groups should be an asset for all positions.

17. Telephone Interviews with Candidate. Telephone interviews are a helpful part of your screening process (except in instances where there are only one or two strong viable candidates). This will allow you to gather more information about a larger group of candidates than you can afford to bring to campus to interview. It is a good way to clarify concerns that may arise about individuals with less traditional backgrounds who might otherwise be deleted from the list of finalists. Prepare a set of questions to be asked of all persons phoned. Phone all individuals who have made the same level of cut. Maintain a log of their answers. Use a speakerphone and include the members of the search committee in each telephone interview. If all cannot be present, consider tape recording the conversation. Alternatively, the same subcommittee should hear all candidates interviewed and provide input to the entire committee.
18. Checking References. Once you have identified your top cluster of candidates, you need to notify them that you plan to begin contacting references. Any applicant may choose to withdraw if they don't want the references checked. Once they have been notified, you begin contacting references by phone or in unusual circumstances, by e-mail.
 - Ask identical questions of all referees for all candidates.
 - Maintain a log of all conversations or copies of all e-mail.
 - If you have used the “references of our own choosing” option in your advertisement or have notified the applicant, you may also contact others who might provide insight into applicants' abilities. When choosing our own references, try to pick people who can give you the same type of information about an applicant from a similar perspective. For example, if you want to know about department chair's administrative style, you should not call the secretary for one applicant and the dean for another candidate.
 - Make sure that at least two committee members are on the phone call.

Select the candidates that you are interested in. The list should include all of the candidates you would be genuinely interested in hiring even if that list is longer than the number of individuals you can afford to interview. When deciding between comparable candidates, those items you have indicated as assets are generally the ones that add weight to one's candidacy.

19. Request approval to interview candidates. List all the candidates you would genuinely be interested in hiring.

- **Submit the *Authorization to Interview Form 02-9100-2 (Revised 7/02)*.**
- **Submit the *Roster of Applicants* and a list of your evaluation criteria. Identify the reasons for eliminating from further consideration or the reasons for your interest in interviewing the candidate for all candidates.**

Do not invite candidates for an on-campus interview until you have been notified that all appropriate administrators have signed the *Authorization to Interview*. If none of the candidates is acceptable, the position shall be re advertised.

- **Submit *Applicant Interview Expense Authorization Form 01-1200-18 (Revised 8/01)*. This form should be submitted with each candidate's Travel Expense Report.**

20. Before your first interviewees arrive on campus you need to plan

- the interview schedule (make sure that all candidates, including local ones, are treated essentially the same) – be sure to include interviews with the Dean/Director and other administrators
- the questions to be asked (see Appendix 2)
- How candidates are to demonstrate qualifications (i.e., teaching ability, knowledge of subject, scholarly accomplishments, etc.)
- Insure that all who will be in contact with the candidates are reminded about appropriate questions, actions, etc.

Don't forget that interviewing is a two-way process: you're evaluating the candidate but the candidate is evaluating your department/unit, the UW-Superior campus community, and the Superior/Duluth area. Ask if there is anyone they want to meet that they are not scheduled to see and do everything you can to facilitate that meeting. Show them around the campus and the surrounding community. And don't forget to give them time to ask questions throughout the interview process. A benefits briefing can be scheduled with the Office of Human Resources.

21. Once the interview is over obtain input from all that have been involved in the interview process (the administrators, students, staff, faculty and academic staff, etc.) Review the decisions made concerning the qualifications for the position at the beginning of the search process (Steps 4 through 6). As you evaluate the interviews, keep the discussion and judgments focused on the advertised job requirements and the additional desired criteria that you prioritized earlier; nothing else, including personality, should be considered. What is important is if the individual can do the job.

- **Submit a *Candidates(s) Recommended for Appointment Form 02-9100-3 (Revised 6/02)* with a list of the final candidate(s) recommended for appointment. Submit each applicant file with the form.**

Once the hiring process has been approved consult with the appropriate administrator (dean, vice chancellor, etc.) to discuss the candidate(s) and before initiating contact with the selected candidate to see if they would still be interested in the position if it were offered to them. Do not make a firm offer. Discuss the appropriate procedure for making the final offer with the administrator with final hiring authority.

22. Once you know that the candidate you want to hire is still interested, a formal written offer must be made.

- **The department chair/unit director initiates this process by completing the *Recommendation for Appointment* submitting it to the Provost or appropriate cabinet officer.**

Once the contract letter has been prepared you will receive a copy. At that time, if there are any special arrangements that need to be made to get the contract to the person in a hurry, please let them know immediately. Otherwise an appointment letter will be prepared for the appropriate administrators review and signature and then sent to the approved candidate.

If a candidate ultimately rejects the offer, notify the Affirmative Action Officer that an offer was made, to whom, and that it was rejected. This is important because it gives us factual data about the reasons we lose excellent candidates to other institutions.

23. The search process is now complete. All documentations relating to the search, other than the applicants files should be placed in the red folder and submitted to the Office of Human Resources. All documentation concerning the search and applicant files must be retained for a minimum of six years. All candidate files including incomplete files must be kept by the appropriate department because they are part of the search history, even though the people were not actually candidates for the position.

- **Submit the RED file with all of the pertinent documents about the search to the Office of Human Resources. Maintain all applicant files in the department for 6 years.**

**Search Process Guidelines
Appendix 1**

Discussion of Concepts raised within the Hiring Guidelines

Essential Functions:

Examples for a Faculty Position:

(By no means an exclusive list, each field may have unique ones and not all will apply to all positions.)

1. Teaching
2. Team Teaching
3. Advising Students
4. Role Model for Students
5. Mentoring Students
6. Research
7. Scholarship
8. Publication
9. Committee Work
10. Leadership

The *ability to contribute to the diversity* of the department and the University may be considered part of every one of the above- listed functions. The ability of a candidate to make the educational experience more accessible to female and minority students and to enhance their retention and graduation rates are important functions within the mission of the University. Candidates with diverse backgrounds may approach teaching in different ways and serve as more effective role models and mentors for less represented groups. They may address research and scholarship from a new perspective that will be more meaningful for women and minority students. (This statement does not preclude the possibility that Caucasian men could fulfill these functions.) The credentials of all candidates should be examined from the perspective of fulfilling these needs.

Examples for non-teaching academic staff positions:

For non- teaching academic staff positions the essential functions will obviously vary considerably. Focus on what the outcome of a day's or year's work should be, rather than how the most recent incumbent in the position accomplished the task.

1. Prepare reports
2. Write computer programs
3. Accounting
4. Advising
5. Counseling
6. Prepare grant applications
7. Interact with the public
8. Maintain records
9. Publicize University events
10. Administer unit
11. Manage people
12. Manage budget

Legitimate Criteria to Perform the Essential Functions

Examples for a teaching position:

(By no means an exclusive list, each field may have unique ones and not all will apply to all positions)

1. Education (include minimum degree)
2. Evidence of teaching ability
3. Knowledge of specific subject matter
4. Ability to work collaboratively. This may be included if the essential functions include team teaching or other cooperative efforts. Avoid criteria that sound like personality will be evaluated. Focus on ability to perform essential functions.
5. Character values such as Respect for differences, Honesty, Dependability, etc., may be included.
6. Specific skills required to perform the job--non teaching academic staff positions that require professional expertise may include a number of such skills.
7. Evidence of scholarly productivity:
8. *Number of publications* may not be as important as quality. Asking individuals to submit their 3 most significant publications may be more valuable than counting publications.
9. A person who has been functioning in the field longer can be expected to have a longer list than a new person but that may not mean they will perform better at UW-S. Publication rate may be more telling.
10. A person whose job history has not allowed for scholarly opportunity (such as a person who has had a series of temporary positions without access to a laboratory or other research experience) may also have a minimal publication list.
11. *Quality of journals* - Consider consulting outside experts if recruiting for a specialty not already present within the department. This can be essentially important in interdisciplinary areas, including women's and minorities' studies.
12. *Evaluation of multi-authored works* - Some people give high points for publishing with a famous name, while others question the ability of the applicant to work independently. Are these criteria applied equally across genders and ethnic groups? Agree to be consistent before examining individual applicant's CV's.
13. *Research or scholarly plan* - Asking individuals to describe their plans for scholarly activity at UW-S can indicate whether they would be a good fit for this institution and whether they have thought beyond their current work. Will they be able to work independently of their current mentor? It would be reasonable to ask how they plan to include undergraduates in their research.
14. Evidence of Peer Recognition
15. Awards, Grants, Quality of letters of reference

Criteria for Non-Teaching Academic Positions

1. Education (minimum degree)
2. Specific skills related to essential functions
3. Demonstrated achievements related to essential functions
4. Knowledge of _____ (specific information required to do the job, i.e., computer programs, accounting procedures, counseling techniques.)
5. For jobs where interpersonal interactions (i.e., management of personnel, teamwork or interaction with clients) are essential functions, personality characteristics such as tact, and sensitivity, management skills, and cooperative behavior might be included.
6. If a personality trait does not relate directly to an essential function, it is better not to consider it. (i.e., an outgoing personality might be fun to have around but will not necessarily contribute to accomplishing tasks that require working in isolation. Initiative and conscientiousness would be more appropriate for such a task, but may be difficult to measure during an interview. The results of history of accomplishments even if the accomplishments are unrelated to the position in question.)

Search Process Guidelines Appendix 2

Preparing Questions for Interviews of Candidates and References.

Questions that will be asked of all candidates, or all references should be prepared in advance. These should be designed to provide an equal opportunity for each candidate to supply you with the information needed to make the best selection.

While the nature of each discipline will determine the questions to be asked some general guidelines include:

Develop a question for each of the criteria to be used in evaluating the suitability of the candidate for the position.

Keep questions open-ended so that the candidate can use the opportunity to tell you of relevant experiences and ideas you may not have anticipated. Although initial questions should be planned to insure that all issues are covered, feel free to ad lib follow up questions to clarify or expand the ideas raised by the candidate or referee. This will make for a more natural conversation, demonstrate interest and allow the candidate to provide more specific detail.

Be sure to include the question “What would you like to know?”

Sample Interview Questions

Previous (paid/unpaid) experiences:

How does the job for which you are applying relate to what you have done in the past?

Describe your responsibilities at your previous job(s) which prepare you for this job.

What experiences have you had that helped prepare you to do the work required for this job?

Describe how you have developed your skills.

What aspects of your present/previous job did you like/dislike?

Teaching

How would you describe your teaching style?

What are your major objectives in teaching (course name)?

What were the most favorable comments your students have made about you and the courses you have taught?

What have you done to improve your teaching effectiveness?

What course are you most excited about teaching and why?

How will your scholarly/research program involve undergraduate students?

How do you go about motivating students?

Teaching/Diversity related questions.

How do you think you could enhance minority (female) student retention and graduation rate (in this major) (at this university)?

What experiences have you had working with minority students?

What experiences have you had advising/working with students?

How important do you consider the role of faculty member as student advisor?

How can a faculty member be an effective part of an effort to attract and retain underrepresented students in (this field)?

What issues do you think a university that includes enhanced diversity of the student and employee population in its mission, needs to deal with?

Scholarship/Research

What had been your most significant contribution to scholarship contribution in your field over the past 10 to 20 years?

What are your future research/scholarship plans?

What are you working on now that would continue at this university?

What facilities (support) do you need to pursue your scholarship/research?

What funding sources do you anticipate applying for and for which projects?

Have you performed your past research independently or as part of a team?

Questions related to the ability to perform job tasks

(Any question asked should be asked of all candidates. These questions even more so.)

Do you have any time constraints that might interfere with your performing your assigned tasks? What accommodations would allow you to fulfill your job?

Is there any reason why you would not be able to perform the essential duties of this job?

What barriers do you see that might prevent you from performing the essential duties of this job as effectively as you would like to?

Are there any physical accommodations that the university would need to make to help you perform your job?

Education

Why did you select your particular course of study?

What courses did you get the most/least out of? Why?

What was your favorite/least-favorite/most useful course?

How do you think your studies/activities would be helpful in performing this job?

Knowledge of the Job

Based on the job description, what do you see as the most important aspects of the job?

What attributes do you have to accomplish them?

What strengths do you feel you can bring to this University/department/job?

What aspects of the job would inspire you to make an extra effort?

What aspects of this job appeal most to you? Why?

Problem Solving

Describe a typical problem that might arise in your job, and describe how you would deal with it.

What was the most difficult task or responsibility you have had to carry out?

What present job frustrations do you want to avoid in a new job?

How do you keep up with changes in your field/profession?

Interaction with Others

In your present/previous job, how much work was done on your own? As part of a team?

Do you prefer to work alone or as part of a team/group?

What does collegiality mean to you?

Attitudes about Jobs

What do you think it takes for a person to be successful in this job?

In what areas of your work do you find the greatest satisfaction?

What aspects of your present job do you like most/least?

How do you approach a task that you dislike? How well do you think you do such tasks?

GUIDELINES FOR EMPLOYMENT INTERVIEWS

As an interviewer you have a dual responsibility to the institution. One is to identify and select the best person for the position. A second is to apply the principles of non-discrimination and affirmative action. Many interviews are initiated by pre-interview questions such as “Where does your husband/wife work?” or “How old are your children?” While these questions may establish a relaxed atmosphere, they also violate federal guidelines on equal employment opportunities. “Where does your spouse work?” really asks “Are you married?” Once solicited such information is difficult to ignore. Because interviewing is one of the most vital stages of the employment process, it is important that caution be exercised.

All interview questions should be based on the position description. Information solicited or considered should be directly related to position responsibilities and the candidate’s abilities to perform them effectively. Focusing on the written position description will eliminate personal questions about such matters as marital status, plans to have children or child care arrangements. Further, focus on performance expectations will assist the candidate to make a responsible decision about ability to meet those expectations.

The following table is designed to provide the information you need to make a responsible decision.

| <u>SUBJECT</u> | <u>APPROPRIATE QUESTIONS</u> |
|---------------------------------------|---|
| Age | None during interview. At time of hiring may inquire about age or date of birth for pension and related matters. |
| Arrests | Nothing. Should not ask about arrests because the person is not judged guilty by an arrest. |
| Convictions | May ask about convictions if all candidates are asked, and if the information has bearing on job performance of the specific position. Should not ask about convictions unless the information bears on job performance. NOTE: Do not make indefensible assumptions about future behavior based on conviction. |
| Credit Ratings or Garnishments | May ask NOTHING, unless job related. Should not ask about credit ratings since it usually has little or no relation to job performance. NOTE: It is a Civil Right violation to refuse to hire a minority, if refusal is based even part on the person’s poor credit rating. |
| Citizenship | Whether visa or immigration status prevents person from lawful employment. Should not ask whether a U.S. citizen. (Attorney General’s Opinion says citizenship is not required for State employment.) |
| Education | Training and experience related to job requirements. Should not ask about education that is not related to job performance. (Requirements should not be higher than needed for job; that discriminates against poor and/or minorities with less opportunity |

for education.)

Family

Freedom to travel if job requires; meeting work schedule requirements. All applicants for a position must be asked the same questions.

Should not ask about family planning, family size, children's ages, child care plans, spouse's employment or salary.

Disabilities

May ask about ability to perform specific job tasks if the person has sensory, mental, or physical disabilities that relate to ability to perform job. Ask if any accommodations are needed to perform job.

Height and Weight

Should not ask unless related to job requirements. The Civil Rights Act indicates that unless employer proves otherwise, height requirements are discriminatory because higher percentage of women and ethnic groups are excluded. If height and weight appears to be an issue, may ask how the applicant will perform specific tasks and what accommodations may be needed.

Marital Status

May ask NOTHING. Should not ask whether person is married, single, separated, divorced, or engaged.

Name

May ask current legal name.

National Origin

May ask about ability to speak, read, or write English or a foreign language if the job requires.

Should not ask about ancestry, birth place of applicants, parents or spouse.

Organizations

May ask about professional organizations or experiences that enhance their ability to perform their job and contribute to diversity.

Should not ask about all organizations to which the person belongs: organizations that indicate race, color, creed, sex, marital status, religion, or national origin.

Pregnancy

May ask anticipated duration on the job. Anticipated absences from the job. (Same question must be asked of males and females.)

Should not ask about medical history concerning pregnancy and related health matters.

Religion

Should not ask about religion. May ask about anticipated absences from the job. If extensive absences are predicted, ask how the required work will be accomplished.

Sexual Preference

May ask NOTHING.