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## Search Committee Guidelines

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12-1-2006

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Western University of Health Sciences

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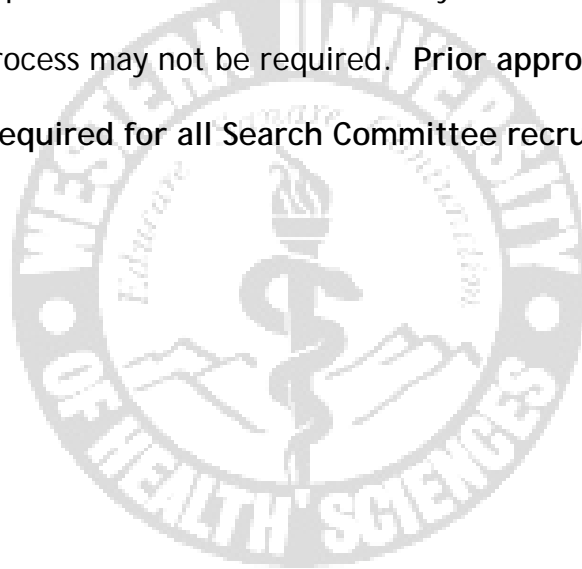
## General Statement and Purpose

The Western University of Health Sciences and its Board of Trustees support equal employment in hiring decisions, and the President affirms this commitment in seeking to achieve racial/ethnic and gender diversity among the faculty. In order to further the effective employment practices and the practice of equal opportunity in faculty hiring initiatives, the University has adopted specific faculty/administrative recruitment and appointment procedures

- As an EEO Employer, Western University of Health Sciences is required to engage in outreach and other efforts to broaden the pool of qualified candidates to include groups previously excluded. Equal employment opportunity is the right of individuals to treatment on a non-discriminatory basis to achieve equality and equity for all
- The Office of Human Resources monitors and supports the Faculty/Administrative recruitment procedures to reach a broad pool of potential candidates, to ensure all candidates equitable consideration, to strengthen the University's hiring efforts, and to maintain the necessary documentation.
- Following are guidelines explaining the appropriate procedures in each phase of the faculty hiring process. Forms (Appendix A, B, C, D, E and F)

are provided, as suggestions for identifying and utilization of sound recruiting methods.

- Note: Under special circumstances, a faculty/administrative search committee process may not be required. Prior approval from the EVP/COO is required for all Search Committee recruitment activities to occur.



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### Search Committee Composition and Confidentiality

The first step in a faculty search is the appointment of a search committee.

The search committee should have at least five members, including the Chairperson. Persons holding interim or acting appointments should not serve as chairpersons. The committee members should be individuals who understand the requirements of the position and who are committed to the mission and goals of the department college and the university. The search committee ideally is composed of individuals from diverse backgrounds in order to provide a variety of perspectives. When possible, the committee should include minority and women faculty, preferably from within the academic unit/department making the hire.

The committee should dialogue and perhaps meet if necessary with the Vice President of Human Resources to review the staffing profile of the academic unit/department in order to ascertain the composition of the department's employees with respect to race and gender and how to best achieve a broad applicant pool. The committee then proceeds with the essential tasks of discussing how the recruitment process will take place and what strategies will be deployed for cultivating a diverse pool of candidates. The Vice President, Human Resources is always available as a consultant to offer assistance at this or any stage of the process.

In addition to seeking to create an inclusive pool of candidates, the search committee is responsible for determining duties of and qualifications required for the position, deciding how and where to advertise, selecting candidates for interviews, conducting interviews, completing all necessary documentation on the search, and recommending candidates for consideration to the hiring authority. In order to facilitate those activities in a timely manner, it is important for the committee to establish time lines and deadlines, especially for the following activities:

- publication of the advertisement
- the deadline for receiving applications
- when the committee will begin reviewing applications and CV's received
- when the first screening will be made taking into consideration initial phone and on site interviews
- when interviews will take place
- when the final recommendation(s) will be made

### Confidentiality

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Matters of confidentiality may prove troublesome to search committee members, given the need to protect the integrity and candor of member-to-member discussions as well as the identity of candidates. In accepting committee membership, each faculty/administrative member must assume a

responsibility to limit discussions of candidates to those persons within the institution from whom it is appropriate to seek input or who otherwise have a need to know, and to those persons outside of the institution who serve formally or informally as references or recruiting sources. Confidentiality is essential.

### The Job Description, Position Criteria

The job description, which is prepared by the department in concert with the Administrator of Employment, OHR, initiates the recruitment process. It should outline the position to be filled, including essential functions and secondary duties and should list the qualifications that candidates must possess. A specific and concrete job description is beneficial in several ways: (1) It forces the department to focus on exactly what it desires in a candidate and to articulate its expectations (2) It provides guidelines by which candidates will be evaluated (3) And it encourages self-selection among potential candidates by permitting them to screen themselves from consideration. On the other hand, the job description should be carefully reviewed to ensure it is not so specific as to eliminate otherwise qualified persons from consideration and that every criterion is related to the actual needs of the position. A well-conceived and well-written job description will assist the search committee at the interview stage by providing the criteria on which interview questions are based.

Although job descriptions vary widely, those for faculty/administrative positions and key staff positions should include the following:

- name or title of the position
- specific duties for which the person will be responsible
- educational requirements and experience desired
- credentials
- Essential Functions
- area(s) of specialization
- deadline for receipt of application (setting some deadline is recommended to clarify the beginning of the review stage, but it should not be so short as to restrict the number of applications)
- request for letter of interest
- request for curriculum vita
- request for references
- name, address, and telephone number of the Search Committee Chairperson at the University
- "Western University of Health Sciences is an Equal Opportunity Employer." (mandatory)

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## The Search Process

The search process begins with advertising the position. Federal requirements for Equal Employment Opportunity, emanating from Executive Order 11246, obligate a search committee to make a "good faith effort" to develop a talent pool reflecting the availability of minorities and women in the labor force. Advertising that is limited to the traditional publications (i.e., The Chronicle of Higher Education) may at times limit a broad group of applicants and may not maximize the department's diverse efforts. The search committee must publicize the position in a manner that will bring it to the attention of a broad based applicant pool.

Advertising in a variety of publications and contacting appropriate professional organizations will enlarge the pool of candidates and will convey the department commitment to strong outreach effort. Advertising and Recruitment Sources are a brief list, colleges which should not be considered comprehensive of organizations and publications that may offer assistance in identifying quality applicants. Some further suggestions for recruiting are:

- Solicit suggestions from faculty/Administration
- Contact potential applicants directly to inform them of vacancies or anticipated vacancies and to invite their application.

- Request information via letter, phone call, and/or personal meeting with members of your professional and scholarly organizations and associations.
- Contact professionals at independent research institutions, health institutions, government agencies, private industry, or foundations, and ask them for recommendations.
- Send copies of the vacancy announcement to other similar universities.
- Other recruiting strategies are provided in Recruitment Strategies.

After the position has been advertised but before applications have been received, the committee may want to create a checklist of items to be received from the candidates so that an individual whose application is incomplete may be notified regarding missing documents. The selection criteria and screening procedures should also be determined at this point and not after materials from the candidates arrive. The committee should clearly understand and endorse the qualifications expected of candidates and the standards for judging the applicants.

### Review of Applications

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The initial screening of applications must be based on the advertised qualifications. (Applicants who do not meet the basic requirements will be notified by letter as soon as possible by the OHR Employment Administrator.) In order to evaluate candidates consistently, the search committee should rate

the applications based on previously outlined selection criteria and screening procedures. Utilizing the Western University screening, written comments reflecting the judgment of each committee member should be made for every candidate. This will allow the search committee to determine which candidates are to be interviewed and will also save time if it becomes necessary to return to the applicant pool at a later date. Furthermore, recording the judgments of the committee will facilitate completion of **Appendix an “Applicant Quantitative Screening Instrument”** to be used as resumes are received. The WU Employment Application and the EEO Information Document which will be provided by the OHR must be completed by all applicants early in the process. The OHR will be accountable to forward and retrieve this information.



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## Interview Process

The interview is one of the most critical stages of the recruitment process. The search committee should devise a group of core interview questions based solely on job-related criteria. The same questions should be asked of all candidates, which will allow comparative judgments while ensuring that crucial job-related information, is obtained. A patterned interview of this sort has the beneficial effect of minimizing unconscious biases. It may be useful to print the questions on a form with space below to record the candidate's responses and the interviewer's reactions. See **Appendix B, "Interviewers Guide and Report."** **Appendix C, Behavioral Based Interview Questions, Appendix D, Common Interview questions , Appendix E, Interview Question Query, and Appendix F , Telephone Interview Questions** should be reviewed for applicability.

Search committee members and other individuals involved in interviewing candidates need to concentrate on job-related questions and must avoid inquiries with a discriminatory implication. Occasionally during an interview, applicants may volunteer non-job-related information with regard to religion, sex, marital status, national origin, age, etc., that could potentially be used to discriminate against the candidate. (An example is an applicant who mentions being divorced or talks about children and childcare arrangements.) Even though you did not ask for the information, you may still be charged with

discrimination if a question arises subsequently about how this information was used. Should applicant volunteer information that does not relate to the job, you should handle the situation in the following manner:

- Do not, under any circumstances, write down the information.
- Do not ask follow-up questions or make statements to continue in the area of discussion.
- Refer the applicant to sources that may answer the questions.
- Return the discussion to job issues.
- Do not consider the revealed information in evaluating the applicant's candidacy.

### Documenting the Search

The hiring process should demonstrate a "good faith" effort to recruit underrepresented groups. The department originating the search **must** forward to the Office of Human Resources all files developed during the recruitment process to be maintained for three years. Among the records that should be retained are:

- a copy of the position description
- a copy of all advertisements used to announce the position
- a listing of where the position was posted
- a record of the efforts made to enlarge the pool of candidates
- copies of sample letters used in the process

- the core questions asked in the interview
- a summary evaluation for each candidate, which should be reflected on the Interview Guide and Report whether they were rejected in the first screening or were interviewed by the committee

### Advertising and Recruitment Resources Samples

#### General

- Newspapers
- Medicine
- Academic Organizations & Associations

#### Higher Education

- Jobs in Higher Education
- Higher Education Jobs Online
- The Chronicle of Higher Education

#### Minorities and Women

- African-American
- Hispanic and Latino
- Women
- Recruitment Firms

### Recruitment Plan

The Hiring College/Department must develop a recruitment plan that is specific to the nature of their discipline. Where you decide to advertise will depend on the qualifications necessary for the position, the level of the position, and your advertising budget. If you belong to a professional organization, that may be one source of inexpensive advertisement. Many organizations now have free list servers which advertise positions for their members. Think about creative ways to target ads to reach practitioners. Place ads in one or more publications of broad appeal such as the Chronicle, or the main professional journal. Network with colleagues, contact schools with a strong program or a number of prospective applicants.

### Recruitment Firms

If you wish assistance in identifying or contracting with a firm to assist in locating minority candidates or providing any other recruiting assistance, you should contact the Vice President, Human Resources who maintains a list of executive search firms who have a Higher Education Recruitment Practice, or may specialize in Higher Education search processes.

## Interview Guide

Interviewing and evaluating applicants fairly is one of the most important and critical stages of the recruitment process. All search committee members must know what information might legitimately be sought during the interview, See **Appendix B “Interviewer’s Guide & Report.”** Some lines of inquiry may themselves be viewed as discriminatory; others have the potential to elicit information that is improper to use in making a decision. Examples of these areas of concern follow this introduction.

Additionally, an applicant may volunteer information during the interview that potentially could be used to discriminate against the applicant. If applicants themselves raise areas that are not legitimate areas of inquiry, interviewers should:

- Refer the applicants to sources of information, such as the Faculty/Staff Handbook, that may address the issue.
- **Return** the discussion to job-related matters.
- Do not consider the information in deciding whether to hire the applicant.
- Utilize, modify as appropriate **Appendix C “Behavioral Based Interview Questions”** **D “Common Interview Questions”** **E “Interview Question Query”** and **F “Telephone Interview Questions”**



## Accent

A hiring decision cannot be based on foreign appearance or manner of speaking. The only permissible consideration of accent is where there is a clear correlation between job performance and the ability to speak English clearly.

## Age

Persons age 40 and over are protected from discrimination on the basis of age. Questions that would reveal age, such as year of graduation, should be avoided unless there is a need to construct a chronology of work or educational experience. Additionally, comments such as the need to hire "new blood" or concern about "dead wood" should not be made as they can be used to imply a bias against older workers.

The protection against discrimination also applies within the protected age group, meaning that it is unlawful to prefer a 42-year old applicant to a 50-year-old applicant because of age.

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## Citizenship

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Prior to making an offer, the only discussion about citizenship status that may lawfully occur is whether the applicant is currently eligible to work in the United States. If such a question is asked of one applicant, it should be asked

of all. Following the offer stage, the successful applicant will be required to produce documentation of eligibility to the WU OHR.

### **Convictions and Arrest Records**

Faculty/Administrative applicants are not required to disclose convictions or arrest records, nor are record checks routinely done. If such an inquiry is deemed warranted because of a particular position, all applicants should be treated equally, and it is advisable to conduct a formal records check. Further guidance on this issue is available from the Vice President, Human Resources.

### **Credit Ratings and Reports**

The Federal Fair Credit Reporting Act (FFCRA) allows the University to investigate applicants credit ratings, and past wage garnishments.

Applicants may be required to disclose credit ratings or credit reports, through a professional background check firm employed by the university. If such an inquiry is deemed warranted because of a particular position, all applicants must be treated equally. Further guidance on this issue is available from the Vice President, Human Resources.

## Disability

The Americans with Disabilities Act (ADA) prohibits employment discrimination against qualified individuals with disabilities, as well as persons who have a record of disability or are perceived as disabled. The protection extends to all aspects of the hiring process and all other employment related activities. Further guidance on this issue is available from the University Center for Disabilities at 909-469-5380.

## Education

A Master's degree or equivalent experience or terminal degrees may be required for faculty level positions. Academic faculty and some administrative positions generally require specific degrees and areas of expertise. These educational requirements should be determined in advance and be related to the actual requirements of the position. If one type or kind of degree is preferred but not required, that should also be clearly stated in the position description and advertisement.

## Experience

Academic faculty and/or key administrative positions typically require specific qualifications, work experience, and areas of expertise, which are related to

the actual requirements of the position. These requirements should be determined in advance. If one type of experience is preferred, it should be stated in the position description and advertisement.

### **Marital and Family Status**

Questions that could elicit personal information about applicants' marital status or childcare arrangements should be avoided. Employers can ask if applicants are able to work the hours required by the job, or undertake job-related travel, as well as about the duration of any anticipated absences. All applicants should be treated equally. Applicants themselves may ask about the University's leave policies, such as Family Leave, Paternity Leave, Adoption/Foster Care Leave, and Temporary Disability Leave. If such questions arise, refer the applicants to the Faculty/Staff Handbook Online or the OHR Benefits Administrator.

The Conflict of Interest Policy addresses the employment of relatives in the same department. Persons who are relatives may be employed if they are properly qualified, and if neither person has a direct supervisory relationship over the other.

Accompanying spouse appointments necessary to recruit a successful applicant of a preexisting search or to retain a current faculty administration member must obtain written approval by The Vice President, Human Resources and an

endorsement of the Executive Vice President/Chief Operating Officer is required for all such exemptions.

### **Military Record**

Applicants can be asked questions about their military experience, qualifications, or training if they relate to the actual requirements of the position. Questions that elicit information about applicants' discharge status should be avoided unless a business necessity for requesting this information can be established, and if asked, should be asked of all applicants.

### **National Origin**

Applicants are protected from discrimination based on their national origin. Questions related to an applicants' national origin, such as their birthplace, ancestry, or origin of name, should be avoided.

### **Personal Appearance**

Except in cases of safety or other work-related matters, employees may wear clothing that is symbolic of their race, national origin, or religion, and questions should not be asked about such matters.

## Physical Requirements

Generally, applicants are typically not asked about their ability to perform physical tasks or about their height and weight. These questions should be avoided unless they have a clear correlation to the requirements of the position, and if asked, should be asked of all applicants.

## Pregnancy

A female applicant who is pregnant is protected from discrimination because of her pregnancy, childbirth, and related medical conditions, and should be evaluated solely on her ability to perform the requirements of the position. If an applicant wants to know about WU's policies, she should be referred to the OHR Benefits Administrator.

## Race and Ethnicity

Applicants should not be asked questions regarding their race or ethnic background during the interview.

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## References

Many search committees limit reference checks to the top applicants in the final interview pool. Regardless of when a reference check is made, consistent questions should be asked of the references. In the course of a reference check, unsolicited information that is inappropriate or discriminatory may be provided by the reference. Such information should be ignored. A good rule is not to discuss anything with references that could not be discussed with the applicants themselves.

## Religion

Applicants are protected from discrimination because of their religious denomination, beliefs, customs, or religious holidays observed. Questions that could elicit religious information should be avoided unless they have a clear correlation to need, such as working on Saturdays or Sundays, or peak periods. If asked, the question should be limited to stating the requirements of the position, and should be asked of all applicants.

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## Sex (Gender)

Applicants may be asked to identify whether they are male or female. In addition, it is permissible to ask what title of address is preferred, provided the inquiry is made for a nondiscriminatory purpose.

## Sexual Orientation

Western University of Health Sciences Non-Discrimination Policy prohibits discrimination based on a person's sexual orientation. Questions and discussions pertaining to sexual orientation should be avoided.

## Sick Leave

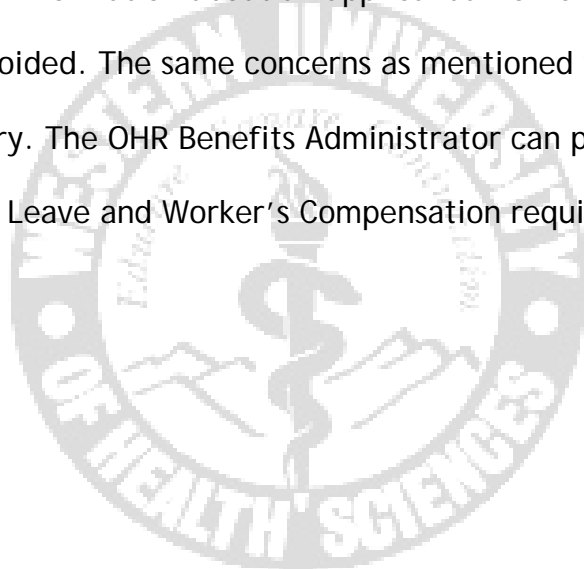
Questions that elicit information about how many days an applicant was sick or other questions pertaining to sick leave should be avoided. If there are job-related concerns about coverage during peak times of need or dependability, stating the expectations and asking applicants if they can meet them are permissible. If asked of one, such questions should be asked of all.

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## Workers' Compensation

Questions that elicit information about an applicant's workers' compensation history should be avoided. The same concerns as mentioned for sick leave apply to this area of inquiry. The OHR Benefits Administrator can provide consultation on Sick Leave and Worker's Compensation requirements.



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## Recruitment Strategies

- Review and, if necessary, rewrite position description to ensure that it addresses genuine academic needs without including factors that might unnecessarily limit the pool. Is everything listed truly essential for this position?
- If there is a choice of specialty areas, consider searching for either rather than selecting one. Also, review information on specialty areas which have a higher representation of minority and/or women scholars, and determine if one of those areas would fit within the needs of the Department. (OHR will provide.)
- Place ads in publications designed to reach a variety of scholarly audiences.
- Consider establishing a search committee which could handle several searches during its tenure, developing a strategic plan and taking advantage of institutional knowledge and experience.
- Check directories of minority and women academics in the discipline. Send copies of the ad to individuals or their departments, or both.
- Call colleagues at other institutions and ask if they can pass on names of qualified students.
- Send position announcement to top 10 minority and women Ph.D. producing schools.

- Unqualified applicants should not be invited to interview; but do not restrict the interview pool.
- If after reviewing applications it appears a particular qualification may be difficult to satisfy, consider removing it and re-advertising.
- Prepare a listing of community resources and contacts, addressing a wide variety of interests, to give to interviewees.

Additionally, prior to search make informational trips to institutions with a high percentage of minority or female students.

#### Faculty/Administrative Recruitment Process

Equal opportunity must be a factor and consideration at every stage of faculty recruitment. The following information reflects the steps that must be taken to comply with the University's Faculty/Administrative Recruitment procedures and meet the basic components of the University's obligation to provide equal opportunity... The procedures below should be followed in conjunction with the list of affirmative efforts found below in "Making WU the Institution of Choice" "Feel free to contact the OHR for additional information or advice at any stage of a search.

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### Tips on Interviewing and Reference Checks

- Interview questions should reflect the advertised qualifications and selection criteria, as well as the applicant's interest in the position and the University. A framework should be followed to ensure that all applicants are asked the same questions.
  - It is acceptable to describe the duties of the position, attendance or other expectations, and travel obligations or other demands of the job, and ask if the applicant can meet those job requirements.
  - It is not appropriate to ask applicants or references questions about age, accent, disability, marital/family status, ethnic background, or religion.
  - It is acceptable to describe the duties of the position, attendance or other expectations, and travel obligations or other demands of the job, and ask if the applicant can meet those requirements.
- 
- If applicants ask questions about topics that could not be raised by the interviewer, such as about childcare provisions or accommodation for religious holidays, refer them to the appropriate policy or other sources of information. Do not ask follow-up questions or use the information on

your evaluation of applicants, unless it directly relates to their ability to perform the job.

- It is essential to check the references of all finalists. If references are checked for more than one applicant, be sure consistent questions are asked.
- In the course of a reference check, confer with the Employment Administrator as appropriate. Unsolicited information that is inappropriate or discriminatory on occasion may be provided by the reference. If this occurs, ignore such information. Do not discuss anything with references that you could not discuss with applicants themselves.
- Document reference checks by noting the name and position of the person who provided the information, date of contact, questions asked, and responses. This information will assist the search committee in its review of the applicant's qualifications.

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## Letter and Spirit and Commitment to Compassion and Humanism

The central purpose of the Western University of Health Sciences is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the Universe and the role of mankind in it. To do so, the University pursues certain goals, including:

- Attracting and retaining eminent faculty who are compassionate in order to provide the highest quality of instruction and leadership in research
- Providing students and faculty an atmosphere conducive to fellowship, compassion, humanism and understanding and to their constructive participation in the affairs of the University and the community at large
- Fostering in students the habits of mind and character required to develop a generous receptivity to new ideas, from whatever source
- Accomplishing these goals requires a University able to support, challenge, and prepare students and employees to meet the needs of an increasingly diverse world. The recruitment and selection of University faculty and staff is critical to how well the University achieves these important goals. In recognition of this, the criterion of "commitment to equal opportunity" is a part of the annual performance evaluation of senior University administrators. Actions that should be examined in evaluating fulfillment of these expectations include:

- Efforts taken to address retention.
  
- Initiatives such as mentoring programs or professional development opportunities to aid in the promotion and retention of all employees, including women and minorities.
  
- Training that was provided that addresses hiring, treatment or climate issues.
  
- Departmental activities promoting or advancing equal opportunity and diversity issues.
  
- The Office of Human Resources is responsible for monitoring the recruitment process, as appropriate.
  - To recruit and hire the best available person for each position
  - While providing an equal opportunity for consideration to all —qualified and interested persons, paying particular attention to reaching out to members of groups who have historically not held such positions
  - And consistently applying and documenting the University's published procedures for recruitment and selection of faculty/administrative and staff

- The actions recommend above are sound practices for recruiting, selecting and retaining all employees.

### Other Resources

#### Internal Resources

Director, Center for Disabilities

University office of Human Resources

all faculty and staff employment opportunities can be accessed at

[www.Western University .edu](http://www.Western University .edu). The University is required to provide reasonable accommodations to an applicant applying for a job. An applicant needing an accommodation during the application or interview process should contact the Center for Disabilities, 909-469-5380.

#### External Resources

The Equal Employment Opportunity Commission enforces federal laws prohibiting employment discrimination on the basis of age, color, disability, race, religion, sex, or national origin. For more information, visit its website at <http://www.eeoc.gov/>.



### Important Ways to Make WU the Institution of Choice

1. Talk about the value of diversity at every opportunity. Invite female/minority employees to meetings and events; showcase their efforts.
2. Consider each vacancy from the beginning. How could this position make a difference--not just in the race or gender of the person who fills it, but in the type of person performing the function. In addition to professional qualifications, what personal qualities should that person bring to the workplace? State those in the ad.
3. Make candidates feel they are wanted. Prepare, double check, accommodate. Gather information about the Inland Empire Area to give them; ask if they have any questions or need specific information. Make it clear that we know we need to sell them on why they should join the WU Team. Invite constituent groups to meet with them and give input on selection--this can build networks later on. Don't subject them to meaningless courtesy interviews. Follow-up after their visit.
4. Negotiate to get good people. What will it take to make them pick WU over other institutions? Your decision of who should get the offer should be based on qualifications, and most importantly the past track record of accomplishments.
5. After they are hired, make them feel welcome--the work isn't over. Invite them to lunch, include them at meetings, talk to them about how things are going. Evaluate them honestly and constructively. If there are

problems, identify them early and discuss how they can be fixed.

Mentoring means helping people succeed.

6. Communicate openly and honestly about what is going on in your college/department and how decisions are made. Let them know that your practices are equitable and professional. Be consistent but not rigid--if exceptions are warranted by the circumstances, explain why and document.
7. Encourage staff to attend and participate in diversity-related events. Attend them yourself. Talk about these events at staff meetings. Circulate announcements and pass on information.
8. Be considerate of family obligations and outside interests. Schedule meetings so they don't conflict with childcare or family activities. Reward quality not just quantity of work. Encourage employees to have lives outside of work.
9. Promote tolerance and civility in word and deed, even when you think "no one's looking." If someone uses an offensive term in front of you, let them know you don't like it and don't want to hear it again.

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## Guidelines for Evaluating and Deploying Effective Employment Strategies

The expectation for satisfactory performance of this criterion is that the senior administrator:

- Undertake in good faith and with due diligence the responsibility to comply with federal and state law and University policies with respect to equal opportunity and nondiscrimination
- Actively work to promote a working and/or educational environment free from illegal discrimination, including sexual and other impermissible harassment
- Ensure that employees are not subject to retaliation because they have raised concerns in good faith regarding discrimination
- Satisfy the University's equal opportunity obligations in recruiting and hiring as provided by law
- Actions that should be examined in evaluating fulfillment of the above expectation include:
  - Skill in faculty/administrative and staff recruitment, selection, retention and development with evidence of compliance with the University's equal opportunity obligations.
  - How recruitment for faculty/administrative positions was conducted, including compliance with procedures and efforts beyond meeting

minimal requirements (such as reviewing and revising position descriptions and recruiting strategies).

- How hiring of classified staff was accomplished, including compliance with policies, and screening and selection techniques that are fair and well-documented
- Efforts taken to address the retention of highly qualified and talented employees
- Initiatives such as mentoring programs or professional development opportunities to aid in the promotion and retention of women and minorities
- Training that addresses hiring, treatment or climate issues
- Frequency of and outcomes of complaints of discrimination/retaliation
- Departmental activities promoting or advancing diversity issues
- A mechanism for regularly assessing and addressing issues of salary equity

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### Summations and Recommendations

Upon completion of the interviews, the search committee should meet to review the merits of each individual, prepare interview summations, utilizing the interview form and make the recommendation(s) to the hiring authority. The Dean, EVP/COO, Vice President, Human Resources and other key senior administrators responsible for the final decision must consult with the committee about the strengths and weaknesses of the finalists before making an employment offer.



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**APPLICANT QUANTITATIVE SCREENING INSTRUMENT**

(To be used to evaluate Cv's , resumes, letters of inquiry;  
Must modify criteria to fit position requirements)

**Candidate's Name:**

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**Rating Scale: 0 = None 1 = Low 2 = Average  
3 = High**

1. Managerial Skills/Experience  
Score

- Communication skills \_\_\_\_\_
- Ability to interface w/broad constituency \_\_\_\_\_
- Leadership skills \_\_\_\_\_
- Evidence of successful management track record \_\_\_\_\_
- Interpersonal skills \_\_\_\_\_
- Ability to coach and manage experienced directors \_\_\_\_\_
- Quality Improvement Programs \_\_\_\_\_
- Customer orientation \_\_\_\_\_
- Manage/lead services \_\_\_\_\_
- Interact with Intercollegiate Committees \_\_\_\_\_
- Senior level experience in complex organization \_\_\_\_\_

2. Knowledge Base

- Information Technology \_\_\_\_\_
- Budgetary Management \_\_\_\_\_
- Planning capabilities \_\_\_\_\_
- Service improvement know-how \_\_\_\_\_
- Bookstore \_\_\_\_\_
- Campus Safety \_\_\_\_\_
- Financial Services organizations \_\_\_\_\_
- Risk Management/Benefits \_\_\_\_\_
- Physical Plant \_\_\_\_\_
- Real Estate \_\_\_\_\_
- Black and Chicano/Latino Student Affairs \_\_\_\_\_

3. Professional Activities Score

- Professional Development achievements \_\_\_\_\_
- Membership in Professional Associations \_\_\_\_\_
- Leadership in Professional Associations \_\_\_\_\_
- Publications/Presentations/Research \_\_\_\_\_

4. Evidence of Ability to Work in Higher Education

- Work with college executives \_\_\_\_\_
- Presentation to broad constituencies \_\_\_\_\_
- Work with Staff (all) \_\_\_\_\_
- Work with Students \_\_\_\_\_
- Work with Faculty \_\_\_\_\_

TOTAL SCORE: \_\_\_\_\_







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## INTERVIEWER'S GUIDE & REPORT

**Applicant** \_\_\_\_\_ **Position Applied For** \_\_\_\_\_

**Date** \_\_\_\_\_ **Interviewer** \_\_\_\_\_

Comment on the applicant's background and behavior, taking into consideration the criteria listed in the right-hand column of each section. Then circle a rating for each section, based on the evidence you have cited. Finally, at the bottom of page 3, make one overall rating of the candidate. Please be specific.

### CRITERIA

<p>DIRECT IMPRESSION (Initial Impact made by candidate)</p> <p style="text-align: right;">Favorable    5    4    3    2 1 Unfavorable</p>	<p>Appearance Manner Self-expression Responsiveness Communication Skills</p>
<p>WORK EXPERIENCE</p>	<p>Basic Management Skills Leadership Skills Relevance of work</p>

<p>Favorable 5 4 3 2 1 Unfavorable</p>	<p>Sufficiency of work Skill and competence Adaptability Productivity Orientation Motivational Level Interpersonal Skills Growth and development in career Exposure to state of Art Technology Success in complex organization</p>
<p>EDUCATION</p> <p>Favorable 5 4 3 2 1 Unfavorable</p>	<p>Relevance of schooling Sufficiency of schooling Intellectual abilities Versatility Breadth and depth of Technical knowledge Level of career Accomplishments Interest in Professional Development Evidence of continuing education Advancement</p>
<p>PROFESSIONAL MATURITY AND INTERESTS</p> <p>Favorable 5 4 3 2</p>	<p>Visionary Vitality Management of time Maturity and judgment Intellectual growth Cultural breath Diversity of interests Social effectiveness Basic values Situational Analysis Ability</p>

1 Unfavorable		
SUMMARY OF STRENGTHS (+)	SUMMARY OF WEAKNESSES (-)	<p>A. Can do? Talents, skills, knowledge</p> <p>B. Will do? Motivation Interests Energy</p> <p>C. How fit? Personal qualities Social effectiveness Character Culture</p>

OVERALL SUMMARY AND RECOMMENDATIONS (Please Write three concise and candid paragraphs)

1. In favor of hiring (Stress value and assets) \_\_\_\_\_

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2. Against hiring (Stress risks or liabilities)

3. Final recommendation (Gauge strength of candidate; consider professional growth potential, supervisory skills, training, fit, adaptability, leadership, people skills, relevant skills and any factor addressed in the criteria subtopics.

PROVIDE OVERALL RATING: Favorable 5 4 3 2 1  
Unfavorable

Signature Optional \_\_\_\_\_

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### **“BEHAVIORAL BASED INTERVIEW QUESTIONS”**

1. Tell me what you know about the Western University of Health Sciences?  
*(Has the candidate shown initiative by researching our organization?)*
2. Give me an example of an involved project you have been responsible for in the past and what steps you took toward completing that project.  
*(Identifies whether the candidate works well with multiple tasks and demonstrates their organizational ability.)*
3. Give me an example of an attendance, performance, or behavior issue you have had with an employee in the past and how you addressed the issue. What was the result?
4. Tell me about three (3) accomplishments in either your professional or personal life that you are particularly proud of.  
*(Accomplishments the candidate is capable of describing in detail represents the type of accomplishments they should be capable of achieving in the future.)*
5. Describe an experience you have had where you determined an individual or company's need for a product/service prior to making your presentation.
6. What do you see yourself doing three to five years from now?  
*(Answers may include personal as well as career goal aspirations. Are they consistent with what they could expect from CUC in that time frame?)*
7. If we don't hire you for this position where will you most likely end-up working?  
*(Discover if a candidate's answer is consistent with their earlier stated career goals.)*

8. Give me an example of a time you felt it necessary to impose your viewpoint onto someone else.  
*(How outgoing is this person and how tactful are they in expressing their opinion?)*

## “COMMON INTERVIEW QUESTIONS”

Typically, a wide variety of questions can be used to gain information about a candidate's job skills. Use these questions as guides to help you develop questions that

1. Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?
2. Give an example of a time when you could not participate in a discussion or could not finish a task because you did not have enough information.
3. Give an example of a time when you had to be relatively quick in coming to a decision.
4. Tell me about a time when you had to use your spoken communication skills in order to get a point across that was important to you.
5. Can you tell me about a job experience in which you had to speak up and tell other people what you thought or felt?
6. Give me an example of when you felt you were able to build motivation in your coworkers or subordinates.
7. Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.
8. Describe a situation in which you felt it necessary to be very attentive and vigilant to your environment.
9. Give me an example of a time when you used your fact-finding skills to gain information needed to solve a problem, and then tell me how you analyzed the information and came to a decision.
10. Give me an example of an important goal you had to set and tell me about your progress in reaching that goal.

11. Describe the most significant written document, report, or presentation that you have completed.
12. Give me an example of a time when you had to go above and beyond the call of duty in order to get a job done.
13. Give me an example of a time when you were able to communicate successfully with another person, even when that individual may not have personally liked you.
14. Describe a situation in which you were able to *read* another person effectively and guide your actions by your understanding of his/her individual needs or values.
15. What did you do in your last job in order to be effective with your organization and planning? Be specific.
16. Describe the most creative work-related project you have completed.
17. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.
18. Give me an example of a time when you had to carefully analyze another person or a situation in order to be effective in guiding your action or decision.
19. What did you do in your last job to contribute toward a teamwork environment? Be specific.
20. Give me an example of a problem you faced on the job, and tell me how you solved it.
21. Describe a situation in which you were able to positively influence the actions of others in a desired direction.

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22. Tell me about a situation in the past year in which you had to deal with a very upset customer or coworker.
23. Describe a situation in which others within your organization depended on you.
24. Describe your most recent group effort.
25. Describe the worst co-worker you have ever had to work with and tell me how you dealt with him or her.



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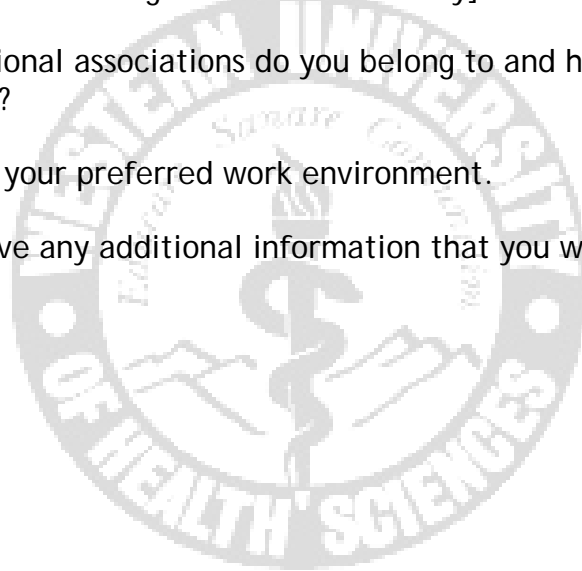
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### **Interview Question Query**

1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
2. Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?
3. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?
4. How does this position fit into your overall career goals?
5. Describe the duties of your current job.
6. Describe two or three major trends in your profession today.
7. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
8. Can you describe how you go about solving problems? Please give us some examples.
9. What new programs or services would you start if offered the position?
10. Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.
11. Tell us how you would learn your new job in the absence of a formal training program.



12. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
13. Do you have any knowledge of the unique role of a \_\_\_\_\_ ?  
[Medical graduate college/research university]
14. What professional associations do you belong to and how involved in them are you?
15. Tell us about your preferred work environment.
16. Do you have any additional information that you would like to share?



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## Telephone Interview Questions

Position \_\_\_\_\_

Applicant Name \_\_\_\_\_

Rate each candidate on a scale according to their responses to each question. Please ask all candidates the same questions. These questions have been designed to be objective and related to the tasks and responsibilities in the vacant position. Please compile comprehensive notes to support your rating of each candidate.

<u>Rating</u>	<u>Scale</u>	<u>Negative</u>		<u>Positive</u>
		0	1	2
				3
				4

Questions  
Rating

1. Tell us about your greatest managerial strengths. What are the two or three greatest assets you would bring to Western University?

Notes:

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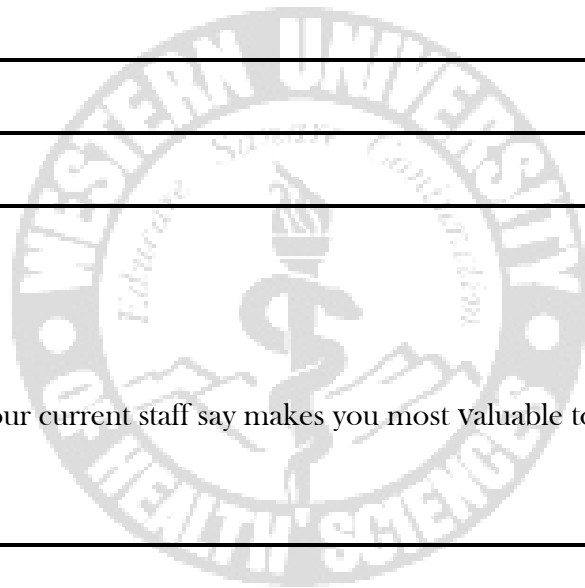
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**Rating**

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2. What would your current staff say makes you most valuable to them?

Notes:

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**Rating**

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3. How have you had to reinvent or redefine your present position to your institution's changing needs? What proactive steps have you taken to increase the contributions of your present position?

Notes:

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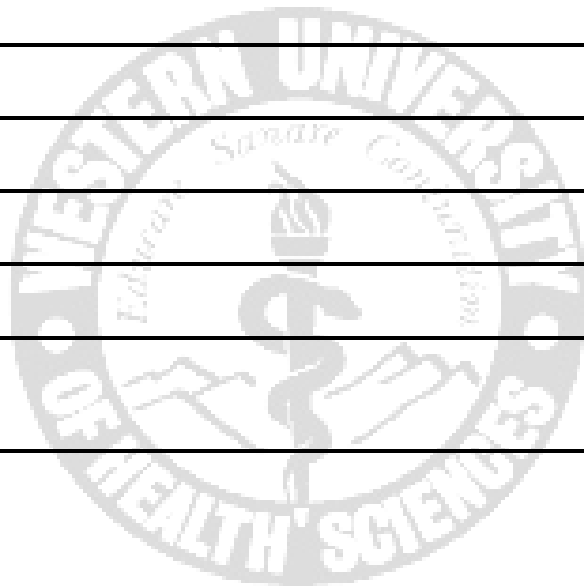
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Rating

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4. What kind of mentoring and training styles do you utilize? Do you naturally delegate responsibilities, or do you expect your direct reports to come to you for added responsibilities? Please explain.

Notes:

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Rating

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- 7. Do you create a culture of open information sharing and increasing accountability by delegating responsibility to your subordinates, or do you focus more on establishing their parameters and controlling their decision-making process? Please explain.

Notes:

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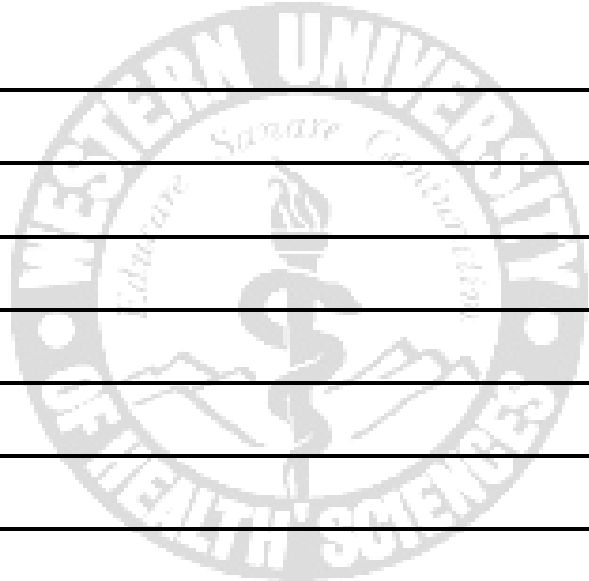
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**Rating**

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- 8. How do you typically stay in the information loop and monitor your staff's performance?

Notes:

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**Rating**

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- 9. Two part question:
  - (A). Please describe your understanding of this position?
  
  - (B). Why do you have an interest in the position?

Notes:

A:

B:

Rating

- 10. In addition to assuming the responsibilities of the vacant position you will be accountable to manage and provide leadership to seasoned, competent professionals with unrelated and diverse responsibilities, describe your initial and long-term leadership strategies in gaining acceptance in the colleges of WU, building credibility and a productive, cohesive team.

Notes:

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**Rating**

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11. Please share with us your philosophy about customer service in an academic environment and give us some examples of service achievements that would illustrate your views and your track record.

Notes:

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**Rating**

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12. How would you characterize your level of computer literacy? What are some of the programs and cost analytical applications with which you are familiar and have successfully deployed?

Notes:

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**Rating**

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13. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?

Notes:

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**Rating**

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14. Do you have any additional information about your background and/or accomplishments that you would like to share that you feel is applicable to our vacancy and to your achieving a high level of success in this position?

Notes:

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Rating

\_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

Name of Applicant

Total Score

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

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9. \_\_\_\_\_

10. \_\_\_\_\_



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11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_



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