Search Process and Procedures for Faculty and Staff

Prior to Posting Position

1. Submit draft job description for approval
2. Submit proposed search committee/hiring team to approver before officially inviting participation of committee members
3. Send invitations to search committee/hiring team members
4. Search committee/hiring team charge meeting
   a. Establish ground rules and scope of recruiting
   b. Review and approve job description
   c. Search committee/hiring team members attend Unconscious Bias workshop, if haven't attended already

Position Posted

1. Position posted to University of Minnesota employment system

Recruitment

FACULTY: 6-8 WEEKS // STAFF: 4 WEEKS
1. Submit draft job description for approval
2. Submit proposed search committee/hiring team to approver before officially inviting participation of committee members
3. Send invitations to search committee/hiring team members
4. Search committee/hiring team charge meeting
   a. Establish ground rules and scope of recruiting
   b. Review and approve job description
   c. Search committee/hiring team members attend Unconscious Bias workshop, if haven't attended already

FACULTY: 1 WEEK // STAFF: 1 WEEK
1. Position posted to University of Minnesota employment system

FACULTY: 8-12 WEEKS // STAFF: 4-6 WEEKS
1. Formal advertising
2. Active recruiting

Application Review

FACULTY: 2 WEEKS // STAFF: 2 WEEKS
1. Review online applicants

Candidate Interviews

FACULTY: 8-10 WEEKS // STAFF: 2-4
1. Submit brief descriptions of candidates selected for screening interviews, if applicable
2. Submit recommendation summaries of candidates for campus visits and why other screened applicants were not invited
3. Schedule and host candidates
4. Conduct reference checks

Final Recommendation

FACULTY: 2 WEEKS // STAFF: 1 WEEK
1. Final report submitted for approval

Offer/Negotiation

FACULTY: 2 WEEKS // STAFF: 1 WEEK
1. Completed by hiring authority and HR

TOTAL WEEKS: FACULTY: 29-37 // STAFF: 15-19

Adopted October 2015
Revised December 2016
INTRODUCTION

This document sets forth the principles we, as a College community, will follow to ensure best practices in recruiting and hiring faculty and staff of the highest quality as we work to successfully meet our critical diversity challenge. It also includes step-by-step guidelines for conducting a search that reflects best practices.

For additional information regarding the University of Minnesota search procedures, refer to Equity and Diversity in the Search Process Toolkit: https://diversity.umn.edu/eoaa/searchprocesses/toolkit

PRINCIPLES

• In order to ensure the highest quality of candidates, it is a best practice to post all positions and actively recruit.
• Position descriptions are developed to meet the staffing needs of the college and are not to be tailored to a specific individual. Thus, units should not identify a candidate and then create a job description to fit that candidate.
• Candidate pools must include diverse candidates within the context of the unit (e.g., race/ethnicity, gender-identity, national origin, protected veteran status, disability, etc.).
• We want to make positions known to the broadest array of candidates possible and to hire the best candidate from the pool.
• It is expected that all search processes outlined in this document will be followed, or the continuation of the search, and ultimately, its success will be at risk.
• In rare cases when these procedures cannot be followed, consultation with HR is required.

PRIOR TO POSTING POSITION

1. Consultation with HR should occur as soon as Unit Manager* becomes aware of an opening to ensure that effective strategies are utilized.
2. Approval of Position Description and Search Committee.
   a) For full-time faculty and instructional P&A positions.
      i. Required draft materials are submitted by Head to Dean, Associate Dean for Academic Affairs, and HR Director/EOAA Liaison.
   b) For staff positions.
      i. For R & O staff positions - Required draft materials are submitted by Unit Manager to Associate Dean for Research and HR Director/EOAA Liaison.
      ii. For all other staff and part-time instructional positions - Required draft materials are submitted by Unit Manager to HR Director/EOAA Liaison.

*Unit Managers may be directors, unit heads, assistant deans, associate deans, or the dean. The Unit Manager is typically the hiring authority.
c) Materials required for submission for approval.
   i. Draft position description. Description will include language that reflects diversity and inclusion in position duties and qualifications. HR is a resource and will help provide such language. See Appendix A for a position description sample.
   ii. Proposed search committee member roster and chairperson. Submit before officially inviting participation of committee members. See Appendix B for information regarding selecting a chairperson.
      1) Search committees are required for all positions (except for temporary/casual appointments).
      2) For faculty searches, suggested committee size is 5 to 7 members. For staff searches, committees must have at least 3 members. The Unit Manager may be a member of the committee.
      3) Roster must include diverse representation (e.g., race/ethnicity, national origin, gender, etc.); consider departmental/unit context.
      4) Roster must include list of preferred committee members and list of at least 2 alternates.
      5) Roster must include at least one non-student committee member from outside the program, department or College.
      6) Consider individual committee member availability during the proposed search timeframe (teaching schedules, travel, semester leaves, other commitments, etc.).

3. After approval, Unit Manager sends official invitations to search committee members. See Appendix C for invitation samples and Appendix D for search timeline sample.
   a) Invitation will clearly outline time commitment and expectations of committee chair and members.
   b) Invitation will communicate expectation of committee member and chair attendance of either Identifying And Challenging Implicit Bias in Faculty Searches or Identifying And Challenging Implicit Bias in Staff Searches workshop, which will be scheduled by the College. Those who have attended within the last three years are exempted from attending again. Workshop description:
      Departments across the University of Minnesota regularly hire new faculty and staff. The university is committed to increasing diversity among its faculty and staff, and this includes hiring people of color, people who identify as women, people with disabilities, and veterans in disciplines where they are underrepresented. The presence of implicit bias in faculty and staff searches can inhibit this goal. This workshop will expose participants to the breadth of implicit bias research and will help them recognize shortcuts that are the result of unconscious or unexamined bias. Participants will learn best practices and resources for addressing implicit bias in the context of faculty and staff search committees and hires made by individual supervisors.

4. Once the Search Committee is formed, charge letter is sent by Unit Manager and a charge meeting is scheduled. See Appendix E for charge letter samples.
   a) Search committee charge meeting should be led Unit Manager. See Appendix F for suggested agenda template.
   b) For faculty/director searches, the Dean, Associate Dean/s, and HR Representative attend, as appropriate.
c) Protocol is established, which includes, but is not limited to:

i. Search committee responsibilities:
   1) Committee member responsibilities for search meetings, campus visits, hosting of candidates, utilization of technology tools, etc.
   2) Confidentiality requirements.
   3) Committee member disclosure of personal relationships and/or knowledge of candidates.
   4) Reminder of appropriate vs. inappropriate questions, regardless of setting. See Appendix G for examples.
   5) Communicate expectation that search committee members attend workshop, Identifying And Challenging Implicit Bias in Search Committees.

ii. Search committee process:
   1) Search timeline and time commitment from committee members. See Appendix D for a sample timeline.
   2) Process via which meetings and interviews will be scheduled (e.g. Google Calendar).
   3) Include demonstration on technology tools, as needed.
   4) Sharing of travel plans and/or “out of office” plans for committee members to ensure maximum participation.

d) Position description is reviewed.

i. Discussion of concerns, questions, and changes to description, as well as initial priority review date.

ii. Discussion and agreement on evaluation criteria, required versus preferred qualifications, and conceptualization of “excellence” in relation to criteria. How are committee members interpreting the description and qualifications? Which criteria are not easily measurable; how will those criteria be evaluated? What materials need to be submitted by applicants?

iii. Qualifications should be written in a way that search committee members can determine how candidates meet qualifications based solely on application materials.

e) Expectations for active recruitment and diversity goals requirements are discussed.

i. Discussion of Affirmative Action requirements of the University. See Appendix H for more information.

ii. For more information on advertising to meet visa requirements for foreign nationals, see Appendix H.

iii. Discussion of active recruitment strategies that each committee member will pursue and how to document recruitment. See Appendix I.

iv. Diversity in the context of the position is discussed and identified.

POSITION POSTED

1. CDes HR or unit staff will ensure that the approved position is posted, with links to the College, on the University’s employment website.

2. Committee members are given access to the University’s employment website for the position for which they are serving on the search committee.
RECRUITMENT

1. External advertisements are placed by search support staff (e.g., websites, print publications, etc.).
2. Email sent by Unit Manager to the Design_All College listserv to notify faculty and staff of position opening, with link to the job opening included.
3. Committee members engage in active recruitment, per the agreed upon strategies. Active recruitment includes, but is not limited to, follow-up calls to the nominees and applicants, calls to colleagues in other institutions, calls to other University of MN colleagues and mangers, recruiting at conferences, etc.
4. Committee members are expected to track and document recruitment contacts.
5. Committees are strongly encouraged to meet during the recruitment phase to review status of individuals contacted and discuss further recruitment strategies.
6. Refer to Appendix I for active recruiting strategies that can be adapted to all searches.

APPLICATION REVIEW

Evaluate All Applicants

1. Committee members review applications independently using required qualifications as primary basis and noting applicability of desired qualifications.
2. We all have biases that we bring to this process. It is important to be aware of those biases when reviewing application materials. Bias can be reduced through the following:
   a) Strive to increase the representation of underrepresented groups in the applicant pool.
   b) Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation. See Appendix J for Best Practices in Identifying and Challenging Implicit Bias.
   c) Review evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.
   d) Spend sufficient time (at least 20 minutes) evaluating each applicant.
   e) Evaluate each applicant’s entire application; don’t depend too heavily on only one element such as the prestige of the degree-granting institution or a poorly written cover letter.
   f) You are encouraged to read more information on bias and assumptions in the applicant review process at: http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf
First-Round Candidate Selection

1. HR staff provides Search Committee Chair with aggregate information on the demographic composition of the candidate pool.
2. Committee meets as a whole to select first-round candidates.
3. First-round candidate pool must include diverse candidates, as specified in the charge meeting. If pool does not contain diverse candidates, consultation with the Dean and HR/EOAA Liaison are required, and committee may be asked to engage in additional recruiting.
   a) For full-time faculty and instructional P&A positions, HR staff attends meeting and provides demographic profile of individual candidates, when available.
   b) For staff positions, Search Committee Chair will consult with HR staff after meeting to determine demographic profile of individual candidates selected for first-round interviews. Committee may need to reconvene for additional consideration of candidates.
4. Approval of first-round candidates:
   a) For full-time faculty and instructional P&A positions.
      I. Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Head. Head submits recommendation to Dean, Associate Dean for Academic Affairs, and HR Director/EOAA Liaison for approval.
   b) For staff positions.
      I. For R & O staff positions - Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Unit Manager, Associate Dean for Research, and HR Director/EOAA Liaison.
      II. For all other staff and part-time instructional positions - Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Unit Manager and HR Director/EOAA Liaison.
5. Prepare for candidate interviews.
   a) Interview questions are developed by committee members based on expectations for performance of responsibilities reflected in the job description. The same core questions must be asked of each candidate. Explanations and/or follow-up questions can be tailored to individual candidates to ensure comprehension and account for diverse backgrounds. It is a best practice for the Search Committee Chair to pre-select approximately 10 interview questions. See Appendix G for sample interview question.
   b) Interview questions should include language that reflects diversity and inclusivity. In addition, interview questions should address the candidate’s commitment and potential contributions to diversity in the context of the position. HR is a resource and will help provide such language. See Appendix G for appropriate language for questions.
   c) Interview questions should be behavioral in nature rather than hypothetical. See Appendix G for sample interview question.
CANDIDATE INTERVIEWS

Video or Phone Interviews with First-Round Candidates are Scheduled and Conducted

1. Allow 20-30 minutes for each video or phone interview, and a brief break in-between when the next interview is scheduled.
2. Interviews should be scheduled keeping in mind religious observances. More information regarding specific dates can be found at: https://diversity.umn.edu/eoaa/religiousholidaycalendar
3. When scheduling interviews, candidates should be told that the search committee will be interested in learning about their specific accomplishments, strengths, and skills.
4. The Search Committee Chair or support staff should test video equipment prior to first interview.

Second-Round Candidate Selection

1. Committee meets as a whole to review first-round candidate interviews, from which a short-list of candidates are recommended for on-campus interviews.
2. Short-list of candidates must include diverse candidates, as specified in the charge meeting. If short-list does not contain diverse candidates, consultation with the Dean and HR/EOAA Liaison is required.
3. Approval of first-round candidates:
   a) For full-time faculty and instructional P&A positions.
      I. Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Head. Head submits recommendation to Dean, Associate Dean for Academic Affairs, and HR Director/EOAA Liaison.
   b) For staff positions.
      I. For R & O staff positions - Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Unit Manager, Associate Dean for Research, and HR Director/EOAA Liaison.
      II. For all other staff and part-time instructional positions - Statement of rationale for each candidate selected and for each qualified candidate not selected are submitted by Search Committee Chair to Unit Manager and HR Director/EOAA Liaison.
4. Committee develops interview schedule (see Appendix K), presentation topic (as applicable), and interview questions for on-campus interviews. See Appendix G.
On-Campus Interviews with Finalists are Scheduled and Conducted

1. Scheduling considerations.
   a) Consider religious observances with regard to scheduling. See [https://diversity.umn.edu/eoaa/religiousholidaycalendar](https://diversity.umn.edu/eoaa/religiousholidaycalendar).
   b) Consider accessibility issues when scheduling seminars and other interview activities.
   c) Ask all candidates in advance if there are any University or community offices, faculty, or staff with whom they would like to meet. All out-of-town candidates are provided with a list of University resources, which includes diversity-related offices. All candidates are escorted by committee members to each meeting.

2. Interview schedule. See Appendix K for sample.
   a) Committee members will be assigned to pick up and drop off candidates from the airport and hotel, and escort them to each meeting.
   b) For full-time faculty and instructional candidates, the interview schedule should include time for candidates to meet with representatives from College of Design Diversity Committee.
   c) Related constituency groups should be invited to participate in the interview process based on the position.

3. Interview.
   a) Core interview questions should be the same for each candidate and include language that reflects diversity and inclusivity. Explanations and/or follow-up questions can be tailored to individual candidates to ensure comprehension and account for diverse backgrounds. HR is a resource and will help provide such language. See Appendix G.
   b) Every personal interaction with each candidate is part of the interview process, including dinner conversations. Prohibited questions should not be asked. See Appendix G.
   c) If candidates offer personal information, it is acceptable to speak with them regarding that particular topic. However, you should not ask questions that are not legally allowed in an interview. See Appendix G.
   d) Always use inclusive language. See Appendix G.
Reference Checks

1. Confirm with Unit Manager when references will be contacted and by whom.
2. Conducting reference checks is a critical step in the search process. Reference checks help gather information to develop a clear picture of how a candidate has performed in past positions, and can be constructive to assessing future performance and development needs in this new position.
   a) Reference checks may be completed before or after campus visits, but must be completed at the same point in the search process for all candidates.
   b) Reference checks may be completed by search committee members, Unit Manager, or a combination of both. For faculty searches in particular, though, it is recommended that more than two search committee members complete reference checks and that no one member connects with all of the references for a single candidate.
   c) Questions to be asked of a reference must be the same for each candidate. See Appendix L for sample reference check questions.
   d) Candidates should be notified in advance of when their references will be contacted so they can alert the references or make changes to their contact list.
   e) To contact individuals not included on a candidate’s reference list, the candidate must be notified prior to contacting the reference. Other references acceptable to the candidate can be negotiated. However, in some instances, a candidate may request that certain individuals not be contacted, such as a current supervisor, to maintain the candidate’s confidentiality in the search.
   f) For internal university candidates, the University is considered to be one employer and the expectation is that Unit Manager will conduct reference checks within the University. In addition, the Unit Manager may view the official University personnel file. Contact HR for assistance. See Appendix L for information on conducting effective reference checks.
FINAL RECOMMENDATION

1. Search committee meets to evaluate the candidates based on the criteria established at the charge meeting and utilizing feedback evaluation forms, answers provided in responses to interview questions, public presentation, and reference checks (if obtained by this point).
2. The report of the search committee recommends interviewed candidate(s) acceptable for the position. The report must include a description of the strengths and weaknesses of each candidate interviewed and how the candidate(s) demonstrates a commitment to diversity and inclusivity. Finally, the recommendation must also include a brief explanation as to why other finalists were not deemed acceptable.
   a) For full-time faculty and instructional P&A positions.
      i. Search Committee Chair submits final report to Head.
      ii. Head submits committee report and Head’s recommendation for hire, including salary and start-up package (if applicable), to Dean, Associate Dean for Academic Affairs, and HR Director/EOAA Liaison for approval.
   b) For staff positions.
      i. R & O staff positions.
         1) Search Committee Chair submits final report to Unit Manager.
         2) Unit Manager submits committee report and recommendation for hire, including salary, to Associate Dean for Research and HR Director/EOAA Liaison for approval.
      ii. For all other staff and part-time instructional positions.
         1) Search Committee Chair submits final report to Unit Manager.
         2) Unit Manager submits committee report and recommendation for hire, including salary, to HR Director/EOAA Liaison for approval.

OFFER/NEGOTIATION

1. Completed by Hiring Authority and Human Resources; HR drafts all letters of offer.
   a) For full-time faculty and instructional P&A positions, approval by the Dean required before offer is made.
      i. To request faculty salary and start-up from College, Unit Manager should submit appropriate forms to Dean. Forms can be found at http://design.umn.edu/about/intranet/governance/policies.html.
   b) For all staff and part-time instructional positions, Hiring Authority makes the offer once salary has been agreed upon by Unit Manager and HR Director/EOAA Liaison.
APPENDICES

A. Position Description Samples
B. Committee Composition and Chair Selection
C. Committee Invitation Samples
D. Search Timeline Sample
E. Committee Charge Letter Samples
F. Suggested Agenda Template for Charge Meeting
G. Interview Questions
H. Affirmative Action Requirements
I. Recruiting Strategies
J. Best Practices in Identifying and Challenging Implicit Bias
K. On-campus Interview Schedule Samples
L. Conducting Effective Reference Checks and Question Samples
Appendix A – Position Description Sample *(diversity language highlighted)*

Faculty Position Description

**College of Design, University of Minnesota**
**Department of Design, Housing and Apparel**
**Wearable Product Design Assistant Professor - Position Description**

**About the Position**
Assistant Professor (tenure-track) in Wearable Product Design. Nine-month, 100 percent time, academic year appointment. Anticipated start date is August 29, 2016. Salary is commensurate with experience.

The Apparel Design Program, Department of Design, Housing, and Apparel, is searching for an Assistant Professor in Wearable Product Design. Wearable product design includes apparel design and a broad range of products that fit the body. As one of the strongest research-based apparel design programs in the country, we have consistently positioned ourselves as leading industry as pioneers among a small set of apparel researchers and teachers situated at research-intensive, land-grant universities. This position will strengthen the core content of Apparel Design, both theoretical and practical, and contribute to the development of a pioneering program in Advanced Wearable Products at both the graduate and undergraduate level to meet growing industry demand in domestic manufacturing, wearable technology, and personal protective equipment.

We seek a highly qualified individual with expertise in more than one area of apparel design, a clear vision for advancing the field, and a demonstrated record of effective teaching. Candidates must have a strategy for developing connections with business, related professions, or communities beyond the University, and a clear vision for a successful research agenda. Industry experience is preferred. **We are committed to attracting candidates from historically underrepresented groups knowing that diversity enriches the academic experience and provides a knowledge base for innovation.**

**Responsibilities**

- Pursue the mission of this urban land grant university through research, teaching and outreach.
- Create and grow a nationally competitive research program in wearable product design
- Develop and teach undergraduate and graduate courses, including studio and lecture courses in apparel design **using methods that address a variety of learning styles.**
- Collaborate with faculty across the university and establish ties to local, national and international businesses to leverage research and teaching activities.
- Disseminate research findings and teaching activities in peer-reviewed venues.
- Pursue external funding to support your scholarship.
- Advise graduate students; mentor undergraduate students **from a variety of cultures and communities.**
- Commit to supporting interdisciplinary initiatives in teaching and research with related fields in the College of Design and across the University.
- Participate in faculty governance at the program, department, college and university levels.
Appendix A (cont.) – Position Description Sample (diversity language highlighted)

Required Qualifications
• An earned doctorate by the start date with at least one degree related to apparel design.
• Expertise in at least two of the following areas: digital design, human health and safety, technical design, apparel manufacturing, product development, textiles, or sizing and fit.
• Evidence of effective teaching, with an awareness of diverse backgrounds, viewpoints, and communication styles.
• A strategy for developing connections with business, related professions, or communities beyond the University.
• Evidence of a clear vision for an active research or creative scholarship program and a strategy to procure nationally competitive grants to support the program.

Selection Criteria
In addition to the required qualifications:
• Evidence of strong collaboration and interpersonal skills including, but not limited to: collaboration with faculty members in multiple academic disciplines; effective engagement in difficult classroom conversations related to race, religion, disability, sexual orientation, etc.; and others.
• Demonstrated leadership skills.
• Evidence of attention to cultural diversity in teaching and/or professional practice and the proven ability to support the University’s commitment to equity and diversity.
• Evidence of a global perspective.
• A record of successful grant awards.
• A record of innovative teaching.
• Evidence of diversity in research.
• Experience in program and curricular development and/or administration in undergraduate and/or graduate education.
• Industry experience.
• Experience with CAD and/or 3D body scanner.

Institutional Setting
The College of Design includes programs in apparel design, architecture, graphic design, housing studies, human factors and ergonomics, interior design, landscape architecture, product design, and retail merchandising. The College offers rich opportunities for interdisciplinary research and public engagement through its highly regarded research and outreach centers including Wearable Product Design, Design in Health, Digital Design, the Goldstein Museum of Design, Metropolitan Design, and Sustainable Building Research.

Apparel design and the College of Design are situated within a major research university that hosts an unusually broad range of disciplines, faculty and students. Partnerships and productive connections have developed with other highly ranked colleges, departments and programs, such as civil engineering and mechanical engineering in the College of Science and Engineering, the School of Nursing, and the Carlson School of Management.

Minnesota is recognized as a progressive state and the Twin Cities of Minneapolis and St. Paul as one of the major design centers in the United States. Well known for its high quality of life, the Minneapolis/St. Paul metropolitan area offers world-caliber museums and theaters, an exceptional parks system, outstanding historical landmarks, excellent educational opportunities, and access to a well-regarded health care system. The Twin Cities are also home to 21 Fortune 500 companies, in addition to thriving local businesses and a strong non-profit sector.
Appendix A (cont.) – Position Description Sample *(diversity language highlighted)*

**How to Apply**

Applications must be submitted online. To be considered for this position, please click the Apply button and follow the instructions. You will have the opportunity to complete an online application for the position. Additional documents may be attached after application by accessing your "My Activities" page and uploading documents there.

Please submit these documents: 1.) cover letter; 2.) curriculum vitae; 3.) transcripts of your graduate work (may be unofficial transcripts at time of application); 4.) a statement of vision for research in wearable product design; 5.) a statement of vision for teaching in apparel design; 6.) brief portfolio (no more than 4 pages) of original design work, creative practice, and student work; 7.) recent student ratings of teaching (no more than 10 pages); and 8.) contact information for three references.

Questions regarding the search process should be directed to Jessica McCann, HR Generalist, PH: 612/624-1721; Email: mccann@umn.edu. Questions regarding the position description and expectations should be directed to Lucy Dunne, Search Committee Chair, PH: 612/626-5901; Email: ldunne@umn.edu

**Review of applications will begin December 1, 2015.** For more information, please visit our web site at [http://dha.cdes.umn.edu](http://dha.cdes.umn.edu)

**Diversity**

The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: [http://diversity.umn.edu](http://diversity.umn.edu). To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

**Background Check Information**

Any offer of employment is contingent upon the successful completion of a background check. Our presumption is that prospective employees are eligible to work here. Criminal convictions do not automatically disqualify finalists from employment.
Appendix A (cont.) – Sample Position Description (diversity language highlighted)

Staff Position Description
Senior Communications Specialist
University Classification #9797SC

Summary
This position works collaboratively with the Director of External Relations in support of the College of Design’s communications goals to increase audience awareness of and exposure to faculty, students, academic programs, and research and outreach initiatives among internal and external constituencies. Position develops and manages communications strategy and content focused on print, web, social media, and media relations. We are committed to attracting candidates from historically underrepresented groups knowing that diversity enriches the academic experience and provides a knowledge base for innovation.

Essential Functions

Planning + Program Management (40%)
• Develop internal (College and University) and external (media, donor, alumni, current and prospective students, and other constituents) communication and promotion strategies for the College, its academic programs, and research and outreach activities.
• Work with the assistant dean for student services and Office of Admissions to recruit prospective students from a variety of backgrounds; perform editorial duties to support positive messaging about academic programs, the College of Design, and the University of Minnesota.
• Initiate and manage programs and projects that span a wide range of communications activities, including public and media relations, branding and art direction, strategic marketing and promotion, publications, web, and social media.
• Establish program and project plans, work goals, timelines, and tasks; evaluate impact and successes at set intervals.
• Optimize existing and emerging communication channels to deliver coordinated messages to general and specific audiences. Provide strategic insight and guidance for communications initiatives by College units.
• Follow communication and media trends. Research, evaluate, and implement emerging opportunities for communicating University activities and achievements to diverse audiences.
• Develop College communications policies and processes, including style guides.
• Partner with development and alumni relations to engage and sustain relationships with key stakeholders using communications channels.

Content Development (30%)
• Maintain relationships with academic departments and College offices to identify compelling stories and related content for informing and engaging a variety of local and national constituent groups.
• Develop themes, story ideas, and original content pieces; conduct interviews for content or concept of content; determine direction of articles.
• Write and edit stories and content for publication in print, web, and social media.
• Use and analyze new and emerging social media features, platforms, and strategies to promote and market events, engage diverse audiences, and communicate stories, activities, and achievements of the College.
• Coordinate with web and graphic design team to maintain content on the College of Design website.
Appendix A (cont.) – Sample Position Description (diversity language highlighted)

Media Relations (25%)
• Identify and pitch stories to key audiences including local and national media, University Relations, industry, and members of the general public. Develop and utilize local and national network of media contacts to garner media/press attention for College activities and research; coordinate media and press with appropriate University units with an eye to stories that highlight the College as a desirable place to study.
• Serve as primary media contact. Respond to and collaborate with media outlets to promote College programs and activities on a local and national level.
• Train and coach College representatives in preparation for media interviews.
• Communicate earned media to key audiences on a regular basis.
• Track and analyze media coverage to measure and evaluate communications successes and failures and refine communications strategy.

Other (5%)
• Support College with additional writing and editing projects as needed.
• Attend events and assist with hosting and public relations as requested.
• Other duties as assigned.

Position
This is a 100%-time, 12-month, annually renewable Academic Professional position at the level of Senior Communications Specialist (9797SC).

Required Qualifications
• Bachelor's Degree in Communications, Journalism, Marketing, Art or related field; and 4 years professional experience.
• Significant writing and editing experience, including writing for the web, social media (platforms like Twitter, Facebook, Instagram, LinkedIn, Google+, etc.), public relations and marketing content, internal communications, etc.
• Demonstrated experience researching and gathering information for news articles, stories, publications, earned media, social media, including conducting interviews.
• Knowledge of photography, photo editing, and visual branding; experience using photos and graphics to enhance written pieces and engage audiences on social media platforms.
• Experience that demonstrates detailed knowledge of web communications and social media technologies, standards, and practices - including online marketing methodologies and measurements.
• Experience/mastery with current and emerging web and social media technologies.
• Significant experience with project management techniques and tools.
• Proficiency with Microsoft Office, e-mail, and Internet applications required.
Appendix A (cont.) – Sample Position Description (diversity language highlighted)

Preferred Qualifications

• Ability to tailor written communications and documents to specific audiences, including translating technical information, academic stories, and research outcomes into interesting content that engages diverse audiences.
• Track record in increasing an organization's public profile through communications (print, web, social media) and PR strategies.
• Ability to manage multiple projects and a diverse range of responsibilities, and produce timely results in an unstructured, fast-paced environment; evidence of self-initiative.
• Attention to detail; strong organizational and problem-solving skills.
• Professionalism; demonstrated ability to work productively with faculty, staff, and internal and external constituents from a variety of backgrounds.
• Ability to work independently and as a team player.

How to Apply

Applications must be submitted online. To be considered for this position, please click the Apply button and follow the instructions - #31127. You will have the opportunity to complete an online application for the position. Additional documents may be attached after application by accessing your "My Activities" page and uploading documents there.

Please submit these documents: 1.) cover letter; 2.) resume; and 3.) contact information for three references.

Questions to Jan Batt, HR Director at 612-624-0788 or jbatt@umn.edu or Trevor Miller, External Relations Director at 612-625-6566 or tamiller@umn.edu

Diversity

The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: http://diversity.umn.edu. To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

Background Check Information

Any offer of employment is contingent upon the successful completion of a background check. Our presumption is that prospective employees are eligible to work here. Criminal convictions do not automatically disqualify finalists from employment.
Appendix B - Committee Composition and Chair Selection

Selecting a Search Committee
- Think carefully about the membership composition of the committee, keeping in mind that a large committee might impact how quickly the search process may be completed.
- Select committee members who have valued knowledge about the position to be filled.
- Including women, minorities and individuals with disabilities in search committees, as well as individuals from other units, will provide a valuable dimension to committee discussions.
- Consider individual committee member availability during search process.
- Take care not to overburden the same employees with too many requests to serve on search committees.
- Include individuals with a positive attitude who are committed to active engagement in the search process.

Selecting a Well-Qualified Chair
An ideal chair is someone who is:
- A highly regarded faculty member, professional or administrator;
- A person who has the respect of diverse constituencies;
- A person who has experience in searches successful in recruiting people of color and women;
- A person who is skilled at conducting meetings; and
- A person knowledgeable about affirmative action, as broadly defined.

Search Committee Chair Responsibilities
The responsibilities of the search committee chair include:
- Actively lead the search process;
- Effectively managing all meetings of the committee, ensuring that all opinions and voices are heard;
- Work closely with the hiring authority, search committee, and College HR staff;
- Ensure University and College procedures are followed;
- Respond to requests for information and questions about the search;
- Prepare required pool approval documentation and search committee reports to Dean/Associate Dean/HR; and
- Ensure that the committee adheres to established deadlines, including meetings, application review, interviews, etc.
- Maintain a respectful, non-discriminatory discussion of applicants.
- Counter stereotyping when it happens; ask others to be more specific about what they mean (“why is she not a good fit?”).
- Prepare a recommended list of approximately 10 interview questions. See Appendix F.

Approving a Search Committee
- For full-time faculty or instructional P&A positions.
  - Head recommends committee members to Dean, Associate Dean for Academic Affairs, and HR Director/EOAA Liaison
- For R & O staff positions.
  - Unit Manager recommends committee members to Associate Dean for Academic Affairs and HR Director/EOAA Liaison.
- For staff and part-time instructional positions.
  - Unit Manager recommends committee members to HR Director/EOAA Liaison.

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1 This section is reproduced and adapted with permission from CFANS: Faculty Position Searches Best Practices at the University of Minnesota.
Sample Email Invitation to Serve on a Faculty Search Committee
Dear First Name,

I'm writing to invite you to serve on the search committee for a new assistant professor in The Department of Landscape Architecture. We are specifically interested in hiring an individual whose interests and skills focus on resilient landscape design and planning in metropolitan and urban landscapes. Professor David Pitt will be chairing the committee.

Attached please find the draft position description and a draft timeline for the search process.

The Committee is charged with revising the position announcement, essential and desired qualifications, and selection criteria. Additionally, the Committee is charged with actively recruiting applicants, reviewing application materials, conducting interviews, hosting candidates who visit campus, and reporting your recommendations regarding candidates to me. Committee members are also expected to attend a 90-min. Unconscious Bias workshop hosted by the College.

I sincerely hope you are willing and able to serve. Please contact me with any questions you have about the position and the search process. I look forward to your favorable reply.

Thanks in advance,
Joe

Sample Email Invitation to Serve on a Staff Search Committee
Dear First Name,

I'm writing to invite you to serve on the search committee for a new engagement and college to career coordinator in the College of Design Student Services unit. We are specifically interested in hiring an individual with demonstrated experience providing engagement and career-related programming to students in a higher education setting. I will be chairing the committee.

Attached please find the draft position description and a draft timeline for the search process. I hope to convene the committee within the next ten days.

The Committee is charged with revising the position announcement, paying particular attention to the minimum and preferred qualifications. Additionally, the Committee is charged with actively recruiting applicants, reviewing application materials, conducting interviews, and providing feedback to me regarding those interviewed. Committee members are also expected to attend a 90-minute Identifying and Challenging Implicit Bias in Staff Searches workshop offered by the Office of Equity and Diversity.

I sincerely hope you are willing and able to serve. Please contact me with any questions you have about the position and the search process. I look forward to your favorable reply.

Thanks in advance,
Kate
# Appendix D – Search Timeline Sample

## SEARCH TIMELINE | ASSISTANT PROFESSOR
(Update as needed)

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
</table>
| **May**             | Subgroup or program area meets to discuss long-term goals and priorities Head's preliminary discussion with Dean regarding priorities and proposed position.  
Position announcement drafted.  
Search committee named and formed.  |
| **September**       | Head & HR Staff meet with search committee to give charge, discuss EOAA and search process, review and finalize position announcement and discuss criteria for evaluation.  
Search committee strategizes for active recruiting; i.e., external advertisements (web and print); call for nominations; recruiting at conferences; calls to colleagues at other institutions; follow up calls, etc.  
Position is posted on University employment site and College HR site.  
Position is advertised via external web sites, publications.  
Search committee actively recruits i.e., nominates; follow up calls to nominations and applicants; calls to colleagues in other institutions; recruiting at conferences, etc.  
Search correspondence is sent; i.e., nomination letters; incomplete/complete letters to applicants; other follow-up communications to applicants |
| **September/October/November** | **Active recruiting** by search committee continues; i.e., nominates; follow up calls to nominations and applicants; calls to colleagues in other institutions; recruiting at conferences, etc. |
| **December**        | **Priority deadline for submission of candidate applications is December 1, 2015**  
Committee meets to check on: 1.) Is the size, quality, and diversity of applicant pool sufficient?; 2.) If yes, committee selects interview pool for screening interviews; 3.) If no, committee continues active recruiting and strategizes additional recruiting avenues.  
Committee reviews applications  
Prior to screening interviews, search committee chair submits list of candidate summaries and brief rationale for as to why other qualified candidates were not selected to Head. Head submits recommendation to Dean, Associate Dean for Academic Affairs, and HR Director.  
Prior to on-campus interviews and making finalists names public, search committee chair submits list of candidate summaries and brief rationale for as to why other qualified candidates were not selected to Head. Head submits recommendation to Dean, Associate Dean for Academic Affairs, and HR Director.  |
| **January/February** | Candidate interviews and campus visits.  
Faculty input on finalists; faculty final discussion and input advisory to search committee and Head.  
Search committee meets for final evaluation of candidates.  
Search committee chair submits final report to Head. Reference Checks; search committee may be requested by the Head to make some initial reference checks; Head ultimately responsible for final reference checks.  
Head makes final recommendation for hire to the Dean, including salary and start-up.  
HR Director drafts offer letter. Offer/negotiation by Head. |
Appendix E – Committee Charge Letter Samples

Charge Letter Sample to Faculty Search Committee from Head
(Human Resources will draft the charge letter for the Department Head)

TO: Assist. Prof. in Architecture Search Committee
FROM: Marc Swackhamer, Head of the School of Architecture
RE: Faculty Search Committee Responsibilities and Process

Thank you for agreeing to serve on the search committee for an Assistant Professor in the School of Architecture. I appreciate your willingness to contribute your time and efforts to this important search. There are six members of this search committee; chaired by Associate Professor Blaine Brownell. Other members are Associate Professor Kate Solomonson, Architecture; Assistant Professor Lisa Hsieh, Architecture; Assistant Professor Matthew Tucker, Landscape Architecture; Jennifer Yoos, Arch. Alum. and principal, VJAA; and Savannah Steele, current M. Arch Student. All are equal and full members of the committee. The committee will need to work diligently and efficiently to conduct a thorough and successful search. Towards that goal, I have outlined several important areas of focus to guide your work in the coming months.

1. The search must be active and thorough to generate a diverse, talented, and exceptional pool of viable candidates. You cannot wait for applications to arrive, but must rely on your personal and professional connections and networks to uncover and encourage multiple applications, in order to develop a strong candidate pool. You must actively recruit for this position search to be successful. The candidate pool must include diverse candidates (e.g. race/ethnicity, gender identity, national origin, disability status, veteran status, etc.), which will require an effort to generate interest among traditionally underrepresented groups within our field.

2. The search must be efficient and all committee members must participate fully. All of you must make this committee work a priority and be prompt and expedient in your review of materials and calls to participate in meetings, interviews, or similar. Please come to meetings prepared by examining documents ahead of time to focus meeting time on meaningful dialog and the completion of tasks and decisions. This will ensure the search adheres to the schedule as presented. Priority consideration will be given to applications received by December 1, 2015. I expect you will report the findings of the search process as well as strengths and weaknesses of each of the final candidates no later than early-March, 2016.

3. All search materials, discussions, decisions and information must remain confidential. Candidate information also cannot be shared with anyone outside the committee.

4. We all have biases that we bring to this process. It is important to be aware of those biases when reviewing application materials. Please learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluations. Jessica McCann, CDes HR, will provide support to the committee, and, with Jan Batt, will work closely with you regarding the University’s and College’s academic search guidelines. The goal is for the new faculty member to start with Architecture in Fall Semester 2016. If you have any questions or concerns throughout the process, please feel free to contact Jessica at mccann@umn.edu or Jan Batt jbatt@umn.edu Again, thank you for giving your time in support of this important position and Architecture at the U of MN.
Appendix E (cont.) – Committee Charge Letter Samples

Charge Letter Sample to Staff Search Committee from Unit Manager
(Human Resources will draft the charge letter for the Unit Manager)

TO: Technology Coordinator Search Committee
FROM: Clay Kimber, IT Director <Department Head or Unit Manager>
RE: Technology Coordinator Search Committee Responsibilities and Process

Thank you for agreeing to serve on the search committee for a Technology Coordinator in the College of Design, office of Information Technology. I appreciate your willingness to contribute your time and efforts to this important search. There are three members of this search committee; Stephanie Dilworth, Finance Director; Joe Hallgren, Database Manager; and me. All are equal and full members of the committee. The committee will need to work diligently and efficiently to conduct a thorough and successful search. Towards that goal, I have outlined several important areas of focus to guide your work in the coming months.

1. The search must be active and thorough to generate a diverse, talented, and exceptional pool of viable candidates. You cannot wait for applications to arrive, but must rely on your personal and professional connections and networks to uncover and encourage multiple applications, in order to develop a strong candidate pool. You must actively recruit for this position search to be successful. The candidate pool must include diverse candidates (e.g. race/ethnicity, gender identity, national origin, disability status, veteran status, etc.), which will require an effort to generate interest among traditionally underrepresented groups within your field and/or networks.

2. The search must be efficient and all committee members must participate fully. All of you must make this committee work a priority and be prompt and expedient in your review of materials and calls to participate in meetings, interviews, or similar. Please come to meetings prepared by examining documents ahead of time to focus meeting time on meaningful dialog and the completion of tasks and decisions. This will ensure the search adheres to the schedule as presented. Review of applications should begin by approximately <date or period of time>. I expect you will report the findings of the search process as well as strengths and weaknesses of each of the final candidates no later than <expected deadline>.

3. All search materials, discussions, decisions and information must remain confidential. Candidate information also cannot be shared with anyone outside the committee.

4. We all have biases that we bring to this process. It is important to be aware of those biases when reviewing application materials. Please learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluations. <Name, position title>, will provide support to the committee. Jessica McCann, HR Generalist, with Jan Batt, HR Director, will work closely with you regarding the University’s and College’s staff search guidelines. The goal is for the new <job title> to start with <unit name> by <specific date or target period of time>. If you have any questions or concerns throughout the process, please feel free to contact <search committee support> at <email> or Jessica McCann at mccann@umn.edu Again, thank you for giving your time in support of this important position and <unit> at the U of MN.
Appendix F – Suggested Agenda Template for Charge Meeting

*Each committee member will receive a copy of the Search Processes and Procedures for Faculty and Staff handbook.

Date, Time, Place
Meeting of ____________ Search Committee

Search Committee Members: (list names)
Additional Attendees: (list names for Unit Manager, Associate Dean, Dean, etc.)

1. Welcome and introductions (Unit Manager)
2. Discuss committee charge (Unit Manager)
3. Discuss purpose and expected outcome of the meeting (Unit Manager)
4. Discuss confidentiality, personal conflicts, bias, and commitment to diversity (HR)
5. Discuss and revise position description, essential and desired requirements, and how requirements will be evaluated (Committee Chair)
6. Discuss expected application documents and the search timeline (Committee Chair)
7. Presentation of technology tools that will support the search (i.e., Google Drive, University Employment website) (Staff)
8. Discuss committee members’ role in active recruiting (Committee Chair and HR)
9. Discuss next steps, including Committee members’ schedules and future Committee meetings. (Committee Chair)
### Appendix G - Interview Questions

<table>
<thead>
<tr>
<th>Prohibited Interview Questions</th>
<th>Permissible Interview Question</th>
</tr>
</thead>
</table>
| That’s an unusual name. Where is it from? | What is your name? 
Have you every worked under a different name? |
| Are you a U.S. citizen? | Are you authorized to work in the U.S.? (This question is ok only if it is asked of all candidates for the job.) |
| Are you married? Engaged? Divorced? With whom do you live? Do you plan to have a family? When? Do you have children? What are your childcare arrangements? What religion are you? | Would you be willing to relocate? 
Would you be willing to travel as needed for the job? (This question is ok only if it is asked of all candidates for the job.) 
Would you be willing to work overtime, if necessary? (This question is ok only if it is asked of all candidates for the job.) 
Are there specific times you cannot work? 
Are you able to fulfill the schedule provided to you? |
| Do you have any disabilities? Please complete the following medical history. Have you ever been hospitalized? If so, for what condition? Have you had a major illness in the last 5 years? How many days were you absent from work because of illness in the last year? When did you lose your eyesight? How? Have you ever been treated for a mental health condition? Have you ever been treated by a psychiatrist or psychologist? If so, for what condition? Are you taking any prescription drugs? Have you ever been treated for substance abuse? Have you ever filed for worker’s compensation? | Are you able to perform the essential functions of this job? (The interviewer must have already thoroughly described the job.) 
Can you demonstrate how you would perform the following job-related functions? 
As part of the hiring process, after a job offer has been made, you will be required to undergo a medical exam. (Exam results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary accommodations, based on exam results.) 
Pre-employment questions about illness may not be asked because they may reveal the existence of a disability. However, an employer may provide information on its attendance requirements and ask if an applicant will be able to meet these requirements. You may not ask about previous worker's compensation claims. |
| What organizations or groups do you belong to? | Are there any professional trade groups or organizations that you consider relevant to your ability to perform the job? |
| If you were in the military, were you honorably discharged? | In which branch of the Armed Forces did you serve? 
What type of training or education did you receive in the military? |
| Do you have a car? | Do you have transportation available to you if/when travel is required? |
Appendix G (cont.) – Interview Questions

Recommended Faculty-specific Questions

General

• Who are your major creative and/or intellectual influences, and how does your work both build upon and depart from their research and assertions?
• What is the most valuable experience you have learned from one or more of your students?
• Given your vision of <this discipline>, what would you consider to be the core competencies for the next generation of <people who work in this discipline (e.g., architects, product designers, etc.)>? What changes are needed so that our program aligns with those competencies (please be honest).
• We recognize your expertise in <appropriate discipline or topical area>, but clarify for us how you see yourself contributing to our program relative to your research/creative focus and specific areas of expertise.
• What do you see as your major accomplishment in the area of teaching; in creative/research scholarship; in outreach?
• It’s five years from now and you are updating your CV and dossier. What will you consider to be the most significant accomplishments you have achieved in scholarship, teaching and service?
• What efforts have you made in the last year to become a better faculty member?

Teaching

• What have you found to be the most rewarding experience in teaching?
• What aspects of your teaching do you seek to improve?
• Describe a significant encounter in the classroom that challenged you to adapt your usual approach to teaching and learning.
• What thoughts do you have about how approaches to teaching and learning in <this topical area> might be made more engaging and relevant to students of design? To wider audiences? Do you see teaching in a school of design as presenting any special opportunities for you?
• Share examples that demonstrate your ability to account for various learning styles in your approach with students and/or colleagues.
• How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
• Please share with us examples of how you address diversity and inclusion through your teaching.

Research

• How do you think scholarship informs and intersects with teaching and engagement? In what ways have you been able to bring the insights of your research to your courses at the undergraduate level? At the graduate level?
• Based on the requirements outlined in our department’s Tenure Criteria, what types of scholarship do you expect to produce, how would your research be funded, and in what venues or publications would your works be disseminated?
• Considering the state of scholarship in the area of <appropriate topical area>, what are some of the new approaches or areas of inquiry that have the power to be illuminating?
• Please discuss how your record of scholarly achievement/excellence has been enhanced by exposure to diverse scholars or materials.
• Can you please give an example of how you worked with a student from a different background to engage them in a research opportunity?
• What strategies have you utilized relative to grant/funding activity? What new strategies/ideas do you have in this area? What opportunities exist for you to write grants to obtain funding in support of your teaching and/or your scholarship?
Appendix G (cont.) – Interview Questions

Outreach
• Please tell us your experience in developing programs and/or partnerships with external constituents and how you would apply that experience to the University of Minnesota?
• Describe your experience in professional practice or outreach.
• Describe some of the service activities in which you have been involved.
• Share an example of how your scholarship and/or teaching have benefited the public.

Recommended Faculty or Staff Questions

General Record of Accomplishment
• What in your previous experience makes you an excellent candidate for this position?
• Describe a work accomplishment of which you are most proud and why.
• What knowledge, skills and abilities do you believe a (position) should possess to be effective? Tell us about a time you demonstrated one of those.
• Tell us about a difficult (critical) piece of feedback you received and how you responded.
• Describe your greatest strength and weakness and how these will affect your performance here.

Career Goals/Working Environment
• What in a job gives you the greatest satisfaction? What do you find least satisfying? How have you handled responsibilities you find unsatisfying?
• What excites you about this position? How does it match your career interests and passions?
• What do you need or like from a supervisor to be successful?
• It's five years from now and you are updating your resume. What will you consider to be the most significant accomplishments you have achieved in this role?

Commitment, Perseverance, and Initiative
• What new skills have you learned in the past 12 months? What would you like to learn in the next year?
• Tell us about a time when you worked on a project that did not turn out well. How did you handle that?
• Describe a time when you made a suggestion to improve a process or project at work. How did you develop and implement the new solution and what were the results?
• Describe the best example of a recent project on which you achieved a level of quality above and beyond normal expectations. In what ways did you put out extra effort to achieve that level?

Collaboration/Teamwork/Influence
• Partnerships and collaboration are an essential part of the work in the College of Design. What experiences and competencies do you bring to this position in that regard? How would you foster integration of <collegial groups appropriate to this position>?
• Describe a situation where you needed to influence a colleague or supervisor to accept your ideas. What did you do? To what extent were you successful? If you were not successful, what did you learn?
• Tell us about a time when you disagreed with the others in a group about something important but were able to work with them to reach a consensus that you felt was a good one.
• Tell us about a time you weren’t successful in a team interaction and how you handled it.
• Describe the most difficult colleague you’ve worked with. What steps did you take to still achieve success while working with that person? What did you learn in doing so that you would apply in this position?
Appendix G (cont.) – Interview Questions

Communication (Written and Verbal)
- Tell us about the types of correspondence and reports you’ve written and the types of audiences addressed.
- Describe a situation where you tailored written materials/communication to a specific audience and how it was received by that audience.
- What approaches have you used in communicating with different people? How did you know you were getting your point across? Provide a specific example.
- Describe a situation where you felt you had not communicated well. How did you correct the situation?

Customer Service
- Share how you define excellent customer service and a time you provided it.
- Describe a time when you felt it necessary to modify or change your actions in order to provide quality customer service.
- How have you ensured that you consistently provide quality customer service to colleagues?
- Tell me about a time you miscommunicated with a customer. How did you handle the situation?

Diversity and Inclusion
- Describe your experience working with individuals from diverse cultures and communities. Please discuss the benefits and challenges of doing so.
- Tell me how you have promoted an acceptance of diversity and inclusion in the <workplace/classroom/research center/etc.>. What has been the result?
- In what ways have you modified your approach to managing or working with others in order to accommodate their differences? Provide some specific examples.
- Tell me about a diversity situation that you wish you had handled differently. What happened and how would you approach it differently next time?
- What is your approach to making space for and facilitating difficult discussions related to race, religion, sexual orientation, class, gender, etc.?

Flexibility/Adaptability
- Describe a situation in which you had to remain flexible and open-minded in order to succeed.
- How have you adjusted your style when you were not meeting objectives and/or when people were not responding to you as intended?
- Can you tell me about a situation in which you had to change your initial approach to a project or assignment in order to achieve your goal?
- What do you do when priorities change quickly? Give one example of when this happened.

Interpersonal Skills
- Describe a sensitive situation in which your understanding of others’ individual needs or values helped guide your actions.
- Tell us about a time you miscommunicated with a manager <coworker, or other appropriate individual>. How did you handle the situation?
- Describe a difficult work conflict you’ve encountered. How did you address it? What did you learn?
- Tell me about a time when you did or said something and it had a positive impact on a <colleague, student, supervisor>. What contributed to that impact?
- Tell me about a time when you did or said something and it had a negative impact on a <colleague, student, supervisor>. What contributed to that impact?
Appendix G (cont.) – Interview Questions

Job-Related Professional and Technical Knowledge and Skill

• Share an example that demonstrates your experience with <key responsibility of the position>. Outline your specific responsibilities and the results achieved.
• Discuss your ideas for effective delivery of <what this position will be responsible for delivering> and how would you ensure that your ideas are implemented and followed? How would you measure success?
• Describe your experience planning and coordinating <appropriate projects for this position> projects.
• Give an example of your experience with <what is appropriate to this position>. How did you ensure you stayed on top of things?
• What type of professional development would you seek for yourself in this position?

Leadership

• Tell me about a time when you took on an informal leadership role with a group when it was not in your job description. What prompted you to take the lead and how did it turn out?
• Describe a situation where you weren’t as successful as you would have liked in developing a team. How did you handle it and what did you learn?
• What specific things have you done to celebrate the success of a team that you were leading?
• Talk about what you consider to be key characteristics of effective leaders and a time you demonstrated one of those characteristics.
• To what extent have you involved other constituent groups in the efforts of your unit? In what ways did that involvement contribute to or hinder those efforts? If it hindered them, what did you do?

Management

• How have you ensured that your <area/team/department> met its goals? Describe a specific situation where your <area/team/department> fell short of a goal. What did you do?
• Share an example of a positive change you initiated in your unit.
• Describe your management style and give an example that demonstrates your approach.
• What steps would you take in creating a <appropriate plan for the responsibilities of this position; e.g., strategic plan, work plan, etc.> for your unit or department if you were hired?

Organization and Planning

• Describe an important project you were responsible for planning and/or implementing. What steps did you take to ensure you completed the project within the designated parameters?
• Tell us about your experience managing a project and working with managers who didn’t report to you. What did you do to keep the project on schedule?
• Share an example that shows how you’ve managed your work priorities and handled conflicting priorities.
• What steps have you taken in previous jobs to ensure accuracy and timeliness in your work? How have you ensured things don’t fall through the cracks?

Problem-Solving and Decision Making

• Describe the most difficult work decision you’ve had to make. What did you learn?
• We all have made decisions that later turned out to be mistakes. Describe a work decision you made that you wish you could rethink. How did you handle the mistake or unsuccessful decision? If you had it to do over again, what would you do differently?
• Tell us about a time you had to make a difficult decision of which you are particularly proud. What alternatives did you consider? Why was it a good decision?
• Describe a situation when you were faced with making a decision that involved important conflicting needs and explain how you handled it.
Supervision/Coaching

- Describe a difficult supervisory situation and how you handled it.
- Tell me about your most memorable performance improvement discussion.
- How have you created a productive environment for those you supervised?
- Talk about what you consider to be key characteristics of effective supervisors/managers and tell us about a time you demonstrated one of those characteristics.
- What steps have you taken to hire diverse employees?
- How have you encouraged a commitment to diversity and inclusion and a culture of respect for differences in the team(s) you’ve led?
Appendix H - Affirmative Action Requirements

Affirmative Action Obligations in a Search

The University is required under federal law, specifically Executive Order 11246, to establish hiring goals for women and racial minorities when their representation in the University workforce is less than their representation in the local or national labor pool. Affirmative action for women and racial minorities includes setting annual numerical hiring goals based on many factors. In setting the goals, the University conducts a utilization analysis to determine its current employment of women and minorities and an availability analysis to determine the number of qualified women and racial minorities available to meet the hiring goals. Staff members in the EOAA office gather, maintain, and update the data and information necessary to develop the affirmative action plan for the University. The information includes market studies; local, regional and national labor market statistics; national statistics on graduates of bachelor's, master's and doctoral programs; and data generated within the University itself. Work force and goal reports for the University and for each area are found in EOAA Reports at http://www.umreports.umn.edu.

Affirmative action does not mean that individuals who do not meet the essential qualifications must be interviewed or hired. However, it may require additional efforts in the areas of:

- Screening position descriptions and entry requirements;
- Comprehensive and inclusive recruiting;
- Disability and protected veteran status accommodations;
- Gender neutral and culturally bias-free selection criteria; and
- Reviewing applicants who rank near, but below the level needed to move them to the next step in the evaluation and selection process, to determine if they might not warrant further consideration.

In hiring "the best" candidate, screening beyond essential qualifications becomes increasingly qualitative and difficult. The search committee must define its standard for each screening and must document consistent application of it in the evaluation of candidates and credentials.

Affirmative Action Advertising Requirements

It is a requirement that we advertise in publications specifically targeting members of traditionally underrepresented groups. Advertisements should be reflective of our commitment to diversity and include inclusive language. HR maintains documentation of all advertisements for the search file.

To meet visa requirements for foreign nationals who apply, the position must be published in a national publication for the specific field of interest. It must be advertised for at least 30 days. If the publication used is in an electronic format, keep copies of a screen print showing the first day it was on-line and a second screen print showing it was available for a minimum of 30 days.

EOAA maintains a searchable database of diversity recruitment sources: http://eoaa.software.umn.edu/. Also see How to Advertise for Open Jobs, as well as partners with whom the University works to improve the quality, diversity, and quantity of applicants, at: http://humanresources.umn.edu/recruiting-and-hiring/advertise-open-jobs

_________________________
2 This section is reproduced and adapted with permission from CFANS: Faculty Position Searches Best Practices at the University of Minnesota.
Appendix I – Recruiting Strategies

Terminology

“Minorities” as defined by Executive Order 11246 are racial and ethnic minorities, women, individuals with disabilities and qualified veterans. There are no numerical goals for “individuals with disabilities” under Executive Order 11246.

“Ethnic and Racial Minorities” - African Americans, Hispanics or Latinos, Asian/Pacific Islanders and Native Americans. Also referred to as “Persons of Color” as Defined by Federal Rules, Laws and Regulations.

Actively Recruit a Diverse and Excellent Pool of Candidates

- **Take a long term approach** – always be recruiting.
- **Review conference presentations and speakers** – who do you bring in to your department to guest lecture?
- **Invite PhDs at national conferences into your department**, so they know about you.
- **Be proactive in the search committee about the importance of diversity** and communicate this message to everyone on the committee.
- **Bring up implicit bias and dangerous short cuts with your committee**; think about how you might educate on best practices.
- **Be upfront about your decision-making process as a group**; consider setting ground rules or grounding assumptions at the beginning.
- **Expand your applicant pool**; put resources and effort into recruiting diverse candidates.
- **Short term recruiting**: place advertisements.
- **Send emails to network listservs** (within disciplines); women’s groups; GLBTQ groups; caucuses for people of color.
- **Interview more than one candidate** from an underrepresented group.
- **Network with your colleagues**, particularly those who are from an underrepresented group – tell them you’re looking for good candidates.
- **Ask leaders in various communities** to help you with names.

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3 Adapted from *Searching for Excellence & Diversity: Workshops for Faculty Search Committees Recruiting and Hiring Faculty* WISELI: Women in Science & Engineering Leadership Institute University of Wisconsin-Madison
Appendix I (cont.) - Recruiting Strategies

Recruiting Resources for Women and People of Color

Most fields have professional organizations, listservs, email groups, and other resources that can help you identify or reach qualified underrepresented candidates. Below are some resources that other universities commonly use to diversify their search pools. This list, however, is not exhaustive, and we encourage search committees to investigate discipline-specific resources that may be available to members of their academic and professional organizations.

Universities’ Resources

- The University of Minnesota’s Office for Equal Opportunity and Affirmative Action hosts a variety, as well as an actual repository, of diversity recruitment sources. [https://diversity.umn.edu/eoaa/?q=employmentresources](https://diversity.umn.edu/eoaa/?q=employmentresources)
  - [http://eoaa.software.umn.edu](http://eoaa.software.umn.edu)

- The Recruitment Sources page at Rutgers lists several resources that can be helpful for reaching underrepresented candidates. [http://uhr.rutgers.edu/uhr-units-offices/consulting-staffing-compensation/hiring-toolkit/hiring-and-recruitment-resources](http://uhr.rutgers.edu/uhr-units-offices/consulting-staffing-compensation/hiring-toolkit/hiring-and-recruitment-resources)

- Faculty Diversity Office page at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches. [http://www.case.edu/diversity/office-for-faculty-diversity/faculty-search-process/](http://www.case.edu/diversity/office-for-faculty-diversity/faculty-search-process/)

Other Resources

- WISE Directories publishes free annual listings of women and minority Ph.D. recipients, as PDF documents. [https://www.btaa.org/students/doctoral-directory/the-doctoral-directory](https://www.btaa.org/students/doctoral-directory/the-doctoral-directory)


- Mellon Minority Undergraduate Fellowship Program has an on-line list of minority Ph.D.s and their dissertation, book and article titles in all fields. [http://www.mmuf.org/](http://www.mmuf.org/)

- WEPAN (The Women in Engineering Program and Advocates Network) administers the Faculty for the Future Project, and offers a free forum for students to post resumes and search for positions. Employers can also post positions and search for candidate on the site. The website focuses on linking under-represented minority and female candidates from engineering, science, and business with faculty and research positions at universities. [http://www.engr.psu.edu/fff/](http://www.engr.psu.edu/fff/)

- Chronicle of Higher Education - [http://chroniclevitae.com](http://chroniclevitae.com)

- CLUES (Comunidades Latinas Unidas En Servicio) - [http://www.clues.org](http://www.clues.org)

- Disability Job Exchange - [http://www.disabilityjobexchange.com](http://www.disabilityjobexchange.com)
Appendix I (cont.) - Recruiting Strategies


Faculty for the Future - http://www.engr.psu.edu/fff/


Hispanic Outlook in Higher Education - www.hispanicoutlook.com

Hmong Times Newspaper - tcbmarketing@gmail.com

Military.com has a veteran job board - http://www.military.com

MinnesotaDiversity - http://MinnesotaDiversity.com

Minnesota Spokesman-Recorder - display@spokesman-recorder.com

ScholarlyHires - http://scholarlyhires.com

Practitioner and Academic Professional Organizations’ Resources (including, but not limited to)

American Institute of Architects - http://www.aia.org/

American Institute of Graphic Arts - http://www.aiga.org/

American Society of Interior Designers - https://www.asid.org/

American Society of Landscape Architects - https://www.asla.org/

Association for Collegiate Schools of Architecture - http://www.acsa-arch.org/


International Interior Design Association - https://www.iida.org/


National Organization of Minority Architects - http://www.noma.net/

Others:

__________________________________
__________________________________
__________________________________
Recognize Short Cuts That Lead to Implicit Bias

Consider if you have ever used – or witnessed the use of – these common short cuts when making decisions about applicants.

- **Cloning**: Giving preference to an applicant with similar interests, background, or attributes to either oneself or others in the department.

- **Snap Judgments**: Making quick decisions about an applicant, either negatively or positively. Often made without sufficient evidence or by focusing on minor issues.

- **Good Fit/Bad Fit**: Privileging the applicant one feels would “fit well” within your department; often code for how comfortable other faculty and graduate students would feel with this person. If an applicant would be the only (or close to only) person who is also a person of color, woman, GLBTQ-identified and/or person with a disability, it may be likely that other individuals will question their “fit.”

- **Negative Stereotypes**: The research/scholarship and background of underrepresented applicants (people of color, women, and/or those who are GLBTQ identified and/or have a disability) are unfairly scrutinized, with a presumption of incompetence; may be seen as having “an agenda” others don’t.

- **Positive Stereotypes**: Competency is assumed for applicants from dominant groups (those who are white, male, heterosexual, and/or not disabled).

- **Elitist Behavior or “Raising-the-Bar”**: Uneven expectations based on an applicant’s social identities (e.g., race, gender, sexual orientation, disability).

- **Wishful Thinking**: Working from an assumption that racism, sexism and other forms of bias no longer exist; sometimes comes across as “I don’t see race.”

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Appendix J (cont.) – Best Practices in Identifying and Challenging Implicit Bias

Be strategic about Minimizing Implicit Bias

- **Replace your self-image** as an objective person with recognition and acceptance that you are subject to the influence of bias and assumptions.

- **Model this self-image** for other members of the Committee; be open about it.

- **Counter stereotyping when it happens;** ask others to be more specific about what they mean (“why is she not a good fit?”).

- **Reach a critical mass** – increase the proportion of women, people of color, and people with disabilities in the applicant pool.

- **Develop and prioritize criteria** prior to evaluating applicants.

- **Spend sufficient time and attention** evaluating each application.

- **Focus on each applicant** as an individual and evaluate the entire application package.

- **Use inclusion rather than exclusion** decision-making processes (who do we keep in? vs. who do we throw out?).

- **Stop periodically** to evaluate your criteria and their implementation.

- **Hold yourself and each member of the search committee accountable** for conducting fair and equitable evaluations and for basing decision on concrete information gathered from applicant’s record and interview – rather than on vague assertion or assumptions.

- **Mean ratings are a shortcut;** use high, medium, and low to rate applicants.
Appendix K – On-campus Interview Schedule Samples

DEPARTMENT/PROGRAM AREA | FACULTY SEARCH
Campus Visit + Interview Itinerary for XXXXXXXX

Day 1

9:02PM  Arrival: Flight #XXXX; committee member picks up
        Hotel Name
        Hotel Address
        PH: (XXX) XXX-XXX; Reservation Confirmation #XXXXXX

Day 2

   Breakfast is on your own

9:00AM  Pick-up from Aloft Hotel

9:30-10:30AM  Tour of Rapson Hall

10:30-11:30AM  Meeting with Search Committee (Room #)

11:30AM-12PM  Box Lunch + Prepare for Presentation (Room #)

12-1:30PM  Public Presentation (Room #)

1:30-2:30PM  Interview with Department Head (Room #)

2:30-3PM  Break

3-4PM  Interview with Dean (Room #)

4:30-5:30PM  Meeting with Department Faculty (Room #)

5:30PM-8:30PM  Dinner with Search Committee
        Restaurant Name

Host

Day 3

7:30AM  Pick-up from Hotel

8AM  Breakfast Reception with Practitioners (Location)

9:00-9:30AM  Return to Campus

9:30-10:30AM  Class + Guest Lecture, Critique, Etc. (Room #)

10:30-10:45AM  Break

10:45-11:15AM  HR/Benefits Overview with Jessica McCann or Jan Batt (Room #)

11:30AM-1PM  Lunch with Students (Room #)

1-1:30PM  Meeting with Representative of CDes Diversity Committee (Room #)

1:30-2:30PM  Meeting with Associate Deans (Room #)

2:30-3PM  Closing Meeting with Search Committee (Room #)

3-5PM  Tour of Twin Cities

5PM  Drop-off at MSP Airport for Departure Flight #XXXX (7:00PM)

Host

Other Interview Session Options:

- Studio visit and critiques of student work
- Breakfast/dinner with University colleagues and those with similar research interests
- Meeting with a minority scholar
## Appendix K (cont.) – On-campus Interview Schedule Samples

**DEPARTMENT/OFFICE | STAFF SEARCH**

Interview Itinerary for XXXXXXXX
Room #, Building Name, Campus

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50 AM</td>
<td>Meet and Greet Candidate, Escort to Interview Room</td>
</tr>
<tr>
<td>9:00 – 10:00 AM</td>
<td>Committee Interview</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Escort Candidate From the Interview Room</td>
</tr>
</tbody>
</table>

**Other Interview Session Options:**

- Meeting with department.office staff and/or faculty
- Candidate presentation to department.office staff and/or faculty
- Candidate presentation to broader College community
- Meeting with staff and/or faculty in other units (*e.g.*, appropriate collegiate partners, those doing similar work, potential future colleagues outside the college, etc.)
- Benefits Overview (*HR/Dept. Administrator/Unit Grant Coordinator as appropriate*)
- Job Category Differences for Internal University Candidates, as Appropriate (*i.e.*, difference between LR and CS, CS and P&A, LR and P&A)
- Tour of collegiate facilities
Appendix L - Conducting Effective Reference Checks and Question Samples

Best practices include:

- Contact a minimum of three references per finalist.
- Take notes to document the conversation.
- Identify yourself, your title, and your organization and tell them you are calling for a reference for a finalist you are considering for the position of [position title].
- Ask if now is a good time to talk, or whether they would rather schedule a call at a later time.
- Make sure they understand that you have the consent from the finalist and that all responses will remain confidential to the search committee.
- It is important to give a brief description of the role you are considering the finalist for, so that they can comment in context.
- Give them time to answer your questions. Let them respond, and do not cut them off or put words in their mouth.
- The questions asked of references should be the same.
- It is a best practice that finalists/candidates include a supervisor as a reference, ideally a current supervisor. If the finalist/candidate has not done so, contact HR prior to contacting the supervisor.

While it is important to tailor reference check questions to the unit, the position, and the finalist/candidate being considered, the following are some examples of common questions that might be asked.

Staff Reference Questions

1. In what capacity were you associated with the finalist, and since what date?
2. In what capacity was the finalist employed, and what were their job responsibilities?
3. Was the finalist successful in fulfilling his or her duties?
4. What was it like to supervise the finalist?
5. In what ways was the finalist a valuable member of the team?
6. Describe the unique skill(s) the finalist brought to your organization.
7. What were the finalist’s strengths?
8. What were the finalist’s weaknesses or areas that needed improvement?
9. How would you describe this finalist’s absenteeism record in relation to other employees?
10. Did you ever find it necessary to reprimand or discipline this finalist? If so, what were the circumstances?
11. Considering the job being applied for, do you think the finalist is suitable?
12. Why did the finalist leave your employment?
13. Would you rehire the finalist; why or why not?
14. Is there anything else we should know about this finalist that might help make a hiring decision about this person’s fit for our position and organization?
Appendix L (cont.) - Conducting Effective Reference Checks and Question Samples

Faculty Reference Questions

1. Describe your working relationship with the candidate and the areas of the candidate’s work with which you are familiar.
2. How would you characterize the quality and significance of work performed by this candidate?
3. What are this candidate’s work-related strengths?
4. How would you describe this candidate’s collegiality and interpersonal skills?
   That is, was this person a team player?
5. Describe any weaknesses that would interfere with job performance.
6. How would you rate this candidate’s ability to plan short term? Long term?
7. How was this candidate’s attendance, participation, and dependability?
8. How would you rate this candidate’s teaching ability? What kind of feedback did you get from students relative to the candidate’s teaching?
9. Is the candidate’s research portable to a [fill in the blank] institution?
10. Describe this candidate’s verbal and written communication skills.
11. What was this candidate’s reason for leaving (if applicable) or for seeking employment elsewhere?
12. Is there anything you think we should know about this candidate that might help make a decision about this candidate’s fit for our position and organization?

Adapted from Kettering University’s Faculty Position Reference Check form.