Search & Screen Committee Member Guidelines

**For Academic Staff Searches**

Thank you for agreeing to be a part of this search and screen process. As hiring is one of the most important decisions we make on the campus, please review the information in this packet carefully. The process and other documents attached are intended to ensure an open and fair process for all applicants.

Each hire is an opportunity to move closer to the achievement of the mission and goals of the university. These goals include the diversifying of our workforce by ethnicity, gender, disability, sexual orientation as well as other backgrounds and experiences as necessary for effectively educating and supporting our students. Each search should incorporate diversity issues in recruitment as well as in applicant screening.

Please find attached the following materials to assist you with the search and screen process:

* search & screen process - Policy #82 pp. 1-2
* a list of responsibilities/information p.3
* documenting the search p.4
* evaluation guidelines/sample tool pp.5-6
* sample interview questions pp.7-8
* sample interview evaluation form p.9
* telephone interview information p.10
* candidate campus visit/interview information pp.11-12
* lawful & unlawful questions pp.13-15
* tips on interviewing applicants with disabilities pp.16-17
* reference checking information p.18
* sample reference check questions p.19

bd04922_ Our Goal is to work with you to ensure a successful search and if you have any questions or concerns please do not hesitate to contact the Office of Human Resources at 262-595-2204.

All forms are available on the Office of Human Resources website:

<http://www.uwp.edu/departments/human.resources/forms/unclass_recruitment/forms-unclass-recruit.cfm>

Revised 1/2010

**Chancellor's Task Force on Academic Staff Hiring Policy #82**

**Step 1 – Position Authorization Request (PAR) is Approved**

**Immediately** after receiving PAR approval the Director selects Search & Screen Committee Chair and membership (4-7 members), develops a draft calendar for the following:

* Deadline for completing initial review of application packet (date submitted on PAR)
* Approximate dates for phone/on-campus interviews
* Approximate date for submitting final recommendations/final candidates form

**Within one week** (ideally) of receiving PAR approval, the Search & Screen Committee Chair confirms Committee membership, completes and submits Committee Member Form to the Office of Equity & Diversity and to the searching Program's Director. (Vice Chancellor/Hiring Authority gives final approval)

* It is strongly encouraged to have ethnic diversity and gender balance on Search & Screen Committees
* Search & Screen Committees must have a student member

**Within two weeks** (ideally) of receiving PAR approval, schedule Search & Screen Committee charge meeting with the Office of Equity & Diversity (OED)

**Step 2 – Recruitment**

**Within one week** (ideally) **of receiving PAR approval** , submit additional sources for advertisement and update the Recruitment Plan

* All ads and announcements must be approved by the Office of Equity & Diversity (submit electronic copy)
* All ad costs must be submitted to Vice Chancellor/Hiring Authority's Office for review/approval

**Academic Staff Search & Screen Process Policy #82 (cont.)**

**Step 3 – Applicant Screening**

**Before reviewing candidates' files** develop initial screening evaluation tool, interview questions (phone/on-campus) and reference check questions.

Screening evaluation criteria must ONLY be taken from the approved position announcement attached to the PAR - Submit evaluation instruments and interview (phone/on-campus) and reference check questions to the Office of Equity & Diversity for consultation

**Immediately acknowledge receipt of all applications as they are received** – send letter with forms (support staff responsibility)

**Within one week of advertised review date for full consideration, Search & Screen Committee Chair will contact Vice Chancellor/Hiring Authority and Office of Equity and Diversity to discuss the size and diversity of applicant pool. If approved by the Vice Chancellor/Hiring Authority to continue, within 1 -2 weeks** (ideally) **after advertised review date,** Search & Screen Committee meets in closed session to discuss candidates and place candidates into one of the following three tiers (maintain A.A. Flow log):

* First Tier – those chosen for additional screening
* Second Tier – remain in the pool, but no additional screening at this point
* Third Tier – not qualified, do not meet minimal job required qualifications

**Step 4 – Interviews**

**Immediately following closed meeting session** , under Wis. Stat. 19.85 (1)(c), submit to Program Director either Request to Telephone Interview Form and/or Request to On-Campus Interview Form for approval. Obtain signatures from the Vice Chancellor/Hiring Authority, after consultation with the Office of Equity & Diversity.

* Telephone reference checks are required. Timing is dependent upon the obtaining of adequate information on candidates to make well-informed decisions at all stages of the process. Notify candidates that references will be checked.
* Candidate pool will be reviewed and administrative approval or recommended further steps will be given promptly (Vice Chancellor/Hiring Authority in consultation with OED).

**After receiving interview approval immediately develop on-campus interview agenda and schedule interviews** - refer to Candidate Campus Visits guidelines in packet (also availability dates and travel/interview expenses from the Vice Chancellor/Hiring Authority regarding meeting with the candidates).

•  Send the Applicants Selected for Interview Letter (may be done by email)

•  (see <http://www.uwp.edu/departments/equity.and.diversity/suppstaffforms.cfm>link: additional sample letters)

**Step 5 – Deliberations & Final Offer**

**Within two days** (ideally) **of completing the interview process** :

* The Search & Screen Committee Chair submits Final Candidates Form with the unranked list of finalists with strengths and weaknesses of each candidate to the Program Director, who forwards its recommendation to the Vice Chancellor/Hiring Authority for approval. The Vice Chancellor/Hiring Authority then consults with the Office of Equity & Diversity.
* The Vice Chancellor/Hiring Authority's Office will schedule a meeting with the Program Director and Search & Screen Committee Chair to discuss the Search & Screen Committee's recommendations based upon the unranked list of finalists
* Final candidates will be reviewed and administrative approval or recommended further steps will be given promptly. (Further steps might include extending or closing the search.)

Upon approval, Letter of Offer will be initiated by the Vice Chancellor/Hiring Authority.

**Committee Member Responsibilities**

**Step 6 – Close Search**

Once the Letter of Offer is signed by the candidate, the Search Committee Chair and support staff will **complete the A.A. Flow Log** along with the **Search & Screen File Check-Off List** and (ideally) **within one week** submit a copy to the Office of Equity & Diversity retaining the original with the search & screen files. The search and screen files will be retained in the Human Resources Office.

All active candidates will be notified by the Search & Screen Committee that the search is closed.

The search and screen committee is responsible for the identification and evaluation of candidates to fill a vacant position. The committee serves as an advisory body empowered to assess individual applicants for employment and make recommendations to the appointing authority. It is the responsibility of each search and screen committee member to attend all meetings and to maintain confidentiality throughout the search process, while providing fair treatment to all applicants. Ultimately, participation in any search requires considerable time and effort.

During the search process search and screen committee members must also be on guard against biases that may consciously or unconsciously intrude into their evaluation of a candidate. It is vital to eliminate from the evaluation process any stereotyped ideas based on the candidate’s race, color, religion, national origin, age, sexual orientation, disability, or gender. Applicants with disabilities must be evaluated in terms of the actual job requirements, with thought given to reasonable accommodations that can be made to fill the position.

**A search and screen committee should carefully examine all of an individual's accomplishments, his or her potential for growth, the diversity of perspective that he or she will bring, and any unique contribution the candidate would make to the department. Non-traditional career patterns should not exclude or inhibit otherwise qualified candidates from being considered for vacant positions.**

It is important to note that all evaluation forms, notes, and criteria will serve as a permanent record of the committee’s deliberations, should the selection process be challenged. It should also be noted that any requests for information about the search and screen process should be referred/directed to the chair and/or hiring authority. It is important to only disclose timelines of the search process and not release other information regarding the search. Otherwise you run the risk of jeopardizing the impartiality of the search. If in doubt of what is appropriate to disclose contact the Office of Human Resources for advice.

Occasionally, members of a search and screen committee will receive unsolicited calls or emails about a candidate. DO NOT entertain these calls. Simply refer the call to the chair of the search and screen committee who should only reply that the search is still in process and all information is confidential at this time. **Specifics of the search should NOT be discussed with anyone outside the search committee. Ultimately, the hiring authority retains the responsibility to make the final hiring decision. The search committee does not have the authority to cancel a search.**

**Sexual Harassment**

Search and screen committee members should also understand what constitutes sexual harassment and avoid any such behavior as well as actions that may be interpreted as harassment. Sexual harassment involves situations where employment benefits depend upon a person's submission to unwanted sexual advances, or where sexual harassment creates a working environment that is hostile and intimidating. **Both males and females are protected from sexual harassment.** The University of Wisconsin-Parkside will investigate complaints and deal effectively with harassment.

**Documenting the Search**

**Committees, hiring authorities, and principal investigators must document searches to ensure compliance with University of Wisconsin-Parkside and U.S. Department of Labor records retention requirements.**

Departments, colleges, and schools must maintain records documenting the following information for seven years: information on all individuals who were hired; all individuals who were rejected; and reasons for selection or non-selection. Among the records that must be retained to do this are the following:

1. The names of all members of the search and screen committee and who served as chair; a copy of the position announcement, Recruitment Plan and Position Authorization Request Form (PAR);

2. Press releases and other publicity materials being sure to include copies and/or  
 originals of the print ads along with the advertising flow log;

3. A list of colleagues and professional organizations from which nominations were solicited (may be added to the advertising log);

4. A list of applicants and nominees;

5. Each candidate file, i.e., letter of application, resumes/vitae, transcripts, letters of recommendation, examples of letters sent to applicants and nominees and copies of correspondence with individual applicants and nominees;

6. Sample letters sent to applicants; all evaluation tools used during the search process; list of interviewees and questions posed in the interview process; all request to interview forms (telephone & on-campus) and final candidate forms;

7. An Affirmative Action Applicant Flow Log.

The search and screen committees must retain minutes of their meetings, since these may prove valuable in reconstructing the search process in case a problem arises. The minutes should include the dates the committee met and the dates when contacts were made with applicants and nominees.

**It should also be noted that any requests for information about the search and screen process should be referred/directed to the chair and/or hiring authority. It is important to only disclose timelines of the search process and not release other information regarding the search. If in doubt of what is appropriate to disclose contact the Office of Human Resources for advice.**

**Evaluation Guidelines & Sample Tool**

**It is crucial that all candidates are evaluated against the same set of qualifications and criteria**. Everyone involved in the search process should understand the job skills, list of required and preferred qualifications, and use the list as a focal point throughout candidate assessments. It is important to remember that the goal is to select a candidate that will be highly successful in performing the tasks and meeting the responsibilities of the position.

It is important to note that committee members should keep an open mind about the perceived quality and reputation of the university where an applicant is employed or received a degree. Unfortunately, everyone does not have the same opportunity to attend certain institutions. Stars have come out of lesser known institutions. Institutional reputation alone, however well deserved, should not preclude consideration of applicants from other solid schools.

It is also important to note that interruptions or delays in degree programs or work careers can be caused by care for a child or parent. Additionally, committee members should be prepared to look for transferable skill sets. Diversity of experience as well as diversity of gender or race are important to the educational mission.

**Candidate #:** **Date:**

**Reviewer’s Name:**

Please rate each applicant using the scale below in terms of the strength of each required/preferred qualification. Additional comments may be included on the back of this form.   
  
**no evidence minimal evidence adequate highly qualified unable to rate**

|  |  |  |
| --- | --- | --- |
| **QUALIFICATIONS—REQUIRED** | **Yes or No** | **COMMENTS** |
| Masters degree in a field related to educational research/evaluation, public policy or administration, or social/behavioral sciences, or commensurate training and experience. |  |  |
| **QUALIFICATIONS—REQUIRED** | **Rating** | **COMMENTS** |
| Demonstrated ability to generate program revenue, including obtaining and/or administering grants and contracts related to program research and evaluation. |  |  |
| Advanced proficiency with computer software used in communication, research, and evaluation initiatives (i.e., SPSS, Microsoft Excel, database software, etc.). |  |  |
| Experience working with community groups on community-based research and/or evaluation projects. |  |  |
| Understanding of policies and guidelines related to the use of human subjects in research and evaluation endeavors and awareness of postsecondary institutional review board regulations. |  |  |
| Demonstrated experience working with diverse populations and constituencies, and, in particular, with college students and faculty. |  |  |
| **QUALIFICATIONS—PREFERRED** | **Yes or No** | **COMMENTS** |
| Ph.D. or other terminal degree in a field related to educational research/evaluation, public policy or administration, or social/behavioral sciences. |  |  |
| **QUALIFICATIONS—PREFERRED** | **Rating** | **COMMENTS** |
| Understanding of and experience working with community-campus partnerships, particularly as they relate to community-based learning and research initiatives. |  |  |
| Experience managing multiple projects and developing reports for external funding agencies. |  |  |
|  |  |  |

## Sample Interview Questions

Developing questions ahead of time need not be unduly restrictive. Follow-up questions based on the responses to predetermined questions will most likely vary with each candidate. One should also examine the questions to make sure none will have the effect of the search and screen committee screening out or discouraging women, minorities or persons with disabilities. A patterned interview of this type has the beneficial effect of reducing unconscious biases. Time should also be allotted for the candidates to ask questions of the committee.

The search and screen committee should devise a group of core questions based on the job-related criteria by which candidates are to be evaluated. These questions should be asked of ALL candidates, to insure that crucial job-related information is obtained. Any questions involving race, religion, gender, marital status, and so on must be avoided.

Search and screen committees often have difficulty determining if a candidate is aware of and responsive to diversity issues. Below are a variety of sample questions – at least one diversity question should be asked of all candidates:

**Questions Relating to Diversity**

* In this position, how do you think you might be able to support the university’s philosophy toward diversity?
* How have you integrated multicultural issues as part of your professional development?
* How have you participated in diversity events and organizations at other colleges and universities?
* What ideas do you have about diversity in the classroom?
* What programs have you developed in the area of diversity?
* Has diversity played a role in shaping your [teaching, advising, etc.] styles?
* What do you see as the most challenging aspects of an increasingly diverse academic community? What initiatives have you taken in your previous capacities to meet such challenges?
* What kinds of leadership efforts are needed to encourage a commitment to excellence through diversity?
* What experience do you have in working with people of diverse backgrounds, cultures and ethnicities?
* Please share any particular challenges you have experienced in working with people from diverse backgrounds. Successes?
* UW-Parkside’s Inclusive Excellence Plan sets a number of goals related to diversity and inclusive excellence. What steps would you take to advance UW-Parkside’s vision for achieving and sustaining diversity and inclusive excellence across all areas of the campus?

**General Questions**

* Why are you interested in UW-Parkside and more specifically this position?
* One of the responsibilities of this position is to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What kinds of experience have you had that has prepared you for this responsibility, and what are some ideas you have on how you would do this?
* What unique talent do you offer? Why do you feel it is unique?
* Please give a best example of working to accomplish an important goal. What was the goal and what was your role?
* Describe the most significant or creative presentation or idea that you developed or implemented.
* What are your strengths? Weaknesses?
* Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
* What do you think most uniquely qualifies you for this position?
* Based on what you know about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_position, what do you see as the most challenging aspect(s) of this position?
* Do you have any questions for us?

**Teaching Questions**

* Describe your research. What are you currently working on?
* Describe your teaching philosophy.
* Tell us how your research has influenced your teaching. In what ways have you been able to bring the insights of your research to your courses at the undergraduate level?
* How do you see yourself contributing to our department? To UW-Parkside’s mission?
* What is your style in working with students?
* Describe your relationships with your mentors and how these experiences have influenced your views of how to mentor your own students.

**Supervisory Questions**

* Tell about a time when you needed to address an employee’s attitude. What did you say and what was the outcome?
* Tell about a time when your department/office was going through long-term changes or working on a long-term project – what did you do to keep your staff focused?
* How would you characterize your supervisory style?
* What consistent methods do you use to ensure staff feel valued for their contributions?
* Tell about a time when you felt your staff was under too much pressure. What did you do about it?
* Tell us about convincing a group to make a change you felt was necessary. What was the change? How did you convince them? Why did you feel it was necessary?

**SAMPLE Interview Evaluation Form**

**NAME OF CANDIDATE**: **DATE**:

**POSITION**:

**A.** **GENERAL IMPRESSIONS** Excel- Very Not

lent Good Good Fair Poor Observed

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

2. Ease and quality of conversation \_\_\_\_\_

3. Ability to present ideas \_\_\_\_\_

4. Knowledge of subject area \_\_\_\_\_

5. Educational background \_\_\_\_\_

6. Relevant experience \_\_\_\_\_

7. Quality of presentation \_\_\_\_\_

8. Potential as a colleague \_\_\_\_\_

9. Potential as a teacher \_\_\_\_\_

10. Potential as a scholar \_\_\_\_\_

**B. OVERALL RATING** (Check One) Excellent Very Good Good Fair \_\_Poor

**C. COMMENTS (STRENGTHS/WEAKNESSES)**:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Please return this form to By

j0285410 **Telephone Interview Guidelines**

In the event of a large candidate pool to further narrow the pool it is advised that the

committee conduct telephone interviews. Before conducting telephone interviews the

committee will need to submit the Request to Telephone Interview Form along with the

telephone interview questions to the Office of Human Resources for approval.

Just remember that telephone interviews are a SCREENING technique, not a selection

technique. Rather, use the telephone interview to gather information or to clarify

information as an additional technique in the screening process. Just as with the

interview process all committee members should be present.

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# Getting Ready To Interview

After the telephone interview process the committee should again meet in closed session

to determine the top tier candidates the committee believes should be invited

to interview on campus. The second tier shall include the remaining highly qualified

candidates, who the committee believes would be suitable for the position if the top tier

candidates are unavailable or are determined to be unacceptable after an interview.

Once the committee has determined which candidates they would like to bring in for

interview the UW-Parkside Search & Screen Request to Interview Form should be

completed and submitted to the Office of Human Resources for approval along with the

interview questions.

Candidate Campus Visits

When the pool of candidates has been narrowed to a small group of individuals in whom the search and screen committee is seriously interested, some may be invited to visit the campus. Prior to inviting candidates for a campus visit, you must submit the Request to On-Campus Interview Form for approval to the Office of Equity & Diversity. Although it is typical to invite three candidates, depending on the circumstances that number may be lower or higher.

Before the candidate arrives, a detailed and thorough agenda should be established. This will include the individuals and groups the candidate will meet, facilities to be visited, and faculty or staff who will escort the candidate from place to place. One person should be designated as the primary host or hostess for the visit.

**Dates for campus interviews must be cleared in advance with the hiring authority.**

The agenda should be sent to the candidate or shared with him or her at the outset of the visit. All members of the search and screen committee should also receive a copy. Since broad exposure of a candidate to potential colleagues is desirable, the search and screen committee may wish to send copies of the agenda to all members of the unit.

**IMPORTANT:** It is the policy of the University of Wisconsin-Parkside to provide reasonable accommodations for qualified disabled individuals who are applicants for employment. All applicants who are invited for interviews should be informed of this policy so that they can request accommodations for interviews if needed. Applicants can be informed of reasonable accommodations in the interview letter (sample below) or sent via email. Employment opportunities are not to be denied to anyone because of the need to make reasonable accommodations to a person's disability. If conducting telephone interviews the applicant can be informed of UW-Parkside’s reasonable accommodation policy when scheduling the telephone interview.

Sample Interview ADA language that MUST be provided to each candidate coming for an on-campus interview: *UW-Parkside complies with the American with Disabilities Act and applicable state laws providing for nondiscrimination in employment against qualified individuals with disabilities. UW-Parkside also provides reasonable accommodations for such individuals in accordance with these laws. To request disability accommodations, please call the Office of Human Resources (262) 595-2204. This material is available in alternative formats upon request.*

The full Reasonable Accommodation Policy and Procedures for Applicants policy #71 may be viewed on UW-Parkside’s web site http://uwp.edu/staff/gov/adminplcy/indexadmin.htm

*If breakfast, lunch or dinner will be provided to the candidate then the support staff person should list their name and contact phone number to request any dietary needs.*

Shortly before the visit, when writing or calling the candidate to determine arrival and departure times, it is advisable to ask if there are any special circumstances about which the search and screen committee should be informed. If the candidate, for instance, is disabled, it would be useful to know if a van or a full-size car is needed. If the candidate has special dietary requirements, courtesy demands that they be considered in planning the menu for a luncheon or a dinner.

You may also wish to send the candidate information about your department and college, i.e., a departmental handbook, which includes the names and major achievements of the faculty and staff or a college brochure describing activities for the past year. A campus map should also be included. University Relations has a variety of brochures and pamphlets that may be of interest to a candidate.

Having a candidate visit the campus requires numerous arrangements. It is important for the chair of the search and screen committee to appoint someone to handle the logistics of a visit. Arrangements generally include collecting flight information and travel plans, picking up the candidate at the airport and returning him or her there, reserving meeting rooms, preparing schedules and itineraries for search and screen committee members and the candidate, arranging social events, making hotel reservations, arranging for meals, and reimbursing for travel expenses and any incidental costs. **Contact Business Services for all the necessary travel pre-approval and expense forms at 595-2579.**

It is important to note that all expenses are reimbursable only at the state rate and that the listed maximum rates for meals include gratuities. Also the state will not reimburse for alcoholic beverages. Contact the hiring authority, regarding the maximum number of faculty/instructional academic staff who can receive reimbursement for dining with a candidate. For a complete listing of area motels that charge the state rate contact Business Services.

It is also important to inform the candidate about cultural events and entertainment activities in Kenosha, Racine and Milwaukee as well as provide a brief overview of the university.

**Before the Interview process can begin submit the UW-Parkside Search & Screen Request to Interview Form and all interview questions. If conducting phone interviews the Request to Phone Interview Form along with the phone interview questions must be submitted as well.**

Lawful and Unlawful Interview Questions

The rule of thumb: if a question is job related, it is usually appropriate to ask. If it isn’t job related, caution is in order. Any questions involving race, religion, gender, marital status, and so on must be avoided in application forms or during interviews.

**Subject: Address**

**Lawful:** How long have you lived in this area

**Unlawful:** List of previous addresses, how long have you lived at specific address

**Subject:** **Age**

**Lawful:** None

**Unlawful:** Questions about age, requests for birth certificate

**Subject:** **Arrest Record**

**Lawful:** Wisconsin Law permits questions on pending charges if related to job, i.e., security or sensitive jobs

**Unlawful:** Questions about pending charges for jobs other than those mentioned

**Subject: Family**

**Lawful:** None

**Unlawful:** Number and ages of children, child bearing/rearing queries

**Subject: Citizenship**

**Lawful:** May ask questions about legal authorization to work in the specific position if ALL applicants are asked

**Unlawful:** May not ask if person is a U.S. citizen

**Subject: Convictions**

**Lawful:** May ask applicant ifthey have any record of criminal convictions and/or offenses if ALL applicants are asked

**Unlawful:** Questions about convictions unless the information bears on job Performance

**Subject: Education**

**Lawful:** Inquires about degree or equivalent experience

**Unlawful:** Questions about education that are not related to job performance

**Subject: Disability**

**Lawful:** May ask about applicant’s ability to do job-related functions and whether accommodation is requested, only if the question is asked of ALL applicants

**Unlawful:** Whether applicant is handicapped or has a disability

**Subject: Marital and Family Status**

**Lawful:** Whether applicant can met work schedule or job requirements if asked of BOTH sexes

**Unlawful:** Any inquiry about marital status, children, pregnancy or child care plans

**Subject: Name**

**Lawful:** May ask current legal name

**Unlawful:** Questions about national origin, ancestry or prior marital status; birth name

**Subject: National Origin**

**Lawful:** May ask all applicants if legally authorized to work in this specific Position

**Unlawful:** Whether applicant is legally eligible to work in the United States

**Subject: Personal Finances**

**Lawful:** None

**Unlawful:** Inquiries regarding credit record, owning a home, or garnishment record

**Subject: Political Affiliation**

**Lawful:** None

**Unlawful:** Inquires about membership with a political party

**Subject: Organizations**

**Lawful:** Inquires about professional organizations related to the position

**Unlawful:** Inquires about organizations suggesting race, sex, religion or national origin

**Subject: Race, Color, Sexual Orientation**

**Lawful:** None

**Unlawful:** Comments about complexion, color of skin, height, weight or life style

**Subject: Religion**

**Lawful:** Describe the work schedule and ask whether applicant can work that schedule—Also, suggest that accommodations to schedule are possible

**Unlawful:** Inquires on religious preferences, affiliation or denominations

**Work Experience**

**Lawful:** Applicant’s previous employment experience

**Unlawful:** Inquires of protected group members based on generalizations of stereotypes

**Guidelines for Interviewing Applicants with Disabilities**

**When Interviewing an Applicant With Any Disability:**

Do not ask: "What happened to you?" or: "How will you get to work?"

Do not ask questions phrased in terms of disability: "Do you have a mental condition that would prelude you from qualifying for this position?"

Do ask job-related questions: "How would you perform this particular task?"

Do not ask: "How often will you require leave for treatment of your condition?" However, you may state the organization's attendance requirements and ask if the applicant can meet them.

Do not start the interview by trying to elicit the applicant's needs for accommodation. The first part of the interview should focus on whether the candidate is otherwise qualified for the job in question. Focus on the applicant's ability first, disability second.

Always offer to shake hands. Do not avoid eye contact, but do not stare either.

Treat the applicant as you would any other adult--do not be patronizing. If you do not usually address applicants by their first name, do not make an exception for applicants with disabilities.

If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but do not assume it will necessarily be accepted. Do not automatically give assistance without asking first.

Whenever possible, let the applicant visit the actual work station.

**When Interviewing an Applicant Who Uses a Wheelchair:**

Do not lean on the wheelchair

Do not be embarrassed to use such phrases as "Let's walk over to the auditorium."

Make sure you are on the same eye level with the applicant if the conversation lasts more than a couple of minutes.

Do not push the wheelchair unless asked to do so.

Keep accessibility in mind. (Is that chair in the middle of your office a barrier to a wheelchair user? If so, move it aside.)

**When Interviewing an Applicant who is Blind:**

Identify yourself and others present immediately; cue a handshake verbally or physically.

Use verbal cues; be descriptive in giving directions. ("The table is about five steps to you left.")

Verbalize chair location, or place the person's hand on the back of the chair, but do not place the person in the chair.

Do not be embarrassed to use such phrases as "Do you see what I mean?"

Do not shout.

Keep doors either opened or closed; a half-opened door is a serious hazard.

Offer assistance in travel; let the applicant grasp your left arm, usually just above the elbow.

Do not touch an applicant's cane. Do not touch a guide dog when it is in harness. In fact, resist the temptation to pet a guide dog.

**When Interviewing an Applicant who is Deaf:**

You may need to use a physical signal to get the applicant's attention.

If the applicant is lip reading, enunciate clearly, keep your mouth clear of obstructions, and place yourself where there is ample lighting. Keep in mind that an accomplished lip reader will be able to clearly understand 30 to 35% of what you are saying.

The best method to communicate is to use a combination of gestures, facial expressions and note passing. You may also want to learn how to finger spell or, if you are more ambitious, take a course in American Sign Language.

Do not shout.

If you do not understand what the applicant is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).

If necessary, use a sign language interpreter. Keep in mind that the interpreter's job is to translate, not to get involved in the interview in any other way. Therefore, always speak directly to the applicant. Do not say to the interpreter, "Tell her that . . . "

## MCPE07250_0000[1]Reference Checking

It is important to let the applicant know that their references will be contacted.

Two people should be present during all telephone reference checks and notes should be taken during the conversation so that a written record of the conversation may be placed in the candidate's folder.

You may not ask questions of a reference that you are not permitted to ask of the candidate at an interview. Remember it is illegal to ask any questions that won't affect the way the candidate performs the job.

When checking references be certain that the information given is factual, accurate, and job-related.

**Suggested format:**

* Introduce yourself and the purpose of the call.
* Describe the position for which the applicant has applied.
* Ask in what capacity they have known the applicant and for how long.
* Confirm the title the applicant held, dates of employment, and what duties he/she performed.
* Ask for a description and their assessment or evaluation of the applicant's experience and abilities relative to the qualifications of the position and go through the criteria most important.
* May conclude with: Is there anything else you would like to add that is important for me to know?

**Sample**

**Reference Check**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Name

Reference Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_             Date of Phone Call:\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Begin by Giving a Brief Description of the position)

1. Describe your professional relationship with the applicant and how long have you known the candidate?

2. Assess the applicant's experience and abilities relative to the \_\_\_\_\_\_\_\_\_\_position?

3. In your opinion, what areas in the position will the applicant do well in?

4. What are some challenges the applicant might face in the position?

5. How would you describe the individual's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills?

6. Describe the applicant's major accomplishments.

7. Describe the applicant’s communication and interpersonal skills in working with   
 diverse populations of the university including students, faculty, staff and  
 administration.

8. Is there anything else you would like to add that is important for us to know about

the applicant?