Table of Contents

1.00 INTRODUCTION ......................................................................................................................... 1
  1.01 Preface ................................................................................................................................. 2
  1.02 Definition ............................................................................................................................ 3
  1.02 Definition ............................................................................................................................ 3
  1.02 Definition ............................................................................................................................ 3

2.00 THE INITIAL STAGE ..................................................................................................................... 4
  2.01 .............................................................................................................................................. 5
  2.02 .............................................................................................................................................. 6
  2.02 .............................................................................................................................................. 6

3.00 REVIEWING INFORMATION FROM APPLICANTS .................................................................... 4
  3.01 .............................................................................................................................................. 5
  3.02 .............................................................................................................................................. 6

4.00 INTERVIEWING CANDIDATES ..................................................................................................... 4
  4.01 .............................................................................................................................................. 5
  4.02 .............................................................................................................................................. 6
  4.03 .............................................................................................................................................. 6
  4.04 .............................................................................................................................................. 6
  4.05 .............................................................................................................................................. 6
  4.06 .............................................................................................................................................. 6

5.00 THE OFFER ................................................................................................................................. 4
  5.01 .............................................................................................................................................. 5
  5.02 .............................................................................................................................................. 6
  5.03 .............................................................................................................................................. 6

6.00 MAINTAINING CONTACT AFTER THE OFFER IS ACCEPTED .................................................... 4

APPENDICES

  1. Faculty Employment Requisition .............................................................................................. 4
  2. Evaluation Form for Initial Screening....................................................................................... 4
3. Recruitment and Selection Report ........................................................................................................ 4
4. Guide for Phone Interview ..................................................................................................................... 4
5. Guidelines on Interview Questions ....................................................................................................... 4
6. Sample Interview Questions ................................................................................................................. 4
7. Americans with Disabilities Act of 1990 ............................................................................................. 4
8. Reference Check Guide ......................................................................................................................... 4
Recruitment of Faculty at Clarke University

1.0 INTRODUCTION

1.01 Preface

Employing new faculty is one of the most important decisions an institution makes: it should not be taken lightly. The role of faculty in actively supporting the mission of Clarke University cannot be underestimated. Their love of and commitment to teaching and students is at the heart of the BVM tradition of excellence in education. This handbook provides information and suggestions related to recruitment of faculty at Clarke University.

“Educating is to invite students to open their minds, express their thoughts and think for themselves.”

Mary Frances Clarke, BVM  1884

Finding faculty members who are committed to the liberal arts, who are active in scholarship and, who will continue to be active learners over their careers is fundamental. We also want individuals who reflect the University’s values of community, the spiritual life, global awareness and social responsibility. It is no small task!

This handbook also provides information to ensure that Clarke University provides equal employment opportunity through non-discriminatory hiring practices as required by State and Federal law.

It is assumed that an appropriate need assessment has been conducted and that the Clarke Faculty Employment Requisition has the necessary signatures of approval. (Appendix 1)

1.02 Definitions

In describing the search process, the terms employment inquiries, applicant, nominee, candidate, finalist and search committee are used as defined below:

Employment Inquiries – Letters received by any office within Clarke University from individuals expressing interest in positions that may be available. Employment inquiries are not considered to be applications for specific vacancies.

Applicant – An individual who has submitted a formal application for a posted vacant position.

Nominee – An individual who is nominated by someone other than him/herself for a specific vacancy. (A person who accepts the nomination becomes a candidate. A person who refuses the nomination shall be called an “uninterested nominee” and shall be recorded as such.)

Candidate – An individual who expresses interest in a specific vacancy, either by applying or by accepting a nomination.
Finalist – Each candidate who in the final stages is seriously considered for an appointment or whose name is submitted for final consideration.

Search Committee – Either a group of people or an individual involved in the recruitment, interviewing and hiring decision, for a specific vacant position.

Chair/Supervisor – An individual with whom the search committee works closely throughout the search process.

1.03 The Search Committee as University Representative

Given the current state of employment in higher education, it is not unusual to receive hundreds of applications for one job opening while another brings only a few. Regardless of the number of applications, the search committee is in a unique position to enhance the reputation and image of the University. While a search committee is evaluating a candidate, the candidate is also evaluating the search committee, the department or unit it represents, and, ultimately, the Institution.

Many of the candidates for positions at Clarke will eventually enter the profession and will, in turn, work with colleagues and students. The impression that a candidate receives of Clarke will reach many individuals beyond the candidate. In order to ensure that the impression the candidate receives is a positive one, the search committee needs to pay attention to details of the search process. Specific aspects that may influence a candidate’s perception are: being candid and forthright with candidates, meeting timelines, keeping promises, being warm and professional in correspondence, politely answering telephone inquiries, conducting interviews that are probing, yet cordial, and having campus visits that are well-planned and executed. As a result of these efforts the search committee will be seen as professional and sensitive and the University will be perceived as a healthy, pleasant, and supportive place to work.

1.04 Responsibility of the Search Committee

Members of a search committee should thoroughly understand the goals and priorities of the department and the requirements of the position to be filled. The search committee is advisory to a department chair and the Academic Vice-President in recommending one or more individuals for a position. Each member of the search committee shares in the role of ensuring compliance with equal opportunity and affirmative action requirements, and promoting diversity and excellence.

The responsibility to the search committee must be clear and precise. While this will vary depending on the kind of position being filled, some of the activities include:

- Writing a job description, if none exists;
- Drafting the position advertisement (job posting) and deciding where it will be published;
- Identifying the person to whom applications will be addressed, usually the Chair of the Committee or the Director of Human Resources, and who will correspond with applicants;
Planning a search that is sensitive to affirmative action issues and the need for a diverse pool of candidates;
Reviewing applicant credentials and submitted materials online, through the online applicant system, iApplicants;
Establishing job-related criteria and procedures for screening candidates;
Reviewing and evaluating all candidates, including reference checks and interviews for those under serious consideration;
Determining or recommending which candidates will be brought to the Campus for interviews;
Actively participating in the interview process
Identifying and inviting specific faculty members, students, administrators and other individuals outside the University community to participate in the interview;
Recommending the finalist by a specified date.

2.00 THE INITIAL STAGE

At the search committee's first meeting, the chair should discuss the nature and requirements of the position to be filled. This will help define what qualifications are to be sought in a candidate. Part of the search committee's assessment should be a review of the department's strategic plan with the chair to determine the goals and priorities. Time lines should be established and followed. Activities for which you determine the goals and priorities. Time lines should be established and followed. Activities for which you may wish to establish dates are:
The review (or, if necessary, preparation) of the job description and job posting;
Publication of the job posting, and the date applications will no longer be accepted;
When the committee will begin reading portfolios;
When the first screening will be made;
When interviews will take place, including visits to campus;
When the final recommendations will be made.

At the initial meeting it is useful to discuss how records will be kept and how candidates’ portfolios will be made available for committee members’ review. The committee may also want to create a checklist of items that it wishes to receive from the candidate, so that the individual may be contacted if anything is missing. It is strongly recommended that the Director of Human Resources participate in the initial meeting.

All communications from the search committee should come from the Chair of the committee or the Director of Human Resources as agreed upon at the first meeting.

Selection criteria and screening procedures should be established and agreed upon before materials from the candidates begin to arrive. Qualifications for the position and the standards for judgment by the committee should be clearly understood and agreed on by its members. The relative weight, for instance, given to teaching, letters of recommendation, publications, service and community activities should be discussed at the start of the search process by the committee. The committee must also determine how reference information will be collected (e.g. letters, telephone calls, a combination of...
both). A sample form to be used during screening of the portfolios should be developed by the committee. An example is shown in Appendix 3.

2.01 Documenting the Search

Committees must document searches to ensure compliance with Clarke University and U.S. Department of Labor records retention requirements. Information documenting recruitment and selection procedures should be retained for all hires. Records documenting the following information must be retained for a period of six years from the date the position is filled: information on all individuals who were hired; all individuals who were rejected; and reasons for selection or non-selection. A listing of applicants for the position along with corresponding application materials will be house online in iApplicants, so there is no need for the search committee chair to keep paper copies of these documents. However, certain records should be gathered for retention by the chair, including:

- The names of all members of the search committee and who served as chair;
- A copy of the position description and any additional forms;
- Press releases and other publicity materials;
- A list of colleagues and professional organizations from which nominations were solicited;
- List of interviewees and questions posed in the interview process;
- Affirmative Action Data Questionnaires completed and returned by applicants;
- Any personal notes related to the search process (Note: retain for 2 years only).

At the completion of the search process, the search chair should forward the all records to the Human Resources department for record retention. The Recruitment and Selection Report Form for Faculty and Professional/Administrative Appointments is found in Appendix 4.

While search committees are not required to retain minutes of their meetings, 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.

2.02 The Job Posting

The job posting should describe the position to be filled, including primary and secondary responsibilities as well as the required/desired preparation, qualifications, and experience. If the intent is to conduct a national search, information on Clarke University and the Dubuque area will be helpful as well. A well-written job posting will attract a diverse applicant pool from which the search committee can select candidates to recommend to the Vice President for Academic Affairs and President for hire.

A job posting that clearly specifies responsibilities and expectations will assist the search committee to focus on candidate qualifications and to articulate its expectations as well as providing a framework through which to evaluate candidates consistently. It will also allow potential candidates to determine whether they want to apply for the position. A well-written job posting will also assist the search committee at the interview stage. Interview questions should assess an applicant’s ability to perform the responsibilities described. Questions should be designed in advance of phone or campus interviews. Certain questions that are relevant to the position should be asked by every person or group involved in the interview process. If the job posting identifies essential job duties, all applicants, whether or not
they have a disability, may be asked if they can perform those duties with or without reasonable accommodations. Finally, since interview questions ought to be job related, they should reflect departmental expectations identified in the job posting.

While job postings may vary widely, they usually include the following elements:

- Name or title/s of the position
- Specific duties for which an individual will be responsible
- Education and experience required or desired
- Credentials
- Areas of specialization
- Duration of position (include when position begins, whether tenure track, academic year or annual appointment)
- Salary range (not communicated for all positions)
- Deadline for receipt of applications
- Information to be submitted as part of the application – i.e. letter of interest, curriculum vitae or resume, statement of teaching philosophy, letters of recommendation and transcripts
- Application procedure – all applications must be submitted online at http://clarke.iapplicants.com

All advertisements and postings must end with the statement, “Clarke University is an Equal Opportunity Employer”. If it is necessary that certain departments must hire only Catholics, this needs to be understood in advance and stated in the advertisement. The Director of Human Resources is available to help compose advertisements. Examples of several job postings and recent advertisements are found in Appendix 5.

### 2.03 iApplicants

Once the job posting is finalized, it should be forwarded to the Director of Human Resources to be posted on the online tracking system. Once posted, the hiring manager will be sent a username and password in order to have access to the site. Once a candidate applies, the designated individual will log in to the iApplicants system to view credentials and application information. In order to be considered for the position, all applicants should apply via the iApplicants website.

iApplicants is designed to create a more effective and efficient hiring process, assisting Clarke in attracting more candidates, storing records securely and electronically, and provides tools to analyze applicant data in a customizable format. A quick overview of the commands available:

**View All Applicants** – allows you to look at all of the applications received for the position. You must choose your position from the drop down box labeled “Job ID” and make sure you have selected an appropriate date range. When looking at the applicants lists, you may click on the Name heading to alphabetize the list, or click on the Applied heading to sort in order of date applied, with the most recent first. When you select an applicant by clicking on the view command, you will be able to look at the
detailed application information. At the top of the page are links that will allow you to select a printer friendly version to print, or to email the entire application to the entire search committee.

Search For An Applicant – allows you to find a specific application, based on a keyword that you think is somewhere in the application, or by name.

Export Applicants – allows you to receive your applicant data or a subset of it, in the form of a csv file, which you can import to Excel or another spreadsheet program. This will allow you to analyze your data at your convenience.

2.04 Enlarging the Pool of Candidates

The Director of Human Resources will also assist in placing the advertisement in the appropriate publications (e.g., the Chronicle of Higher Education, professional periodicals of the department’s choice) and websites. In the case of part time or adjunct faculty, this may be local or regional newspapers.

In addition to advertising a position in a variety of publications, making direct contact with academic colleagues in professional organizations or at other institutions of higher education is an effective method of expanding the search. The direct and personal approach to recruitment can be a successful practice for identifying candidates. Department faculty who will be attending professional conferences or who will be delivering papers are urged to combine their visits with recruitment efforts. It can also be useful to send announcements of the opening to the department chairs or placement offices of universities in the region or nationally to universities with outstanding programs in the discipline. Use a personal approach in recruiting candidates. Sometimes outstanding potential candidates do not apply for advertised positions, but might be responsive to individual contacts.

3.00 REVIEWING INFORMATION FROM APPLICANTS

3.01 Responding to Applicants

All applicants that apply for a position through iApplicants will receive an email confirmation of their application.

3.02 Evaluating Candidates

The search committee may want to either develop a rating form based on job related criteria or keep the notes that it generates. A rating form should consist of a series of job related questions or issued that the committee believes are crucial to the position. Written comments reflecting the judgment of each member of the committee should be made for each candidate. Not only will this allow the search committee to determine which candidates are to be interviewed; it will also save time if it becomes necessary to return to the applicant pool at a later date.

Nominees for a position must follow the correct application procedures in order to be considered a candidate for the position. The search committee should evaluate only bona fide candidates. Most selection processes involve more than one screening. Generally the first screening determines if candidates meet the minimum criteria for the position. Subsequent screenings become increasingly qualitative and increasingly difficult.
In searches that involve a large number of candidates, not all members need to read all portfolios. It is advisable, however, for the chair of the committee to read all portfolios rejected in the screening process. The chair can direct HR to send out letters of rejection to candidates who do not meet the minimum qualifications for the position, rather than waiting until the entire search has been concluded.

For non-citizen applicants, the applicant has the responsibility for obtaining necessary authorization to work in the United States.

4.00 INTERVIEWING CANDIDATES

4.01 Initial Personal Contact with Applicant

After the initial screening of applicant portfolios, the search committee should decide on those candidates who will be contacted by phone or by some other means such as an interview at a professional meeting. The committee chair must complete the Recruitment and Selection Report for Faculty and Professional/Administrative Appointments for Affirmative Action purposes. A copy of this document is found in Appendix 4.

Performing a short phone interview prior to inviting candidates for an on-campus interview saves both time and money. In most cases, it is possible to gain a significant understanding of a candidate’s qualifications and “fit” with the university and department in 20 minutes or so. The search committee should decide whether the interview will be made with the committee using a conference call or by an individual. Affirmative Action requires that the same job related questions must be asked of each candidate. A sample phone interview guide is found in Appendix 6. Notes should be taken during the conversations and kept in the candidate’s file.

If initial contact is made by another means such as an interview at a professional meeting or by email correspondence, a record of the conversation or correspondence must be kept in a manner similar to that of an initial phone interview.

The search committee may request work references not relating to race, color, religion, gender, sexual orientation, national origin, disability or age. Tell the candidate that references will be checked. All questions asked and issues raised must, as with all references, be job related and similar for all candidates. Examples of questions that can and cannot be asked are found in Appendix 7 and 8.

4.02 Contacting References

After the preliminary interview with the candidate, the search committee should determine if further information is necessary from the candidate’s references. Some candidates will ask their references to submit letters on their behalf; some will simply list the names and addresses of references willing to be contacted. The committee may choose to contact only those whom it believes have the most pertinent information.

Brief telephone recommendations may provide further insight into a candidate’s suitability for the position or clarify written comments in letters. Specific job related questions should be developed for the telephone interview. Similar questions should be asked about all candidates. A sample interview form is in Appendix 9. You may not ask questions of a reference which you are not permitted to ask of the candidate at the interview. (Appendix 7 and 8).
If there are select individuals whom the committee would like to contact about the candidate’s qualifications, it should inform the candidate of its wishes. For example, if a current department chair is not among the references of an experienced faculty member, or, if a recent Ph.D. does not list his/her research advisor, the committee may wish to determine why the omission was made. For the finalist, significant references not listed should be contacted by telephone. This clearance check has to be made before the position is offered. All candidates should be apprised of this process, especially those we propose to bring to campus for an interview.

4.03 Arranging the Campus Visit

When the pool of candidates has been narrowed to a small group of individuals in whom the search committee is seriously interested, a decision needs to be made as to how many candidates will be brought to campus and how interviewing expenses will be paid. All candidates must be given the same reimbursement consideration.

A detailed and thorough agenda should be established for a campus interview. 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. A check-list for planning the visit includes the following tasks.

- Determine dates when the President, the VP for Academic Affairs and the department faculty are available.
- Invite candidate for a one, or preferably, a two day visit. If appropriate, the spouse may also be invited. (However, spouse travel is not reimbursable). This may be especially true when more experienced candidates are being considered. Provide the candidate with information about the airlines that service Dubuque if necessary.
- Confirm arrival and departure dates with the candidate. The search committee should offer to arrange to have the individual picked up at the airport. Shortly before the visit, when writing or calling the candidate to determine arrival and departure times, it is advisable to ask if there are special circumstances about which the search committee should be apprised. If the candidate, for instance, has a disability it would be useful to know if a van or a full size care is needed. If the candidate has special dietary requirements, courtesy demands that they be taken into account in planning the menu for a luncheon or a dinner. If an escort meets the candidate, that person should be prepared for the visit. One should, for instance, know how to pronounce the candidate’s name.
- Ask the candidate and his/her spouse if there is any specific information he/she would like during the interview (i.e. what would they like to see in the city, who they would like to meet while on campus?).
- Set up the interview schedule. (See Appendix 10 for activities during the on-campus interview).
- Make hotel reservations. The university has negotiated reduced rates at many hotels and B&B’s in town. Please visit the Human Resources web page for contact and rate information.
- Make meal reservations with food service based on the interview schedule. As much as possible, strive to have meals on campus so that they candidate can interact with other
faculty, staff and students. If an off campus meal is desired for privacy, the university will reimburse no more than 2 search committee members for each meal. If additional committee members are in attendance, the hiring department must absorb the expense.

- Confirm rooms for presentations.
- Send the candidate a copy of the interview schedule and information about your department (e.g. a departmental brochure describing recent faculty accomplishments, the university viewbook, and a copy of the catalog or reference to the web address. An Iowa map and a city map of Dubuque may be useful if the candidate is driving. A campus map also should be included.
- Send a copy of the schedule to all interview participants and make a copy of the applicant’s portfolio available. Send a copy of the portfolio to the President and VP for Academic Affairs.
- One person should be designated as the primary host or hostess for the candidate and one for the spouse for the visit.

4.04 The Interview

The interview is one of the most critical stages in the evaluation process. While the interview allows the search committee to evaluate the candidate, it also permits the candidate to judge both the search committee and the University. An interview that is carefully planned, that begins on time, that allows the candidate to present himself or herself in the best possible light, and that elicits the necessary job related information, is a major element in successful recruitment.

Before the interview begins, all members of the committee need to review the candidate’s portfolio and the job description. You may also wish to reflect on how to create an atmosphere of openness in the interview. The questions to be asked of a candidate are of paramount importance. The search committee should devise a group of core questions should be asked of all candidates, thereby allowing comparative judgments to be made while insuring that crucial job related information is obtained. 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. Time should also be allotted for the candidates to ask questions of the committee.

As part of the interview process, the candidates will meet with members of the department, the department chair, other faculty and students, the Director of HR, the VP for Academic Affairs and the President. In may be useful to determine specific questions each will ask (or areas to focus on). The chair should arrange for the candidate to teach a class or a section of a class. In some cases, meetings will be arranged with other administrators and groups outside the campus.

A written evaluation form should be collected from each person or group who participates in the interview: administrators, faculty, staff, students and outside groups. It should be collected immediately after the meeting before the group disperses. If email is used for this data collection, correspondence with significant information related to hiring or not hiring must be retained as a permanent record. A sample form is found in Appendix 12.

4.05 Closing the Interview
The exit interview should be conducted by the Department Chair or Chair of the Search Committee. In the case of filling a Chair position this may be done by the Academic Vice President. Make sure that you have not overlooked any questions, and encourage the candidate to suggest anything that might expand on or clarify his or her training and experience. Determine the interest level of the candidate.

Since candidates are generally concerned about time frames, they should be informed of the date by which they will next hear regarding the search. Tell applicants your schedule for filling the position. You should also feel free to tell them how many candidates are being interviewed, and how and when you will communicate your decision. Please make sure to advise the candidates that the offer is contingent upon the successful completion of a background check.

Let the candidate know how to get reimbursed and the time frame during which expense requests will be accepted. Provide the candidate with the necessary forms and procedures before they depart from Dubuque.

4.06 Follow-Up

The search committee should meet as soon as possible to review evaluations and determine their recommendation. In some cases it may be an advantage to offer the contract while the candidate is on campus if all participants agree that the candidate is outstanding.

5.0 THE OFFER

Once the interviews have been completed, the search committee should submit their recommendation to the Department Chair, the VP for Academic Affairs and the President. Agreement should be reached about: salary, rank, any exceptions to promotion and tenure review process, any special circumstances such as startup funds for research, and starting date. A form is found in Appendix 13. Final conditions of the contract and exceptions will require written approval from the President.

A background check is performed by Human Resources on every offer of employment, excluding internal transfers. The offer that is extended to the final applicant is contingent upon the successful completion of the background check.

The Vice President for Academic Affairs makes a verbal offer to the candidate and negotiates within the agreed upon ranges. When the candidate agrees on the specifics, he/she is informed that a letter of offer and contract will follow, along with a release form for the background check (if not already obtained). Inform candidates who submitted unofficial transcripts that they are required to submit official transcripts before the contract can be issued. Be sure to obtain the correct mailing address (home or work) to which the contract should be mailed. An expiration date will be specified on the written offer.

A Request for Contract Form (Appendix 14) is obtained from the Academic Affairs office and is completed by the department chair. This is signed by the VP and submitted to Human Resources for processing.

5.02 Letter of Offer

A contract is prepared as soon as possible by the Human Resources office. If the President is travelling and cannot sign the contract, it is important that the candidate know why a delay has occurred.
The contract specifies a deadline for return to the Human Resources office. The Chair of the Search Committee should be notified of this date and should be notified when the signed contract is returned.

The Chair of the Search Committee notifies each non-selected candidate that was interviewed by a personal phone call (preferable) or letter. The interviewed candidates made an investment of time and other resources into the search process. It is important that the search committee treat each of these phone calls with sensitivity.

All other candidates who were not selected or interviewed will be notified by Human Resources through our online applicant tracking system as soon as a firm decision has been made.

Any search documentation (interview questions, notes and evaluation forms) should be sent to HR for record retention. The Chair of the Search Committee completes the final information on the Recruitment and Selection Report and returns it to the Director of HR.

6.0 MAINTAINING CONTACT AFTER THE OFFER IS ACCEPTED

This is a critical time in the hiring process. The Department Chair or faculty must remain in contact with the new faculty member. Discuss such issues as, moving expenses, teaching assignments, book orders, expectations about course syllabi, etc.

Suggest and/or provide resource materials and other campus and community resources. If done well, it will help to acclimate the new employee to the campus and the local community. The Greater Dubuque Development Corporation has an excellent website with full Relocation Resources: http://www.greaterdubuque.org/relocation.cfm.

Determine the new faculty member’s arrival date and be sure that an office space and computer is ready by that time. If the faculty member arrives before the opening workshop, they will need some of the information usually provided in the packet.

- Office Number
- Computer
- Phone Number and how to access voice mail
- Email address/account
- Keys
- Academic Year Calendar
- Clarke University Employment Manual (online at www.clarke.edu)
- Form to request reimbursement for moving expenses (from HR)
APPENDIX 1

Employee Requisition Form

Part I

Open positions are not automatically approved and must be reviewed by the administration before the position can be posted. This form will assist the hiring manager in explaining why it is necessary to fill the position. To post a job opening, the hiring manager must (1) complete this form (2) attach an updated job description and organizational chart (3) obtain the necessary signatures (4) return the completed form, job description, and organizational chart to the Human Resources Office.

Date of Request _____________________

Date New Hire Needed _____________________

Job Title ___________________________

Department ______________________________

Hiring Manager: ______________________

Hiring Manager Phone Number: _______________

Number of Months to be Worked per Year 12 11 10 9 Other: __________

Number of Hours to be Worked per Week 40 30 20 Other: __________

GL Account Number for position: __________

What will be the position’s normal work schedule (days of week, shift, starting time, ending time, etc.)?

________________________________________________________________________________

Weekends? (frequency) ____________________ Holidays? (frequency) __________________

On-Call? (frequency) _______________________

Is this position a replacement? □ yes □ no If yes, briefly explain the reason for the vacancy and why this position ought to be retained. Include any changes you plan for this position, if applicable.

________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Is this a new position, meaning it is not included in your current budget?

□ yes □ no If yes, please complete Part II of this form.

Is this position the result of a departmental reorganization?

□ yes □ no If yes, please seek the assistance of Human Resources.

Approvals:

1) ____________________________________________ Date

   Requestor/Vice President

2) ____________________________________________ Date

   Director of Human Resources

Decision

__ Approved
__ Not Approved
__ On Hold.
Resubmit in ____ Weeks

Position to be Posted:

__ Internally
__ Externally
3) ____________________________________________  ________________
   Vice President for Business & Finance            Date
New Position Request Worksheet

Ordinarily new positions are not approved and require a thorough review by the administration before the position can be posted. If the request for a new position is a job that does not currently exist at Clarke University, the hiring manager must do the following. (1) complete Part I and Part II of this form (2) attach a job description and organizational chart (3) attach other required documentation as requested in Part II (4) obtain the necessary signatures in Part I (5) return all materials to the Human Resources Office.

Please outline why this new position is necessary.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. If this position is being requested due to increased workload volumes in your department, attach documentation, which shows that your current staffing levels are not sufficient.

3. If this position is being requested to provide new or enhanced service to Clarke University, attach documentation which outlines why these new or enhanced services will provide a critical service to the university community.

4. If this position is approved, will any new equipment be required that is not currently included in the university’s capital budget or your department budget. If so, please list the type of equipment and its cost.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

5. Are there alternative methods available to meet your service needs, which would not result in the need to hire additional staff?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

6. Attach any additional information you feel is important to the review of this request.
APPENDIX 2
EVALUATION FORM FOR INITIAL SCREENING OF APPLICANT FILES

Candidate: ____________________________  Clarke Position: ____________________________

Name of Evaluator: ______________________________  Date: ______________________

Portfolio Requirements
- □ Letter of Application
- □ Resume / Vitae
- □ Graduate Transcripts
- □ Statement of Research / Performance Interests
- □ Three Reference Letters
- □ Names, addresses and phone numbers of references
- □ Statement of Teaching Philosophy

Rate each candidate according to the categories specified on a scale of 1 to 5.

1 = very marginal  2 = below average  3 = average  4 = very strong  5 = outstanding

Rating

1. Does the candidate have the required academic credentials including any required specialty? __________

2. Does the graduate transcript reflect a competent learner? __________

3. Is there evidence of experience either as an undergraduate or in other position that would indicate familiarity and appreciate of a liberal arts environment? __________

4. What Clarke values are reflected in the Statement of Teaching Philosophy? __________

5. Are the applicant’s research or performance interests compatible with Clarke’s mission and with available facilities? __________

6. What evidence is shown that the applicant has the ability to work well with
   a) students
   b) faculty
   c) staff
   d) community
   e) church, etc? __________

Overall Rating __________
7. What strengths are noted in the recommendation letters?
   a) 
   b) 
   c) 

8. What weaknesses are noted in the recommendation letters?
   a) 
   b) 
   c) 

9. Overall impression:

   - [ ] Among top candidates
   - [ ] Hold for further screening
   - [ ] Not qualified – send letter of rejection
APPENDIX 3
RECRUITMENT AND SELECTION REPORT FOR FACULTY
OR PROFESSIONAL / ADMINISTRATIVE APPOINTMENTS

Pursuant to federal, state and Clarke University regulations on Equal Opportunity and Affirmative Action, Clarke is committed to actively recruiting female and minority faculty and staff and avoiding all discrimination as a result of race, color, national origin, sex, age and disability.

This form must be completed as a part of the recruitment and selection process for all faculty and professional/administrative positions. In addition, the Clarke Affirmative Action Officer must be consulted at various stages of the selection process to ensure that university is meeting its legal and internal policy obligations (contact HR for further details).

Department: ___________________________________________

Position Title: __________________________________________

Search Committee Chair: _________________________________

Committee Members: ____________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

Attach Copy of position announcement or job description.

Advertising locations (attach copies of ads used):

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
Please complete for ALL applicants:

<table>
<thead>
<tr>
<th>Name</th>
<th>Meets Minimum Qualifications – Y/N</th>
<th>Contact Method</th>
<th>Consider Further – Y/N If “N” indicate why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please complete the following for all candidates that are invited for on-campus interviews:

<table>
<thead>
<tr>
<th>Name</th>
<th>Interview Date</th>
<th>Recommendation for hire – Y/N</th>
<th>Provide reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List any candidates who declined an on-campus interview and indicate reasons:

List names of any candidates who declined an offer and provide reasons if known:

Individual Hired: ____________________________________________

Date offer Accepted: ________________________________
APPENDIX 4
GUIDE FOR PHONE INTERVIEW WITH APPLICANT

Candidate: ______________________________    Position: __________________________
Current Position: ____________________________  Phone Number: ___________________

It's wise to ask questions that gauge the applicant’s interest in the primary duties and challenges of the job. These are examples only. Rephrase them and add department or job specific questions before the call and decide on the order in which you will ask them. If you are using a conference call, you may want to determine the questions each participant will ask ahead of time. Be sure to give the applicant an opportunity to ask any questions they may have about the position.

GENERAL QUESTIONS

1. Why are you looking for a new position?

2. What lead you to respond to our advertisement? What do you know about Clarke? Why do you want to come to Clarke? Why are you interested in this position?

3. Based on what you know of our position,
   a. What do you see as your greatest strength as an applicant?
   b. With which portions of the position are you most concerned?

4. What are your short and long term professional goals?
TEACHING RELATED QUESTIONS

5. If you were not in your classroom and I asked, what would students say about you?

6. What course(s) would you be interested in teaching or developing?

7. Please give examples of learning outcomes that have been achieved on the part of students who have taken courses from you. Or, what experience have you had with assessment of learning?

8. How would an emphasis on learning as opposed to teaching alter your instructional style?

9. What instructional modalities do you employ when teaching students?

10. Describe educational experiences other than courses that can enhance student learning / or lifelong learning.

11. Please describe your research expectations as it relates to the learning/teaching process.

12. Please outline your expected service contributions as they relate to the profession, campus and community.

SKILL RELATED

13. How would you characterize your relationship with (students, faculty, peers, administrators, people in the community)?
14. Please describe a collegial environment and how you envisage yourself functioning in such an environment.

15. Describe your organizational skills and your ability to meet deadlines.

16. Describe your ability to be creative, flexible.

CLOSING

17. Based on what you know about Clarke University, how do you see yourself working at 1) a small catholic university and 2) living in a mid-sized mid-western community?

18. Do you have particular salary requirements?

19. Does your current employer know about your application? If you are a finalist, we may want to visit with people at your college or university other than your references. Is that OK? If it isn’t, why?

20. Are you looking at a large number of positions at this time? Are you considering any job offers?

Additional Notes:

If you are still unsure as to the applicant's interest level, now is the time to ask them!
If this looks like a serious candidate, ask about availability for on-campus interviews.
Thanks them for their time.
Caller: ____________________________
APPENDIX 5
Guidelines on Interview and Employment Application Questions:
What to ask and What NOT to Ask!

This guide should be used by all hiring managers as they prepare to interview potential employees of the University. It is important to remember that when choosing specific questions to ask in an interview, you must be consistent and ask the same questions of all candidates for a specific position.

If you have any questions about a specific question or area, please consult Kim Kopplin, Director of Human Resources.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have children?</td>
<td>What hours and/or days can you work?</td>
</tr>
<tr>
<td>Do you have daycare/babysitter?</td>
<td>Are there specific times that you cannot work?</td>
</tr>
<tr>
<td>What is your national origin?</td>
<td>Are you legally eligible for employment in the US?</td>
</tr>
<tr>
<td>Where are your parents from?</td>
<td></td>
</tr>
<tr>
<td>What is your maiden name?</td>
<td>Have you ever worked under a different name?</td>
</tr>
<tr>
<td>Have you ever been arrested?</td>
<td>Have you ever been convicted of a crime?</td>
</tr>
<tr>
<td>Do you have any disabilities?</td>
<td>Can you perform the essential duties of this position (detail for candidate)?</td>
</tr>
<tr>
<td>Have you ever declared bankruptcy?</td>
<td>Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996</td>
</tr>
<tr>
<td>Have your wages ever been garnished?</td>
<td></td>
</tr>
<tr>
<td>Have you ever received a military discharge?</td>
<td>What type of education, training and/or work experience did you receive while in the military?</td>
</tr>
<tr>
<td>List all clubs, societies and lodges to which you belong?</td>
<td>Inquire into applicant’s membership in organizations which you believe important to the position.</td>
</tr>
<tr>
<td>Are you Catholic? What religion are you?</td>
<td>Clarke University is a Catholic institution, rooted in the values of freedom, education, charity and justice. Is there any reason why you may feel uncomfortable in our environment?</td>
</tr>
<tr>
<td>When did you graduate from high school or College?</td>
<td>Do you have a high school diploma / College degree or equivalent (if position requires)?</td>
</tr>
</tbody>
</table>
Questions **NEVER** permissible to ask in an interview:

How much do you weigh?
How old are you? When is your birthday?
What is the real color of your eyes, hair?
What is your father’s surname? Where are your parents from?
Where were you born?
Do you own your own home?
Have you had any prior work injuries?
Have you ever filed for workers compensation?
Do you wish to be addressed as Mr., Mrs., Miss or Ms.?
What was your previous address? How long did you reside there?
How long have you lived at your current address?
What is your sexual preference?

Specific areas that may come up in an interview:

1. **Disabilities:** You are not permitted to ask any direct questions about an applicant’s disability, even though it may be apparent to you. Focus on ability, not disability. Show the applicant the job description and ask if the individual can do the essential functions of the job with or without a reasonable accommodation. Ask disabled persons only those questions you would ask any other applicant. If the disability is visible, you may ask the candidate to demonstrate how to do a job function that you think may be questionable.

2. **Religion:** We are a Catholic university that strategically aligns itself with the Catholic heritage and the BVM tradition. It is important to clearly communicate this to qualified candidates, specifically in positions that may have direct interaction with Catholic identities and priorities. Instead of specifically asking about a candidate’s religion, explain to the candidate about Clarke’s Catholic Identity and inquire if the candidate sees any conflict in being employed in our culture. Whether a candidate is Catholic or not should never be considered in the basis for hire (unless it is a bona fide qualification of the position).

3. **Conviction/Arrest Record:** Do not ask about an applicant’s arrest record, as arrests do not always lead to convictions. Questions regarding an applicant’s conviction record may be asked, if job related. The employer must establish a business necessity for use of an applicant’s conviction record in its employment decision. Employment is contingent upon the successful completion of a background check.
APPENDIX 6
SAMPLE INTERVIEW QUESTIONS

Past work experience in general
1. Please describe your present responsibilities and duties
2. How do you spend an average day?
3. How has your current position changed from the day you started until now?
4. Describe the most complex problem you had to solve in your last/current position.
5. Discuss some of the problems you have encountered in past positions.
6. What do you consider to be your most important accomplishment in the last three positions you have held?
7. What were some of the setbacks or disappointments you experienced in the last position you have held?
8. Why did you leave your last employer? Why would you consider leaving your current employer?
9. Describe your involvement with committees, your role on the committees and what you learned from each experience.
10. In previous positions how much of your work was accomplished alone and how much as part of a team effort?
11. Describe the most difficult interpersonal challenge you have been faced with and how you handled it.
12. Describe a time when you went “beyond the call of duty” to a task.
13. Describe the most difficult person you have ever worked with and how you handled him or her.
14. Describe what you mean by “on the job stress”.

Relevant Education and Training
1. Why did you choose the particular college(s) you attended?
2. What determined your choice of majors?
3. How do you think college contributed to your overall development?
4. In what way do you believe your education has prepared you for this position?
5. What special training do you have that is relevant to this position?
6. What licenses or certifications do you have that are relevant to this position?
7. What professional affiliations do you have that are relevant to this position?

The vacant position
1. In what way does this position meet your career goals and objectives?
2. If you were hired for this job, in what areas could you contribute immediately and in what areas would you need additional training?
3. What changes and developments do you anticipate in your particular field that might be relevant to this position?
4. What are your salary expectations if offered this position?
5. Can you perform all the essential functions of this job with or without reasonable accommodation?
6. Are you able to travel as required by this position?
7. Are you able to relocate?

Attendance and punctuality
1. What do you consider to be good attendance?
2. What do you consider a legitimate reason for missing work?
3. Do you know of any reason why you would not be able to get to work on time on a regular basis?

Supervision if Position is eligible for Department Chair:
1. Describe the positions in which you have had supervisory responsibility. How many people have you supervised and in what kinds of position? Did you have hiring/firing authority?
2. Give an example of a time when you were disappointed by an employee’s lack of accomplishment and what you did about it.
3. What are the generally accepted steps in progressive discipline?
4. In your experience, what kinds of things motivate a faculty member? Can you give an example of when you motivated a faculty member to achieve?
5. Describe a sticky situation with an employee and what you did about it.
6. Describe an innovative way you handled a conflict involving two or more of your subordinates.
7. What kinds of things can a supervisor do to create a positive working environment?
8. Give us an example of when you had to employ active listening to build a relationship or achieve an outcome.
9. Approximately how many people have you personally hired in your career?
10. Describe an effective performance planning and review process. Give an example from your own work experience.
11. What methods of communicating with subordinates have you found most successful? Give an example of this.
12. What recognition and reward systems for subordinates have you found most successful?
13. What is the role of a department chair, in your opinion?

Management
1. What was the level of your decision making authority in past positions?
2. Describe a decision you made that had an unhappy result.
3. Give me an example of a decision you made that backfired and what you did about it.
4. Give an example of a decision you made that turned out better than you believed possible.
5. Describe a time when you made a decision in the absence of a clear policy regarding the issue.
6. Have you experienced political pressure that interfered with getting the job done? Give an example of what you did and what the outcome was.
7. Give an example of your goal setting process.
8. Describe your experience in developing and monitoring budgets.
9. What fiscal authority have you had in past positions.
10. Give an example of a situation in which budget overrun was necessary to accomplish a goal.
11. What is the most effective method for setting priorities?
12. What would your current/past employer tell us about your ability to organize your work?
13. What is your most innovative accomplishment?
14. What experience do you have in writing? Grant writing?
15. What have others said about your writing style? Can you give us examples of your writing?

**Some Common Rating Errors**

<table>
<thead>
<tr>
<th>Error</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halo Effect</td>
<td>The tendency to rate a person high on all factors even though the person was outstanding on only one factor</td>
</tr>
<tr>
<td>Horns Effect</td>
<td>The opposite of the Halo Effect</td>
</tr>
<tr>
<td>Central Tendency</td>
<td>The inability to rate all or most applicants in the middle, not giving anyone high or low scores</td>
</tr>
<tr>
<td>Similar to me</td>
<td>The tendency to rate higher those people who look, act or have a background most like the interviewer</td>
</tr>
<tr>
<td>First impression</td>
<td>Making the hiring decision within the first few minutes of the interview, instead of evaluating all the information from the full interview</td>
</tr>
</tbody>
</table>
The ADA prohibits employment discrimination against qualified individuals with disabilities. The ADA prohibits the use of qualification standards, employment tests, or other selection criteria that tend to screen out individuals with disabilities unless the standards are job related, and it requires reasonable accommodation to the known physical or mental limitations of a qualified individual with a disability.

A “qualified individual with a disability” is an individual with a disability who can perform the essential functions of the job in question with or without reasonable accommodation.

Reasonable accommodation is any change or adjustment to a job or work environment that does not impose undue hardship on the employer and permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy the benefits and privileges of employment equal to those available to other employees (e.g. restructuring job tasks and modifying equipment, work schedules, employment examinations, training materials or policies).

INTERVIEWING UNDER THE ADA

The ADA has established guidelines as to what type of inquiries may be made at the pre-employment stage of the interview process. The following is a list of pre-employment inquiries/actions that are prohibited by the ADA, followed by a list of permissible inquiries/actions.

Impermissible inquiries/actions:

1. Ask whether an applicant has a disability.
2. Inquire about an applicant’s worker’s compensation history or whether the applicant has ever filed a worker’s compensation claim.
3. Use an application form or interview format that makes inquiries into the medical history of an applicant.
4. If a disability is visible, ask questions that ‘spotlight’ the disability – e.g. the nature, prognosis, severity, cause of treatment of the disability.
5. Ask an applicant how often the individual will require leave for medical or related reasons.
6. Require an applicant to take a pre-employment medical examination.
7. Administer a pre-employment test to an applicant with a disability in such a manner that it requires the use of the applicant’s impaired skills, unless the skills used in the test are necessary to perform the essential functions of the job.
8. Refuse to hire an applicant with a disability because the applicant’s disability prevents performance of the marginal or peripheral functions of the job being sought.
9. Refuse to hire an applicant because of the applicants relationship with another individual with a disability (e.g. refuse to hire an individual with a child or spouse with a disability based on the speculative belief that he/she will have to be absent to care for the child/spouse.)
Permissible inquiries/actions:
1. Ask an applicant about his/her ability to perform each function of the job.
2. If the applicant has a known disability (apparent or identified by the applicant) that could interfere with the performance of a job related function, and interviewer may ask the applicant to demonstrate or describe how he/she would perform the function with or without reasonable accommodation.
3. Once a disability that could interfere with performance of a job function (essential or marginal) has been identified, an interviewer can discuss with the applicant potential accommodations that would allow the applicant to perform the job function and what accommodations he/she prefers.
4. Seek technical assistance (Human Resources and other institutional offices, rehabilitation agencies or disability organizations) to determine and evaluate potential accommodations.
5. Condition an offer of employment on the results of a medical examination provided that all entering employees in the same category are subjected to such an examination.
6. Refuse to hire an applicant with a disability if the individual’s performance on the job would pose a significant risk to him/herself or others.
APPENDIX 8
REFERENCE CHECK INTERVIEW GUIDE

Candidate: ___________________________ Position: ___________________________

Reference: ___________________________ Title: ___________________________

Relation to Candidate: ___________________________ Phone: ______________________

Decide ahead of time which of these questions you will use for all candidates.

Introduce self to caller. “I was given your name by (candidate) as a reference. Candidate has applied for the position of ________ here at Clarke University. Can you spare some time answer my questions?

1. Describe his/her teaching style/philosophy.

2. Describe his/her relationship with (students, faculty, peers, community).

3. Is (candidate) a team person...how does he/she function as a team member?

4. Describe the quantity and/or quality of his/her work.

5. Describe his/her organizational skills.

6. Describe his/her ability to be creative, flexible.

7. Describe his/her technical skills (if appropriate to discipline).

8. How does he/she handle pressure and deadlines?
9. What is his/her greatest strength?

10. What area would require improvement or development?

11. Do you know why he/she is seeking employment? If past employer, why did he/she leave?

Briefly describe our position to the reference

Would you recommend (candidate) for our position?

Other comments:

Date: ________________  Caller Signature: ________________________________