

**TOGETHER  
WE WILL SET  
THE HIGHEST  
STANDARDS.**



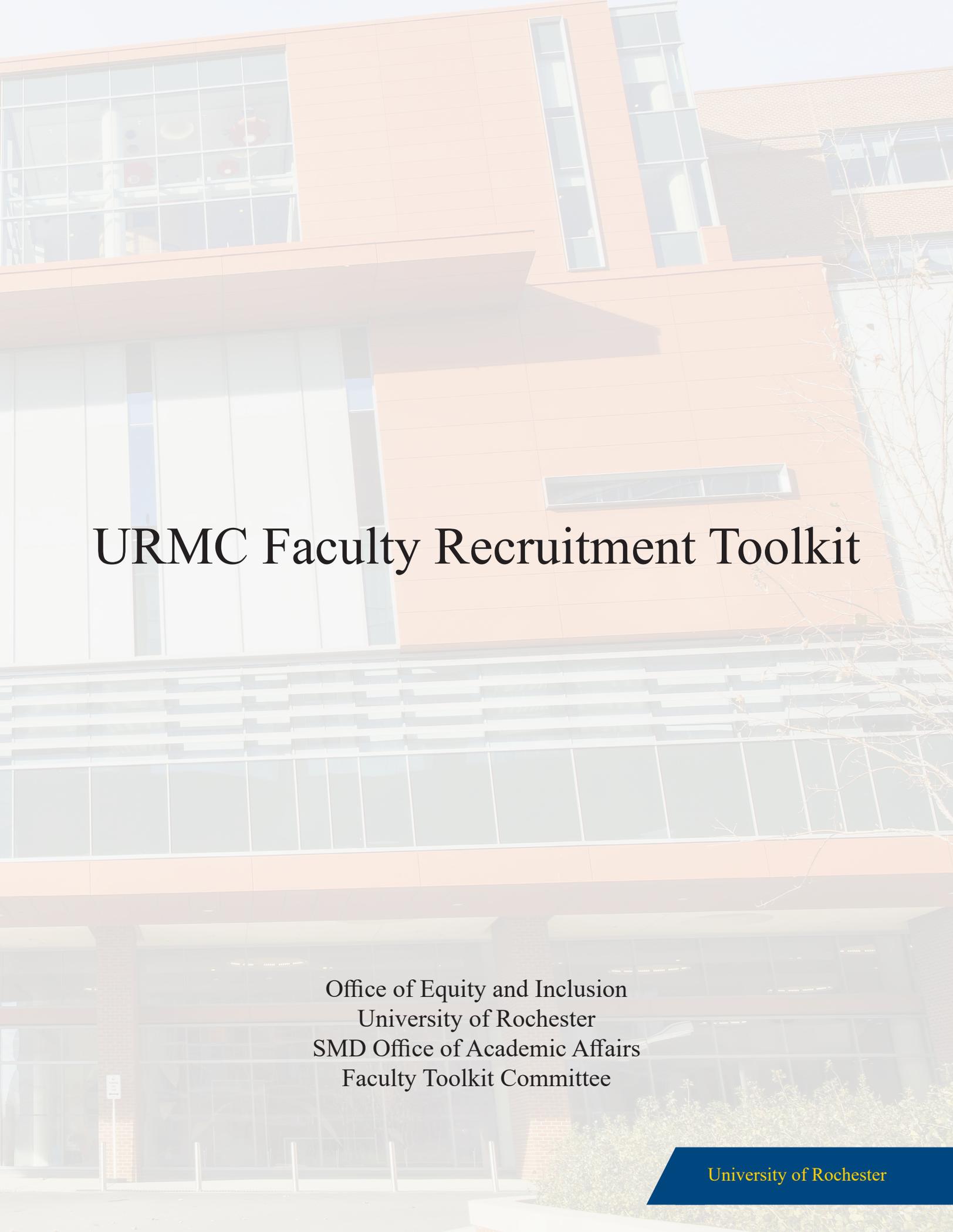
**MELIORA**

University of Rochester



GOLISANO  
CHILDREN'S HOSPITAL

**MELIORA - EVER BETTER**



# URMC Faculty Recruitment Toolkit

Office of Equity and Inclusion  
University of Rochester  
SMD Office of Academic Affairs  
Faculty Toolkit Committee



**MELIORA - EVER BETTER**

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## INTRODUCTION



### OUR VISION

The University of Rochester will continue to frame and solve the greatest challenges of the future.

We are a community in which all who work, teach, create, and provide care are welcome and respected, and where all can pursue and achieve their highest objectives for themselves, their community, and the world.

Steeped in Rochester's rich history of social justice and entrepreneurial spirit, we will always be an inclusive, equitable, sustainable, and responsive organization at every level.

### OUR VALUES

We will hold ourselves accountable to these values in the design of our programs, the development and delivery of our services, the evaluation of performance, and the ways in which we interact as a community.

**M**eliora - We strive to be ever better, for everyone.

**E**quity - We commit to diversity, inclusion, and access.

**L**eadership - We take initiative and share responsibility for exemplifying excellence.

**I**ntegrity - We conduct ourselves with honesty, dedication, and fairness.

**O**penness - We embrace freedom of ideas, inquiry, and expression.

**R**espect - We value our differences, our environment, and our individual and collective contributions.

**A**ccountability - We are responsible for making our community ever better, through our actions, our words, and our dealings with others.

## ICARE COMMITMENT

The University of Rochester Medical Center is working to be the best: in clinical care, research, education, community partnerships, and in creating a great and inclusive work environment for all. One of the most powerful ways we can do that is by living the ICARE values: Inclusion, Integrity, Compassion, Accountability, Respect, and Excellence - within our Medical Center and beyond -- inside and outside - and even online. They provide us the path to become “Ever Better.”

These core values make us a better place to learn, discover, heal, create, and grow. They guide us in how we treat others - and ourselves. They show our commitment to patients, families, colleagues, and learners. They encourage us to appreciate each other’s differences and help build stronger teams. ICARE is about everyone!

## ICARE VALUES

**I**ntegrity - *I will embrace diversity, be an ally for others, and acknowledge the value that everyone’s story brings.*

- Be welcoming – invite everyone to be involved
- Address my own biases and behaviors – take responsibility for my actions
- Ask – don’t make assumptions about others

**I**nclusion - *I will be honest, ethical, and act in a fair and trustworthy manner.*

- Be mindful of my actions – in my conversation topic, tone, volume, and body language
- Uphold professional and ethical standards – adhere to all regulations that apply to me
- Take pride in my work – both in quality and rigor

**C**ompassion - *I will act with kindness, show empathy, and be responsive to individual needs.*

- Communicate with kindness – use preferred names, smile, make eye contact, actively listen
- Be mindful and sensitive to others’ feelings – act with empathy
- Value all team members and their roles – introduce new members

**A**ccountability - *I will lead by example, take responsibility for my actions, and support the efforts of my team.*

- Introduce myself – greet others, say my name, and explain my role
- Answer questions clearly – ask about and address concerns, explain next steps, involve, and update
- Take ownership of problems – work collaboratively with others to resolve

**R**espect - *I will be open and accepting of others’ perspectives, and treat each person with dignity and cultural sensitivity.*

- Treat all individuals fairly and equitably - valuing all personal identities
- Be courteous and friendly – to all colleagues, learners, patients, families, and visitors
- Speak positively – about colleagues, learners, departments, and the institution

**E**xcellence - *I will advance personal and team goals, seek innovative approaches, be Ever Better – Meliora.*

- Accomplish tasks and fulfill responsibilities – always work to the best of my abilities and expertise
- Take initiative to help – offer assistance and support, and ask if there is anything else I can do
- Recognize my colleagues – thank them for their efforts both publicly and privately



## SEARCH COMMITTEE

A search committee is an integral part of an effective faculty search process. The committee should be comprised of individuals who understand the requirements of the position and who are committed to the mission and goals of the department and the university. Having a diverse search committee helps in gaining access to and evaluating candidates of different backgrounds, it also makes it less likely that the committee will overlook talented individuals with nontraditional kinds of experiences. Departments and schools with low numbers of women and historically underrepresented faculty should work with HR and OEI to consider inviting faculty of color and female colleagues from related departments or schools to serve on search committees.

The search committee should be prepared to be proactive and go beyond just placing advertisements and waiting for applications. They will need to energetically seek out promising prospects through their network of colleagues and scholars at other institutions and also explore the numerous online resources to search for PhD students and postdoctoral scholars from groups that are historically underrepresented in higher education.



# RECRUITMENT WORKFLOW

## SEARCH COMMITTEE

Appoint Search Committee

## NON-SEARCH COMMITTEE

Identify Interviewers

Unconscious Bias Training

Post Job

Screen Applications

Conduct Interviews

Campus Visit\*

Finalize Offer

Onboard New Hire

Post-Search Debrief

\*Optional for Non-Search Committees

## BEST PRACTICES

### SEARCHING AND HIRING FOR FACULTY AND LEADERSHIP RECRUITMENTS

#### DEVELOPING SEARCH COMMITTEE

- Create a diverse search committee, including, where possible, people of color and members of other minoritized groups. Consider adding a committee member from outside the hiring department to add additional perspective to the search.
- Ensure the person responsible (e.g., chair, chief, or designated faculty/staff) for hiring meets with the search committee at the beginning of the search process to reinforce the importance of diversity and the goal of identifying scholars of color as candidates for the position, and to reiterate selection criteria.
- Appoint your Human Resource Business Partner (HRBP) or a Diversity, Equity, and Inclusion Officer (DEI Officer) as a diversity advocate committee member to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives due consideration to all candidates.
- Require unconscious bias training for all committee members. An HRBP, DEI Officer or someone from the Office of Equity and Inclusion will lead training sessions.
- All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question. Everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.

#### ADVERTISING AND NETWORKING

- Efforts should be made to define the position in the widest possible terms consistent with the department's or unit's needs. Make sure that the job description does not needlessly limit the pool of applicants. Ensure that the language is culturally and gender inclusive. Some job descriptions may unintentionally exclude women or historically underrepresented candidates by focusing too narrowly on subfields in which few specialize.
- Utilize department website to highlight the department's values, inclusion statement, and commitment towards recruiting future talent from diverse backgrounds.
- Publicize broadly, including to interest groups with diverse faculty audiences.
- Add language to job ad signaling a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

- Consider using rolling deadlines.
- Target websites, listservs, journals, publications, professional organizations, and electronic job-posting services that cater to underrepresented and minoritized groups, using such resources for at least 30 days prior to selecting candidates for interviews.
- Have search committee chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential candidates of color and encourage them to apply to the position.
- Invite faculty met at conferences or networking events to apply.

## APPLICATION COMPONENTS AND FAIR INTERVIEWING

- Have the Department Chair, Center Director, or Sr. Associate Dean for Equity and Inclusion review all slates of candidates before the interview process begins. This is an opportunity for OEI to provide input and feedback on how to diversify the pool. If the committee is unable to find any competitive candidates from underrepresented groups, the chair will provide an explanation in writing to the Senior Associate Dean for Academic Affairs and Senior Associate Dean for Equity and Inclusion articulating what steps were taken to identify such candidates and why the committee was unsuccessful.
- Discuss, prior to interviewing candidates, how criteria listed in the job ad will be weighted and valued to insure consistency. The committee may also wish to consider how relevant job criteria may be met through both traditional and non-traditional means including prior performance, experience, application of cross-disciplinary knowledge, and current developments in the field.
- Have candidates provide a statement of their contribution to equity and inclusion. A statement invites applicants to describe their past, present, and/or future aspirations to promoting equity, inclusion, and diversity in their careers as clinicians, researchers, and educators and how they see these commitments continuing at the University of Rochester. Such articulation can focus on teaching, research, or service, or all of three factors.
- Ensure that each candidate is asked about his or her demonstrated commitment to diversity and experience working in diverse environments. Designate one person to lead asking these questions; this person should (preferably) not be the only female or person of color committee member.

## CANDIDATE EVALUATION AND SELECTION

- Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search (e.g., use a Sample Candidate Evaluation Form to ensure equity during the process)
- Make sure the person responsible for hiring obtains department-specific data from the Office of Equity and Inclusion and/or Affirmative Action Officer on:
  - (a) the gender and race of all hires in the past five years, and
  - (b) the demographic percentages of faculty, students, and staff within the department.
- Connect final-round candidates with faculty who share similar backgrounds and interests.

- Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.

This checklist combines best practices drawn from meetings with deans, department chairs, and faculty members, and borrows from search materials created by Harvard University, Johns Hopkins University, Massachusetts Institute of Technology, North Carolina State University, Pennsylvania State University, Stanford University, Syracuse University, University of California (Berkeley and Irvine), University of Florida, University of Michigan, University of Minnesota, University of Virginia, University of Washington, University of Wisconsin–Madison, Virginia Polytechnic Institute and State University, and Yale University.

## NON-SEARCH COMMITTEE

The majority of faculty recruitment at URMC is not done through a formal search committee process and varies greatly by department. The best way to support equitable access to UR employment opportunities and sustain a diverse and inclusive workforce is to adopt this toolkit's recruitment methods regardless of whether a recruitment is being facilitated by a search committee or a less formal effort. Remember, best practices for every recruit include:

- Evaluation of applicants should be objective and equitable, based solely on the qualifications that are noted in the position description and the job performance definition.
- Utilization of a Knowledge, Skills, Abilities, and Other characteristics (KSAO) rubric to ensure that all candidates are subject to the same evaluation criteria, and to ensure that members of search committees apply selection criteria consistently. Please use the rubric templates in this toolkit and modify as necessary.
- All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question.
- Everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.
- All interview methods should be consistent for each candidate that the committee screens.
- Provide applicants with the opportunity to ask questions about the University of Rochester, the department and Rochester as a city and place to live. However, information gleaned from these questions should not be accounted for in scoring the applicant's interview performance.

Hiring who you know can be problematic. Build your professional networks differently by engaging with affinity groups comprised of diverse professionals as well as posting every employment opportunity regardless of the candidates that are known to you.

## USING A SEARCH FIRM

All third party search firms engaged to attract talent to the University of Rochester need to be notified of the University of Rochester's commitment to Diversity, Equity and Inclusion and must adhere to all of the same ethical and legal responsibilities when working on behalf of UR. To that end, search firm agreements should be evaluated through HR using the standard UR Purchasing Search Firm agreement. Additionally, all search firms must receive:

- A letter outlining their obligations to the University's Affirmative Action Plan (see Appendix B)
- A copy of the Guide to Pre-Employment Inquiries (see Appendix C)

Additional things to consider when vetting search firms:

- Their methods and success metrics for recruiting diverse candidates
- Their familiarity and experience with legal requirements during search process i.e. questions you can and can't ask

## JOB DESCRIPTION

Efforts should be made to define the position in the widest possible terms consistent with the department's or unit's needs. Make sure that the job description does not needlessly limit the pool of applicants. Ensure that the language is culturally and gender inclusive. Some job descriptions may unintentionally exclude women or historically underrepresented candidates by focusing too narrowly on subfields in which few specialize. The committee should establish selection criteria and procedures for screening and interviewing candidates before advertising the position. Final drafts of the faculty job description must be submitted to the SMD Office of Academic Affairs for review and posting. Please review Appendix F for a full checklist for the faculty posting format.

## SPECIAL EFFORTS TO IDENTIFY WOMEN AND UNDERREPRESENTED MINORITY APPLICANTS

A special effort is a recruitment strategy that specifically targets underrepresented minorities and women. Therefore, a strategy that does not specifically target these groups would not qualify as a special effort. Examples of a special effort would be one where the search committee members deliberately and intentionally solicit applications, nominations, or referrals from:

- Historically underrepresented and women scholar organizations
- Historically underrepresented and women scholars/professionals on- and off-campus
- Contact faculty who are from historically underrepresented groups for recommendations
- Professional caucuses or organizations that are organized around women or historically underrepresented individuals concerns
- Internet discussion groups
- Community agencies related to underrepresented groups
- Meetings of professional organizations
- Journals targeted at women and historically underrepresented readerships
- Engage the Office of Equity and Inclusion to develop a tailored candidate prospect contact list
- Historically underrepresented and women doctoral or post-doctoral directories
- Departments in HBCUs and other predominantly historically underrepresented institutions

Listed below are examples of special efforts:

*Example 1:* Women and historically underrepresented candidates will be encouraged in all advertisements, which will appear in highly visible publications that are specifically marketed to historically underrepresented audiences and those with extensive national and international circulations. In addition, women and historically underrepresented applicants will be identified via position announcements circulated to all schools and colleges of Optometry and via personal contacts with leaders in the field of eye care. The

members of the Faculty Recruitment and Search Committee, as well as the faculty at large, will be solicited to nominate historically underrepresented individuals and women for consideration.

*Example 2:* The department will send an announcement that encourages women and historically underrepresented candidates to apply to all Surgery Department Chairs including historically underrepresented serving universities. The department will also post the ad on the National Society of Black Surgeons, Society of Hispanic Surgeons, and the Society of Women Surgeons online job boards.



*Example 3:* Special efforts will be made by asking colleagues to help identify women and historically underrepresented candidates; distributing the advertisement specifically to women and historically underrepresented leaders; and searching resume banks of organizations targeting women and historically underrepresented individuals.

## ADVERTISEMENT AND RESOURCES

### REQUIRED LANGUAGE FOR URMIC POSITION ANNOUNCEMENTS

Position Announcements must include:

1. *The University's Equal Employment Opportunity and Affirmative Action Policy statement.*  
"The University of Rochester is committed to fostering, cultivating and preserving a culture of diversity and inclusion. The University believes that a diverse workforce and inclusive workplace culture enhances the performance of our organization and our ability to fulfill our important missions. The University is committed to fostering and supporting a workplace culture inclusive of people regardless of their race, ethnicity, national origin, gender, gender identity, sexual orientation, socio-economic status, marital status, age, physical abilities, political affiliation, religious beliefs or any other non-merit fact, so that all employees feel included, equally valued and supported."
2. Dual Career statement.  
"The University of Rochester is responsive to the needs of dual career couples."

### PASSIVE OUTREACH BEST PRACTICES

Here are some helpful tips when you recruit someone through email.

- Personalize the email – use the person's name, refer to part of their work experience, compliment a piece in their portfolio.
- Keep it short, simple, and focused – give your message one focused purpose.
- Compose the subject line with care – this is the first impression for your message to hook their attention.
- Diffuse possible objections – did they start their current job just a few months ago? Would the role you're pitching move them halfway across the country? Don't shirk away from the possible hurdles

you might face. Bring them up now and tell the potential candidate why they should still consider the opportunity.

- Be authentic in your writing – it’s ok to be conversational and show your personality.
- Include the HRMS link and job number for accessibility to the job posting.

Here are some things to avoid when you recruit someone through email.

- Don’t spam – generic mass emails, sent to anyone and everyone who might, maybe, possibly be interested in the role is disingenuous.
- Don’t include the full job description – link the job description instead.
- Don’t ask for a resume in your first message. Focusing on your needs, instead of those of the candidate, is a quick way to turn off prospective talent. Acknowledge their accomplishments, learn more about their interests and career goals, and determine if they are interested in learning more about the position.
- Don’t ask the candidate for the names of other people they know who may be interested in the job in your first message.
- Don’t pitch a position that’s at a lower level than the candidate’s current position.

## SAMPLE OUTREACH COMMUNICATION

Outreach to an unfamiliar contact.

Dear ...,

I came across your resume in our system and was impressed with your qualifications. Your clinical operations (\*or other functional area or relevant expertise\*) background is a good match for a (title) opening we have within our (area). This (title) is viewed as the (functional) leader of the division, overseeing (\*summarize key functions of role here\*). The role requires (\*summarize key experience needed\*).

If you are interested in learning more about the opportunity, let’s schedule time for a phone call soon. If the timing isn’t right, I understand. Please let me know when you have a moment.

Sincerely,

Outreach to a familiar contact.

Hello ...,

Hope you’re doing well! (\*cite personal/professional connection here\*). I wanted to share a leadership opportunity within our (department) that I thought might be of interest, based on the work you’re leading in (\*cite specialty here\*).

The (department) is (summarize dept. here). We have started a search for a new (title) to steer (department) and build on its mission to (cite mission or objective here). The (title) will (summarize key functions of role). This is an incredible opportunity to build upon their foundation and move the department into a new direction, shaped by your vision (or another statement that reinforces why this is an exciting opportunity or why their experience is a good match).

Here’s a link if you’d like to review the full description: (posting link)

If you are interested in learning more about the opportunity, I'm happy to connect. If the timing isn't right, I understand. Please let me know your thoughts.

Meliora,

## PROACTIVE DIVERSITY LANGUAGE

Research indicates that there is a positive correlation between including proactive diversity language and the diversity of the applicant pool. "Adding an explicit criterion in the job description for experience and success in working with diverse groups of students has significant potential to broaden the qualities being considered." (Smith et al, 2004). The diversity of the UR student body demands that job descriptions stress experience in teaching different kinds of students as well as skill in developing classroom environments that facilitate learning for all students.

Proactive language can be included as a specific job qualification or as a summary statement at the end of job announcements. Examples of proactive language include the following:

- We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.
- Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.
- The department is seeking outstanding candidates with the potential for exceptional research, excellence in teaching, and a clear commitment to enhancing the diversity of the faculty, graduate, and undergraduate student population.
- A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.



- The Department is particularly interested in candidates who have experience working with students from a diverse background and a demonstrated commitment to improving access to higher education for disadvantaged students.
- Experience in mentoring women and minorities in STEM fields is desired.
- The University of Rochester is responsive to the needs of dual career couples.

## POSTING THE JOB ANNOUNCEMENT

Circulating ads in traditional scholarly publications remains useful but can result in a relatively homogenous pool of applicants. To enlarge the applicant pool, consider posting ads in a variety of publications and on listservs, websites, or social media sites of relevant professional organizations, including those aimed specifically at underrepresented minorities and women. This should not only help enlarge the potential pool of applicants, but also help convey the department's commitment to diversity, equity, and inclusion.

## ASSESSMENT

There is more than one appropriate approach to assess applicants, and it may be useful for the search committee to conduct multiple levels of screening. For example, an initial screening may be used to assess minimal, objective qualifications that are gleaned from the application and the vita (e.g. highest degree). Thereafter, screening interviews may be conducted (via video conference) to further assess candidates before determining which candidates will be invited for a campus interview. However, whatever approach is adopted, the following guidelines should be adhered to:

- The evaluation of applicants should be holistic, objective and equitable, based on the qualifications and job responsibilities noted in the position description.
- The utilization of an evaluation rubric to ensure that all candidates are subject to the selection criteria consistently. Listed below are evaluation rubric templates that the committee members can modify as necessary for their own use.
- During an initial screening (video conference, in-person “airport”) interview, all candidates should be asked a common set of questions by the search committee, with follow-up questions as needed to clarify the applicant’s experience or qualifications as related to the initial question.
- Everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.
- All interview methods should be consistent for each candidate that the committee screens. For example, if the first round of screening interviews are conducted via video conference, conduct all screening interviews via video conference regardless of the geography of any candidate.

### 1. Defining the Job: Identifying Skills Needed to Succeed

Conducting multiple levels of screening is common in the search committee process, but all procedures should share one goal: job performance. First, the search committee should define successful job performance according to their academic discipline by answering the following questions:

- What tasks and projects does a successful faculty member need to complete?
- What are the KSAO faculty members need to possess to successfully complete the most important tasks and projects listed?

### 2. Comparing Applicants Using Rubric-Based Scoring

Once the committee has defined the critical KSAOs, a scoring sheet (evaluation rubric) should be derived to compare applicants on each of the KSAOs. Members of the search committee then score all of the applications using the KSAO criteria defined earlier in the process. We recommend that applicants who score high on the most pertinent KSAOs be invited for first stage (video conference, conference, Google hangout, airport, or hotel) screening interviews. See Appendix D for Evaluation Rubric Templates.

### 3. Social Media Guidance

The prevalence of Social Media and other platforms that share personal information online is without precedent in our day and age. There is a lot of potential information to learn about someone you don’t know personally that is always just a click away.

#### What information can you check online about a candidate?

The University of Rochester does not perform informal “character” or “background” checks on potential candidates using social media platforms. In fact, this type of informal checking can present

several issues, the most basic of which is that you'll learn lots of information that could implicitly/explicitly bias a hiring decision. More specifically, this information could negatively influence a hiring decision for reasons that are inherently inappropriate and potentially unrelated to valid indicators of an individual's ability to perform successfully in a role. Additionally, checks of these platforms may also expose a hiring manager to information that cannot be considered in making a job offer, for example, membership in a protected class.

Keep in mind, depending on the position, candidates offered positions with the University of Rochester will be thoroughly evaluated in pre-employment, by consistently applied and validated methods which could include background checks, license verification and in the case of some faculty, a credentialing process.

**A candidate shared online publication of their work with me by way of their CV. Can I look?**

Yes, it's ok to review internet links to professional works, materials or related information the candidate has provided in their application materials as well as online publications or other bodies of work that relate directly to a candidate's functional expertise. However, you should not search a candidate's name in general trying to find this type of information.

**What can I do if I want to know if a candidate's ICARE values are in line with our organization mission?**

Ask them! It's always a best practice to ask a candidate what they already know about our mission and our values. Show candidates the ICARE values and use behavioral interview questions (see Appendix E for some examples) to help understand how a candidate can contribute positively to our organization.

**4. Asking the Right Questions: Interviews**

Interviews with no pre-defined questions do not treat each candidate equally, and can be biased towards women and historically underrepresented group members. Search committees should develop structured interviews with set questions aligning to the knowledge, skills, abilities, life experiences and orientations developed from step 1. For instance, if your committee wants information about a candidates' statistics expertise, you may want to ask them to describe a complex methodological challenge they encountered in their research and the behavior they engaged in to address the challenge.

Note that questions that ask about specific past behaviors tend to be better predictors of job performance than generic questions or questions that ask what one "would do" in a hypothetical situation.

Ideal interviews should contain 5-10 questions that capture the KSAOs and map those skills onto important job performance components (research, teaching, service, ethical conduct, etc.).

Search committee members should score each applicant's answers individually using a common holistic rubric designed to assess the candidate's respective qualifications, expertise, life experiences, and personal attributes relevant to the position and then create an aggregated, final score. This approach again limits bias against minorities and women applicants (who tend to be rated less favorably when overall judgments of interview performance are used in contrast to decomposed judgments).

To review suggested interview questions, please see Appendix E.

**5. Organizing Site Visits: Present a Positive Environment**

Campus visits are a critical step in the evaluation and selection process for the hiring department and in the decision-making process for candidates. Therefore, it is important to make the interview experience as positive as possible.

In a competitive recruitment environment, it is important to consider the following aspects of the candidate's visit:

- Accommodations;
- Transportation;
- Free time to see the campus and community;
- A well-scheduled interview day;
- Well-attended seminar;
- Pleasant meals; and
- An opportunity for them to get questions answered about UR research and teaching programs, as well as the city of Rochester.

With thoughtful planning, a campus visit can provide adequate opportunities to gather information about and provide information to the candidates.

Site visits serve as an opportunity for the candidate to evaluate UR just as much as the university evaluates them. Departments should utilize a combination of structured and unstructured interviews for the site visits. Again, a common holistic scoring rubric should be used for the structured interviews, which serve a selection function. No structured questions or scoring rubric need to be used for the meetings (e.g. meals) that serve a recruitment function – the goal is to provide the candidate with relevant information, research discussions, and community resource information that will enable him/her to make an informed decision as to whether they would ultimately like to join UR.

Information gathered in structured interviews should be scored and scores should be aggregated across faculty members who interact with the candidates. We recommend faculty members complete scoring sheets for each interview and the candidate's research presentation.

#### Key Takeaways:

- The evaluation of applicants should be objective and equitable, based on a holistic review of the candidate's respective qualifications, expertise, life experiences, and personal attributes that are informative with regard to the position description and the job performance definition.
- The utilization of a KSAO rubric to ensure that all candidates are subject to the same evaluation criteria, and to ensure that members of search committees apply selection criteria consistently. See Appendix D for Rubric Templates
- All candidates should be asked the same set of questions during an initial screening interview, with follow-up questions as needed to clarify the applicant's experiences and qualifications as related to the initial question.
- Everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim.
- All interview methods should be consistent for each candidate that the committee screens.
- Provide applicants with the opportunity to ask questions about the University of Rochester, the department and Rochester as a city and place to live. However, information gleaned from these questions should not be accounted for in scoring the applicant's interview performance.

During interviews or interactions with department chairs, applicants should have the opportunity to discuss issues that may prevent them from accepting a UR job offer (e.g. a spouse who may also be seeking a position, need for child care, need for specific community, religious, or medical services). A good way to inquire about these needs is for the chair to ask whether there is anything the department would need to know about the candidate's situation that could or would prevent him/her from accepting a job offer.

## CAMPUS VISIT

Campus visits are a critical step in the evaluation and selection process for the hiring department and in the decision-making process for candidates. Therefore, it is important to make the interview experience as positive as possible. In a competitive recruitment environment, it is important to consider all aspects of the candidate's visit: the accommodations; transportation; free time to see the campus and community; a well scheduled interview day; well-attended seminar; pleasant meals; and an opportunity for them to get questions answered about UR research and teaching programs, as well as the city of Rochester. With thoughtful planning, a campus visit can provide adequate opportunities to gather information about and provide information to the candidates.



## APPROPRIATE AND INAPPROPRIATE INTERVIEW QUESTIONS

### RULES TO REMEMBER

1. Ask only what you need to know, not what you would like to know.
  - Need to know: affects the day-to-day requirements of the job.
  - Like to know: does not pertain to the job, usually personal in nature.
2. If you have any questions about the appropriateness of the question, don't ask it.
3. If you ask a question to one candidate, you must ask the question to ALL candidates.

See Appendix C for guidance on appropriate and inappropriate interview questions (*UR Guide to Pre-Employment Inquiries*).

## VETERAN HIRING PREFERENCE

We have a dedicated website, <https://universityofrochester-veterans.jobs/>, that helps veterans navigate the employment and hiring process.



## CLOSING THE DEAL

The University of Rochester's mission is to develop, motivate, and retain a diverse and engaged workforce committed to supporting and enhancing the mission of the University. We accomplish this through providing strong customer service and collaborating with the UR community to maximize the potential of our greatest asset - Our Employees. In addition to competitive salaries, candidates will be impressed with the variety of Resources and Benefits that are available.

Once a final candidate is determined, take all reasonable measures to speed up the offer process by effectively communicating with SMD Office of Academic Affairs and managing all steps. (See Appendices F and G)

- If for any reason, the department cannot respond to the final candidate in a timely manner, maintaining communication with the candidate is critical.
- Continue communicating with the final candidate to show your interest in their candidacy as well as to avoid them taking another job offer.
- After the candidate is hired, members of the search committee should maintain contact making the new faculty member feel wanted and welcomed by introducing them to other colleagues.





GOLISANO  
CHILDREN'S HOSPITAL

## CONTACT INFORMATION

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# APPENDICES



# APPENDIX A

## Glossary of Abbreviations

DEI Officer – Diversity Equity and Inclusion Officer

HBCU – Historically black colleges and universities

HR – Human Resources

HRBP – Human Resource Business Partner

KSAO – Knowledge, Skills, Abilities, and Other

OEI – Office of Equity and Inclusion

STEM – Science, technology, engineering, and mathematics

UR – University of Rochester

URMC – University of Rochester Medical Center



# Appendix B

## Policy 102



# **Affirmative Action Policy for Minorities, Women, Disabled Individuals, and Protected Veterans**

LAST REVISED ON 08/31/2018

**This policy applies to:** All faculty and staff

## **I. Policy**

As part of the University's equal opportunity policy, and as called for by applicable laws and Executive Orders, the University of Rochester has implemented an affirmative action program and, in connection with that program, the University will ensure that minority group individuals, females, protected veterans, and qualified disabled persons have equal opportunity and access to the University's workforce and equal opportunity as employees with respect to all aspects of employment.

## **II. Procedure**

The University's affirmative action program is implemented and operates in the following manner:

### **1. Administration**

The President of the University supports the University's affirmative action program and has appointed the Vice President for Equity and Inclusion and Chief Diversity Officer to oversee the Affirmative Action Program for the faculty and staff, respectively. The University's Equal Opportunity Compliance Director assists the Affirmative Action Officers in the implementation of the program. Copies of the affirmative action plans within the University's program are available for review between the hours of 9 a.m. – 5 p.m. at 910 Genesee Street, Suite 100, Rochester, NY 14611 or Strong Memorial Hospital, Office of the Associate Vice President for HR at URMC, 601 Elmwood Avenue, Rochester, NY 14627. Questions about this policy and program may be directed to the Equal Opportunity Compliance Director, University of Rochester, P.O. Box 270024, Rochester, NY 14627-0024 or via phone to (585) 273-2838 (tel:5852732838).

## 2. Recruitment

- The University engages in the active recruitment of minorities, females, qualified disabled persons, and protected veterans (such as, active duty wartime or campaign badge veterans, pre-Job Veterans Act (JVA) veterans, and qualified disabled veterans and pre-JVA veterans) by ensuring that jobs are posted with employment service delivery systems and local and national organizations with connections to qualified applicants from protected groups.
- The University annually reviews the effectiveness of its efforts to recruit qualified applicants from protected groups and adjusts its recruitment and outreach strategies by identifying and implementing alternative recruitment efforts as needed.
- Job descriptions periodically are reviewed and revised to ensure that duties are accurately described, that the experience and education requirements are strictly job-related. Job titles have and will continue to be written without regard to protected status (i.e., sex, race, color, national origin, religion, age, veteran, disabled or other protected status).
- Application forms are reviewed to ensure that all requested information is job-related and that the forms comply with all applicable laws and are in an accessible form. In addition, all recruitment postings or advertisements state that the University is an Equal Opportunity Employer as indicated by the following language: “EOE Minorities/Females/Protected Veterans/Disabled.”
- Applications for open, non-bargaining unit positions are electronic and mechanisms are in place to ensure that individuals with disabilities who are unable to utilize the electronic application system have the opportunity to apply for position via alternative mechanisms.

## 3. Hiring

- Consistent with the Equal Opportunity Statement set forth in Personnel Policy 100: Workplace Values and Equal Opportunity Policy (<https://www.rochester.edu/policies/policy/workplace-values/>), the University hires for all positions without regard to age, color, disability, domestic violence status, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation or any other status protected by law.
- Interviews are conducted by a University representative who has received training with regard to equal opportunity and affirmative action obligations and/or

non-discrimination and anti- harassment laws.

- Placing an applicant in a specific job in a department is the responsibility of management. All employment decisions are based solely upon the individual's qualifications for, and ability to perform the essential functions of the position being filled, with or without reasonable accommodation.
- If tests are required as part of the interview process, such tests are validated before administering to applicants and are conducted in a non-discriminatory manner.

#### **4. Advancement in Employment**

- The University provides every reasonable opportunity for employees to advance. In this regard, training and other developmental opportunities are available to help employees develop skills that will lead to advancement.
- The University's program of career development enables all employees to identify and designate career paths and positions for which they wish to be considered. Employees are encouraged to contact their supervisor and/or Human Resources should they desire information relative to another position within the University.

#### **5. Terminations**

- When terminations or reductions in force are necessary, the University makes its decisions without regard to protected status.

#### **6. Compensation**

- The University reviews on an annual basis (and periodically on a group or individual basis) its compensation practices to ensure equitable pay practices. If inequitable salary differences between men and women or non-minorities and minorities are discovered, the University takes steps to assess and determine whether such differences are the result of legitimate, nondiscriminatory factors (e.g., tenure, time in job, performance, education, prior experience, specialty, etc.). Where appropriate, and where review supports an adjustment, necessary salary adjustments are undertaken.

## **7. Provision of Reasonable Accommodations for disabled persons**

- The University is committed to providing reasonable accommodations to disabled persons to ensure equal access to employment and to all benefits associated with employment, at no cost to the employee.
- The University encourages disabled persons who require a disability-related work accommodation to request an accommodation by speaking with a supervisor, a Human Resources Business Partner or other appropriate HR Representative (e.g., Return to Work Program personnel), or by completing the online Accommodations Request Form at:  
<https://www.rochester.edu/eoc/assets/pdf/regtdisacempl.pdf>.

## **8. Contractors and Unions**

- Contractors, subcontractor, and unions are advised of the University's equal opportunity, affirmative action, and anti-discrimination policies, and applicable contracts will include required equal opportunity and affirmative action language.

## **9. Recordkeeping**

- The University retains records for all job applicants who have expressed interest in a particular position, possess the basic qualifications for the position, and were considered for the
- position, for a minimum of three (3) years. Applicant records retained include; job descriptions, job postings and advertisements, resumes/curriculum vitae, all correspondence and interview notes, emails pertaining to applicants, ranking sheets, etc.
- The University attempts to collect and will maintain, once collected, records containing demographic information (race, ethnicity, gender, disability and veteran status) of applicants and employees, as required by governmental regulations at various points in the hiring and employment process.

## **10. Audit and complaints**

- At least annually, and as needed, the University conducts a workplace analysis by job group of hiring, promotion, and termination decisions and a utilization analysis to identify potential disparities in recruitment and employment based on

race, gender, or disability. The University also establishes, where appropriate, specific goals designed to overcome underutilization and takes other actions to address any potential concerns evidenced by statistical disparities.

**See also:**

- Policy 100 (General Personnel Policy Statements)  
(<https://www.rochester.edu/policies/policy/%20workplace-values/>)
- Policy 106 (Policy against Discrimination and Harassment)  
(<https://www.rochester.edu/policies/policy/discrimination-harassment/>)
- Policy 133 (Recruitment/Selection)  
(<https://www.rochester.edu/policies/policy/recruitment-selection/>)
- Policy 136 (Termination) (<https://www.rochester.edu/policies/policy/termination/>)
- Policy 139 (Transfers/Promotions)  
(<https://www.rochester.edu/policies/policy/transfers-promotions/>)
- Policy 310 (Staff Education and Development)  
(<https://www.rochester.edu/policies/policy/staff-development/>)
- Equal Opportunity: [www.rochester.edu/eoc](http://www.rochester.edu/eoc)

## **ABOUT THIS POLICY**

**Policy Applies To**

Faculty, Staff

**Policy Number**

102

**Policy Group**

Human Resources

**Issuing Authority**

University of Rochester

**Responsible Officer**

Janice Holland

**Contact Information**

[janice.holland@rochester.edu](mailto:janice.holland@rochester.edu) (mailto: [janice.holland@rochester.edu](mailto:janice.holland@rochester.edu))

## **ADDITIONAL RESOURCES**

[Equal Opportunity \(http://www.rochester.edu/eoc\)](http://www.rochester.edu/eoc)

[Accommodations Request Form \(https://www.rochester.edu/eoc/assets/pdf/reqtdisacempl.pdf\)](https://www.rochester.edu/eoc/assets/pdf/reqtdisacempl.pdf)

## **RELATED POLICIES**

[Staff Education and Development \(https://www.rochester.edu/policies/policy/staff-development/\)](https://www.rochester.edu/policies/policy/staff-development/)

[Termination \(https://www.rochester.edu/policies/policy/termination/\)](https://www.rochester.edu/policies/policy/termination/)

[Policy Against Discrimination, Harassment, and Discriminatory Employment/Service Practices \(https://www.rochester.edu/policies/policy/discrimination-harassment/\)](https://www.rochester.edu/policies/policy/discrimination-harassment/)

[Recruitment and Selection \(https://www.rochester.edu/policies/policy/recruitment-selection/\)](https://www.rochester.edu/policies/policy/recruitment-selection/)

[Transfers and Promotions \(https://www.rochester.edu/policies/policy/transfers-promotions/\)](https://www.rochester.edu/policies/policy/transfers-promotions/)

[Workplace Values and Equal Opportunity Policy \(https://www.rochester.edu/policies/policy/workplace-values/\)](https://www.rochester.edu/policies/policy/workplace-values/)

## **POLICY KEYWORDS**

Compensation (<https://www.rochester.edu/policies/all/?filter%5Btopics%5D=326>)

Compliance (<https://www.rochester.edu/policies/all/?filter%5Btopics%5D=336>)

Conduct (<https://www.rochester.edu/policies/all/?filter%5Btopics%5D=346>)

Equal Opportunity (<https://www.rochester.edu/policies/all/?filter%5Btopics%5D=396>)

Inclusion (<https://www.rochester.edu/policies/all/?filter%5Btopics%5D=466>)

# Appendix C

## Guide to Pre-Employment Inquiries

QUESTION CATEGORIES	QUESTIONS ALLOWED	EXAMPLES OF POTENTIAL DISCRIMINATORY QUESTIONS
Arrest Records	None	Number and kinds of arrests
Age	None	How old are you? When do you plan on retiring?
Childcare	None	Inquiry into childcare arrangements
Citizenship, Birthplace and National Origin	None	Birthplace, national origin, ancestry or lineage of applicant, applicant's parents or spouse
Conviction Records	None	Any inquiry about conviction, unrelated to job requirements
Creed or Religion	None	Applicant's religious affiliation, church, parish, or religious holidays observed
Credit Records	None	Inquiries about charge accounts, bank accounts, etc.
Disability	None	Inquiries about visible impairment, need for accommodation, etc.
Family Status	None	Marital status, number and age of children, spouse's job
Gender	None	Any inquiries about an applicant's gender
Height and Weight	None	Any inquiries unrelated to job requirements
Language	None, unless it is a bona-fide requirement of the job (e.g. interpreter services)	Applicant's other tongue, language used by applicant at home, or how applicant acquired the ability to read, write or speak a foreign language
Marital Status	None	Whether applicant is married, single, divorced, separated, engaged or widowed
Military Status	Military experience or training	Type or condition of discharge
Organizations	Applicant's membership in professional organizations if job-related	All clubs, social fraternities, societies, lodges or organizations to which applicants belong
Photographs	None	Photographs with application or after interview
Pregnancy	None	Any inquiry into pregnancy, medical history of pregnancy or family plans
Race or color	None	Applicant's race or color of applicant's skin



# Appendix D

## Evaluation Rubric Templates

1. Instructional/Clinical Faculty Template
2. Research Faculty Template
3. Tenure/Tenure-Track Faculty Template



## Evaluation Rubric Template – Instructional/Clinical Faculty Search

Candidate \_\_\_\_\_ Interviewer \_\_\_\_\_

<b>Instructions:</b> The following statements describe behaviors in which job candidates engage or conclusions you are able to draw based on your experiences with the candidate. Please read the following items and indicate the level of your agreement with the statements. Leave items blank if you had insufficient opportunity or information to draw inferences in a given area.	Strongly Agree				
	Agree				
	Neither Agree nor Disagree				
	Disagree				
	Strongly Disagree				
<b>CLINICAL EXPERTISE</b>					
Demonstrates expertise in specific clinical area	1	2	3	4	5
Understands how the clinical expertise contributes to mission areas of URM/URSMD	1	2	3	4	5
Evidence of outstanding clinical communication with patients and family members	1	2	3	4	5
Evidence of teamwork and collaboration with staff, allied health professionals, and trainees	1	2	3	4	5
<b>TEACHING</b>					
Demonstrates effectiveness of clinical teaching, including stimulating independent thinking	1	2	3	4	5
Demonstrates effectiveness of didactic teaching	1	2	3	4	5
Demonstrates effectiveness of curriculum development	1	2	3	4	5
<b>MENTORING AND COLLABORATION:</b>					
Demonstrates effective mentoring/academic advising of trainees (e.g. students and residents) and junior faculty as applicable	1	2	3	4	5
Exhibits a commitment to promoting equity, diversity and inclusion for learners	1	2	3	4	5
<b>COMMUNICATION</b>					
Accepts feedback and incorporates into continuous self-learning	1	2	3	4	5
Demonstrates effective written communication (e.g. clinical materials, papers)	1	2	3	4	5
<b>SERVICE TO FACULTY, PROFESSION &amp; INSTITUTION:</b>					
Demonstrates service to profession (e.g. societies, review panels, editorial boards)	1	2	3	4	5
Evidence of service to institution (e.g. department/institutional committees)	1	2	3	4	5
Exhibits commitment to community engagement (e.g. outreach, pipeline programs)	1	2	3	4	5
<b>DIVERSITY, EQUITY AND INCLUSION:</b>					
Diversity Statement demonstrates a commitment to ICARE Values and advancing efforts to promote a welcoming and inclusive environment	1	2	3	4	5
Exhibits respect for all individuals' backgrounds and life experiences	1	2	3	4	5
Demonstrates commitment to diversity, equity, and inclusion through prior actions	1	2	3	4	5

### OVERALL ASSESSMENT

An evaluation of the candidate's overall performance and prediction of their future contribution as a faculty member at UR. Please indicate the extent to which you recommend hiring this candidate by circling the appropriate number.

1	2	3	4	5	6	7	8	9	10
Definitely								Definitely	
Not Hire								Hire	

What factors, in addition to those above, support the hiring of this candidate?

---

What factors, in addition to those above, do not support the hiring of this candidate?

---

What type of contact did you have with the candidate? (Check all that apply):

Transportation       Meal/Dining       Poster Session

Other \_\_\_\_\_



What factors, in addition to those above, support the hiring of this candidate?

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---

What factors, in addition to those above, do not support the hiring of this candidate?

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---

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What type of interactions did you have with the candidate? (Check all that apply):

- Transportation       Meal/Dining       Poster Session  
 Job Talk       Informal Conversation       Interview  
 Other \_\_\_\_\_



What factors, in addition to those above, support the hiring of this candidate?

---

---

---

What factors, in addition to those above, do not support the hiring of this candidate?

---

---

---

What type of interactions did you have with the candidate? (Check all that apply):

- Transportation       Meal/Dining       Poster Session  
 Job Talk       Informal Conversation       Interview  
 Other \_\_\_\_\_

# Appendix E

## SUGGESTED INTERVIEW QUESTIONS

### DIVERSITY, EQUITY & INCLUSION

- Please share with us what diversity, equity, and inclusion mean to you.
- What is your approach to understanding the perspectives of colleagues? How have you leveraged this approach in your previous work environments?
- In your experience, what are some of the challenges faced by members of historically underrepresented groups in the workplace? What strategies have you used to address these challenges, and how successful were those strategies?
- Please tell us about a structure or framework you have used to implement equity, diversity, and inclusion? Please share the outcomes, and if you would utilize the structure or framework again.
- How have you measured progress related to diversity, equity, and inclusion?
- Can you share your professional experience and understanding of the Office of Federal Contract Compliance Programs and Affirmative Action Planning?

### LEADERSHIP

- What do you see as the most important opportunities and challenges for an Academic Clinical Research Organization, and what resources and actions do you believe will be important to introduce in order to achieve success?
- Can you give us an example of a time you led an organization or group of individuals through significant growth or change? What did you learn from the experience and how might you approach it differently in the future?
- How would those who report to you describe your leadership style? What would be their constructive criticism?
- Thinking of a time when you had to communicate an unpopular decision, your own or someone else's, to an individual or group, how did you approach the situation? What was the outcome?
- What experiences have you had with a large, multi-faceted, innovative academic research organization? What have you learned? How would you work with others to help set up successful models at the University of Rochester in population health?
- Can you provide us with examples of how you have advanced diversity in your current or previous roles?
- Can you give us examples of how involved have you been in the strategic decision-making?
- Tell us about your role(s) in programmatic development and research initiatives and how that led to advancing programmatic initiatives in your current organization.
- What has been your experience in recruiting, developing, and inspiring faculty, trainees, and staff? In what way have you influenced the professional growth and career direction of others?
- Describe your current involvement in research, scholarly activity, and interests.
- Share an example of a time you have mentored a colleague or subordinate and what the outcome was?
- Share an example of how you have fostered the development of research leadership in your department.
- How do you create an environment of accountability? What would you use to evaluate performance in the educational and research setting?
- What involvement have you had in helping to shape medical and graduate medical education at

your institution, and what do you see as vital for ensuring medical education is meeting the needs for a vastly changing healthcare landscape?

- Can you tell me about a time when you had to lead a difficult group/team? What were the obstacles? How did you address those and what was the overall outcome?
- What are your leadership competencies? How do you use those competencies to collaborate as a change agent?
- Can you share an experience where a project dramatically shifted directions at the last minute and the actions you took in response?

## OPERATIONS

- Tell us about your experience with fiscal management, the size, and complexity of budgets you have administered and the number of personnel you have overseen and led.
- As a leader, you may be tasked with increasing philanthropic giving. How have you addressed this in the past and what are your specific experiences in garnering philanthropic support?
- In this position, you will be balancing academic priorities with the “business” of healthcare. What strategies do you use to meet goals and challenges that often may appear to be in conflict? In essence, as a new leader, in an era of increasingly constrained resources how do you accomplish the multiple academic missions and still deliver exceptional clinical care?
- How have you engaged faculty and staff in operational, quality, and strategic clinical initiatives? How have you established effective communications and created relationships? Can you share examples of notable successes, as well as failures?
- What has been your role in identifying opportunities to build relationships and initiatives with the research community?
- Please share an ethical challenge and how you dealt with it.
- Please share an administrative challenge and how you dealt with it.

## PERSONAL & MOTIVATION

- What excites you about this position?
- Based on what you know of us, what do you see as the major challenges facing us in the short-term? In the long-term?
- What has been your greatest professional failure, how did it affect those around you, and how did you work to mitigate the damage?

## STRATEGIC PLANNING

- If you were to be offered this position, describe what steps/methods you would take in the first 90 days to begin to realize the objectives of this role.
- Tell us about an important strategic objective you’ve identified in a prior role and the steps you took to move it forward. What was the outcome?

## ADVERSITY AND SELF-REFLECTION

- Give an example of a business decision you’ve made that you ultimately regretted. What happened, what was the outcome and what did you learn from it?

## INNOVATION

- Sometimes it is essential that we break out of the routine, standardized way of doing things in order to reach a goal. Give an example of when you were able to successfully develop such a new approach.

## COLLABORATION

- Tell us about one of your favorite experiences working with a team. What was your role on the team?
- Give an example of when you had to work closely with someone who was difficult to get along with. How did you move forward toward the goal?
- Describe the best partner or leader with whom you've worked. What part of their work approach and leadership style appealed to you?

## SYSTEMS THINKING

- Tell us about a politically complex work situation in which you navigated.



# Appendix F

## NEW FACULTY CLINICIAN POSTING FORMAT

When submitting a new position to Academic Affairs for posting in HRMS please send the posting information in an email to the Academic Affairs contact using the following format (please note, all faculty positions will be posted until filled):

- Is this a new or replacement position?
- If replacement – who is the incumbent?
- What are the funding sources?
- Is there a BIP? If yes, what is the number and status of the BIP?
- What is the start date expectation, if available? (primarily noting if position is starting in current versus next or future fiscal year)

Does this position anticipate more than 25% non-clinical focus (research or teaching)?

If yes:

1. Endorsement from chair and most senior administrator of the department indicating this is necessary even in our current difficult financial circumstances.
2. If funding source is from outside of the department and not a grant, endorsement by chair and most senior administrator of that department.
3. Funding source. If a grant, indicate IDC rate.
4. Document efforts made to use current available staff who are not fully occupied or who have been laid off due to loss of funding.
5. Document that research is currently active, so that the person will be fully occupied on their start date.

*During the recruitment process, if there is any possibility of a change (increase) to previously approved/anticipated SMD funding, please reach out to SMD Finance as soon as possible to discuss. Significant increases in SMD funding may be subject to additional review.*

---

Job code/job title: 00XX / Faculty Rank

Time status: full time; part time; time as reported

Functional title (if applicable):

Division/dept number/name: 400XXX/ DEPARTMENT

Hiring Manager:

Person(s) needing access:

Posting Timeframe: until filled

Faculty job description:

Interested individuals should apply on-line to Job posting \_\_\_\_\_ at <http://www.rochester.edu/working/hr/jobs/>

The University of Rochester is committed to fostering, cultivating and preserving a culture of diversity and inclusion. The University believes that a diverse workforce and inclusive workplace culture enhances the performance of our organization and our ability to fulfill our important missions. The University is committed to fostering and supporting a workplace culture inclusive of people regardless of their race, ethnicity, national origin, gender, gender identity, sexual orientation, socio-economic status, marital status, age, physical abilities, political affiliation, religious beliefs or any other non-merit fact, so that all employees feel included, equally valued and supported.

The University of Rochester is responsive to the needs of dual career couples.

EOE Minorities/Females/Protected Veterans/Disabled

## NEW FACULTY RESEARCHER POSTING FORMAT

When submitting a new position to Academic Affairs for posting in HRMS please send the posting information in an email to the Academic Affairs contact using the following format (please note, all faculty positions will be posted until filled)

This format to be used:

- Any faculty posting in a basic science department
- Research Assistant Professor (Research Associate Professor, etc.) in any department
- Any posting seeking an individual whose primary responsibilities would be research/teaching/scholarship.

Is this an incremental or replacement faculty position?

If a replacement, who is the incumbent?

1. Endorsement from chair and most senior administrator of the department indicating this is necessary even in our current difficult financial circumstances.
2. If funding source is from outside of the department and not a grant, endorsement by chair and most senior administrator of that department.
3. Funding source. If a grant, indicate IDC rate.
4. Document efforts made to use current available staff who are not fully occupied or who have been laid off due to loss of funding.
5. Document that research is currently active, so that the person will be fully occupied on their start date.

*During the recruitment process, if there is any possibility of a change (increase) to previously approved/anticipated SMD funding, please reach out to SMD Finance as soon as possible to discuss. Significant increases in SMD funding may be subject to additional review.*

---

Job code/job title: 00XX / Faculty Rank

Time status: full time; part time; time as reported

Functional title (if applicable):

Division/dept number/name: 400XXX/ DEPARTMENT

Hiring Manager:

Person(s) needing access:

Posting Timeframe: until filled

Faculty job description:

Interested individuals should apply on-line to Job posting \_\_\_\_\_ at <http://www.rochester.edu/working/hr/jobs/>

The University of Rochester is committed to fostering, cultivating and preserving a culture of diversity and inclusion. The University believes that a diverse workforce and inclusive workplace culture enhances the performance of our organization and our ability to fulfill our important missions. The University is committed to fostering and supporting a workplace culture inclusive of people regardless of their race, ethnicity, national origin, gender, gender identity, sexual orientation, socio-economic status, marital status, age, physical abilities, political affiliation, religious beliefs or any other non-merit fact, so that all employees feel included, equally valued and supported.

The University of Rochester is responsive to the needs of dual career couples.

EOE Minorities/Females/Protected Veterans/Disabled.

# Appendix G

## RECRUITMENT FORM AND OFFER LETTER PROCESS

**Step 1:** Department completes recruitment form (available on the Office of Academic Affairs [website](#), or see Appendix H)

**Step 2:** Completed recruitment form is sent to the Office of Academic Affairs (OAA) ELECTRONICALLY (email to [AcademicAffairsShare@urmc.rochester.edu](mailto:AcademicAffairsShare@urmc.rochester.edu) )

**Step 3:** Account review/approval as appropriate; Academic Affairs will obtain this. SMD Finance will review ALL recruitment forms regardless of funding source

**Step 4:** Office of Academic Affairs emails posting information to HRMS. HR will assign a job posting number.

Posting can be done prior to the recruitment form being completed/approved, please indicate this request on the recruitment form, the department will incur any of the costs if the position is not approved

Departments will receive a copy of the fully approved recruitment form via email, the original stays in Academic Affairs. It is at this point the position is approved and open.

*\*NOTE: All new faculty positions must be posted in HRMS for minimum of 30 days prior to an offer being made. The posting information goes on the last page of the recruitment form.*

**Step 5:** If you are considering or negotiating an offer to a candidate at the ranks of Research Associate Professor, Associate Professor of Clinical, Associate Professor, Research Professor, Professor of Clinical, or Professor, email the candidate's CV to the Senior Associate Dean for Academic Affairs to help anticipate any potential issues that may be raised in the Steering or ad hoc committee review process.

**Step 6:** Compose the offer letter and email draft to Aileen Shinaman in the Office of Counsel – she will assign the offer letter to Office of Counsel staff for review. If you have worked with an individual in the Office of Counsel on previous offer letters, you may email the draft directly to that person. Templates are available from Office of Counsel.

*\*NOTE: Generally, a draft of the offer letter should not be given to the candidate before the Dean has signed it. However, if it is absolutely necessary and appropriate to provide a draft in advance, this should not occur until after the Office of Counsel has approved the letter. Any drafts given to the candidate prior to the Dean's signature must have a prominent DRAFT designation and should not be signed by the Chair or any other URMC representative.*

**Step 7:** Send two hard copy originals of the offer letter to OAA. In addition, please email the approval from the Office of Counsel and identify the recruitment form number that will be used. The Department Chair and Division Chief (if applicable) should sign the offer letters. The candidate SHOULD NOT sign prior to the letter coming to Academic Affairs.

**Step 8:** Letter reviewed by Senior Associate Dean for Academic Affairs

**Step 9:** Letter reviewed by Senior Associate Dean for Finance and Administration

**Step 10:** Letter presented by OAA to Dean for signature, and signed by Dean.

OAA will notify department contacts the offer letters are ready to be picked up; a copy of the letter will be attached to the original recruitment form and held on file in Academic Affairs until hire.

Any and all changes made after the Dean has signed the offer letter must be re-presented to OAA for approval.

*Revised February 2020*

## Appendix H

### FACULTY RECRUITMENT FORM

UNIVERSITY OF ROCHESTER MEDICAL CENTER  
FACULTY RECRUITMENT FORM

For questions about this form, call:

Name \_\_\_\_\_ Phone \_\_\_\_\_

 Clinical-Combined Req Form  Basic Science Recruitment Form  Space Request FormName of Expansion/Growth Initiative: \_\_\_\_\_ BIP submitted  Yes/No Check here if this is a new hire  Check here if this is backfilling effort reduction Check here if this is a replacement positionIncumbent's last day worked: \_\_\_\_\_ Incumbent in budget:  Yes/No

PLEASE FORWARD INCUMBENT'S LETTER OF RESIGNATION WHEN SUBMITTING THIS FORM

Incumbent/reducing effort:

Proposed Academic Title: \_\_\_\_\_ Dept Number/Name: \_\_\_\_\_ / \_\_\_\_\_

FULL-TIME  PART-TIME  % OF EFFORT \_\_\_\_\_ %  
(.5 FTE or greater)

Proposed Date of Appointment: \_\_\_\_\_ Term of Appointment \_\_\_\_\_ years

For Professor or Associate Professor indicate components:

Clinical  Research  Scholarship  Institutional Scholarship  Teaching   
select only oneFaculty position posting is included  Yes/No/NA

if no, why? \_\_\_\_\_

## APPROVALS

THIS FORM WILL NOT BE ABLE TO BE EDITED ONCE SIGNED, PLEASE FILL OUT ALL MANDATORY FIELDS BEFORE SIGNING

THIS FORM WILL LOCK FROM EDITING PLEASE FILL OUT ALL MANDATORY FIELDS BEFORE SIGNING THE FORM

Department Administrator	Name: _____	Title: _____
	Signature: _____	Date: _____
Center Director/Division Chief	Name: _____	Title: _____
	Signature: _____	Date: _____
Chair	Name: _____	Title: _____
	Signature: _____	Date: _____
Finance	Other Name: _____	Title: _____
	Signature: _____	Date: _____
SMH	Name: _____	Title: _____
	Signature: _____	Date: _____
MFG	Name: _____	Title: _____
	Signature: _____	Date: _____
SMD	Name: _____	Title: _____
	Signature: _____	Date: _____

for Academic Affairs use only

This form expires: \_\_\_\_\_

Paul J  
Yaxis

Digitally signed by Paul J  
Yaxis  
DN: cn=Paul J Yaxis, o, ou,  
email=Paul\_Yaxis@CTWB  
businesssuite.com, c=US  
Date: 2021.05.04 08:40:36  
+0400'



Job ID Number
<b>Full Time</b>
Full/Part Time

Faculty Position Posting Guidelines

Along with position description, please include:

- 1) Job code/job title
- 2) Functional title (if different from job title)
- 3) Department-Center/Department Number
- 4) Hiring mgr/designee  
  
(Person(s) needing access to applicant information)

/
/
/
Lori McBride



The Department understands that this position has not been financially approved; however, we are opting to post at this time. We understand that if this position is not approved, the Department is responsible for any and all costs incurred (including but not limited to journal ads, travel, etc.)

Things to include (also refer to FAQs supplied by Office of Counsel):

- 1) Basic qualifications, e.g., medical degree, have/eligible for NY State Medical license, board certified/board-eligible, PhD/Doctoral degree, minimum number of years experience, proven history of success in obtaining grant funding, etc.
- 2) Preferred qualifications (if different than basic)
- 3) Post-offer health assessment is required

for Academic Affairs use only Date Posted (minimum 30 days prior to offer) _____
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FACULTY JOB DESCRIPTION: