

SEARCH COMMITTEE



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TABLE OF CONTENTS

Introduction.....	1
The Hiring Process – An Overview.....	1
Employment Laws.....	4
Search Committees.....	6
Preparing the Ad.....	7
Job Descriptions.....	7
Internal/External Searches.....	8
Deciding Where to Advertise.....	9
Trades Positions.....	9
Salary.....	10
Guidelines for Developing Selection Criteria.....	10
Candidate Applications.....	11
Screening Resumes.....	11
Interviewing Skills & Techniques.....	12
Sample Interview Questions.....	13
Reasons for Non-Selection Guidelines.....	16
Candidate Travel Reimbursement.....	17
The Importance of Reference/Background Checking.....	18
Making the Job Offer.....	19
Hiring Process for Adjunct Faculty.....	19
FSU Staff Mentoring Program.....	20
New Employee Orientation.....	21
Contingent Category I Positions.....	22
Emergency Hires.....	23
Immigration.....	23
Workplace Violence Policy.....	25
Guidelines on How to Apply for Employment at Frostburg State University.....	27
Why Work at Frostburg State University.....	29
What Our Employees Think About Working at FSU.....	31
Attachments	33
Position Justification Form	33
Recruitment Authorization Form.....	33
Authorization to Release Information Form	33
Emergency Hire Form	33
Appointment/Salary Letter Request Form	33
Contingent Employment Request & One Time Payment Form	33
Appendix	39
Interview Guidelines	44
Interview Evaluation Sheet	45
Reference Checking Form	45
Verification of Previous Employment	48
Applicant Data Sheet	49
“FSU’s Existence Owed to Community Efforts” Article.....	49

INTRODUCTION

Finding and retaining quality and skilled employees is of tremendous importance to hiring departments, especially because of the high costs associated with employee turnover and the increasing legal liability for negligent hiring practices and wrongful termination. These factors, and others, make it imperative that employers effectively identify those applicants who are qualified, honest, dependable, skilled, motivated and likely to be highly productive. This process begins not with applicants, but with a broad, strategic look at the department's staffing needs.

The employment laws dictate much of what you do in a search process. As a supervisor, department head, search chair or a member of a search committee, you have the responsibility to assure that the selection process is in compliance with these laws. Keep in mind, while you are evaluating the candidates you interview, the candidates are also evaluating you, the department, and Frostburg State University.

The Office of Human Resources (OHR) has developed this guide to be used as a tool in the recruitment process. You will find that it provides clear, concise information pertinent to the recruitment/interview process. The most important thing to remember is that as a Search Chair you have the responsibility to conduct a structured interview process. While structured interviews may reduce spontaneity, they ensure that similar information will be gathered from all candidates. This makes it possible to compare qualifications and reduce equity concerns. In other words, every applicant should be treated the same, asked the same interview questions, and given the same considerations.

THE HIRING PROCESS – AN OVERVIEW

Initial Steps

The Department Head seeking to fill a new or vacant position must complete the

Position Justification Form (PJF) and schedule an appointment with the Vice President of Human Resources, or designee to discuss staffing options. Next the department head will forward the PJF to their respective Vice President for signature/approval. The Vice President then takes the Position Justification Form to the Executive Committee for approval.

If approved, the form is signed by the President and sent to Human Resources to initiate the search process. Positions are advertised with a 30-day application period for Exempt and Faculty positions and a 15-day application period for Non-exempt positions (unless sufficient justification can be provided to support a shorter application period). In some cases, an "internal only" search may be conducted. However, that determination will be made by the Office of Human Resources and the Equal Opportunity Officer. In the case of an internal search, ads are posted via the campus email system. The application period is five (5) days minimum (see the "Internal/External Searches" section of this guidebook).

In the case of a faculty emergency hire, a competitive search may be waived subject to the approval of the Director of Human Resources. The hiring department must complete the Emergency Hire Form, which identifies a qualified individual to fill the position temporarily. Upon expiration of the contract (1 year maximum), the position **MUST** be advertised through competitive processes (see the "Emergency Hires" section of this guidebook). Emergency hires will only be approved for faculty positions.

If the search is a national search, the position is advertised via professional journals/web sites, the Chronicle of Higher Education, FSU's web page, & USM schools. If the search is local, the position is advertised via regional newspapers, FSU's web page & USM schools. *NOTE: Advertisers are identified depending on the position being advertised. **Every effort will be made to advertise position vacancies with professional***

organizations, publications, web sites, and list servers that are most likely to produce an applicant pool reflective of the needs of the hiring department and the institution.

Minority Recruitment

In the Spring of 2009 FSU's Executive Committee approved OHR's "**Minority Recruitment and Retention Status and Strategies**" whitepaper, which includes the following:

To develop working relationships with historically black institutions (HBI's) offering doctoral programs in the region, contact has been made with the Program Chair and the Dean of Graduate Programs at Bowie, Morgan, UMES and Howard Universities. The individuals were asked if they would be willing to distribute FSU job announcements to their doctoral candidates and if they would be willing to accept a visit by FSU OHR staff. All welcome both the announcements and the visits. UMES and Morgan have both indicated they will provide opportunities for OHR staff and any FSU faculty who may be interested to meet with their doctoral candidates. Establishing these contacts gives FSU an opportunity to describe our desire to develop a more diverse faculty and staff and to promote the opportunities FSU may provide to interested doctoral students and the many benefits of living and working in Western Maryland. The variety of doctoral programs offered at the four institutions referenced above should provide qualified candidates for many if not most of the positions offered at FSU.

Minority Recruitment Strategies

The commitment to a diverse community must permeate all facets of University life. It must be a priority for *everyone* reinforced through words, actions, and financial commitment to the degree possible. In that vein we recommend the following:

- Appointment of an "equity officer" in each division. This is not a stand-alone position but rather an additional duty

which may be rotated among senior staff. The role of this person shall be to monitor diversity initiatives within the division and to work with FSU's Director of Compliance, ADA/EEO to ensure that current recruitment and retention strategies are in place and that new ones are developed and implemented as appropriate and necessary. Each July, the Director of Compliance shall complete an annual report detailing achievements of the previous year and establishing goals for the coming academic year.

- Each search committee must designate one member as responsible for ensuring that minority outreach is a priority. The Chair of the Search Committee, when submitting applicants for interview to our Director of Compliance, will also submit documentation regarding what efforts have been made in this regard. Suggestions include:
 - Contact colleagues at other institutions and seek nominations of students nearing graduation, recipients of fellowships and awards, or other interested persons.
 - Stress the importance of diverse applicants.
 - Make personal contacts with minorities at professional conferences and invite them to apply.
 - Broaden job announcements, removing unnecessary qualifications which may make the position unduly restrictive and limit the number of applicants.
 - Establish relationships with colleagues at HBI's.
- Increase the OHR's budget for recruitment so that new and different initiatives may move forward such as receptions for potential applicants, attendance at job fairs, and travel to HBI's. Establish a separate retention budget to be used for mentoring activities, receptions for new employees, and social events designed to increase a

sense of "community" among faculty and staff.

- Invite professors from HBI's to deliver lectures on campus, thereby elevating an awareness of FSU among those lecturers.
- As appropriate, build diversity goals into the employee evaluation process.

Diversity makes us better, stronger, and more prepared to prepare others for a global economy. Our commitment to multiculturalism must extend beyond recruitment to the classroom, the faculty committee, the organizations we support, the social functions we organize, and the goals we set as an institution. All things must reflect our commitment which begins by supporting the individual employee from day one with mentoring, opportunities for engagement, and community support.

In order for these strategies to be implemented, ALL search committees must meet with HR and EEO prior to the position being advertised.

All application materials are submitted to the Office of Human Resources, preferably in electronic format. OHR enters the applications into the Applicant Tracking System.

After the closing date, Human Resources will provide the search committee chair with an electronic copy of all applications received, along with an Applicant Data Sheet that lists applicants and provides EEO data.

Pre-Interview Activities

Screen applications according to the requirements, duties and responsibilities of the job. Follow the criteria that have been established earlier and included in the ad language (see "Guidelines for Developing Selection Criteria"). Rank candidates accordingly.

Identify the candidates to be interviewed.

Once the committee has identified candidates for interview, Section II. of the Applicant Data Sheet must be completed and approved by EEO. Contact should also be made with Human Resources so the official search file may be updated to reflect interviews are being scheduled.

Prior to bringing candidates to campus, it is strongly recommended that the search committee conduct telephone interviews. Provide the candidate with as much information about the position, University, and geographic area as possible. This will allow candidates to weigh certain options prior to appearing for interview. **It is recommended that the search committee chair contact EEO to discuss candidates selected for telephone interviews.**

Schedule interviews (search committee coordinates schedule).

Call candidates for interview.

Interview Stage

The interview stage is very critical in the search process.

The interview should be viewed as a fact-finding device, not as a behavior sample. The sole objective of the employment interview should be to obtain and evaluate factual and verifiable information.

The interview format should be established and every committee member should understand it.

The search committee should distribute selection criteria & questions to search committee members. All candidates should be interviewed according to the established structured selection criteria.

Document answers and observations.

Post-Interview Stage

The search committee meets to review or share notes.

Identify the candidate to be selected.

Meet with the dean, department head or vice president.

Meet with EEO & OHR. Discuss with OHR the proposed salary to be offered. (Exempt and Faculty positions - non-exempt positions are paid according to salary range). Provide search materials/documents (interview notes, questions, candidates' rankings, etc.).

The routing sheet, *along with written documentation supporting* the individual selected for hire, the Authorization to Release Information form, and proof of reference checks, are circulated for the appropriate signatures/approvals.

Once the routing sheet is **completed (all appropriate signatures have been obtained)**, an offer of employment may be made. All employment offers must be made contingent upon successful completion of the background check.

EMPLOYMENT LAWS

Today, more than ever, employment laws play a crucial role in the recruitment process. Increased litigation over the past several years has made it imperative that employers adhere to the law when recruiting to fill vacant positions within their organizations. The following is an overview of several laws that are prominent in the employment process.

✚ **Fair Labor Standards Act (FLSA) of 1938**

FLSA provisions cover the following:

- Minimum wages
- Overtime pay
- Child labor restrictions; and
- Equal pay for equal work regardless of gender

✚ **Employee Polygraph Protection Act (EPPA) of 1988**

The EPPA prohibits the use of all lie detectors except the polygraph. The law only permits certain employers to request applicants to take a polygraph test.

The EPPA does not preempt state laws that are more restrictive. For this reason, it is important to note the following:

"Under Maryland law an employer may not require or demand any applicant for employment or prospective employment or any employee to submit to or take a polygraph, lie detector or similar test or examination as a condition of employment. Any employer who violates this provision is guilty of a misdemeanor and subject to a fine not to exceed \$100."

This provision does not apply to applicants for law enforcement positions pursuant to Article 100, Section 94 (a) (3) Annotated Code of Maryland.

✚ **Drug-Free Workplace Act of 1990**

- The Drug-Free Workplace Act requires employers who have contracts with the federal government of \$25,000 or more to publish a statement to employees prohibiting controlled substances in the workplace.
- Frostburg State University, as well as the University System of Maryland as a whole, is committed to promoting a drug-free workplace. For information specific to the guidelines on such a workplace, see ***Executive Order 01.01.1991.16 "State of Maryland Substance Abuse Policy"*** (located in the appendix).

✚ **Fair Credit Reporting Act of 1997**

- This law requires employers to give applicants written notification on a

form exclusively used for that purpose, stating that a credit report may be used in deciding employability. The employer must also obtain written approval from the applicants, authorizing the employer to obtain the credit report.

- A negative employment decision is defined in the law as an adverse action. Prior to taking an adverse action, which was in any way influenced by the credit report, the employer must send the individual a pre-adverse action disclosure.
- The individual affected by the action must be given an individual notice, orally, in writing, or electronically, that an adverse action has been taken. The notice must include:
 - a. The name, address, and phone number of the credit reporting agency that supplied the report;
 - b. A statement that the credit reporting agency did not make the decision to take the adverse action and cannot give specific reasons for it; a notice of the individual's right to dispute the accuracy or completeness of any information the agency furnished and his or her right to an additional free consumer report from the agency upon request within 60 days.
- This law is enforced by the Federal Trade Commission, and there are significant legal consequences for employers who fail to comply with it.
- Unless a position warrants a credit check (handling money or credit cards, etc.) Frostburg State University does not routinely require Credit Reports (financial history) as part of the hiring process.

✚ **The Civil Rights Act of 1964**

Title VII prohibits job discrimination based on:

Race
Color
Religion
Gender

National origin
Sexual orientation

✚ **The Equal Pay Act of 1963**

Equal wages to men and women performing similar work. Allows pay differences if based on factors other than gender (i.e., piece work, seniority, incentive and/or merit pay plans).

✚ **The Age Discrimination in Employment Act (ADEA) of 1976**

- Prohibits discrimination against persons age 40 or older.
- Being "too old" as the sole reason for treating a person differently than others in employment matters is not acceptable.
- Cautions employers of possible violation by the use of age-oriented phrases in help-wanted ads.

✚ **The Vocational Rehabilitation Act of 1973**

- Requires federal contractors to take affirmative action to employ and advance in employment qualified, handicapped individuals.
- Prohibits discrimination based on physical or mental handicap.

✚ **Executive Order 11246**

- Requires government contractors & subcontractors to promote affirmative action.
- State in advertisements that all qualified applicants will receive consideration without regard to race, creed, color or national origin.
- Furnish information & reports when requested.

✚ **The Americans with Disabilities Act (ADA)**

- Prohibits discrimination against a qualified individual with a disability in regard to "job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment."

- Disability means:
 - ✓ A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
 - ✓ A record of such an impairment; or
 - ✓ Being regarded as having such an impairment.

✦ **The Immigration Reform and Contract Act (IRCA) of 1986**

The IRCA became effective on November 6, 1986. Its record keeping and sanctions provisions affect every employer regardless of size or number of employees. Not only are employers subject to extensive record keeping requirements, but criminal and civil sanctions against employers can and have been imposed for non-compliance.

✦ **The Lilly Ledbetter Fair Pay Act**

The law restores the pre-*Ledbetter* position of the Equal Employment Opportunity Commission (EEOC) that each paycheck that delivers discriminatory compensation is a wrong actionable under the federal EEO statutes, regardless of when the discrimination began.

SEARCH COMMITTEES

The Search Committee is a very important component of Frostburg State University's hiring process. Because of its direct contact with the candidates, the candidates' references and past or current employers, the Search Committee is in a position to enhance the reputation and image of Frostburg State University. While the Search Committee is evaluating a candidate, the candidate is also evaluating the Committee, the hiring department and the institution. Because of this unique position, members of the search committee must be thoroughly familiar with the requirements of the position to be filled and the mission and needs of the hiring department and the University.

The Charge:

The charge of the Search Committee will vary depending on the kind of position to be filled. Essentially, the committee is to review and evaluate candidates' credentials for interview and to recommend candidates for hire consistent with the University equal employment and non-discrimination policies. In doing so, they meet regularly with the Offices of Equal Opportunity and Human Resources to assure that the hiring process is clean and in order.

Positions required to have Search Committees:

1. All full-time exempt and faculty positions, whether contractual or regular, are required to have Search Committees.
2. Search Committees for nonexempt positions are not required but encouraged. Committee membership may not be as expansive as that for exempt and faculty searches. OHR strongly recommends that at least two individuals be present during all interviews with candidates.

Membership in Search Committees:

The size of the Committee is determined by the Department Head - usually three to five persons. The membership of the Search Committee should be as expansive as possible. It should be composed of individuals who bring to the search process a variety of perspectives and who are sensitive to diversity and equal employment opportunities.

Confidentiality:

The public nature of the search process may give the impression that confidentiality is not important. Confidentiality is important and must be honored in order to maintain the integrity of the search process. All members of the Search Committee assume a responsibility to limit discussion of candidates to only those persons within the institution from whom it is appropriate to seek input or who otherwise have a need to know, and to only those persons outside of the institution who serve formally or

informally as references or recruiting sources.

PREPARING THE AD

Once the search committee chair has obtained the Recruitment Authorization Form or Position Justification Form from Human Resources, he/she must now compose language to be used in the position advertisement. For non-exempt positions minimum qualifications must be the same as those contained in the USM Job Specification Sheet (located on the web at <http://www.usmd.edu/usm/adminfinance/hr/umspp/alljobs.html>). Any additional desired qualifications will be listed as "preferred" in the ad. The general description of duties may be taken from the specification sheet as well, or the search committee may develop a description that is specific to the position being advertised. If the committee does not wish to compose the ad, OHR will be happy to do so.

Ad language for exempt positions is built from the job description for the position. The language should include a description of duties, minimum qualifications (necessary skills, education, experience, etc.), and preferred qualifications, if applicable and should comply with the provisions of the Exempt Pay Program.

JOB DESCRIPTIONS

A crucial task when beginning a search is the development of a job description to document the job's essential functions or duties, responsibilities and/or other features, such as skill, effort & working conditions. Job descriptions consist of these basic parts:

- Job title
- A short summary statement of the job
- A detailed definition of tasks, typically shown in chronological sequence of performance or by functional area
- Identification as to whether the position is exempt or nonexempt

- Supervisory tasks or responsibilities (if applicable)

The easiest way to prepare a job description is to complete a Position Information Form (PIF). This form leads you through the process and separates essential and non-essential functions.

Job descriptions can be used directly or indirectly to:

- Assign & document work
- Clarify missions
- Establish job performance requirements
- Assign occupational/CUPA codes, pay ranges, or titles
- Recruit for vacant positions
- Explore "reasonable accommodation"
- Counsel employees on career opportunities
- Train employees
- Verify legal compliance (EEO, Equal Pay, Overtime Eligibility, ADA, etc.)
- Assist managers in restructuring departments/positions

Additionally, job descriptions may provide the following information:

- Who performs the work
- What work they do
- Where
- When/How Often
- Why (purpose or impact of the work)
- How the work is accomplished

All job descriptions are summaries. The objective is to provide enough information in the proper format and language to be accurate, clear, concise and useful to the supervisor. The Americans With Disabilities Act does not require employers to have job descriptions; however, employers who choose to have job descriptions will find that there is a major impact on format and content. Since the employment provisions of the ADA focus on essential functions, the employer must ensure that all essential functions are covered in the job description. Essential functions should be distinguished

from non-essential functions. Supervisors may:

- ❑ Indicate time spent on each function
- ❑ Surround non-essential functions with asterisks
- ❑ List non-essential functions last under a separate heading
- ❑ Include non-essential functions in a footnote

But remember, if the duties are **ESSENTIAL**, they need to be described, either explicitly or implicitly.

Job descriptions often times become the subject of contention, including grievances or litigation. Therefore, it is crucial that accuracy be maintained. Some jobs are dynamic and change rapidly and extensively (i.e., IT positions). These job descriptions should be reviewed frequently. Other positions that change very little over time need not be reviewed as often. Disclaimers may also be used as reminders that job descriptions are not meant to be all-inclusive and/or that the job is subject to change.

In closing, job descriptions can be a very useful tool for supervisors, employees, and job applicants. However, it is important to remember to carefully consider the format and degree of detail to be used, to ensure that descriptions are prepared with care and that they are kept current.

INTERNAL/EXTERNAL SEARCHES

Internal vs. External Posting:

With the exception of entry-level positions, nonexempt vacancies will be advertised internally-only for a minimum period of five work days. Only current Frostburg State University employees are eligible to apply for internal postings. At the conclusion of the internal posting period, the Office of Human Resources (OHR) will review the applicant pool and make a determination as to whether or not the position will then be advertised externally. Under special

circumstances at the request of the department head and with the concurrence of the Human Resources Director, a position may be posted internally and advertised publicly concurrently.

All nonexempt, entry-level positions will be advertised internally and externally simultaneously, with a minimum two-week application period. Application deadline dates will fall on a work day (Monday-Friday).

All exempt and faculty positions will be advertised internally and externally simultaneously, typically with a thirty-day application period. Application deadline dates will fall on a work day (Monday-Friday). **There will be no "internal only" searches for exempt or faculty positions.**

Employee Eligibility:

Employees who wish to pursue an internal employment opportunity must satisfy the following qualifications:

- Maintain a performance level of meets standards or better;
- Meet the minimum qualifications as outlined in the employment ad and/or job spec; and
- Have at least one year of continuous service in their current job.

Meeting minimum qualifications does not guarantee an internal candidate an interview.

Screening for Minimum Qualifications:

If requested, the Office of Human Resources will screen applications for minimum qualifications for all nonexempt positions. Only those who meet the minimum qualifications will be forwarded to the search committee.

The search committee will be responsible for all screening of applications for exempt and faculty positions with input and guidance from OHR and EEO.

DECIDING WHERE TO ADVERTISE

Once ad language is prepared and the position has been approved by the Executive Committee, Human Resources will prepare to advertise the position. The Search Committee must give serious consideration to advertisers available to them. All open positions are posted on the Human Resources web site.

If Human Resources/EEO determines an internal-only search is appropriate, HR will send the ad out to the campus via the email system. Typically, internal-only positions are not posted on the HR web page to prevent external applications.

Faculty positions are generally advertised in the Chronicle of Higher Education and journals specific to the discipline. It is strongly recommended that search committees consider posting ads on list servers and professional organization web sites. On-line advertisers have proven to be very effective and job-specific in terms of the applicant pool.

Exempt/professional positions are also advertised in the Chronicle of Higher Education (if a national search is being conducted). Professional organizations and their web sites are very effective advertisers as well. If the search is regional (typically mid-level positions), the position is usually posted in the local and regional newspapers (ex. Cumberland Times-News, Morgantown Dominion Post, Hagerstown Herald Mail). Exempt positions may also be posted internally, usually through the FSU e-mail system.

Non-exempt positions are posted internally, advertised in the Cumberland Times-News (if an external search is being conducted), and if applicable for certain trades positions, posted with the Allegany County One Stop Job Center.

While OHR will also implement the minority recruitment strategies outlined on page 2 of this guide book, **search committees must**

also make a concerted effort to recruit a diverse pool of applicants.

TRADES POSITIONS

For the purposes outlined herein, trades positions are housekeeper, groundskeeper, and maintenance worker positions. These are the only positions for which an application form is used. For any other vacant positions, interested individuals are required to submit the application materials requested in the job advertisement. Applications for trades positions are available at the Allegany County One Stop Job Center, McMullen Building, 138 Baltimore Street, Cumberland, MD 21502. The Job Center is responsible for the distribution and collection of applications.

Guidelines for Hiring of Housekeepers, Groundskeepers and Maintenance Personnel through the Allegany County One Stop Job Center:

- The University will post an ad in the local paper and on the FSU web site for the position to be filled. The ad will instruct interested individuals to obtain an application form from the Allegany County One Stop Job Center.
- A copy of the ad will be forwarded to the Job Center.
- FSU will supply the Job Center with a sufficient quantity of application forms to be distributed to interested individuals.
- It is the responsibility of prospective applicants to submit a completed application to the Job Center.
- The Job Center will forward applications to the Office of Human Resources, at which time they will be logged into our applicant tracking system.
- The Job Center will not forward applications received after close of business on the application deadline date.

- FSU will encourage and support the Job Center in its efforts to recruit a diverse and qualified applicant pool.
- Candidates who have been interviewed and determined to be unsuitable for employment at FSU by virtue of the relevant qualifications and experience shall no longer be eligible for an interview for a similar job in the future.

SALARY

Once a detailed job description has been prepared, the search committee should give serious consideration to salary. Always assure that Human Resources, the dean, department head, vice president, etc., have been consulted regarding the starting salary for any exempt and faculty positions. All non-exempt positions are paid according to the assigned salary range. Only in extenuating circumstances, and with required approvals, may a non-exempt employee be hired at an annual salary above the base for the pay range.

When dealing with newly established or restructured positions, it is extremely important to remember that the duties and responsibilities of the position determine salary; not available funds. For example, if a grant has identified \$40,000 for a Coordinator position, this position needs to be reviewed by Human Resources and the salary determined accordingly. Do not assume that you may pay a Coordinator \$40,000. For exempt positions, the Office of Human Resources will review the job description and assign the appropriate band. The actual starting salary (within the assigned band) will be determined based on the position responsibilities and requirements (knowledge, skills, and abilities).

Non-exempt employees serve a six-month probationary period. Upon successful completion of this probation (Meets Standards or above), the employee receives a merit adjustment (typically 2.5%), which is added to their base pay.

Exempt employees serve a one-year probationary period. Upon successful completion of this probation (Meets Standards or above), the employee may be eligible for a merit adjustment of up to 3% of their annual salary (**Meets Standards 1%, Above Standards 2%, Outstanding 3%**). This merit increase is added to the employee's base salary.

GUIDELINES FOR DEVELOPING SELECTION CRITERIA

When an open position is being filled, applicants are to be judged according to certain standards or criteria in order to find the best-qualified applicant for the job. Two sets of standards are used:

MINIMUM QUALIFICATIONS:

Minimum qualifications are used to sort out applicants who may have more than the minimum qualifications. *Where applicable, minimum qualifications will be determined in accordance with USM Job Specifications.* An individual who does not meet the minimum qualifications cannot be considered for the position.

SELECTION CRITERIA:

Selection criteria recognize the quality and amount of education, experience, knowledge and skills that each applicant possesses.

Thus, minimum qualifications are used to screen; selection criteria are used to sort and select. Federal selection guidelines explain that all standards used as minimum qualifications and selection criteria must be applied uniformly to all applicants and must be:

- **JOB-RELATEDNESS:**

Job-relatedness means that every standard must be specifically connected to the work to be performed on the job.

- **MEASURABILITY/**

DEMONSTRABILITY:

When a standard is measurable/demonstrable, it can be measured somewhat objectively and demonstrated by the applicant.

• **NECESSARY TO PERFORM THE WORK SUCCESSFULLY:**

All standards used in the hiring process must be necessary for successful performance of the work.

After the position has been well defined by using the requirements explained above, the selection process begins with minimum qualifications used to screen and selection criteria used to sort and select.

CANDIDATE APPLICATIONS

Upon initial receipt of application materials, the Office of Human Resources will do the following:

- ✓ Assure that each application packet is timely;
- ✓ The applicant contact information is then logged into the Applicant Tracking System;
- ✓ Applicants are sent an electronic acknowledgment advising that, unless selected for interview, they will receive no further correspondence from the University.
- ✓ Once the application deadline has passed and all timely materials have been received and logged, OHR will email electronic applications along with the Applicant Data Sheet to the search committee chair.

Upon completion of the search, supporting documentation (rating sheets, interview evaluations, notes, reference checks, etc.) should be returned to Human Resources to be included in the official search file.

In support of the University's Green Initiative, OHR has moved to a paperless application system. Therefore, any

applications that were printed by the search committee must be destroyed by the committee. HR will not accept paper copies of applications from the search committee at the conclusion of the hiring process.

SCREENING RESUMES

Minimum qualifications and selection criteria work together in the hiring process like this:

SCREEN OUT UNQUALIFIED APPLICANTS BY USING:

- Minimum qualifications (degree requirement, # years experience, knowledge of specific University procedures) and;
- Selection criteria (relevance of education, degrees, previous experience, extent & application of knowledge of specific University procedures, level of interest in the field, etc.).

RED FLAGS – Some of the key "red flags" to watch for that may eliminate a candidate from further consideration are:

- Insufficient education or experience to fulfill the minimum job requirements.
- Significant unexplained gaps in employment history.
- A downward spiral of jobs with less and less responsibility and authority.
- Being clearly overqualified for the position at hand.

Applicant qualifications should always be compared to the job requirements identified in the job description.

SELECT THE BEST QUALIFIED APPLICANTS BY USING:

- The best combination of qualifications considering relevance, amount, and quality of standards presented in the applicant pool.

Once minimum qualifications and selection criteria have been developed, the search committee will need to determine the following:

NUMBER OF CANDIDATES TO BE INTERVIEWED

Prior to inviting candidates to campus for interview, the search committee should first conduct telephone interviews. Telephone interviews will give the committee the opportunity to ask clarifying questions, provide more information about the position, the University, and the area, and allow the candidate to ask any questions they may have. It will also allow the candidate to raise any concerns they may have regarding the position, salary, area, or University. **It is recommended that the search chair contact EEO to discuss the individuals being considered for telephone interviews.**

The search committee should decide in advance how many candidates to invite for interview. You may decide to interview the two to three top ranked candidates and allow that if a larger number of the top candidates have identical scores, extend an interview to those candidates who are "tied" with or closely ranked to the third ranked candidate.

Prior to inviting candidates to campus, the search committee chair must contact EEO to review the candidates recommended for interview. EEO approval is required for all interviews.

WHO WILL MAKE THE FINAL RECOMMENDATION TO HIRE?

The search committee needs to decide who will make the final recommendation to hire:

- Will the committee (which may consist of one or more persons) recommend "X" number of candidates in ranked or unranked order to the decision-maker, etc?

- Will the hiring decision be a joint effort by the search committee and a department head based on the search committee's recommendation?

Either approach is acceptable so long as the decision is based upon the appropriate criteria.

INTERVIEWING SKILLS AND TECHNIQUES

Conducting successful interviews requires a range of skills and abilities. The following guidelines should prove helpful:

Establish and maintain rapport

The first step is to establish a cordial and open relationship with the candidate. One of the benefits of establishing rapport early in the interview is that when candidates feel relaxed they are more open to providing information about themselves. Rapport is developed by:

- Greeting the person warmly
- Displaying sincere interest
- Listening carefully to what the person is saying

Listen carefully

An important listening technique is called **reflective listening**. The interviewer restates the feeling and/or content of what the interviewee has communicated in a way that demonstrates understanding.

Observe nonverbal behavior

Interviewers should be aware of nonverbal behaviors such as facial expressions, gestures, body position, and other movements and should look for inconsistencies between what the candidate says verbally and non-verbally. However, interpretations of nonverbal behavior are subjective and should be considered with caution due to interviewer biases and cultural norms or prejudices.

Provide realistic information

The interviewer(s) should be prepared to provide the candidate with specific information about the job, the University, and the community. Explain the job requirements. Describe the University's philosophies and practices. Answer fully and frankly the candidate's questions about the organization, the job, the community, and the working conditions.

Ask questions

Plan, in advance, what questions to ask. Focus on asking open, probing questions that encourage candidates to open up and tell you as much as possible. Avoid closed questions unless you need a specific answer to a specific question.

- **Open questions** – elicit more of a response and typically begin with what, where, why, when, or how. Other good open probes include "Tell me about"... "Explain"... "Describe for me...".
- **Closed questions** – can usually be answered simply "yes" or "no".

Take notes

Note taking is strongly recommended. There is no way to remember each and every candidate's responses without a record of the interview. Notes will be used to document the qualifications of the candidate.

Summarize

Conclude the interview with a brief summary, telling the candidate what will happen next. Have the candidate sign the "Authorization to Release Information" form so that references and prior employers may be contacted.

NOTE: It is highly recommended that the search committee provide candidates, at time of interview, the Authorization to Release Information Form. Inform the candidates that only the individual selected for employment will be subject to the background investigation.

SAMPLE INTERVIEW QUESTIONS

CLERICAL/ADMIMINSTRATIVE POSITIONS

"How would you grade your ability to predict needs before they arise? In other words, how would you evaluate your intuition, timeliness, and proactive business style?"

Why ask this question?

One of the most critical talents for anyone in an assistant role is to head off problems at the pass – to keep two steps ahead of every project so that snags are avoided and deadlines are met. This assures a smooth work flow and protects your flank, so to speak, as you speedily pass off work to your assistant without worry that it will be completed accurately.

"Do you consider your technical abilities basic, intermediate, or advanced? What types of projects did you complete with each software program?"

Why ask this question?

Given today's advancements in technology, technical skills are commensurate with the ability to make a positive impact on the organization. Not every candidate needs to be a Windows guru but technical literacy is essential in the world of administrative support.

"In what areas do you typically have the least amount of patience at work?"

Why ask this question?

Very few business relationships are as close as the executive-assistant alliance. Finding compatible business styles is critical to the selection process because not only do your strengths and inclinations need to match

each other, but your individual shortcomings need to be openly discussed as well.

“How would you grade your ability to communicate with upper-level management, customers, and peers?”

Why ask this question?

Career experts rank communication skills as the highest priority in a successful business career. However, cultural and personality differences exist that reveal themselves in varying levels of persistence, aggressiveness, stamina, and stubbornness. Questioning the individual about his/her own personality assessment can reveal whether or not he/she is in sync with your corporate culture and management style.

“What pace do you typically work at?”

Why ask this question?

Pace and speed are issues that should be raised to assure the individual selected for employment is a “good fit” to the culture of the department and the University as a whole.

EXECUTIVE POSITIONS

“Give me an example of your ability to facilitate progressive change within your organization.”

Why ask this question?

Real productivity change is often tied to new expectations established for the staff. Your focal point in assessing a candidate’s response will consequently target how the individual achieved buy-in for the new programs and established more of a performance culture.

“Tell me about the last time you inherited a problem unit – one suffering from poor productivity or low morale. What was the scope of the project, and how were your direct reports affected?”

Why ask this question?

Dealing with a unit’s problems might entail increasing employee morale, determining a unit’s policies and procedures to provide clearer direction to staff and to avoid redundancies in job functions, reexamining the budgeting process to cost-justify ongoing programs, or revamping equipment and systems to bring a product more swiftly to market. Again, the focus in this issue will remain on how managers accomplished their agendas through their people.

“Did you create a culture of open information sharing and increased accountability by giving responsibility to your subordinates, or did you focus more on establishing their parameters and controlling the decision-making process?”

Why ask this question?

Senior managers impact the way people communicate with one another and feed information across departmental boundaries. Executives usually fall between two extremes: they either manage by consensus building and participative input from their subordinates, or they autocratically decide what is to be done and then force their mandates downward upon their staffs. While no one style is correct, most people are inclined toward one way of supervising more than the other, and hiring the wrong style could create rifts in the senior management team.

“How do you typically stay in the information loop and monitor your staff’s performance?”

Why ask this question?

Most executives adopt a policy of hiring good managers beneath them and letting them manage. That’s because the strength of the senior manager’s directives is only as viable as the chain of command ordained to carry out those orders. Therefore,

mechanisms have to be put in place to feed information back to the source.

“How do you typically confront subordinates when results are unacceptable?”

Why ask this question?

Confronting problem employees is daunting for even the most confident managers. Imposing discipline on under-performers, setting well-defined objectives, and then policing the plan is a necessary part of everyday executive business life. The consequences of inaction, after all, could be perilous.

ALL POSITIONS

“Tell me about your last performance appraisal. In which area were you most disappointed?”

Why ask this question?

It is perfectly acceptable to request information concerning a candidate’s job performance. Knowing this information will be requested will go a long way in encouraging those candidates to speak openly about even the most uncomfortable performance situations.

“In hindsight, how could you have improved your performance at your last position?”

Why ask this question?

Even candidates with stellar performance evaluations would opt to rewrite history in light of their 20/20 hindsight. Look for solutions in the candidate’s response that show creativity and ingenuity in reframing problem issues and their outcomes.

“On what issue do you disagree with your boss most often? How did you

handle the last time he/she was wrong and you were right?”

Why ask this question?

Differences in opinion are inevitable; conflict is optional. It is certainly difficult evaluating candidates’ responses when it comes to addressing disagreements with their bosses. You want someone who could stand up for himself/herself. But you do not want someone who is too eager to draw lines in the sand and prepare for battle. If your gut tells you that you’re getting less than the whole story, note your concerns so that you can address the issue from the other party’s perspective via a reference check. This question will surface extreme issues at the margin of that person’s work history: namely, disagreement and disharmony with an immediate supervisor. Although you hope that such conflict is rare, it will inevitably face you one day if you hire this person, so it is useful to find out how he/she deals with it.

“How would your supervisor grade your ability to cope with last-minute change without breaking stride?”

Why ask this question?

One of the greatest attributes of any employee at any level of the organization is the person’s ability to be multitask-oriented. If your environment necessitates quickly changing priorities and you hire the one-track, one-speed candidate, you might encounter resentment as the new employee interprets your shifting priorities as a poor, reactive management style. In such cases, you will probably end up spending more time counteracting the new hire’s need for control, structure, and defined parameters than you would normally deem acceptable.

“Why do you want to work here?”

Why ask this question?

A candidate should have some clear insights into why he/she wants to come to work for you and what he/she can contribute. Candidates will typically link their desire to join a particular company to one of three things: the company; the position; or the people. Individuals who compliment any of these things show respect and admiration for the organization and ultimately reveal a valid desire to join your team.

“What do you know about Frostburg State University?”

Why ask this question?

If the candidate’s too generic and unable to paint a picture of the organization’s place in its market, its uniqueness, its corporate mission and culture, then that individual may lack the critical global reasoning and research skills necessary to provide solutions to your problems. On the other hand, if the interviewee goes into too much detail about issues that have very little bearing on the organization’s challenges today, then you might reason that he lays undue emphasis on less-than-critical issues.

“Tell me about your understanding of the job you’re applying for.”

Why ask this question?

A well-informed candidate should be able to rattle off the following issues clearly:

- Position’s title
- Reporting relationship
- Primary duties
- Secondary responsibilities
- Reason the position is open
- Key challenges within the first 90 days or one year

“What can you do for us if we hire you, and when should we expect to see concrete results?”

Why ask this question?

This question presents a very practical follow-up technique to bring closure to previous queries. In gauging this answer, you will also gain critical insights into why accepting this position would make sense for him/her from a career management standpoint.

REASON FOR NON-SELECTION – GUIDELINES

Reasons for non-selection of an applicant must be specific and job-related. Reasons for non-selection **should** be related to:

- The specific (advertised) requirements of the job.
- Unsatisfactory references.
- Applicant’s refusal or inability to accept job duties, work schedule, salary, or other job-related conditions.
- Applicant’s expressed interest in the job during the interview.
- Appearance below the standard required for the job (only if the job involves meeting the public).
- Better applicant available (specify in what way).
- Criminal background investigation indicates the applicant may pose a threat to other employees, the University, customers, the public, etc.

Reasons for non-selection **may not** be related to:

- Race, gender, age, color, religion, national origin, political affiliation, sexual orientation, or veteran status.
- Physical or mental handicap which does not interfere with the applicant’s ability to perform the major advertised duties of the job.
- Other factors which have no bearing on the specific requirements (advertised) of the job.

Sample Non-Selection Reason Table

1.	Withdrew
2.	Withdrew (unwanted duties)
3.	Withdrew (work location)
4.	Withdrew (accepted another position)
5.	Withdrew (salary)

6. Withdrew (not available)
7. Withdrew (unwanted hours)
8. Experience inappropriate
9. Does not meet experience requirements
10. Reference check unsatisfactory
11. Test scores lower
12. Education inappropriate
13. Refused Offer
14. Did not show for interview
15. Could not be contacted
16. Rejected by Affirmative Action
17. Not as qualified as other applicants because ...
18. Position withdrawn
19. Does not meet requirements
20. Does not meet licensing requirements
21. Test scores unacceptable
22. Salary requirements too high
23. Other (please specify)
24. Criminal Background Investigation (extensive criminal history, etc.)

These guidelines do not cover every situation that may arise in the selection process. If you have any questions about acceptable reasons for non-selection, please contact the Office of Human Resources.

NOTE: It is imperative that individuals brought to campus for interview but not selected for hire are notified of their status ASAP. This should be done via personal telephone call from the highest level administrator involved with the search, who should then follow up the phone call with a formal letter. Upon request the OHR will provide language for the telephone call and/or prepare the letter.

CANDIDATE TRAVEL REIMBURSEMENT

Purpose:

Frostburg State University is committed to recruiting the best candidates for faculty, administrative support, and professional staff positions, and as such, the Candidate Reimbursement Policy should be viewed as an extension of this commitment. In addition, the Candidate Reimbursement Policy provides guidelines on how the reimbursement of expenses to candidates is

managed to ensure that the process is candidate-friendly, fair and practical.

The Travel Expense Form and W-9 form must be completed to effect payment of reimbursement.

Policy:

Candidates who are invited by the Chair of the Search Committee to visit the University campus at Frostburg or Hagerstown, Maryland for an interview shall be reimbursed for expenses incurred as a result of the interview. "Expenses" are defined as lodging, transportation (personal vehicle, rental vehicle, air travel, train, etc.), and meals.

Procedures:

1. There shall be no advance travel expense monies to candidates. Candidates must pay the expenses and, after completion of the interview, must complete the Travel Expense form and W-9 form. Original receipts must accompany the forms.
2. Travel to the University must be by direct route where practical. If the candidates travel by airplane, they should travel by tourist class ticket.
3. It is the responsibility of the hiring official or the Chair of the Committee to inform candidates of the type of expenses that may be reimbursed and the required documentation (such as receipts and invoices) before candidates are invited to visit the campus.
4. The hiring official or the Chair of the Search Committee should have the Travel Expense Form, the W-9 Form, and other related forms prepared as promptly after the candidate's visit as is possible and attach all original receipts for reimbursable expenses. The candidate must sign these documents before they are sent to the Office of Human Resources for processing.

Responsibility and Authority:

Prior approval to invite candidates who will require travel reimbursement for an interview must be obtained from the Office of Human Resources. To obtain the

approval, the Chair of the Search Committee shall submit a request in writing indicating the ranking of the top candidates who are eligible to be interviewed, along with an estimate of candidate expenses.

Travel Arrangements:

As much as possible and to lower costs, an invitation for interview extended to a candidate, particularly one who needs air travel, should be made as far in advance as possible.

Candidates are responsible for their own travel arrangements.

Special Circumstances:

Under certain circumstances, it may be cost effective to invite a candidate to visit and stay more than one night during the weekend. Under such circumstances, the Office of Human Resources should be informed.

THE IMPORTANCE OF REFERENCE/BACKGROUND CHECKING

Prior to making a job offer, an employer should check an applicant's references, both prior employers and personal/professional references. Verifying applicants' qualifications is the process of corroborating the information that applicants furnish, determining if any important facts were omitted, and obtaining other relevant information about the applicants' employability. Have the applicant sign the Authorization to Release Information form during the interview process or before.

NOTE: When conducting reference checks, it is MANDATORY that the current/most recent employer be contacted, as well as a reference NOT listed on the candidate's resume.

Former Employers

Previous employers are important sources of information about job applicants. Unfortunately, due to fear of defamation suits, many employers are reluctant to reveal anything but basic facts about a former employee. The following steps will

help elicit former employers' cooperation in supplying information:

- ❑ Follow a standard format (see appendix) or put the request in writing;
- ❑ Ask specific questions, such as, "Was the person ever disciplined or discharged for fighting?" and, "Was the person ever disciplined or discharged for drug or alcohol use?"
- ❑ Limit requests for information to those subjects relevant to the employment decision; and
- ❑ Include a release form signed and dated by the applicant (form located in the appendix). Often, having applicants read and sign the release form will prompt them to reveal information they did not include in their resume.

Recent studies found that 80 percent of the resumes applicants submitted did not accurately report their job experience. Additionally, 30 percent of the resumes did not accurately show the applicants' educational attainments. Serious, even tragic, consequences may result from inadequate verification of applicants' personal characteristics and other relevant qualifications. Speak with former colleagues, professors, and other professional associates. One caution: Only make contact with references after the applicant has completed the "Authorization to Release Information" form.

In addition to reference checks, all new hires are subject to a mandatory criminal background check. The search committee should provide applicants with the Authorization to Release Information Form at the time of interview. While all applicants interviewed complete this form, the background check will only be run on the individual selected for hire. Depending on the position, a more extensive background check may need to be considered. For example, if the position will have access and authority concerning money and finances, perhaps a credit check should be performed.

Regardless of the nature and extent of the investigation into the applicant's background, the employer should ensure that any investigations are uniformly applied to all applicants. The failure to perform a background investigation for an applicant may serve as the basis for a negligent hiring claim, as well as a charge of discrimination if applicants with protected characteristics are investigated more thoroughly, or otherwise differently, from others.

Negligent Hiring

Negligent hiring is defined as "the potential liability of an employer for the actions of an employee who was selected for employment without adequately determining the person's qualifications and background characteristics for the job."

There are two essential elements necessary to prevent a charge of negligent hiring:

- administering the proper selection methods to determine whether a person is adequately qualified to satisfactorily perform the tasks of the job; and
- verifying essential information supplied by the person, relative to his or her qualifications.

An employer may be found liable in hiring a person who seriously injures either himself or herself or others because the employer failed to use the proper selection methods to determine if the individual was qualified to safely perform the duties of the job.

MAKING THE JOB OFFER

Once the recruitment routing sheets have been approved and signed completely, proof of references checks and the Authorization to Release Information form attached, the search committee chair may make an offer of employment to the candidate selected. Initially, this offer may be made verbally, usually via a telephone call. At this point the following issues may be addressed:

- ❑ Starting Salary
- ❑ Starting Date
- ❑ Level of Appointment (if negotiable)

- ❑ Participation on University committees/boards, etc.

It is important that the applicant be advised that the verbal offer of employment is contingent upon reference and background checks. While a verbal offer is permissible initially, it is vital that any and all offers of employment be finalized in writing. A written offer helps to ensure that the terms are properly communicated, and enables the applicant to give careful consideration to important aspects of the job offer. The written offer also provides the applicant with a greater sense of security and finality. Who originates the letter of appointment depends on the position being filled:

- ❑ ***All Faculty Appointments*** – prepared by the Office of the Provost for the President's signature
- ❑ ***Regular Exempt Appointments*** – request submitted by the hiring department on the "Appointment Letter Request Form"; Human Resources prepares the appointment letter
- ❑ ***Regular Non-Exempt Appointments*** – request submitted by the hiring department on the "Appointment Letter Request Form"; prepared by Human Resources

Once the individual has been offered a position, accepted, and has been appointed to the position, the next step will be completing the necessary paperwork for payroll, benefits, etc. If the position is a benefited one, it is imperative that the employee contact the Benefits Coordinator as soon as possible to select a retirement system and benefit plans. ***NOTE 1: Individuals who fail to identify a retirement plan will NOT be placed on the payroll and will NOT receive a paycheck until such identification is made.***

HIRING PROCESS FOR ADJUNCT FACULTY

Initiating an Adjunct Contract

The department head must submit the completed "Departmental Request for

Adjunct Faculty Contract” form and obtain the appropriate approvals. The department head must also complete and attach the “Dual Employment Form” if the adjunct faculty member is employed by FSU in another capacity (for further information, see FSU Policy on Dual Employment) and an “Authorization to Release Information” if the employee is new to Frostburg State University. The contract request is then routed as follows:

1. The department head completes the Adjunct Request form and forwards it to his/her college dean for approval.
2. If the employee being hired is already employed in another capacity at FSU, a Dual Employment form must be completed and accompany the Adjunct Request form.
3. The department head must obtain an “Authorization to Release Information” form from all new employees and send it along with the Adjunct Request form.
4. The dean approves (or denies) the request and forwards it to the Provost for approval.
5. The Provost Office receives, reviews, and signs the form – The Provost Office will assure that current faculty are actually in an “overload” status.
6. OHR receives, reviews, and signs the Adjunct Request form. If the employee is new, OHR will send the employee a “New Employee Packet” that includes: *an I-9; a W-4 Employee Withholding Allowance Certificate; an Employee Data form; a Sexual Harassment Policy; a Substance Abuse Policy; and Certification of Security form.* OHR will hold the Adjunct Request form for all new employees until the employee has submitted all of their paperwork. After OHR receives all of this information, the Adjunct Request form will be approved and returned to the Provost Office.
7. OHR will assure, if applicable, that the Dual Employment Form is attached and completed.
8. For new hires, OHR will assure that the appropriate paperwork has been completed *before* an employee receives

a contract and before he/she begins work.

NOTE: In no instance shall an employee begin work prior to HR approval.

Nonexempt Employees (Emergency Situations Only)

Nonexempt employees who are hired as Adjunct faculty MUST be paid according to the Dual Employment Policy, which states that all work MUST be tracked in terms of hours and paid according to an hourly rate. Rates of both jobs will be blended per FLSA regulation to determine the overtime rate, where applicable. The overtime will be charged to the secondary department, in this instance, the academic department for whom the nonexempt employee is teaching. In certain instances, the employee’s overtime rate may calculate to more than the \$2000 standard for a 3-credit course. However, \$2000 is the minimum an employee will be paid for teaching a 3-credit course.

Cancellations

Should the Adjunct faculty member, for any reason, fail to fulfill the terms of the teaching assignment, the employing department should notify Human Resources and the Provost Office IMMEDIATELY.

Salary

If a salary for any Adjunct faculty deviates from the standard \$2000 for a 3-credit course for reasons other than those outlined above, a written explanation/justification MUST accompany the request form and must be approved by the Provost. Human Resources will NOT process a request that does not have the proper justification attached.

FSU STAFF MENTORING PROGRAM

What is the FSU Staff Mentoring Program

The FSU Staff Mentoring Program provides an opportunity for seasoned employees to share their knowledge and experience with new and existing staff. New staff gains from the coaching, guidance, and encouragement mentors provide. Experienced staff gains a fresh perspective and develops new relationships. The University builds a stronger, more cohesive community.

Goals and Objectives

The purpose of the FSU Mentoring Program is to develop relationships and facilitate interaction among staff, resulting in a stronger, more collaborative environment. Specifically, the goal is to provide new and existing staff with a valuable resource, a mentor, who offers support and encouragement, and is a point of reference for many additional resources that this campus offers.

The mentor/mentee matching program is available to all exempt and nonexempt employees regardless of classification or division. Those interested in being a mentor or being mentored can register online and are notified as potential matches become available. Specific objectives:

- Accelerate the time required for new staff to acclimate to the University;
- Increase the level of productivity for new employees;
- Allow experienced staff to gain new perspectives, develop new relationships and grow professionally;
- Enhance the likelihood of retaining new staff;
- Improve the quality of services provided to the campus community

Individuals interested in serving as mentors or being mentored must complete the application form (<http://www.frostburg.edu/hr/forms/pdf/mentor.pdf>).

Human Resources will review the applications and match individuals accordingly. Upon notification from HR, mentors must make initial contact with their mentees within five (5) working days to schedule the first meeting. Suggested

mentor/mentee activities may include, but are not limited to:

- Lunch with mentor, mentee and other colleagues;
- Mentee attends an employee training course with mentor;
- Mentee attends a safety meeting with mentor;
- Mentee observes the development of a special project;
- Mentor reviews mentee's resume and offers suggestions for improvement

The mentoring relationship should focus on the goals of the mentee. The mentee must communicate to the mentor what they hope to learn and what goals they wish to achieve during the course of the mentor-mentee relationship.

The prescribed timeframe for a mentor/mentee relationship is one fiscal year. At the conclusion of this year, the mentor and mentee should meet to assess the relationship and decide if they want to continue as mentor/mentee.

NEW EMPLOYEE ORIENTATION

Orientation of new employees should begin immediately – even before the employee has started to work. Orientation is a natural extension of the search process – once an individual has been hired, they should be thoroughly prepared and introduced to the organization and its employees.

Unfortunately, way too often the first day of work for many new employees is a huge disappointment. It is disorganized, confusing, disconnected and a waste of time. As a result, the first step towards early resignation or on-the-job failure to perform is taken on the employee's first day of work.

During orientation "need-to-know" information should be communicated to the newcomer. The information should be accurate and broad in scope; usually multiple media is used: written, interpersonal, and audiovisual. You may

conduct the orientation process any number of ways, but all programs should make the new employee feel welcomed, provide a broad understanding of the organization, and clearly state work and behavior expectations. Departments may wish to break orientation into various components, for example:

Pre-employment

- Prepare supervisor and review orientation responsibilities
- Send information to the new hire about:
 - Work area or unit, organization, products, and services.
 - Community and surrounding area.
 - Important contact people and phone numbers.
- Put the employee's name on internal mailing lists and begin delivery.
- Establish an e-mail account for the individual.
- Request any keys that the employee may need.
- Call the employee the night before they are to start work. Answer any last minute questions they may have.

Starting Day

- Introduce employee to coworkers
- Meet with Benefits Coordinator
- Conduct work-site tour
- Have office/desk ready and waiting
- Explain to employee how they can obtain office supplies
- Provide information on:
 - Policies and procedures
 - Locations
 - Communications
 - Security
 - Parking & transportation
 - Safety and medical
- Discuss when and how paychecks are distributed.
- Schedule meeting with supervisor.
- Provide employee handbook.

Subsequent Days

- Review job requirements

- Discuss performance standards and expectations
- Discuss performance appraisal system
- Identify training and development needs
- Listen to employee questions and concerns
- Provide a sponsor, buddy, or mentor for the new employee.
- Introduce the individual to, and meet with, key people

There are numerous other ways to make a new employee feel welcome – every department is different and may customize their orientation to fit the department culture. For example, you may wish to provide the new employee with a brief bio sheet on each department member. The bio would include education, experience and current work responsibilities. This will help familiarize the individual with the makeup of the department.

Remember, it takes time for new employees to assimilate all the information provided. Let them ask questions as you go along. Make your orientation process leave a positive first impression. Take the appropriate steps now to make the new employee feel accepted, acknowledged and appreciated. The payoff is an employee who is committed to you and the organization – a good orientation program can go a long way toward developing positive motivation, productivity, and retention of the new employee.



CONTINGENT CATEGORY I POSITIONS

While no competitive bidding is required for Contingent Category I employment, there are certain criteria and processes that must be followed.

Newly Created Contingent Category I Positions

The hiring department must obtain approval to create a new position. This entails the head of the department, dean (if applicable), and finally the respective vice president signing off on the hire.

The department forwards a detailed job description to Human Resources. HR will review the description and classify the position – exempt or non-exempt. If exempt, the position will be slotted in a band as specified by the Exempt Pay Program. If the position is non-exempt, a non-exempt job classification will be assigned to the position. All non-exempt position classifications have been assigned a Pay Range at the system level.

Once approvals have been obtained and a job classification identified (if a newly created position), the hiring department prepares to fill the vacancy.

Again, contingent category I positions do not need to be hired through a competitive search. However, the individual selected for the position must meet the minimum qualifications and must successfully pass the background investigation, which includes a criminal record check and reference checks.

The hiring department must complete the "Contingent Employment Request" form and route for appropriate signatures. A contract will not be prepared until this form has been completed and signed.

EMERGENCY HIRES

Normally, emergency hires are only authorized under the following circumstances:

A faculty position has been vacated unexpectedly with less than three months until the beginning of classes or the vacancy occurred during the semester. The purpose of an emergency hire is to cover classes during the search period for a full-time faculty replacement.

Emergency hires shall be contingent employees for a period not to exceed 12 months and will not be renewed/extended beyond this twelve-month timeframe.

During this twelve-month period, it is mandatory that steps be taken to fill the position through an open and competitive search process. The search must be initiated immediately upon learning of the vacancy.

All other unexpected or last minute vacancies will be filled with a contingent category I position while an open and competitive search is conducted. The contingent category I appointment shall not exceed six months.

Final authority for emergency hire appointments rests with the Office of Human Resources (OHR) and the Director of EEO. The hiring department must complete the "Emergency Hire Form" (see appendix) and route for appropriate signatures.

An open and competitive search process requires that the position be advertised as broadly as possible; there will be no "internal only" postings for positions that are currently occupied with "emergency appointments."

IMMIGRATION

The Immigration Reform and Control Act (IRCA) became effective on November 6, 1986. Its record keeping and sanctions provisions affect every employer regardless of size or number of employees. Not only are employers subject to extensive record keeping requirements, but criminal and civil sanctions against employers can and have been imposed for non-compliance. Frostburg State University prohibits the employment of a foreign national unless he/she meets the requirements of the IRCA. Foreign nationals, like U.S. citizens, must show evidence of identity and eligibility to work and must complete Form I-9 on or before the first day of employment. The magnitude of fines – up to \$1,000 per

worker for documentation and record keeping violations and ultimately up to \$10,000 per incident for "knowingly" hiring an unauthorized worker – are among the highest of federal penalties. Therefore, it is extremely important that Frostburg State University comply with any and all immigration laws throughout the search and hiring process. The University prohibits the employment of a foreign national unless the applicant can meet the requirements of the IRCA. As with U.S. citizens, foreign nationals must present documents to prove identity and eligibility to work and must complete the I-9 Form.

The hiring of foreign nationals must be restricted to full-time regular positions such as the tenure track faculty positions and professional administrative positions where there are no American candidates who are willing, qualified, and available. A request to apply for an H-1B VISA, the most common form of VISA required for employment, for an adjunct faculty position or for part-time contractual positions will not be approved.

Per federal law, any position earmarked for an H-1B petition must require a minimum of a bachelor degree or higher.

Departments or search committees wishing to hire a foreign national must show proof that the selected foreign national meets the minimum requirements of the job and must be more qualified than the other individuals who applied.

Over 30 different types of visas are available to foreign nationals coming to the U.S. In Higher Education, the most common types are:

- ❑ **F-1 Visa** - This is for foreign nationals who have been accepted to attend U.S. colleges or universities. A student on F-1 visa is allowed to work on the campus only. Questions regarding F-1 should be directed to the Center for International Education.
- ❑ **Permanent Resident & Immigrant Visa** - A foreign national in this status is eligible to permanently reside, work and

travel in the U.S., as well as to freely travel in and out of the U.S.

- ❑ **H-1B Visa** - This is the most common temporary work permit for those entering a "specialty occupation" such as faculty. The H-1B is valid for an initial period of three years and renewable up to a six-year maximum.
- ❑ **J-1 Exchange Visitor Program** - This category is for foreign students, au pairs, scholars, doctors, medical students, business and industrial trainees and others participating in U.S. government-approved programs for gaining experience, studying or performing research. Questions regarding J-1 should be addressed to the Center for International Education.
- ❑ **TN Status** - This is similar to the H-1B visa and available only to Canadian and Mexican nationals under the NAFTA agreement.
- ❑ **Practical Training** - A foreign national who is on F-1 may be authorized to pursue a practical training to provide him or her with an opportunity to apply knowledge gained in the classroom to practical work experience off campus. He or she may be issued Curriculum Practical Training (CPT) or Optional Practical Training (OPT). Applications for practical training are made through the international student office which has jurisdiction over students. Questions regarding practical training should be addressed to the Center for International Education.

Under USCIS rules and regulations, an H-1B is normally issued for an initial period of three years and can be extended for an additional three years. After six years, these foreign nationals have to leave the country unless they change their status to permanent resident or become U.S. citizens.

Frostburg State University consults with foreign nationals preparing to file for permanent residency in order to ensure understanding of the process and to monitor progress toward permanent residency. Tenure-track faculty members should begin

the consultation process once they have been renewed for their second year. Although the University is committed to facilitating the process of application for permanent residency, the University does not file applications for permanent residency (green card) on behalf of foreign nationals who are hired through an H-1B, nor does this department provide legal advice to foreign nationals on such matters.

Foreign nationals who wish to obtain permanent residency status must obtain their own legal counsel. Any fees associated with that consultation shall be the responsibility of the foreign nationals.

The Office of Human Resources will assist with providing the information that the legal counsel seeks. This includes signing the necessary forms.

If you encounter an immigration issue or have any questions regarding immigration throughout your search process, please contact the Office of Human Resources at x4102 or x4105.

WORKPLACE VIOLENCE POLICY

Purpose

Frostburg State University is committed to maintaining a work environment that is as free as possible from acts or threats of violence or intimidation. The safety and security of Frostburg State University staff, faculty and students and visitors are of vital importance.

Policy

Violent or threatening behavior directed at staff, faculty, students or visitors, oneself, or property will not be tolerated at Frostburg State University. This policy applies to any acts of violence or threats made on FSU property, at FSU events, or under other circumstances that may negatively affect FSU's ability to conduct business. Included in this prohibition are such acts or threats of violence whether made directly or indirectly, by words, gestures, or symbols that infringe on the University's right or obligation to

provide a safe workplace for its employees, students and visitors.

Prohibited Behaviors

Frostburg State University defines violence as follows and prohibits:

- The use of physical force with the intent to commit harm;
- Acts or threats in any manner or form, which are intended to intimidate, coerce, or cause fear of harm;
- Acts or threats of violence made directly or indirectly by words, gestures or symbols;
- Property crimes that would reasonably be anticipated to have the effect of intimidating or causing fear of harm.

Employees and visitors may not possess, carry, or store firearms, edged weapons, martial arts weapons, or blunt force weapons on university property, to include privately owned vehicles parked on university grounds. Students may possess weapons only as provided in FSU policies, which can be found in the Pathfinder and the Residence Hall Handbook. This restriction shall not apply to university-issued weapons carried by police officers in the performance of their duties, tools that are used by employees in the performance of work duties, weapons used for educational, demonstration or theatrical purposes as part of the university curriculum, or otherwise, legal items such as a small penknife or pocketknife carried or possessed without the intent of injuring, threatening or intimidating others.

University Premises

For the purposes of this policy, the workplace and university premises are defined as:

- The physical premises of Frostburg State University in Frostburg, Maryland, as well as any other premises owned or controlled by Frostburg State University, including University System of Maryland at Hagerstown;

- Such other properties that may be rented or leased by Frostburg State University;
- Motor vehicles that are owned or leased by Frostburg State University;
- Locations to which an employee is assigned in the performance of his or her duties, e.g., an athletic venue at another institution;
- Location in which a student is present at a university-sponsored event or activity, e.g., a study-abroad program or an athletic venue at another institution;
- Extensions of the physical workplace in the case of incidents that begin on campus and proceed off-premises, e.g., stalking.

Sanctions

Violation of this policy by any employee will result in disciplinary action that may result in termination of employment and/or criminal prosecution. Violations by students will result in university judicial action and/or criminal prosecution. Violations by groups or individuals who are neither employees nor students will result in restriction from university property and/or criminal prosecution.

WORKPLACE VIOLENCE PROCEDURES

Preventive Measures

Training

Workplace violence training shall be offered through the Office of Human Resources.

Pre- and Post-Employment Screening

The Office of Human Resources will ensure that employment reference checks of prospective employees are conducted. A criminal background check of candidates to whom an offer of employment is extended will be conducted. In certain circumstances and with cause, Human Resources will conduct a criminal background check of any employee thought to pose a threat of violence.

Incident and Pre-Incident Procedures

Any member of the university community observing behavior that is in violation of the

workplace violence policy, or that could reasonably be interpreted as a precursor to an act of violence or intimidation, shall make an immediate report to University Police. In cases of imminent danger, University Police will intervene. When time and circumstances permit, the supervisor of the employee-victim and/or employee-perpetrator, the Director of Human Resources and the Chief of University Police will make a threat assessment and report to the Vice President for Administration and Finance.

Action in Response to Violence, Abusive or Threatening Behavior

During or immediately after any incident, the University Police will be called to establish order and control the area.

A post-incident team consisting of the Director of Media Relations, Chief of University Police, Director of Human Resources, and Director of Counseling Services shall ensure that proper attention is given to medical, law enforcement, counseling, employment and public relations issues. If a student is involved, the post-incident team shall include a senior representative of Student and Educational Services.

The Chief of University Police will prepare a workplace violence report on or about January 1 of each year. The report will enumerate the number of workplace violence incidents in the previous year and make recommendations as appropriate.

The Office of Human Resources job opportunities web page provides job seekers with the following guidelines on applying for employment at FSU. These helpful hints address issues the OHR staff has seen in processing applications and answering questions. Search Committees may find it helpful to review this information and look at the application and employment process from the applicants' point of view.

Guidelines on How to Apply for Employment at Frostburg State University

Your interest in employment at Frostburg State University (FSU) is sincerely appreciated. Current job opportunities are posted on the FSU Office of Human Resources web site at www.frostburg.edu/hr and the web site is updated as new positions become available. The University advertises in regional newspapers including the *Cumberland Times-News*, in national publications such as *The Chronicle of Higher Education*, and with other journals, professional organizations, web sites, and list servers as appropriate to the position being advertised.

Following are some helpful hints on how to apply for employment at the University, along with information about the application and employment process at FSU. Keeping these points in mind will help to ensure that your application materials receive optimum consideration for employment. More information about FSU and departments with open positions is available on the University web site at www.frostburg.edu.

Carefully read the ads for open positions at the University.

Each ad will describe the position duties and responsibilities, list minimum and preferred qualifications, and explain how to apply. Read the ad carefully to determine if you are interested in and qualified for the position, and then follow the directions thoroughly if you decide to apply. Applicants who do not meet at least the minimum qualifications for a position are screened out of the applicant pool and not considered for employment in that position.

Be specific about the open position for which you want to apply.

Clearly mark the title and number of the position (Administrative Assistant II #10-010999, for example) on your application materials, especially the letter of interest. Since FSU routinely posts numerous ads at

once, sometimes several with the same job title, and a different Search Committee reviews applications for each open position, it is essential to specify which position you are interested in to ensure your entry in the correct applicant pool. If applying for an adjunct teaching position, clearly specify your area(s) of teaching interest.

Apply for every position for which you want to be considered. The University does not maintain an applicant interest file for unsolicited applications or keep applications on file for contact in the event a suitable position becomes available.

Make sure your application materials are complete as requested in the ad for the position.

Each ad will specify the application materials requested, often a letter of interest, resume, and contact information for three professional references. In some cases, additional materials such as transcripts, teaching evaluations, samples of work, or letters of reference may be requested. Be sure to submit all materials requested. Remember to include all attachments when e-mailing application materials. If any materials such as transcripts or letters of reference are being submitted separately, note in your letter of interest that these supplemental materials are forthcoming. Applications that are incomplete at the time of Search Committee review generally are not considered for employment.

Other than for certain trades positions, FSU does not use an application form. Please do not contact the Office of Human Resources to ask for an application packet. Follow the directions in the ad to determine the application materials requested.

Submit your application to the address specified in the ad for the position.

Unless specified otherwise in the ad, application materials are to be emailed to humanresources@frostburg.edu. (Certain trades positions are filled through the Allegany County One Stop Job Center in the

McMullen Building at 138 Baltimore Street in Cumberland, Maryland. Ads for those positions will clearly specify that the Job Center is responsible for the distribution and collection of applications.)

The Office of Human Resources will forward your application materials to the Search Committee making the hiring decision. Misdirecting your application to a Search Committee Chair, the hiring department, the Chair of an academic department, a Dean's office, a Vice President's office, the Office of the President, or elsewhere will delay processing of your materials and could prevent you from being included in an applicant pool if your materials are not forwarded to the Office of Human Resources.

Apply on time.

FSU does not accept late applications. Check the ad for an application deadline and be sure to submit your materials no later than the specified date. Applications should be e-mailed to humanresources@frostburg.edu no later than 12:00 midnight Eastern Time on the application deadline date.

Expect an electronic acknowledgement of your application.

Upon receipt of an e-mailed application, an electronic reply is sent to the applicant acknowledging receipt of the application materials. After this initial acknowledgement, applicants are not contacted again unless selected for interview.

Submit EEO data online.

Frostburg State University is committed to a policy of equal opportunity in all employment practices without regard to age, gender, race, color, religious belief, national origin, disability, or status as a veteran. To help assess the effectiveness of our recruitment efforts, we ask all applicants to voluntarily complete the Equal Employment Opportunity Data Form

available on the Office of Human Resources web site at www.frostburg.edu/hr.

Applicant EEO data is used for statistical reporting and analysis purposes only, and is not used in the employment decision-making process. The University appreciates your cooperation with the request to submit EEO data. You need to complete the form only one time, not for every position in the event you submit multiple applications.

Do not expect an interview until after the application deadline date.

The Office of Human Resources oversees the search process from start to finish, but forwards applications to the appropriate Search Committees to screen, conduct interviews, and recommend candidates for hire. No candidates will be interviewed and no hiring decision will be made until the application deadline has passed. Please do not contact the Office of Human Resources to ask about the status of an open position if the advertised application deadline date has not yet passed – at that point, we will simply be continuing to accept applications.

Make yourself readily available if contacted for interview.

After all applications received by the deadline have been screened, the Search Committee contacts candidates chosen for interview. Be sure to reply promptly in the event you are contacted to schedule an interview, since the Search Committee can move on to other qualified candidates if you fail to respond. In some cases, the Search Committee will conduct telephone interviews before scheduling campus visits. Candidates who are interviewed receive more information about the position, the University, and the hiring process at the time of interview.

Realize that meeting the minimum qualifications does not guarantee you will be interviewed.

Do not assume you will be interviewed for a position at FSU simply because you meet

the minimum qualifications as listed in the ad. After applications are screened to determine who meets minimum qualifications, the Search Committee ranks applicants further according to the quality and amount of education, experience, knowledge, and skills that each one possesses. Due to the large number of applications the University often receives, many from well-qualified candidates, not every qualified applicant can be interviewed.

WHY WORK AT FROSTBURG STATE UNIVERSITY???

THE HISTORY OF FSU

In 1898 the Maryland General Assembly authorized State Normal School #2 and a \$20,000 appropriation for a building. The Governor selected Frostburg as a site because the residents offered the best suitable location without cost to the State. Townspeople raised the money to buy Beall's Park – a two-acre site – for the State Normal School.

Fifty-seven students attended the first classes of the State Normal School at Frostburg in 1902. We offered a two-year program of elementary school teacher training. The first commencement was held in 1904, with students receiving a diploma and a lifetime teaching certificate.

In 1935 the institution's name changed to State Teacher's College at Frostburg. The first four-year degree students graduated with Bachelors in Science in Elementary Education. In 1946 the college offered its first liberal arts junior college program, which was discontinued in 1960 when four-year programs replaced it. This is when the Board of Trustees granted Frostburg State Teacher's College the right to confer the Bachelor of Arts degree and the Master of Education.

Our growth continued in 1950-51 when the State Legislature funded a 40-acre expansion to our campus and five new buildings. In July 1963 we became known as Frostburg State College, until 1987, at

which time our institution was granted University status. Then in 1988 we joined the University System of Maryland which is comprised of 11 of the State's four-year institutions and two research institutions. The Center in Hagerstown was also opened.

In 1991 Dr. Catherine Gira became the second woman president of our institution. Lillian C. Compton served as the first woman president from 1945-55.

When Dr. Gira announced she would be retiring effective June 2006, the University embarked upon a national search for a new president. Upon successful completion of this search, Dr. Jonathan C. Gibraltar became the 14th president of Frostburg State University.

Under Dr. Gibraltar's capable leadership, the University looks forward to moving confidently into the future and meeting any challenges that lie ahead.

See "FSU's Existence Owed to Community Efforts" located in the appendix.

CAMPUS OVERVIEW

Frostburg State University is a public, undergraduate & graduate institution that offers degrees in the Professional Studies, Liberal Arts and Sciences. FSU (main campus) is located in beautiful, scenic Western Maryland, however, the University is within driving distance of several metropolitan areas.

Estimated Travel Time from Eastern U.S. Cities to FSU Main Campus

Baltimore	2 1/2 hours	Philadelphia	4 1/2 hours
Hagerstown	1 hour	Pittsburgh	2 1/2 hours
Harrisburg	2 hours	Richmond	5 hours
Johnstown	1 hour	Salisbury, MD	5 1/2 hours
Morgantown	1 hour	Somerset	3/4 hours
New York	6 hours	Washington,	2 1/2

		D.C.	hours
Norfolk	6 hours		

University Profile

- 4,300 undergraduate
- 900 graduate
- 17:1 Student Faculty Ratio
- 85% of classes have fewer than 30 students
- 80% of Faculty have doctorates or terminal degrees in their fields of study

BENEFITS PACKAGE

Regular status employees enjoy a generous benefit package as offered through the State of Maryland and University System of Maryland.

Full-time faculty, exempt staff, and nonexempt staff at FSU are eligible for the following benefits:

- Compensation
- Leave
- Insurance Options
- Retirement Plan
- Tax Sheltered Annuities
- US Savings Bonds
- MD State Employees Credit Union
- Tuition Remission

THE HENRY C. WELCOME FELLOWSHIP GRANT PROGRAM

The Henry C. Welcome Fellowship Grant Program is a competitive incentive program to help eligible Maryland universities recruit and retain a diverse and accomplished faculty. Candidates are nominated by their institution's president. Eligible institutions include:

- Frostburg State University
- Salisbury University
- Towson University
- University of Baltimore
- University of Maryland, Baltimore

- University of Maryland Baltimore County
- University of Maryland, College Park
- St. Mary's College of Maryland

Awards are made to promising new full-time faculty who, by their appointment, will contribute to the diversity of the institution. Welcome Fellows are each paid \$20,000 over a three-year period in support of their research, publications, and speaking engagements. Three-quarters of the 75 Welcome Fellows who have been awarded grants since the program's inception in 1988 continue to teach in Maryland institutions.

The program is named for Dr. Henry C. Welcome, a former member of the State Board of Higher Education, the predecessor of the Maryland Higher Education Commission. Dr. Welcome was on staff at several Baltimore hospitals and taught at the Provident Hospital nursing school. He was active in politics with his wife, the late Senator Verda F. Welcome, the first black woman in the United States to be elected as a state senator. During the civil rights era of the 1960s and 1970s, they worked with various political organizations to effect positive change for the people of the State of Maryland.

UNIVERSITY CHILDREN'S CENTER

The University operates a licensed Pre-School/Extended Child Care Program for the children of students, employees and community residents from Monday through Friday, 7:45 a.m. to 5:00 p.m.

Children enrolled in the early childhood program are provided care that will encourage the development of each child, based on individual physical, emotional, social and cognitive needs. Through a secure and warm environment that encourages the total development of the child, the program will help children know their individuality, understand their special worth, and develop self-discipline, tolerance,

and understanding of individuals different from themselves.

Developmentally-appropriate experiences are provided for two to five year-olds in art, math, science, cooking, music and movement, dramatic play, large muscle and fine motor activities. The early childhood program not only provides classroom instruction, but also participates in Physical Education Classes (taught by Early Childhood Education & Physical Ed. Students) in the Cordts P.E. Bldg several times a week. Field trips to places such as local farms, firehouses, the pumpkin farm, playgrounds, libraries, community plays, nature centers, planetariums, etc., are also incorporated into the curriculum.

The Center Director has over 20 years of experience in Early Childhood Education and holds a Masters Degree in Educational Technology and the Assistant has over 15 years in the Early Childhood Field. For more information, visit <http://www.frostburg.edu/childrenscenter/index.htm>.



WHAT OUR EMPLOYEES THINK ABOUT WORKING AT FSU

"I came to Frostburg State University because of its fine reputation as a regional Master's I university. The reputation of the faculty was well established and our academic programs prepare students for solid careers or graduate study. In addition, FSU is located in the mountains of western Maryland providing beautiful vistas and recreational activities all year long including hiking, biking on the Allegany Highlands Trail, downhill and cross country skiing, rafting and kayaking, mountain and rock climbing and other outdoor activities

as well. Finally, Frostburg is within 2 hours of Washington DC, Baltimore, and Pittsburgh."

- **Jonathan Gibraltar, President Frostburg State University**

"I originally came to Frostburg State University thinking that I would only stay one year and move on but, I am now into my 11th year of working here. This community as a new resident greets you with a smile and makes you feel as if you have found a home.

But most of all our community cares for each other, whether it is helping an elderly neighbor, tutoring a child or serving on a local non-profit board. The spirit is contagious and helps me everyday know in my job that I can make a difference in our wonderful mountain Maryland communities."

- **Cherie Krug, Director of Major Gifts, University Advancement**

"I lived in San Diego, California for 11 years before joining FSU in 1989. At first, it was my intention to work at FSU for a year or two and then return to California. However, after a short while, my wife and I realized how friendly, supportive, and family oriented the community was, which made it a great place for us to live and raise our daughter.

Frostburg State University is an institution where the quality of the programs and treating people with respect is always a high priority. The beauty of the environment is the icing on the cake! After 20 years, my wife and I still remember our first experience at FSU when we had to go to the Office of Human Resources with so many questions and concerns, and how the staff at the HR office treated us with utmost respect, professionalism, kindness, and patience. That is the way you are treated at FSU; regardless of your background and your position, and that is the primary reason we stayed and love to work here. Thus far, I had a few attractive offers from other universities, but had to refuse, because my wife and I prefer to stay at FSU where the technical dimension of programs is as important as the human aspect."

- **Ahmad Tootoonchi, Interim Dean, College of Business**

Besides the usual reasons people work anywhere, I work at Frostburg State University because I also have the opportunity to further my education through tuition remission.

I enjoy working at FSU because I am given the liberty to express my individuality, creativity, and curiosity on a daily basis. Working with the students highlights my experience at Frostburg State.

- **Patrick McLane, Housekeeper**

"FSU has a long history and is well-respected within the region & state.

- *FSU is small enough to be friendly and large enough to offer a variety of programs, activities, etc.*
- *FSU has a faculty contingent that is cosmopolitan in nature; faculty hold doctorates from many different public and private universities [many members of American Association of Universities]*
- *FSU offers relatively small classes (25-20 students); students are not "batched"*
- *FSU respects good teachers*

- *FSU is relatively insulated from crime and sets in the mountains surrounded by the grandeur of nature*
- *FSU is located in Western Maryland, where:*
 - *housing is relatively inexpensive*
 - *there are major metropolitan areas in close proximity (easy driving distance)*
 - *low crime rate*
 - *high quality health care available*
 - *good public and private schools; schools successful in terms of percentage of students passing mandated testing standards*
 - *traffic-free & low stress area"*
- **Carol J. Gaumer, Associate Professor and Chair, Department of Marketing and Finance**

ATTACHMENTS

Position Justification Form
Recruitment Authorization Form
Authorization to Release Information Form
Emergency Hire form
Appointment / Salary Letter Request Form
Contingent Employment Request & One Time Payment Form

APPENDIX

Interview Guidelines	35
Interview Evaluation Sheet	37
Reference Checking Form	38
Verification of Previous Employment	40
Applicant Data Sheet	41
"FSU's Existence Owed to Community Efforts" Article.....	43

INTERVIEW GUIDELINES

Category	May Ask	Potentially Discriminating
Gender and family issues	<ul style="list-style-type: none"> If applicant has relatives already employed by the organization. 	<ul style="list-style-type: none"> Gender of applicant Number of children Marital status Spouse's occupation Child care arrangements Health care coverage through spouse
Race		<ul style="list-style-type: none"> Applicants race or color of skin Photo to be affixed to application form
National origin or ancestry	<ul style="list-style-type: none"> Whether applicant has a legal right to be employed in the U.S. Ability to speak/write English fluently (if job related) Other languages spoken (if job related) 	<ul style="list-style-type: none"> Ethnic association of surname Birthplace of applicant or applicant's parents Nationality, lineage, national origin Nationality of applicant's spouse Whether applicant is citizen of another country Applicant's native tongue Maiden name (of married woman)
Religion		<ul style="list-style-type: none"> Religious affiliation Religious holidays observed
Age	<ul style="list-style-type: none"> If applicant is over age 18 If applicant is over 21, if job related (e.g., bartender) 	<ul style="list-style-type: none"> Date of birth Date of high school graduation Age
Disability	<ul style="list-style-type: none"> Whether applicant can perform job-related functions 	<ul style="list-style-type: none"> If applicant has a disability Nature or severity of handicap Whether applicant has ever filed workers' compensation claim Recent or past surgeries and dates Past medical problems
Applicant referral	<ul style="list-style-type: none"> "How were you referred to this position? For example, current employee, newspaper advertisement." 	<ul style="list-style-type: none"> Questions inquiring as to the name of the person who referred the applicant.
Arrest or criminal record	<ul style="list-style-type: none"> Questions regarding prior convictions where accompanied by a statement that such convictions will not absolutely prohibit employment, but will only be considered in relation to specific job requirements. 	<ul style="list-style-type: none"> "Have you ever been arrested?"
Education	<ul style="list-style-type: none"> Questions regarding extent of education, degree(s) received, names of schools attended but only where such requirements are clearly related to the job. 	<ul style="list-style-type: none"> Questions regarding dates of attendance at elementary or high school. Graduation dates. Questions regarding ethnic, social or religious affiliation of schools attended, sororities/fraternities, etc.
Fidelity bonding	<ul style="list-style-type: none"> Statement that fidelity bonding is a requirement of employment. 	<ul style="list-style-type: none"> "Have you ever been denied a fidelity bond or has one been cancelled?"
Height or Weight	<ul style="list-style-type: none"> Questions may be asked about an applicant's height or weight but only if height 	<ul style="list-style-type: none"> Height Weight

Category	May Ask	Potentially Discriminating
	<p>or weight is a bona fide occupational qualification (demonstrably related to safe and efficient job performance).*</p> <p>*Employers generally should seek legal review or advice in determining whether a bona fide occupation qualification exists before making inquiries regarding a protected characteristic or status.</p>	
Hours of work/attendance	<ul style="list-style-type: none"> • “Are you able to work overtime?” • Questions regarding ability to work the employer’s normal work hours. • Questions regarding attendance record at previous employers. 	<ul style="list-style-type: none"> • Questions regarding number of sick days taken at previous employers.
Military service	<ul style="list-style-type: none"> • Questions regarding relevant experience gained during military service. 	<ul style="list-style-type: none"> • Questions regarding type of discharge (except dishonorable). • Questions regarding reserve duty obligations. • Questions regarding service in foreign military.
Name	<ul style="list-style-type: none"> • “Have you ever used any other name?” • “Is additional information, such as an assumed name, necessary in order to check job references?” 	<ul style="list-style-type: none"> • “What is your maiden name?” • “Has your name been changed by court order?”
Notice in case of emergency	<ul style="list-style-type: none"> • Statement that the name and address of an individual to be notified in case of accident or emergency will be required upon hire. 	<ul style="list-style-type: none"> • Name, address and relationship of relative or other individual to be notified in case of accident or emergency.
Organizations/activities	<ul style="list-style-type: none"> • “List all job-related organizations, clubs or professional societies to which you belong – you should omit those which would identify your race, color, religion, sex, national origin, age, disability or sexual orientation.” 	<ul style="list-style-type: none"> • “List all organizations, clubs, societies, etc. to which you belong.” • Questions related to political affiliations or union memberships.
Qualification/previous work experience	<ul style="list-style-type: none"> • Questions related to previous experience and/or skills that are relevant to the job applied for, names and addresses of former employers, dates of prior employment and reason(s) for leaving previous employer. 	<ul style="list-style-type: none"> • Inflated experience requirements, which are not strictly job related.
References	<ul style="list-style-type: none"> • “List those persons willing to provide personal and/or professional references.” 	<ul style="list-style-type: none"> • Questions directed to applicant’s former employer(s) or personal references which elicit information regarding applicant’s race, color, religion, creed, sex, age, national origin or disability.

NOTE: If a question is job-related, it is probably legal. If it is not job-related, be careful. Questions that involve race, creed, gender, national origin, marital status, number of children, handicaps, and so on are illegal.

**FROSTBURG STATE UNIVERSITY
OFFICE OF HUMAN RESOURCES
INTERVIEW EVALUATION SHEET**

(Sample – You may develop your own form using appropriate selection criteria)

Name of Candidate: _____

Date: _____ Position: _____

TRAITS	UNSATISFACTORY 0	SOME DEFICIENCIES EVIDENT 1	SATISFACTORY 2	EXCEPTIONAL 3	CLEARLY OUTSTANDING 4	INSERT RATING (0-4)
KNOWLEDGE OF SPECIFIC JOB AND JOB RELATED TOPICS	No knowledge evident	Less than we would prefer	Meets our requirements for hiring	Exceeds our expectations of average candidates	Thoroughly versed in job and very strong in associated areas	
EXPERIENCE	None for this job nor any related experience	Would prefer more for this job	Adequate for job applied for	More than sufficient for job	Totally experienced in job. Strong experience in all related areas.	
COMMUNICATION	Could not communicate. Will be severely Impaired in most jobs	Some difficulties. Will detract from job performance.	Sufficient for adequate job performance	More than sufficient for job	Outstanding ability to communicate	
INTEREST IN POSITION AND ORGANIZATION	Showed no interest	Some lack of interest	Appeared genuinely interested	Very interested. Seems to prefer type of work applied for	Totally absorbed with job content. Conveys feeling only this job will do	
OVERALL MOTIVATION TO SUCCEED	None exhibited. No concern for advancement	Showed little interest in advancement	Average interest in advancement	Highly motivated. Strong desire to advance	Extremely motivated. Very strong desire to succeed and advance.	
POISE AND CONFIDENCE	Extremely distracted and confused. Displayed uneven temper	Sufficient display of confusion or loss of temper to interfere with job performance	Sufficient poise and confidence to perform job	No loss of poise during interview. Confidence in ability to handle pressure	Displayed impressive poise under stress. Appears unusually confident and secure.	
COMPREHENSION	Did not understand many points and concepts	Missed some ideas or concepts	Understood most new ideas and skills discussed	Grasped all new points and concepts quickly	Extremely sharp. Understood subtle points and underlying motives. Quick grasp of ideas; insight.	
					TOTAL:	

COMPLETED BY: _____ DATE: _____

6. What were his/her weaknesses on the job?

7. What is your overall assessment of the candidate?

8. Would you recommend him/her for this position? Why or why not?

9. Would this individual be eligible for rehire? Why or why not?

10. Other comments?



Frostburg State University
 Office of Human Resources
 Frostburg, MD 21532
 (301) 687-4105

Verification of Previous Employment



Applicant Name: _____ Date: _____
Last First M.I.

Position Applied for: _____

Recruiter Name: _____



Name of Contact: _____

Title: _____ Phone: (____) _____

Company: _____

Address: _____
Street Address Apartment/Unit #

City State ZIP Code

Was the applicant an employee of your company? YES NO

What was the period of employment? START DATE: _____ END DATE: _____

What was the applicant's position on the last day of employment? _____

What was the applicant's starting salary? _____

What was the applicant's ending salary? _____

What were the applicant's job responsibilities?

What was the applicant's reason for leaving?

Would you rehire this applicant? YES NO

Applicant Data Sheet

Position Title: _____

ID or PIN Number: _____

Department: _____

Application Deadline: _____

I. Candidates							
Number	Applicant's Name	Date Received	Sex (F/M)	Ethnic Origin	Q/NQ/IC***	Rank	Evaluation Comments

* A=Asian AI=American Indian/Alaska Nat. B=Black/African American H=Hispanic NH=Native Hawaiian/Pacific Islander O = Other W=White **Q=Qualified
 NQ=Not Qualified IC=Application Incomplete ***Rank the applicants who are marked as "Q" Columns(1)(2)&(3) completed by OHR as applications are received
 Column(4)&(5) completed by AA/EEO for discussion with Search Chair Columns(6)&(7) completed by the Chair of Search Committee

I. Candidates

Number	Applicant's Name	Date Received	Sex (F/M)	Ethnic Origin	Q/NQ/IC***	Rank	Evaluation Comments
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II. Recommended

Candidates recommended for interview by Search Committee

Director of EEO's comments & signature

III. Selection

Chair of Search Committee: _____

Signature

Date

Candidate Recommended for Hire: _____

Date

EEO Approval of Hiring Proposal: _____

Date

HR Approval of Hiring Proposal: _____

Date

Dept. Chair Approval to Hire: _____

Date

Dean Approval to Hire: _____

Date

Vice President Approval to Hire: _____

Approval to Hire: _____

President

* A=Asian AI=American Indian/Alaska Nat. B=Black/African American H=Hispanic NH=Native Hawaiian/Pacific Islander O = Other W=White **Q=Qualified
 NQ=Not Qualified IC=Application Incomplete ***Rank the applicants who are marked as "Q" Columns(1)(2)&(3) completed by OHR as applications are received
 Column(4)&(5) completed by AA/EEO for discussion with Search Chair Columns(6)&(7) completed by the Chair of Search Committee

FSU'S EXISTENCE OWED TO COMMUNITY EFFORTS

Frostburg has become a college town, not because a group of bureaucrats considered it properly distanced from the University of Maryland, or because a millionaire provided land and endowments. It came into existence because the people in our community - many of them miners - valued education, and went to rather extraordinary lengths to supply schooling for their children.

In 1898, Mr. Oder, the editor of Frostburg's Mining Journal, heard a rumor that Maryland might open another teacher-training institution to supplement the one in Baltimore. He suggested that Frostburg would be an appropriate location for it. A hastily-formed committee of citizens traveled to Annapolis, where the General Assembly was already in session, to persuade the county delegates to introduce bills to that effect in both houses.

The bills, unfortunately, had no support east of Hagerstown, and no chance of passing. But in the closing hours of the session, a sympathetic member of the comptroller's staff saw a way of getting around the opposition. He drafted an amendment to the General Appropriations Bill, which had to be passed before the assembly could adjourn, allocating \$20,000 for a Normal School at Frostburg. The home-bound legislators let it go through.

At that point the bill could have been killed by the attorney general, since it did not stipulate to whom the monies were to be paid. The governor, disapproving of the action, could have exercised a line-veto. Such steps, however, seemed unnecessary, since there was no provision for acquiring the land for such a building. The normal school at Frostburg was considered a dead issue.

The Frostburg community thought otherwise. Mr. Oder, in the Mining Journal, urged anyone with a suitable site to make an offer, and by midsummer the governor and his cronies had to travel to Frostburg by horse and buggy to check out 13 different properties. They went through the required motions, but thought they had put the project neatly to rest by agreeing on a site

that had not been offered, and which they were sure would not be acceptable. It was a two-acre park that served as a buffer-zone between the black and white communities.

Frostburg people, however, were not deterred. The Beall family was willing to sell the property for \$2,000, and the committee geared up to raise the needed sum. They went first to the Mayor and Council, who referred them to the merchants. But instead of appealing to Main Street, they went to the miners, whose 25- and 50-cent donations made up the required amount in three weeks. The list of those donors was published in the Mining Journal, a reminder of the generosity and determination of local people in the days when one could buy a full dinner for a quarter and rent a three-bedroom house for \$5 or \$6 a month.

The state continued to be tight-fisted. What we call Old Main was built in 1899-1900, but stood empty for two years because no money was appropriated to operate the school. It finally opened in 1902 with almost twice as many students as had been expected, but it continued to be a sort of step-child of Maryland's educational system, under-funded, under-staffed and under-rated.

Frostburg people supported their school. They took pride in seeing it become a four-year college in the 1930s. Then, in the mid-1940s, when wartime enrollment had dropped below 60 and the school was slated for closure, they met with acting-president Compton and pledged their support to keep the school here.

An extended curriculum and the GI Bill helped to increase enrollment in the 1950s, but growth brought new problems. A residence hall for girls had been built in 1916, but there was no dormitory for boys. Local families came to the rescue. "Town mothers" were paid by the school to provide beds and desks, but little beyond that. In many instances, however, they washed the boys' clothes, darned their socks, provided ice cream and late-hour snacks, and even found beds for visiting parents or girl friends. There was a family feeling, which in many cases, continued long after the students had graduated.

Townpeople shared in everything that went on at the campus. They filled Allegany gym for concerts and plays and basketball games. Boy Scouts met every week in a basement room in Old Main, and the Homemakers scheduled monthly meetings there. Every town organization - Rotary, AAUW, PTA and church groups - used the dining room in the residence hall for their end-of-year banquets. Reciprocally, students went to Main Street for school supplies, clothing purchases, Saturday night movies and Sunday church services.

As the college grew into a university, it became more and more self-sufficient. All that Main Street had offered became available on campus, and some students never ventured into town. On the other hand, students moved out of the dormitories into houses, under the impression that they were escaping from rules and regulations.

When students and townspeople meet one-on-one, they like each other. The university is still "our school," with a beautiful campus and clean buildings on which local people expend time and energy beyond the call of duty. Frostburgers take pride in reading about "our graduates" who succeed as teachers, in business and sports, and on the stage.

It is true that Frostburg's economy is largely dependent on the presence of the university, but the school's very existence is owed to the efforts of the community - miners and businessmen, homemakers and clerical staff - who have supported it for more than a century.

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