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Introduction

Purpose of the Recruitment Manual

OHSU is committed to “be a great organization, diverse in people and ideas.” OHSU is committed to “be a great organization, diverse in people and ideas.” This manual is intended to aid you in the recruitment and selection process to conduct effective searches that will assist in diversifying the applicant pool and attracts the best candidates for available positions at OHSU. It is designed for those who direct the activities of conducting a search, and the faculty and staff members who serve on search committees.

The procedures discussed within this manual apply to all faculty and staff positions in which a search committee is appointed to assist in recruitment and selection of faculty and staff positions. This guide will take you through the search process.
Institutional Goals

OHSU recognizes the value diversity adds to our central mission. The University’s public commitment to diversity among our faculty, staff and students is reflected in our mission statement, our strategic plan, the Diversity Action Plan, and our federally mandated Affirmative Action Plan.

We honor, respect, embrace and value the unique contributions of all employees. Diversity includes age, culture, disability, ethnicity, gender, national origin, race, religion, sexual orientation, diversity of thought, ideas and more. Diversity maximizes our true potential for creativity, innovation, quality patient care, educational excellence and outstanding service.

Diversity must be a core value for every student, employee and faculty member. Only then can we achieve our full potential for creativity and discovery, quality patient care, educational excellence and outstanding community service.

Joseph E. Robertson, Jr., MD, MBA
President, Oregon Health & Science University
SECTION I
Getting Started: Review Your Business Plan

Before making a decision to create a new position or fill a vacancy, take some time to review your department/unit goals, the appropriate budget and the organizational structure are in place to determine if a new position or recruiting a replacement is the best option. Other options to consider are:

- Increasing the FTE of current staff; reworking the organization’s structure and/or division of responsibility/authority; or there could be an opportunity to take on a new role as part of career development.
- Faculty Affairs in the Office of the Provost is a point of contact and a resource for deans and department chairs.

Opening a Vacancy

For all staff and faculty positions, follow the process below to open a vacancy:

1. Create or update the position description (Consult with your Compensation Analyst)
2. Submit a Position Approval Request (PAR) and obtain approval to create or open the position
3. Review the Preferred Hire List (if applicable) obligations with your HR Business Partner or Recruiter (AFSCME only)
4. Create and post the job announcement.
Job Classifications and Collective Bargaining Agreements

Before you create or update a position description, review the job classification and any relevant collective bargaining agreement for that classification.

CLASSIFICATIONS
Classifications encompass the job title, duties and responsibilities of the job, which determine the pay range in which the job is placed. All AFSCME-represented positions are placed into a job classification specification, which is developed and written by compensation staff. It includes generic information such as the class purpose, typical duties, responsibilities and minimum qualifications for the classification.

See classification specifications at: https://o2.ohsu.edu/human-resources/compensation/defining-jobs/classification-specifications.cfm

FACULTY
Most faculty positions are fixed term, i.e., renewed annually. When recruiting tenure-track faculty approval must be received from the dean and the provost prior to the position being posted. In addition, any faculty position with multi-year commitments must also receive approval from the dean/institute director and the provost prior to it being posted.

INTERNATIONAL EMPLOYEES
All departments hiring international faculty and employees must contact the Office of International Affairs for assistance with visa application and processing (See Policy No. 03-10-020). Upon arrival, each international OHSU member (i.e. Faculty, Postdocs, Long-Term Visitors, Unclassified and Classified staff members) must check-in with the Department of Immigration Services in the Office of International Affairs before receiving their OHSU badge. In addition, please plan to have each new OHSU member attend the New International Orientation, which is held quarterly. For immigration related questions contact OIS@ohsu.edu or 503-418-2632.

UNCLASSIFIED SERVICE
Unclassified service refers to any position not included in classified service, such as administrators, faculty and managers. Examples of unclassified jobs include but are not limited: presidents, vice presidents, deans, other managers and professionals. Unclassified service positions are not part of the collective bargaining agreements.

CLASSIFIED SERVICE
Classified service is assigned to a specific job classification based on the similarities of duties and responsibilities to the respective job class specifications. Examples of classified jobs include but are not limited to: account clerk, food service worker, property specialist, administrative assistants, etc.

American Federation of State, County and Municipal Employees (AFSCME)
Nearly 40 percent of OHSU’s employees are represented by Local 328 of AFSCME. AFSCME-represented positions range from pharmacists, certified nursing assistants and public safety officers to research analysts, laboratory animal technicians and administrative assistants.

See the contract at: https://o2.ohsu.edu/human-resources/employee-and-labor-relations/unions/afscme.cfm

Members can learn more by visiting the Local 328 web site (click on the red “E-Zone“ tab near top of page and follow directions), or call 971-271-7832 (leave your name and number).
Create or Update the Position Description

New and/or updated position descriptions are required for all positions at OHSU and must be provided at the opening of a job for recruitment. The position description must identify duties that are considered essential functions of the position and a percentage breakout of each job function, as well as required qualifications.

OHSU Healthcare Position Descriptions

The position description is used to create the job posting and to ensure we are attracting diverse and highly qualified candidates. The Joint Commission on Accreditation of Healthcare Organizations requires that all Healthcare employees review a copy of their current position description annually.

Using the appropriate template, create a position description that includes the following:

- Title of position available; areas of specialization
- Level of education required and desired
- Qualifications required and desired*
- Essential job duties and responsibilities
- Duration and type of position: full-time, part-time, limited duration, etc.
- Application deadline (It may be appropriate to leave application deadlines open to ensure a diverse applicant pool)
- Appropriate logos to incorporate and other required information
- Write the position description to accurately illustrate the qualifications sought in the areas of specialization. To attract a broader applicant pool and serve the needs of the school, institute, center or department, avoid being unduly restrictive.
- Use inclusive language in the description and the responsibilities.

* For AFSCME-represented positions, the minimum qualifications can be found in the class specifications for the position. [https://o2.ohsu.edu/human-resources/compensation/defining-jobs/classification-specifications.cfm](https://o2.ohsu.edu/human-resources/compensation/defining-jobs/classification-specifications.cfm)

REQUIRED

At minimum, all Oregon Health & Science University Healthcare position descriptions must include the following:

Reference language from Compliance Roles and Responsibilities in OHSU Healthcare (currently under revision)

Examples

Non-management position: “Performs requirements for Staff Members as outlined in Compliance Roles and Responsibilities in OHSU Healthcare.”

Management position: “Performs requirements for Department Directors/Managers as outlined in Compliance Roles and Responsibilities in OHSU Healthcare.”

Oregon Nurses Association (ONA)

About 15 percent of OHSU employees are members of ONA’s Association of University Registered Nurses (AURN). Registered nurses providing patient care in the hospital and clinic settings of OHSU are ONA-represented.

See the contract at: [https://o2.ohsu.edu/human-resources/employee-and-labor-relations/unions/ona.cfm](https://o2.ohsu.edu/human-resources/employee-and-labor-relations/unions/ona.cfm)

Members can learn more by visiting the ONA website: [www.oregonrn.org/displaycommon.cfm?an=1&subarticlenbr=75](http://www.oregonrn.org/displaycommon.cfm?an=1&subarticlenbr=75)
Language from “Compliance Roles and Responsibilities in OHSU Healthcare” for the appropriate level of responsibility. See website for additional information on healthcare compliance: www.ohsu.edu/xd/health/integrity

**OPTIONAL**

In addition, include the following when appropriate:

**Classification specific requirements, particularly for high-risk areas when employees have similar job requirements.**

**Examples**

“Documents in medical record all patient care services delivered in support of third party bills.”

“Processes billings for hospital and clinic charges in accordance with HCFA, Medicaid, Campus and all commercial and managed care carriers.”

“Assures departmental compliance with all applicable third party payer regulations and contracts.”

**Position-specific language, particularly for high-risk areas when the employee has unique or job-specific compliance requirements.**

**Examples**

“Follows Oregon Administrative Rules (OARs) Division 10 and Division 15 regarding workers’ compensation and managed care organizations in operation of OHSU WorkComp.”

“Establishes and maintains compliance program for OHSU Hospitals and Clinics in accordance with Department of Health and Human Services Office of Inspector General’s ‘Voluntary Guidelines for Hospital Compliance.’”

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**Complete the Position Approval Request (PAR)**

Complete a PAR form, which is required to open a job for recruitment, and submit it to your human resource professional, see contact sheet on page 2. Approvals are required by designated authorities noted on the form: https://o2.ohsu.edu/human-resources/documents/upload/position-approval-request-par.doc.

**Review the Preferred Hire List**

Review the “preferred hire list” (if applicable) obligations with your human resources business partner or talent acquisition consultant. In accordance with the AFSCME and ONA collective bargaining agreements, OHSU maintains the “preferred hire list” of AFSCME-represented and ONA-represented employees. Employees placed on this list are entitled to preferential consideration for vacant positions for which they are qualified. Learn more at: https://o2.ohsu.edu/human-resources/employment/recruitment/preferred-hire.cfm
SECTION II
The Recruitment Plan

Create and Post a Job Announcement

It is encouraged to create three versions of the job announcement for use in a range of recruitment channels:

- **Short version** – To be used as part of a block advertisement for OHSU positions in journals and newspapers
- **Medium version** – To appear on listserv mailing lists and in discipline-based publications
- **Long version** – To appear on the university, department, school, institute or mission website

Utilize Inclusive Language

Incorporate language related to diversity and inclusion to enhance the pool of applicants.

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

- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- Successful candidates must be committed to working with diverse community populations.
- The University is committed to building a culturally diverse educational environment.

For faculty job announcements:

- The University is responsive to the needs of dual-career couples.
- The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.

Posting job announcements: iRecruitment

Regular positions approved to fill should be posted on OHSU’s online job list, iRecruitment, at [www.ohsu.edu/xd/about/services/human-resources/](http://www.ohsu.edu/xd/about/services/human-resources/). Jobs are generally posted for 7–14 calendar days. The iRecruitment posting will be closed when sufficient applications are received once the manager informs HR there are enough candidates to choose from.

AFSCME and ONA positions must be posted for at least one week to ensure open access to the position and the selection of the best available candidate. Qualified internal candidates will be given first consideration if they apply for the position within the first seven days.
A. All job announcements and advertisements must include: “OHSU is an equal opportunity, affirmative action institution.” Policy Number: 03-05-030

B. Best practice language when posting space permits should include: “OHSU is an equal opportunity, affirmative action institution. Applicants with disabilities can request reasonable accommodation by contacting the Affirmative Action and Equal Opportunity Department at 503-494-5148.”

When your department has an immediate need for temporary labor and does not wish to recruit directly, an agency temporary worker may be a good solution. All temporary hires through agencies are coordinated through RightSourcing, OHSU’s managed services provider. Contact information: 17682 Mitchell North, Suite 100, Irvine, CA 92614, (800) 660-9544 18 information@right sourcingusa.com.

TEMPORARY WORKERS EMPLOYED BY OHSU
In some cases, OHSU directly employs workers on a temporary basis. Depending on the nature of the temporary assignment, your budget and ability to recruit, an OHSU temporary employee may be a good solution. OSHU employs the following types of temporary workers:

OHSU TEMPORARY POSITION
OHSU temporary employees are typically hired for long-term projects that generally last for 180 days (six months) or less. Temporary employees are not eligible for benefits. Temporary positions can be used for providing relief for Family Medical Leave Act (FMLA) absences, special projects or when a short-term employee is needed. Employees filling these positions are required to sign the Conditions of Temporary Employment form, available at https://o2.ohsu.edu/human-resources/documents/upload/Temp-employment.pdf

INTERIM POSITION
Interim, 13 week and temporary ONA represented positions: Please refer to the ONA/OHSU collective bargaining agreement or contact your HR Business Partner.

LIMITED DURATION POSITION
Limited duration positions generally last three to six months but may be extended up to one year. These positions apply to AFSCME-represented employees and are eligible for benefits. The employee and the union representative are required to sign a Limited Duration Agreement. The employee does not have layoff rights but is able to job bid within the same classification and the same job. Find the agreement at:

FLEx STAFF POSITION
A flex staff employee is hired to provide relief for absences, Family Medical Leave Act (FMLA) and short-term projects and to supplement permanent staffing levels. Flex staff employees are not eligible for merit increases, medical, dental or other insurance benefits, layoff rights, vacation, holiday or sick leave, or job bidding. However, they may be eligible for PERS benefits after six months of employment, shift differential and tuition discount if regularly working over 0.5 FTE. All flex employees must sign a Conditions of Flex Staff Employment form. It is not necessary to recruit flex staff employees through Human Resources. Find the flex staff form at:


RELIEF POSITION
Relief employees are hired to provide ongoing support on an as-needed or limited basis. Relief employees fall under the same benefit eligibility category as part-time employees. Managers must submit a position approval request and post and recruit for relief positions.

One way to accomplish this is to incorporate language that highlights OHSU’s emphasis on diversity, such as the following: “Be a great organization, diverse in people and ideas” is the first goal in our strategic plan, Vision 2020. It is an integral part of OHSU’s culture of excellence. Embracing difference and supporting diversity gives us the ability to be better at what we do and to demonstrate integrity, compassion and leadership in healing, teaching, research and community service.”

Encourage your mission, institute, center or department faculty and staff to identify diverse and protected class candidates or additional ways to tap into different groups.

ADVERTISING FOR STAFF POSITIONS
Deciding where to place an ad is as important as the language used in the advertisement. Be creative and look for ways to ensure every worthy candidate has the opportunity to be considered. Use multiple recruitment channels, including the following:

- Post on OHSU’s career website and on job boards of associations and other organizations serving professionals in targeted field; such as Indeed.com or LinkedIn.
- Post at conferences of professionals in the targeted field, including at local, regional and national career fairs.
- Consult with former employees and consultants. Recruit people from competitors and minority organizations.
- OHSU has advertising discounts with Higher Education Recruitment Consortium (HERC) which target diverse communities.
- Many online services offer an institutional subscription rate for placing ads (see Appendix).
• Tap into traditional channels like minority media journals, newspapers, professional publications and professional colleagues.
• Target sources that will reach women, minorities, veterans and individuals with disabilities.

ADVERTISING FOR FACULTY POSITIONS
While advertising is important, new faculty is often recruited through networking and outreach that occurs over time with colleagues. It is often a more effective way to reach women and candidates from underrepresented minority groups. As with staff recruiting, use a range of channels to reach faculty candidates, including the following:

• Use reputable publications or those distributed by national discipline-based organizations to reach intended audiences. Advertise in national specialty-specific publications and through professional associations.
• Post at conferences of professionals in the targeted field and at career fairs. Post on job boards of associations and other organizations serving professionals in the targeted field.
• Reach out to potential candidates or referral sources at academic conferences or professional meetings to encourage applications or referrals to candidates.
• Conduct recruiting trips to universities that have highly diverse PhD graduates in the academic discipline. Contact women's colleges, historically Black colleges and universities (HBCUs), Tribal colleges and universities (TCUs) and Hispanic-serving institutions (HSIs) as appropriate for help generating a diverse group of candidates (see Appendix).
• Contact outstanding potential candidates, including women and minorities. They may not apply for advertised positions, so ensure a member of the search committee contacts them directly and invites them to apply. If an individual declines your invitation to apply, keep their contact information for future openings.
• Consider using search firms and headhunters. Recruit people from competitors. Seek names from directors, division chairs, deans, vice presidents and the president, as appropriate.

INDIVIDUAL RECRUITMENT CONTACTS
It is common for hiring managers, search committee members or faculty within a department to make contact (via phone calls, emails and letters) with individuals who may be personally interested in a position or able to identify individuals who might be interested. Personal contacts can be effective in identifying qualified candidates. However, relying on individual contacts tends to yield applicants who are demographically similar to those making the contacts (Kirnan, Farleye Geisinger, 1989). Unless diverse people are involved in making individual recruiting contacts – or a special effort is made to use individual contacts to identify a diverse group of potential applicants – individual recruiting contacts may negatively impact the diversity of the applicant pool.
INDIVIDUAL RECRUITMENT CONTACTS, CONTINUED
Consider contacting:

- Graduate students one year before they complete a terminal degree program to inform them of upcoming job openings.
- Faculty who has performed successfully as lecturers, instructors or research associates in the department and at other institutions.
- Senior scholars' who may be employed outside of academe but who, through cutbacks or the desire for a career change, may be well suited to a faculty position.
- Women and minorities who have received significant grants or professional recognition.

Department leadership, staff and faculty can be proactive by developing a process for identifying prospective staff or faculty positions at conferences and networking gatherings. It is also important to be sourcing and aware of internal talent and to develop a succession plan for current employees who may leave OHSU.

By continuously scoping prospective talent, a department can be prepared when positions becomes available.

Longer-term recruiting strategies that will help develop OHSU's ability to attract a diverse pool of applicants include:

**Increase public awareness of careers at OHSU.** Position the health profession as an attractive career choice by developing a comprehensive web and print education/awareness campaign for youth and the general public.

- **Increase awareness of OHSU careers among college and high school students.** Position health and science careers as attractive choices by expanding current programs and developing new ones. Examples include summer programs, co-op programs, volunteer service programs and job shadowing programs. These programs will cultivate prospective recruitment relationships and capitalize on high school community service programs.

- **Multiple/dual career pathways.** In rural and remote areas, create a tiered pathway approach through modular education and laddered credentialing to provide students with the option to graduate into the health care workforce at various stages of training.

- **Visiting scholar program.** Create opportunities for women and minorities and build ties with a diverse group of potential future faculty through a visiting scholar program.

- **Faculty exchange program.** Initiate a faculty exchange program with minority-serving institutions such as historically Black, Hispanic or Tribal colleges.

- **Maintain contact.** Stay in touch with women and minorities whom your school/department which were an unsuccessful recruit for graduate study at OHSU. As they complete their graduate studies at other universities, they may become candidates for a faculty position at OHSU. They may also be referral sources for women and persons of color who are potential candidates for open positions.

**Best Practices for Continuous Recruitment**

While recruitment is sometimes addressed only when a position becomes available, it is good practice to continuously identify potential candidates for future openings.
The Center for Diversity & Inclusion (CDI) provides valuable resources to help you expand your applicant pool. CDI’s diversity manager for recruitment and retention is available to assist departments and search committees to identify the most effective strategies for recruiting a diverse pool of high quality candidates. CDI also offers guidance on documenting efforts to generate a diverse applicant pool, which should include individual recruiting calls, emails and letters. Contact information, CDI at (503) 494-5657 or cdi@ohsu.edu.

OHSU uses a variety of search firms depending on the type of position. Please contact your HR Business Partner for more information.
For the purpose of this manual the term “search committee” will be used when referring to interviewing teams (staff and faculty).

Generating a list of considered applicants that include women and under-represented faculty is one goal of the search committee. Active recruitment, which is one method for increasing the diversity of applicant pools in academe, is the process of “generating a pool rather than merely tapping it” (National Science Foundation ADVANCE Michigan, 2007). Active recruitment strategies recognize that simply drafting and posting an announcement is not sufficient to achieve a diverse applicant pool. In order to identify the broadest possible pool of potential candidates, all members of the search committee must actively recruit candidates.

Focusing on search committees is central to institutional efforts to diversify an institution. Search committees shape the staff and faculty—and therefore the university—for years to come (Journal of Diversity in Higher Education, 2011).

### Appointing the Search Committee Chair

- The dean will appoint a search committee chair for high level positions, i.e., department chair; Otherwise, the department chair or hiring manager can appoint a search committee chair when applicable.
- Committee chairpersons should hold positions at the same level as or a higher level than the vacant position.
- Exceptions are often made for professors, who may be asked to chair faculty search committees, regardless of their rank or tenure status.
Search Committee Chair Responsibilities

The Search Committee Chair has overall responsibility for managing a proactive, timely, fair and legal search process.

• The search committee chair should emphasize to the committee OHSU’s commitment to diversity and inclusion, and ask the committee chair to schedule unconscious bias training for the full committee through the Center for Diversity & Inclusion. Ensure the search committee understands its advisory role and the importance of confidentiality.

• The search committee should consist of three to five members depending upon the position. Limiting committee size makes it easier to make decisions and schedule meetings. The size of the committee should reflect the importance of the vacant position (the more important the position, the greater the number of committee members).

• Include individuals who are in a role similar to the position being filled are knowledgeable about the background and skills needed, but a variety of backgrounds makes a committee stronger.

• Provide overall leadership, including working with the committee to establish the process and criteria for evaluating applications and serving as a liaison between the hiring committee and the department chair or school dean.

• Clearly articulate the specific charge to the committee. Communicate expectations for conduct to all committee members. Keep committee business confidential: it must not be shared outside the committee, except with administrators and others who must be informed about the progress of the search.

• Early in the process, decide how screening and selection decisions will be managed. For example, will committee members assign points that will be tallied at the end? Will majority voting occur? Will the committee strive for consensus?

• Design a search process that is respectful and accessible to all candidates. Work with your human resources professional to determine if the applicant pool is appropriately diverse. If it isn’t, consider extending the deadline and work with the Center for Diversity & Inclusion to assist with advertising to attract diverse candidates.

• Make sure the recruitment is well documented. When possible, delegate record keeping and correspondence preparation. It is advised that a member of the hiring teams keep all notes, records and correspondence. We are required to retain all recruitment materials for three years.

• Assume responsibility for all outgoing correspondence. Any correspondence related to the search should go out under the committee chair signature or on behalf of the committee chair with their approval, even if someone else prepares it.

• Give committee members specific responsibilities, such as providing deadlines for reading and evaluating applications, making reference calls and assisting with arrangements on interview days.
Search Committee Composition

- Assemble a committee that is diverse in gender, race, ethnicity and academic rank. Consider including members from other departments, another university and/or the community, as well as a diversity liaison or advocate who is well connected to diverse communities.

- Include individuals with different perspectives, expertise and a demonstrated commitment to diversity. The minority person coming into OHSU for an interview wants answers to four questions, which they may never verbalize:
  1. Will I fit in here and be accepted?
  2. Are there role models here for me?
  3. Can I become part of a network of employees?
  4. Will I have support here?

- Select members on the basis of the skill and judgment they can contribute to the search process, not solely because they represent a particular constituency. To seek constituent input on recruitment strategies and interview questions, consider holding an open forum.

- Choose members with a genuine commitment to actively participate in the recruitment effort, including personal outreach to candidates.

- All committee members should attend all candidate sessions to vote on selection. This prevents a person with a strong opinion who attends only one interview from voting – the committee member can provide feedback but not vote.

- Ensure that search committee members are committed to a fair search process. Discuss the role of unconscious biases and implement sound practices to mitigate biases for a fair review and process. For guidance, refer to the selected readings on unconscious biases listed at the end of this manual.

- Establish a system for managing records, including nomination materials, applications, responses to candidates, required affirmative action forms and search committee notes. Incorporate other requirements identified in your department/unit practices and policies.

- Consider assigning a committee member to take minutes at each meeting. Ideally the same person or their delegate will also handle all correspondence.

- Determine how committee members will communicate with each other, the campus community and candidates while ensuring confidentiality.

- Identify the tasks to be completed. Develop dates of meetings, a realistic timeline and deadlines for recruiting and interviewing, working backward from a target completion date.

- Establish committee expectations, including confidentiality and attendance.

- Follow all institutional and search committee guidelines and expectations.

- Review committee objectives as set forth by the chair or designee.

- Identify materials that candidates must submit.

- Determine how the committee will access candidate files (secure website, physical locations, etc.).

- Identify who will handle the logistics for the campus visit (travel arrangements and itineraries for candidates) as appropriate.

Search Committee Charge

- Identify how the selection committee will ensure that diversity and inclusion are addressed and weighted in decision making.

- Establish a system for managing records, including nomination materials, applications, responses to candidates, required affirmative action forms and search committee notes. Incorporate other requirements identified in your department/unit practices and policies.

- Consider assigning a committee member to take minutes at each meeting. Ideally the same person or their delegate will also handle all correspondence.

- Determine how committee members will communicate with each other, the campus community and candidates while ensuring confidentiality.

- Identify the tasks to be completed. Develop dates of meetings, a realistic timeline and deadlines for recruiting and interviewing, working backward from a target completion date.

- Establish committee expectations, including confidentiality and attendance.

- Follow all institutional and search committee guidelines and expectations.

- Review committee objectives as set forth by the chair or designee.

- Identify materials that candidates must submit.

- Determine how the committee will access candidate files (secure website, physical locations, etc.).

- Identify who will handle the logistics for the campus visit (travel arrangements and itineraries for candidates) as appropriate.
• Complete a recruitment plan (see Appendix C). Before there is any contact with prospective candidates, review appendices for resources.

• Do not offer any candidate a position without going through the formal recruitment process. As a rule, becoming a candidate for any position requires a complete OHSU online application, resume or curriculum vitae, and copies of any applicable certifications.

“OHSU’s Affirmative Action policy is required because OHSU is a federal contractor."

WHAT ARE THE FEDERAL CONTRACTOR JOB LISTING (FCJL) REQUIREMENTS?
The affirmative action provisions of VEVRAA require covered contractors and subcontractors to take affirmative action to employ and advance in employment, qualified covered veterans 38 U.S.C. 4212(a). To implement the affirmative action requirement, VEVRAA and OFCCP’s implementing regulations require contractors and subcontractors to list most employment openings with an appropriate employment service delivery system. Each such employment service delivery system is to provide protected veterans priority referrals to such openings. Positions that will be filled from within the contractor’s organization and positions lasting three days or less are exempt from this mandatory job-listing requirement. Listing employment openings with the State workforce agency job bank or with the local employment service delivery system where the opening occurs will satisfy the requirement to list jobs with the local employment service delivery system.

The U.S. DOL Office of Federal Contract Compliance Programs (OFCCP) OFCCP is responsible for ensuring compliance with requirement in VEVRAA that contractors list their employment openings with the appropriate employment service delivery system.

For additional information regarding compliance with the job listing requirement is available on the OFCCP website in the form of FAQs, www.dol.gov/ofccp/regs/compliance/vevraa.htm

PROTECTED CLASSES
Federal and state employment laws prohibit discrimination against individuals who fall into certain protected classes. These protected classes include, but are not limited to age, disabilities, gender, marital status, national origin, race, religion, sexual orientation and veteran status.

NEW RULES FOR VETERANS
The Vietnam Era Veterans Readjustment Assistance Act (VEVRAA)
The following new rules are effective March 24, 2014:

• Self-identification: Invite all candidates to self-identify as veterans at pre-offer (new) and post-offer (more specific categories). Invite employees to self-identify as veterans pre-offer in 2014-2015.

• Data collection: Document veteran candidates and hires. Keep records for three years.
NEW RULES FOR VETERANS, CONTINUED

• Hiring benchmarks: Requires establishment of annual hiring benchmarks of 8% for protected veterans.

• Reasonable accommodation: More proactive requirements to reach out to known disabled veterans.

• Outreach and recruitment: “Appropriate outreach and positive recruitment activities” for particular needs and circumstances.

• Self-assessment: Annual review of outreach and recruitment of vets, critical evaluation of effectiveness of efforts and modification of unsuccessful efforts.


NEW RULES FOR INDIVIDUALS WITH DISABILITIES (IWD)
The following new rules are effective March 24, 2014:

• Self-identification: Invite all candidates to self-identify as IWDs at pre-offer and post-offer. Invite employees to self-identify as IWDs in 2014-2015, every five years thereafter.

• Data collection: Document IWD candidates and hires. Keep records for three years.

• Goal required: 7% utilization goal for IWD in each job group.

• Outreach and recruitment: “Appropriate outreach and positive recruitment activities” for particular needs and circumstances.

• Self-assessment: Annual review of outreach and recruitment of IWD, critical evaluation of effectiveness of efforts and modification of unsuccessful efforts.

• Miscellaneous: Required Equal Opportunity (EO) clause in subcontracts. Required posting of job openings in state employment delivery systems may give priority consideration of employment to IWD. Periodic review of physical and mental job standards. Affirmative Action Placement training for all involved in recruitment, screening, selection, promotion and discipline.

Placement Goals

All hiring entities are required to learn about their department’s Affirmative Action placement goals before creating a position description.

Departments must comply with federal law and institutional requirements and align with OHSU placement goals which are defined below. www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/aaeo-services/upload/Affirmative-Action-Goals-Employment-2.pdf

PLACEMENT GOALS – EMPLOYMENT
Policy No. 03-05-025, Effective Date: July 8, 1999

1. OHSU shall establish an affirmative action plan including goals and procedures for the purpose of increasing the proportion and effective utilization of minorities and women employed in administrative, technical, and faculty positions in programs and departments where minorities or women are underrepresented.
• Placement goals represent OHSU’s efforts to have the university’s work force reflect the availability benchmark for each job group.
  – All things being equal, it is reasonable to expect job groups to reflect availability.
  – Placement goals are set at the same level as availability.
• Placement goals are not quotas, but serve as targets.
• OHSU does not stop recruiting for diversity when a placement goal is reached.
2. For purposes of this policy, “minorities” refers to Black African Americans, Hispanic Americans, Asian/Pacific-Island Americans, and American Indians/Alaskan Natives.
3. A biennial report shall be reviewed by the President to determine the adequacy and effectiveness of the affirmative action plan.

MORE ABOUT PLACEMENT GOALS
• OHSU strives to meet or exceed placement goals. Recruiting for diversity does not end once a placement goal is met.
• Consider extra steps in the recruiting process to ensure a diverse applicant pool: recruit in professional publications/journals focusing on women or minorities, veterans and people with disabilities. Networking is hard work, but it pays off over time
• Placement goals do not create set-asides for specific groups or quotas or require hiring a person who lacks minimum qualifications or who is less-qualified. Hire the most qualified and appropriate candidate.

DESIGNATED GOALS FOR EACH JOB CLASSIFICATION
Links to annual Affirmative Action placement goals are listed below. All hiring managers and entities must review designated goals for each job classification. However, remember that recruiting for diversity does not end once a placement goal is met.

• Academic Affairs - AA Goals: https://bridge.ohsu.edu/cs/aaeo/AA-Plan-Reports/AAPlanDocuments/AcaAffPlacementGoalFY1213.pdf
• Central Services - AA Goals: https://bridge.ohsu.edu/cs/aaeo/AA-Plan-Reports/AAPlanDocuments/AdminPlacementGoalFY1213.pdf
• School of Dentistry - AA Goals: https://bridge.ohsu.edu/cs/aaeo/AA-Plan-Reports/AAPlanDocuments/SODPlacementGoalFY1213.pdf
• School of Medicine - AA Goals: https://bridge.ohsu.edu/cs/aaeo/AA-Plan-Reports/AAPlanDocuments/SOMPlacementGoalFY1213.pdf
• School of Nursing - AA Goals: https://bridge.ohsu.edu/cs/aaeo/AA-Plan-Reports/AAPlanDocuments/SONPlacementGoalFY1213.pdf
SECTION IV
The Screening Process

Critically review the selected group to ensure a well-qualified, diverse pool of candidates.

- Screen applications for minimum qualifications in iRecruitment (OHSU online recruitment system). The human resources professional or hiring manager can update the status of applicants, i.e., “pre-hire – Accepted Offer” status. For instructions on navigating iRecruitment and updating an applicant’s status, refer to the IRC Manager Manual: https://o2.ohsu.edu/human-resources/documents/upload/irc-manager-manual.pdf
- An objective screening process helps keep bias out of the search process. Use the qualifications already developed and stated in the job description to screen candidates.
- Determine, prioritize and document the search criteria based on position duties.
- Develop a mechanism for screening applications, including a record keeping mechanism to indicate why an applicant was screened out.
- When documenting the search, justify the candidate recommended based upon the position description. Complete any paperwork as required by Human Resources, Affirmative Action & Equal Opportunity and/or Academic Affairs.
- Complete the initial screening of all candidates to identify those who do not meet minimum qualifications.
- Determine the number of people to be interviewed during the first and final rounds. Review materials submitted by each candidate and request additional information as needed to complete the files of viable candidates.
- Evaluate each candidate’s entire application. Don’t depend too heavily on a single element such as the letters of recommendation or the prestige of the degree-granting institution or post-doctoral program.
- Rate materials based upon criteria that the group established at the beginning of the process.
- Select potential interviewees and communicate as appropriate about next steps.

Keeping Records

A well-documented screening process in which each candidate’s qualifications are compared with the qualifications specified in the position description should withstand the scrutiny of regulatory agencies or an applicant attempting to challenge the selection process. Therefore, in order to comply with federal/state equal employment opportunity record keeping requirements it is essential to ensure our selection criteria and procedures are robust and comply with applicable federal and state rules and regulations.

The main points you to consider are:

- Keep all recruitment records, including screening notes, short listing records, panel members interview notes, outreach sources and contacts and other materials used in the recruitment process.
- Recruitment records must be retained for 3 years after the recruitment.
Screening Criteria

The following screening criteria guidelines are developed to attract a more inclusive candidate pool (Turner, 2002).

- Establish screening criteria that are job-related and taken from the position description. What are the basic qualifications that an applicant must demonstrate in order to be considered? Be sure that each screening criterion is job related. Try to avoid being unduly restrictive.
- Consider broad descriptions of scholarship, experience and disciplinary background. Develop operational definitions of each selection criterion.
- Where appropriate, label qualifications “preferred” instead of “required.” Use “should” instead of “must.”
- Whenever possible, be flexible with arbitrary numeric measures, such as years of experience.
- Ask candidates to describe their experience with diversity issues, diverse staff members and working in multicultural environments.
- Consider each applicant’s demonstrated success working with diverse populations.

Create an Applicant “Short List”

Review applicant pool. On the basis of the predetermined position requirements and selection criteria, the initial pool of applicants may be reduced to a “short list.” Some searches may include a telephone screening interview of 60-90 minutes before the full campus interview. For some senior searches, this may include a telephone interview of 60-90 minutes before the full campus interview.

Telephone Screening

The telephone screening can be conducted by the entire search committee, the committee chair or by designees of the committee. To put candidates at ease, introduce them to everyone present at the interview. Handle questions consistently from candidate to candidate so the search committee can compare the information gathered during the screening. Use an evaluation criteria matrix to ensure consistency.

Unconscious Bias

Unconscious bias refers to social stereotypes about certain demographics or groups of people that individuals form outside of their own conscious awareness.

BIASES

We all like to think that we are objective professionals who judge people based entirely on their experience and achievements, but copious research shows that each of us brings a lifetime of experience and cultural history that shapes the review process.

The results from controlled studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit or unconscious assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring. Therefore, this topic is discussed to offer insights and strategies to reduce bias in decision-making.

Unconscious bias affects us all, regardless of gender, race, sexual orientation, ability, etc. Social scientists argue that most people have some degree of unconscious bias because it stems from our natural tendency to make associations to help us organize our social worlds (Goldin & Rouse, 2000).
EVALUATION BIAS

• A study empirically examined implicit sources of bias in employment interview judgments and decisions. Two ethnic cues were examined, accent and name, as sources of bias that may trigger prejudicial attitudes and decisions. The applicant with the ethnic name, speaking with an accent, was viewed less positively by interviewers than the applicant with the ethnic name, speaking without an accent and non-ethnic named applicants with and without accents. Furthermore, modern ethnicity bias had a negative association with the favorable judgments of the applicants, which, in turn, affected hiring decisions (Organizational Behavior and Human Decision Processes, 2006).

• Research studies on faculty searches showed that perceived incongruities between the female gender role and leadership roles cause two types of disadvantage for women. First, women are perceived to have less leadership ability than men and that perception limits the rise of women to leadership positions. Second, women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female leaders than male leaders (Eagly & Karau, 2000; Turner, 2000, AAMC, 2012).

• When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat, Manis & Nelson, 1991).

• A recent national study found that both female and male science faculty members harbor bias against female students. The faculty participants were given application materials from an undergraduate student applying for a lab manager position. Each received identical materials, except half the participants received materials identified with a male applicant’s name and the other half received materials identified with a female applicant name. Faculty participants rated the female applicant significantly lower than the male applicant in terms of competence, hire-ability, salary offers and willingness to mentor (Moss-Racusin, et al., 2012).

• Given descriptions of fictitious male and female managers who were successful in male-dominated jobs, undergraduate students evaluated the managers on several measures, including likeability, interpersonal hostility, competency and desirability as a boss. Female managers were rated as less likeable, more interpersonally hostile, less competent and less desirable as bosses than were male managers (Heilman & Okimoto, 2007).

• Applicants with African American-sounding names had to send 15 resumes to get a callback, while applicants with white-sounding names had to send 10 resumes. White names yielded as many callbacks as an additional eight years of experience for an African-American-sounding name (Bertrand & Mullainathan, 2004).

• A study of over 300 recommendation letters for medical faculty at a large American medical school in the 1990s found that letters for female candidates differed systematically from those for males. Letters written for women were shorter, provided “minimal assurance” rather than solid recommendation, raised more doubts and portrayed women as students and teachers while portraying men as researchers and professionals. All letters studied were written for successful candidates only (Trix & Psenka, 2003).
Assumptions and Biases in the Search Process

The following factors can result in cognitive errors that contaminate evaluations and block diversity:

- When search committees and hiring managers are rushed and distracted, cognitive errors and shortcuts multiply.
- When those involved in evaluation and decision-making are not coached and not given opportunities to be thorough, deliberate and self-correcting, dysfunction results and unsound conclusions are reached about colleagues and prospective colleagues (Moody, 2012, p. 4).

The following steps can mitigate some of the effects of unconscious bias in evaluating job candidates:

- Ask individuals in the hiring process to reflect on unconscious bias by taking the online Implicit Association Test at implicit.harvard.edu.
- Create a more objective, structured interview process by setting criteria or using objective measures (see Appendix for template).
- Conduct training for all involved in the search and interview process.
- Use performance, satisfaction and turnover rates of new hires to measure the effectiveness of the interview process.
- Recognize biases and other influences not related to the quality of candidates to reduce their impact on your search for and review of candidates. Spend sufficient time on evaluation (15-20 minutes per application) to reduce the influence of assumptions.

For more information on biases, read “Rising above Cognitive Errors,” a booklet by JoAnn Moody, PhD, JD (2010), and see the references and readings at the end of this manual.

Tips for Communicating with Candidates

Prospective candidates form their opinions of the university, your school and/or your department from both formal and informal communication. Therefore, maintain clear and open communication that allows candidates to make well-informed decisions on whether the position and OHSU are the right fit for them. Just as you are searching for candidates, they are also sizing you up as a potential employer. Keep this in mind in all communications with applicants.

Early Communication with Candidates

- Keep all candidates informed in a courteous and timely manner about the progress of the search.
- Notify candidates if the search process is delayed or takes longer than expected.
- Send all nominated individuals an invitation to apply via iRecruitment and a description of the position.
- Acknowledge receipt of required application materials. Inform candidates immediately if supplemental information is required.
- Ensure that each person communicating with candidates has accurate and updated information regarding the search process and position.
Early Communication with Candidates, Continued

- As soon as a candidate is eliminated from the applicant pool, inform them that they are no longer being considered due to other more qualified candidates rather than waiting until the end of the search. If there is any doubt about the appropriateness of eliminating and contacting selected candidates, consult your department’s human resources professional.

- Direct questions about why an applicant was not selected to the hiring team chair or to the hiring authority.

- Maintain confidentiality from beginning to end.

Communicating with Candidates Before the Interview

- Keep candidates informed throughout the process as appropriate.

- Communication between the institution, candidates and others involved in the search process may take time. To avoid creating a negative impression with long delays, ensure communications are timely.

- Identify which hiring team member will communicate with candidates. Establish and adhere to timelines.

- Contact candidates for an interview in an appropriate time frame.

- Send candidates any appropriate additional information they need related to the position, department or university, such as organizational charts, strategic plans, etc.

- Identify candidates who will require accommodations and communicate with them about their needs.

- Offer preliminary employment information for partners and spouses.

- Identify dual career programs or other benefits and opportunities that may be available for a candidate’s extended family.

Interviewing Multicultural Candidates

This section aims to help the interviewer approach interviews without cultural bias and gives tips on how to conduct a better interview.

Challenge 1:
There is a natural human tendency to view people who are different in a less objective way. Interviewers encounter differences in candidates along many dimensions of diversity, including race, gender, ethnicity, age and sexual orientation. These differences may influence the interviewer’s ability to remain objective about the person’s qualifications because his or her “cultural comfort zone” — the realm of values and behaviors that make us feel secure and self-assured — is challenged.

Solution:
Interviewers must learn to manage their own reactions in order to remain as neutral as possible to cultural differences. Let’s say a candidate walks into an interview and gives each of three interviewers a handshake without any direct eye contact. The first interviewer feels an immediate lack of trust for the candidate. The second sees the candidate as unfriendly. The third thinks to himself, “Hmm. That’s interesting.” Which interviewer is most likely to remain objective during the interview?
Challenge 2:
Certain cultures do not value self-promotion, which makes traditional interviewing techniques less effective. Traditional American workplace values of directness in communication, individualism and self-promotion are not shared by all cultures or by many who immigrate to the U.S. Even those born in the U.S. sometimes have strong family influences that limit their acculturation into the dominant culture.

Solution:
If you feel a candidate is reluctant to talk about her or his own accomplishments, it is important to ask the candidate about the role of others on the team before asking them to discuss personal achievements. Another method is asking for probable third party evaluations: “What would your supervisor say about your ability to . . . ?”

Challenge 3:
Many candidates have a primary language different from the interviewer’s. According to Workforce 2000, 11 percent of U.S. households speak a language other than English. In the future, the percentage may be even greater.

Solution:
When interviewing a prospective employee who speaks English as a second language, pace the interview properly and be sensitive to subtle signals of confusion or misunderstanding. Since candidates may be mentally translating before they answer, allow extra time for questioning and response. It’s also important to enunciate and avoid using jargon and “yes” or “no” questions. In some cultures, saying no directly is impolite, and candidates may be reluctant to do so. Other candidates may say “yes” just to acknowledge the question, which you may misinterpret as an affirmative response.

When preparing to interview a candidate, start by making sure the job description is culturally inclusive. Next, become proficient at behavioral-based interviewing. Finally, assess each candidate as a unique individual. The improved techniques you use for selection can also be effective in managing the new employee and reducing future turnover.

As women and ethnically diverse people become a larger percentage of the workforce, it is especially important to develop improved skills in interviewing culturally diverse candidates. Use the guidelines and examples below to help you avoid the types of questions that can be cultural pitfalls during interviews.

1. Avoid questions that require self-promotion
   Avoid: “Tell me why you’re the best person for the job.”
   Better Question: “Why should we hire you?”

2. Avoid asking for assessments that outline weaknesses of the candidate or their organization
   Avoid: “What is your greatest weakness?”
   Better Question: “Of your past supervisors, who would give you the weakest reference and why?”

3. Don’t use questions that ask a candidate to speculate about the future
   Avoid: “Where do you want to be in five years?”
   Better Question: “What problems do you think our organization will face in the next five years?”

Cultural Pitfalls in Interviewing
Bennett & Hayles (2010)
Cultural Pitfalls in Interviewing, Continued

4. Avoid close-ended questions that can be answered “yes” or “no” if you expect a candidate from another culture to elaborate. Use open-ended questions to make it clear you’re looking for a more detailed answer.

5. Rather than repeating a question that was unclear using exactly the same words, paraphrase, define the terms or break the question it into smaller, more manageable questions.

“Your resume says that you were responsible for project management at your division. Explain the nature of your responsibilities, the scope of your authority and the accomplishments you achieved.”

6. Avoid using jargon, slang or metaphors that a candidate from another culture may not understand.

Examples: Strategic planning, stakeholders, learning organization

7. Do not expect answers in precise “bullet points.” Candidates from other cultures may be more prepared to give examples or tell a story with less explicitly stated points.

8. Avoid expecting candidates from other cultures to demonstrate their qualification through your cultural filters. Interviewers from some cultures may expect candidates to be ambitious, action-oriented, and “can do” problem-solvers, while these attributes may be undesirable in the candidate’s culture. This does not mean that the candidate cannot be success in your organization.

Questions to Gauge Cultural and Linguistic Competence

As the demographics of our communities change, cultural responsiveness is increasingly important to ensure our services are effective and accessible to all community members.

Hiring staff with cultural knowledge, skills and values is critical to ensuring this cultural responsiveness. Use the following examples to design interview questions that explore a candidate’s experience with and attitudes towards culturally and linguistically competent practice.

- Share something you have learned about another culture through working with diverse individuals.
- Describe a time you heard someone make a prejudiced or inaccurate comment about a cultural group. How did you handle it?
- Describe a project, interaction or experience that would demonstrate your commitment to diversity and equity.
- What do you do to stay current on developments in the field of diversity and equity?
- This job will require interaction with people who are of diverse cultural backgrounds. Describe a time when you have encouraged this and how you handled it.
- Please share any experience you have in working with individuals from backgrounds different from yours. How would this experience translate into working within a health care environment?
- What are some of the challenges you have encountered in working with individuals from diverse populations?
• Describe your experience working with individuals with Limited English Proficiency.

• Are you knowledgeable enough about a specific culture that you could serve as a mentor to teach other staff about that culture? Share an example of what you could teach.

• Have you ever participated in cultural competency training? Please describe the experience.

(The Fordyce Letter; Bilingual Preferred: Tips for Recruiting...; Astrid Rial; November 2006)

Use the following examples as you develop questions to assess a faculty candidates' cultural competence.

**About candidate & college:**
OHSU is committed to building a culturally diverse environment. How have diversity issues influenced and/or been a part of your teaching, research and outreach/service?

**Mentoring:**
What experience have you had in mentoring? Describe an experience mentoring diverse students, faculty and/or staff?

**Teaching:**
Describe strategies that you have used or considered to create an inclusive learning environment for your students. Provide examples of how you managed diversity in your classroom. Has diversity played a role in shaping your teaching and advising styles?

**Research/Service:**
As a faculty member, have you done any research in the area of diversity? Describe any experience you’ve had advancing diversity among graduate students. As a higher education professional, have you done any work in the area of diversity in the community?

**General:**
What do you see as the most challenging aspects of an increasingly diverse academic community? What initiatives have you initiated to meet those challenges?

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**Diversity-Related Faculty Interview Questions**

*University of Washington, 2012*
SECTION V
Campus Interviews

Preparing for Interviews

Use the following steps to prepare for and conduct campus interviews and visits.

PREPARE THE INTERVIEW SCHEDULE
The interview often takes a half day to a full day or more depending on the level of the position in question. For senior academic and administrative positions, a day and a half or two days may be needed. Most faculty interviews consist of two days. For entry level staff positions, the interview may take one to two hours, and there could be a second interview if necessary. Two major factors must be taken into account in the scheduling of interviews:

- **First, most candidates for professional-level positions meet not only with the search committee but also with people with whom they would interact on campus if they were hired.** Depending on the position, candidates might meet with the vice president or chief academic officer to whom they would ultimately report. Various stakeholders might be included in interviews of department heads and administrative position holders. HR Vice President candidates might meet with employees, faculty may meet students, other faculty, the dean/chair, and other administrator’s.
- **Second, is the potential need for the search committee to arrange or provide meals and other quasi-social events as well as transportation and lodging.** The committee chair is usually the chief host but will often seek volunteers or assign committee members to the task of hosting. As a host, a committee member may be responsible for picking a candidate up from the airport, taking him or her on a tour of the campus, having dinner with him or her, and answering questions about the position in question and the selection process. The committee chair may ask the hiring department to assist with the many administrative and logistical requirements of arranging and holding on-site interviews.
When on-campus interviews will involve meetings with many people and various meal and other functions, the search committee should send candidates and individuals responsible for escorting the candidate a schedule of events in advance. The schedule should note the names and titles of the individuals with whom the candidate will meet.

Candidate welcome packets should include the following:

- Employee policies (manager’s guide, handbooks)
- Benefits synopsis listing all benefits, including all leaves (such as sabbaticals and administrative leave, sick leave and vacation time), wellness benefits, tuition assistance for employees, and support of professional development activities
- College or university catalog
- Department brochure and Organizational chart (department and institution)
- History of OHSU
- Statement of mission, goals, objectives and initiatives
- Employee Resource Group Brochure
- Diversity Action Plan and the Diversity Resource Guide
- Resource sheet for out-of-state candidates (see appendix)

Search Committee Preparation

- Be explicit about confidentiality expectations and confirm each committee member’s responsibilities.
- Strive to ensure that the campus visit is a positive and supportive experience for all candidates. Careful preparation and planning enhances the reputation of the institution. Demonstrate sincere interest with each candidate.
- Determine what you want to know about candidates in advance. The committee should establish a series of questions that relate to the position and are based upon the position description.
- Determine who will ask each question. Remember the candidate should do most of the talking during the interview.
- Provide each selection committee member with an interview criteria matrix this is based upon the position description.
- Provide equal treatment and offer similar, but not necessarily identical, interview schedules and activities.
- Schedule interviews in a well-lit, accessible location to accommodate any disabilities.
- Remember that even social situations are a continuation of the interview process.
- Remember that past performance is often the best indicator of future success.
- Determine the format in which the committee would like to receive feedback from the campus community, and communicate this to others involved in the interviews.
- Confirm interviews and campus visits in writing with candidates. Include any information about the position, the department and/or campus that was not sent earlier. Provide background on any groups or people the candidate will meet.
- Inform the candidates about the interview process and give them a timeline for results.
Preparation for Faculty or Managerial Interviews

- Develop an interview schedule that includes meetings with diverse campus and community constituents (faculty, students, other university personnel and the chief diversity officer or his/her delegate).
- As part of the interview process, consider asking candidates to present their research, lead a colloquium or teach a class while on campus.
- Openly discuss standards of scholarly productivity, teaching and research with all candidates.
- Arrange all logistics for candidates, including transportation. Offer to pre-purchase airline tickets for candidates and offer accommodations for the length of their stay. In addition, provide candidates with the university policy on travel reimbursements.
- Provide candidates with the name and cell phone number of a contact person who can answer questions and address any special needs during their visit.
- Transport candidates to and from their campus or hotel accommodations and provide individual guides to escort them from one meeting to the next.
- Allow for realistic blocks of time for meetings and for travel, coffee and restroom breaks between meetings to stay on schedule.
- Showcase the community by scheduling breakfast, lunch and/or dinner at an off-campus restaurant.
- Promote the great lifestyle Oregon and Portland have to offer. Provide a tour of the area and points of interest, including destinations such as barber shops/hair salons, local churches and neighborhoods.
- Consider arranging for candidates to meet with the diversity manager for faculty recruitment and retention.
- Allow time at the end of the visit for a private meeting between the candidate and the chair of the hiring teams. This is a good opportunity to address remaining questions and determine if the candidate is interested in the position and if there are obstacles to accepting it.
- When appropriate, invite the candidate’s spouse or partner to campus and provide necessary information on employment, schools, childcare, real estate, etc. Actively recruiting a spouse or partner can be critical in recruiting the candidate, so plan these visits with care.
- If necessary, talk with human resources professionals about dual careers or other opportunities.

Eliminating Biases During Interviews

- Every individual is unique: we recognize individual differences complement our workforce and student enrollment in a positive way. The confluence of race, ethnicity, language skills, myriad lived experiences, cultural and socioeconomic background – among other elements of diversity – should be considered as positive qualities that enhance a candidate’s opportunity to be considered for a position. Allow diversity to broaden the concept of the “best” candidate.
- Search committee chairs should resist the impulse to label one or more candidates as the “most promising” because this may make it difficult to fully consider other candidates.
- Do not make assumptions about candidates. Assumptions that a member of a particular racial/ethnic group would not feel welcome in the community or would not be able to relate well to others of different groups are damaging.
to candidates and work against OHSU’s diversity efforts. Also, do not make assumptions about a candidate’s willingness to move or make assumptions about their spouse or children. Let candidates decide these issues for themselves.

- Committee members should be on alert for signs that their judgment of a candidate’s character, types of experience or accomplishments is being affected by subjective factors, stereotypes or other assumptions.
- Candidate “fit” generally means finding a person who will blend in easily with the existing structures of the campus and in the community and will not dramatically alter the status quo. People of color — particularly those who come from different socioeconomic and cultural backgrounds — may be presumed not to “fit” as well as white candidates. Beware of these sorts of presumptions. Make every effort to show candidates that they will fit, and then let them decide for themselves. This can also occur with women in cases where a faculty is predominantly male.
- Screening with the primary purpose of narrowing the pool may cause you to miss very attractive candidates. Screen to include candidates.
- Do your homework. Read the files of candidates thoroughly before offering opinions.
- Document the selection process by assigning a committee member to take minutes during committee meetings. Documentation will serve you in many ways as the selection process goes on. Meeting minutes serve as reminders regarding timelines, votes and discussions. And if someone outside the committee requests information about what has taken place to ensure affirmative action is a priority for the committee, it will be in the meeting minutes.
- Think about the new dimensions that diverse candidates will bring to the department.
- Other than professional reasons, a candidate’s motivation for applying for a position is not committee’s business. Unless a candidate offers other reasons in a letter of interest, the committee should operate with an understanding that professional interests motivate the application. To go further invites assumptions and those assumptions frequently lead to negative judgments.
- Give all candidates adequate advance notice that you expect them to do a group interview, provide work or writing samples, make a presentation, etc.
- A committee that is viewed by a candidate as “going through the motions,” being hostile to candidates of color or being generally cold and uncaring is very likely to create the self-fulfilling prophecy of not being able to find any good candidates of color. Conversely, a committee that exhibits warmth, flexibility, supportiveness and genuine interest is likely to bring out the best in all candidates. Guard against projecting judgments, however subtle. They can have devastating effects on a candidate’s performance.
- Consider providing equal recognition for quality research published in professional peer-reviewed journals in a faculty candidate’s general area of expertise. Many minority faculty publish in professional peer-reviewed journals that are not mainstream. These journals have a broader scope and are more willing to publish quality research on minority populations than mainstream peer-reviewed journals.
- Be aware of the trap of measuring everything against one standard. Candidates who received their degrees later in life or from historically Black, Latino or Tribal institutions, worked part time when their children were young or have experience that is off the beaten path may bring rich experiences and a diverse background to the campus.
FEEDBACK FROM INTERVIEWS
The search committee should solicit written remarks from those who have met or interviewed candidates or attended any of the candidate’s presentations.

SOLICITATION OF EXTERNAL OR INTERNAL LETTERS
To maximize efficiency, further inform and validate the final search deliberations and avoid delays during negotiations with the chosen candidate, the search committee should normally solicit evaluation letters from three external references for each of its top one to three candidates. Letters may be solicited before or after on-campus interviews. As appropriate, internal letters may also be solicited at this stage in the search.

EVALUATION OF CANDIDATES
After interviews are completed, the search committee should convene as soon as practicable. Deliberations and decision-making should be informed by the quality of each interview, the feedback from those who met with or interviewed candidates and the external letters of evaluation.

1. Ask that committee members refrain from talking casually about candidates after an interview to avoid biasing the ratings of other committee members. A candidate’s clothing, hairstyle, hair color, tattoos, accent or other features should not negatively influence how they are rated. These factors should not be discussed among committee members. Uniforms and dress codes can be discussed during onboarding.
2. Rate each candidate using a rating sheet or a screening matrix based on the position description. (See Appendix X, Candidate Screening Matrix template). The committee should have a full discussion of final candidates, one by one, and outline concretely what they bring to each category of the matrix.
3. Evaluate candidates for the full range of strengths and contributions based upon the qualifications specified in the position description.
4. Collect feedback on each candidate from everyone who participated in the interview.
5. Track and monitor the entire process via iRecruitment.

SEARCH COMMITTEE REPORT
The search committee should prepare a report that includes a list, in order of priority, of the finalists for the position (i.e., definitive pool) and an explanation of why each finalist was not selected for appointment. There should include an analysis of the background and qualifications for each of candidate interviewed, including the rationale for their ranking. It should also make the case for why the chosen candidate was selected. The search committee may want to include a recommendation for how to proceed if the top candidate declines the offer.

DETERMINE FINALISTS
Present the search committee report to the individual making the hiring decision, and ensure all committee opinions—not just the majority opinion—are represented. For each finalist, identify strengths and weakness as they relate to the position qualifications. Recommend final candidates to the hiring manager or department administrator as appropriate.
If the chosen candidate does not accept the employment offer, the search committee may be asked to recommend another candidate. The hiring official may ask the committee to extend or re-open the search with advice from the search committee chair. A failed search can be an indicator of an ill-defined position, inadequate recruiting techniques or ineffective selection methods.

EVALUATING THE SEARCH
The search committee should meet after the search is concluded to evaluate the search process. Their feedback will provide hiring managers, department administrators and human resource professionals with recommendations for ways to improve future searches.
SECTION VI
Making the Offer: Close the Search

All approvals must be complete before making an offer. The hiring authority or designee is the only one who should make the offer to the candidate. The discussion should include salary, benefits, anticipated start date, housing support and any partner hiring needs. A letter should also be prepared for the candidate with approval from the hiring manager, dean, and provost as appropriate.

Remember that an employment offer is conditioned on OHSU completing satisfactory reference checks and pre-employment screenings, including background checks, health screenings and/or drug and alcohol screenings. All new employees must complete Form I-9 within three business days of the date employment begins.

All employment offers should be made and accepted in writing. Offer letters should contain all information necessary for the candidate to understand the salary, benefits and requirements of the position. The offer letter should include:

- Salary and any additional financial considerations
- Amount/type of relocation benefits, if applicable
- Position title, department name
- Start date
- Any negotiated terms or conditions – i.e. space, laboratory relocation, personnel relocation, etc.
- Any contingent background checks required prior to start date, see website for form: https://o2.ohsu.edu/orgapps/hr/apps/background-check/
- Orientation information
- Contact person for pre-arrival period (in addition to the hiring official)
- Request for written acceptance or rejection of the offer

For benefits information, see the online benefits guide at: https://o2.ohsu.edu/human-resources/documents/upload/benefit-highlights-guide.pdf
Relocation

Out-of-state candidates may be eligible for relocation reimbursement. Information regarding relocation is available at: https://o2.ohsu.edu/human-resources/employment/hiring/employment-offers/relocation.cfm.

National recruitments are often opened when a manager recruits for a vacancy. If a candidate that lives out of the immediate area is selected, relocation may be discussed during the interview and/or job offer process. OHSU policy allows for departments to provide relocation for some positions. See the current OHSU relocation policy: https://o2.ohsu.edu/policies-and-compliance/ohsu-policy-manual/chapter-6-fiscal/ohsu-policy-06-60-015.cfm

Managers who wish to provide relocation expenses for positions other than those that have been approved should consult with their human resources recruitment contact. Executive approval for a policy exception is required.

Checking References

See instructions for checking references at: https://o2.ohsu.edu/human-resources/employment/recruitment/reference-checks.cfm.

Chequed.com provides web software for automated reference checking. See your human resources representative for further information.

The following reference checking recommendations can help you gain insight into a candidate's scholarship and personal style. To ensure reference checks are effective screening tools, always conduct them in a consistent and objective manner, whether by phone, email or chequed.com.

- Ask candidates to supply a list of references including the name of their current and previous supervisor. As a courtesy, inform candidates before contacting the references they supplied. Before contacting anyone not included on the reference list, you must first get permission from the candidate, including internal candidates.
- Identify the committee members who will personally conduct reference checks and craft standardized questions for each reference. See Appendix K, or contact your human resources representative for additional assistance.
- Be consistent in how you check references for each candidate, such as contacting the same number of references for all candidates.
- A requirement to submit letters of recommendation often screens out candidates who wish to conduct a confidential job search and those in fields where letters of recommendation are not traditionally provided. Do not be overly swayed by letters of recommendation. Most people can find three people to say positive things about them.
- Remember that there is no such thing as an "off-the-record" reference.
Background Checks

A criminal history background check must be completed on the final candidate for a position of employment or volunteer position at OHSU. This applies to all new hires as well as some job transfers (see below). OHSU conducts all criminal history background checks through a third-party vendor.

Conditional offers of employment or final assessments for volunteer opportunities should be made pending an approved background check. The candidate cannot begin work until the hiring department receives an e-mail approval notification indicating that the candidate has no applicable criminal history.

Job Transfers within OHSU

A background check may be required for a current OHSU employee transferring positions if the transfer meets certain criteria. The Background Check Request Form will help you determine if a background check is required for a specific job transfer. (Note: Job transfer means the movement of an employee to a different unit/workplace, or movement to a different position involving a change in job responsibilities.) https://o2.ohsu.edu/orgapps/hr/apps/background-check/index.cfm

Offer Letters

Unclassified administrative and AFSCME-represented positions:
Hiring managers should work with their human resources contact prior to extending a written offer.

Faculty positions:
Offer letters should be coordinated through Faculty Affairs. For further assistance, contact: (503) 494-2359.

Research staff positions:
Offer letters are managed at the hiring department level, using Human Resources-approved templates. For current templates or for assistance with offer letters, contact your human resources business partner.

Nursing positions:
Offer letters are managed by the nurse talent acquisition consultant, specializing in nursing.

Healthcare positions:
Offers should not be extended until the Healthcare Human Resources confirms the candidate has been “pre-cleared” through TCAP.

All other positions:
Offer letters are managed by the employment specialists.

For assistance in making an offer, negotiating and creating a timeline, contact your department human resources professional or Academic Affairs (See Appendix L).

Hiring departments should send a copy of the signed offer letter to the Healthcare Human Resource office and the human resources recruiter/business partner for inclusion in the employee’s file. If the candidate has given verbal approval, he or she may sign the offer letter on the first day of work.
SECTION VII
New Hire, Onboarding, Retention

New Hire Action

Once a final candidate has accepted the employment offer and passed any required pre-employment screenings (e.g., background check, drug test, license verifications), the hiring department completes a number of actions to ensure a smooth transition into the workplace for the new hire.

In order for the employee to be entered into the Human Resources Information system, be assigned an employee ID number and receive an OHSU ID badge and paycheck, a fully-approved “New Hire Action” must be submitted to an Healthcare Human Resource Specialist at least two days prior to the employee’s start date and preferably as far in advance of their start date as possible.

Personal information such as Social Security number, date of birth and home address are required to submit the background check and the hire action. By setting the applicant to “Pre-hire – Accepted Offer” status on the vacancy in iRecruitment, the applicant will automatically receive an email requesting that information. The hiring manager and recruiter will then be emailed once the applicant completes that step. Then the applicant can be placed into “Accepted Offer” status on the vacancy, and you can request the background check and HRE Hire action. The background check form and HRE Hire Action will auto populate the Social Security number and date of birth collected during the pre-hire form process.
New Hire Paperwork

The new hire paperwork must be completed and submitted to Human Resources Records on or before the employee’s first day.

All new hire paperwork is available electronically on OHSU’s public-facing site, so that new employees may be directed there to complete the required paperwork and review the required policies and documents prior to their start date. https://o2.ohsu.edu/human-resources/learning-and-development/new-employee-training/new-employee-orientation.cfm

OHSU is bound by law to have all new employee’s complete section one of Form I-9 by their first day of work. Learn more about I-9 compliance at: https://o2.ohsu.edu/human-resources/employment/hiring/i9-compliance.cfm

Computer Access

Once you have submitted a fully-approved New Hire Action and the action has been processed through Oracle HR, an OHSU network and e-mail account will be automatically generated for the new employee. The hiring manager will receive an e-mail notification of the new user account.

Access beyond the standard desktop—including X:drive access, Epic and Oracle responsibilities (other than self-service) – must be requested through ITG’s Computer Access Request System (CARS).

Required Training

All new employees must complete the HIPAA, Respect at the University and Integrity Education Booster online training modules through OHSU’s online education portal, “Big Brain.” Proof of completion is required to obtain an OHSU ID badge.

www.ohsu.edu/xd/about/services/integrity/training/bigbrain/?WT_featured=spotlight&WT_rank=spotlight

ID badges and security access are issued by Public Safety. The Public Safety website provides step-by-step instructions for requesting an ID badge and associated access.

New Employee Orientation

All new employees must attend at least the first day of the OHSU-wide New Employee Orientation (NEO). Healthcare Human Resources coordinates NEO for all OHSU employees. Attendance requirements, agenda, scheduled dates and registration information is available on the Orientation web page. https://o2.ohsu.edu/human-resources/learning-and-development/new-employee-training/new-employee-orientation.cfm

International Orientation

All new international employees (i.e. Faculty, Postdocs, Long-Term Visitors, Unclassified and Classified staff members) should attend the New International Orientation, which is currently held on a quarterly basis. This orientation provides specialized settlement information for internationals: including peer-to-peer networking, resource mapping, and American culture education. With questions regarding settlement, education, or resources contact the Department of Learning and Resources in the Office of International Affairs, 503-418-4476 or email: OIA@ohsu.edu.
Onboarding

Onboarding is the process of helping a new employee become familiar with OHSU, their team and the expectations of their job. A good onboarding plan plays a significant role in a new hire's success. The following tools can be customized to any role:

- Onboarding Planning Checklist (Word doc)
- Skill Development Plan (Word doc)
- Individual Orientation Plan (Word doc)

Retention

RETENTION STRATEGIES FOR STAFF
Implement the following strategies to establish and maintain a welcoming campus climate:

- Be deliberate in welcoming new employees and provide assistance to secure a smooth transition and enhance the probability of success in the new position.
- Encourage career development opportunities and provide employees a chance to grow in their chosen field. See the Career and Workplace Enhancement Center for opportunities at: www.ohsu.edu/xd/about/services/human-resources/career-and-workplace-enhancement-center/
- Provide regular feedback on how new employees – and OHSU – are doing.
- Provide opportunities for employees to contribute directly to the organization and be recognized for doing so.
- Provide flexible work schedules, as appropriate, that recognize the need for work/life balance.
- Demonstrate collegiality and provide a comfortable supportive climate.
- Encourage everyone in the department to make an effort to reduce the sense of social isolation that new hires may experience. Inviting them to lunch or other social events will help them feel part of the campus community.

EMPLOYEE RESOURCE GROUPS (ERG)
Encourage all new employees to join an Employee Resource Group (ERG). The Center for Diversity & Inclusion supports the work of diverse Employee Resource Groups on campus, including groups for African Americans, Asian Pacific Islanders, international employees, Latinos, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ), Native Americans and individuals with disabilities. Learn more at: www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/committees-and-resource-groups/employee-resource-groups/index.cfm?WT_rank=2
RETENTION STRATEGIES FOR FACULTY

• The hiring teams and the chair should reach out to welcome new faculty members, but all faculty and department staff should engage to ensure new faculty members have a smooth transition. The tremendous investment in recruiting faculty should be followed by efforts to retain them.

• Make sure diverse hires are not treated as tokens. Value the academic expertise of diverse faculty and include them in informal networks and social events. Showcase the expertise of diverse faculty in the local community. If they are new to Portland, invite them to “Say Hey” as an honoree, a networking event for professionals of color organized by Partners in Diversity. For information see the website at: www.partnersindiversity.org.

• Encourage all new diverse faculty members to meet with the diversity manager for faculty recruitment and retention. Contact the Center for Diversity & Inclusion for information. www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/about/our-team.cfm

• Assign a mentor to faculty during onboarding to provide support moving forward. Not having mentoring opportunities could be detrimental for diverse faculty (Turner, 2002). Numerous studies report that mentoring is a critical need for underrepresented minority faculty. AAMC (2010) defined mentorship as a developmental partnership in which knowledge, experience, skills and information are shared between mentor(s) and mentee(s) to foster the mentee’s professional development and, often, also to enhance the mentor’s perspectives and knowledge.

• Encourage new faculty to join professional faculty networks for encouragement, support and information. The Center for Diversity & Inclusion supports the work of diverse Employee Resource Groups on campus, including groups for African Americans; Asian Pacific Islanders; international employees; Latinos; LGBTQ; Native Americans; and people with disabilities.

• For junior faculty, provide information about annual review and encourage grant and publication opportunities with senior faculty members and other professional growth resources.

• Meet regularly with new faculty hires to discuss unique issues that they may be encountering.

• Offer an acceptable salary. Monitor pay equity to retain faculty.

• Women and minorities often face special demands on their time. They usually have above-average numbers of student advisees, numerous service requests from the community and many invitations from university committees. Consider protecting junior faculty time by limiting service obligations and/or providing research investment time, if applicable.

• Do not stop recruiting diverse faculty after one or two hires. There could be a repeating cycle of hiring one person, then losing that person, then hiring another person. Without a critical mass of diversity, some faculty could experience isolation and alienation and be at risk for leaving. Creating a diverse faculty is a critical component to retention.

Final Thoughts

Oregon Health & Science University (OHSU) created this recruitment manual as a resource to achieve our institutional goal of being diverse in people and ideas. Together – through planning, education, strategic outreach and broad advertising – we can increase diversity and create a climate of inclusion for current employees and prospective candidates of OHSU.
Affirmative Action at OHSU

In order to comply with federally mandated reporting requirements, AAEO produces OHSU's annual Affirmative Action Plan (AAP). Among other things, the AAP provides analysis of OHSU's workforce to assist OHSU in determining areas of under-representation in the female and minority population.

Affirmative action is the good faith obligation all federal contractors have to abide by an equal opportunity policy and regulations. Organizations analyze their workforce to access possible underutilization of women and minorities. Organizations develop a plan of action to eliminate underutilization and make good faith efforts to execute that plan.

Federal and state employment laws prohibit discrimination against individuals who fall into certain protected classes. These protected classes include, but are not limited to: age, disabilities, gender, marital status, national origin, race, religion, and veteran status. Affirmative action requires organizations such as OHSU to actively promote equal opportunity and eliminate discrimination. The purpose of affirmative action in employment is to establish fair access to employment opportunities and to create a work community that is an accurate reflection of the demographics of the qualified workforce. Affirmative action does not mandate “quotas” or extending preferences to any individual based on race, color, religion, gender, or national origin.

An Affirmative Action Plan (AAP) contains statistical and narrative information. The statistical information includes: organizational profile, job group analysis, availability analysis, utilization analysis and personnel action analysis. The narrative information includes: President's Message, identification of problem areas, action-oriented programs and internal audit and reporting systems.

The AAP is designed to identify areas of under-representation by minority groups so the under-representation can be remedied. OHSU develops and executes action-oriented programs designed to correct any problem areas identified and to attain established goals and objectives. OHSU makes good faith efforts to remove identified barriers, expand employment opportunities and produce measurable results.
Appendix B

OHSU Policies

Below are excerpts of selected OHSU policies posted on the website related to hiring practices. [www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/index.cfm](www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/index.cfm) The link opens the entire policy in PDF format in a separate browser window. From there you can print the policy or close the new window to return to this page.

**Policy No. 03-10-005 Recruitment and Hiring**
[https://o2.ohsu.edu/policies-and-compliance/ohsu-policy-manual/chapter-3-human-resources/ohsu-policy-03-10-005.cfm](https://o2.ohsu.edu/policies-and-compliance/ohsu-policy-manual/chapter-3-human-resources/ohsu-policy-03-10-005.cfm)

OHSU values a diverse workforce and seeks to hire the most qualified individuals for positions of employment. In accordance with state and federal law, OHSU is committed to providing equal opportunity in employment through non-discriminatory open recruitment and hiring practices and affirmative action programs. OHSU Human Resources (HR) provides assistance, consulting and tools to hiring managers in all aspects of recruitment and hiring.

**Policy No. 03-05-025 Affirmative Action Goals: Employment**

OHSU shall establish an affirmative action plan including goals and procedures for the purpose of increasing the proportion and effective utilization of minorities and women employed in administrative, technical and faculty positions in programs and departments where minorities or women are underrepresented.

**Policy No. 03-05-030 Equal Opportunity**

OHSU provides equal opportunities to all individuals without regard to race, religion, national origin, disability, age, marital status, sex, sexual orientation, gender identity or expression, military service, or any other status protected by law. This policy applies to all employment, education and patient care related activities.

**Policy No. 03-05-037 Religious Exercise and Religious Expression in the Workplace and Educational Environment**
[www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/upload/3-05-037.pdf](www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/upload/3-05-037.pdf)

OHSU does not discriminate on the basis of religion, require religious participation or non-participation as a condition of employment or study, or permit religious harassment. OHSU administration, faculty, staff, volunteers and students must treat everyone with the same respect and consideration, regardless of their religious beliefs or non-beliefs. Additionally, OHSU does not restrict or control the free exercise of beliefs, thought or ideas.
Policy No. 03-05-040 Employment of Family Members
www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/upload/3-05-040.pdf

The University does not unlawfully discriminate against an individual solely because another member of the individual's family works or has worked for the University. However, unless approved by the Director of Human Resources and the individual's Department Chair or equivalent supervisor, no person shall be employed in a position of exercising supervisory appointment or other decision making authority over a member of the individual's family or in a position of being subject to such authority.

Policy No. 08-01-005 Access for Members of the Public to OHSU Programs, Services, and Activities
www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/upload/8-01-005.pdf

The Americans with Disabilities Act (ADA) prohibits discrimination against qualified individuals with disabilities in the programs, services and activities of public entities and requires that those entities make their programs, services and activities accessible to individuals with disabilities. OHSU students and employees are covered by this policy as individuals participating in a public event. AAEO Procedure: Public Event Disability Access: www.ohsu.edu/xd/about/services/affirmative-action-and-equal-opportunity/policies/upload/PublicEventAccessproc3-06.pdf.

Additional policies can be found in the OHSU policy manual at:
https://o2.ohsu.edu/policies-and-compliance/ohsu-policy-manual/index.cfm
Sample Inclusive Language for Position Descriptions

- Strong commitment to diversity in medical education, including in race/ethnicity, sexual orientation, cultural background, disability status, and learning style.
- Self-awareness, self-management and continual growth and learning; teamwork and collaboration.
- Interpersonal awareness and the ability to be inclusive.
- Ability to effectively communicate with diverse audiences.
- Consistently treats patients, clients, customers, stakeholders, partners and coworkers with dignity and respect.
- Demonstrates recognition of the value of individual and cultural difference; creates a work environment where talents and abilities are valued.
- Models a positive attitude regarding diversity. Communicates the importance of diversity in staff meetings, and includes diversity discussions in communications with staff.
- Creates and maintains a work environment that is respectful and accepting of diversity. Sets clear guidelines for expected behaviors and clear methods for reporting inappropriate behaviors.
- Assures that service delivery is provided in a culturally competent way; assures that printed materials are available in different languages and/or in alternate format; bi-lingual services available and facilities are accessible for all clients.
- Provides opportunities for staff to participate in diversity training and multi-cultural events.
- Utilizes the diversity within the workforce by incorporating the diverse perspectives into business or service delivery decisions.
- Gains necessary skills and attends required training to participate in the development and implementation of a program that fosters cultural competency and multi-cultural organizational development.
- Actively solicits and engages diverse groups in program planning and implementation.

From the above list, as appropriate, and based on the type of position described, some of these duties could be included in the position description. When describing supervisory positions, duties related to recruiting, hiring, promoting, retaining, and maintaining a diverse workforce are encouraged to apply. At the same time, most managerial positions require that customers, stakeholders, partners, and coworkers are treated with dignity and respect; therefore duties requiring the fostering of cultural competency are necessary.

www.oregon.gov
Sample Position Description for Faculty: UNCLASSIFIED ACADEMIC PERSONNEL

EXECUTIVE UNIT OF THIS APPOINTMENT:

Dept/Division:___________________________________________________________

Primary Dept Rank:________________________________ Working Title:______________________________

Joint Appointment(s):________________________________ Term:__________________________

12 month __________ 9 month (3 month leave each year) __________ Dates of Appointment:___________

Annual Salary (1.0 FTE):________________________ FTE:________________________

For more information please contact:________________________ Mail Code:_________ Phone:_____________

Position Description:________________________________________________________________________

The appointee shall provide services as assigned by the supervisor in furtherance of the university’s missions and goals of teaching, research, patient care, outreach and public service.

This position reports to (supervisor):________________________ The duties of this position include:________________________

Position Conditions/Qualifications:________________________________________________________________________

Please Mark All that Apply for this Position:

The following statements are commonly included in various Notices of Appointment, if they apply. To make sure the Notice is properly prepared, mark those paragraphs to be included. If you have questions, please contact Academic Affairs.

☐ Duration of this appointment and indicated salary may be changed or eliminated if gift, grant, or contract funds supporting this position become unavailable.

☐ This position requires undivided effort at the specified FTE level.

☐ (School of Dentistry only) All faculty who engage in clinical practice are required, if eligible, to practice exclusively as a member of the approved School of Dentistry Practice Plan.

☐ This Notice of Appointment is subject to the terms and conditions of the letter dated _________________, a copy of which is attached (send a copy of documents to be appended).
NOTE: Upon approval, the Hiring Manager forwards a copy of this Recruitment Plan with copies of the attachments, i.e., position description, signed position approval request (PAR), to the University’s Affirmative Action & Equal Opportunity Department.

POSITION INFORMATION

School ____________________________ Department ____________________________

Rank/Title ____________________________

Specialty/Discipline ____________________________

Position # ____________________________

Funded in the Amount of $ ____________________________

For a Term of ____________________________ Months

Present or former incumbent (if applicable) ____________________________

RECRUITMENT INFORMATION

Plan to:  [ ] Initiate  [ ] Continue Recruitment

Recruitment authorized by (name and title) ____________________________ on (date) ____________________________

Instructions from Chair to Search Committee discussed with Committee on (date): ____________________________

Salary Range: $ ____________________________ to $ ____________________________

Anticipated Date of Initial Advertisement(s): ____________________________

Review of Applications Will Begin: ____________________________

Anticipated Date of Appointment: ____________________________
Appendix E (CONTINUED)

Recruitment Plan Template

ADVERTISING PLAN

List where advertisements are to be placed (diverse journals, listservs, etc.). Once advertising is approved send electronically to Human Resources.

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE(S)</th>
<th>ESTIMATED COST</th>
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<tbody>
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<td>1)</td>
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SPECIAL EFFORTS TO DIVERSIFY FACULTY

(Explain and attach pages if necessary):

1. Copy of ready-to-mail advertisement for media publication.
2. Checklist of minimum qualifications and preferred qualifications; matrix used in review of applicant pool.
3. Does this position have an affirmative action placement goal(s)? If “yes” check the following that apply:
   - [ ] Women
   - [ ] Minority
Appendix E  (CONTINUED)

Recruitment Plan Template

OUTREACH AND NETWORKING PLANS

<table>
<thead>
<tr>
<th></th>
<th>Career Fairs, Professional Conferences, Informational Sessions, Visit other Institutions, etc.</th>
<th>Social Media, Community Events, Newsletters, etc.</th>
<th>Constituent Database, Establish Partnerships, etc.</th>
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</thead>
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<td>5)</td>
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</tbody>
</table>

SIGNATURES

**Hiring Manager:** This plan takes into consideration the mission’s affirmative action placement goals, the university’s affirmative action goals, the diversity action plan, and the concepts of equal employment opportunity.

Signature

Typed name_________________________________________________________ Date________________________

**Department Chair:** The University’s policies and procedures regarding equal employment opportunity and affirmative action placement goals have been given full consideration in reviewing this recruitment plan.

The plan is   [ ] Approved   [ ] Approved with modifications (see attached)

Signature

Typed name_________________________________________________________ Date________________________
Appendix F

Resume Screening Tools

SAMPLE #1

Candidate: __________________________ Reviewer: __________________________ Date: __________

Number of Years of experience (if any): __________________________

<table>
<thead>
<tr>
<th>POSITION QUALIFICATIONS/SCREENING FACTORS</th>
<th>EXPERIENCE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
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Other Items of Interest (please be specific and only note job related experiences):

Reviewer Recommendation:

_____ Discontinue from consideration/reject  _____ Hold  _____ Schedule further discussion
Resume Screening Tools

SAMPLE #2
Candidate: ____________________________ Reviewer: ____________________________ Date: ____________

Number of Years of experience (if any): ____________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CRITERIA DESCRIPTION/SCREENING FACTORS</th>
<th>None</th>
<th>Less Than</th>
<th>Acceptable</th>
<th>Can’t Assess</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Experience as a faculty member.</td>
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<tr>
<td>B</td>
<td>Previous teaching/research experience.</td>
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<tr>
<td>C</td>
<td>Experience in strategic planning.</td>
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<tr>
<td>D</td>
<td>Experience working in an academic or academic support setting</td>
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<tr>
<td>E</td>
<td>Currently employed at OHSU? yes no</td>
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<table>
<thead>
<tr>
<th>WEIGHTS</th>
<th>WEIGHT DESCRIPTION</th>
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<tr>
<td>SUBSTANTIAL - 10</td>
<td>Candidates accomplishments/responsibilities strongly demonstrate the criteria</td>
</tr>
<tr>
<td>ADEQUATE - 5</td>
<td>Candidates accomplishments/responsibilities demonstrate the criteria</td>
</tr>
<tr>
<td>INADEQUATE - 3</td>
<td>Candidates accomplishments/responsibilities inadequately demonstrate the criteria</td>
</tr>
</tbody>
</table>

Reviewer Recommendation:

_____ Discontinue from consideration/reject  _____ Hold  _____ Schedule further discussion
## Appendix G

### Interviewing Do’s and Don’ts

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for the interview by carefully examining the job description and the applicant's resume and/or application.</td>
<td>1. Make your initial review of the candidate's application/resume when she/he is sitting in front of you.</td>
</tr>
<tr>
<td>2. Familiarize yourself with EEO, non-discriminatory selection practices. Resist personal biases and reject assumptions.</td>
<td>2. Ask questions that do not relate to the candidate's ability to do the job.</td>
</tr>
<tr>
<td>3. Follow a written, structured interview and question format.</td>
<td>3. Shoot from the hip, thinking-up questions as you speak with each candidate.</td>
</tr>
<tr>
<td>4. Think of the candidate as a campus guest; make him/her feel welcome and respected; treat him/her with courtesy and dignity.</td>
<td>4. Forget to shake hands; overlook introducing yourself.</td>
</tr>
<tr>
<td>5. Inform the candidate that you always take notes which help remind you of the conversation.</td>
<td>5. Just start writing without forewarning the candidate.</td>
</tr>
<tr>
<td>6. Ask open-ended questions.</td>
<td>6. Accept incomplete or vague answers.</td>
</tr>
<tr>
<td>7. Let the applicant do most of the talking. Listen attentively. Allow pause/silence.</td>
<td>7. Monopolize the conversation; get distracted while the applicant is speaking; rush.</td>
</tr>
<tr>
<td>8. Encourage applicant to ask questions about the job and/or the organization.</td>
<td>8. Forget the candidate is also studying you.</td>
</tr>
<tr>
<td>9. Ask the candidate if she/he can perform the essential functions of the job.</td>
<td>9. Assume that the person does not need an accommodation to perform the job.</td>
</tr>
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</table>
# Guidelines for Legal Pre-Employment Questions

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LAWFUL</th>
<th>UNLAWFUL</th>
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<tbody>
<tr>
<td>Age</td>
<td>Inquiry related to birth date and proof of true age.</td>
<td>Inquiry that implies an age preference for persons under 40.</td>
</tr>
<tr>
<td>Arrest/Convictions</td>
<td>Have you ever been convicted of a crime? (A conviction is a court ruling where a party is found guilty as charged.)</td>
<td>Have you ever been arrested? (An arrest is merely the apprehending or detaining of a person alleged of having committed a crime.)</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Are you a citizen of the U.S.? If not, do you have the legal right to remain permanently in the U.S. or legally work in the U.S.?</td>
<td>Of what country are you a citizen? Whether an applicant (or his/her parents/spouse) are naturalized or native-born citizens. Requirement that applicant produce naturalization papers or date.</td>
</tr>
<tr>
<td>Disability</td>
<td>Are you able to perform the essential functions of this position? Can you describe or demonstrate how you would be able to perform this function with or without accommodation?</td>
<td>How many days were you absent from work because of illness last year? Do you have a disability? Have you ever been treated for any of the following diseases...? Have you ever filed for workers' compensation insurance?</td>
</tr>
<tr>
<td>Education</td>
<td>Applicant’s academic, vocational, or professional education and schools attended. Inquiry into language skills such as reading, speaking, and writing foreign languages.</td>
<td>Inquiry into religious, racial, or national affiliation of a school. Inquiry into applicant’s mother first language or how foreign language ability was acquired.</td>
</tr>
<tr>
<td>Family</td>
<td>None</td>
<td>Inquiry as to pregnancy or plans to have children.</td>
</tr>
<tr>
<td>Gender Expression</td>
<td>None</td>
<td>Any inquiry concerning gender.</td>
</tr>
<tr>
<td>Height/Weight</td>
<td>None</td>
<td>Any inquiry relating to height or weight.</td>
</tr>
<tr>
<td>Marital Status/Relatives</td>
<td>Names of relatives currently employed by University.</td>
<td>Are you married, divorced, or single? Should I address you as Mrs., Ms., or Miss? Where does your spouse work? What are the ages of your children, if any?</td>
</tr>
<tr>
<td>Military</td>
<td>Inquiry concerning education, training, or work experience in the US military.</td>
<td>Type or condition of military discharge, request for discharge papers, an applicant’s experience in a military other than the United States military.</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Notice to applicants that any mis-statement or omission of material facts in the application may be cause for dismissal.</td>
<td>Inquiries that are not related to the applicant’s ability to do the job.</td>
</tr>
<tr>
<td>National Origin</td>
<td>Inquiry into ability to read, write, speak foreign language when the foreign language is a job requirement.</td>
<td>Any other inquiry into applicant’s lineage, ancestry, national origin, descent, birthplace, native language, or national origin of an applicant’s parents or spouse.</td>
</tr>
<tr>
<td>Organizations</td>
<td>Inquiry into applicant’s membership in organizations which applicant considers relevant to his/her ability to perform the job.</td>
<td>List all clubs, societies and lodges to which you belong.</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Inquiry as to duration of stay on the job or anticipated absences made to males and females alike.</td>
<td>Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.</td>
</tr>
<tr>
<td>Relatives</td>
<td>Names of applicant’s relatives already employed by the Campus. Names and addresses of parents or guardian of minor applicant.</td>
<td>Names, addresses, ages, or other information regarding any relative of an adult applicant.</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>None</td>
<td>Any inquiry regarding sexual orientation.</td>
</tr>
<tr>
<td>Religion or Creed</td>
<td>None</td>
<td>Inquiry into applicant’s religious denomination, affiliation, church, pastor, or religious holidays observed.</td>
</tr>
</tbody>
</table>
Appendix I

Tips on Interviewing Applicants with Disabilities

WHEN INTERVIEWING ANY APPLICANT WITH A DISABILITY:

- As in any other circumstance, shake hands as initial greeting (if an individual is “physically” unable to do so, shake or briefly touch the limb or shoulder extended).

- Treat the applicant as you would any other adult--don't be patronizing. If you don't usually address applicants by their first names, don't make an exception for applicants with disabilities.

- If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but don't assume it will necessarily be accepted. Don't automatically give assistance without asking first, i.e., “May I be of assistance?”

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

WHEN INTERVIEWING AN APPLICANT WHO USES A WHEELCHAIR:

- Don't lean on the wheelchair.

- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes as soon as possible, create rapport, set a positive tone.

- Keep accessibility in mind. (Is that chair/anything in the middle of your office a barrier to a wheelchair user? If so, move it aside.) Don't make a scene, when in doubt, ask them.

- Don't be embarrassed to use such phrases as “Let's walk over to the plant.”

WHEN INTERVIEWING AN APPLICANT WITH A COGNITIVE OR INTELLECTUAL DISABILITY:

- Use straightforward language but don't resort to “baby talk.”

- When giving directions or instructions, proceed directly.

- Avoid extraneous contextual an anecdotal directions, be succinct.

- Ask the applicant to summarize/paraphrase the information you have given to make sure it was understood. Be prepared to “map/write out” with “landmarks/tangible symbols Give positive feedback whenever possible and appropriate.
## Appendix J

### 20 Tips for Interviewing Multicultural Candidates

<table>
<thead>
<tr>
<th>Tip</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview.</td>
<td>Inform candidates of the interview process before they arrive. If appropriate, give them a written handout that outlines the process and gives them general topics that they may anticipate being questioned about. This will be particularly helpful for individuals who are more reflective and can benefit from pre-thinking.</td>
</tr>
<tr>
<td>2. Be sure interview questions are free of culture and value bias.</td>
<td>For example, asking an applicant to describe his/her conflict style and approach may be problematic with individuals who value harmony and rarely find themselves in conflict or resolve the conflict internally rather than with the other person.</td>
</tr>
<tr>
<td>3. Keep your language gender neutral and culturally appropriate.</td>
<td>Have an awareness of preferred greetings or honorifics. If you are not familiar with the pronunciation of names or the order in which they should be used, check with a cultural informant or ask the individual.</td>
</tr>
<tr>
<td>4. Be cautious of jargon or culture-specific metaphors.</td>
<td>Particularly with persons for whom English is a second language. For example, avoid use of phrases such as “hit the ground running,” “give me a hand,” “walk the talk.”</td>
</tr>
<tr>
<td>5. Be aware of what biases are operating.</td>
<td>As you evaluate interviewees and their responses. Suspend those that are not clearly job related. For example, be aware of attitudes you have regarding accents, communication styles (circular vs. linear, direct vs. indirect), tone and volume of speech, and degree of formality.</td>
</tr>
<tr>
<td>6. Use a culturally diverse interview panel</td>
<td>This will help minimize potential bias.</td>
</tr>
<tr>
<td>7. Consider using interviewers from target communities.</td>
<td>Including people from outside the organization.</td>
</tr>
<tr>
<td>8. Train interviewers in effective interviewing</td>
<td>Include legal requirements, language, and culturally appropriate behaviors. For example, asking personal questions (marital status, ages of children, health status, and so on) is not appropriate and often not legal. Help interviewers understand a range of communication styles and nonverbal behaviors that can be successful in work settings. Also help interviewers take care not to evaluate behaviors or responses solely on the interviewers' personal preferences.</td>
</tr>
<tr>
<td>9. Provide a comfortable physical environment</td>
<td>Interview space: Be sure it is accessible to physically challenged individuals, for example, that the facility for interviews is accessible to wheelchairs, aisles are wide enough and free of obstructions, and noise levels are minimized. If you are testing applicants, be sure you know ahead of time if they need any special accommodations.</td>
</tr>
<tr>
<td>10. Allow time to get acquainted with the interviewee</td>
<td>Before beginning the formal interview make time to get acquainted with the interviewee. This will help all applicants feel more at ease and will be particularly helpful to applicants who have a strong value for relationships.</td>
</tr>
<tr>
<td>11. Avoid using acronyms or abbreviations</td>
<td>Avoid using organizational titles, programs, divisions, and processes.</td>
</tr>
<tr>
<td>12. Provide feedback to unsuccessful finalists</td>
<td>This will assist them so they can improve in future interviews.</td>
</tr>
<tr>
<td>13. When interviewing someone who has an accent, be honest</td>
<td>If you have not understood, ask them to repeat in a way that accepts responsibility for not hearing rather than placing the blame on their speech.</td>
</tr>
<tr>
<td>14. Clarify your understanding by restating what you have heard.</td>
<td>Don't rely on your perceptions of what is being said.</td>
</tr>
<tr>
<td>15. When interviewing someone who has an accent, don't raise your voice.</td>
<td>It doesn't improve communication and can be offensive.</td>
</tr>
<tr>
<td>16. When interviewing someone for whom English is a second language, listen patiently</td>
<td>Allow them to complete their thoughts. Don't interrupt, speak for, or interpret their ideas.</td>
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</tbody>
</table>
## 20 Tips for Interviewing Multicultural Candidates

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<table>
<thead>
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<tbody>
<tr>
<td><strong>17. Be aware that maintained eye contact is not a universal value.</strong></td>
<td>If someone is avoiding eye contact, make an effort to identify why.</td>
</tr>
<tr>
<td><strong>18. Acknowledge if you lack information or have stereotypes about disabilities.</strong></td>
<td>Ask the applicant to identify their abilities as they relate to the job for which they are being considered.</td>
</tr>
<tr>
<td><strong>19. Ask interview questions that allow the applicant to discuss their achievements in a group context.</strong></td>
<td>In cultures that are group oriented, bragging or taking credit for successes may not be perceived as appropriate.</td>
</tr>
<tr>
<td><strong>20. Allow interviewees to solve work-related problems in writing.</strong></td>
<td>Providing some problems ahead of time so applicants can bring them to the interview will be helpful for individuals who are more effective when given time to reflect.</td>
</tr>
</tbody>
</table>
Sample Candidate Interview Schedule

**DAY ONE**

Candidate arrives in the evening

**DAY TWO**

7:30 – 8:30 a.m.  Breakfast with members of the search committee
8:30 – 11:30 a.m. Individual or small group meetings with faculty (30-40 minutes per session)
12:00 – 1:15 p.m. Lunch with medical students, residents or fellows
1:30 – 3:00 p.m.  Continuation of individual or small group meetings (30-40 minutes per session)
3:00 – 4:00 p.m.  Tour of OHSU facilities
6:30 p.m.        Dinner with members of the search committee

**DAY THREE**

8:00 – 10:00 a.m. Candidate presentation
10:00 – 11:00 a.m. Meeting with members of the search committee
11:30 – 12:30 p.m. Lunch with diversity manager for faculty recruitment and retention and other diverse faculty members and/or staff (contact CDI to arrange)
12:30 p.m.        Candidate Depart
1:00 p.m.         Search committee session to assess candidate
Appendix L

Criteria Development Matrix

Discuss each qualification to decide and document “how we will know it when we see it” in a criteria matrix like the one below:

1 - **Required Qualification**: An applicant must meet all required qualifications to be hired

2 - **When**: When should this qualification be assessed?
   - A: Application
   - I: Interview
   - R: Reference check

3 - **Importance**: How important is this compared to other qualifications? (answer after addressing the relationship to the job and the criteria you’ll use to screen)

4 - **Relationship to Job**: How is this qualification related to the duties of the position?
   - Why is it needed for the job?
   - What job function(s) use this? How?
   - What would they be unable to do (or have trouble doing) without it?

5 - **Screening Criteria**: What are the different ways someone might meet this qualification?
   - How will we know it when we see it?
   - How else?
   - What about….?

<table>
<thead>
<tr>
<th>1 - REQUIRED QUALIFICATION</th>
<th>2 - WHEN</th>
<th>3 - IMPORTANCE</th>
<th>4 - RELATIONSHIP TO JOB</th>
<th>5 - SCREENING CRITERIA</th>
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<th>2 - WHEN</th>
<th>3 - IMPORTANCE</th>
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<th>5 - SCREENING CRITERIA</th>
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Who might we miss? (Check for unconscious biases and assumptions)

Considering how it is used on the job, are there any other ways to meet it?
Candidate Screening Matrix

Candidate name: ________________________________
Evaluators name: ________________________________

- □ Unqualified-doesn’t meet minimums
- □ Meets minimum qualifications (MQs)
- □ Meets/exceeds MQs – well-qualified
- □ Meets/exceeds MQs – highly unqualified

<table>
<thead>
<tr>
<th>REQUIRED QUALIFICATIONS</th>
<th>MEETS?</th>
<th>STRENGTHS</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td></td>
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<th>COMMENTS</th>
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Overall questions and comments

______________________________________________________________
## Multiple Candidate Screening Matrix

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<tr>
<th>NAME</th>
<th>REQUIRED QUALIFICATIONS</th>
<th>PREFERRED QUALIFICATIONS</th>
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<th>ADVANCE?</th>
<th>NOTES</th>
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</table>

Oregon State University Office of Equity and Inclusion (2012)
Telephone Reference Questionnaire

JOB POSTING ID: __________________________ JOB TITLE: __________________________

Candidate name: ________________________________________________________________
Unit: ______________________________________________ School: _______________________
Department: __________________________________ Position Title: ___________________
Supervisor: __________________________________ Dates of Employment: _______________
Person Contacted: __________________________ Telephone number: __________________

We are calling in regards to __________________________ who has applied for the position of at Oregon Health & Science University in the Department of __________________________. He/She has provided your name as a professional reference. Would you have a few minutes to speak with me?

1. In what capacity did you work with the candidate?

2. What were the essential duties of his/her position?

3. What prompted the candidate to leave your organization or to consider leaving your organization?

4. What do you believe are the candidate's three strongest professional strengths?

5. What areas of development could the candidate focus on?

6. How would you describe the candidate's communication style?

7. The hiring manager reads a brief description of the position to the reference. Based on the position as described, would you recommend the candidate for this position? Why?

8. Is there anything else you can add that would help us learn more about the candidate?

Circle the quality of this candidate based upon the reference check received.

Excellent  Good  Average  Poor

Interviewer's Signature __________________________ Date ____________________________
Appendix N

SAMPLE OFFER LETTERS FOR UNCLASSIFIED POSITIONS

Date
Name
Email or Address

Dear XXX,

I am pleased to extend to you this offer of employment with Oregon Health & Science University (OHSU) for the position of XXXXX, with a bi-weekly base salary of $XXX, equivalent to an annual salary of $XXXX.

IF APPLICABLE INCLUDE: You will be eligible for a cash bonus of up to [%] of your annual base pay, bringing your total annual target cash compensation to $[5]. The incentive payment will be determined by your attainment of pre-established goals, including but not limited to those in the following areas: 1) organization financial, 2) operating unit financial, 3) operational excellence and 4) individual. You are eligible for the Management Incentive Program in accordance with the plan, a copy of which is attached.

IF APPLICABLE INCLUDE: In addition to your salary, we would like to extend to you a signing bonus in the amount of $______, to be paid in your first paycheck.

Confirming our recent discussion, this appointment is a full-time, fixed term "unclassified" position with a start date of April **, 2012, extending through June 30, 2013, and may be renewed upon its expiration for an additional period of time. These terms of employment will be outlined in an annual employment contract which you will be asked to execute upon hire. In this role, you will be reporting to XXX XXXX, [Job Title].

You will be eligible to participate in OHSU’s medical, dental, vision, and life insurance benefits on the first of the month following your enrollment if you enroll within 60 days of your hire date. Eligible family members, including domestic partners, may be enrolled in the plans as well. Because OHSU University Flex is a cafeteria-style benefit plan, if you are covered under another program and choose not to enroll in ours, you may opt to receive cash back for benefits dollars not used. Below I have briefly outlined several OHSU benefits:

1. Medical and Dental Insurance: Several health plan options are available including an OHSU PPO plan. Vision and Prescription plans are included with the medical plans. Three choices are available for dental plans.

2. Other Insurance: Term Life Insurance (including dependent life), Short and Long Term Disability, Accidental Death and Dismemberment and Long Term Care Insurance are available.

3. Retirement: You will be eligible to participate in our voluntary savings plan(s) upon hire. You will also be able to participate on the first day of the month following six full months of employment in either the University Pension Plan (UPP) or the Oregon Public Service Retirement Plan (OPSRP). These are excellent plans that provide you an opportunity to accumulate savings to meet your post-employment income goals.

4. Flexible Spending Accounts: Flexible Spending Accounts represent a convenient, cost effective way to manage dependent and health care expenses. Through payroll deductions, you may use pre-tax dollars to defray costs related to care for your children and/or parents as well as to address those health care expenses otherwise not eligible for reimbursement under any other plan.

5. Time-Off Accruals: Regular, unclassified employees receive paid time off in the form of vacation and holiday leave in accordance with the provisions of the respective plans. Vacation is accrued on a bi-weekly basis (pro-rated for less than full-time employment) and is available for use in the pay period following that in which it is accrued. Accrued sick leave, up to plan limits, is available as income protection for you in the event you are unable to work for qualifying reasons.

6. Employee Tuition Benefits: OHSU encourages your continued professional development and, to that end, provides tuition subsidies, as specified in the plan, for coursework at any college or university in the Oregon University System, Portland Community College or OHSU.

7. Parking and Alternative Transportation: The rate for monthly parking at the OHSU varies by lot location. Parking availability may also vary by location. A Tri-Met/Max pass is available to OHSU employees at a significant discount. In addition, OHSU Tram and Portland Streetcar services are free to you if you display an active OHSU employee identification badge.

IF APPLICABLE, INCLUDE: In order to facilitate a speedy and comfortable relocation, OHSU agrees to the following benefits: LIST RELOCATION BENEFIT

[Acceptance of the relocation benefits will require execution of a Relocation Expense Agreement that provides for repayment of expenditures on your behalf if you voluntarily leave OHSU prior to completion of (x)-year(s) of service. OHSU will reduce the amount due by [1/xth] of the entire amount for each month of complete service.] Please note that this offer is contingent on the successful verification of previous employment, education and references; background check; verification of eligibility to work in the United States (Form I-9); drug screen if applicable; licensure verification if applicable and execution of an employment contract, which will be sent to you under separate cover.

XXX, the OHSU XXXXX team and I are excited that you have decided to join us, and we look forward to the contributions you will make. The mission of OHSU provides an opportunity to be engaged in rewarding and stimulating work and we hope you view our offer favorably.

Please indicate your acceptance of these terms by signing below and returning the original letter to me by XXX **, 2012. If you have any questions, please contact me at (503) 494-XXXX.

Sincerely,

XX
XXXX
Oregon Health & Science University

Accepted: ___________________________ Date: ___________________________
SAMPLE AFSCME OFFER LETTER

Date

Dear [Name]:

I am pleased to invite you to join the Oregon Health & Science University (OHSU) community. OHSU is an outstanding institution focused on world-class care, ground-breaking research, and high-quality academics. As Oregon's only health and research university—and Portland's largest employer—we are committed to creating an inclusive environment that reflects and celebrates the power of difference. When you join OHSU, you become a part of a dedicated team of caregivers, educators, researchers, and administrative professionals who diligently pursue the advancement and application of knowledge to directly benefit the individuals and diverse communities we serve.

I would like to offer you the position of [title] within the [department] at Oregon Health & Science University. This position is [full-time/part-time/FTE/flex/LDA] at a [salary/pay rate] of [$$]. You will be paid on a bi-weekly basis. Your tentative start date is [date]. Please review the attached addendum for offer letter details.

We hope that you will accept this job offer and look forward to welcoming you aboard.

Sincerely,

[Name]
[title]
Oregon Health & Science University
Enclosures/Addendum Attached

CC:
Department file
Human Resources File
Recruitment file
OFFER LETTER ADDENDUM FOR [NAME]

Date:

Position number:
Recruitment number:
Pay Rate:
FTE:
Schedule:
Location:

In this position, you will report directly to [supervisor]. Confirming our recent discussion, your position is represented by the American Federation of State, County and Municipal Employees union. As such, you will serve a six (6) month probationary period*, which will begin on the first day of employment. This offer is contingent upon acceptable results of a background check, [drug screening] and reference checks. OHSU participates in E-Verify which means we will use information from your completed I-9 Form to confirm your eligibility to work in the United States. To learn more please visit: www.ohsu.edu/hr/docs/prtpsst-swsw-eng-naphototool-v8.pdf?WT_rank=1

You will be eligible to participate in OHSU’s medical, dental, vision, and life insurance benefits on the first of the month following your enrollment if you enroll within 60 days from your date of hire. Eligible family members, including domestic partners, may be enrolled in the plans as well. Below is an outline of OHSU benefits, which will be reviewed more fully with you during your orientation:

1. Medical and Dental Insurance: Several health plan options are available including an OHSU PPO plan. All medical plans include vision and prescription coverage. Three choices are available for dental plans.

2. Other Insurance: Term Life Insurance (including dependent life), Short and Long Term Disability, Accidental Death and Dismemberment, and Long Term Care Insurance are available.

3. Retirement: You will be eligible to participate in our voluntary savings plan upon hire. You will also be able to participate on the first day of the month following six full months of employment in either the University Pension Plan (UPP) or the Oregon Public Service Retirement Plan (OPSRP). These are excellent plans that provide you an opportunity to accumulate savings to meet your post-employment income goals.

4. Flexible Spending Accounts: Flexible Spending Accounts represent a convenient, cost effective way to manage dependent and health care expenses. Through payroll deductions, you may use pre-tax dollars to defray costs related to care for your children and/or parents as well as to address those health care expenses otherwise not eligible for reimbursement under any other plan.

5. Time-Off Accruals: As an AFSCME-represented employee, you will receive an accrual of .0461 hours of vacation per hour paid, which totals 96 hours per year for full time employees. This accrual will increase based on your length of service. You will also receive an accrual of .0462 hours of sick leave per regular hour paid, for a total of up to 96 hours per year for full time employees, accrued bi-weekly, as well as eight paid holidays per year. For more information on time-off accruals, please see Articles 12 and 13 in the Collective Bargaining Agreement.

6. Employee Tuition Benefits: OHSU encourages your continued professional development and, to that end, provides tuition subsidies, as specified in the plan, for coursework at any college or university in the Oregon University System, Portland Community College, or at OHSU.

7. Parking and Alternative Transportation: OHSU provides a discount on annual TriMet/Max/C-Tran pass. The rate for monthly parking at the OHSU varies by lot location. Parking availability may also vary by location. To learn more please visit: https://o2.ohsu.edu/facilities-and-logistics/services-for-individuals/parking/index.cfm

8. Employee Assistance Program: OHSU’s EAP benefit provides confidential and professional assistance, including three counseling sessions, a 24-hour crisis line, legal consultations, financial coaching, child and eldercare resource services, and a home ownership program.

If you would like to accept this position, please sign and date below and return to [contact info].

Accepted: ______________________________ Date: ______________________________

* An employee serving a Probationary Period will not be permitted to job bid or otherwise seek another position with the Employer . . . . (20.1.5).
Sample Offer Letters

BASIC SCIENCE FACULTY OFFER LETTER TEMPLATE

(PLEASE NOTE: All draft offer letters are required to be preapproved prior to sending to the candidates. Please submit the draft offer letter along with the UPAR number associated with the approved position to Nicole Lockart at lockartn@ohsu.edu. Also if you are offering a multi-year contract, tenure track or tenure appointment the approved draft offer letter will need to be forwarded on to the OHSU Provost for final approval prior to sending to the candidates.)

Date

Dear Dr. X:

I am very pleased to offer you a position as a faculty member of the Department of __________________ (the Department) in the School of Medicine at Oregon Health & Science University (OHSU). This offer letter will define, generally, your employment terms at OHSU. You will receive a more detailed Notice of Appointment that will describe the terms of your teaching/research roles within OHSU. (If applicable: Your clinical employment relationship with OHSU, if any, will be defined in a separate Clinician Employment Agreement, a sample of which is enclosed.)

Your faculty appointment at OHSU will be at the rank of ______. The position will be a full time (option: part-time, ___ FTE) and is a fixed term appointment with an expected start date of ______. (Option: The start date is negotiable.) (If applicable: This offer is contingent on your obtaining medical staff privileges at OHSU and an unrestricted medical license with the state of Oregon. It takes approximately 75 days to obtain an Oregon State License.) Please be advised that OHSU will conduct a pre-employment background check (and if applicable: drug testing). Successful completion of this screening process is a required condition for employment.

Your appointment within the School of Medicine at OHSU, like all other non-tenured appointments, will be on a fixed term basis and will be reviewed for renewal at the end of each term. If otherwise eligible, you may wish to apply for a tenure track appointment at a later date. Attached for your information is a copy of the Promotion and Tenure Guidelines for the School of Medicine at OHSU. (Option: only available for non-prefixed ranks*: If this is a tenure track position include “Appointment at the rank of ______, with tenure, requires a recommendation by the School of Medicine's Promotion and Tenure Committee, which is advisory to the Dean. If the Dean approves the recommendation, it is then forwarded to the OHSU Provost for approval. This review can be expedited. However, if there is an interim between the review and your arrival on campus, you may be appointed as “__________, Provisional” pending completion of the review.)

Compensation & Benefits:

Faculty compensation at OHSU represents the sum of several components. Your combined salary as a first year faculty member will be $______. Initially, your salary will consist of an X component of $______ and a Y component of $______. The X component represents your base salary and is the salary upon which your FTE is determined; the Department will provide this portion of your salary. The expectations for this portion of your salary are listed in the paragraph below. The Y component will be obtained from external sources and is to compensate you for special assignments, conditions or services (i.e. NIH grants or other funding sources). Your salary components will be paid in bi-weekly installments (26 pay periods in a calendar year).

If there is a Z component offered then please use the following language: OHSU has adopted an X, Y, Z compensation policy. The X component is based on your rank and is $______ per year; Y, if applicable, is based on your special assignments, roles or activities and is $______ (can be 0) per year. Z is paid for clinical duties and is specified in your Clinician Employment Agreement. The X, Y and Z components will be paid in bi-weekly installments (26 pay periods in a calendar year).

Enclosed you will find an OHSU benefits summary page which details the current offerings for insurance, vacation, paid leave (including holiday pay), and retirement. You will be eligible for the benefits that come with faculty appointments at your specific FTE.

Relocation:

The Department will reimburse your moving expenses from your primary residence, up to a sum of $______ (option: ___% of your OHSU salary). OHSU has selected and entered into partnership with four providers of relocation services to meet the needs of new hires (see attached). Reimbursable expenses must meet the IRS guidelines, including the distance test (move of at least 50 miles) and the time test (must work at least 39 weeks during the first 12 months after you begin employment). The moving expense allocation must be repaid by you to OHSU if you do not complete your full first year with us.

Miscellaneous Benefits (optional paragraph—please contact Nicole Lockart at lockartn@ohsu.edu for additional sample space and transition assistance language):

The Department will work with you for provision of office space, support staffing, computer, E-mail, white coats, business cards and stationary. Department space is reviewed annually. An annual allowance for business and professional meetings or expenses may be provided by the Department in addition to your salary (currently $______ per year for full time employees).

Liability Insurance (if applicable):

OHSU maintains an institution-wide insurance program, with coverage being provided by OHSU Insurance Company, a captive insurance company domiciled in Arizona. That policy, as well as the excess policies above it, provides coverage for OHSU as an institution as well as all employees, trainees (residents, fellows, interns, and others) and students for any claims arising out of and within the course of their employment.

Pursuant to the Oregon Tort Claims Act (ORS 30.260-30.300), OHSU has the obligation to defend and indemnify our employees and students for claims arising out of and within the course of their employment as defined within the Act. Defense and indemnity obligation as defined by statute, extends to any and all claims that occur within the course and scope of the clinician's role within the institution.
Appendix N (CONTINUED)

Sample Offer Letters

BASIC SCIENCE FACULTY OFFER LETTER TEMPLATE (CONTINUED)

Duties and Responsibilities:
As a member of the Department of ______________ you will report to _____________, and will be responsible for duties in the areas outlined below.

1. (If applicable) Clinical. The Clinical Director for the Department will assign your clinical schedule. You will work as a generalist (option: specialist) within the Department. You will also be expected to take your fair share of call, as assigned, with other faculty on nights, weekends, and holidays.

2. Education. OHSU is a teaching facility and you will be expected to teach medical students and residents in the clinical setting as well as through assigned lectures to be given during the course of the year. You will receive your teaching assignments from the Director of Education.

3. Research. There are resources available for start-up research and on-going support. Faculty interested in doing research may apply for departmental research assistance and non-clinical time through the Director of Research.

4. Administration. Administrative and other duties may be assigned based on department needs and your areas of expertise and interest. There will be opportunities to participate in departmental management and to serve on institutional committees.

Performance Expectations:
All OHSU faculty are expected to meet performance criteria based on measures agreed upon with their Chair or Division Head. Department Chairs recommend all faculty salaries to the Dean annually. You will be expected to meet goals, where applicable, in our three fundamental missions: teaching, patient care, and research. (If applicable…..Clinical goals are expected to conform to the six aims specified in the IOM Report, Crossing the Quality Chasm: safety, timeliness, patient centeredness, effectiveness, efficiency and equity.)

We regard this as an exciting and new opportunity, and hope you will decide to join us. If you have any questions or concerns arising from this letter or our previous discussion, please do not hesitate to contact me. I look forward to your response.

Sincerely,

[Chair]

I accept the offer as described above. Anticipated Start Date:

______________________________
(Candidate name) Date

If the conditions outlined above are acceptable, please sign above and return to:

______________ at the address above or fax to: (number) to begin your paperwork process.

Attachments:
1. OHSU Promotion & Tenure Guidelines;
2. OHSU Summary of Benefits;
3. Relocation Services for OHSU Faculty, Staff and New Hires
4. School of Medicine Faculty Salary and Tenure Policy
5. OHSU Clinician Employment Agreement (sample, w/o all exhibits); (if applicable)
Sample Offer Letters

CLINICAL FACULTY OFFER LETTER TEMPLATE

(PLEASE NOTE: All draft offer letters are required to be preapproved prior to sending to the candidates. Please submit the draft offer letter along with the UPAR number associated with the approved position to Nicole Lockart at lockartn@ohsu.edu. Also if you are offering a multi-year contract, tenure track or tenure appointment the approved draft offer letter will need to be forwarded on to the OHSU Provost for final approval prior to sending to the candidates.)

Date

Dear Dr. X:

I am very pleased to offer you a position as a faculty member of the Department of ________________ (the Department) in the School of Medicine at Oregon Health & Science University (OHSU). This offer letter will define, generally, your employment terms at OHSU. You will receive a more detailed Notice of Appointment that will describe the terms of your teaching/research roles within OHSU. Your clinical employment relationship with OHSU, if any, will be defined in a separate Clinician Employment Agreement, a sample of which is enclosed.

Your faculty appointment at OHSU will be at the rank of ___________. The position will be a full time (option: part-time, ___ FTE) and is a fixed term appointment with an expected start date of ____________. (Option: The start date is negotiable.) This offer is contingent on your obtaining medical staff privileges at OHSU and an unrestricted medical license with the state of Oregon. It takes approximately 75 days to obtain an Oregon State License. Please be advised that OHSU will conduct a pre-employment background check and drug testing. Successful completion of this screening process is a required condition for employment.

Your appointment within the School of Medicine at OHSU, like all other non-tenured appointments, will be on a fixed term basis and will be reviewed for renewal at the end of each term. If otherwise eligible, you may wish to apply for a tenure track appointment at a later date. Attached for your information is a copy of the Promotion and Tenure Guidelines for the School of Medicine at OHSU. (Option ****only available for non-prefixed ranks****: If this is a tenure track position include “Appointment at the rank of ___________ with tenure, requires a recommendation by the School of Medicine’s Promotion and Tenure Committee, which is advisory to the Dean. If the Dean approves the recommendation, it is then forwarded to the OHSU Provost for approval. This review can be expedited. However, if there is an interim between the review and your arrival on campus, you may be appointed as “__________, Provisional” pending completion of the review.)

Compensation & Benefits:

OHSU has adopted an X, Y, Z compensation policy. The X component is based on your rank and is $_____ per year. Y, if applicable, is based on your special assignments, roles or activities and is $_____ (can be 0) per year. Z is paid for clinical duties and is specified in your Clinician Employment Agreement. The X, Y and Z components will be paid in bi-weekly installments (26 pay periods in a calendar year).

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OHSU maintains an institution-wide insurance program, with coverage being provided by OHSU Insurance Company, a captive insurance company domiciled in Arizona. That policy, as well as the excess policies above it, provides coverage for OHSU as an institution as well as all employees, trainees (residents, fellows, interns, and others) and students for any claims arising out of and within the course of their employment.

Pursuant to the Oregon Tort Claims Act (ORS 30.260-30.300), OHSU has the obligation to defend and indemnify our employees and students for claims arising out of and within the course of their employment as defined within the Act. Defense and indemnity obligation as defined by statute, extends to any and all claims that occur within the course and scope of the clinician’s role within the institution.
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We regard this as an exciting and new opportunity, and hope you will decide to join us. If you have any questions or concerns arising from this letter or our previous discussion, please do not hesitate to contact me. I look forward to your response.

Sincerely,

(Chair)

I accept the offer as described above. Anticipated Start Date:

__________________________ Date

(Candidate name)

If the conditions outlined above are acceptable, please sign above and return to:

______________ at the address above or fax to: (number) to begin your paperwork process.

Attachments:
1. OHSU Clinician Employment Agreement (sample, w/o all exhibits);
2. OHSU Promotion & Tenure Guidelines;
3. OHSU Summary of Benefits;
4. Relocation Services for OHSU Faculty, Staff and New Hires
5. School of Medicine Faculty Salary and Tenure Policy
Appendix O

Resource Sheet

In order to make your transition to Portland easier, we have compiled the following information to help you with your relocation.

**HOUSING INFORMATION**

OHSU is located just south of downtown Portland on Marquam Hill. There are several residential communities near OHSU: In SW Portland there is the South Waterfront, Lair Hill, Goose Hollow, Multnomah Village, Hillsdale, Vermont Hills, Burlingame, and John's Landing; In SE Portland: Sellwood/Moreland, Ladd's addition, Sunnyside, and Mt. Tabor; In NW Portland: Alphabet District, Nob Hill, and the Pearl District; In NE Portland: Hollywood and Laurelhurst Neighborhoods. In addition, the suburban cities of Beaverton, Hillsboro, and Lake Oswego are nice alternatives to city living and are a short drive from the campus.

[www.ohsu.edu/housing](http://www.ohsu.edu/housing)
A free online posting board for off-campus OHSU housing listings. It is searchable, user-friendly, and secure. Please contact housing@ohsu.edu if you have questions or need assistance.

[www.hotpads.com](http://www.hotpads.com)
A map-based apartment and home rental search engine.

[www.padrmapper.com](http://www.padrmapper.com)
A free apartment rental search engine that lets you search apartment listings within a Google map.

[www.portland.craigslist.org](http://www.portland.craigslist.org)
One of the best sources for finding an apartment in Portland.

[www.rmls.com](http://www.rmls.com)
Provides a comprehensive searchable database for Real Estate

[www.zillow.com](http://www.zillow.com)
Zillow provides free real estate information. Search homes for sale, home prices, home values, recently sold homes, mortgage rates, apartment rentals, etc.

[www.realestate.oregonlive.com](http://www.realestate.oregonlive.com)
Portland's local newspaper, The Oregonian, is also a good resource. Search for new homes, home rentals, foreclosure and homes for sale in Portland.

[www.windermere.com](http://www.windermere.com)
Real Estate and Homes for Sale in Portland.

[www.equitygroup.com](http://www.equitygroup.com)
Search homes for sale, find RE/MAX agents or offices, and learn about real estate, mortgages and moving assistance.

[www.movingtoportland.net](http://www.movingtoportland.net)
Online resource about Portland Oregon: neighborhoods, schools, housing market, rentals, outdoors, and weather.

[www.portlandmaps.com](http://www.portlandmaps.com)
Portland Maps is a resource for specific information on properties in the Portland area.
Appendix O  (CONTINUED)

Resource Sheet

COMMUNITY RESOURCES

www.travelportland.com
This is a must-visit website for the Portland Oregon Visitors Association. It offers an extensive list of information regarding the Portland area, including statistics, attractions, resources, and relocation information.

en.wikipedia.org/wiki/Portland,_Oregon
Wikipedia has a lot of good information about Portland including history, parks, climate, culture, entertainment and tourism.

www.trimet.org
TriMet provides public transportation in the Portland metropolitan area. It's easy to get around on TriMet using buses, the MAX Light Rail, and the Portland Streetcar.

www.portlandoregon.gov/parks
Portland Parks and Recreation provides information about recreational activity and community centers in Portland.

www.portlandcitysearch.com
In addition to a search box for specifics, this site includes visitor information, local entertainment, restaurants, and local attractions.

www.portlandmonthlymag.com
General interest magazine covering the arts, fashion, entertainment, and dining in Portland.

www.willametteweek.com
Weekly newspaper that has information about news, culture, music, movies, restaurants, and live performances.

www.portlandmercury.com
Weekly newspaper featuring entertainment and local political news; concert listings; humor.

www.portlandonline.com
This is the website for the City of Portland. It includes in-depth information about the city’s political system, government, current laws, and issues of debate.

www.powells.com
Powell’s Books is the largest independent used and new bookstore in the world, and is located in Portland’s Pearl District.

www.crgva.org
The Columbia River Gorge Visitors Association provides recreation, lodging, dining, and shopping information, business directory, and maps.

www.willamettewines.com
Description and links to area wineries, tours, lodging, restaurants, and wine shops.
Resource Sheet

### OHSU RESOURCES

<table>
<thead>
<tr>
<th><strong>House Officers’ Association</strong></th>
<th><a href="http://www.ohsu.edu/gme">www.ohsu.edu/gme</a> click on Current Residents and Fellows and choose House Officers’ Association</th>
</tr>
</thead>
</table>
| **Center for Diversity and Inclusion** | The Center for Diversity & Inclusion (CDI) leads and supports the university-wide initiatives to create an environment of respect and inclusion for all people.  
www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/committees-and-resource-groups/diversity-advisory-council.cfm |
| **Physical Access Committee** | The Physical Access Committee (PAC) is charged with identifying barriers to access by people with disabilities at OHSU and to present findings and recommendations to OHSU’s administration concerning access needs and priorities for meeting those needs.  
www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/committees-and-resource-groups/pac.cfm |
| **Resident Family Network** | A network of spouses and families of Medical Students, Residents and Fellows. Go to the GME website click on Current Residents and Fellows and choose Resident Family Network.  
orfn.wordpress.com |

These links are all available online at the GME webpage: www.ohsu.edu/gme
Resource Sheet

In order to make your transition to Portland easier, we have compiled the following information to help you with childcare.

<table>
<thead>
<tr>
<th>CHILD CARE &amp; EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Care Resource and Referral of Multnomah County (CCR-MC)</strong></td>
</tr>
<tr>
<td><a href="http://www.ccr-mc.org">www.ccr-mc.org</a></td>
</tr>
<tr>
<td>CCR&amp;R-MC is the non-profit, state designated resources and referral agency serving the diverse community of Multnomah County. The CCR&amp;R-MC is a part of Child Development and Family Support Programs department of Mt. Hood Community College. We are the link between providers and families seeking quality child care, offering services to parents, providers, and the community.</td>
</tr>
</tbody>
</table>

| **Washington State Child Care Resource & Referral Network** |
| www.childcarenet.org |
| The Washington State Child Care Resource & Referral Network was created to support families and caregivers, shape policy, and build communities that promote the learning and development of children and youth throughout Washington State through a strong statewide network of local child care resource and referral programs. |

| **Community Action Child Care Resource & Referral** |
| www.caowash.org/ccrr |
| Community Action’s Child Care Resource & Referral (CCR&R) program provides parents and families in both Washington & Columbia Counties with free child care referrals and resources. |

| **Oregon Child Care Resource and Referral Network (online resource)** |
| www.oregonchildcare.org |
| Provides families with free child care referrals and resources. |

| **Portland Public Schools** |
| www.pps.k12.or.us |
| This is the website for Portland Public Schools. It contains a directory of Portland’s school districts, as well as links to school websites. |

Please note: This information is provided as a courtesy and does not imply an endorsement or guarantee on the part of OHSU. It is the responsibility of OHSU employees and students to research child care options based on their own needs and preferences.
Appendix P

Recruitment Websites and Listservs

**OHSU ADVERTISING DISCOUNTS WITH HIGHER EDUCATION RECRUITMENT CONSORTIUM (HERC)**

AccessibleEmployment.org — 15% off ads
AllDiversity.Com — 50% off ads
American Psychological Association (APA) — 10% off ads
Diverse: Issues in Higher Education — 10% off ads
Hispanic Outlook — 15% off ads
Insight Into Diversity — 10% off ads
Latinos in Higher Education — 15% off ads
MilitaryVetJobs.com — 50% off ads
Monster — exclusive pricing of up to 46% off ads
AAACPJobFinder.com — 15% off ads
National Black MBA Association — 15% off ad packages
National Urban League Jobs — 15% off ads
WorkPlaceDiversity.com — 50% off ads

**GENERAL ADVERTISING:**

**Laboratory Research Focused Positions** — In the basic sciences, journals such as Science and Nature are clearly the two most recognized of these publications. Their pre-eminence as research journals and wide availability keep them in these positions. NatureJobs www.nature.com/naturejobs provides free postings for science related jobs. They also have various value-added options to get higher visibility for a fee. Online advertising of positions is not free in Science but the cost is small compared to the overall cost of recruiting and investing in a new faculty member (www.sciencecareers.org).

**Clinical Positions** — Unlike in the basic sciences, there are few places where a comprehensive list of open positions can be found. One of the newest resources for jobs in academic medicine is the AAMC Job Board (www.aamc.org/services/careerconnect). The cost of posting a position here is modest ($250 for 30 days) and the positions listed are all academic. It remains to be seen the degree to which this becomes a location where those seeking academic medical positions routinely search. The JAMA CareerNet seems to attract positions in private practice or the VA almost exclusively (www.jamacareercenter.com).

**Targeted advertising** generally is designed for one ethnic audience, as are the journals or periodicals themselves. The list below represents some examples, of potential advertising sites to consider (see Appendix L for an exhaustive list).

**CLINICAL POSITIONS:**

**African American Candidates**
- Journal of the National Medical Association (JNMA)
  www.nmanet.org/index.php/Publications_Sub/jnma

**Native American**
- Association of American Indian Physicians (AAIP)
  www.aaip.org
Resource Sheet

Hispanic

• Council of Medical Societies
  www.hispanichealth.info

• The Interamerican College of Physicians and Surgeons
  www.icps.org

BASIC SCIENCE POSITIONS:

• Society for Advancement of Chicanos and Native Americans in Science
  www.sacnas.org

GENERAL DIVERSITY RECRUITING RESOURCES:

• American Association of University Presses
  www.aaupnet.org/diversity/jobalt.html

• HEALTHecAREERS Network
  www.healthecareers.com
Recruitment Websites and Listservs

DIVERSITY-FOCUSED POSTDOCTORAL TRAINING PROGRAMS

The National Institute of General Medical Sciences (NIGMS) has taken the lead for NIH in efforts to improve diversity among the ranks of biomedical scientists. For more than 40 years, they have sponsored programs to introduce and encourage students from underrepresented groups to explore research careers. Although most of these programs have focused on the undergraduate and graduate student level, one has focused at the postdoctoral level from which potential new faculty may be drawn.

The Institutional Research and Career Development Award - IRACDA (www.physiology.emory.edu/FIRST/iracapprograms.htm) currently supports seven institutional training programs through which PhD graduates receive high quality postdoctoral research training as well as learn teaching skills by working closely with teaching faculty in minority-serving institutions. Contrary to what might be expected, postdoctoral fellows in these programs accomplish as much or more high quality research than comparable research-only postdocs despite their additional teaching responsibilities. The Program Directors of these programs can be excellent resources to determine if current postdocs match the disciplinary needs for a faculty search. Many of the participants in the IRACDA programs are from underrepresented groups.

CLINICAL MINORITY GROUPS AND PROFESSIONAL SOCIETY CONTACTS

The National Medical Association (NMA) is the oldest (founded in 1895) largest (a membership of 30,000) organization of African American physicians. They hold an annual professional meeting and their Journal (www.nmanet.org) includes employment advertising. The National Hispanic Medical Association is a much newer organization founded in 1994 and indicates a membership of 36,000 licensed Hispanic Physicians on their website (www.nhmamd.org). Their Annual Meeting is usually in Washington, DC, and their website indicates their goal for 2008 attendance is 100 Exhibitors, 200 Hispanic medical students, and 700 Physicians. This is the largest and likely to expand organizations of Hispanic physicians and physicians in training.

The Association of American Indian Physicians (AAIP) – (www.aaip.org) is a much smaller organization as would be expected based on the very small number of American Indian physicians. Their Annual Meeting brings many of these physicians together each year. Position openings can be listed on their website for a nominal fee of $100 for 30 days. Many of the medical specialty groups and their professional organizations have subgroups or committees that focus on diversity in their profession. These are too many to list but should be easily found by members of the specialty groups.
Recruitment Websites

The following list represents a broad range of targeted advertising sites.

### AFRICAN AMERICAN

**ACADEMICS**

- National Black MBA Association, Inc. – [www.nbmbaa.org](http://www.nbmbaa.org)

**ACCOUNTING**

- National Association of Black Accountants, Inc. – [www.nabainc.org](http://www.nabainc.org)

### BUSINESS

- African American Chamber of Commerce of Oregon – [www.minoritychamber.com](http://www.minoritychamber.com)
- Black Career Women – [www.bcwnetwork.com](http://www.bcwnetwork.com)
- Black Business Association – [www.bbala.org](http://www.bbala.org)
- National Coalition of Black Meeting Planners – [www.ncbmp.com](http://www.ncbmp.com)
- Oregon Association of Minority Entrepreneurs (OAME) – [www.oame.org](http://www.oame.org)
- Partners in Diversity – [www.partnersindiversity.org/programs/sayhey.html](http://www.partnersindiversity.org/programs/sayhey.html)
- Urban League of Portland – [www.ulpdx.org](http://www.ulpdx.org)

### DESIGN

- The Organization of Black Designers – [www.obd.org](http://www.obd.org)
Appendix P (CONTINUED)

Recruitment Websites

<table>
<thead>
<tr>
<th>AFRICAN AMERICAN (CONT.)</th>
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</thead>
<tbody>
<tr>
<td><strong>EDUCATION</strong></td>
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<tr>
<td>Black Alliance for Educational Options – <a href="http://www.baeo.org">www.baeo.org</a></td>
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<tr>
<td>National Alliance of Black School Educators – <a href="http://www.nabse.org">www.nabse.org</a></td>
<td></td>
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<tr>
<td>National Association for Equal Opportunity in Higher Education – <a href="http://www.nafeo.org">www.nafeo.org</a></td>
<td></td>
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<tr>
<td><strong>GOVERNMENT</strong></td>
<td></td>
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<tr>
<td>Blacks in Government – <a href="http://www.bignet.org">www.bignet.org</a></td>
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<tr>
<td>National Association of Black Social Workers – <a href="http://www.nabsw.org">www.nabsw.org</a></td>
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<tr>
<td>National Association for the Advancement of Colored People – <a href="http://www.naacp.org">www.naacp.org</a></td>
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<tr>
<td>National Economic Association – <a href="http://www.neaecon.org">www.neaecon.org</a></td>
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</tr>
<tr>
<td><strong>HUMAN RESOURCES</strong></td>
<td></td>
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<tr>
<td>National Association of African Americans in Human Resources – <a href="http://www.naaahr.org">www.naaahr.org</a></td>
<td></td>
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<tr>
<td>National Association of Black Social Workers – <a href="http://www.nabsw.org">www.nabsw.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>LAWS AND CRIMINAL JUSTICE</strong></td>
<td></td>
</tr>
<tr>
<td>National Association of Blacks in Criminal Justice – <a href="http://www.nabcj.org">www.nabcj.org</a></td>
<td></td>
</tr>
<tr>
<td>National Bar Association – <a href="http://www.nationalbar.net">www.nationalbar.net</a></td>
<td></td>
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<tr>
<td>National Organization of Black Law Enforcement Activities – <a href="http://www.noblenational.org">www.noblenational.org</a></td>
<td></td>
</tr>
<tr>
<td>National Organization of Black Law Enforcement Executives – <a href="http://www.noblenational.org">www.noblenational.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>LIBRARIANS</strong></td>
<td></td>
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<tr>
<td>Black Caucus of the American Library Association – <a href="http://www.bcala.org">www.bcala.org</a></td>
<td></td>
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<tr>
<td>Black Voices – <a href="http://www.blackvoices.com">www.blackvoices.com</a></td>
<td></td>
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<tr>
<td>National Association of Blacks Journalists – <a href="http://www.nabj.org">www.nabj.org</a></td>
<td></td>
</tr>
</tbody>
</table>
Recruitment Websites

### AFRICAN AMERICAN (CONT.)

#### MEDIA

- Black Voices – [www.blackvoices.com](http://www.blackvoices.com)
- National Association of Blacks Journalists – [www.nabj.org](http://www.nabj.org)
- Minority Professional Network – [www.minorityprofessionalnetwork.com](http://www.minorityprofessionalnetwork.com)

#### SCIENCE, TECHNOLOGY AND ENGINEERING

- American Dental Education Association – [www.adea.org](http://www.adea.org)
- American Association of Blacks in Energy – [www.aabe.org](http://www.aabe.org)
- Association of Black Psychologists – [www.abpsi.org](http://www.abpsi.org)
- National Association of Health Services Executives – [www.nahse.org](http://www.nahse.org)
- National Black Nurses Association – [www.nbna.org](http://www.nbna.org)
- National Medical Association – [www.nmanet.org](http://www.nmanet.org)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers FREE JOB POSTINGS – [www.nobcche.org](http://www.nobcche.org)
- National Society of Black Engineers – [www.nsbe.org](http://www.nsbe.org)
- National Society of Black Physicists – [www.nsbp.org](http://www.nsbp.org)

### ASIAN AMERICAN AND PACIFIC ISLANDER

#### ACCOUNTING

- National Asian American Society of Accountants – [www.ascendleadership.org](http://www.ascendleadership.org)
- Korea-America Finance Association – [www.k-afx.org](http://www.k-afx.org)
### Recruitment Websites

**ASIAN AMERICAN AND PACIFIC ISLANDER (CONT.)**

#### BUSINESS

- Asian American Alliance – www.aaacolumbia.org
- Asian Pacific American Chamber of Commerce of Oregon – www.apacc-or.org
- Chinese American Citizens Alliance – www.cacaportland.org
- Committee of 100 – www.committee100.org
- Philippine American Chamber of Commerce – www.pacco.org
- US Pan Asian American Chamber of Commerce – www.uspaacc.com

#### GOVERNMENT

- National Association of Asian Professionals – www.naaap.org
- US Pan Asian American Chamber of Commerce – www.uspaacc.com

#### SCIENCE, TECHNOLOGY AND ENGINEERING

- Korean-American Scientists & Engineers – www.ksea.org
- Society of Asian Scientists and Engineers – www.saseconnect.org/Careers.aspx
- Vietnamese Association for Computing, Engineering Technology, and Science – www.vacets.org
## Recruitment Websites

<table>
<thead>
<tr>
<th>DISABILITY BUSINESS</th>
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<tbody>
<tr>
<td>Access Technologies, Inc. (ATI) – <a href="http://www.accesstechnologiesinc.org">www.accesstechnologiesinc.org</a></td>
</tr>
<tr>
<td>Disability Navigators – <a href="http://www.disabilitycompass.org">www.disabilitycompass.org</a></td>
</tr>
<tr>
<td>EARN: Employer Assistance and Resource Network – <a href="http://www.askearn.org">www.askearn.org</a></td>
</tr>
<tr>
<td>Easter Seals Disability Services: Training – <a href="http://www.easterseals.com">www.easterseals.com</a></td>
</tr>
<tr>
<td>Family and Community Together (FACT) – <a href="http://www.factoregon.org">www.factoregon.org</a></td>
</tr>
<tr>
<td>Job Accommodation Network (JAN) – <a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a></td>
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<tr>
<td>Incight – <a href="http://www.incight.org">www.incight.org</a></td>
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<tr>
<td>Lighthouse International – <a href="http://www.lighthouse.org">www.lighthouse.org</a></td>
</tr>
<tr>
<td>Self Advocates As Leaders – <a href="http://www.asksaal.org">www.asksaal.org</a></td>
</tr>
<tr>
<td>The National Business and Disability Council – <a href="http://www.nbdc.com">www.nbdc.com</a></td>
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Recruitment Websites

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<tr>
<th>DISABILITY (CONT.)</th>
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<td>PROFESSIONALS WITH DISABILITIES</td>
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<tr>
<th>Organization</th>
<th>Website</th>
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<tr>
<td>American Association of People with Disabilities</td>
<td><a href="http://www.aapd.com">www.aapd.com</a></td>
</tr>
<tr>
<td>DD Council Of Oregon</td>
<td><a href="http://www.ocdd.org">www.ocdd.org</a></td>
</tr>
<tr>
<td>Disability Rights Oregon</td>
<td><a href="http://www.disabilityrightsoregon.org">www.disabilityrightsoregon.org</a></td>
</tr>
<tr>
<td>Independent Living Resources – Center for Independent Living</td>
<td><a href="http://www.ilr.org">www.ilr.org</a></td>
</tr>
<tr>
<td>Human Services Research Institute (HSRI)</td>
<td><a href="http://www.hsri.org">www.hsri.org</a></td>
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<tr>
<td>National Disability Rights Network</td>
<td><a href="http://www.napas.org">www.napas.org</a></td>
</tr>
<tr>
<td>National Organization on Disability</td>
<td><a href="http://www.nod.org">www.nod.org</a></td>
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<tr>
<td>Northwest ADA Center</td>
<td><a href="http://www.dbtacnorthwest.org">www.dbtacnorthwest.org</a></td>
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<tr>
<td>Oregon Advocacy Center</td>
<td><a href="http://www.droregon.org">www.droregon.org</a></td>
</tr>
<tr>
<td>Oregon Commission for the Blind</td>
<td><a href="http://www.oregon.gov/Blind/Pages/index.aspx">www.oregon.gov/Blind/Pages/index.aspx</a></td>
</tr>
<tr>
<td>Oregon Community Developmental Disabilities Programs (CDDP)</td>
<td><a href="http://www.oregon.gov/DHS/dd/county/county_programs.shtml">www.oregon.gov/DHS/dd/county/county_programs.shtml</a></td>
</tr>
<tr>
<td>Oregon Rehabilitation Association</td>
<td><a href="http://www.oregonrehabilitation.org">www.oregonrehabilitation.org</a></td>
</tr>
<tr>
<td>People First of Oregon</td>
<td><a href="http://www.peoplefirst.org/usa">www.peoplefirst.org/usa</a></td>
</tr>
<tr>
<td>The Arc Oregon</td>
<td><a href="http://www.arcoregon.org">www.arcoregon.org</a></td>
</tr>
<tr>
<td>The Jean Baton Swindells Resource Center for Children and Families</td>
<td><a href="http://www.childdisabilityconnection.org">www.childdisabilityconnection.org</a></td>
</tr>
<tr>
<td>The University of Oregon Center for Excellence in Developmental Disabilities Education, Research, and Service</td>
<td>ucedd.uoregon.edu</td>
</tr>
<tr>
<td>United Cerebral Palsy Association of Oregon and S.W. Washington</td>
<td><a href="http://www.ucpaorwa.org">www.ucpaorwa.org</a></td>
</tr>
<tr>
<td>U. S. Department of Labor, Office of Disability Employment and Policy (OEDP)</td>
<td><a href="http://www.dol.gov/odep">www.dol.gov/odep</a></td>
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Recruitment Websites

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<tr>
<th>LESBIAN, GAY, BISEXUAL, TRANSGENDER (LGBT)</th>
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<tbody>
<tr>
<td>Gays and Lesbians in Foreign Affairs Agencies – <a href="http://www.glifaa.org">www.glifaa.org</a></td>
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<tr>
<td>LGBT Bar Association – <a href="http://www.lgbtbar.org">www.lgbtbar.org</a></td>
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<tr>
<td>American Civil Liberties Union of Oregon – <a href="http://www.aclu-or.org">www.aclu-or.org</a></td>
</tr>
<tr>
<td>Basic Rights Oregon – <a href="http://www.basicrights.org">www.basicrights.org</a></td>
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<tr>
<td>The LGBT Bar Association of Oregon – <a href="http://www.ogalla.org">www.ogalla.org</a></td>
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<tr>
<th>MEDIA</th>
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<tr>
<td>National Lesbian &amp; Gay Journalists Association – <a href="http://www.nlgja.org">www.nlgja.org</a></td>
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<tr>
<td>Gay &amp; Lesbian Alliance Against Defamation – <a href="http://www.commercialcloset.org">www.commercialcloset.org</a></td>
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<thead>
<tr>
<th>SCIENCE, TECHNOLOGY AND ENGINEERING</th>
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<tr>
<td>Association of Gay and Lesbian Psychiatrists – <a href="http://www.aglp.org">www.aglp.org</a></td>
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<tr>
<th>LIBRARIANS</th>
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<tr>
<td>APALA - Asian Pacific American Librarians Association – <a href="http://www.apalaweb.org">www.apalaweb.org</a></td>
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<tr>
<td>Asian/Pacific Librarians Association (APALA) – <a href="http://www.ala.org/groups/affiliates/affiliates/apala">www.ala.org/groups/affiliates/affiliates/apala</a></td>
</tr>
<tr>
<td>CALA (Chinese American Librarians Association) – <a href="http://www.cala-web.org">www.cala-web.org</a></td>
</tr>
<tr>
<td>Congress for Southeast Asian Librarians – <a href="http://www.consal.org">www.consal.org</a></td>
</tr>
<tr>
<td>Journal of East Asian Libraries – <a href="http://lib.byu.edu/dlib/spc/jeal">lib.byu.edu/dlib/spc/jeal</a></td>
</tr>
</tbody>
</table>
Recruitment Websites

**HISPANIC/MEXICAN AMERICAN AND LATINO**

**ACADEMICS**

- National Society of the Hispanic MBA’s – www.nshmba.org
- Hispanic Outlook in Higher Education – www.hispanicoutlook.com

**ACCOUNTING**

- Association of Latino Professionals in Finance & Accounting – www.alpfa.org
- National Society of Hispanic MBA’s – www.nshmba.org

**BUSINESS**

- Hispanic Bilingual Recruitment – www.latpro.com
- Hispanic Metropolitan Chamber – www.hmccoregon.com
- League of United Latin American Citizens – www.lulac.org
- National Hispanic Corporate Council – www.nhcchq.org
- National Association of Hispanic Federal Executives – www.nahfe.org
- Partners in Diversity – www.partnersindiversity.org/programs/sayhey.html
- The Latino Professional Network – www.ihispano.com

**EDUCATION**

- ASPIRA Association – www.aspira.org

**GOVERNMENT**

- League of United Latin American Citizens – www.lulac.org
- Congressional Hispanic Caucus Institute – www.chci.org
- National Association of Latino elected and Appointed Officials – www.naleo.org
## Recruitment Websites

### HISPANIC/MEXICAN AMERICAN AND LATINO (CONT.)

#### HEALTH AND HUMAN SERVICES
- National Alliance for Hispanic Health – [www.hispanichealth.org](http://www.hispanichealth.org)
- National Coalition of Hispanic Health and Human Services Organizations – [www.cossmho.org](http://www.cossmho.org)

#### LAW AND CRIMINAL JUSTICE
- Mexican American Unity Council – [www.mauc.org](http://www.mauc.org)
- National Council La Raza – [www.nclr.org](http://www.nclr.org)
- Hispanic National Bar Association – [www.hnba.com](http://www.hnba.com)
- National Voice of the Hispanic Legal Community – [www.hnba.com](http://www.hnba.com)

#### MEDIA
- Mexican American Unity Council – [www.mauc.org](http://www.mauc.org)
- National Council La Raza – [www.nclr.org](http://www.nclr.org)
- National Voice of the Hispanic Legal Community – [www.hnba.com](http://www.hnba.com)

#### SCIENCE, TECHNOLOGY AND ENGINEERING
- National Academy of Sciences – [www.nas.edu](http://www.nas.edu)
- National Alliance of Hispanic Health – [www.cossmho.org](http://www.cossmho.org)
- Society for Advancement of Chicanos & Native Americans in Science – [www.sacnas.org](http://www.sacnas.org)
- Society of Hispanic Professional Engineers – [www.shpe.org](http://www.shpe.org)
Recruitment Websites

**MINORITY SITES**

<table>
<thead>
<tr>
<th>RECRUITMENT SOURCES</th>
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</thead>
<tbody>
<tr>
<td>Academic Diversity Search – <a href="http://www.academicdiversitysearch.com">www.academicdiversitysearch.com</a></td>
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<tr>
<td>Aeogea/DiversityCloud – Active Diversity Recruiting Solutions – <a href="http://www.jobtarget.com">www.jobtarget.com</a></td>
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</table>

**Black United Fund, Portland – FREE JOB POSTINGS**
Postings will remain active for 30 days unless an earlier date is specified (postings are not immediate, we post once a week and are reviewed before being publicly posted). Submit your job posting at: www.bufor.org/index.php/site/job-index

| ColorsCareers.com – www.colorscareers.com |
| Diversity Employment Exchange – www.diversityee.com |
| Diversity Recruiting Center (Minimum cost to advertise) – www.diversity.com |
| Diversity Services – www.diversity-services.com |
| DiversityTrio – www.DiversityTrio.com - $125 per site for 30 days |

The Diversity Trio Job Boards include:

- www.AsiansInHigherEd.com
- www.BlacksInHigherEd.com
- www.DisabledInHigherEd.com
- www.HispanicsInHigherEd.com
- www.LGBTInHigherEd.com
- www.VeteransInHigherEd.com
- www.WomenAndHigherEd.com
- www.NativeAmericansInHigherEd.com

| EOP’S Diversity and Inclusion Career Center – careercenter.eop.com |
| Faculty for the Future - FREE JOB POSTINGS – www.facultyforthefuture.net |
| Ford Foundation Fellowship Program – www.nationalacademies.org/ford |
| INSIGHT Into Diversity – www.insightintodiversity.com |
| International Society of Diversity and Inclusion Professionals – www.diversityandinclusionprofessionals.org |

**Institute for Diversity in Health Management website**
Username is ohujobs and password is diversity. Note, both are lower case.

**Minority Faculty/Staff Applicant Database (MFAD) – FREE JOB POSTINGS**
Email job announcements in Word format to: theacademicnetwork@gmail.com
Recruitment Websites

<table>
<thead>
<tr>
<th>MINORITY SITES (CONT.)</th>
<th>RECRUITMENT SOURCES (CONT.)</th>
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<tbody>
<tr>
<td>MultiCulturalCareers.org ($99/60 days) – <a href="http://www.jobtarget.com">www.jobtarget.com</a></td>
<td>MultiCulturalCareers.org ($99/60 days) – <a href="http://www.jobtarget.com">www.jobtarget.com</a></td>
</tr>
<tr>
<td>National Registry of Diverse &amp; Strategic Faculty – <a href="http://www.theregistry.ttu.edu">www.theregistry.ttu.edu</a></td>
<td>National Registry of Diverse &amp; Strategic Faculty – <a href="http://www.theregistry.ttu.edu">www.theregistry.ttu.edu</a></td>
</tr>
<tr>
<td>Portland Metro Diversity Employment Network – <a href="http://www.mosaicmetier.com">www.mosaicmetier.com</a> Fee $99.00 per post or Package fee, contact Deena Pierott, <a href="mailto:deena@mosaicblueprint.com">deena@mosaicblueprint.com</a></td>
<td>Portland Metro Diversity Employment Network – <a href="http://www.mosaicmetier.com">www.mosaicmetier.com</a> Fee $99.00 per post or Package fee, contact Deena Pierott, <a href="mailto:deena@mosaicblueprint.com">deena@mosaicblueprint.com</a></td>
</tr>
<tr>
<td>Southern Regional Education Board (SREB) – <a href="http://www.sreb.org">www.sreb.org</a></td>
<td>Southern Regional Education Board (SREB) – <a href="http://www.sreb.org">www.sreb.org</a></td>
</tr>
<tr>
<td>The PhD Project – <a href="http://www.phdproject.org">www.phdproject.org</a></td>
<td>The PhD Project – <a href="http://www.phdproject.org">www.phdproject.org</a></td>
</tr>
<tr>
<td>University of Arkansas for Medical Science - FREE JOB POSTINGS Center for Diversity Affairs (Central coordinating center for minority faculty recruitment). Email job announcements to: <a href="mailto:CJTaylor@uams.edu">CJTaylor@uams.edu</a></td>
<td>University of Arkansas for Medical Science - FREE JOB POSTINGS Center for Diversity Affairs (Central coordinating center for minority faculty recruitment). Email job announcements to: <a href="mailto:CJTaylor@uams.edu">CJTaylor@uams.edu</a></td>
</tr>
</tbody>
</table>

**DENTAL**

American Dental Education Association (NDA) – www.ndaonline.org

**ENGINEERING**


National Association of Multicultural Engineering (NAMEPA) – namepa@namepa.org

National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. – meldi.snre.umich.edu/node/7229

**NURSING**

National Coalition of Ethnic Minority Nurse Associations (NCEMNA) – www.ncemna.org

**PHARMACY**

National Coalition of Ethnic Minority Nurse Associations (NCEMNA) – www.ncemna.org

**SCIENCE, TECHNOLOGY AND ENGINEERING**

National Physical Science Consortium (NPSC) – www.npsc.org
Recruitment Websites

<table>
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<tr>
<th>NATIVE AMERICAN AND ALASKA</th>
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<tbody>
<tr>
<td>ART, EDUCATION, LIBRARY</td>
</tr>
<tr>
<td>American Indian College Fund – <a href="http://www.collegefund.org">www.collegefund.org</a></td>
</tr>
<tr>
<td>American Indian Library Association - FREE JOB POSTINGS – <a href="http://www.ailanet.org">www.ailanet.org</a></td>
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<thead>
<tr>
<th>BUSINESS</th>
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<tbody>
<tr>
<td>American Indian Business Leaders – <a href="http://www.aibl.org">www.aibl.org</a></td>
</tr>
<tr>
<td>Oregon Native American Chamber of Commerce – <a href="http://www.onacc.org">www.onacc.org</a></td>
</tr>
<tr>
<td>A Native American Business Entrepreneurial Network – <a href="http://www.onaben.org">www.onaben.org</a></td>
</tr>
<tr>
<td>The Affiliated Tribes of Northwest Indians – <a href="http://www.atntribes.org">www.atntribes.org</a></td>
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<td>National Native American Bar Association – <a href="http://www.nativeamericanbar.org">www.nativeamericanbar.org</a></td>
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<td>National Native American Law Enforcement Association – <a href="http://www.nnalea.org">www.nnalea.org</a></td>
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<tr>
<td>Affiliated Tribes of Northwest Indians – <a href="http://www.atntribes.org">www.atntribes.org</a></td>
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<tr>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American Journalists Association – <a href="http://www.naja.com">www.naja.com</a></td>
</tr>
<tr>
<td>Native American Public Telecommunications – <a href="http://www.nativetelecom.org">www.nativetelecom.org</a></td>
</tr>
<tr>
<td>Oregon Indian Tribes – bluebook.state.or.us/national/tribal/tribal.htm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE, TECHNOLOGY AND ENGINEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicanos &amp; Native Americans in Science – <a href="http://www.sacnas.org">www.sacnas.org</a></td>
</tr>
</tbody>
</table>
Recruitment Websites

<table>
<thead>
<tr>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETERANS WITH DISABILITIES</td>
</tr>
<tr>
<td>Vocational Rehabilitation &amp; Employment Program’s – <a href="http://vba.va.gov/bln/vre/index.htm">vba.va.gov/bln/vre/index.htm</a></td>
</tr>
<tr>
<td>VETERANS EMPLOYMENT RESOURCES</td>
</tr>
<tr>
<td>Northwest Indian Veterans Association (NIVA) – <a href="http://atnitribes.org/committees/veterans">atnitribes.org/committees/veterans</a></td>
</tr>
<tr>
<td>The Federal Retirement Thrift Investment Board – <a href="http://frtib.gov">frtib.gov</a></td>
</tr>
<tr>
<td>U.S. Department of Veterans Affairs – <a href="http://va.gov">va.gov</a></td>
</tr>
<tr>
<td><a href="http://militarypay.defense.gov">militarypay.defense.gov</a></td>
</tr>
<tr>
<td><a href="http://www.military.com">www.military.com</a></td>
</tr>
<tr>
<td><a href="http://www.militarytimes.com">www.militarytimes.com</a></td>
</tr>
<tr>
<td><a href="http://www.militaryconnections.com">www.militaryconnections.com</a></td>
</tr>
<tr>
<td><a href="http://wwwarmedforcescareers.com">wwwarmedforcescareers.com</a></td>
</tr>
<tr>
<td><a href="http://www.olive-drab.com">www.olive-drab.com</a></td>
</tr>
<tr>
<td><a href="http://www.famnet.com">www.famnet.com</a></td>
</tr>
<tr>
<td><a href="http://www.aafes.com">www.aafes.com</a></td>
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<table>
<thead>
<tr>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMICS</td>
</tr>
<tr>
<td>American Association of University Women – <a href="http://aaaw.org/about">aaaw.org/about</a></td>
</tr>
<tr>
<td>National Women’s Studies Association – <a href="http://nwsa.org">nwsa.org</a></td>
</tr>
<tr>
<td>ACCOUNTING</td>
</tr>
<tr>
<td>Accounting &amp; Financial Women’s Alliance – <a href="http://afwa.org">afwa.org</a></td>
</tr>
<tr>
<td>American Woman’s Society of Certified Public Accountants – <a href="http://awscpa.org">awscpa.org</a></td>
</tr>
</tbody>
</table>
## Recruitment Websites

### WOMEN

### BUSINESS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>American Business Women's Association</td>
<td><a href="http://www.abwa.org">www.abwa.org</a></td>
</tr>
<tr>
<td>Financial Women's Association</td>
<td><a href="http://www.fwa.org">www.fwa.org</a></td>
</tr>
<tr>
<td>EWomen Network</td>
<td><a href="http://www.ewomennetwork.com">www.ewomennetwork.com</a></td>
</tr>
<tr>
<td>National Association of Professional Women</td>
<td><a href="http://www.napw.com">www.napw.com</a></td>
</tr>
<tr>
<td>National Association of Women Business Owners</td>
<td><a href="http://www.nawbo.org">www.nawbo.org</a></td>
</tr>
<tr>
<td>National Womens Career Expo</td>
<td><a href="http://www.nationalwomenscareerexpo.com">www.nationalwomenscareerexpo.com</a></td>
</tr>
<tr>
<td>National Association of Women in Construction (NAWIC)</td>
<td><a href="http://www.nawic.org">www.nawic.org</a></td>
</tr>
<tr>
<td>Portland Female Executives</td>
<td><a href="http://www.pdxfx.org">www.pdxfx.org</a></td>
</tr>
<tr>
<td>Portlandia Cub Inc.</td>
<td><a href="http://www.portlandia.org">www.portlandia.org</a></td>
</tr>
<tr>
<td>PWOCN- Professional Women of Color Network</td>
<td><a href="http://www.pwocnetwork.org">www.pwocnetwork.org</a></td>
</tr>
<tr>
<td>Women Building &amp; Investing in Success</td>
<td><a href="http://www.wbis.biz">www.wbis.biz</a></td>
</tr>
<tr>
<td>Women Entrepreneurs of Oregon</td>
<td><a href="http://www.oregonweo.org">www.oregonweo.org</a></td>
</tr>
<tr>
<td>Women Healthcare Executives Network</td>
<td><a href="http://www.wherchicago.com">www.wherchicago.com</a></td>
</tr>
<tr>
<td>Women in Technology International</td>
<td><a href="http://www.witi.com">www.witi.com</a></td>
</tr>
<tr>
<td>Women At Work Network</td>
<td><a href="http://www.womenatworknetwork.com">www.womenatworknetwork.com</a></td>
</tr>
</tbody>
</table>

### EDUCATION

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Coalition for Women &amp; Girls in Education</td>
<td><a href="http://www.ncwge.org">www.ncwge.org</a></td>
</tr>
</tbody>
</table>

### LAW & CRIMINAL JUSTICE

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Impacting Public Policy</td>
<td><a href="http://www.wipp.org">www.wipp.org</a></td>
</tr>
<tr>
<td>League of Women Voters of Portland</td>
<td>lwvpdx.org</td>
</tr>
</tbody>
</table>

### MEDIA

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Association for Women in Communications</td>
<td><a href="http://www.womcom.org">www.womcom.org</a></td>
</tr>
<tr>
<td>Alliance for Women in Media</td>
<td><a href="http://www.allwomeninmedia.org">www.allwomeninmedia.org</a></td>
</tr>
</tbody>
</table>
Recruitment Websites

### WOMEN (CONT.)

<table>
<thead>
<tr>
<th><strong>WOMEN IN ENGINEERING PROGRAMS AND ADVOCATES NETWORK (WEPA)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in Engineering Programs and Advocates Network (WEPA) – <a href="http://www.wepan.org">www.wepan.org</a></td>
</tr>
</tbody>
</table>

### SCIENCE, TECHNOLOGY AND ENGINEERING

<table>
<thead>
<tr>
<th>Association for Women in Science – <a href="http://www.awis.org">www.awis.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Society of Women Engineers – <a href="http://www.swe.org">www.swe.org</a></td>
</tr>
<tr>
<td>National Center for Women &amp; Information Technology – <a href="http://www.ncwit.org">www.ncwit.org</a></td>
</tr>
<tr>
<td>Association for Women Geoscientists – <a href="http://www.awg.org">www.awg.org</a></td>
</tr>
</tbody>
</table>

### MEDICAL SCHOOLS GRADUATING U.S. PHYSICIANS

<table>
<thead>
<tr>
<th>ASIAN AMERICAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Hawai‘i at Mānoa – <a href="http://www.uhm.hawaii.edu">www.uhm.hawaii.edu</a></td>
</tr>
<tr>
<td>University of California, Los Angeles – <a href="http://www.ucla.edu">www.ucla.edu</a></td>
</tr>
<tr>
<td>Northwestern University – <a href="http://www.northwestern.edu">www.northwestern.edu</a></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign – <a href="http://www.illinois.edu">www.illinois.edu</a></td>
</tr>
<tr>
<td>University of California, San Francisco – <a href="http://www.ucsf.edu">www.ucsf.edu</a></td>
</tr>
<tr>
<td>Loma Linda University – <a href="http://www.llu.edu">www.llu.edu</a></td>
</tr>
<tr>
<td>New York Medical School – <a href="http://www.nymc.edu">www.nymc.edu</a></td>
</tr>
<tr>
<td>Keck School of Medicine USC – <a href="http://www.keck.usc.edu">www.keck.usc.edu</a></td>
</tr>
<tr>
<td>New York University – <a href="http://www.nyu.edu">www.nyu.edu</a></td>
</tr>
<tr>
<td>SUNY - Downstate College of Medicine – <a href="http://www.downstate.edu/college_of_medicine">www.downstate.edu/college_of_medicine</a></td>
</tr>
</tbody>
</table>
Recruitment Websites

<table>
<thead>
<tr>
<th>MEDICAL SCHOOLS GRADUATING U.S. PHYSICIANS (CONT.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICAN AMERICAN/BLACK</strong></td>
</tr>
<tr>
<td>Howard University – <a href="http://www.howard.edu">www.howard.edu</a></td>
</tr>
<tr>
<td>Hampton University – <a href="http://www.hamptonu.edu">www.hamptonu.edu</a></td>
</tr>
<tr>
<td>Spelman College – <a href="http://www.spelman.edu">www.spelman.edu</a></td>
</tr>
<tr>
<td>Meharry Medical College – <a href="http://www.mmc.edu">www.mmc.edu</a></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign – <a href="http://www.illinois.edu">www.illinois.edu</a></td>
</tr>
<tr>
<td>Wayne State University – <a href="http://www.wayne.edu">www.wayne.edu</a></td>
</tr>
<tr>
<td>Temple University – <a href="http://www.temple.edu">www.temple.edu</a></td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill – <a href="http://www.unc.edu">www.unc.edu</a></td>
</tr>
<tr>
<td>University of Michigan – <a href="http://www.umich.edu">www.umich.edu</a></td>
</tr>
<tr>
<td>Harvard University – <a href="http://www.harvard.edu">www.harvard.edu</a></td>
</tr>
<tr>
<td>SUNY - Downstate College of Medicine – <a href="http://www.downstate.edu/college_of_medicine">www.downstate.edu/college_of_medicine</a></td>
</tr>
<tr>
<td>University of Texas at Austin – <a href="http://www.utexas.edu">www.utexas.edu</a></td>
</tr>
<tr>
<td>University of Medicine and Dentistry of New Jersey – <a href="http://www.umdnj.edu">www.umdnj.edu</a></td>
</tr>
<tr>
<td>Xavier University – <a href="http://www.xavier.edu">www.xavier.edu</a></td>
</tr>
<tr>
<td>University of Florida – <a href="http://www.ufl.edu">www.ufl.edu</a></td>
</tr>
<tr>
<td>University of Maryland – <a href="http://www.umd.edu">www.umd.edu</a></td>
</tr>
<tr>
<td>University of Miami – <a href="http://www.miami.edu">www.miami.edu</a></td>
</tr>
<tr>
<td>Cornell University – <a href="http://www.cornell.edu">www.cornell.edu</a></td>
</tr>
<tr>
<td>Emory University – <a href="http://www.emory.edu">www.emory.edu</a></td>
</tr>
<tr>
<td>Rutgers, The State University of New Jersey – <a href="http://www.rutgers.edu">www.rutgers.edu</a></td>
</tr>
</tbody>
</table>

| **HISPANIC/LATINO**                          |
| University of Puerto Rico – www.upr.edu      |
| American University of the Caribbean – www.aucmed.edu |
| University of Puerto Rico at Ponce – www.uprp.edu |
| University of Illinois at Urbana-Champaign – www.illinois.edu |
| University of Texas Health Science Center at San Antonio – www.uthscsa.edu |
| University of California, Los Angeles – www.ucla.edu |
| University of Miami – www.miami.edu          |
| University of Texas Medical Branch at Galveston – www.utmb.edu |
| University of Texas Health Science Center at Houston – www.uthouston.edu |
### Appendix P (CONTINUED)

**Recruitment Websites**

### MEDICAL SCHOOLS GRADUATING U.S. PHYSICIANS (CONT.)

#### NATIVE AMERICAN AND ALASKA

- University of Oklahoma – [www.ou.edu](http://www.ou.edu)
- University of Minnesota: Twin Cities – [www.umn.edu](http://www.umn.edu)
- University of Washington – [www.washington.edu](http://www.washington.edu)
- University of Hawaii System – [www.hawaii.edu](http://www.hawaii.edu)
- University of California, San Francisco – [www.ucsf.edu](http://www.ucsf.edu)
- University of North Carolina at Chapel Hill – [www.unc.edu](http://www.unc.edu)
- University of New Mexico – [www.unm.edu](http://www.unm.edu)
- University of Wisconsin-Madison – [www.wisc.edu](http://www.wisc.edu)
- University of Colorado Boulder – [www.colorado.edu](http://www.colorado.edu)

### BACCALAUREATE INSTITUTIONS IDENTIFIED AS WOMEN DOCTORATE PRODUCTIVITY LEADERS

#### LATINAS

- Barnard College (Women’s) – [www.barnard.edu](http://www.barnard.edu)
- Barry University (W. Change) – [www.barry.edu](http://www.barry.edu)
- Bryn Mawr College (Women’s) – [www.brynmawr.edu](http://www.brynmawr.edu)
- University of the Incarnate Word College (W. Change) – [www.uiw.edu](http://www.uiw.edu)
- University of Miami (Coed) – [www.miami.edu](http://www.miami.edu)
- Our Lady of the Lake University (W. Change) – [www.ollusa.edu](http://www.ollusa.edu)
- Pan American, University of Texas (Coed) – [www.utpa.edu](http://www.utpa.edu)
- Pomona College (Coed) – [www.pomona.edu](http://www.pomona.edu)
- Texas A&M University (Coed) – [www.tamu.edu](http://www.tamu.edu)
- Texas Woman's University (Women's) – [www.twu.edu](http://www.twu.edu)

#### AFRICAN AMERICAN

- Bennett College (Women's) – [www.bennett.edu](http://www.bennett.edu)
- Fisk University (Coed) – [www.fisk.edu](http://www.fisk.edu)
- Hampton University (Coed) – [www.hamptonu.edu](http://www.hamptonu.edu)
- Howard University (Coed) – [www.howard.edu](http://www.howard.edu)
- Lincoln University (PA) (Coed) – [www.lincoln.edu](http://www.lincoln.edu)
- Morgan State University (Coed) – [www.morgan.edu](http://www.morgan.edu)
- Spelman College (Women's) – [www.spelman.edu](http://www.spelman.edu)
- Talladega College (Coed) – [www.talladega.edu](http://www.talladega.edu)
- Tougaloo University (Coed) – [www.tougaloo.edu](http://www.tougaloo.edu)
- Tuskegee University (Coed) – [www.tuskegee.edu](http://www.tuskegee.edu)
Appendix Q

Request for Faculty Diversity Funds: Recruitment and Retention

Please fill out enclosed forms and return to the Center for Diversity & Inclusion. This fund serves to supplement financial support for faculty recruitment and retention, on a limited duration. For questions please contact Leslie Garcia, Director for the Center for Diversity & Inclusion at 503-494-5657.

Campus Mail: L601
Drop Off: Mac Hall 1115
Appendix Q (CONTINUED)

Faculty Diversity Fund Request for Recruitment and Retention

Total Request $ ________________________________ Fiscal Year(s) Impacted ________________________________

☐ Recruitment  ☐ School of Dentistry (department) ________________________________

☐ Retention  ☐ School of Medicine (department) ________________________________

☐ School of Nursing (department) ________________________________

☐ Other (specify) ________________________________

Requested Funding Date: ________

Position: ________________________________

Type: ________________________________ CV Must Accompany Request

Detail of Intention of Funds: (See page 2 for guidelines)
Please note the intention of the use of funds. Be specific and provide as much information.

Summary of Funds Request:
Please note how you plan to use the monies to support your recruitment of new faculty and/or retention of current faculty member. Indicate your financial shortfall (amount) and how the diversity fund may assist with your faculty initiative.

Account to Receive Budget (Fund–Org–Mission):
1 _____ - _____ - _____  2 _____ - _____ - _____  3 _____ - _____ - _____  4 _____ - _____ - _____

Department: ________________________________ Date: ________________________________

Requested by: ________________________________ Date: ________________________________

Prepared by: ________________________________ Date: ________________________________
Appendix Q (CONTINUED)

Faculty Diversity Fund Request for Recruitment and Retention

REVIEW DECISION (Only for official use below)

☐ Recommended    ☐ Recommend with Modification    ☐ Declined    ☐ Does Not Qualify

Diversity & Paper Work Review

Director, Center for Diversity & Inclusion______________________________ Date: ____________

☐ Recommended    ☐ Recommend with Modification    ☐ Declined    ☐ Does Not Qualify

Financial Review

Director, Business and Financial Operational P&A________________________ Date: ____________

☐ Recommended    ☐ Recommend with Modification    ☐ Declined    ☐ Does Not Qualify

Financial Review

Dean (School of Nursing, School Dentistry or School of Medicine)________________________ Date: ____________

☐ Recommended    ☐ Recommend with Modification    ☐ Declined    ☐ Does Not Qualify

Norwood Knight-Richardson, MD, MA, MBA
Senior Vice President, Chief Administrative Officer, Chief Diversity

FINAL DECISION / OUTCOME (See page 3 if not recommended)

☐ Recommended    ☐ Recommend with Modification    ☐ Declined    ☐ Does Not Qualify

Jeanette Mladenovic, MD, MBA, MACP
Provost and Vice President for Academic Affairs ________________________________
Date: ______________

NOTES:

___________________________________________________________________________
___________________________________________________________________________

95
Appendix Q (CONTINUED)

Faculty Diversity Fund Request for Recruitment and Retention

FUNDING REQUEST GUIDELINES

Requirements of funding is based on the following:

1. Approved open positions and available funding within the department/unit,
2. Available diversity funds, and
3. Professional development and retention strategies as noted below

Periodic audits may be performed to ensure compliance of professional development and retention strategies.

PROFESSIONAL DEVELOPMENT PLAN

Departments are expected to meet the following:

4. An oversight process and plan to support professional development and advancement for faculty,
5. Guidelines to promotion and career advancement should be provided to all new recruits, and
6. All new junior faculty members will be assigned with a mentor(s) at hire (additional mentors may be assigned outside of department)

Please describe your development plan below:
Additional supporting documentation may be attached

How is the hiring/retention of candidate advancing diversity and inclusion in your department?
Additional supporting documentation may be attached
References

Recommended Readings

Compiling this manual involved gathering information from numerous sources. The list below includes many of the documents that served as reference material for the manual.


Georgi, H. Is There an Unconscious Discrimination Against Women in Science?


Recommended Readings

Implicit Bias Tests (2012). Free online at www.implicit.harvard.edu/implicit/demo/. Includes religion, weight, gender, race, sexuality, disability, age, skin-tone, etc.).

Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. 
www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/Interrupting_the_Usual_Daryl_Smith.pdf


Massachusetts Institute of Technology (2002). Faculty Search Committee Handbook


National Science Foundation ADVANCE Michigan, 2007; www.nsf.gov/advance


References

Recommended Readings

The Bias Test: You May Be More Prejudiced than You Think. www.faculty.diversity.ucla.edu/search/searchtoolkit/docs/articles/WashDC_PostSunday_23Jan05.pdf


University of Washington (2012). Faculty Toolkit. Office of the Vice Provost for Academic Personnel, the Office of the Associate Vice Provost for Faculty Advancement, and the UW ADVANCE Center for Institutional Change.


Change can’t happen if we see things just one way. That’s why diversity is important to who we are. We are proud to be an equal opportunity employer.