

**UNDERGRADUATE ADVISOR
RECRUITMENT TOOLKIT**

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GETTING STARTED

Job Description

- Review, edit, re-write or create as needed
- Focus on Skills/Knowledge/Abilities of job description
 - directly related to interview questions
 - attached materials can facilitate process
 - decide which are required/preferred
- Best option is to review on regular basis and keep j.d. up-to-date

Post job for recruitment

- Staff Human Resources Employment Services:
http://shr.ucsc.edu/topics/employment-services/_topics_employment-services.htm
- Filling a vacancy:
<http://shr.ucsc.edu/shr-procedures/fill-vacancy/index.htm>

Prepare for interviews

- Establish search committee
 - Identify chair
 - Fair Hiring training
 - Establish screening process (i.e., who will screen all applications?)
 - Meet to discuss and agree on screening priorities in relation to SKAs
- Develop interview materials and process
 - Document process for future reference
 - See attached materials for range of options
- Develop questions for reference checks
 - See attached materials (not yet collected)

PROCESS TO DEVELOP LIST OF SKILLS, KNOWLEDGE & ABILITIES

1. Copy and paste these four pages (pp.2 – 5) into a separate Word document.
2. Edit materials in new document and reduce to no more than one page to reflect the SKAs needed for this advisor job description.
3. Identify which SKAs on this new list are required and which are desired for this position.
4. If necessary, re-order the list of SKAs to reflect level of relative importance (keep original number to be able to later match each SKA with sample interview questions, listed below).

REQUIRED SKILLS, KNOWLEDGE & ABILITIES Academic Undergraduate Adviser

- 1. Relevant experience in undergraduate program advising and administration in higher education, with ability**
 - a. to communicate detailed and complex major requirements
 - b. to speak to large groups;
 - c. to demonstrate strong leadership
 - d. to understand curriculum issues and recommend programmatic options for students
 - e. to advise faculty, students and program participants regarding policies and procedures
- 2. Ability to learn, interpret, apply, and clearly disseminate information about complex administrative and academic policies and procedures.**
 - a. ability to solve problems by applying knowledge of department and University policies and procedures;
 - b. ability to assimilate, interpret and independently apply from oral and written sources, broad knowledge of University, department, and project academic and administrative programs, policies and procedures.
- 3. Excellent interpersonal skills to interact effectively with flexibility, sensitivity, patience, tact, and helpfulness, with**
 - a. demonstrated experience and ability to effectively interact with diverse groups of faculty, staff, students, general public
 - b. experience as a liaison representing diverse functional areas of an organization
 - c. political acumen sufficient to establish and maintain effective working relationships with diverse constituents;
 - d. strong customer-oriented skills
- 4. Ability to exercise good judgment and complete discretion, particularly in matters relative to sensitive or confidential student records, personnel or organizational matters.**

5. Excellent analytical and judgment skills with abilities

- a. to know how relevant chains-of-command relate, who needs to be involved and/or contacted, and immediacy of each issue/problem as brought to adviser's attention;
- b. that demonstrate problem solving skills (organization, judgment, logic, creativity, and conflict resolution).
- c. to identify problems, complex issues, procedures and develop appropriate recommendations and solutions.

6. Excellent written and verbal communication skills with ability

- a. sufficient to listen and disseminate information in a clear, and concise manner;
- b. to communicate effectively with diverse group of constituents (administrators, faculty, staff, students).
- c. to write clearly and concisely, proofread and edit
- d. to ask questions and to determine course of action from answers
- e. to design, coordinate and present at events such as public presentations, training sessions, orientations, lectures, and outreach/recruitment activities.
- f. to actively participate in committee work

7. Excellent word processing and proofreading skills with

- a. knowledge of correct spelling, grammar, and punctuation;
- b. knowledge of correct correspondence protocol
- c. strong attention to detail;
- d. excellent typing/text entry skills sufficient to prepare correspondence and enter data with speed and accuracy

8. Excellent organizational skills with attention to detail and the ability

- a. to determine and anticipate programmatic needs
- b. to set priorities,
- c. to complete assignments in a timely manner in a busy environment with conflicting deadlines, multiple responsibilities and frequent interruptions

9. Current information management knowledge and experience that demonstrates

- a. understanding of and skill in accurate record keeping systems,
- b. ability to organize, collect, analyze and report a variety of data in written, verbal and electronic formats
- c. ability to pay close attention to detail with a high degree of accuracy.

10. Flexibility with job duties with

- a. ability to respond promptly to changing priorities and instructions and work as a team in a busy environment.
- b. ability to work under the pressure of deadlines, multiple responsibilities, and duties, with interruptions
- c. ability to balance several tasks at one time and set priorities within assigned tasks in a complex environment

- d. ability to anticipate deadlines and to prepare work in a timely manner
- e. experience working in a fast-paced, high-volume environment
- f. experience working with a demanding appointment schedule, balancing student advising contacts with administrative demands
- g. ability to interact effectively with internal and external contacts.

11. Ability to work both independently and in a team environment, demonstrated by

- a. ability to exercise personal initiative, work independently maintaining proper balance between service and the full responsibilities of the position.
- b. ability to make independent decisions.
- c. skills and experience in team building, committee work
- d. ability to independently set priorities, coordinate work, anticipate needs of faculty, staff and students and perform detailed follow-through under pressure of deadlines and multiple responsibilities and duties;
- e. ability to be self-starter with a minimum of training
- f. experience working independently, without close supervision and as part of an interdependent team of professional staff members
- g. ability to work independently; the ability to work with direct supervision and/or minimal supervision; the ability to work supportively within a team atmosphere

12. Related administrative experience with

- a. knowledge of general office procedures and equipment used in academic advising or other support services in higher education or comparable business environment
- b. demonstrated ability to coordinate special projects and personnel.
- c. excellent program/project planning and administrative skills
- d. ability to manage a wide variety of information and procedural skills.
- e. ability to evaluate departmental processes and make or recommend improvements
- f. skill to analyze complex curricular, personnel, and programmatic data, including the ability to identify needs and make recommendations
- g. strong ethics (diplomacy, courtesy, honesty, professionalism)

13. Mathematical skills sufficient for performing basic addition, subtraction, and percentage calculations; experience with statistical compilation, management and reporting

14. Other related experience:

- a. knowledge of UC academic policies and programs
- b. Familiarity with campus policies and procedures regarding student enrollment, curricular requirements, Registrar's Office forms and petitions, NES, TCSS, AIS, COGOS, academic recruitments, and/or financial systems.
- c. experience working within complex policies and procedures as related to faculty, students, and academic programs

- d. Experience working with underrepresented student populations in a university setting
- e. Proficiency in Spanish, including verbal and written skills
- f. Experience working in higher education
- g. Related managerial experience in an academic setting
- h. Management and leadership skills;
- i. Budgeting/fiscal knowledge including purchasing, accounting principles and practices, financial planning and analysis.
- j. Bachelor's degree.

15. Computer and technology experience:

- a. AIS and/or Macintosh computer systems;
- b. knowledge and demonstrated proficiency in database (FileMaker Pro), spreadsheet (Excel), email (Eudora, Mail), word processing (Microsoft Word), internet (Firefox, Netscape, Safari), and other (Adobe Acrobat) applications (or equivalents) to maintain correspondence, memos, reports, program records, informational materials, and forms with speed and accuracy.
- c. ability and willingness to learn new applications and information processing techniques
- d. web site development and/or maintenance (Dreamweaver Contribute, or other web page WYSIWYG software)
- e. AIS, Cognos, electronic calendaring programs, UpFront Basic knowledge or familiarity using Dreamweaver and HTML or other web-page design software.
- f. familiarity with proprietary and enterprise databases

16. Supervisory experience

- a. Experience in hiring, training, supervising and evaluating staff;
- b. Ability to supervise staff and student employees, including assigning and monitoring workload and evaluating performance.

The incumbent must pass a Criminal History Background Check

INTERVIEW QUESTIONS RELATED TO EACH SKA

- Complete your list of numbered SKAs from the preceding list.
- Make a copy of the attached Excel questionnaire grid; use to compile interview questions.
- From the following pages select at least one question to match each of your SKAs; copy and paste the questions into the Excel grid and type the SKA number into the adjoining column. (The numbers below reflect the SKA numbers from the preceding list; your SKA list and numbers will be different if you re-ordered your list). Each SKA has its own page(s).
- Following the list of questions below are several pages with suggestions for how to structure the interview, lists of opening and closing questions, and important information to share with interviewees.
- Reformat all documents with information about specific department names, headers, footers, dates, etc.

EXPERIENCE IN ADVISING AND ADMINISTRATION IN HIGHER ED

- 1. Relevant experience in undergraduate program advising and administration in higher education, with ability**
 - a. to communicate detailed and complex major requirements**
 - b. to speak to large groups;**
 - c. to demonstrate strong leadership**
 - d. to understand curriculum issues and recommend programmatic options for students**
 - e. to advise faculty, students and program participants regarding policies and procedures**

QUESTIONS TO SELECT FROM:

ADVISING

40% of this position involves advising students (communicating detailed and complex major requirements). Please share your related experiences.

Please indicate what level of student advising you have performed.

What is the extent of your experience advising students? What do you think are the most important attributes of a successful adviser?

Please describe the extent of your experience advising students in a higher education and/or academic setting. Tell us what you consider to be the most important attributes of a successful academic advisor.

Please describe for us your experience that would demonstrate your ability to learn the intricacies of our multiple degree programs, and to be able to share the information with sufficient understanding of curricular issues and programmatic options.

We'd like some indication of your ability to effectively advise our (name of dept) majors. Please describe for us your experience that would demonstrate your ability to learn the intricacies of our complex curriculum and multiple degree programs.

What do you see as the function and goal of academic advising? What skills and abilities do you bring to the role of academic advisor?

What advice would you give a student who has completed their lower-division requirements, but doesn't seem to have a clue as to which upper-division courses to take?

Please describe your experience advising and/or working with students in an academic setting. Do you have experience advising students pursuing **mathematics, science and engineering** academic programs or relevant knowledge for advising students in these areas?

Based upon your experience, what are the academic challenges for undergraduate students in **engineering and science**, and what specific strategies have you used to counsel and advise students for academic success?

What specific challenges might under-represented students in (MAJOR) face and how would you counsel them to overcome specific barriers?

You will be advising a vast number of students, possibly some who are experiencing a severe personal crisis. How would you set boundaries while remaining sensitive to the personal needs of this student?

Once students have declared, a major responsibility of this job is advising students about (MAJOR) requirements and keeping them on track towards a degree. What tools would you use to communicate with them.

The academic advisor counsels undergraduate students concerning academic requirements, as well as university and departmental procedures.

- What type of experience have you had providing advice regarding complex procedures and requirements?

The program has expanded to now include 1500 proposed and declared majors while the staff resources have remained constant at 2 1/2 advising staff. Given time constraints, it is no longer possible to advise students one on one. What would you suggest to accomplish advising given these limitations?

Do you have any knowledge of the California credentialing process? If so, please indicate what areas of the credentialing process you are familiar with.

WORK SCHEDULE

You would be asked to work a half day on weekends four-five times a year to represent the department at orientation and advising events. Would this pose a problem for you?

The person in this position is scheduled to work Monday through Friday from 8:00 to 5:00. However, several times a year the adviser is required to represent the department for orientations that fall on Saturdays. Also, because summer orientations are during June and the first part of July, you would not be able to take vacation during that time. Would either of these situations pose a problem for you?

The position is scheduled to work M-F 8AM-5PM. However in addition to the travel described in the previous question, this position facilitates 3-4 annual social functions which go into the early evening hours.

- If given the equivalent time off during the week of a recruitment trip or social function, can you meet these needs of the position?
- Are you willing to accept the job schedule as described?

Although department staff have separate duties, the Graduate Coordinator backs-up the Department Manager position in times of absence or vacation and vice versa as do the Undergraduate Adviser and the Office Assistant.

- Would you be willing to work in this team-like environment?

PRESENTATIONS

This position includes a new component of outreach involving travel to 6-10 campuses in the West Coast region annually to make recruitment/informational presentations.

- Please tell us about any experience you have making presentations or speaking to groups of people.

We use group sessions to inform students declaring the (____) major. Describe your experiences leading group sessions? How would you prepare for them? Lead them? How would you motivate students to attend these events?

Part of advising may involve speaking to groups of 25 people at our orientations. Are you able to conduct a public presentation of this sort?

Describe any experience you have had in setting up and conducting workshops or presentations for groups of students.

This position requires facilitating workshops for undergraduate students on how to declare a major and on graduation requirements. Describe your experience as a facilitator.

COMPLEX ADMINISTRATIVE AND ACADEMIC POLICIES AND PROCEDURES

- 2. Ability to learn, interpret, apply, and clearly disseminate information about complex administrative and academic policies and procedures.**
 - a. ability to solve problems by applying knowledge of department and University policies and procedures;**
 - b. ability to assimilate, interpret and independently apply from oral and written sources, broad knowledge of University, department, and project academic and administrative programs, policies and procedures.**

QUESTIONS TO SELECT FROM:

Please describe for us a situation in which you have interpreted policies or procedures in your previous jobs? Who did you provide the interpretation to and where did you find the information that needed to be interpreted?

or

Describe a situation in which you have interpreted policies or procedures:

- to whom did you provide the interpretation?
- where did you find the information that needed to be interpreted?

This position requires the ability to correctly interpret and communicate complex academic policies and procedures for the School of Engineering, UC Santa Cruz and UC Berkeley in working with prospective and current students, parents, faculty and staff. Please describe your experience interpreting regulations and how you research and learn new procedures to ensure that you retain current knowledge of policies and procedures.

Please describe your familiarity (and ability) to interpret and apply campus policies and procedures regarding student enrollment, curricular requirements, Registrar's Office: forms and petitions, NES, AIS, academic recruitments, and/or financial systems.

Please provide an example of a time in which you had to conform to or uphold a policy with which you did not agree.

INTERPERSONAL SKILLS

- 3. Excellent interpersonal skills to interact effectively with flexibility, sensitivity, patience, tact, and helpfulness, with**
- a. demonstrated experience and ability to effectively interact with diverse groups of faculty, staff, students, general public**
 - b. experience as a liaison representing diverse functional areas of an organization**
 - c. political acumen sufficient to establish and maintain effective working relationships with diverse constituents;**
 - d. strong customer-oriented skills**

QUESTIONS TO SELECT FROM:

How would you respond to a situation in which you were lobbied heavily by faculty on one side of an issue, pressuring you take their side?

In this job you will have to work with a variety of different people (students, faculty, staff, administrators, etc) in a variety of different settings (office, meetings, informal and formal). Describe some situations where you have worked successfully with a diverse group of people. Give an example of a problem you encountered with diverse groups of people and how you solved it.

How do you respond and manage conflict? Please give an example of a situation, what happened and the subsequent result

Describe a work-related situation where a colleague, manager, or faculty member was upset and angry about something you did – whether that anger was justified or not. What happened and how did you resolve the situation?

How would you describe your relationships with faculty?

Please provide an example of a time in which you dealt with a particularly demanding or discontent individual (faculty, student, or other staff) and explain how you resolved the problem in a professional and effective manner.

How would you handle the situation if while advising a student you were interrupted by an upset student or faculty member who was demanding your immediate attention?

How would you respond to a situation in which you were lobbied heavily by faculty on one side of an issue and graduate students on the other side; both pressuring you to take their side?

How would you handle a non-supervising staff member who consistently complained to you about problems, or frequently stopped by to chat?

GOOD JUDGMENT AND COMPLETE DISCRETION

4. Ability to exercise good judgment and complete discretion, particularly in matters relative to sensitive or confidential student records, personnel or organizational matters.

QUESTIONS TO SELECT FROM:

Confidentiality

In this position you will have access to information which is confidential. Based on your experience and judgment, what types of information and situations do you consider confidential? Please give an example of working with confidential information.

Please provide an example from a previous job, which demonstrates your experience in maintaining confidential information and upholding procedures regarding confidentiality.

Let's say a student comes in to see you during drop-in advising. You pull out their file and notice that there are some hand-written notes on a petition and a couple of the comments are sensitive. What would you do?

You will be privy to confidential information such as decisions on faculty promotions, conflicts among different interest groups, problems with employees, students, etc. What strategies have you adopted when people request or pressure you for confidential information?

This position deals with a large amount of sensitive and confidential information. What steps do you take to maintain confidentiality, and how do you determine when to give such information to someone else?

Please provide an example, from a previous job, which demonstrates your experience in maintaining confidential information and upholding university policies regarding confidentiality

This job has components that are confidential such as students' personal data.

- Please provide us with an example demonstrating your responsibility for maintaining confidential information or data at any of your previous jobs.
- In addition to job tasks, are you able to maintain confidentiality when asked?

Our students evaluate the course TAs and instructors at the end of each quarter. The incumbent of this position is charged with collecting, reading the evaluations and filing them. Students can be quite frank on their evaluations and sometimes a problem with a TA might show up in the evaluations. Give us an example of using your good judgment and discretion when dealing with these and other confidential matters.

EXCELLENT ANALYTICAL AND JUDGMENT SKILLS

- 5. Excellent analytical and judgment skills with abilities**
- a. to know how relevant chains-of-command relate, who needs to be involved and/or contacted, and immediacy of each issue/problem as brought to adviser's attention;**
 - b. that demonstrate problem solving skills (organization, judgment, logic, creativity, and conflict resolution).**
 - c. to identify problems, complex issues, procedures and develop appropriate recommendations and solutions.**

QUESTIONS TO SELECT FROM:

If you are unsure as to how to perform a certain duty--what do you do?

Would you describe a major work-related problem you have encountered and how you dealt with or resolved it?

Give an example in which you have been responsible for developing, recommending, and implementing a solution to a particular problem.

In your past job experience, can you give an example of a project you initiated and/or a problem you recognized and solved.

Please give us an example from your previous experience where you recognized organizational problems or inefficiency in your assigned job or in the way others were working. What did or would you do in this case?

What is your level of experience in problem solving? Describe your approach to problem solving.

Describe an example in your work experience in which you have been responsible for recommending, developing, and implementing a solution to a particular problem or situation.

In your current and previous positions, how have you determined what issues to bring to your supervisor and which to resolve yourself?

Please provide an example of a time-sensitive project where a problem developed and your supervisor was not available to assist. How did you successfully complete the project?

EXCELLENT WRITTEN AND VERBAL COMMUNICATION SKILLS

- 6. Excellent written and verbal communication skills with ability**
- a. sufficient to listen and disseminate information in a clear, and concise manner;**
 - b. to communicate effectively with diverse group of constituents (administrators, faculty, staff, students).**
 - c. to write clearly and concisely, proofread and edit**
 - d. to ask questions and to determine course of action from answers**
 - e. to design, coordinate and present at events such as public presentations, training sessions, orientations, lectures, and outreach/recruitment activities.**
 - f. to actively participate in committee work**

QUESTIONS TO SELECT FROM:

Communication

Can you describe any experience you have had analyzing and assimilating information in oral and/or written form?

One of the main functions of this office is to disseminate information about our program. We do that in person, over the phone, by email, printed publications and our website. Please tell us about any relevant experience you have providing information and/or serving as a reference for others.

Please describe your writing skills and experience in terms of the following questions:

- who is your audience normally?
- what is the nature of the writing?
- are you writing under your own signature or other's?

We have requested that you submit a summary of the types of communication that you experience on the job. We have some further questions related to communications:

1. Specific to clarify any information from the forms (grid attached)
2. Email has become our primary form of communications. Please describe how you use email on the job, focusing on issues of security, group vs. individual emails, forwarding messages, and when email may not be appropriate.
3. Give an example of your customer service experience. Please answer with examples to the extent possible.
4. With respect to your interpersonal skills, can you give an example of a difficult interaction (faculty, student, or other staff)? What made it difficult and explain how you resolved the problem in a professional and effective manner.?
5. The person selected for this position will communicate with a full range of clientele (faculty, staff, administrators, students, parents, prospective students and families) and in many contexts (individual, families, staff and faculty committees, orientation programs). Please describe how your past experiences qualify you for these duties.

Presentations

Please describe the extent of your experience preparing for and making presentations to small and/or large groups?

Please tell us about your experience making presentations, setting up and conducting workshops, or speaking to groups of people.

You will be called upon to present program information to a variety of audiences. Please describe your verbal and written communication skills and experience in making presentations for individuals or groups.

EXCELLENT WORD PROCESSING AND PROOFREADING SKILLS

- I. Excellent word processing and proofreading skills with**
- a. knowledge of correct spelling, grammar, and punctuation;**
 - b. knowledge of correct correspondence protocol**
 - c. strong attention to detail;**
 - d. excellent typing/text entry skills sufficient to prepare correspondence and enter data with speed and accuracy**

QUESTIONS TO SELECT FROM:

Please give us some specific examples of different types of letters, memos, or reports that you've written in the past? Would you please describe what level of formatting was required, the level of proofreading you've done in the past, and who your audience was.

Please describe your writing skills and experience in terms of the following questions:

- who is your audience generally?
- are you writing under your own signature or other's?
- what is the nature of the writing?

Please describe any significant written reports, documents, letters and proposals where you were the primary author. Who was the primary audience and what software applications did you use to draft and edit those documents.

Describe your writing skills and experience.

Publications and desktop publishing

Are you familiar with desktop publishing? Please give an example of a publication you prepared using graphic or desktop publishing software.

What type of documents have you created? Have you had any formal training in desktop publishing or any desktop publishing software?

EXCELLENT ORGANIZATIONAL SKILLS WITH ATTENTION TO DETAIL

- 8. Excellent organizational skills with attention to detail and the ability to**
- a. determine and anticipate programmatic needs**
 - b. set priorities,**
 - c. complete assignments in a timely manner in a busy environment with conflicting deadlines, multiple responsibilities and frequent interruptions**

QUESTIONS TO SELECT FROM:

This position would require you to use your own initiative to organize your work. What are the things you consider when prioritizing your work in order to meet deadlines?

What techniques do you use to organize your work? What are the things you consider when prioritizing your work which may carry deadlines? When giving conflicting deadlines or competing demands, what have you done or what would you do?

During our drop-in advising period the office can get rather busy, often times the phone is ringing, there is a line of students waiting to ask questions, a work-study student waiting to be assigned work, as well as email and other projects needing your attention. How do you go about prioritizing your time? How do you accommodate multiple tasks at one time?

Tell us about any experience you may have in organizing materials and information

How do you organize and track assignments with multiple and often conflicting deadlines, frequent interruptions, and ensure accuracy?

Describe your experience organizing events. What role did you play?

Describe your personal organizational style and any structures or strategies you have developed to prioritize your workload in the past. How do you prioritize when there are simultaneous deadlines, interruptions and unexpected questions?

This position has regular daily duties, like reviewing & responding to voicemail, email, regular mail and responding to in-person inquiries. It has regular monthly activities such as updating the student FMP database and the departmental operating budget. It has regular annual projects such as the new cohort orientation, curriculum planning, and the admissions selection process. In addition, it has activities that occur primarily near the beginning & end of academic quarters such as giving out independent study numbers and finding replacement Teaching Assistants if openings unexpectedly occur.

- How do you organize your work to track your assignments in progress and to ensure that tasks are completed with accuracy and on time in a changing and sometimes chaotic work environment?

When you have a number of simultaneous tasks, many at various stages (e.g., waiting for information from others before you can proceed, etc.) how do you organize and prioritize your work to ensure nothing falls between the cracks? How do you handle the pressure of deadlines?

Attention to detail

Give us an example of work you have done in the past that required close attention to detail. What was the level of review of your work in this example? What was the volume of work being processed? What processes do you use to catch errors and insure accuracy in your work?

Please provide an example of your experience in completing detail oriented, multifaceted projects with competing deadlines, e.g., tracking multiple cohorts of graduate student records/academic progress, coordinating work with other off-site campuses/agencies.

What processes do you use to catch errors and insure accuracy of your work?

It is very important to us that all aspects of the analyses are carefully and extensively documented such that the data will withstand external review. This requires a great deal of care and attention to details. What processes do you use to catch errors and insure accuracy of your work?

CURRENT INFORMATION MANAGEMENT KNOWLEDGE AND EXPERIENCE

- 9. Current information management knowledge and experience that demonstrates**
- a. understanding of and skill in accurate record keeping systems,**
 - b. ability to organize, collect, analyze and report a variety of data in written, verbal and electronic formats**
 - c. ability to pay close attention to detail with a high degree of accuracy.**

QUESTIONS TO SELECT FROM:

Tell us about your knowledge or experience in the area of information management practices?

Tell us about any experience you may have in organizing materials and information:
- to use for you own reference in providing information to others
- to be used as a resource for others to use?

We use a campus web-based database, an in-house database and paper records to keep track of our students. Please tell us about your organizational skills and any experience you have with information management and/or databases.

This position will require that the selected candidate create and maintain filing systems for multiple projects and programs. Please describe your experience in creating and maintaining filing systems.

FLEXIBILITY WITH JOB DUTIES

10. Flexibility with job duties with

- a. ability to respond promptly to changing priorities and instructions and work as a team in a busy environment.**
- b. ability to work under the pressure of deadlines, multiple responsibilities, and duties, with interruptions**
- c. ability to balance several tasks at one time and set priorities within assigned tasks in a complex environment**
- d. ability to anticipate deadlines and to prepare work in a timely manner**
- e. experience working in a fast-paced, high-volume environment**
- f. experience working with a demanding appointment schedule, balancing student advising contacts with administrative demands**
- g. ability to interact effectively with internal and external contacts.**

QUESTIONS TO SELECT FROM:

How would you manage the time you have to complete your job knowing that periodically faculty may interrupt and undergraduate students may drop in and go on at length about their issues?

The position calls for multi-tasking. You may be helping a student declare their major when an instructor appears at the door totally frustrated that their slide projector in the classroom is not working. The telephone is also ringing. What would you do?

As we know, the university is a large bureaucracy, often with more than one unit working on the same project, sometimes with conflicting and/or redundant information, with conflicting deadlines, and even with different interpretations of policies. First, describe what experience you have had in similar situations. Second, please describe how this environment affects the way you organize, prioritize and effectively manage your job duties.

Please describe a project you completed under strict time constraints?

WORK BOTH INDEPENDENTLY AND IN A TEAM ENVIRONMENT

- 11. Ability to work both independently and in a team environment, demonstrated by**
- a. ability to exercise personal initiative, work independently maintaining proper balance between service and the full responsibilities of the position.**
 - b. ability to make independent decisions.**
 - c. skills and experience in team building, committee work**
 - d. ability to independently set priorities, coordinate work, anticipate needs of faculty, staff and students and perform detailed follow-through under pressure of deadlines and multiple responsibilities and duties;**
 - e. ability to be self-starter with a minimum of training**
 - f. experience working independently, without close supervision and as part of an interdependent team of professional staff members**
 - g. ability to work independently; the ability to work with direct supervision and/or minimal supervision; the ability to work supportively within a team atmosphere**

QUESTIONS TO SELECT FROM:

This position would require you to use your own initiative and to work collaboratively. Please provide examples from your previous work experience for both.

Please describe the level of independence you have had in previous jobs. What issues do you typically feel warrant involving your supervisor?

Do you prefer to work independently or as part of team? please explain your answer

Describe the level of independence you have worked with in the past. What issues do you typically feel warrant involving your supervisor?

Can you give an example of a time when you have worked as a team member. If you were working with a team on a project and you feel you are carrying the entire load what would you do, how would you handle it?

How would you describe your level of independence from initiation to completion of this project?

(possible follow-up questions)

Describe the types of issues you have had authority to make decisions on, and....

- have these decisions been made by you independently?
- what are the factors you considered before making a decision?

Please describe a past situation in which you worked as a member of a team, and elaborate in response to these areas:

- what was your role in the team?
- what did or would you do to help the team function at its best?

Please describe a past situation in which you works as a member of a team, and elaborate in response to these four areas:

- what was your role on the team?
- what did or would you do to help the team function at its best?
- if you perceived a problem within the team, what have you done or what would you do?
- whose responsibility do you see it is to manager a team effectively?

Please tell us about your experience working as a member of a team, what role to you tend to play in a team effort? What do you contribute to a team?

We'd like to know the level of independence you have worked with in the past. Describe the types of issues you have had authority to make decisions on, and....

- have these decisions been made by you independently?
- what are the factors you considered before making a decision?
- what have been the ramifications of these decisions?
- what percentage of projects have been assigned to you versus left to you to identify the need for and initiate action on?

We'd like to know the level of independence you have worked with in the past. How much of your previous work has been assigned to you as opposed to left up to you to identify and initiate? Was that work reviewed or monitored by a supervisor?

This position also requires the ability to work independently with minimal supervision, as well as working collaboratively with others as a member of a team. Please describe your experience and effectiveness in both settings. Which do you prefer and why?

This position allows for a good amount of independence in accomplishing tasks.

- Please describe the level of independence you have worked with in the past.

Knowing this position is fairly autonomous,

- please describe what you think makes a good supervisor in such an environment.

When necessary,

- do you have any problems working side-by-side with your supervisor or taking direction from your supervisor?

Cooperation, compatibility and attitude

What methods have you found to be the most effective for you to receive feedback about your work?

In addition to having its own unique responsibilities, this position sometimes provides support for other office personnel. If given simultaneous tasks to complete from several

people (ie, office manager, your supervisor, and the department chair) along with your own tasks to complete, how would you go about prioritizing these tasks?

Our Department staff have separate duties, but the Graduate Advisor backs-up the Manager position in times of absence or vacation, and vice versa, as do the Undergraduate Advisor and the Office Assistant. How well do you think you could work in this team-like environment?

Do you have any problems working side-by-side or taking direction from your supervisor? To what capacity have you worked side-by-side or taken direction from your supervisor?

RELATED ADMINISTRATIVE EXPERIENCE

- 12. Related administrative experience with**
- a. knowledge of general office procedures and equipment used in academic advising or other support services in higher education or comparable business environment**
 - b. demonstrated ability to coordinate special projects and personnel.**
 - c. excellent program/project planning and administrative skills**
 - d. ability to manage a wide variety of information and procedural skills.**
 - e. ability to evaluate departmental processes and make or recommend improvements**
 - f. skill to analyze complex curricular, personnel, and programmatic data, including the ability to identify needs and make recommendations**
 - g. strong ethics (diplomacy, courtesy, honesty, professionalism)**

QUESTIONS TO SELECT FROM:

This position provides administrative staff support to the _____ Dept., including keeping records of all majors and minors in hard copy and on a database, as well as keeping records of our graduates and inactive majors and minors.

Please discuss your past administrative experience and how it relates to this position.

Give an example of your customer service experience. What percentage of interactions were by phone, email and in-person? Where the interactions informational, advisory or responding to complaints and problems? Please answer with examples to the extent possible. And, please describe an example of a difficult interaction, what made it difficult and how it was resolved.

Please describe your related administrative experience providing general administrative support as well as academic department specific support?

What is your knowledge of general office procedures and equipment?

This position requires you to do a range of administrative work such as scheduling courses, enrollment management, reviewing students' transcripts, and revising the undergraduate handbook. What type of experience do you have with this type of administrative work?

COMPUTER AND TECHNOLOGY EXPERIENCE

15. Computer and technology experience:

- a. AIS and/or Macintosh computer systems;
- b. knowledge and demonstrated proficiency in database (FileMaker Pro), spreadsheet (Excel), email (Eudora, Mail), word processing (Microsoft Word), internet (Firefox, Netscape, Safari), and other (Adobe Acrobat) applications (or equivalents) to maintain correspondence, memos, reports, program records, informational materials, and forms with speed and accuracy.
- c. ability and willingness to learn new applications and information processing techniques
- d. web site development and/or maintenance (Dreamweaver Contribute, or other web page WYSIWYG software)
- e. AIS, Cognos, electronic calendaring programs, UpFront Basic knowledge or familiarity using Dreamweaver and HTML or other web-page design software.
- f. familiarity with proprietary and enterprise databases

QUESTIONS TO SELECT FROM:

Technology – general:

Please describe your experience using Macintosh computers. Has any of this experience occurred in a networked, file-sharing environment?

Tell us the different software programs that you are proficient in.

Please elaborate on your computer skills; what computer systems and programs you have used and what kinds of work you produced using them? Do you have any Web experience?

How do you stay current on various policies, procedures, office management systems, and computer applications?

This job requires the learning of new software from time-to-time.

- How do you keep yourself up-to-date and approach new software?

Systems (AIS, Filemaker, Excel)

What is your knowledge of and ability to use computer systems and databases, including Microsoft Word, FileMaker VI, Excel, Eudora, Netscape, Adobe Acrobat, AIS, Banner.

What computer software programs have you worked with and what kinds of work did you produce on them?

Describe the computer systems you have worked on and give us examples of projects in which you have used word processing, spreadsheets, web pages, and/or databases.

Tell us the different software programs that you are proficient in.

Describe your level of skill and give examples of the following:

- AIS/Cognos
- Dreamweaver and/or PHP based web template
- PowerPoint
- Computer knowledge
- FileMaker Pro
- Internet navigation
- Scanning documents; creating (enterable) PDF's and PDF files
- Excel
- Web design
- Visual Basic HTML
- MS Access
- MS windows
- Pagemaker

Please describe your Mac computer experience.

Technology -- Spreadsheets

Are you familiar with spreadsheets? what, if any, information have you presented in spreadsheet format? Do you have any formal training with spreadsheets?

Technology – Databases

Please describe your experience with database design and implementation.

We use a campus web-based database, an in-house database and paper records to keep track of our students, please tell us about your organizational skills and any experience you have with information management and/or databases.

Have you used information contained in a database or have you designed a database, developed reports or layouts within a database? Do you have any formal training in a database software (Filemaker, Access, etc)?

Have you designed or created a database? Compiled reports from an existing database? Imported and/or exported records from a database? Are you familiar with Filemaker Pro? OR What database software are you familiar with?

What specific information systems or database technology do you have experience using and how would you characterize your level of expertise?

Please provide details of you knowledge in: creating/updating Filemaker Pro databases?

One task of this job is to maintain a student database in FileMakerPro.

- Do you have sufficient experience with FileMakerPro or a related database to do this?

Technology – web

Please describe the extent of your experience conducting web research.

Have you created a website from inception? Developed content for the web? Edit and maintained a web site? What web software are you familiar with?

Please give specific examples of a web site you have created or maintained and what purpose it served? Do you have any formal training in web development or a specific software?

Have you had any experience in updating web pages?

The History department uses public access terminals as a self-help advising tool. How would you maintain the equipment? Ensure that students log out after each session?

See attached worksheet which may be used to collect information about technology experience prior to the interview (Comm.xls)

SUPERVISORY EXPERIENCE

16. Supervisory experience

- a. Experience in hiring, training, supervising and evaluating staff;**
- b. Ability to supervise staff and student employees, including assigning and monitoring workload and evaluating performance.**

QUESTIONS TO SELECT FROM:

Describe your supervisory experience including the number and types of staff you have supervised.

What do you think are the key factors to effectively supervising people?

Have you ever experienced a conflict with a subordinate and how was that resolved?

This position supervises student workers. Do you have supervisory experience? If so, what do you find to be the most challenging aspects of supervising?

SITUATIONAL QUESTIONS

Hypothetically, you are trying to meet a deadline, the phone has been ringing constantly and there has been a steady flow of people into the office. A student asks you if they can see their file. You pull it out and notice that there are some hand-written notes on a petition and a couple of the comments are sensitive. What would you do?

This position requires the ability to deal with the public, faculty, staff and students with tact and discretion. How would you handle the following situation: A prominent community member and donor to the University insists in talking with your supervisor regarding a controversial news article about the University. Your supervisor does not have the time to take the call, and in fact, prefers not to take the call. How would you handle this person?

You receive a phone call from an angry parent who claims that you have ill-advised their son/daughter, resulting in the student being unable to graduate in the next few weeks. What immediate steps would you take to resolve this situation?

You have a student in your office who is in the process of declaring one of the biology majors. He has recently met with his faculty advisor and has returned to you for a final approval. Upon review of the edited course schedule plan, you see many changes that the faculty member has made. The student is confused and you don't particularly agree with some of the changes. The student informs you that the faculty member was very insistent on making certain changes - the very same changes that you do not agree with. (a) How would you handle this situation? (b) What from your past experience will help you deal with a situation like this?

You are meeting with a prospective student and his parents. Shortly into the conversation it becomes apparent the student wants to pursue a marine biology major despite his parents' insistence that he declare health sciences in preparation for medical school. How would you advise?

Here is a hypothetical situation: A faculty member and a graduate student come to you separately to complain about the other and ask you to intercede. Both are very excited and think they are right. How would you handle the situation?

Academic advisors have to juggle various priorities and deadlines throughout the workday, including phone calls, email messages to respond to, students waiting to speak with you in person, and faculty members who require assistance. How do you prioritize and juggle these demands on your time? – For example:

- A. You're on the phone with the registrar about a course scheduling question and a student who is a previously scheduled appointment shows up for advising. How do you handle the situation?

- B. You are talking with a student and a faculty member comes in and interrupts asking about what room they've been assigned for their sections. How do you handle the situation?"

A student, who has recently met with a faculty advisor, returns to your office to declare their major. Upon review of the students schedule plan you see that the faculty member has made several changes, changes that you do not agree with. The student is confused and explains the faculty member was insistent upon the changes – the very changes you do not agree with. How do you advise the student?

SCHEDULING QUESTIONS

What is your experience with regard to scheduling, for example setting up individual or group meeting times, making meeting arrangements, or making travel arrangements? Please give us an example of an event, project, or program that you have coordinated or helped to coordinate.

Describe your experience planning and/or scheduling workshops or events.

MISCELLANEOUS QUESTIONS

How would your co-workers describe you?

What would you do if your supervisor made a decision that you strongly disagreed with?

What methods have you found to be the most effective for you to receive feedback about your work?

What methods have you found to be the most effective for you to receive supervision and feedback about your work?

What is your experience with the preparation of grant proposals? grant budgets?
Follow up: can you describe any other experience with accounting/bookkeeping?

Please describe your personal work style and what are the important elements necessary for you to be effective in your job and/or work place?

Would you have liked more or less supervision, or a different kind? Why?

How do you prefer to be trained? From past experience, what has worked and what has not.

With regard to event planning, what are the most challenging and most fun aspects of this type of work for you?

What techniques do you use to manage your stress and stay on schedule?

What would your current supervisor say are your most valuable attributes? What would that same supervisor say are your weaknesses?

Please tell us about your experience related to the environmental field and/or working with undergraduate students.

Do you have any project management experience? If so, please provide details of your past experience/s.

Tell us of your experience scheduling meetings and special events.

In particular, are you familiar with AIS?

What is your level of spoken and written Spanish?

INTERVIEW STRUCTURE

I. Pre-Interview Options

Options prior to meeting the search committee (would require pre-arrangement that interviewees arrive 15 to 30 minutes prior to scheduled interview):

- Does the interviewee bring anything to the interview (names of references)?
- Give copy of job description
- Give copy of interview questions (collect at end of interview)
- Have applicant complete supplemental questionnaires: communication and/or computer experience (samples included in attached materials). These materials can be sent to candidate electronically for completion prior to interview; may also return electronically which can give some evidence of computer skills (however, do not penalize for formatting changes which may be caused by platform differences).

II. Welcome and introduction (5 min)

Options for how to begin the interview; it can be helpful to have the chosen option(s) listed in interview materials to ensure consistency over numbers of interviews.

- Give a brief introduction of search committee members and description of the department and position.
- Describe format of interview: we'll be asking every applicant the same questions, we will be taking notes, interviewee will have opportunity to ask us questions at the end).
- Read job description/expectations:
 - Busy academic office environment, interacting with (name department) Department Manager, faculty, students.
 - Advising students in major
 - Computer skills, including Word, Excel, FileMaker Pro, email, internet, ideally including web site design skills
 - Work normal office hours, 100% time, xx# staff at 100% covering 8am-5pm, office closed 12-1pm. Work with Dept. Manager to find regular hours for each staff person.
- Outline the process for applicant: “asking the same questions of all interviewees; allowing for questions at the end, but if you have questions along the way, please don't hesitate. Don't worry about being nervous, if you want to go back and add something to your answer, etc., feel free to do so. We want you to be as comfortable as possible. Do you have any questions before we begin?”
- “We have 45 min. and 9 questions so please keep that in mind in answering the questions.”

III. First question (Related administrative experience)

- What attracted you to this position? Please give examples of your employment background that would relate to this position, especially your experience working with college level students.
- What special contributions do you think you would bring to this position?

- What attracted you to this position and tell us how this position fits with your career and/or personal goals.
- What interested you about this job? and what skills and abilities do you bring to this position?
- Please give examples of your employment background that would relate to this position, especially your experience working with college level students.
- What interested you about this position and why you think you would be a good fit for the job?
- What are your career objectives and how does this position fit into those plans?
- How have your past positions prepared you for this one?
- We have quite a few specific questions that will provide you the opportunity to give us details about your past experience, but to start off, please give us a brief overview of your supervisory experience as it relates explicitly to this position.
- We have a number of specific questions that will provide you the opportunity to give us details about your past experience, but to start off, please take a minute to tell us what interested you about this position and what experience you have that qualifies you for the job.
- .Based upon your understanding of this position, what interests you in serving as the Undergraduate Advisor for _____.
- Please describe the duties & responsibilities of your current, or most current, position.
What do you enjoy the most?
What do you find the most difficult?
- What are you looking for in your next job and position?
How does this position fit with your career and/or personal goals?
What about this position appeals to you?
- Qualifications (with or without accommodation) (more commonly at end of interview)

Major Criteria (rate 1-5, 5 being best)

_____ Relevant Work Experience

_____ Advising Skills

_____ Ability to work well with others

_____ Reasons for wanting the job/interest in this specific department

_____ Computer skills _____ Database _____ Word _____ Excel _____ HTML

_____ Level of Bilingual Ability _____ Proficient _____ Fluent

_____ Rapport with interviewers

IV. Conclusion

Options for final “wrap-it-up” questions ; these are optional and may be eliminated if other SKA-related questions make the interview too lengthy. Leave time for the interviewee to ask questions, and to cover the “housekeeping” questions: special conditions of employment, references, start date, accommodations, etc.

- In closing, what skills and qualities do you think make you a good person for this job?
 - What aspects of this position do you feel the most prepared for?
 - The least prepared for?
- We think we’ve given you a pretty good idea about what this job entails. We certainly do not expect that anyone will be able to just walk in and perform all these duties. What areas do you anticipate would present the greatest challenges for you? What ideas can you suggest that would help you get up to speed in these areas?
- What special contributions do you think you will bring to this position and is there anything else you would like to tell us about yourself?
- What would you like to be doing in your career in two years? (wait for answer)
In five years?
- What makes you the best person for the job: strengths/weaknesses? -- final pitch.
- What question have we NOT asked you that you wish we had asked?
- If we asked your former supervisor what your strengths were, (a) what would they say? And, (b) what would that same supervisor say were your weaknesses?
- In thinking about your own work experience in relation to this position, what aspects of this job will be most challenging for you and what additional skills or knowledge would be important for your success?
- How does this position fit into your personal & professional goals?
- Is there anything else that you would like to share with us that you feel would be helpful as we consider your candidacy for this position?
- Briefly tell us why you want this job.
- Why would you like to work in this department?
- Is there any information that you would like to tell us about yourself that we didn’t cover?
- Do you have anything else you would like to tell us about your qualifications for this position that is not apparent from your application materials?
- What do you consider your strongest work characteristics or qualities and what part of your work do you think needs improvement?
- In closing, what skills and qualities make you the best person for this job?
 - What aspects of this position do you feel the most prepared for?
 - The least prepared for?
- Do you have anything else to tell us about your qualifications for this position?
- Do you have anything you would like to add or do you have any further questions?

FINAL QUESTIONS

I. Interviewees Questions??

- Do you have any questions for us?
- Do you have any questions for the committee?
- What questions might you have of us?
- Are there any questions that you have for us?
- Do you have any comments or questions?

II. Special Conditions Of Employment:

- The selected candidate will be required to pass a criminal history background check. The selected candidate must have the abilities to: work on computer for extended periods (up to 4 hours/day) with or without accommodation, work some evenings and/or Saturdays.
- You would be asked to work a half-day on weekends three-four times per year to represent the department at orientation and advising events, and to work late on three dates for the senior comprehensive exam. These dates are announced well in advance of the events. You would have a slightly different schedule during the week of these events (e.g., mention October 15 - Preview Day, 9:30-2pm). Would this unusual schedule pose a problem for you?
- This position is currently open and available. If selected, when would you be able to begin?
- Mention 80% position = 32 hours. It's a four-day work-week, 8am-5pm daily. Would this schedule pose a problem for you?
- About four or five times a year you would be required to work on Saturday/Sunday for a half a day.

III. Accommodations:

- The areas we have been discussing represent the essential functions of this position. Are you able to perform these requirements with or without accommodation? (yes or no answer please)
- The essential functions and expectations for this position include working 8 hours per day, Monday through Friday, at a computer for extended periods; working in an office with noise and frequent interruptions; and processing a large volume of work to meet fixed deadlines. What kinds of accommodations do you anticipate you would need in order to function well under such conditions?
- Will you be able to perform the duties of this job, either with or without accommodation?
- We've gone over the essential functions and expectations for this position. Can you perform these duties, with or without accommodations?

IV. Starting Date:

- If this position were to be offered to you, when would you be able to start?
- If selected, when would you be able to begin? With enough advance notice to your current employer would you be able attend the Visit Day events on April 2?

- This position is currently open and available. Additionally we would very much like the selected candidate to attend all or part of our prospective new cohort's visit day on April 2nd
- This position is currently open and available. If selected, when would you be able to begin?
- When are you available to begin to work if offered the position?
- What is your availability?

V. References:

- Do you have a list of references we can contact?
- May we call your present and past employers for reference checks?
- Ask for a list of references (can we contact your present supervisor?)
- May I check your references?
- May we do a general reference check?

VI. Conclusion:

- Thank you for interviewing with us.
- Give business card, explain interview/selection process and timeframe, encourage to call if any questions arise.
- Explain timeframe for interviews and selection
- We hope to inform you of our decision in about a week
- Schedule - I will call you to inform you of our decision.

FINALLY, FINALLY

After you have designed your interview structure, questions, and tools it is advised that you ask your Staff Human Resources team to review your materials. All these materials were collected from departments across campus, scaled down and re-organized to match SKAs, which were also collected from departments across campus and synthesized to four pages. None of these materials have been reviewed or approved by SHR.