



Board of Regents Special Meeting

May 2023

May 4, 2023

8:00 a.m.

West Committee Room, McNamara Alumni Center

BOR - MAY 4, 2023 - Special Meeting

1. Select Finalist(s) to be Interviewed for Interim President of the University of Minnesota - Review/Action

Docket Item Summary - 3

2. Best Practices and Recommendations for Leadership Selection

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Presentation Materials - 6



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 4, 2023

AGENDA ITEM: Select Finalist(s) to be Interviewed for Interim President of the University of Minnesota

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Regent Janie S. Mayeron

PURPOSE & KEY POINTS

The purpose of this item is to review and select finalists to be interviewed for the position of Interim President of the University of Minnesota.

BACKGROUND INFORMATION

On April 20, 2023, the Board came to consensus on the following qualifications for the position of Interim President:

Required Qualifications

- Bachelor's degree or higher.
- Demonstrated experience in an executive-level leadership position.
- Strong understanding of or experience with the University of Minnesota and the State of Minnesota.
- Proven ability to advance priorities in a large and highly complex organization.
- Demonstrated success in developing and convening teams of leaders and experts to implement strategic objectives.
- Commitment to the University's mission, values, and priorities.
- Strong reputation in and demonstrated ability to be effective at legislative and community relations.
- Understanding of academia and the role and value of shared governance within a complex organization.
- Demonstrated experience in promoting and supporting a consultative and collaborative culture.
- Demonstrated experience working with boards.
- Record of success in promoting and advancing equity, diversity and inclusion.
- The candidate for Interim President will not intend to apply for the permanent position.

Preferred Qualifications

- Doctorate or terminal degree.
- Background in academia.
- Ability to quickly build relationships with University faculty, staff, and students;
- Understanding of how to lead and manage a major research enterprise.

In addition, the ideal candidate will possess:

- Demonstrated success in leading, empowering, and delegating effectively;
- High ethical standards, sound judgment, and a strong commitment to integrity;
- Demonstrated fiscal acumen and management experience;
- Excellent analytical, interpersonal, written, and oral communication skills, including effective collaboration and consensus-building abilities; and
- Experience managing controversial and high-profile issues.

Candidates from non-academic sectors, who have non-traditional or comparable skill sets, will be fully considered where outstanding transferable experience is demonstrated.

Board Priorities for the Interim President

The Board also came to consensus on the following key priorities for the Interim President:

- Maintain momentum on key initiatives (e.g., [the Board's systemwide strategic plan MPact 2025](#), [PEAK](#), [UMN Health](#), [PRISMH](#), [Enterprise Risk Management](#)) as directed by the Board.
- Build trust with the University community and work in close collaboration with the Board of Regents and the Minnesota legislature.
- Serve as an effective communicator, building strong relationships with students, faculty, staff, alumni, donors, and other friends and partners of the University.
- Apply their unique expertise, insights, experiences, and ideas to the role of Interim President, including identification of areas where data and objective assessment may yield greater University effectiveness.
- Set the foundation and prepare the University for the next President.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 4, 2023

AGENDA ITEM: Best Practices and Recommendations for Leadership Selection

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Brandon Sullivan, Senior Director of Talent Strategy
Andrea Yanego, Director of Talent Acquisition
Lovey Peissig, Manager of Leadership Assessment and Development

PURPOSE & KEY POINTS

The purpose of this item is to share best practices and recommendations to prepare the Board to interview finalists and select an Interim President for the University.

The discussion will cover:

- Mitigating bias.
- Preparing to interview finalists.
- Structuring the interview process.
- Post-interview discussion and consensus-building.

Best practices and recommendations for leadership selection

Board of Regents

May 4, 2023



Office of Human Resources

UNIVERSITY OF MINNESOTA

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Agenda

- Introductions
- Mitigating bias
- Preparing to Interview
 - Tips
 - Dos and Don'ts
- Interview process
 - Interview structure and best practices
- Post-Interview Discussion and Selection



Introductions



Brandon Sullivan, PhD, Senior Director of Talent Strategy

17 years of experience in executive leadership assessment and selection in the private sector and higher education, teaches in the Carlson School and the School of Nursing



Andrea Yanego, MBA, Director of Talent Acquisition

14 years of experience leading talent acquisition for large research universities, providing guidance and support for leaders at all levels in recruiting, hiring, and selection



Lovey Peissig, PhD, Manager of Leadership Assessment and Development

A decade of experience in leadership assessment in the healthcare, manufacturing, higher education and non-profit sectors, teaches in the Department of Psychology

Goal

An accurate, efficient, bias-free process to select a candidate who will succeed in the interim president role



Mitigating bias: don't trust your gut



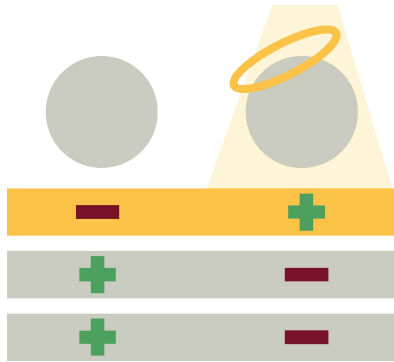
Research shows that during first encounters we make snap, unconscious judgments heavily influenced by our existing unconscious biases and beliefs. For example, in an interview context, without realizing it, we shift from assessing the complexities of a candidate's competencies to hunting for evidence that confirms our initial impression. Psychologists call this **confirmation bias**.

Structured, behavioral-based interviewing is a technique that relies on a series of questions to examine relevant, work-related situations candidates have experienced in the recent past; responses to these questions on past experiences provide insight into how the candidate will approach their work in future situations and promote the use of job-relevant criteria for making hiring decisions. This technique has consistently shown to lead to better hiring decisions, as it creates consistency and structure that can reduce bias in the interview process.

Adapted from: Diversity, equity, and inclusion in the prehire process. Society for Industrial and Organizational Psychology, 2021



A note about the “halo/horn” effect



The halo effect means **one outstanding accomplishment creates an impression of success** that, to the interviewer, can **obscure less successful behavioral examples** in one or more other target competencies.

The halo/horn effect also can have the opposite impact, allowing a **candidate’s weakness in one competency to obscure important strengths in others.**

Competence or Confidence? Communication skills and what is sometimes referred to as “executive presence” are prone to the halo effect during interviews. Interviewers often mistake skill in speaking and projecting confidence for effectiveness in other areas.

Adapted from: 14 common behavioral interviewing mistakes and how to overcome them. Development Dimension International, 2019.



Preparing to Interview

- **Ask the same questions of each candidate.** Probing questions can be different and are based on the response of the candidate.
- **Give a realistic job preview.** Interviews are not just opportunities to learn more about candidates; they are also opportunities to help candidates learn more about the job. When candidates have a realistic understanding of their job, their expectations are more likely to be met and they are less likely to face unpleasant surprises and more likely to be successful.
- **Remember your recruitment role.** To increase the chances of hiring a good candidate, use the interview experience to position the University of Minnesota as an employer of choice.



What **NOT** to Ask (see Appendix)

- Avoid questions not relevant to the position.
- Review the ***What NOT to Ask in an Interview*** document for guidelines on prohibited and acceptable questions. Specific guidance exist regarding questions on the following:
 - Age
 - Criminal Record
 - Disabilities
 - Education
 - Marital/Parental/Family Status
 - Military Service
 - Name
 - National Origin/Citizenship
 - Organizations/Affiliations
 - Personal/Physical Data
 - References
 - Religion/Creed
 - Sex/Gender/Sexual Orientation
 - Work Schedule



During the Interview: Structure

- **Explain the structure.** This will help the candidate assess the time they have for each questions. E.g., “We have ten questions for you. We will take turns asking the questions.”
- **Be in charge of the time.** In the interest of fairness, all candidates must be given the same amount of time. Leave time for candidate questions and try not to go over. We recommend allowing 60-75 minutes for each interview.
- **Transparency and agency in this process:** be sure to let candidates know about the key steps in the process as early as possible, to minimize surprises and ensure a good candidate experience.
- Let the candidate know what to expect after the interview is completed.



During the Interview: listen and clarify

- **Be sure the candidate understands each question. Make it clear what we're looking for when asking the question.** A common complaint from candidates going through interviews is that they weren't sure what the interviewer wanted from an answer or how much time they should spend trying to figure it out.
- **Be flexible.** Understand when a candidate is failing and either give a hint to get their thoughts moving or guide the conversation to a different question. If the candidate is taking too long on a single question, gently switch topics. Here's a good example of this: "To be mindful of time, why don't we move on to a different topic? We can revisit this if you would like at the end."
- **Avoid making assumptions about the candidate.** It is extremely important to listen and concentrate on what the candidate is saying. The candidate should carry 80-85 percent of the total conversation.



Interview Questions

- **Base the interview questions on the requirements in the position profile.**
- Use **behavior-based questions** to obtain specific examples from candidate past experiences.
- **Assess all key competency areas consistently across the candidates.**
- **Avoid hypothetical questions.** Probe for real examples with outcomes: What actions did they take, how did they come to the conclusion, what was the outcome and what learning took place.
- **Clarify, when needed.** Use probing questions such as *"Could you explain what you mean by ...?"* or *"What was your role?"*



Writing Good Notes

Interviewer feedback is critical to making a hiring decision. The following guidance can help you write effective notes and avoid common pitfalls:

- **Don't write vague statements or summarize the resume.** Statements like "seems smart" or "graduated from a great school" won't help focus the decision-making on key skills, knowledge, and abilities.
- **Focus on examples** of ways the candidate demonstrated how they handled situations effectively or ineffectively.
- **Don't get distracted by personality** and "fit" or evaluate attributes unrelated to the job. Stay focused on the key attributes that make someone successful in the role.



Post Interview

- Use of an **Interview Summary** page is a best practice.
- In this summary, provide an overall recommendation:
 - Strongly Recommend
 - Recommend
 - Recommend with Reservations
 - Do Not Recommend
- Note key strengths and development areas for each candidate.



Post-Interview Discussion

Conducting a post-interview discussion is critical as it helps:

- Ensure a consistent process
- Provide a comprehensive review of all feedback rather than reviewing in isolation
- Reduce individual unconscious bias



Post-Interview Discussion

- An important goal of the post-interview discussion is to reach consensus on candidates.
- To reach consensus, the Board will engage in discussion - the following are recommended questions to guide that discussion:
 - What are your recommendations?
 - What strengths did you see in each candidate and what led to you assess those as strengths?
 - What concerns or reservations do you have about each candidate and what led you to assess those as concerns or reservations?
 - How do you see these concerns affecting the candidate's ability to succeed in this role?
 - Is there more information that might address or clarify your concerns?
 - Are there ways these concerns might be addressed if this candidate is selected?



Appendix



Appendix: What Not to Ask in an Interview

Subject	Acceptable	Prohibited
Age	<ul style="list-style-type: none"> ✓ Any inquiry limited to establishing that applicant meets any minimum age requirement that may be established by law. 	<ul style="list-style-type: none"> ✗ Requiring birth certificate or baptismal record before hiring. ✗ Any inquiry which may reveal the date of high school graduation. ✗ Any other inquiry which may reveal whether applicant is at least 40 years of age.
Criminal Record	<ul style="list-style-type: none"> ✓ Inquiries into conviction of specific crimes related to qualifications for the job applied for. 	<ul style="list-style-type: none"> ✗ Any inquiry relating to arrests if not substantially related to functions and responsibilities of the particular job in question. "Have you ever been arrested?"
Disabilities	<ul style="list-style-type: none"> ✓ To ask whether the applicant is capable of performing the essential functions of the job with reasonable accommodation ✓ Note: This question may be asked after the interviewer thoroughly described the job and if all applicants are going to be asked in a consistent manner whether they are able to carry out all the necessary job assignments and perform them in a safe way. 	<ul style="list-style-type: none"> ✗ Before hiring: to initiate questions regarding the specific accommodation needed. ✗ Inquire if job applicant is handicapped or ask about the nature and severity of handicap: "Do you have any disability." ✗ "Have you had any operation or recent/past illnesses?"



Appendix: What Not to Ask in an Interview (cont.)

Subject	Acceptable	Prohibited
Education	<ul style="list-style-type: none"> ✓ Inquiry into nature and extent of academic, professional or vocational training. ✓ Inquiry into language skills, such as reading and writing of foreign languages, if job related. 	<ul style="list-style-type: none"> ✗ To ask the racial or religious affiliation of schools attended. ✗ Inquiry as to what mother tongue is or how foreign language ability was acquired.
Marital/ Parental/ Family Status	<ul style="list-style-type: none"> ✓ Whether an applicant can meet specified work schedules or has activities, commitments and responsibilities that may hinder the meeting or work attendance requirements. This question is fine as long as ALL applicants for the job are asked consistently: "This job requires overtime occasionally, would you be able and willing to work overtime as necessary?" ✓ "Would you be willing to relocate as necessary?" 	<ul style="list-style-type: none"> ✗ Before hiring: to ask marital status: "What's your marital status (married, single, divorced, engaged)?" ✗ To ask the number and/or age of children, who cares for them, and of applicant's plans to have more children? ✗ "Whom do you live with?" ✗ "Do you plan to have a family? When?" ✗ "How many kids do you have?" ✗ "What are your childcare arrangements?"
Military Service	<ul style="list-style-type: none"> ✓ Inquiry into service in U.S. Armed Forces when such service is a qualification for the job. ✓ Require military discharge certificate after being hired. 	<ul style="list-style-type: none"> ✗ Inquiry about the type of discharge. ✗ To request military service records. ✗ To ask about military service in armed service of another country.



Appendix: What Not to Ask in an Interview (cont.)

Subject	Acceptable	Prohibited
Name	<ul style="list-style-type: none"> ✓ Inquiry whether an applicant's work records are under another name, for purposes of access to these records: "Have you worked for the University under a different name?" 	<ul style="list-style-type: none"> ✗ Inquiry into any title which indicates race, color, religion, sex, national origin, handicap, age or ancestry. ✗ To ask if a woman is a Miss, Mrs., or Ms.
National Origin/ Citizenship	<ul style="list-style-type: none"> ✓ To indicate that the institution is an equal opportunity employer ✓ If ability is relevant to performance on the job: "What languages do you read, speak or write fluently?" 	<ul style="list-style-type: none"> ✗ If native-born or naturalized. ✗ Proof of citizenship before hiring. ✗ Whether parents or spouse are native-born or naturalized.
Organizations/ Affiliations	<ul style="list-style-type: none"> ✓ Inquiry into membership in professional organizations and offices held, excluding any organization, the name or character of which indicates the race, color, religion, sex, national origin, handicap, age or ancestry of its members. 	<ul style="list-style-type: none"> ✗ Inquiry into every club and organization where membership is held.
Personal/ Physical Data	<ul style="list-style-type: none"> ✓ Inquiries as to ability to perform actual job requirements. 	<ul style="list-style-type: none"> ✗ Being a certain height or weight will not be considered to be a job requirement unless the employer can show that no employee with the ineligible height or weight could do the work



Appendix: What Not to Ask in an Interview (cont.)

Subject	Acceptable	Prohibited
References	<ul style="list-style-type: none"> ✓ To request general and work references not relating to race, color, religion, sex or national or ethnic origin, age, disability or marital status. 	<ul style="list-style-type: none"> ✗ To request references specifically from clergy or any other person who might reflect race, color, religion, sex or national origin, age, disability or marital status.
Religion Creed	<ul style="list-style-type: none"> ✓ Questions pertaining to the applicant's familiarity and/or their interest in coming to work for a Catholic/Marianist Institution. 	<ul style="list-style-type: none"> ✗ Any inquiry which would indicate or identify religious denomination or custom of the applicant. ✗ Request pastor's recommendation or reference.
Sex/ Gender/ Sexual Orientation	None.	<ul style="list-style-type: none"> ✗ Any inquiry which would indicate sex. ✗ Any inquiry made of members of one sex, but not the other.
Work Schedule	<ul style="list-style-type: none"> ✓ Inquiry into willingness or ability to work required work schedule 	<ul style="list-style-type: none"> ✗ Any inquiry into willingness or ability to work any religious holidays.

